

**PROPOSED REGULATION OF THE
STATE BOARD OF EDUCATION**

LCB File No. R056-17

October 12, 2017

EXPLANATION – Matter in *italics* is new; matter in brackets [~~omitted material~~] is material to be omitted.

AUTHORITY: §§1-8, NRS 385.080, 385.114, 389.021 and 389.520.

A REGULATION relating to education; revising the performance standards for a course of study in social studies for pupils enrolled in kindergarten and grades 1 to 12, inclusive; and providing other matters properly relating thereto.

Legislative Counsel's Digest:

Existing law requires the State Board of Education to adopt standards for a course of study in social studies. (NRS 389.520) Existing regulations prescribe performance standards that a pupil is required to meet by the completion of kindergarten, first grade, second grade, third grade, fourth grade, fifth grade, eighth grade and high school. (NAC 389.238, 389.2421, 389.2437, 389.254, 389.2933, 389.2942, 389.372, 389.511) This regulation revises the performance standards for a course of study in social studies for pupils enrolled in kindergarten and grades 1 to 12, inclusive.

Section 1. NAC 389.238 is hereby amended to read as follows:

389.238 Instruction in kindergarten in social studies must be designed so that pupils meet the following performance standards by the completion of kindergarten:

1. For the area of social ~~study~~ *studies disciplinary* skills ~~for~~, *with prompting and support*:

- (a) ~~A~~quire and apply skills of reading, writing and oral communication to construct knowledge, as demonstrated by the ability of the pupil to:
- (1) Interpret illustrations.
- (2) Listen to a story to acquire information on a main idea.
- (3) Identify vocabulary using illustrations.

- (b) ~~Acquire, organize, use and evaluate information that prepares a pupil to be an active, informed and literate citizen, as demonstrated by the ability of the pupil to:~~
- (1) ~~Gather and present information orally.~~
 - (2) ~~Identify maps, graphs and charts.~~
 - (3) ~~Use appropriate technological resources which support learning.~~
- (c) ~~Demonstrate historical comprehension by analyzing and interpreting historical documents and artifacts that present alternative voices, accounts and interpretations or perspectives on past events, as demonstrated by the ability of the pupil to:~~
- (1) ~~Understand the concepts of yesterday, today and tomorrow.~~
 - (2) ~~Identify sources of information.~~
 - (3) ~~Listen to historical fiction.~~
- (d) ~~Demonstrate skills which prepare a pupil to be an active, informed and literate citizen, as demonstrated by the ability of the pupil to:~~
- (1) ~~Demonstrate responsibility for the well-being of himself or herself.~~
 - (2) ~~Listen and participate as a member of a group in the classroom. | Generate compelling questions to explore how learning and working together builds a classroom community.~~
- (b) *Generate supporting questions relating to the compelling questions developed pursuant to paragraph (a).*
- (c) *Using a primary resource from the school in which the pupil is enrolled or the community in which the pupil lives, develop a reasonable idea about:*
- (1) Who created the primary resource.*
 - (2) Where the primary resource was created.*
 - (3) Why the primary resource was created.*

(d) Construct responses to compelling questions generated pursuant to paragraph (a) using examples.

(e) Construct organized explanations of relevant concepts for various audiences and purposes.

(f) Participate in a structured academic discussion using reasoning.

(g) List and discuss actions by a person or a group that can be taken to address local, regional or global problems.

(h) Use deliberative and democratic procedures to take action about an issue in the classroom of the pupil, the school in which the pupil is enrolled or the community in which the pupil lives.

2. For the area of history †:

—(a) Understand the development, characteristics and interaction of persons, cultures, societies, religions and ideas, as demonstrated by the ability of the pupil to:

—(1) Discuss the importance of working with other persons to complete tasks.

—(2) Listen to stories of family members, residents and prominent persons that emphasize the human experience.

—(3) Listen to stories of persons and families from around the world.

—(b) Understand the influences of persons, events, ideas and conflicts in the development of nations, empires, cultures and political and economic ideas, as demonstrated by the ability of the pupil to identify problems that arise when persons live and work together.

—(c) Understand the influences of social ideas and personal action on social, political, economic and technological change, as demonstrated by the ability of the pupil to:

- (1) Recognize differences between the home in which the pupil lives and the school in which the pupil is enrolled.
- (2) Describe the importance of working with other persons to complete tasks.
- (3) Identify the occupations of persons in the school in which the pupil is enrolled.
- (4) Demonstrate respect for other pupils in the classroom and in the school.
- (5) Discuss events that are important to the pupil and the pupil's family.}, compare life in the past to the life of the pupil in the community in the present.

3. For the area of geography:

- (a) Use {maps, globes and other} simple geographic tools and technologies to locate and extrapolate information about persons, places and environments, as demonstrated by the ability of models to describe spaces at the home in which the pupil {to recognize that a globe is a representation of Earth and use vocabulary related to direction and location, including, without limitation, up, down, left, right, near, far, above and beyond.} lives and the school in which the pupil is enrolled.
- (b) {Understand the physical and human features of places, and use that information to define and study regions and their patterns of changes, as demonstrated by the ability of the pupil to:
 - (1) Identify the areas in the home and the classroom that have different purposes, including, without limitation, the kitchen, bedroom, exit door and teacher's desk.
 - (2) Describe himself or herself as a unique person with characteristics that are similar to other pupils.
 - (3) Recall from memory the street on which the pupil lives.
 - (4) Identify the geographic setting of a picture or a story.

—(c) Understand how economic, political and cultural processes interact to shape patterns of human migration and settlement, influence and interdependence, and conflict and cooperation, as demonstrated by the ability of the pupil to explain that *Explain why and how* persons move from one location to another †

—(d) Understand the effects of interactions between human and physical systems, and changes in the use, distribution and importance of resources, as demonstrated by the ability of the pupil to recognize seasonal changes in weather and how persons adapt to those changes.] *location in a community.*

4. For the area of economics †:

—(a) Understand how scarcity and incentives affect choices, how markets work, why markets form, how supply and demand interact to determine market price and how changes in prices act as economic signals to coordinate trade, as demonstrated by the ability of the pupil to:

- (1) Demonstrate the scarcity of resources.
- (2) Identify jobs in the community.

—(b) Identify indicators used to measure economic performance, understand important aspects of how the economy acts as a system, and understand the roles of money, interest rates, saving and borrowing, financial institutions and the central banking system in the economy, as demonstrated by the ability of the pupil to identify the currency used in the United States.

—(c) Identify the causes of economic change and explain how the economic system of the United States responds to those changes and how other economic systems respond to changes, as demonstrated by the ability of the pupil to make decisions regarding resources in the classroom.] , give examples of choices that are made because of the scarcity of resources.

5. For the area of civics:

- (a) ~~I Know why society needs rules, law and governments, and understand the roles, rights and responsibilities of citizens, as demonstrated by the ability of the pupil to:~~
- (1) ~~Identify and follow classroom and school rules concerning behavior and resolution of conflicts.~~
- (2) ~~Identify a pupil's rights within the classroom.~~
- (3) ~~Recognize personal choices.~~
- (4) ~~Recognize the Pledge of Allegiance.~~
- (5) ~~Name a traditional patriotic activity, holiday or symbol of the United States.~~
- (b) ~~Explain the different political systems in the world and how those systems relate to the United States and the citizens of the United States, as demonstrated by the ability of the pupil to name the school in which the pupil is enrolled.~~ **Describe an action that exemplifies civic virtue, including, without limitation:**
- (1) *Deliberative discussion;*
- (2) *Equality;*
- (3) *Freedom;*
- (4) *Liberty; and*
- (5) *Respect for the individual rights of a person.*
- (b) *Compare and contrast rules from different places and cultures throughout the world.*
- (c) *Describe how a person can work to improve his or her community.*
6. ***For the area of multicultural education:***
- (a) *Share and discuss stories that illustrate honesty, courage, friendship, respect and responsibility.*
- (b) *Explore strategies to resolve conflict in the classroom in which the pupil is enrolled.*

(c) Identify diverse cultural celebrations, events, holidays and symbols, and, if applicable, identify the dates of such items on a calendar.

(d) Describe ways in which pupils and families are alike and different across racially and ethnically diverse cultures.

Sec. 2. NAC 389.2421 is hereby amended to read as follows:

389.2421 By the beginning of the first grade, pupils must know and be able to do everything required in kindergarten for social studies offered in public schools. Instruction in the first grade in social studies must be designed so that pupils meet the following performance standards by the completion of the first grade:

1. For the area of social ~~study~~ *studies disciplinary* skills ~~H~~, *with prompting and support*:

(a) ~~Acquire and apply skills of reading, writing and oral communication to construct knowledge, as demonstrated by the ability of the pupil to:~~

- ~~(1) Listen for main ideas in text that is read to the pupil.~~
- ~~(2) Listen for the main idea and sequence of events in the context of social studies.~~
- ~~(3) Use vocabulary in sentences.~~

~~(b) Acquire, organize, use and evaluate information that prepares a pupil to be an active, informed and literate citizen, as demonstrated by the ability of the pupil to:~~

- ~~(1) Research a prescribed topic in social studies.~~
- ~~(2) Conduct research by locating, gathering and organizing information.~~
- ~~(3) Present information orally.~~
- ~~(4) Identify maps, graphs, charts and diagrams as sources of information.~~
- ~~(5) Practice the responsible use of technology.~~

— (6) Use technological resources for solving problems, communicating and illustrating thoughts and ideas.

— (c) Demonstrate historical comprehension by analyzing and interpreting historical documents and artifacts that present alternative voices, accounts and interpretations or perspectives on past events, as demonstrated by the ability of the pupil to:

— (1) Identify events that took place yesterday and events that take place today.

— (2) Identify sources of information.

— (3) Read or listen, or both, to historical fiction.

— (4) Identify self perspective.

— (d) Demonstrate skills which prepare a pupil to be an active, informed and literate citizen, as demonstrated by the ability of the pupil to:

— (1) Demonstrate responsibility for the well-being of himself or herself.

— (2) Listen and participate as a member of a group in the classroom.] *Generate compelling questions relating to the places persons live and work.*

(b) *Generate supporting questions relating to the compelling questions generated pursuant to paragraph (a).*

(c) *Using primary sources from the school in which the pupil is enrolled or the community in which the pupil lives, determine for two or more primary sources:*

(1) *Who created each primary resource.*

(2) *Where each primary resource was created.*

(3) *Why the primary resource was created.*

(d) *Construct responses to compelling questions generated pursuant to paragraph (a) using examples.*

- (e) Construct organized explanations of relevant concepts for various audiences and purposes.
- (f) Participate in a structured academic discussion using reasoning.
- (g) List and discuss actions by a person or a group that can be taken to address problems in a community.
- (h) Use deliberative and democratic procedures to take action about an issue in the community in which the pupil lives.

2. For the area of history †

- (a) ~~Understand the development, characteristics and interactions of persons, cultures, societies, religions and ideas, as demonstrated by the ability of the pupil to:~~
- (1) ~~Describe lifeways, compare the lives~~ of persons who lived in the local community in the past †, ~~including, without limitation, their jobs, schools, methods of communication, transportation and recreation.~~
- (2) Listen to stories that reflect the beliefs, customs, ceremonies and traditions of the † to ~~the lives of persons who live in the local community at the present time for~~ different cultures in the ~~neighborhood around the school.~~
- (3) Listen to histories of important landmarks in the community that create a sense of community among persons in the † community.
- (4) ~~Listen to stories that reflect the beliefs, customs, ceremonies, traditions and social practices of cultures from around the world.~~
- (5) Identify landmarks from around the world.

- (b) Understand the influences of persons, events, ideas and conflicts in the development of nations, empires, cultures and political and economic ideas, as demonstrated by the ability of the pupil to identify methods of sharing that resolve problems in the classroom and at the school.
- (c) Understand the influences of social ideas and personal action on social, political, economic and technological change, as demonstrated by the ability of the pupil to:
 - (1) Describe the neighborhood around the school in which the pupil is enrolled.
 - (2) Compare or contrast, or both, the daily life of the pupil with the daily life of the pupil's parent or legal guardian.
 - (3) Identify and describe occupations in the community that help persons, including, without limitation, law enforcement officers, firefighters and nurses.
 - (4) Demonstrate respect for other pupils and persons in the neighborhood around the school.
 - (5) Discuss events that are happening at the school in which the pupil is enrolled.]

3. For the area of geography:

- (a) Use [maps, globes and other] **simple** geographic [tools and technologies to locate and extrapolate information about persons, places and environments, as demonstrated by the ability of] **models created by** the pupil to:
 - (1) Differentiate between and identify water and land on a map and globe, and use the terms "ocean" and "continent."
 - (2) Describe maps as representations of places.
 - (3) Recognize the shape of North America on a map of the world.
 - (4) Use simple maps to illustrate direction.

— (5) Display geographic information in a visual manner using simple lists, graphs and maps. **| describe the environmental and physical characteristics of the community in which the pupil lives.**

(b) ~~Understand the physical and human features of places, and use that information to define and study regions and their patterns of changes, as demonstrated by the ability of the pupil to:~~

— (1) ~~Sort and group pictures that display geographic features, including, without limitation, forests, deserts and lake regions.~~

— (2) ~~Identify the similarities and differences between persons in the community.~~

— (3) ~~Identify patterns of change within the community, including, without limitation, construction.~~

— (4) ~~Recall the home address and telephone number of the pupil.~~

(c) ~~Understand how economic, political and cultural processes interact to shape patterns of human migration and settlement, influence and interdependence, and conflict and cooperation, as demonstrated by the ability of the pupil to:~~

— (1) ~~Use the classroom population to categorize simple demographic information.~~

— (2) ~~Explain that a person may live in a location other than the location where the person was born.~~

— (3) ~~Identify characteristics of rural and urban communities.~~

(d) ~~Understand the effects of interactions between human and physical systems, and changes in the use, distribution and importance of resources, as demonstrated by the ability of the pupil to:~~

— (1) ~~Tell how the physical | **Describe how the** environment ~~affects activity at school~~, including, without limitation, having recess inside or outside.~~

— (2) Identify locations in which a pupil may access basic resources available to the pupil, including, without limitation, food and water.] **impacts how persons live and the work that persons do.**

4. For the area of economics:

(a) [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, as demonstrated by the ability of the pupil to:

- (1) Give examples of “all or nothing” choices.
- (2) Identify a consumer.
- (3) Identify a producer.
- (4) Give examples of ways persons earn money.

— (b) Identify indicators used to measure economic performance, understand important aspects of how the economy acts as a system, and understand the roles of money, interest rates, saving and borrowing,] **Describe the role of** financial institutions and [the central banking system in the economy, as demonstrated by the ability of the pupil to explain what money is and how money is used.

— (c) Identify the causes of economic change and explain how the economic system of the United States responds to those changes and how other economic systems respond to changes, as demonstrated by the ability of the pupil to identify resources that are shared in the classroom and the community.

— (d) Explore trends in international trade, the impact of trade on the economy of the United States and the role of exchange rates, as demonstrated by the ability of the pupil to define trade,] **other businesses in the community in which the pupil lives.**

(b) Compare the goods and services that persons in the community in which the pupil lives produce and those that are produced in a community in which the pupil does not live.

5. For the area of civics:

- (a) ~~{Know why society needs rules, law and governments, and understand the roles, rights and responsibilities of citizens, as demonstrated by the ability of the pupil to:~~
- ~~— (1) Identify and follow classroom and school rules concerning behavior and resolution of conflicts.~~
- ~~— (2) Identify a pupil's rights within the classroom.~~
- ~~— (3) Participate in making decisions for the class, including, without limitation, decisions regarding personal responsibilities in the classroom and school.~~
- ~~— (4) Recognize the Pledge of Allegiance.~~
- ~~— (5) Name a traditional patriotic activity, holiday or symbol of the United States.} Give examples of how all persons, not just official leaders, play important roles in the community.~~

(b) ~~{Understand the United States Constitution and the government created by the United States Constitution, including, without limitation, the relationship between national and sub-national governments, and the structure and function of state and local governments, as demonstrated by the ability of the pupil to name the current President of the United States.}~~

Explain the purpose of different governmental functions, including, without limitation:

- (1) Collecting garbage;*
- (2) Passing laws;*
- (3) Enforcing laws; and*
- (4) Building roads and schools.*

(c) Describe ~~[the roles of political parties, elections, interest groups, the media and public opinion in the democratic process, as demonstrated by the ability of the pupil to identify sources of information.]~~ a situation that exemplifies civic virtue, including, without limitation:

- (1) Deliberative discussion;
- (2) Equality;
- (3) Freedom;
- (4) Liberty; and
- (5) Respect for the individual rights of a person.

(d) ~~[Explain]~~ Compare and contrast the different ~~[political systems in the world and how those systems relate to the United States and the citizens of the United States, as demonstrated by the ability of the pupil to name the school in which the pupil is enrolled.]~~ ways in which persons work to improve the communities in which they live.

6. For the area of multicultural education:

- (a) Share and discuss stories that illustrate honesty, courage, friendship, respect and responsibility, and be able to explain how the stories show each quality.
- (b) Demonstrate the ability to resolve conflicts.
- (c) Describe ways in which pupils and families are alike and different across racially and ethnically diverse cultures.
- (d) Identify and compare different cultural practices and traditions in the community in which the pupil lives.
- (e) Discuss the importance of culturally, racially and ethnically diverse persons in building a strong and equitable community.

Sec. 3. NAC 389.2437 is hereby amended to read as follows:

389.2437 By the beginning of the second grade, pupils must know and be able to do everything required in the previous grades for social studies offered in public schools. Instruction in the second grade in social studies must be designed so that pupils meet the following performance standards by the completion of the second grade:

1. For the area of social ~~study~~ **studies disciplinary** skills ~~H~~, **with prompting and support:**

(a) ~~Acquire and apply skills of reading, writing and oral communication to construct knowledge, as demonstrated by the ability of the pupil to:~~

- ~~(1) Listen for main ideas in text that is read to the pupil.~~
- ~~(2) Listen for the main idea and sequence of events in the context of social studies.~~
- ~~(3) Identify fact and opinion.~~
- ~~(4) Use reading and writing to respond to literature.~~
- ~~(5) Identify graphic organizers as a method for organizing information.~~
- ~~(6) Use vocabulary in sentences.~~

~~(b) Acquire, organize, use and evaluate information that prepares a pupil to be an active, informed and literate citizen, as demonstrated by the ability of the pupil to:~~

- ~~(1) Research a prescribed topic in social studies.~~
- ~~(2) Conduct research by locating, gathering and organizing information.~~
- ~~(3) Present information orally or in writing.~~
- ~~(4) Use maps, graphs, charts and diagrams.~~
- ~~(5) Demonstrate acceptable social behaviors when using technology.~~
- ~~(6) Use technological resources for solving problems, communicating and illustrating thoughts and ideas.~~

—(c) Demonstrate historical comprehension by analyzing and interpreting historical documents and artifacts that present alternative voices, accounts and interpretations or perspectives on past events, as demonstrated by the ability of the pupil to:

- (1) Demonstrate an understanding of chronology by reading a timeline.
- (2) Identify past, present and future events.
- (3) Discuss sources of information that are appropriate.
- (4) Read or listen, or both, to historical fiction.
- (5) Identify different perspectives.

—(d) Demonstrate skills which prepare a pupil to be an active, informed and literate citizen, as demonstrated by the ability of the pupil to:

- (1) Demonstrate responsibility for the well-being of himself or herself and his or her family.
- (2) Listen and participate as a member of a group in the classroom.] *Generate compelling questions to explore the national identity and culture of the United States.*

(b) *Generate compelling questions relating to the compelling questions generated pursuant to paragraph (a).*

(c) *Analyze two or more primary sources to determine the point of view and perspective presented in each source.*

(d) *Construct responses to the compelling questions developed pursuant to paragraph (a) using reasoning, examples and relevant details.*

(e) *Construct organized explanations of relevant concepts for various audiences and purposes.*

(f) *Participate in a structured academic discussion using reasoning.*

(g) List and discuss actions by a person or a group that can be taken to address local, regional or national problems.

(h) Use deliberative and democratic procedures to take action about an issue in the community in which the pupil lives.

2. For the area of history:

- (a) ~~{Understand the development, characteristics and interactions of persons, cultures, societies, religions and ideas, as demonstrated by the ability of the pupil to:~~
- ~~(1) Compare the local community to communities from around the United States.~~
- ~~(2) Examine artifacts} Explore significant events that have shaped national identity in the United States . {to understand the daily life of persons from the time period of those artifacts.~~
- ~~(3) Examine artifacts from around the world for important clues to ascertain the daily life of persons from the time period of those artifacts.~~
- ~~(4) Explain why important events, persons or customs, or any combination thereof, in the United States are recognized by holidays.~~
- ~~(5) Explain why important events, persons and customs, or any combination thereof, from around the world are recognized by holidays.~~
- ~~(6) Recognize similarities and differences of earlier generations, including, without limitation, similarities and differences in occupations, clothes, mannerisms, stories, games and festivals.~~
- ~~(7) Compare communities from around the world to the local community.}~~
- (b) ~~{Understand the influences of persons, events, ideas and conflicts in the development of nations, empires, cultures and political and economic ideas, as demonstrated by the ability of the pupil to:~~

- _____ (1) Identify ~~methods in which persons cooperate to achieve a common goal.~~
- _____ (2) ~~Explore the importance of both local and national landmarks and explain how those landmarks create a sense of community.~~ **major political leaders who have impacted the history of the United States.**
- (c) ~~Understand the influences of social ideas and personal action on social, political, economic and technological change, as demonstrated by the ability of the pupil to:~~
- _____ (1) Identify public and private spaces within the community.
- _____ (2) Compare or contrast, or both, the daily life of the pupil with the daily lives of children from around the world.
- _____ (3) Explain why persons and events are honored by commemorative holidays.
- _____ (4) Demonstrate respect for other pupils and **Identify how** persons **have made a difference** in the ~~community~~.
- _____ (5) Define the term “technology” and identify uses for technology in the daily life of the pupil.
- _____ (6) Listen to and discuss events in the community that are reported by the media. **communities in which they live.**

3. For the area of geography:

- (a) ~~Use maps, globes and other geographic tools and technologies to locate and extrapolate information about persons, places and environments, as demonstrated by the ability of the pupil to:~~
- _____ (1) Identify titles and symbols on maps.
- _____ (2) Recognize spatial patterns, including, without limitation, political units and physical features, **Locate** on a map ~~and globe.~~

- (3) Construct a key from map symbols and choose a map title.
- (4) Give and follow simple oral directions to move from one location to another.
- (5) Use a simple letter and number grid system to find a specific location.
- (6) Identify geographic information within media sources, including, without limitation, maps, books and photographs.]

the places in which certain major historical events in the history of the United States occurred.

- (b) [Understand the physical and human features of places, and use that information to define and study regions and their patterns of changes, as demonstrated by the ability of the pupil to:
 - (1) Define the term “region” and provide examples of regions.
 - (2) Describe neighborhoods and communities as places where persons live, work and play.
 - (3) Identify traditions and customs that are practiced by families.
 - (4) Identify patterns of changes in the community.
 - (5) Provide examples of geographical uses of machines, tools and technologies, including, without limitation, surveying tools and map navigation programs.
 - (6) Demonstrate that different locations have different addresses.
 - (7) Locate the city and state in which the pupil resides on a map.
- (c) Understand how economic, political and cultural processes interact to shape patterns of human migration and settlement, influence and interdependence, and conflict and cooperation, as demonstrated by the ability of the pupil to:
 - (1) Construct a visual model of the distribution of population, including, without limitation, a graph, table or a choropleth map.
 - (2) Categorize different ways to move persons, goods and ideas, including, without limitation, air, water, land, telephones and computers.

- (3) Define the terms “rural community” and “urban community” and compare the characteristics of each.
- (4) List the types of social groups to which persons belong.
- (d) Understand the effects of interactions between human and physical systems, and changes in the use, distribution and importance of resources, as demonstrated by the ability of the pupil to:
- (1) Tell how the physical environment affects community activity, including, without limitation, recreation and water usage.
- (2) Provide examples of tools that assist in finding geographic locations.
- (3) Identify how persons shape their physical environment.
- (4) Define the term “natural hazards” and provide examples of natural hazards.
- (5) Identify natural resources and the location of natural resources in the neighborhood.]
major landmarks in the United States that are associated with historical events.

(c) Examine how environmental characteristics shaped the development of the United States in the past and will continue to shape the development of the United States in the future.

(d) Describe why persons moved to the United States throughout the early history of the United States, including, without limitation, any cultural, economic, environmental, political or social reasons for doing so.

4. For the area of economics:

(a) [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, as demonstrated by the ability of the pupil to:

- (1) Give examples of what is given up when a choice is made.
- (2) Identify consumers and where they make purchases.
- (3) Identify producers in the neighborhood and community in which the pupil lives.
- (4) Discuss why persons work. *two or more times throughout the history of the United States when scarce resources led to conflict.*
- (b) Identify indicators used to measure economic performance, understand important aspects of how the economy acts as a system, and understand the roles of money, interest rates, saving and borrowing, financial institutions and the central banking system in the economy, as demonstrated by the ability of the pupil to:
- (1) Discuss the concept that money is limited.
- (2) Identify reasons for saving money.
- (c) Identify the causes of economic change, and explain how the economic system of the United States responds to those changes and how other economic systems respond to changes, as demonstrated by the ability of the pupil to:
- (1) Identify businesses in the community.
- (2) Describe ways to share classroom resources.
- (d) Explore trends in international trade, the impact of trade on the economy of the United States and the role of exchange rates, as demonstrated by the ability of the pupil to demonstrate an understanding of trade by providing an example of trade. *how natural resources were used in the past to produce goods and services and how such resources are used in the present to produce goods and services.*
5. For the area of civics:

- (a) ~~I Know why society needs rules, law and governments, and understand the roles, rights and responsibilities of citizens, as demonstrated by the ability of the pupil to:~~
- (1) ~~Identify and follow classroom and school rules concerning behavior and resolution of conflicts.~~
- (2) ~~Identify a pupil's rights within the classroom and the school.~~
- (3) ~~Participate in making decisions for the class, including, without limitation, decisions regarding personal responsibilities in the classroom.~~
- (4) ~~Recognize the Pledge of Allegiance.~~
- (5) ~~Describe traditional patriotic activities, holidays or symbols from around the world.]~~

Explain how diverse persons have played important roles in developing the civic identity of the United States, including, without limitation:

- (1) Deliberative discussion;*
- (2) Equality;*
- (3) Freedom;*
- (4) Liberty; and*
- (5) Respect for the individual rights of a person.*

- (b) ~~I Understand the United States Constitution and the government created by the United States Constitution, including, without limitation, the relationship between national and sub-national governments, and the structure and function of state and local governments, as demonstrated by the ability of the pupil to name the current] *Describe the role and responsibilities of the* President of the United States.~~

~~I(c) Describe the roles of political parties, elections, interest groups, the media and public opinion in the democratic process, as demonstrated by the ability of the pupil to identify sources of information.~~

~~—(d) Explain the different political systems in the world and how those systems relate to the United States and the citizens of the United States, as demonstrated by the ability of the pupil to name the school in which the pupil is enrolled and the community in which the pupil resides.]~~

6. For the area of multicultural education:

(a) Examine major events throughout the history of the United States to understand how discrimination against and oppression of various racial and ethnic groups contributed towards movements for social justice.

(b) Explain how, throughout the history of the United States, different groups have worked through conflicts when solving problems.

(c) Identify and compare different cultural practices and traditions in the United States.

(d) Discuss the contributions made by racially and ethnically diverse persons throughout the history of the United States and the positive impacts of such contributions.

Sec. 4. NAC 389.254 is hereby amended to read as follows:

389.254 By the beginning of the third grade, pupils must know and be able to do everything required in the previous grades for social studies offered in public schools. Instruction in the third grade in social studies must be designed so that pupils meet the following performance standards by the completion of the third grade:

1. For the area of social ~~study~~ **studies disciplinary** skills:

~~(a) Acquire and apply skills of reading, writing and oral communication to construct knowledge, as demonstrated by the ability of the pupil to:~~

- (1) Use prereading strategies to skim text for main ideas.
- (2) Identify main ideas and the sequences of events in the context of social studies.
- (3) Use reading and writing to respond to literature.
- (4) Identify fact and opinion.
- (5) Increase comprehension using graphic organizers.
- (6) Use content specific vocabulary in sentences.
- (b) Acquire, organize, use and evaluate information that prepares a pupil to be an active, informed and literate citizen, as demonstrated by the ability of the pupil to:
 - (1) Research a prescribed topic in social studies.
 - (2) Conduct research by locating, gathering and organizing information.
 - (3) Present information orally and in writing.
 - (4) Read maps, graphs, charts and diagrams for information.
 - (5) Demonstrate acceptable social and ethical behaviors when using technology and discuss the consequences of the inappropriate use of technology.
 - (6) Use technological resources for solving problems, communicating and illustrating thoughts and ideas.
 - (7) Use technology to effectively access information.
- (c) Demonstrate historical comprehension by analyzing and interpreting historical documents and artifacts that present alternative voices, accounts and interpretations or perspectives on past events, as demonstrated by the ability of the pupil to:
 - (1) Demonstrate an understanding of chronology by reading a timeline.
 - (2) Read and discuss historical fiction.
 - (3) Identify different perspectives.

—(d) Demonstrate skills which prepare a pupil to be an active, informed and literate citizen, as demonstrated by the ability of the pupil to:

—(1) Demonstrate responsibility for the well-being of himself or herself and his or her family.

—(2) Listen and participate as a member of a group in the classroom.] *Generate compelling questions to explore the movement of persons throughout the world.*

(b) *Generate and answer supporting questions that address the compelling questions generated pursuant to paragraph (a).*

(c) *Determine the credibility of one source by comparing it to another source about the same topic to corroborate the credibility of the source.*

(d) *Identify the difference between primary and secondary sources and explain why both are important to constructing a narrative of the past.*

(e) *Cite evidence that supports a response to a compelling question generated pursuant to paragraph (a) or a supporting question generated pursuant to paragraph (b).*

(f) *Construct responses to the compelling questions generated pursuant to paragraph (a) using reasoning, examples and relevant details.*

(g) *Construct organized explanations of relevant concepts for various audiences and purposes using evidence and reasoning.*

(h) *Participate in a structured academic discussion using evidence and reasoning to share and critique ideas.*

(i) *List and discuss actions by a person or a group that can be taken to address local, regional or global problems.*

(j) *Use deliberative and democratic procedures to take action about an issue.*

2. For the area of history:

- (a) ~~Understand the development, characteristics and interactions of persons, cultures, societies, religions and ideas, as demonstrated by the ability of the pupil to:~~
- (1) ~~Learn about persons in the community and discuss the contributions of those persons to the community.~~
- (2) ~~Use artifacts and other primary resources to investigate the contributions of persons and families to the founding and development of the local community.~~
- (3) ~~Learn about persons from around the world and discuss the contributions of those persons.~~
- (b) ~~Understand the influences of persons, events, ideas and conflicts in the development of nations, empires, cultures and political and economic ideas, as demonstrated by the ability of the pupil to:~~
- (1) ~~Discuss the resolution of conflicts through compromise.~~
- (2) ~~Explain how memorials honor and remember persons.~~
- (c) ~~Understand the influences of social ideas and personal action on social, political, economic and technological change, as demonstrated by the ability of the pupil to:~~
- (1) ~~Explain how the actions of heroes and heroines make a difference.~~
- (2) ~~Determine what it means to be a citizen of the United States and describe the achievements of famous and ordinary citizens.~~
- (3) ~~Define the term “ethnicity” and explain that persons who make contributions to their communities include persons who have diverse ethnic origins, customs and traditions.~~
- (4) ~~Demonstrate respect for other pupils, the community and the world.~~
- (5) ~~Explain how technology in the pupil’s home and school affects the pupil’s life.~~

— (6) Discuss the effects of events reported by the media on persons in the community.]

Investigate the response of the government of the United States to migration and immigration.

(b) *Compare and contrast conflicting historical perspectives about migration and immigration.*

(c) *Analyze the cultural contributions that different migrant groups have made to this State throughout history.*

(d) *Explore the impact of migration and immigration on global conflicts.*

3. For the area of geography:

(a) Use ~~maps, globes and other geographic tools and technologies to locate and extrapolate information about persons, places and environments, as demonstrated by the ability of the pupil to:~~

— (1) Identify and use the cardinal directions on a compass rose to locate places on a map.

— (2) Differentiate between a city and a state using appropriate examples.

— (3) Compare uses of maps and globes.

— (4) Identify and explain simple spatial patterns on a map, including, without limitation, population centers, farmland and mountains.

— (5) Construct a simple map which includes, without limitation, a title, symbols and directions from a bird's-eye view.

— (6) Recognize different types of maps, including, without limitation, maps of the neighborhood, school and classroom.

— (7) List careers that require the use of geographic tools.] *a map to explain how the unique characteristics of a place affect the decisions of persons to relocate nationally and globally.*

(b) ~~{Understand the physical and human features of places, and use that information to define and study regions and their patterns of changes, as demonstrated by the ability of the pupil to:~~

- ~~— (1) Distinguish between physical and human features.~~
- ~~— (2) Identify characteristics of neighborhoods and communities, including, without limitation, the physical and geographical differences, land use and population density.~~
- ~~— (3) Identify ways persons can express their culture.~~
- ~~— (4) List ways persons view their own communities, including, without limitation, a ranching community and a tourist destination.~~
- ~~— (5) List ways persons use technology for geographic purposes, including, without limitation, for forecasting the weather and taking aerial photographs to measure changes in population over a period of time.~~
- ~~— (6) Locate and name the states that surround Nevada.~~
- ~~— (7) Identify latitude and longitude on a map or globe.}~~ ***Examine how environmental and cultural characteristics influence the choices of persons to live in different areas around the world.***

(c) ~~{Understand} Explain how {economic, political and cultural processes interact to shape patterns of} human {migration and settlement, influence and interdependence, and conflict and cooperation, as demonstrated by the ability of the pupil to:~~

- ~~— (1) Compare population distribution across regions using maps and mathematical representations, including, without limitation, tables and graphs.~~
- ~~— (2) Identify the types of transportation and communication networks.~~
- ~~— (3) List reasons for choosing to live in urban and rural communities.~~
- ~~— (4) Use a map to display information about an economic product.~~

— (5) Describe the purposes for various organizations.] *settlements and movements relate to the physical geography and natural resources of a location.*

(d) [Understand the effects of interactions between human and physical systems, and changes in the use, distribution and importance of resources, as demonstrated by the ability of the pupil to:

— (1) Predict possible geographic changes that could take place in the neighborhood or community.

— (2) List tools, machines or technologies that persons use to change the physical environment.

— (3) Compare ways persons modify the physical environment.

— (4) Identify persons, groups and organizations that respond to natural hazards.

— (5)] Describe [ways persons depend on and manage natural resources within their communities.] *how various cultures have interacted with and influenced each other.*

4. For the area of economics:

(a) [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, as demonstrated by the ability of the pupil to:

— (1)] Identify [needs as high priority wants and identify wants as goods, service or leisure activities.

— (2) Give examples of the prices consumers have paid when buying goods and services.

— (3) Give examples of the prices set by businesses for selling goods and services.

— (4) Demonstrate an understanding of income and give examples.] *how humans use natural resources, human resources and physical capital to produce goods and services to trade throughout the world.*

(b) ~~Identify indicators used to measure economic performance, understand important aspects of how the economy acts as a system, and understand the roles of money, interest rates, saving and borrowing, financial institutions and the central banking system in the economy, as demonstrated by the ability of the pupil to:~~

- (1) ~~Identify forms of money used by persons across time and in different places.~~
- (2) ~~Define terms used in banking, including, without limitation, “saving,” “interest” and “borrowing.”~~
- (3) ~~Identify reasons persons use banks.~~
- (c) ~~Identify the causes of economic change, and explain how the economic system of the United States responds to those changes and how other economic systems respond to changes, as demonstrated by the ability of the pupil to:~~
- (1) ~~Identify and explain what business owners do.~~
- (2) ~~Identify classroom resources that are limited and must be shared.~~
- (d) ~~Explore trends in international trade, the impact of trade on the economy of the United States and the role of exchange rates, as demonstrated by the ability of the pupil to differentiate between barter and monetary trade.] Explain why persons in one country trade goods and services with persons in other countries.~~

5. For the area of civics:

(a) ~~Know why society needs rules, law and governments, and understand the roles, rights and responsibilities of citizens, as demonstrated by the ability of the pupil to:~~

— (1) Identify *how democratic principles motivate persons to migrate from one nation to another.*

(b) *Identify and discuss examples of* rules, laws and authorities that keep persons safe and property secure ~~and discuss examples of each.~~

— (2) ~~Discuss that the democratic process involves voting, majority rule and the setting of rules.~~

— (3) ~~Explain personal responsibilities in the classroom and the school.~~

— (4) ~~Recognize the Pledge of Allegiance and discuss its purpose.~~

— (5) ~~Explain why we have patriotic activities, holidays and symbols.~~

— (b) ~~Understand the United States Constitution and the government created by the United States Constitution, including, without limitation, the relationship between national and sub-national governments, and the structure and function of state and local governments, as demonstrated by the ability of the pupil to:~~

— (1) ~~Name the current President of the United States.~~

— (2) ~~Name the current mayor of the town in which the pupil resides, if applicable.~~

— (c) ~~Describe the roles of political parties, elections, interest groups, the media and public opinion in the democratic process, as demonstrated by the ability of the pupil to:~~

— (1) ~~List the qualities of a leader.~~

— (2) ~~Discuss why persons form interest groups.~~

— (3) ~~Introduce sources of information which persons use to form an opinion.~~

— (d) ~~Explain the different political systems in the world and how those systems relate to the United States and the citizens of the United States, as demonstrated by the ability of the pupil to identify the city, state and country in which the pupil resides, in societies throughout the world.~~

6. For the area of multicultural education:

- (a) *Examine major events throughout world history to understand how discrimination against and oppression of various racial and ethnic groups have contributed towards movements for social justice.*
- (b) *Analyze how migrants and immigrants interact with persons in the community to which they have moved.*
- (c) *Analyze the contributions made by racially and ethnically diverse persons in various places throughout the world and any positive impacts of such contributions.*

Sec. 5. NAC 389.2933 is hereby amended to read as follows:

389.2933 By the beginning of the fourth grade, pupils must know and be able to do everything in the previous grades for social studies offered in public schools. Instruction in the fourth grade in social studies must be designed so that pupils meet the following performance standards by the completion of the fourth grade:

1. For the area of social ~~study~~ **studies disciplinary** skills:

- (a) ~~Acquire and apply skills of reading, writing and oral communication to construct knowledge, as demonstrated by the ability of the pupil to:~~
- _____ (1) ~~Skim text for main ideas.~~
- _____ (2) ~~Identify the main idea, sequence of events, and cause and effect in the context of social studies.~~
- _____ (3) ~~Identify fact and opinion.~~
- _____ (4) ~~Use reading and writing to respond to historical literature.~~
- _____ (5) ~~Increase comprehension by taking notes and using graphic organizers.~~

- (b) Acquire, organize, use and evaluate information that prepares a pupil to be an active, informed and literate citizen, as demonstrated by the ability of the pupil to:
- (1) Ask questions to identify a research topic.
 - (2) Conduct research by locating, gathering and organizing information.
 - (3) Present information orally and in writing.
 - (4) Create maps, graphs, charts and diagrams to demonstrate knowledge.
 - (5) Demonstrate acceptable social and ethical behaviors when using technology and discuss the consequences of the inappropriate use of technology.
 - (6) Use technological tools for personal and collaborative writing, communication and publishing.
 - (7) Use technology to efficiently and effectively access information.
- (c) Demonstrate historical comprehension by analyzing and interpreting historical documents and artifacts that present alternative voices, accounts and interpretations or perspectives on past events, as demonstrated by the ability of the pupil to:
- (1) Demonstrate an understanding of chronology by recording events on a timeline.
 - (2) Read folk tales and legends regarding the history of Nevada.
 - (3) Discuss multiple perspectives of history.
- (d) Demonstrate skills which prepare a pupil to be an active, informed and literate citizen, as demonstrated by the ability of the pupil to:
- (1) Demonstrate responsibility for the well-being of himself or herself and his or her family.
 - (2) Listen and participate as a member of a group in the classroom.

— (3) ~~Participate as a member of the school community.] Generate compelling questions to explore the history of this State.~~

(b) *Generate and answer supporting questions that address the compelling questions generated pursuant to paragraph (a).*

(c) *Analyze the difference between a primary source and a secondary source and use a primary source and a secondary source to construct an argument about the past.*

(d) *Analyze the sourcing and context of sources by corroborating the information presented in one source with the information presented in another source and reading closely.*

(e) *Cite evidence that supports a response to a compelling question generated pursuant to paragraph (a) or a supporting question generated pursuant to paragraph (b).*

(f) *Construct responses to the compelling questions generated pursuant to paragraph (a) using reasoning, examples and relevant details.*

(g) *Construct organized explanations of relevant concepts for various audiences and purposes using evidence and reasoning.*

(h) *Participate in a structured academic discussion using evidence and reasoning to share ideas and critique ideas.*

(i) *List and discuss actions by a person or a group that can be taken to address problems in a community.*

(j) *Use deliberative and democratic procedures to take action about an issue.*

2. For the area of history:

(a) ~~IUnderstand the development, characteristics and interaction of persons, cultures, societies, religions and ideas, as demonstrated by the ability of the pupil to:~~

— (1) ~~Describe the lifestyles of the Desert Archaic culture of Nevada.~~

- _____ (2) Define the term “hunter gatherer.”
- _____ (3) Describe the lifestyles of the Native American cultures of Nevada.
- _____ (4) Discuss the interactions of pioneers with the Native Americans in the Great Basin region.
- _____ (5) Identify the contributions of immigrants in Nevada.] *Evaluate why Nevada became a state and the role of this State in national politics.*
- (b) [Understand the influences of persons, events, ideas and conflicts in the development of nations, empires, cultures and political and economic ideas, as demonstrated by the ability of the pupil to:
- _____ (1) Discuss examples of compromise and conflict within Nevada, including, without limitation, the Pyramid Lake Wars, water allocation and the Sagebrush Rebellion.
- _____ (2) Describe the experiences of pioneers who moved west.
- _____ (3) Identify explorers and settlers in preterritorial Nevada.
- _____ (4) Identify the diversity within] *Analyze how* the population [of early settlers in Nevada and discuss their experiences.
- _____ (5) Explain the symbols, mottos and slogans related to Nevada, including, without limitation, the phrase “Battle Born,” the State Seal and the phrase “Silver State.”
- _____ (6) Explain how the conflicts of the United States affected life and society in Nevada.] *and culture in this State have changed over time.*
- (c) [Understand the influences of social ideas and personal action on social, political, economic and technological change, as demonstrated by the ability of the pupil to:
- _____ (1) Compare or contrast, or both, the daily life of the pupil to children who lived in Nevada in the past.

- (2) Recognize that communities include persons who have Analyze the diverse ethnic origins, customs and traditions.
- (3) Recognize persons in the community who make population of early inhabitants, Native Americans and settlers of this State and discuss their unique experiences and contributions. To Nevada.
- (4) Define the term “social responsibility.”
- (5) Explain how advances in technologies have affected Nevada, including, without limitation, advances in railroads, mining and gaming.
- (6) Discuss major events at the local and state level that are reported by the media.]
- (d) [Understand the interactions and interdependence among nations around the world and the impact of economics, politics, religions and cultures on international relationships, as demonstrated by the ability of the pupil to describe the economic and cultural influences of other nations on Nevada.] Evaluate the development and evolution of the symbols, motto and slogans of this State.

3. For the area of geography:

- (a) [Use maps, globes and other geographic tools and technologies to locate and extrapolate information about persons, places and environments, as demonstrated by the ability of the pupil to:]
- (1) Identify and use intermediate directions on a compass rose to locate places on a map of Nevada.
- (2) Identify] Create maps that include human and physical features and demonstrate spatial patterns [on a map of Nevada, including, without limitation, deserts, mountains and populations.

- (3) Construct a map of Nevada displaying human and physical features.
- (4) Use different types of maps of Nevada to understand spatial distribution, including, without limitation, population maps and physical maps, *in the State*.
- (b) Understand the physical and human features of places, and use that information to define and study regions and their patterns of changes, as demonstrated by the ability of the pupil to:
- (1) Describe the distinguishing features of the historical regions of Nevada, including, without limitation, the tribal territories of Native Americans, pioneer trails and settlement areas.
- (2) Identify the regional changes in Nevada over a period of time.
- (3) Identify and describe the diversity and cultural traditions of the residents of Nevada, including, without limitation, Native Americans and the Basque community.
- (4) Demonstrate how regional change in Nevada from one decade to the next decade has affected the characteristics of a place, including, without limitation, how plows allow farmers to prepare the land for planting and how pick axes assist in mining operations.
- (5) Locate the counties of Nevada and their county seats.
- (6) Identify the equator, prime meridian and international date line.
- (c) Understand how economic, political and cultural processes interact to shape patterns of human migration and settlement, influence and interdependence, and conflict and cooperation, as demonstrated by the ability of the pupil to:
- (1) Describe differences in the distribution of population within regions of Nevada.
- (2) List examples of the movement of persons, goods and ideas into and across Nevada.
- (3) Describe the differences among rural, suburban and urban settlements in Nevada.
- (4) Describe historical and current economic issues in Nevada using geographic resources, including, without limitation, illustrating demographic changes due to mining and gaming.

— (5) ~~Describe why types of organizations may differ by geographic region in Nevada.]~~

Examine how and why the landscape of the State has been impacted by humans.

(c) *Analyze how technological changes have impacted the environment and economy of the State.*

(d) ~~[Understand the effects of interactions between human and physical systems, and changes in the use, distribution and importance of resources, as demonstrated by the ability of the pupil to:~~

— (1) ~~Describe ways physical environments affect human activity in Nevada using historical and contemporary examples.~~

— (2) ~~Describe how technologies altered the physical environment in Nevada and the effects those changes have on the residents of Nevada.~~

— (3) ~~Explore the impact of human modifications to the physical environment of Nevada on the residents of Nevada.~~

— (4) ~~Identify natural hazards in Nevada and the impact of those hazards on the population of Nevada.~~

— (5) *Describe the ***difference in population*** distribution ~~[patterns of natural resources in Nevada.] across the State.~~*

4. For the area of economics:

(a) ~~[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, as demonstrated by the ability of the pupil to:~~

— (1) ~~Give examples of incentives and determine whether those incentives are positive or negative.~~

— (2) Give reasons why consumers choose to purchase a good or service, including, without limitation, why consumers purchase more of a good or service when the price for the good or service is low and why consumers purchase less of a good or service when the price for the good or service is high.

— (3) Identify factors within the control of a person that affect the likelihood of employment.

— (4) Explain why persons who trade must benefit from the trade, including, without

limitation, trading lunch items.] *Using historical and contemporary examples, discuss the importance of major industries to the economy of this State.*

(b) [Identify indicators used to measure economic performance, understand important aspects of how the economy acts as a system, and understand the roles of money, interest rates, saving and borrowing, financial institutions and the central banking system in the economy, as demonstrated by the ability of the pupil to:

— (1) Discuss how the discovery of silver in Nevada affected the forms of money in circulation.

— (2) Identify instances in which persons might pay interest or receive interest.

— (3) Discuss the reasons persons use banks.

— (4) Define the term “productive resources.”

— (5) Define the term “per capita.”] *Describe the intended and unintended consequences of decisions made regarding limited and shared resources in this State.*

(c) [Identify the causes of economic change, and explain how the economic system of the United States responds to those changes and how other economic systems respond to changes, as demonstrated by the ability of the pupil to:

- (1) Identify a for profit and a not for profit organization within the community and a service each such organization provides.
- (2) Define the term “entrepreneur” and identify entrepreneurs in Nevada.
- (3) Describe resources that are limited in Nevada and ways in which resources are shared.
- (d) ~~Explore trends in international trade, the impact of trade on~~ **Investigate the role of the economy of this State in relation to** the economy of the United States . ~~and the role of exchange rates, as demonstrated by the ability of the pupil to:~~
- (1) Define the terms “imports” and “exports.”
- (2) ~~Identify goods that would not be readily available in Nevada without international trade.}~~

5. For the area of civics:

- (a) ~~Know why society needs rules, law and governments, and understand the roles, rights and responsibilities of citizens, as demonstrated by the ability of the pupil to:~~
 - (1) **Evaluate how core civic virtues and democratic principles have guided or continue to guide local and state government in this State.**
 - (b) Identify rules, laws and authorities that keep persons safe and property secure in ~~Nevada~~ **this State** and discuss examples of each.
 - (2) ~~Explain that democracy involves voting, majority rule and setting rules.~~
 - (3) ~~Describe the criteria for Nevada residency.~~
 - (4) ~~Discuss the symbolic importance of the Pledge of Allegiance.~~
 - (5) ~~Explain why we celebrate Nevada Day.~~
 - (b) ~~Understand the United States Constitution and the government created by the United States Constitution, including, without limitation, the relationship between national and sub-~~

~~national governments, and the structure and function of state and local governments, as demonstrated by the ability of the pupil to:~~

- ~~(1) Describe the relationship between classroom rules and school rules.~~
- ~~(2) Name the current President of the United States.~~
- ~~(3) Name the current Governor of Nevada.~~
- ~~(4) Explain why local governments are created.~~
- ~~(5) Name the three branches of State Government.~~
- ~~(6) Understand the role of courts.]~~

~~(c) [Describe the roles of political parties, elections, interest groups, the media and public opinion in the democratic process, as demonstrated by the ability of the pupil to:~~

- ~~(1) Describe the qualities of a leader.~~
- ~~(2) Define and give examples of state and local interest groups.~~
- ~~(3) Identify sources of information persons use to form opinions.~~
- ~~(d) Explain the different political systems in the world and how those systems relate to the United States and the citizens of the United States, as demonstrated by the ability of the pupil to identify the county, city, state and country in which the pupil resides.] **Investigate how interest groups have influenced the political, social and cultural landscape of this State.**~~

6. For the area of multicultural education:

- (a) Analyze how racism and discriminatory practices have led to oppression in this State.**
- (b) Analyze how diverse persons and groups in this State have led movements for social justice in response to discriminatory practices.**
- (c) Analyze the impact that Native Americans have had on the culture of this State.**

(d) Identify and analyze the diversity and cultural traditions of the communities of this State, including, without limitation, Basque and Native American communities.

(e) Identify the contributions to the advancement of this State by several persons who are culturally, racially and ethnically diverse.

Sec. 6. NAC 389.2942 is hereby amended to read as follows:

389.2942 By the beginning of the fifth grade, pupils must know and be able to do everything required in the previous grades for social studies offered in public schools. Instruction in the fifth grade in social studies must be designed so that pupils meet the following performance standards by the completion of the fifth grade:

1. For the area of social studies ***disciplinary*** skills:

(a) ~~Acquire and apply skills of reading, writing and oral communication to construct knowledge, as demonstrated by the ability of the pupil to:~~

____ (1) ~~Skim text for the main ideas.~~

____ (2) ~~Use reading strategies to identify key words and supporting details to build comprehension.~~

____ (3) ~~Identify cause and effect, and fact and opinion.~~

____ (4) ~~Use reading and writing to respond to historical literature.~~

____ (5) ~~Gather information by making outlines and creating graphic organizers.~~

____ (b) ~~Acquire, organize, use and evaluate information that prepares a pupil to be an active, informed and literate citizen, as demonstrated by the ability of the pupil to:~~

____ (1) ~~Ask questions to identify a research topic.~~

____ (2) ~~Conduct research by locating, gathering and organizing information using online and print resources.~~

- (3) Present information orally, in writing and through the use of a multimedia presentation.
- (4) Explain information through the use of maps, graphs, charts and diagrams.
- (5) Demonstrate acceptable social and ethical behaviors when using technology and discuss the consequences of the inappropriate use of technology.
- (6) Use technological tools that are specific for the purpose of supporting learning.
- (7) Evaluate the accuracy, relevancy and bias of online, print and media resources.
- (c) Demonstrate historical comprehension by analyzing and interpreting historical documents and artifacts that present alternative voices, accounts and interpretations or perspectives on past events, as demonstrated by the ability of the pupil to:
- (1) Demonstrate an understanding of chronology by creating a timeline and interpreting the events on the timeline.
- (2) Identify and discuss primary and secondary resources.
- (3) Read folk tales and legends regarding the history of America.
- (4) Discuss multiple perspectives of history.
- (d) Demonstrate skills which prepare a pupil to be an active, informed and literate citizen, as demonstrated by the ability of the pupil to:
- (1) Demonstrate responsibility for the well-being of himself or herself and his or her family.
- (2) Listen and participate as a member of a group in the classroom.
- (3) Participate as a member of the school community.] *Generate compelling questions to explore the founding of the United States.*

- (b) Generate and answer supporting questions that address the compelling questions generated pursuant to paragraph (a).
- (c) Determine the credibility of multiple sources by using corroboration and close reading.
- (d) Gather primary and secondary sources and use them to construct a response to support a compelling question generated pursuant to paragraph (a).
- (e) Cite evidence from multiple sources that support responses to compelling questions generated pursuant to paragraph (a).
- (f) Craft an argument to answer a compelling question generated pursuant to paragraph (a) using evidence and reasoning skills.
- (g) Construct organized explanations of relevant concepts for various audiences and purposes using evidence and reasoning.
- (h) Participate in a structured academic discussion using evidence and reasoning to share and critique ideas.
- (i) List and discuss actions by a person or a group that can be taken to address local, regional or national problems.
- (j) Use deliberative and democratic procedures to take action about an issue.
2. For the area of history:
- (a) ~~Understand the development, characteristics and interaction of persons, cultures, societies, religions and ideas, as demonstrated by the ability of the pupil to:~~
- _____ (1) ~~Identify and describe lifeways of Native Americans living in North America and the various cultural regions before European contact.~~
- _____ (2) ~~Identify and describe the attributes of Native American nations in the local region and in North America.~~

- (3) Discuss the interactions of early explorers with native cultures.
 - (4) Identify the contributions of Native Americans, Europeans and Africans to North American beliefs and traditions.
 - (5) Describe the social, political and religious lives of persons in the New England, Middle and Southern colonies.
 - (6) Identify persons and groups responsible for founding and settling the American colonies.
 - (7) Examine the [cultural exchange among Native Americans, Europeans and Africans.]
development of political parties throughout the history of the United States.
- (b) [Understand the influences of persons, events, ideas and conflicts in the development of nations, empires, cultures and political and economic ideas, as demonstrated by the ability of the pupil to:
- (1) Describe the motivations for European exploration of the Americas and describe the expeditions of the European explorers.
 - (2) Describe issues of compromise and conflict within the United States.
 - (3) Describe the competition among the English, French, Spanish, Dutch and Indian nations for control of North America.
 - (4) Explain why slavery was introduced into colonial America.
 - (5) Explain how the interactions among Native Americans, Europeans and Africans during colonial America resulted in unique economic, social and political institutions.
 - (6) Identify the events that led to the Declaration of Independence.
 - (7) Identify the causes, key events and key persons of the American Revolution.

- (8) Explain the relationship between the American colonies and England and discuss the impact of that relationship on the independence of the American colonies.
- (e) Understand the influences of social ideas and personal action on social, political, economic and technological change, as demonstrated by the ability of the pupil to:
- (1) Compare or contrast, or both, the daily lives of children throughout the United States in the past and in the present.
 - (2) Recognize that communities include persons who have diverse ethnic origins, customs and traditions.
 - (3) Recognize persons in the community who make contributions to the United States.
 - (4) Describe ways in which a person displays social responsibility.
 - (5) Explain how technologies throughout the history of the United States changed the way persons lived.
- (6) Discuss major events at the local, state, national and global level that are reported by the media and provide an example.
- (d) Understand the interactions and interdependence among nations from around the world and the impact of economics, politics, religions and cultures on international relationships, as demonstrated by the ability of the pupil to discuss the economic, political and cultural relationships of the United States with other countries.] *Investigate what it meant to be an American for different groups in the early history of the United States.*

- (c) *Explore the development of colonial America and compare regional differences among the American colonies.*
- (d) *Analyze the ways in which Native American, European and African cultures were impacted by conflict and compromise throughout the early history of the United States.*

(e) Analyze how various political, religious and intellectual ideas impacted the development of early American society and government.

3. For the area of geography:

(a) ~~{Use maps, globes and other geographic tools and technologies to locate and extrapolate information about persons, places and environments, as demonstrated by the ability of the pupil to:~~

- ~~— (1) Identify and locate major geographic features of Nevada and the United States using maps and map elements.~~
- ~~— (2) Identify spatial patterns of the United States.~~
- ~~— (3) Describe the purposes of different types of maps and globes, including, without limitation, topographical, political and physical maps.~~
- ~~— (4) Construct maps, graphs and charts to display information about human and physical features in the United States.~~
- ~~— (5) Identify the purpose and content of} *Analyze* various maps ~~{of the United States.~~~~
- ~~— (6) Derive geographic information from photographs, maps, graphs, books and technological resources.} *to illustrate environmental, political and cultural characteristics of a region and the impact of such characteristics throughout the early history of the United States.*~~

(b) ~~{Understand the physical and human features of places, and use that information to define and study regions and their patterns of changes, as demonstrated by the ability of the pupil to:~~

- ~~— (1) Provide examples of the interactions} *Evaluate how the relationship* between humans and the environment ~~{in}~~ *impacted the early history of the United States.*~~
- ~~— (2) Identify regions in the United States in which historical events occurred, including, without limitation, the 13 colonies, the Underground Railroad and the California gold fields.~~

- (3) Provide examples of cultural identity in communities or regions from different perspectives.
- (4) Demonstrate how regional change in the United States from one decade to the next decade has affected the characteristics of a place, including, without limitation, the use of salt and sand to melt ice, flood basins and levees.
- (5) Label a map of the United States by identifying each state and the capital of each state.
- (6) Define the term “absolute location.”
- (c) Understand how economic, political and cultural processes interact to shape patterns of human migration and settlement, influence and interdependence, and conflict and cooperation, as demonstrated by the ability of the pupil to:
- (1) Explain differences in the distribution of population in the United States.
- (2) List the “push pull” factors that influence human migration and settlement in the United States.
- (3) Describe the differences among rural, suburban and urban settlements in the United States.
- (4) Describe historical and current economic issues in the United States using geographic resources, including, without limitation, illustrating demographic changes as a result of mining and gaming.
- (5) Describe why the types of organizations are different based upon geographic regions. Analyze any rules or laws that encouraged or restricted migration or immigration between regions of the United States in the *early history of the United States*.

(d) ~~{Understand the effects of interactions between human and}~~ **Analyze how** physical systems, and changes in the use, distribution and importance of resources, as demonstrated by the ability of the pupil to:

- (1) ~~Describe ways physical environments affect activity of persons in the United States using historical and contemporary examples.~~
- (2) ~~Describe how technologies altered the physical environment in the United States and the effect those changes had on the residents of the United States.~~
- (3) ~~Explore the impact of human modifications to the physical environment of the United States on the residents of the United States.~~
- (4) ~~Identify and locate potential natural hazards in the United States and the impact those hazards have on the land and population.~~
- (5) ~~Describe and compare the patterns of distribution of geography and natural resources {and the use of those resources in the United States.} affected exploration, the settlement of humans and the development of culture throughout the early history of the United States.~~

4. For the area of economics:

- (a) ~~{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, as demonstrated by the ability of the pupil to:~~
- (1) ~~Describe how scarcity requires a person to make a choice and identify the costs associated with that choice.~~
 - (2) ~~Demonstrate an understanding that a person can be a consumer and producer at the same time.~~

- (3) Identify the resources that are needed for production in households, schools and community groups.
 - (4) Describe how income reflects the choices persons make about education, training, development of skills, lifestyles and careers.
 - (5) Demonstrate an understanding of supply and demand in a market.
- (b) Identify indicators used to measure economic performance, understand important aspects of how the economy acts as a system, and understand the roles of money, interest rates, saving and borrowing, financial institutions and the central banking system in the economy, as demonstrated by the ability of the pupil to:
- (1) Define the terms “trade” and “commodity.”
 - (2) Identify how interest rates affect borrowing, saving and purchasing of goods or services using credit.
 - (3) Identify services offered by different types of financial institutions.
 - (4) Illustrate how a person’s spending becomes another person’s income.
 - (5) Recognize the three types of productive resources.
 - (6) Define the terms “inflation” and “deflation.”
 - (7) Define the terms “labor force” and “unemployment.”
 - (8) Demonstrate per capita measures in the classroom.
- (c) Identify the causes of economic change and explain how the economic system of the United States responds to those changes and how other economic systems respond to change, as demonstrated by the ability of the pupil to:
- (1) Explain the purposes for establishing for-profit and not-for-profit organizations.

- (2) Provide an example of how purchasing a tool or acquiring an education can increase the ability to produce goods.
- (3) Describe the steps an entrepreneur would take to start a business.
- (4) Explain why specialization increases productivity and interdependence.
- (5) Describe what it means to compete and give examples of ways sellers compete.
- (6) Define the term “mercantilism.”
- (7) Identify resources that are scarce and identify how those resources are allocated in the United States.
- (d) Explore trends in international trade, the impact of trade on the} *Compare and contrast the similarities and differences between the economies in the colonial regions.*
- (b) *Investigate the development of the early economy of the United States . [and the role of exchange rates, as demonstrated by the ability of the pupil to:*
- (1) Explain why the United States exports and imports goods.
- (2) Define the term “exchange rate.”
- (3) Define the term “globalization” and explain how the United States economy is affected by international trade.)
- (c) *Evaluate the role of slavery in the early economy of the United States.*
- (d) *Explain how trade was important during the colonial period, the American Revolution and the formation of the United States.*

5. For the area of civics:

- (a) [Know why society needs rules, law and governments, and understand the roles, rights and responsibilities of citizens, as demonstrated by the ability of the pupil to:

— (1) Explain that ~~Analyze the influence of certain persons, groups and institutions on the interpretation of~~ the United States Constitution, the Declaration of Independence and the Bill of Rights ~~are written documents that are the foundation of the government of the United States.~~

— (2) Describe the operation of a representative government.

— (3) Describe the criteria for United States citizenship.

— (4) Explain the symbolic importance of the Pledge of Allegiance and the Fourth of July.
over time.

(b) ~~Understand~~ *Describe representative government and explore debates in the drafting of* the United States Constitution. ~~and the government created by the United States Constitution, including, without limitation, the relationship between national and sub-national governments, and the structure and function of state and local governments, as demonstrated by the ability of the pupil to:~~

— (1) ~~Describe examples of national, state and local laws.~~

— (2) ~~Identify the three branches of the Federal Government.~~

— (3) ~~Name the two houses of the Congress of the United States and explain how representation in those houses is determined.~~

— (4) ~~Identify powers of the Congress of the United States, including, without limitation, the power to tax, the power to declare war and the power to impeach the President of the United States.~~

— (5) ~~Identify the duties of the President of the United States within the Executive Branch.~~

— (6) ~~Explain that the United States Supreme Court is the highest court of the country.~~

— (7) ~~Describe the purpose of a judge and a jury in a trial as they relate to resolving disputes.~~

—(c) ~~Describe the roles of political parties, elections, interest groups, the media and public opinion in the democratic process, as demonstrated by the ability of the pupil to:~~

—(1) ~~Explain the qualities of leadership.~~

—(2) ~~Name the two major political parties.~~

—(3) ~~Give examples of national interest groups.~~

—(4) ~~Compare sources of information which persons use to form opinions.~~

—(5) ~~Define the term “propaganda” and give examples.~~

—(d) ~~Explain the different political systems in the world and how those systems relate to the United States and the citizens of the United States, as demonstrated by the ability of the pupil to describe the influence of other nations on the development of the political system of the United States.]~~

(c) *Analyze core civic virtues and democratic principles and their impact throughout the early history of the United States.*

(d) *Investigate how persons exercise rights and responsibilities.*

(e) *Investigate methods by which a person can influence rules and laws in a classroom, school, government or society.*

(f) *Analyze how the Bill of Rights shaped the rights of persons in the United States.*

(g) *Explain the structures of constitutional government and the role of checks and balances in such a government.*

(h) *Describe how the United States has changed and continues to change in order to limit or protect the individual rights of persons.*

6. *For the area of multicultural education:*

- (a) *Analyze how and why racial, ethnic and other groups were oppressed in the early history of the United States.*
- (b) *Evaluate how persons and groups used ideas in foundational documents, including, without limitation, the United States Constitution, the Declaration of Independence and the Bill of Rights, to create communities of respect, equity and diversity throughout the history of the United States.*
- (c) *Discuss the contributions made by culturally, racially and ethnically diverse persons for the advancement of the United States.*

Sec. 7. NAC 389.372 is hereby amended to read as follows:

389.372 By the beginning of the sixth grade, pupils must know and be able to do everything required in the previous grades for social studies offered in public schools. Instruction in the sixth, seventh and eighth grades in social studies must be designed so that pupils meet the following performance standards by the completion of the eighth grade:

1. For the area of social ~~study~~ **studies disciplinary** skills:
 - (a) ~~Acquire and apply skills of reading, writing and oral communication to construct knowledge, as demonstrated by the ability of the pupil to:~~
 - (1) ~~Read text using reading strategies, including, without limitation, strategies that employ prior knowledge, use key vocabulary words and employ context clues.~~
 - (2) ~~Read text to identify cause and effect relationships, compare and contrast information, identify fact and opinion and identify author bias.~~
 - (3) ~~Apply reading and writing strategies to construct and express knowledge.~~
 - (4) ~~Use reading and writing to respond to historical literature.~~
 - (5) ~~Gather information by taking notes, making outlines and creating graphic organizers.~~

- (6) Formulate essential questions on a prescribed topic.
- (b) Acquire, organize, use and evaluate information that prepares a pupil to be an active, informed and literate citizen, as demonstrated by the ability of the pupil to:
 - (1) Formulate appropriate research questions.
 - (2) Conduct research by locating, gathering, organizing and evaluating information and data from online and print resources and evaluating those resources.
 - (3) Effectively communicate and present information orally, in writing and by developing multimedia presentations and using other forms of technology.
 - (4) Identify propaganda, censorship and bias in the media.
 - (5) Explain information through the use of maps, graphs, charts and diagrams.
 - (6) Use technological resources for problem solving, self directed learning and extended learning activities.
 - (7) Demonstrate acceptable social and ethical behaviors when using technology and discuss the consequences of the inappropriate use of technology.
 - (8) Use technological tools that are specific for the purpose of supporting learning and research.
 - (9) Evaluate the accuracy, relevancy, appropriateness and bias of online and print resources.
- (c) Demonstrate historical comprehension by analyzing and interpreting historical documents and artifacts that present alternative voices, accounts and interpretations or perspectives on past events, as demonstrated by the ability of the pupil to:
 - (1) Develop a sense of historical time to identify the sequence in which events occurred, including, without limitation, a sense of the past, present and future.

- (2) Identify primary and secondary resources which contain historical content.
 - (3) Identify historical myths and historical facts.
 - (4) Apply social studies to situations involving actual events that are currently taking place.
 - (5) Formulate questions pertaining to history.
 - (6) Interpret history through the use of primary and secondary resources.
 - (7) Identify multiple perspectives of historical events.
 - (8) Answer a question pertaining to history through the interpretation of primary resources.
- (d) Demonstrate skills which prepare a pupil to be an active, informed and literate citizen, as demonstrated by the ability of the pupil to:
- (1) Accept responsibility for the well-being of himself or herself, his or her family and the community in which he or she lives.
 - (2) Identify issues and events that have an impact on persons at local, state, national and global levels.
 - (3) Actively participate in civics and community life at the local, state, national and global level.
 - (4) Ask meaningful questions to evaluate information.
 - (5) Use effective decision-making and problem-solving skills in public and private life.
 - (6) Collaborate effectively as a member of a group.] **Construct compelling questions based upon disciplinary concepts.**
- (b) **Evaluate various answers to the compelling questions constructed pursuant to paragraph (a) within and across disciplines.**

(c) Generate supporting questions that will lead to inquiry and research on compelling issues within a discipline in order to answer a compelling question generated pursuant to paragraph (a).

(d) Gather relevant information from multiple texts and evaluate the sourcing, context and corroboration of the texts with close reading and disciplinary skills.

(e) Identify multiple media sources when investigating current issues and evaluate the credibility and reliability of each such source.

(f) Using varied source material, strong evidence and clear reasoning, develop an argument based on substantive claims.

(g) Examine different arguments and identify the strengths and limitations of each argument.

(h) Construct organized explanations of relevant concepts for various audiences and purposes using evidence and reasoning.

(i) Participate in rigorous academic discussions that emphasize multiple viewpoints in which claims and evidence is acknowledged and critiqued.

(j) Draw on disciplinary concepts to explain the challenges that persons have faced in the past or are facing currently and the opportunities such persons have created in addressing local, regional and global problems at various times and in various places.

(k) Apply a range of deliberative and democratic procedures to make decisions and take action regarding important contemporary roles.

2. For the area of history:

(a) ~~Understand the development, characteristics and interaction of persons, cultures, societies, religions and ideas, as demonstrated by the ability of the pupil to:~~

- ____ (1) ~~Describe the cultural contributions of Native Americans in Nevada and in the United States.~~
- ____ (2) ~~Investigate ways in which Native Americans and immigrants helped create North American culture.~~
- ____ (3) ~~Describe the interaction among Native Americans, Europeans and Africans.~~
- ____ (4) ~~Compare lifestyles in the New England, Middle and Southern colonies as determined by race, class and gender.~~
- ____ (5) ~~Identify American industrialists and discuss their contributions to the social, economic and political way of life.~~
- ____ (6) ~~Explain how literature, music, architecture and visual arts reflect time periods.~~
- ____ (7) ~~Explore the attraction of the American West and the reality of life on the frontier as it relates to communication, farming, issues regarding water, mining and ranching.~~
- ____ (8) ~~Describe the contributions of immigrant groups to the emerging American culture.~~
- ____ (9) ~~Discuss the characteristics of American culture.~~
- ____ (10) ~~Describe the role of farming, railroads and mining in the settlement of the American West.~~
- ____ (11) ~~Explain the effects of World War I and World War II on social and cultural life in Nevada and in the United States.~~
- ____ (12) ~~Identify and describe the characteristics of preagricultural societies.~~
- ____ (13) ~~Identify and describe the technological innovations of early agrarian societies.~~
- ____ (14) ~~Identify the characteristics of pre-Columbian civilizations in South America that became part of the American culture.~~
- ____ (15) ~~Evaluate factors that contributed to the fall of the pre-Columbian civilizations.~~

- ____ (16) Identify the characteristics of a civilization.
 - ____ (17) Explain how the geographic location of a civilization influences the development of the civilization.
 - ____ (18) Describe the achievements of ancient and classical civilizations.
 - ____ (19) Locate ancient, classical and regional civilizations and describe their contributions to social structures, religions and political systems.
 - ____ (20) Describe the origins, traditions, customs and spread of Judaism, Christianity, Islam, Hinduism and Buddhism.
 - ____ (21) Describe the cultural achievements of societies in the Middle East, the Far East, the Americas, Africa, South Asia and Europe.
 - ____ (22) Identify contributions of persons from around the world during the Middle Ages.
 - ____ (23) Explain the impact of the Crusades, trade and the bubonic plague on societies during the Middle Ages.
- (b) Understand the influences of persons, events, ideas and conflicts in the development of nations, empires, cultures and political and economic ideas, as demonstrated by the ability of the pupil to:
- ____ (1) Summarize the contributions of the diverse populations of the early settlers of Nevada.
 - ____ (2) Explain the events that led to Nevada attaining statehood.
 - ____ (3) Describe how compromise and conflict among persons contributed to political, economic and cultural divisions.
 - ____ (4) Identify and explain the importance of immigrant and native groups to mining, ranching, railroads and commerce in Nevada and in the United States.
 - ____ (5) Describe the impact of the United States military and atomic testing on Nevada.

- ____ (6) Describe the effects of tourism and gaming on Nevada.
- ____ (7) Describe the goals and accomplishments of labor unions in Nevada.
- ____ (8) Determine the significance of the First Continental Congress and Second Continental Congress and committees of correspondence.
- ____ (9) Describe the events, course and results of the American Revolution, including, without limitation, the contributions of women, African Americans and Native Americans.
- ____ (10) Explain how the failures of the Articles of Confederation led to the creation of the United States Constitution.
- ____ (11) Explain the issues involved in the creation and ratification of the United States Constitution and the government established by the United States Constitution.
- ____ (12) Identify the rights of persons and rights of states that are protected by the Bill of Rights and the continued significance of those rights.
- ____ (13) Evaluate the influences of persons in the development of a national identity, including, without limitation, Chief Pontiac, George Washington and Abigail Adams.
- ____ (14) Describe the factors that contributed to the development of national identity following the War of 1812.
- ____ (15) Describe the patterns of colonization, immigration and settlement in the United States, including, without limitation, the role of economic incentives, the effects of geography and polities, and the role of transportation systems.
- ____ (16) Define the concept of Manifest Destiny and explain the events that led to the expansion of the United States.
- ____ (17) Discuss and analyze the interactions between the pioneers and Native Americans during the expansion of the American West.

- (18) ~~Describe the institutionalization of slavery in America, the resistance of persons who were enslaved and the ongoing struggle between proponents and opponents of slavery.~~
- (19) ~~Identify and describe the causes, important persons and events of the Civil War.~~
- (20) ~~Identify and discuss the immediate outcomes and long-term effects of the Civil War.~~
- (21) ~~Summarize the successes and failures of the Reconstruction.~~
- (22) ~~Describe the effects of industrialization and new technologies on the development of the United States.~~
- (23) ~~Explain the causes of the Great Depression and the impact of the Great Depression on society and the political policies of the United States.~~
- (24) ~~Identify the characteristics that led to the emergence and decline of empires around the world.~~
- (25) ~~Identify the characteristics of various political systems of ancient civilizations.~~
- (26) ~~Explain how feudal relationships provided a foundation for political order in Europe and Japan.~~
- (27) ~~Determine the causes and consequences of political revolutions.~~
- (28) ~~Define the term “nation-state” and explain the political development of nation-states.~~
- (29) ~~Define the term “mercantilism” and explain how mercantilism influenced patterns of economic activity.~~
- (30) ~~Explore how a desire for foreign goods led to an increase in economic and cultural diversity.~~
- (c) ~~Understand the influences of social ideas and personal action on social, political, economic and technological change, as demonstrated by the ability of the pupil to:~~

- _____ (1) ~~Describe the similarities and differences of the political, religious, linguistic, economic and social customs among the European colonial communities in North America.~~
- _____ (2) ~~Explain the political and economic causes and effects of the American Revolution.~~
- _____ (3) ~~Describe the important political ideas that influenced the American Revolution and the formation of the United States.~~
- _____ (4) ~~Explain the major ideas expressed in the Declaration of Independence.~~
- _____ (5) ~~Describe the social reform and religious movements of antebellum America.~~
- _____ (6) ~~Define the term “abolition” and identify important persons and events of the Abolitionist Movement.~~
- _____ (7) ~~Explain the struggle between the rights of states and the idea of federalism and the impact of those struggles on the national identity of the United States.~~
- _____ (8) ~~Explore the causes, events, major inventions and technologies of the Industrial Revolution and explain their impact on the way of life in Nevada and the United States.~~
- _____ (9) ~~Identify the 13th, 14th and 15th Amendments to the United States Constitution and explain their impact on the expansion of human rights.~~
- _____ (10) ~~Identify the Black Codes and Jim Crow Laws and explain how they reflected attitudes about race.~~
- _____ (11) ~~Discuss the rise of the Populist and Progressive Movements and explain how they reflected social change.~~
- _____ (12) ~~Explain the major social, technological and cultural developments of the 1920s.~~
- _____ (13) ~~Explain how democratic principles introduced by the Greeks and Romans developed the concept of social responsibility.~~

- (14) Analyze the social impact of technology, including, without limitation, the introduction of ships, iron, a water delivery system, the wheel and the printing press.
- (15) Explain the spread of Judaism, Christianity, Islam, Hinduism and Buddhism and the impact of those religions on society.
- (16) Identify institutions of social responsibility, including, without limitation, churches, governments and families, and explain the impact of those institutions on society.
- (17) Compare the economic and social importance of slavery with other forms of coerced labor from ancient times to the present.
- (18) Explain how civilizations create order through social groupings, including, without limitation, caste systems, class systems and feudalism.
- (d) Understand the interactions and interdependence among nations from around the world and the impact of economics, politics, religions and cultures on international relationships, as demonstrated by the ability of the pupil to:
- (1) Describe major local, national and world issues and explain the impact of those issues on international relations.
- (2) Describe the causes and effects of the French and Indian War on the political policies of the United States and the expansion of the territory of the United States.
- (3) Describe the influence of the American Revolution on Europe and the Americas.
- (4) Describe the contributions of foreign persons and nations to the outcome of the American Revolution.
- (5) Examine the involvement of the United States in World War I.
- (6) Examine the political and economic effects of World War I on the United States.

- (7) Identify the causes of World War II and the reasons for the United States entering the war.
- (8) Discuss the effects of World War II on the economic and political policies of the United States.
- (9) Identify the motivations for groups coming to the United States and discuss the political policies of the United States regarding immigration.
- (10) Examine how the Crusades led to a diffusion of ideas throughout Europe and Asia.
- (11) Examine how decisions made in the settlement of the American West affected modern foreign commerce, including, without limitation, energy, mining and multinational corporations.
- (12) Explain the significance of major events in Nevada, in the United States and throughout the world that are reported by the media.] *Compare the rise and fall of kingdoms and empires throughout the ancient world, including, without limitation, the governmental systems of such kingdoms or empires and the political developments of such kingdoms or empires.*

(b) *Examine instances of conflict, oppression, human rights violations and genocide that occurred in the ancient world and the responses of persons to these instances.*

(c) *Describe factors that shaped the identity of persons living in ancient civilizations, including, without limitation, religion, language, social class, geography, culture and society.*

(d) *Interpret events throughout world history from a variety of historical and cultural perspectives, including, without limitation, interpreting such events from the perspective of:*

(1) *The Romans compared to the barbarians;*

(2) *Conquered persons compared to persons who conquer;*

- (3) *The Mongols compared to the Ming Chinese;*
- (4) *Native Americans compared to settlers;*
- (5) *Residents of Northern States in the United States compared to residents of Southern States in the United States; and*
- (6) *Native-born citizens of the United States compared to immigrants.*
- (e) *Investigate cultural developments within and across societies with attention to belief systems, philosophies, ideologies and the arts.*
- (f) *Analyze the impact of technological developments on events, persons and cultures in the ancient world and throughout world history.*
- (g) *Analyze the use of conflict and diplomacy in interactions in the ancient world and in global interactions.*
- (h) *Compare the rise and fall of governmental systems and political developments throughout world history.*
 - (i) *Examine instances of conflict, oppression, human rights violations and genocide throughout the world as well as responses to these violations.*
 - (j) *Describe the factors that shape identity, including, without limitation, institutions, religion, language, social class, geography, culture and society.*
 - (k) *Interpret current events from a variety of cultural perspectives.*
 - (l) *Investigate the role of this State in the world using the five themes of geography:*
 - (1) *Place;*
 - (2) *Location;*
 - (3) *Human environment interaction;*
 - (4) *Movement; and*

(5) Region.

(m) Assess the impact of diverse ideologies on politics, society and culture throughout the early history of the United States.

(n) Investigate the factors that shaped group and national identity throughout the early history of the United States and analyze how that relates to current views on American identity.

(o) Evaluate the causes and effects of regional differences throughout the early history of the United States.

(p) Analyze the influence of diverse cultural traditions on early American society.

(q) Analyze the impact of the political, social, cultural, economic, religious, geographic, intellectual and artistic changes throughout the history of the United States.

(r) Explain how persons and events throughout the history of this State influence the larger national context and are influenced by the larger national context.

(s) Analyze the impact of westward expansion on the Native American communities in this State.

(t) Investigate the migration and immigration patterns to this State as a part of the history of the United States.

(u) Evaluate the use of conflict and diplomacy in international relations from the perspective of the United States.

(v) Investigate the causes, impacts and attitudes towards conflict and war from various points of view throughout the early history of the United States.

3. For the area of geography:

(a) Use *and construct* maps [~~gloves and other geographic tools and technologies to locate and extrapolate information about persons, places and environments, as demonstrated by the ability of the pupil to:~~

- ~~(1) Use map elements, including, without limitation, scale, to locate physical and human features in the United States and in the world.~~
- ~~(2) Compare the characteristics and purposes of several types of maps, map projections and other geographic representations.~~
- ~~(3) Make and defend a spatial decision applying basic geographic vocabulary, tools and concepts.~~
- ~~(4) Construct a mental map from memory.~~
- ~~(5) Create maps about human and physical features, and images to explain and analyze regional, environmental and cultural characteristics in early civilizations and various places around the world. [and compare those maps for purpose, accuracy, content, form and design.]~~
- ~~(6) Provide oral directions to move from one location to another.~~
- ~~(7) Compare the physical and human features of Earth using maps, fieldwork, graphic representations, aerial photographs, satellite images and technological resources.]~~

(b) [~~Understand the physical and human features of places, and use that information to define and study regions and their patterns of changes, as demonstrated by the ability of the pupil to:~~

- ~~(1) Describe physical and human features, including, without limitation, the cultural characteristics of places and regions in Nevada, the United States and the world.~~
- ~~(2) Locate major civilizations from ancient times to current times and describe how and why those civilizations changed over time.~~
- ~~(3) Illustrate the relationship between the physical and cultural characteristics of a region.~~

- (4) Evaluate the role regions have played in historical events.
 - (5) Define geographic terms, including, without limitation, “archipelago,” “gulf,” “basin” and “tundra.”
 - (6) Describe the relationships between regions and belief systems and state how these relationships are important to cultural identity.
 - (7) Compare how cultural characteristics affect different points of view of places and regions.
 - (8) Compare the uses of technology across cultures in the world.
 - (9) Use absolute and relative location, including, without limitation, longitude and latitude, to locate prominent countries, cities and physical features in different regions of the world.
- (c) Understand how economic, political and cultural processes interact to shape patterns of human migration and settlement, influence and interdependence, and conflict and cooperation, as demonstrated by the ability of the pupil to:
- (1) Describe the characteristics of developed and developing countries using demographic concepts.
 - (2) Describe how movements of persons, goods, ideas and resources have affected events and conditions in the past and present.
 - (3) Identify the conditions necessary for the development of civilizations and the cultural, political and economic characteristics resulting from the growth of civilizations.
 - (4) Identify patterns of rural and urban settlements in developed and developing countries.
 - (5) Identify a regional or international economic issue and explain that issue from a spatial perspective.

- (6) Explain how the physical and human geography of a region influences the allocation of resources in that region.
- (7) Compare cultural, political and economic organizations in the United States.
- (d) Understand the effects of interactions between human and physical systems, and changes in the use, distribution and importance of resources, as demonstrated by the ability of the pupil to:
- (1) Describe and predict the regional or global impact of changes in the physical environment.
- (2) Evaluate the role of technology in the human modification of the physical environment.
- (3) Describe the changes caused by human modification of the physical environment.
- (4) Discuss the impact of natural hazards on the use and distribution of resources.
- (5) Research a specific natural hazard and document its effect on human systems.
- (6) Define renewable resources, nonrenewable resources and artificially created resources.
- (7) Categorize and locate examples of renewable resources, nonrenewable resources and artificially created resources.
- (8) Evaluate different viewpoints regarding a resource. *| Explain how changes in transportation, communication and technology influenced the movement of persons, goods and ideas in civilizations, including, without limitation, early civilization and throughout the early history of the United States.*
- (c) *Explain how changes in population distribution, including, without limitation, movement to urban areas and changes due to flooding, disease and slavery, caused changes in land and water use in early civilizations.*

(d) Explain how global changes in population distribution patterns cause changes in land use in particular areas.

(e) Explain how the relationship between the environmental characteristics of a place and the production of goods influences the spatial patterns of world trade.

(f) Analyze and explain the cultural, physical and environmental characteristics of places and regions and how these characteristics affect the lives of persons who live in such places and regions.

(g) Explain how the human, physical and environmental characteristics of early regions in the United States influenced and impacted the creation of new cultures.

(h) Explain how global circumstances affected changes in immigration, land use and population distribution in various regions throughout the early history of the United States.

4. For the area of economics:

(a) ~~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, as demonstrated by the ability of the pupil to:~~

— (1) ~~Discuss choices persons make, including, without limitation, the concepts of opportunity cost and total benefit of making a choice.~~

— (2) ~~Identify factors, including, without limitation, price, income, availability of substitutes and self interest, that affect purchasing decisions.~~

— (3) ~~Identify factors, including, without limitation, output prices, input prices and technology, that affect the decision of a producer to supply goods.~~

- (4) Discuss career paths, taking into consideration the specific skills required for a career, the wages that may be earned in a career and the impact of the skills of a person on the wages he or she can earn.
- (5) Demonstrate and explain an understanding of supply and demand in a market, including, without limitation, the law of supply and demand.
- (b) Identify indicators used to measure economic performance, understand important aspects of how the economy acts as a system, and understand the roles of money, interest rates, saving and borrowing, financial institutions and the central banking system in the economy, as demonstrated by the ability of the pupil to:
- (1) Describe the transition from the use of commodities as money to the use of modern forms of money.
- (2) Illustrate how prices that are stated in terms of money help persons compare the values of products.
- (3) Explain why loans that are considered a high risk to the lender have a higher interest rate than loans that are considered safe.
- (4) Identify the advantages and disadvantages of using cash and the advantages and disadvantages of using a credit card.
- (5) Compare the rewards and risks of saving money in a financial institution.
- (6) Explain the circular flow of economic activity.
- (7) Explain how the current use of a productive resource affects the availability of that resource in the future.
- (8) Explain how inflation affects persons as they use their incomes to buy goods and services.

- (9) Identify factors that can affect the likelihood that a person will be unemployed and give examples of the costs of unemployment to the economy as a whole.
- (10) Determine the per capita gross domestic product using data on population and determine the gross domestic product for several countries and compare those gross domestic products with the gross domestic product of the United States.
- (11) Explain gross domestic product and how it is used to describe the economic output of a country.
- (12) Compare the buying power of the United States dollar in one year with the buying power of the United States dollar in another year by using the consumer price index.
- (13) Distinguish between a high rate of unemployment for the United States economy and a low rate of unemployment for the United States economy over a period of time.
- (14) Explain the purposes and functions of financial institutions by comparing and contrasting the services the financial institutions provide and evaluate the risks and rewards to persons who borrow and save at those financial institutions.
- (c) Identify the causes of economic change and explain how the economic system of the United States responds to those changes and how other economic systems respond to change, as demonstrated by the ability of the pupil to:
- (1) Describe for profit and not-for-profit organizations and explain why not-for-profit organizations are exempt from paying certain taxes.
- (2) Explain how investment in either physical capital or human capital improves the standard of living by increasing productivity.
- (3) Determine the advantages and disadvantages of being an entrepreneur.
- (4) Give examples of how specialization is facilitated by trade.

- (5) Illustrate how competition among sellers decreases prices, while competition among buyers increases prices.
- (6) Identify the role of government in a market economy regarding public goods, externalities, monopoly power, redistribution of income and the definition and protection of property rights.
- (7) Discuss the rise of the merchant class, the development of mercantilism and the move toward industrialization.
- (8) Define stereotypical economic systems by contrasting capitalism and socialism, and command economy and market economy.
- (9) Explain ways in which households, schools or community groups allocate resources.
- (10) Explain how the reactions of consumers and producers to changes in prices affects the allocation of resources.
- (d) Explore trends in international trade, the impact of trade on the economy of the United States and the role of exchange rates, as demonstrated by the ability of the pupil to:
- (1) Describe how the exchange of goods and services around the world creates interdependence among persons in different countries and affects the standard of living in those countries.
- (2) Explain how a change in the exchange rate affects purchasing power.
- (3) Describe the rise of international economies, the emergence of capitalism and the emergence of free markets around the world.
- (4) Explain how governments use tariffs or quotas to restrict trade. **Differentiate between economic systems and patterns of trade and describe how such systems and patterns impact civilizations.**

(b) Assess the economics of ancient civilizations, various nations and the early history of the United States, including, without limitation, assessing such civilizations and nations based on trade, resources, labor and monetary systems.

(c) Explain how trade impacted economic growth, labor markets, rights of citizens, the environment and the distribution of resources and income in different ancient civilizations.

(d) Explain how supply and demand, costs and competition influence market prices, wages and social and environmental outcomes.

(e) Explain and evaluate how economic policies impact persons, businesses, government structures and international organizations from a local scale to a global scale.

(f) Investigate the impact of global trade policies on nations and the citizens of such nations.

(g) Analyze the role of innovations and entrepreneurship in institutions throughout the early history of the United States.

(h) Evaluate how the economic policies implemented as a result of the Louisiana Purchase, the slave trade, the plantation economy and the period of Reconstruction impacted persons, businesses and society.

(i) Investigate the effects of the foreign economic policy of the United States nationally and globally throughout the early history of the United States.

5. For the area of civics:

(a) ~~Know why society needs rules, law and governments, and understand the roles, rights and responsibilities of citizens, as demonstrated by the ability of the pupil to:~~

~~(1) Explain the difference between the rule of law and the rule of mankind, including, without limitation, the difference between the divine right of monarchs and dictatorships.~~

- (2) Identify major social, political and economic conflicts and analyze the role of compromise in the resolution of those conflicts.
 - (3) Describe the significance of the Declaration of Independence and the United States Constitution as the foundation of democracy in the United States.
 - (4) Describe how the Nevada Constitution and the United States Constitution preserve state and national principles and serve as methods of change, including, without limitation, the process for amending a constitution.
 - (5) Explain the influence of ancient civilizations on the roles, rights and responsibilities of citizens.
 - (6) Explain the necessity of protecting personal rights in a democratic society.
 - (7) Define the term “popular sovereignty” and explain popular sovereignty and the need for citizen involvement at all levels of government.
 - (8) Identify and explain the rights, privileges and responsibilities that are associated with being a citizen of Nevada and the United States, including, without limitation, voting, holding office, serving on a jury and serving in the military.
 - (9) Explain the significance of mottos and symbols to the cultural and political identities of various societies.
- (b) Understand the United States Constitution and the government created by the United States Constitution, including, without limitation, the relationship between national and sub-national governments, and the structure and function of state and local governments, as demonstrated by the ability of the pupil to:
- (1) Define the term “federalism.”

- (2) Give examples of governmental powers that are distributed between national and state governments, including, without limitation, the power to tax, the power to declare war and the power to issue drivers' licenses.
- (3) Explain how the Supremacy Clause of the United States Constitution defines the relationship between the Federal Government and state governments.
- (4) Explain the purpose of a tribal government.
- (5) Explain the functions of the Executive, Legislative and Judicial Branches of government found in the United States Constitution and the Nevada Constitution.
- (6) Explain the system of checks and balances and the principle of limited powers in the design of the United States Constitution.
- (7) Explain the organization and function of state and local governments.
- (8) Explain the historic compromises that created a two-house Congress and identify the responsibilities of each house.
- (9) Describe the powers of the United States Congress.
- (10) Describe the duties of the President of the United States and other officials within the Executive Branch.
- (11) Describe the function of the United States Supreme Court, including, without limitation, judicial review and the use of landmark court cases.
- (12) Identify the state and local judicial process, including, without limitation, juvenile, civil and criminal court systems.
- (c) Describe the roles of political parties, elections, interest groups, the media and public opinion in the democratic process, as demonstrated by the ability of the pupil to:
- (1) Describe the election process.

- ____ (2) Provide examples of how political parties have changed.
 - ____ (3) Identify the impact of interest groups and public opinion on the political process.
 - ____ (4) Identify the influence of the media in forming public opinion.
 - ____ (5) Identify propaganda and persuasion in political advertising and literature.
 - ____ (6) Provide examples of contemporary public issues that may require public solutions.
- ____ (d) Explain the different political systems in the world and how those systems relate to the United States and the citizens of the United States, as demonstrated by the ability of the pupil to:
- ____ (1) Define the characteristics of a country, including, without limitation, sovereignty, territory, population and organized government.
 - ____ (2) Define the major political systems of the world, including, without limitation, monarchies, totalitarian dictatorships, presidential systems, parliamentary systems, socialism and communism.
 - ____ (3) Identify nations that play a significant role in the foreign policy of the United States.
 - ____ (4) Define the term "foreign policy" and describe the ways in which nations interact diplomatically, including, without limitation, through the use of treaties, trade, humanitarian aid and military intervention.
 - ____ (5) List and describe international organizations, including, without limitation, the United Nations, the World Bank, Amnesty International and the International Red Cross.] **Describe the different political, civil, religious and economic organizations of early civilizations and throughout the history of the United States.**

(b) Compare a current global issue to a historical event from an ancient civilization and propose a solution to the issue based upon knowledge of past outcomes.

(c) Compare and contrast governmental structures, processes and laws within and across early civilizations.

(d) Distinguish and apply the powers and responsibilities of global citizens, interest groups and the media in a variety of governmental and nongovernmental contexts.

(e) Describe the roles of political, civil and economic organizations in shaping the lives of persons.

(f) Investigate a current global issue and propose a course of action to solve it.

(g) Examine the origins, purposes and impact of laws, treaties and international agreements.

(h) Examine the role the media played in shaping public perception and policies throughout the early history of the United States.

(i) Analyze the expansion of representative government throughout the early history of the United States.

(j) Compare a current national issue to a historical event from the early history of the United States in order to propose a solution to the issue based upon knowledge of past outcomes.

(k) Evaluate the social, political and economic changes that have impacted the evolution of laws throughout the history of the United States.

6. For the area of multicultural education:

(a) Analyze the ways in which dominant cultures have oppressed conquered persons or minority groups throughout early civilizations as well as the responses of those groups to this oppression.

- (b) Assess the impacts of cultural diffusion when diverse groups interact within and across early civilizations.*
- (c) Investigate the ways in which civilizations build communities of respect, equity and diversity throughout early world history.*
- (d) Analyze the intellectual, cultural, religious and artistic contributions to our modern world of racially and ethnically diverse individuals and cultures of early civilizations.*
- (e) Explore instances of oppression in the modern world as well as individual and group resistance movements for social justice that have developed in response.*
- (f) Investigate the ways in which persons and nations build communities of respect, equity and diversity throughout the world today.*
- (g) Discuss the contributions of racially and ethnically diverse leaders to the advancement of communities and nations around the world.*
- (h) Analyze the causes, impact and abolition of slavery in the history of the United States.*
- (i) Analyze the ways in which dominant cultures have oppressed groups through institutionalized discrimination throughout the history of the United States.*
- (j) Evaluate the impact of persons and reform movements on the struggle for greater civil rights and liberties throughout the early history of the United States.*
- (k) Discuss the contributions of racially and ethnically diverse leaders to the advancement of our community and nation.*
- (l) Analyze the intellectual, cultural, religious and artistic contributions of diverse persons throughout the early history of the United States.*

Sec. 8. NAC 389.511 is hereby amended to read as follows:

389.511 By the beginning of high school, pupils must know and be able to do everything required in the previous grades for social studies offered in public schools. Instruction in high school in social studies must be designed so that pupils meet the following performance standards by the completion of high school:

1. For the area of social ~~study~~ **studies disciplinary** skills:

- (a) ~~Acquire and apply skills of reading, writing and oral communication to construct knowledge, as demonstrated by the ability of the pupil to:~~
- (1) ~~Read text using reading strategies, including, without limitation, strategies that employ prior knowledge, use key vocabulary words and employ context clues.~~
- (2) ~~Read text for a specific purpose, including, without limitation, to identify cause and effect relationships, to compare and contrast information, to identify fact and opinion and to identify author bias.~~
- (3) ~~Respond to historical texts and other social studies literature by inferring, drawing conclusions, making predictions and formulating questions pertaining to history, geography, economics and civics.~~
- (4) ~~Process or synthesize information by writing, taking notes, using graphic organizers, summarizing, sequencing events or formulating thesis statements, or any combination thereof.~~
- (b) ~~Acquire, organize, use and evaluate information that prepares a pupil to be an active, informed and literate citizen, as demonstrated by the ability of the pupil to:~~
- (1) ~~Formulate appropriate research questions.~~
- (2) ~~Conduct research by gathering, organizing and evaluating the credibility and bias of information from a variety of online, print and nonprint resources.~~

- (3) Process, effectively communicate and present information orally, in writing and by developing websites, using multimedia presentations and using other forms of technology.
 - (4) Critically analyze messages in the media to identify propaganda, censorship and bias.
 - (5) Create, interpret, analyze and detect bias in maps, graphs, charts and diagrams.
 - (6) Demonstrate and advocate legal and ethical behaviors regarding the use of technology among peers, family and the community.
 - (7) Collaborate with peers, experts and other persons to contribute to a knowledge base with a specific content, including, without limitation, contributing to weblogs, podcasts and other types of digital media or websites, to compile, synthesize, produce and disseminate information.
- (c) Demonstrate historical comprehension by analyzing and interpreting historical documents and artifacts that present alternative voices, accounts and interpretations or perspectives on past events, as demonstrated by the ability of the pupil to:
- (1) Analyze patterns of historical continuity and change and to think chronologically.
 - (2) Analyze and evaluate primary and secondary resources for perspectives of historical events.
 - (3) Differentiate between historical memory and historical fact.
 - (4) Apply social studies to situations involving actual events that are currently taking place.
 - (5) Extract significant ideas from social studies resources and frame questions pertaining to history.
 - (6) Use primary and secondary resources to analyze and interpret history.
 - (7) Compare multiple perspectives of historical events using a variety of resources.
 - (8) Analyze and interpret primary resources to answer a historical question.

- (d) Demonstrate skills which prepare a pupil to be an active, informed and literate citizen, as demonstrated by the ability of the pupil to:
- (1) Demonstrate responsibility for the well-being of himself or herself, his or her family and the community in which he or she lives.
 - (2) Discuss issues and events that have an impact on persons at local, state, national and global levels.
 - (3) Actively participate in civics and community life at the local, state, national and global levels.
 - (4) Seek information from a variety of sources and perspectives to develop informed opinions and creative solutions.
 - (5) Ask meaningful questions and analyze and evaluate information and ideas.
 - (6) Identify resources and perspectives that influence the formation of opinions and creative solutions.
 - (7) Use effective decision-making and problem-solving skills in public and private life.
 - (8) Collaborate effectively as a member of a group. *When constructing compelling questions based upon disciplinary concepts, reference points of agreement and disagreement among experts regarding interpretations and applications of such concepts and ideas.*

(b) *Generate and answer supporting questions and explain how, as a part of the inquiry process, such questions lead to the generation of new compelling questions and supporting questions.*

(c) *In order to answer a question, gather relevant information from multiple sources that represent a wide range of views using the origin, authority, structure, context and corroborative value of the sources to guide the selection.*

- (d) Evaluate the credibility of a source by examining how experts value the source.
- (e) Seek multiple media sources while investigating a current issue and evaluate the credibility and reliability of each such source.
- (f) Identify evidence in support of or against a claim that draws information directly and substantively from multiple sources to detect inconsistencies in such evidence in order to revise or strengthen a claim.
- (g) Refine claims and counterclaims with precision, attention to the significance of each claim and knowledge regarding the strengths and limitations of each claim.
- (h) Construct arguments using precise, evidence-backed claims using evidence from multiple sources while acknowledging any existing counterclaims and evidentiary weaknesses.
- (i) Using print, oral and digital technologies, present adaptations and explanations of arguments that feature complex ideas and diverse perspectives on issues and topics to reach a range of audiences within a classroom and outside of the classroom.
- (j) Participate in rigorous academic discussions that emphasize multiple viewpoints in which claims and evidence are acknowledged, critiqued and built upon in order to create new understandings of complex historical or current issues.
- (k) Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of contemporary issues at the local, regional and global level.
- (l) Apply a range of deliberative and democratic procedures to make decisions and take action regarding contemporary issues at the local, regional and global level.

2. For the area of history:

- (a) ~~Understand the development, characteristics and interaction of persons, cultures, societies, religions and ideas, as demonstrated by the ability of the pupil to:~~

- (1) Assess the impact of the Industrial Revolution on race, class and gender.
- (2) Discuss the influences of American industrialists on the rise of corporate capitalism.
- (3) Assess the impact of technological innovations and urbanization on the social and economic development of society.
- (4) Define the term “nativism” and explain the political and social responses to immigration into the United States.
- (5) Identify the causes of labor movements in the United States and analyze the consequences of those movements.
- (6) Explain how social movements of the 20th century led to the emergence of a pluralistic society.
- (7) Evaluate how cultural developments in the arts, literature, architecture, education, media and leisure activities reflected and changed society.
- (8) Discuss the effects of early technologies on society, including, without limitation, communication, transportation and manufacturing technologies.
- (9) Explain how trade causes cultural diffusion.
- (10) Compare and contrast the characteristics of dominant world cultures.
- (11) Analyze how and why Judaism, Christianity, Islam, Hinduism and Buddhism acquired new adherents in various parts of the world.
- (12) Examine the impact of scientific, technological, mathematical, cultural and artistic developments of the Renaissance on societies around the world.
- (13) Explain the causes of the Reformation and the effects the Reformation had on Europe and the Americas.

- (14) Identify the influence of the Enlightenment on the Western World, including, without limitation, the influence on philosophy, science, fine arts, government and literature.
- (15) Analyze the cultural, social and economic changes that occurred as a result of industrialization.
- (16) Analyze how industrialization, migration, changing diets and advances in science and medicine have affected demographics across the world.
- (b) Understand the influences of persons, events, ideas and conflicts in the development of nations, empires, cultures and political and economic ideas, as demonstrated by the ability of the pupil to:
- (1) Summarize the concepts and results of the American Revolution and post-revolutionary outcomes as they apply to the 20th century.
- (2) Summarize the concepts and results of the Civil War and Reconstruction as they apply to the 20th century.
- (3) Analyze how different cultures, points of view and self interests influence compromise and conflict over territories, borders and resources.
- (4) Describe the final settlement of the American West and the federal policies toward Native Americans, including, without limitation, the Dawes Act, the Plains Wars and the reservation system.
- (5) Assess the contributions of immigrant groups to the development of the United States.
- (6) Define the term “imperialism” and discuss the impact of imperialism on the political relations of the United States with other nations.
- (7) Discuss the causes and consequences of expansion policies and diplomatic policies of the United States.

- ____ (8) Discuss the economic and political effects of World War I on the United States.
- ____ (9) Describe the causes and consequences of the Great Depression.
- ____ (10) Analyze the policies and programs of the New Deal and the effects those policies and programs had on political, economic and diplomatic institutions.
- ____ (11) Describe the cultural, economic, political and technological impact of World War II on the United States.
- ____ (12) Describe the causes and effects of the change in demographics and the development of suburbanization in the United States.
- ____ (13) Explain the effects of Cold War policies on the involvement of the United States in the Korean War and the Vietnam War.
- ____ (14) Examine the changes in political culture of the United States during the 1960s and 1970s, including, without limitation, the assassination of John F. Kennedy, the Watergate scandal and the Iranian hostage crisis.
- ____ (15) Explain the economic, political and technological impact on the United States of the Korean War, the Vietnam War, the Persian Gulf War, the Iraq War and the War on Terrorism.
- ____ (16) Examine the roles of nationalism, imperialism and religion in the building and development of nations.
- ____ (17) Describe the rise of commercial trading centers and their effects on social, political and economic institutions around the world.
- ____ (18) Explain the development of monarchies and the effect those monarchies had on centralized government, commerce, trade and religion.
- ____ (19) Explain how Greek and Roman civilizations influenced the development of democratic and republican governments in modern societies.

- (20) Analyze the development of the nation state and explain how nation states are different from empires and other forms of political organizations.
- (21) Explain why and how shifts in global power happened after World War I and World War II.
- (22) Explain how the dissolution of the Soviet Union and other Eastern European communist governments resulted in the formation of new nations.
- (23) Explain the objectives of a variety of independence movements and analyze political factors that contributed to changes in nations.
- (24) Discuss examples of contemporary ethnic conflicts and explain how those conflicts changed nations.
- (25) Discuss major reasons for tensions and conflicts in the contemporary world and efforts that have been made to address those tensions and conflicts.
- (e) Understand the influences of social ideas and personal action on social, political, economic and technological change, as demonstrated by the ability of the pupil to:
- (1) Describe important persons in the movement to expand rights of African Americans and explain their struggle to expand those rights during the late 19th and early 20th centuries.
- (2) Describe the rise of corporations and analyze working conditions in the late 19th and early 20th centuries.
- (3) Analyze the contributions of inventors and innovators that led to a change in society.
- (4) Determine the causes and effects of the Populist and Progressive Movements.
- (5) Analyze major social movements in the United States and explain the impact those movements had on changing social and political culture.

- ____ (6) Examine social tensions in the post World War I era, including, without limitation, radical politics, restrictions on immigration, internal migration, religious fundamentalism and racism.
- ____ (7) Describe the development of the Women's Suffrage Movement and the subsequent passage of the 19th Amendment to the United States Constitution.
- ____ (8) Explain how the social and economic opportunities of the post World War II era contributed to social responsibility and change.
- ____ (9) Identify and describe the major issues, events and persons of minority rights movements, including, without limitation, the Civil Rights Act of 1964, the Black Power Movement, the United Farm Workers, the American Indian Movement, Viva La Raza and the Women's Rights Movement.
- ____ (10) Analyze how post World War II science and technology augmented the economic strength of the United States, transformed the daily lives of persons and influenced the world economy and polities.
- ____ (11) Compare and contrast the social impact on the United States of the Cold War and the War on Terrorism.
- ____ (12) Analyze major events reported by the media and the impact of those events at the local, state, national and global levels.
- ____ (13) Compare and contrast racial segregation in the United States with racial and social policies of other nations, including, without limitation, apartheid in the Republic of South Africa.
- ____ (14) Explain the impact of Judaism, Christianity, Islam, Hinduism and Buddhism on political and social structures around the world.
- ____ (15) Analyze the responses of persons to restrictive social and political systems.

- (16) Analyze how the ideals and institutions of freedom, equality, justice and citizenship have changed.
- (17) Evaluate the worldwide implications of advancements in nuclear, electronic, computer and medical technologies.
- (18) Explain how literature, music and art are used by persons to voice their opposition to or support for a cause and encourage social change.
- (19) Determine the causes and consequences of genocidal conflicts, including, without limitation, the Holocaust and the conflicts in Armenia, Bosnia, Darfur and Rwanda.
- (20) Analyze the causes, consequences and moral implications of ethnic conflicts around the world.
- (21) Explain the changing role of race, class and gender.
- (22) Explain how literature, music, the media and visual arts affect social change.
- (23) Examine the ideals and institutions of freedom, equality, justice and citizenship and explain how they have changed.
- (24) Understand how border disputes among nations reflect and influence the conceptions and identities of societies.
- (d) Understand the interactions and interdependence among nations around the world and the impact of economics, politics, religions and cultures on international relationships, as demonstrated by the ability of the pupil to:
- (1) Describe and interpret the causes and effects of World War I and World War II on the relationship between the United States and Europe.
- (2) Discuss key persons, ideas and events of the Cold War era and analyze their impact on economic and political policies in the United States.

- ____ (3) Analyze how international policies contributed to the end of the Cold War.
- ____ (4) Identify and analyze trends in domestic and foreign affairs of the United States from the end of the Vietnam War to September 11, 2001.
- ____ (5) Discuss the impacts of conflicts on the United States economic, political and social position in the world, including, without limitation, the impact of the Korean War, Vietnam War, Persian Gulf War, Iraq War and War on Terrorism.
- ____ (6) Analyze how major sources of tension or conflict influence the current political climate in the United States, including, without limitation, September 11, 2001, the Patriot Act and security issues.
- ____ (7) Describe the strategic, political and economic policies of the United States concerning the Middle East, Latin America, Mexico, immigration, trade and the environment.
- ____ (8) Explore the influence of popular culture in the United States on other nations and the influence of popular culture in other nations on the United States.
- ____ (9) Evaluate the influence of the cultural ideas of the United States on other nations.
- ____ (10) Explore the influence of various cultures from around the world on the United States.
- ____ (11) Explain the impact of imperialism and colonial rule on persons in Africa, Asia and South America and the independence movements that resulted from imperialism and colonial rule in those areas.
- ____ (12) Describe the causes and effects of the Russian Revolution, including, without limitation, Marxism, Leninism and Bolshevism.
- ____ (13) Discuss the causes, characteristics and consequences of European and Japanese imperialism before World War II.
- ____ (14) Analyze the causes, courses and effects of World War I and World War II.

- (15) ~~Describe the significance of the dissolution of the Soviet Union and the influence of international and economic factors that contributed to the end of the Cold War.~~
- (16) ~~Examine the decline of colonial rule and the development of independent nations.~~
- (17) ~~Describe the rise of totalitarian societies in Europe, Asia and Latin America.~~
- (18) ~~Explain the impact of world commerce on the relationships between developed nations and developing nations.~~
- (19) ~~Describe the contributions of the social, political and economic characteristics of modern civilizations in Latin America, Africa, China, India and Japan.~~
- (20) ~~Describe tensions in contemporary Islamic countries concerning the reconciliation of traditional and Western influences.~~
- (21) ~~Analyze the political and religious factors that contribute to instability in the Middle East.~~
- (22) ~~Describe how political and economic alliances affect persons and countries.~~
- (23) ~~Describe how global issues, including, without limitation, human rights, the environment, regional conflicts and health issues, affect nations.~~
- (24) ~~Analyze how the contemporary political climate has changed personal and national security within and among nations.~~ | *Analyze major regime changes throughout world history based on a variety of factors, including, without limitation, the goals of such changes, the tactics and practices used to cause such changes and the outcomes of such changes.*

(b) *Examine occurrences of and reactions to oppression, human rights violations and genocide throughout world history.*

(c) *Analyze the causes of radicalization of persons and groups throughout world history and the consequences of such radicalization.*

(d) Describe the factors that shape group, national or individual identity, including, without limitation, institutions, religion, language, social class, geography, culture and society.

(e) Interpret events throughout world history from a variety of historical and cultural perspectives, including, without limitation, from the perspective of:

- (1) Capitalists compared to laborers;*
- (2) Imperialists compared to indigenous persons;*
- (3) Persons in different positions of power;*
- (4) Persons from different classes;*
- (5) Persons from different races;*
- (6) Persons from different ethnicities; and*
- (7) Persons of different genders.*

(f) Analyze the influence of social, political and economic developments on maintaining and transforming the role and social status of various groups.

(g) Analyze the impact of artistic, architectural, scientific and technological developments on events, persons and cultures throughout world history.

(h) Investigate the evolution of systems of belief, religions, philosophies and ideologies across societies.

(i) Describe the attitudes of persons toward major wars and conflicts throughout world history and the effects of such wars and conflicts throughout world history.

(j) Evaluate the use of conflict and diplomacy in regional and international relations.

(k) Investigate the causes and impacts of diverse ideologies on policies, society and culture throughout the history of the United States.

(l) Evaluate the impact of persons and reform movements on the struggle for greater civil rights and liberties throughout the history of the United States.

(m) Evaluate the factors that shaped group and national identity and how the American identity has evolved throughout the history of the United States.

(n) Interpret events through the history of the United States from a variety of historical and cultural perspectives, including, without limitation, interpreting such events from the perspective of:

(1) Suffragettes;

(2) Civil rights activists;

(3) Nationalists;

(4) Progressives;

(5) Political activists; and

(6) Immigrant groups.

(o) Investigate the evolution of gender roles and gender equality within social and economic life in the United States.

(p) Examine the causes and effects of socioeconomic diversity throughout the history of the United States.

(q) Analyze the impact of religious, intellectual and artistic changes throughout the history of the United States.

(r) Explore how persons and events throughout the history of this State influence the United States as a whole and are influenced by the United States as a whole.

(s) Analyze the causes of changing migration and immigration patterns in this State from the period of Reconstruction to the present.

(t) *Trace the evolution of the economy of this State, including, without limitation, the role of the economy of this State in national and global issues, throughout history.*

(u) *Evaluate the use of conflict and diplomacy in international relations from the perspective of the United States.*

(v) *Analyze the causes, impacts and attitudes towards conflict and war from various points of view throughout the history of the United States.*

(w) *Analyze the reciprocal nature of international relations as the United States and other governments interact with and influence one another.*

(x) *Assess the factors that impact political identity and ideology, including, without limitation:*

(1) *Age;*

(2) *Race;*

(3) *Class;*

(4) *Gender;*

(5) *Religion; and*

(6) *Geography.*

(y) *Evaluate the impact of persons and reform movements on legislation and court decisions in the struggle for greater civil rights and civil liberties.*

(z) *Analyze how American identity has been shaped by governmental policies, institutions and the founding documents.*

(aa) *Analyze how interpretation of the founding documents has evolved throughout the history of the United States.*

(bb) Evaluate the policies enacted by the government of the United States to address the needs of various social and economic groups in this country.

(cc) Analyze and evaluate current issues, major pieces of legislation and policies in politics in this State.

(dd) Compare and contrast the United States Constitution and the Nevada Constitution.

(ee) Critique the use of conflict and diplomacy in international relations.

3. For the area of geography:

- (a) ~~Use maps, globes and other geographic tools and technologies to locate and extrapolate information about persons, places and environments, as demonstrated by the ability of the pupil to:~~
- ~~(1) Use map elements, including, without limitation, scale, to identify and locate physical and human features in the United States and the world.~~
- ~~(2) Analyze and interpret geographic information by selecting appropriate maps, map projections and other representations, including, without limitation, urban planning and national parks.~~
- ~~(3) Apply concepts and models of spatial organization and use quantitative methods to identify and make decisions about geographic information.~~
- ~~(4) Analyze a variety of complex maps, including, without limitation, topographic, demographic and land use maps, to acquire geographic information.~~
- ~~(5) Construct complex, accurate maps and models from memory to answer questions about locations of human and physical features.~~
- ~~(6) Analyze maps for purpose, accuracy, content and design.~~

- (7) Analyze and interpret physical and human features on Earth using appropriate geographic tools and technologies.
- (8) Select and design maps, graphs, diagrams, tables or charts to organize geographic information using a variety of technologies.
- (b) Understand the physical and human features of places, and use that information to define and study regions and their patterns of changes, as demonstrated by the ability of the pupil to:
- (1) Determine how relationships between humans and the environment lead to the development of connections among places and regions.
 - (2) Explain why characteristics of places change.
 - (3) Apply the concept of region to organize and study a geographic issue.
 - (4) Analyze selected historical issues, demographics and questions using the geographic concept of regions.
 - (5) Explain why places and regions are important to cultural identity and serve as forces for both unification and fragmentation.
 - (6) Compare characteristics of places and regions from different perspectives.
 - (7) Determine how tools affect the way cultural groups perceive and use resources within places and regions.
 - (8) Use absolute and relative location, including, without limitation, longitude and latitude, to locate prominent countries, cities and physical features in different regions of the world.
- (c) Understand how economic, political and cultural processes interact to shape patterns of human migration and settlement, influence and interdependence, and conflict and cooperation, as demonstrated by the ability of the pupil to:

- (1) Analyze demographic trends in the world.
 - (2) Evaluate the impact of migration and settlement on physical and human systems.
 - (3) Analyze the development of civilizations and the impact that development has on the changes and progress of human development.
 - (4) Compare characteristics and patterns of rural and urban migration and settlement in developed and developing countries.
 - (5) Evaluate why major cities develop in particular geographic locations and how their development affects cultures.
 - (6) Analyze and evaluate international economic issues from a spatial perspective.
 - (7) Analyze how location and distance connect to influence economic systems at local, national and international levels.
 - (8) Evaluate changes in the size and structure of cultural, political and economic organizations.
- (d) Understand the effects of interactions between human and physical systems, and changes in the use, distribution and importance of resources, as demonstrated by the ability of the pupil to:
- (1) Analyze how changes in the physical environment can increase or diminish the capacity of the environment to support human activity.
 - (2) Describe ways in which technology has affected the human capacity to modify the physical environment, and evaluate the possible regional or global impact of the technology.
 - (3) Develop possible responses to changes caused by human modification of the physical environment.

- (4) Analyze human perception of and response to natural hazards, including, without limitation, use, distribution and importance of resources.
- (5) Analyze the patterns of use, the changing distribution and the relative importance of the resources of the earth.
- (6) Develop policies for the use and management of the resources of the earth that consider the various interests involved.] *Create, interpret and use maps that display and explain geospatial patterns of cultural, economic, political and environmental characteristics.*
- (b) *Use demographic data to analyze various factors that shape the interaction of humans with the environment, including, without limitation, the impacts of disease, technological advances, economics, scarcity of resources and culture on such interaction.*
- (c) *Analyze how changes in the environmental, cultural or technological characteristics of a place or region influence patterns of settlement, trade and land use in the place or region.*
- (d) *Evaluate how economic globalization and the scarcity of resources contribute to conflict and cooperation within and among countries.*
- (e) *Create, interpret and use maps that display and explain the geospatial patterns of cultural, economic, political and environmental characteristics of the United States.*
- (f) *Analyze how the landscape of the United States has changed as humans have adapted the environment to meet their needs.*
- (g) *Analyze how the diffusion of ideas, technologies and cultural practices has influenced migration and immigration patterns and the distribution of the population in the United States throughout the history of the United States.*
- (h) *Explain how global circumstances and interactions affect resources, land use, culture and population distribution in the United States.*

- (i) *Create, interpret and use demographic data and geospatial representations to better understand gerrymandering, redistricting and regional political ideology.*
- (j) *Analyze shifting governmental policies and regulations in the United States in response to changing human interactions with the environment.*
- (k) *Analyze the differences in political behavior between diverse population centers.*
- (l) *Explain how governmental policies and political ideas have shifted historically and contemporarily due to patterns of immigration.*
- (m) *Compare and contrast how different political systems currently affect the United States and citizens of the United States.*

4. For the area of economics:

- (a) ~~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, as demonstrated by the ability of the pupil to:~~
 - (1) ~~Analyze choices and incentive systems used by parents, teachers, employers and governments using the concepts of total benefits and opportunity costs, using the concepts of the impact of marginal costs and marginal benefits and evaluating effectiveness.~~
 - (2) ~~Analyze how consumers adjust their purchases in response to changes in price using the concept of price elasticity.~~
 - (3) ~~Assess how producers can adjust their sales decisions in response to changes in price using the concept of price elasticity.~~
 - (4) ~~Evaluate career paths taking into consideration the specific skills required for a career, the wages that may be earned in a career, the impact of the skills of a person on the wages he or she can earn and the response of wages to market demand.~~

- (5) Analyze markets using the concepts of supply and demand, including, without limitation, the impact of changes in supply on prices, the impact of changes in demand on prices and the impact of price controls.
- (b) Identify indicators used to measure economic performance, understand important aspects of how the economy acts as a system, and understand the roles of money, interest rates, saving and borrowing, financial institutions and the central banking system in the economy, as demonstrated by the ability of the pupil to:
- (1) Describe the current money supply measures of the United States, including, without limitation, M1 and M2.
- (2) Explain the three functions of money, including, without limitation, the medium of exchange, the store of value and the unit of account.
- (3) Explain why a real interest rate accurately measures the benefit of saving or the cost of borrowing, and indicate ways a high interest rate could be detrimental or beneficial.
- (4) Explain what a credit rating is and how it affects the ability to access loans.
- (5) Compare the risks and rewards of using the services offered by different financial institutions.
- (6) Explain how the circular flow of economic activity can affect the income of the United States.
- (7) Analyze the potential production of goods and services for a nation as determined by the resources and technology of the nation.
- (8) Explain how the Federal Reserve influences bank loans, the inflation rate of the economy and economic activity in general using the reserve requirement, the discount rate and open market operations.

- (9) Explain how government fiscal policy may affect the rate of unemployment by influencing production, employment and price levels.
- (10) Describe how standards of living in the United States have changed over time using real gross domestic product per capita as a measure of the standard of living.
- (11) Define the term “recession” and examine the economy of the United States over time using the change in real gross domestic product.
- (12) Discuss the effects of inflation on the economy of the United States using the consumer price index.
- (13) Compare the unemployment rates for groups of persons who differ by age, gender, ethnicity, occupation and education.
- (14) Demonstrate knowledge of when, why and how interest rate levels have experienced relative highs and relative lows throughout the history of the United States.
- (15) Explain how interest rates are determined using supply and demand.
- (c) Identify the causes of economic change and explain how the economic system of the United States responds to those changes and how other economic systems respond to change, as demonstrated by the ability of the pupil to:
- (1) Identify the roles of organizations in a market economy, including, without limitation, for-profit organizations, not-for-profit organizations and labor unions.
- (2) Analyze the past, present and future role of investment in enhancing economic growth and raising the standard of living.
- (3) Evaluate how entrepreneurs affect the economy by solving problems, taking risks and taking advantage of opportunities to earn profits.
- (4) Judge the advantages and disadvantages of specialization and interdependence.

- (5) Explain how self interest, channeled through the marketplace, can increase the overall standard of living.
 - (6) Analyze the role of government in a market economy regarding public goods, externalities, monopoly power, redistribution of income and the definition and protection of property rights.
 - (7) Describe the rise of national economies, the emergence of free markets and the emergence of democratic capitalism.
 - (8) Illustrate the idea that real world economies tend to be mixed economies containing elements of capitalism, socialism, command allocations of resources and market allocations of resources.
 - (9) Compare the benefits and costs of allocating resources through the markets or the government.
 - (10) Discuss how the pricing system of an economy determines what goods and services will be produced, how they will be produced and who will receive them.
- (d) Explore trends in international trade, the impact of trade on the economy of the United States and the role of exchange rates, as demonstrated by the ability of the pupil to:
- (1) Describe how the economic characteristics of other countries and their economic events affect the United States.
 - (2) Determine how a change in exchange rates affects the ability of residents of a country to consume products from other countries.
 - (3) Assess the impact of globalization on the economy of the United States and the world economy.

— (4) Analyze the advantages and disadvantages of international trade by comparing free trade and restricted trade.] Compare different economic systems and labor systems within and across societies.

(b) Examine the ways in which trade, commerce and industrialization impacted persons, groups and nations.

(c) Investigate the factors that influenced the evolution of economies and standards of living across the world, including, without limitation:

(1) Investments in physical capital;

(2) Education and training of workers; and

(3) Technology.

(d) Explain how globalization has impacted various aspects of economic growth, labor markets, the rights of citizens, the environment, resource distribution and income distribution in different nations.

(e) Examine the reciprocal impacts and effects that persons, communities, businesses and governments have had on the economic policies and decisions of the United States over time.

(f) Evaluate multiple factors that have impacted the economy of the United States over time, including, without limitation:

(1) Trade;

(2) Resources;

(3) Labor; and

(4) The monetary system.

(g) Evaluate the role of the United States in and the response of the United States to globalization and the impact of globalization on the economy of the United States, including, without limitation:

- (1) Trade policy;*
- (2) Embargoes;*
- (3) Exchange rates; and*
- (4) Trade agreements.*

(h) Analyze the determining factors that influence production and distribution in a market system.

(i) Explain how changes in supply and demand cause changes in the markets for and prices of goods, services and labor, the availability of credit and the value of foreign currencies.

(j) Evaluate the effectiveness of governmental policies to improve market outcomes using cost-benefit analysis.

(k) Describe the roles of institutions and rights of persons regarding property and the rule of law in a market economy.

(l) Identify economic indicators and use such indicators to analyze current and future economies.

(m) Evaluate the effectiveness of governmental policies on the economy of the United States.

(n) Explain the influence of changes in spending, production and the money supply on various economic conditions using current data.

(o) Critique how advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.

(p) Analyze how national and global economic issues and systems impact the economy of this State.

5. For the area of civics:

(a) ~~I Know why society needs rules, law and governments, and understand the roles, rights and responsibilities of citizens, as demonstrated by the ability of the pupil to:~~

- ~~____ (1) Explain the concept of the rule of law in the establishment of the United States Constitution.~~
- ~~____ (2) Analyze major social, political and economic conflicts and evaluate the role of compromise in the resolution of those conflicts.~~
- ~~____ (3) Describe the influences of historic ideas on the creation of early documents of the United States, including, without limitation, the influence of Greek law, the Magna Carta, the Iroquois Confederacy, the social contract theory, natural rights philosophy and republicanism.~~
- ~~____ (4) Describe how the Nevada Constitution and the United States Constitution preserve state and national principles and serve as methods for change, including, without limitation, the formal and informal processes for amending a constitution.~~
- ~~____ (5) Analyze the provisions of the United States Constitution and the amendments to the United States Constitution which protect personal rights, including, without limitation, the Due Process Clause and Equal Protection Clause of the 14th Amendment and through the examination of landmark cases, including, without limitation:~~
- ~~____ (I) Brown v. Board of Education of Topeka;~~
- ~~____ (II) Gideon v. Wainwright;~~

- _____ (III) Miranda v. Arizona; and
 - _____ (IV) Tinker v. Des Moines Independent Community School District.
 - _____ (6) Examine the rights of citizens and how those rights are protected and restricted.
 - _____ (7) Analyze and evaluate the role of citizen participation in civic life.
 - _____ (8) Examine the responsibilities of local, state and national citizenship.
 - _____ (9) Interpret the symbols and documents of a nation and analyze how the documents represent the identity of the nation.
- (b) Understand the United States Constitution and the government created by the United States Constitution, including, without limitation, the relationship between national and sub-national governments, and the structure and function of state and local governments, as demonstrated by the ability of the pupil to:
- _____ (1) Explain the provisions of the United States Constitution regarding the division of powers between the Federal Government and state governments, including, without limitation, powers that are delegated, implied, reserved and concurrent.
 - _____ (2) Analyze and give examples of the expansion of the Federal Government through the use of its enumerated and implied powers.
 - _____ (3) Provide contemporary examples of federalism.
 - _____ (4) Compare and contrast the structure of the Nevada Constitution and the United States Constitution.
 - _____ (5) Use examples to illustrate the Supremacy Clause in defining the relationship between state governments and the Federal Government.
 - _____ (6) Describe the unique role of tribal and territorial governments in the United States.

- ____ (7) Examine the organization of the United States Constitution and describe the structure it creates, including, without limitation, the Executive, Legislative and Judicial Branches.
- ____ (8) Examine the organization of the Nevada Constitution and describe the structure it creates, including, without limitation, the Executive, Legislative and Judicial Branches.
- ____ (9) Explain the structure and function of local governments.
- ____ (10) Analyze the effectiveness of checks and balances in maintaining the equal division of power.
- ____ (11) Describe the creation of laws through the legislative process.
- ____ (12) Describe the duties of the Executive Branch, including, without limitation, the duties of the Cabinet and departments of the Executive Branch, regulatory agencies, the Executive Office of the President of the United States and the staff of the White House.
- ____ (13) Describe the structure and jurisdiction of the federal court system and analyze the power of judicial review.
- ____ (14) Explain the state and local judicial processes, including, without limitation, juvenile, civil and criminal court systems.
- (c) Describe the roles of political parties, elections, interest groups, the media and public opinion in the democratic process, as demonstrated by the ability of the pupil to:
- ____ (1) Assess the process by which leaders are selected in the political system in the United States, and analyze the role of the electoral college in the election of the President of the United States.
- ____ (2) Analyze the roles and functions of political parties in public policy and the electoral process.

- (3) Evaluate the significance of interest groups and public opinion in the political process of a democratic society.
- (4) Analyze the role of the media in the process of political persuasion.
- (5) Evaluate propaganda in the political process.
- (6) Describe the process by which public policy is formed and implemented.
- (d) Explain the different political systems in the world and how those systems relate to the United States and the citizens of the United States, as demonstrated by the ability of the pupil to:
- (1) Summarize and evaluate the significant characteristics of the major political systems of the world, including, without limitation, monarchies, totalitarian dictatorships, presidential systems, parliamentary systems, socialism and communism.
- (2) Analyze the conflict between the policies of the United States regarding isolation and intervention in world affairs.
- (3) Identify and analyze the foreign policy of the United States with regard to dealing with international problems, including, without limitation, diplomacy, economic policy, humanitarian aid and military intervention.
- (4) Critique the role of international organizations, including, without limitation, the United Nations, the World Bank, Amnesty International and the International Red Cross.]

Analyze how various political and religious philosophies have impacted governmental institutions and policies throughout world history.

(b) Explain the historical background of a current global issue and propose a course of action to solve it.

(c) Examine various systems, laws and policies of governance throughout world history, including, without limitation:

- (1) *Feudalism;*
- (2) *Mercantilism;*
- (3) *Absolutism;*
- (4) *Fascism;*
- (5) *Communism; and*
- (6) *Constitutional democracy.*

(d) *Compare the evolution of different political and governmental systems within and across nations throughout world history.*

(e) *Examine the changing roles, impact and power of political leaders, parties and voting blocs over time.*

(f) *Compare the evolution of different political, civil, religious and economic institutions and the influence of such institutions on persons, communities and governmental policies throughout the history of the United States.*

(g) *Analyze the effects of media in shaping public perception and policies throughout the history of the United States.*

(h) *Explain how American identity throughout history has been shaped by:*

- (1) *The founding documents;*
- (2) *Political participation;*
- (3) *Democratic institutions; and*
- (4) *Interactions among diverse cultures.*

(i) *Explain the historical background of a current national issue and propose a course of action to solve it.*

- (j) *Analyze major political parties and landmark United States Supreme Court cases and their impact on the history of the United States.*
 - (k) *Evaluate the social, political and economic changes that have impacted interpretation of the United States Constitution and the evolution of law throughout the history of the United States.*
 - (l) *Examine the roles and responsibilities of the three branches of government.*
 - (m) *Analyze the system of checks and balances and separation of powers throughout history and in current events.*
 - (n) *Analyze the legislative processes involved in the adoption of laws and regulations at the local, state and national level.*
 - (o) *Examine the roles of the media in the United States in shaping policy and political discourse and providing additional checks on the government.*
 - (p) *Examine the role of special interest groups, lobbyists and political action committees on the legislative process and electoral process in the United States.*
 - (q) *Evaluate how the United States Constitution establishes the powers and responsibilities of local, state and tribal governments.*
 - (r) *Analyze the collection and purpose of local, state and federal taxes.*
 - (s) *Analyze how and why the role and responsibilities of citizens of the United States have changed over time.*
 - (t) *Critique the historical debate surrounding majority rule versus minority rights in the United States.*
 - (u) *Examine the structure of the justice system in the United States, including, without limitation:*

- (1) Due process protections;
- (2) Legal rights; and
- (3) The judicial processes in criminal and civil cases.

(v) Analyze the origins of government in the United States, including, without limitation:

- (1) The role of various political theories;
- (2) The rule of law and alternative models of governance in other nations; and
- (3) The groups which played a role in the origin of government in the United States.

6. For the area of multicultural education:

(a) Analyze the complex relationship between dominant cultures and minority groups throughout world history, including, without limitation:

- (1) The causes of oppression, including, without limitation, race, ethnicity, gender, nationality, class and religion;
 - (2) Reactions to oppression; and
 - (3) The long-term effects of oppression.
- (b) Examine the impact of persons and reform movements in the fight for greater civil rights and civil liberties throughout world history.
- (c) Investigate and apply principles successfully applied by groups and nations, including, without limitation, the United States, throughout world history in order to create communities of respect, equity and diversity at the school level and local level.

(d) Explore the positive and negative consequences of cultural interaction and diffusion when diverse groups have interfaced throughout world history.

(e) Interpret the contributions of racially and ethnically diverse leaders to the advancement of the community in which the pupil lives, this nation and the world.

(f) Analyze the intellectual, cultural, religious and artistic contributions of diverse persons to the modern world, including, without limitation, the United States.

(g) Examine and explore the ways in which diverse groups have been denied equality and opportunity institutionally and informally at various times throughout the history of the United States.

(h) Analyze how resistance movements have organized and responded to oppression and infringement of civil liberties and evaluate the responses.

(i) Examine how American culture has been influenced and shaped by diverse groups and persons throughout the history of the United States.

(j) Analyze how local governments, state governments and the national government institutionalized policies that disenfranchised groups throughout the history of the United States.

(k) Evaluate the ways in which citizens of the United States and associations in the United States have used the United States Constitution to influence or take action to fight for civil liberties and social justice.

(l) Analyze ways in which persons can participate in the process of creating positive changes for their communities by taking informed civic action.

(m) Investigate ways that citizens of the United States can use civic action to create communities of respect, equity and diversity at the local, state and national level.

(n) Discuss how the contributions of racially and ethnically diverse leaders have impacted political policies.