

LCB File No. R074-00

**PROPOSED REGULATION OF THE STATE BOARD OF
EDUCATION/STATE BOARD FOR OCCUPATIONAL EDUCATION**

NOTICE OF HEARING

The State Board of Education will hold a one-time only public hearing on April 29, 2000.

Explanation: Matter in italics is new; matter in brackets ~~[omitted material]~~ is material to be omitted.

Authority: 385.080 and 389.110.

Section 1. Chapter 389 of NAC is hereby amended by adding thereto the provisions set forth as sections 2 to 7, inclusive, of this regulation to read as follows:

Section 2. *By the end of the second grade, pupils must know and be able to do everything required in the previous grades for courses in social studies offered in public elementary schools. Instruction in the second grade in social studies must be designed so that pupils meet the following performance standards by the completion of second grade:*

1. For the area of history:

(a) Use chronology to organize and understand the sequence and relationship of events as demonstrated by the pupil's ability to identify past, present, and future events.

(b) Understand the impact of the interaction of peoples, cultures, and ideas from 1200 to 1750 as demonstrated by the pupil's ability to:

(1) Tell why Columbus Day is celebrated.

(2) Tell why Thanksgiving Day is celebrated.

(c) Understand the people, events, ideas, and conflicts that led to the creation and growth of a distinctive culture for the years 1700 through 1865 as demonstrated by the pupil's ability to:

(1) Tell why the Fourth of July is celebrated.

(2) Tell why Presidents' Day is celebrated.

(d) Understand the importance and impact of political, economic, and social ideas for the years 1860 through 1920 as demonstrated by the pupil's ability to:

(1) Tell why Labor Day is celebrated.

(2) Tell why Memorial Day and Veterans Day are celebrated.

(e) Understand the shift of international relationships and power as well as the significant developments in American culture from 1945 to 1990 as demonstrated by the pupil's ability to tell why Martin Luther King Day is celebrated.

2. For the area of geography:

(a) Use maps, globes, and other geographic tools and technologies to locate and derive information about people, places, and environments as demonstrated by the pupil's ability to:

- (1) Identify the titles and symbols on a variety of maps.*
- (2) Choose a title and construct a key from three given map symbols.*
- (3) Describe what a map or globe represents.*
- (4) Recognize simple landforms and bodies of water on maps, globes, and photographs.*
- (5) Obtain simple information from bar graphs and pictographs.*
- (6) Identify spatial patterns on a map by recognizing repetition of symbols or features.*
- (7) Identify land and water on a full-color map, correctly applying the terms continent and ocean.*
- (8) Locate Nevada and the United States on an appropriate map.*

(b) Understand the physical and human features and cultural characteristics of places and use this information to define and study regions and their patterns of changes as demonstrated by the pupil's ability to:

- (1) Identify two basic types of landforms and bodies of water.*
- (2) Identify four traditions and customs that other families practice.*
- (3) Give four examples of how technology is used in the home and classroom.*
- (4) Identify changes that have occurred over time at home, at school, or in the neighborhood.*
- (5) Identify five areas that have different purposes in the home or classroom.*

(c) Understand how physical processes shape Earth's surface patterns and ecosystems as demonstrated by the pupil's ability to:

- (1) Recognize and describe the weather conditions typical for each of the traditional four seasons in the community.*
- (2) Label some of the basic elements of an ecosystem, including air, water, weather, food, shelter, and animal and plant life, on a simple diagram.*

(d) 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 pupil's ability to:

- (1) Use a school map to construct a visual model of population distribution.*
- (2) Give accurate oral directions from one location to another within their school or community.*
- (3) Categorize four different ways to move people, goods, and ideas.*
- (4) Compare three differences between rural and urban communities.*
- (5) Sort and explain the differences between goods and services.*

(6) Use a map or chart to display information about an economic product (e.g., clothing, backpack, personal item, or food item).

(7) Distinguish between wants and needs and describe how people fulfill or acquire them.

(8) List different groups to which people belong.

(9) Identify places and occasions where cooperation and conflict can occur at school.

(e) Understand the effects of interactions between human and physical systems and the changes in use, distribution, and importance of resources as demonstrated by the pupil's ability to identify how people shape their physical environment at home and school such as lighting, heating, and cooling.

(f) Apply geographic knowledge of people, places, and environments to interpret the past, understand the present, and plan for the future as demonstrated by the pupil's ability to:

(1) Recognize the location of major current events.

(2) Plan a spatial change (e.g., changing the location of furniture or students) for a classroom or school.

(g) Ask and answer geographic questions by acquiring, organizing, and analyzing geographic information as demonstrated by the pupil's ability to:

(1) Ask questions about location, including –Where is it? Why is it there?

(2) Gather geographic information from books and pictures to identify elements of the physical and human environments.

(3) Make simple lists that distinguish between geographic and nongeographic information; organize information into simple graphs, including bar graphs and line graphs; and arrange visual materials to illustrate a geographic process.

(4) Identify and group information from several geographic sources, including maps, tables, graphs, photographs, and documents.

(5) Display the results of a geographic inquiry in an illustrated oral or written report.

3. For the area of civics:

(a) Know why society needs rules, laws, and governments as demonstrated by the pupil's ability to:

(1) Name classroom and school rules and identify why they are necessary.

(2) Contribute to the class decision-making process.

(b) Know the roles, rights, and responsibilities of United States citizens, and the symbols of our country as demonstrated by the pupil's ability to name an United States patriotic activity, holiday, or symbol, such as the Fourth of July.

(c) Know the political and economic relationship of the United States and its citizens to other nations as demonstrated by the pupil's ability to identify their school and community.

4. For the area of economics:

(a) Use fundamental economic concepts, including scarcity, choice, cost, incentives, and costs versus benefits to describe and analyze problems and opportunities, both individual and social as demonstrated by the pupil's ability to:

- (1) Cite an example of a time when a choice was made and describe what was given up.*
- (2) Give several accurate examples of all-or-nothing choices.*

(b) Demonstrate an understanding of how markets work, including an understanding of why markets form, how supply and demand interact to determine market prices and interest rates, and how changes in prices act as signals to coordinate trade as demonstrated by the pupil's ability to:

- (1) Give examples of trade.*
- (2) Give examples of prices people have paid when buying goods and services.*
- (3) Give reasons why consumers choose to buy more of a good or service (including when its price is low) and when they choose to buy less (including when its price is high).*

(c) Describe the roles played by various U.S. economic institutions including financial institutions, labor unions, for-profit business organizations, and not-for-profit organizations as demonstrated by the pupil's ability to identify reasons people use banks.

(d) Demonstrate an understanding of various forms of money; how money makes it easier to trade, borrow, save, invest, and compare the value of goods and services; and how the Federal Reserve System and its policies affect the U.S. money supply as demonstrated by the pupil's ability to explain that money is used to purchase goods and services.

(e) Demonstrate an understanding of the U.S. economic system as a whole in terms of how it allocates resources; determines the nation's production, income, unemployment, and price levels; and leads to variations in individual income levels as demonstrated by the pupil's ability to:

- (1) Explain that consumers buy goods and services.*
- (2) Give examples of ways people earn money.*

(f) Demonstrate an understanding of how investment, entrepreneurship, competition, and specialization lead to changes in an economy's structure and performance as demonstrated by the pupil's ability to:

- (1) Give examples of tools and machinery enhancing the ability to produce goods and services.*
- (2) Give examples of inventions.*

Section 3. *By the end of the third grade, pupils must know and be able to do everything required in the previous grades for courses in social studies offered in public elementary schools. Instruction in the third grade in social studies must be designed so that pupils meet the following performance standards by the completion of third grade:*

- 1. For the area of history:*

(a) Use chronology to organize and understand the sequence and relationship of events as demonstrated by the pupil's ability to:

- (1) Identify the source of information for a current event.*
- (2) Read a time line.*

(b) Use social studies vocabulary and concepts to engage in inquiry, research, social studies analysis, and decision-making skills as demonstrated by the pupil's ability to ask history-related questions.

(c) Understand the impact of the interaction of peoples, cultures, and ideas from 1200 to 1750 as demonstrated by the pupil's ability to identify Native North American life prior to European contact, such as food, clothing, and shelter.

(d) Understand the people, events, ideas, and conflicts that led to the creation and growth of a distinctive culture for the years 1700 through 1865 as demonstrated by the pupil's ability to:

- (1) Identify the Declaration of Independence.*
- (2) Identify patriotic symbols, including the eagle, the flag, and the Liberty Bell.*
- (3) Identify The Star Spangled Banner as the National Anthem.*
- (4) Describe the life of pioneers.*

(e) Understand the importance and impact of political, economic, and social ideas for the years 1860 through 1920 as demonstrated by the pupil's ability to identify the Statue of Liberty as a patriotic symbol.

2. For the area of geography:

(a) Use maps, globes, and other geographic tools and technologies to locate and derive information about people, places, and environments as demonstrated by the pupil's ability to:

- (1) Identify and use the cardinal directions (N, S, E, W) on a compass rose to locate places on a map.*
- (2) Select the appropriate map or globe for a given task.*
- (3) Answer detailed geographic questions using maps, globes, photographs, and graphs.*
- (4) Independently construct a simple map, including an appropriate title, a minimum of five symbols in the map key, and a compass rose showing the cardinal directions.*
- (5) Recognize and differentiate among physical maps, political maps, and special purpose and thematic maps.*
- (6) Identify and explain the significance of spatial patterns on a map, such as population distribution in rural and urban areas.*
- (7) Explain the difference between a city and a state and give two examples of each.*
- (8) Locate Nevada on a labeled map of the United States and read the names of all five border states.*
- (9) Locate the United States on labeled map of the world and read the names of the two bordering countries.*

(b) Understand the physical and human features and cultural characteristics of places and use this information to define and study regions and their patterns of changes as demonstrated by the pupil's ability to:

(1) Observe and describe the differences among physical features, such as landforms, weather and climate, bodies of water, vegetation and soils; and human features, such as population distribution, languages, types of housing, and types of economic activities, utilizing a variety of visual materials, data sources, and narratives.

(2) Identify and distinguish among expressions of different customs and cultures by examining language, music, stories, and art.

(3) Identify and discuss how people view their own communities.

(4) Identify and list how communities use different types of technology.

(5) Identify an historic landmark and describe the event that took place there.

(6) Sequence chronologically time lines or other pictorial representations that depict changes that occur in the same place over time.

(7) Identify and categorize where people live, work, and play within their neighborhoods or communities.

(c) Understand how physical processes shape Earth's surface patterns and ecosystems as demonstrated by the pupil's ability to:

(1) Identify appropriate land and water habitats for selected plants and animals.

(2) Identify and describe natural hazards, such as floods, wildfires, volcanic eruptions, and earthquakes.

(3) Compare different types of ecosystems for elements such as living and non-living elements, location, climate, weather, vegetation, or animal life.

(4) Locate various ecosystems in their community using maps and photographs.

(5) Construct a simple model of an ecosystem that includes illustrations of location, climate, vegetation, and animal life for a pond, stream, or field.

(d) 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 pupil's ability to:

(1) Construct a graph or chart to compare population distribution in different areas, using climate, precipitation, length of growing seasons, natural resources, and other physical features.

(2) Draw a simple map that illustrates how to get from one location to another.

(3) Identify and list types of transportation and communication networks in daily life.

(4) Describe the characteristics of and distinguish among rural, suburban, and urban communities.

(5) Locate sources of goods and services in the community using materials such as newspapers, telephone books, maps, or other media sources.

(6) Investigate an economic product by asking and answering questions about location, including location of raw materials, processing or manufacturing, and distribution of products).

(7) Compare and contrast the wants and needs of people in different communities and the means used to fulfill those wants and needs.

(8) Describe the different purposes of various organizations (e.g., Scouts, Little League, 4-H).

(9) Describe how cooperation and conflict affect places in different communities.

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

(1) List tools, machines, or other technologies that have changed the physical environment.

(2) Compare different ways that people modify the physical environment, such as building irrigation projects, clearing land for housing projects, building roads, and building parks.

(3) List examples of ways people depend on natural resources (e.g., water, food, shelter).

(4) List examples of how people modify and manage natural resources within their communities.

(f) Apply geographic knowledge of people, places, and environments to interpret the past, understand the present, and plan for the future as demonstrated by the pupil's ability to:

(1) Use visual clues (e.g., historical photographs or illustrations) to define when and where an event in the past took place.

(2) Identify the location of current events on a map.

(3) Identify a geographic issue or theme (e.g., natural hazards, climate, water availability, population changes) that affects home, school, or community.

(4) Predict possible geographic changes (e.g., population changes, availability of resources, growth of the community, influx of business and industry) that could take place in the neighborhood or community.

(g) Ask and answer geographic questions by acquiring, organizing, and analyzing geographic information as demonstrated by the pupil's ability to:

(1) Ask questions about why things are located where they are, including places in books, locations of current events, and features of the student's local community.

(2) Gather geographic information from maps, globes, and atlases, applying quantitative skills such as counting land or water forms, measuring distance, and identifying direction.

(3) Use outline maps that are appropriately labeled to display geographic information obtained from graphs and other resources.

(4) Select and explain information from several geographic sources, including maps, tables, graphs, photographs, and documents.

(5) Create a visual model to illustrate the results of a geographic inquiry, summarizing key geographic ideas.

3. For the area of civics:

(a) Know why society needs rules, laws, and governments as demonstrated by the pupil's ability to:

(1) Identify a variety of rules, laws, and authorities that keep people safe and property secure.

(2) Explain that democracy involves voting, majority rule, and setting rules.

(b) Know the United States Constitution and the government it creates as demonstrated by the pupil's ability to name the current president.

(c) Describe the roles of political parties, interest groups, and public opinion in the democratic process as demonstrated by the pupil's ability to discuss why people form groups.

(d) Know the roles, rights, and responsibilities of United States citizens, and the symbols of our country as demonstrated by the pupil's ability to:

(1) Identify an individual's rights within the classroom.

(2) Identify conflicts in the school.

(3) Explain why we have patriotic holidays.

(4) Recognize the Pledge of Allegiance.

(e) Know the structure and functions of state, and local governments as demonstrated by the pupil's ability to name the current governor of Nevada.

(f) Know the political and economic relationship of the United States and its citizens to other nations as demonstrated by the pupil's ability to identify their county, state, and country.

4. For the area of economics:

(a) Use fundamental economic concepts, including scarcity, choice, cost, incentives, and costs versus benefits to describe and analyze problems and opportunities, both individual and social as demonstrated by the pupil's ability to:

(1) Categorize wants as goods, services, and leisure activities.

(2) Identify examples of incentives and categorize them as positive or negative.

(3) Identify the benefits and the costs of an all-or-nothing choice.

(b) Demonstrate a knowledge of past and present U.S. economic performance, identify the economic indicators used to measure that performance, and use this knowledge to make individual decisions and discuss social issues as demonstrated by the pupil's ability to:

(1) Identify and use per capita measures in the classroom, such as the number of pencils per student.

(2) Give reasons why people seek work.

(c) Demonstrate an understanding of how markets work, including an understanding of why markets form, how supply and demand interact to determine market prices and interest rates, and how changes in prices act as signals to coordinate trade as demonstrated by the pupil's ability to:

(1) Differentiate between barter and monetary trade.

(2) Give examples of prices received for selling goods and services.

(3) Give reasons why producers choose to sell more of a good or service (including when its price is high) and when they choose to sell less (including when its price is low).

(d) Describe the roles played by various U.S. economic institutions including financial institutions, labor unions, for-profit business organizations, and not-for-profit organizations as demonstrated by the pupil's ability to:

- (1) Demonstrate an understanding of key banking terms, including savings, interest, and borrowing.*
- (2) Identify a for-profit organization in the community and a service it provides.*
- (3) Identify a not-for-profit organization in the community and one service provided.*

(e) Demonstrate an understanding of various forms of money; how money makes it easier to trade, borrow, save, invest, and compare the value of goods and services; and how the Federal Reserve System and its policies affect the U.S. money supply as demonstrated by the pupil's ability to identify forms of money, including cash, checks, and debit cards.

(f) Demonstrate an understanding of the U.S. economic system as a whole in terms of how it allocates resources; determines the nation's production, income, unemployment, and price levels; and leads to variations in individual income levels as demonstrated by the pupil's ability to:

- (1) Explain that producers sell goods and services.*
- (2) Demonstrate an understanding of income and give examples of income.*
- (3) Compare jobs by identifying their pay and their required skills.*

(g) Demonstrate an understanding of how investment, entrepreneurship, competition, and specialization lead to changes in an economy's structure and performance as demonstrated by the pupil's ability to:

- (1) Give examples of skill training and education enhancing the ability to produce goods and services.*
- (2) List examples of entrepreneurs.*
- (3) Describe what it means to compete.*

(h) Explore the characteristics of non-U.S. economic systems in order to demonstrate an understanding of how they are connected, through trade, to peoples and cultures throughout the world as demonstrated by the pupil's ability to:

- (1) Give examples of goods the United States imports and exports.*
- (2) Identify the countries of origin of commonly used products.*
- (3) Identify the currencies of other countries.*

Section 4. *By the end of the fifth grade, pupils must know and be able to do everything required in the previous grades for courses in social studies offered in public elementary schools. Instruction in the fifth grade in social studies must be designed so that pupils meet the following performance standards by the completion of fifth grade:*

1. For the area of history:

(a) Use chronology to organize and understand the sequence and relationship of events as demonstrated by the pupil's ability to:

- (1) Identify current events from multiple sources.*
- (2) Record events on a graphic organizer, such as a calendar or time line.*

(b) Use social studies vocabulary and concepts to engage in inquiry, research, social studies analysis, and decision-making skills as demonstrated by the pupil's ability to:

- (1) Ask historical questions and identify resources to use in research.*
- (2) Organize historical information from a variety of sources.*

(c) Understand the development of human societies, civilizations, and empires through 400 CE as demonstrated by the pupil's ability to:

- (1) Define hunter-gatherer.*
- (2) Locate Nevada's earliest Native American inhabitants known as the Desert Archaic people.*

(d) Understand the characteristics, ideas, and significance of civilizations and religions from 1 CE to 1400 as demonstrated by the pupil's ability to identify explorations of the Vikings in North America.

(e) Understand the impact of the interaction of peoples, cultures, and ideas from 1200 to 1750 as demonstrated by the pupil's ability:

- (1) Identify Nevada's Native American cultures, including Northern Paiute, Southern Paiute, Washoe, and Western Shoshone.*
- (2) Describe Native North American life prior to European contact such as communication, food, clothing, shelter, transportation, family, and tools.*
- (3) Describe expeditions of early explorers, including Christopher Columbus and Ferdinand Magellan.*
- (4) Describe relationships among Native Americans, Europeans, and Africans.*
- (5) Describe colonial life in North America.*

(f) Understand the people, events, ideas, and conflicts that led to the creation and growth of a distinctive culture for the years 1700 through 1865 as demonstrated by the pupil's ability to:

- (1) Identify the events that led to the Declaration of Independence.*
- (2) Identify key people of the American Revolution, including George Washington and Benjamin Franklin.*
- (3) Describe the relationship between the War of 1812 and the national anthem.*
- (4) Describe the experiences of pioneers moving west, including the Oregon and California trails and the Donner Party.*
- (5) Identify explorers and settlers in preterritorial Nevada, including Kit Carson and John C. Fremont.*
- (6) Identify the Civil War and final outcome, including the Union and Confederacy, and Generals Grant and Lee.*
- (7) Explain the symbols, mottos, and slogans related to Nevada, including "Battle Born," the state seal, Silver State, and the state flag.*

(g) Understand the importance and impact of political, economic, and social ideas for the years 1860 through 1920 as demonstrated by the pupil's ability to:

(1) Identify the contributions of inventors and discoverers, including Thomas Edison, the Wright brothers, Alexander Graham Bell, and George Washington Carver.

(2) Describe the contributions of immigrant groups to Nevada.

(3) Describe the significance of Labor Day.

(4) Describe the distinctions between Memorial Day and Veterans Day.

(h) Understand the importance and impact of political, economic, and social changes in the world from 1920 to 1945 as demonstrated by the pupil's ability to:

(1) Identify the major events of the Great Depression, such as the stock market crash, Dust Bowl, migration, and the Hoover Dam.

(2) Identify the United States' participation in World War II, such as Pearl Harbor, the homefront, D-Day, and the atomic bomb.

(i) Understand the shift of international relationships and power as well as the significant developments in American culture from 1945 to 1990 as demonstrated by the pupil's ability to:

(1) Identify major advancements in science and technology, including television and computers.

(2) Identify the major points in Martin Luther King, Jr.'s "I Have a Dream" speech.

(j) Understand the political, economic, social, and technological issues challenging the world as it approaches and enters the new millennium for the years 1990 to the present as demonstrated by the pupil's ability to identify major news events on the local, state, national, and world levels.

2. For the area of geography:

(a) Use maps, globes, and other geographic tools and technologies to locate and derive information about people, places, and environments as demonstrated by the pupil's ability to:

(1) Use maps and map features, including directional orientation, map symbols, and grid systems to identify and locate major geographic features of Nevada and the United States.

(2) Identify the characteristics and purposes of different maps and globes.

(3) Read and derive information from photographs, maps, graphs, and computer resources.

(4) Construct maps and charts to adequately display information about human and physical features, including landforms, weather and climate, bodies of water, vegetation and soils, population distribution, languages, housing, and economic activities of the United States.

(5) Identify the purpose and summarize the content of various U.S. maps.

(6) Answer spatial questions about a map using basic geographic vocabulary.

(7) Identify major regions of the United States, including the West, Southwest, Midwest, Southeast, and Northeast.

(8) Label a map of the United States with the names of the fifty states using an atlas.

(9) Locate Washington, D.C., Los Angeles, Seattle, Denver, Chicago, Atlanta, and New York on a map of the United States.

(b) Understand the physical and human features and cultural characteristics of places and use this information to define and study regions and their patterns of changes as demonstrated by the pupil's ability to:

(1) Identify and list physical and human features and cultural characteristics of places and regions in the United States.

(2) Identify examples in a community or region that reflect cultural identity.

(3) Describe the characteristics of the community and Nevada from different perspectives.

(4) Identify the effects of the use of technology in different communities in the United States.

(5) Identify and describe the location of selected historical events.

(6) Describe how the community and Nevada have changed over time.

(7) Identify the criteria used to define different types of regions.

(c) Understand how physical processes shape Earth's surface patterns and ecosystems as demonstrated by the pupil's ability to:

(1) Identify the Earth's four basic physical systems (atmosphere, lithosphere, hydrosphere, and biosphere) and give several examples of the components of each.

(2) Define and give historical examples of natural hazards, including floods, wildfires, earthquakes, volcanic eruptions, tornadoes, hurricanes, and tsunamis.

(3) Identify the parts of different ecosystems, including soil, climate, plant life, and animal life.

(4) Locate and describe major ecosystems on Earth, including deserts, rain forests, mountains, and prairies.

(5) Investigate one type of ecosystem by asking and answering geographic questions about characteristics, location, and distribution on Earth.

(d) 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 pupil's ability to:

(1) Explain differences in population distribution within Nevada and the United States.

(2) Identify the push-pull factors influencing human migration and settlement.

(3) List examples of historical movements of people, goods, and ideas.

(4) Describe the differences among rural, suburban, and urban migration and settlement.

(5) Identify the sources of various economic goods and describe their movement between states or countries.

(6) Investigate an economic issue by asking and answering questions about location.

(7) Identify differences in the economic development and quality of life among the countries in North America.

(8) Describe why types of organizations may differ by geographic region.

(9) Describe issues of cooperation and conflict within the United States.

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

- (1) *Describe and provide examples of ways in which changes in the physical environment affect humans (e.g., the effects of weather and climate, availability of water).*
- (2) *Describe and provide examples of places in the United States whose environment has been altered by technology.*
- (3) *Explain and provide examples of the impact of human modification of the physical environment on the people who live in that location. (for example, construction limiting availability of water, flood channels, mining)*
- (4) *Describe and illustrate the pattern of distribution and use of natural resources such as, water, minerals, forests, wind.*
- (5) *Compare the differences in ways people in the United States and another place in the world use the same resource.*

(f) Apply geographic knowledge of people, places, and environments to interpret the past, understand the present, and plan for the future as demonstrated by the pupil's ability to:

- (1) *Describe how the physical settings have influenced an event in the past.*
- (2) *Use current events to ask and answer geographic questions.*
- (3) *Discuss a geographic issue using more than one point of view.*
- (4) *Describe a geographic issue and the possible impact it will have in the future.*

(g) Ask and answer geographic questions by acquiring, organizing, and analyzing geographic information as demonstrated by the pupil's ability to:

- (1) *Ask geographic questions about the origin and significance of spatial patterns, including – Where is the pattern? Why is it there? With what is it associated? What are the consequences of its location and associations?*
- (2) *Locate and gather geographic information from a variety of sources, including periodicals, databases, interviews, cartograms, and aerial photographs.*
- (3) *Create complex maps, graphs, or charts to display geographic information, including choropleth maps, cartograms, and climographs.*
- (4) *Interpret information obtained from maps, satellite images, and aerial photographs to recognize spatial patterns and relationships between locations.*
- (5) *Support a conclusion by presenting geographic information in an oral or written report, accompanied by maps or graphics.*

3. For the area of civics:

(a) Know why society needs rules, laws, and governments as demonstrated by the pupil's ability to:

- (1) *Describe the effect on society of the absence of laws.*
- (2) *Identify the Constitution as the foundation of United States government.*
- (3) *Identify the Declaration of Independence as a foundation of United States government.*
- (4) *Define and give examples of representative democracy.*
- (5) *Identify the rights of political minorities.*

(b) Know the United States Constitution and the government it creates as demonstrated by the pupil's ability to:

- (1) Identify the three branches of government.*
- (2) Name the two houses of the United States Congress.*
- (3) Identify the power of the United States Congress such as power to tax, to declare war, and to impeach.*
- (4) Identify the Supreme Court as the highest court in the United States.*
- (5) Define the term “trial” as related to the resolution of disputes.*

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

- (1) List the qualities of a leader.*
- (2) Name the two major political parties.*
- (3) Give examples of interest groups*
- (4) Identify sources of information people use to form an opinion.*

(d) Know the roles, rights, and responsibilities of United States citizens, and the symbols of our country as demonstrated by the pupil’s ability to:

- (1) Describe the difference between a natural born citizen and a naturalized citizen in the United States.*
- (2) Identify the Bill of Rights.*
- (3) Identify ways conflicts can be resolved in a peaceful manner that respects individual rights.*
- (4) Describe the symbolic importance of the Fourth of July and the Pledge of Allegiance.*

(e) Know the structure and functions of state, and local governments as demonstrated by the pupil’s ability to:

- (1) Explain why local governments are created.*
- (2) Name the three branches of state government.*
- (3) Know the different types of courts.*

(f) Explain the different political and economic systems in the world as demonstrated by the pupil’s ability to list the characteristics of a nation-state, including self-rule, territory, population, and an organized government.

(g) Know the political and economic relationship of the United States and its citizens to other nations as demonstrated by the pupil’s ability to:

- (1) Identify the countries bordering the United States.*
- (2) Explain ways in which nations interact.*

4. For the area of economics:

(a) Use fundamental economic concepts, including scarcity, choice, cost, incentives, and costs versus benefits to describe and analyze problems and opportunities, both individual and social as demonstrated by the pupil’s ability to:

- (1) Describe a situation in which scarcity requires a person to make a choice, and identify a cost associated with the decision.*

(2) Give examples of situations in which people with different preferences make different decisions.

(3) Demonstrate an understanding that choosing a little more or a little less generates either a benefit or a cost.

(b) Demonstrate a knowledge of past and present U.S. economic performance, identify the economic indicators used to measure that performance, and use this knowledge to make individual decisions and discuss social issues as demonstrated by the pupil's ability to:

(1) Compare per capita measures for the United States in different time periods.

(2) Define inflation and deflation and explain how they affect individuals.

(3) Define employment and unemployment.

(4) Identify and give examples of interest rates for borrowing and saving.

(c) Demonstrate an understanding of how markets work, including an understanding of why markets form, how supply and demand interact to determine market prices and interest rates, and how changes in prices act as signals to coordinate trade as demonstrated by the pupil's ability to:

(1) Defend the statement, "Trade is always mutually beneficial," with supporting examples.

(2) Demonstrate an understanding of supply and demand in a market.

(3) Contrast the effects of a price change on the behavior of buyers and sellers.

(d) Describe the roles played by various U.S. economic institutions including financial institutions, labor unions, for-profit business organizations, and not-for-profit organizations as demonstrated by the pupil's ability to:

(1) Identify financial institutions, such as banks, credit unions, and brokerage firms.

(2) Provide examples of labor unions.

(3) Explain the purposes for establishing for-profit organizations.

(4) Explain the purposes for not-for-profit organizations.

(e) Demonstrate an understanding of various forms of money; how money makes it easier to trade, borrow, save, invest, and compare the value of goods and services; and how the Federal Reserve System and its policies affect the U.S. money supply as demonstrated by the pupil's ability to:

(1) Explain why it is easier for people to save and trade using money rather than using other commodities.

(2) Identify forms of money used in the United States prior to the twentieth century.

(f) Demonstrate an understanding of the U.S. economic system as a whole in terms of how it allocates resources; determines the nation's production, income, unemployment, and price levels; and leads to variations in individual income levels as demonstrated by the pupil's ability to:

(1) Discuss the resources needed for production in households, schools, and community groups.

(2) Demonstrate an understanding that an individual can be both a consumer and a producer.

(3) Recognize the three types of productive resources, natural resources, such as minerals, human resources, such as educated workers, and capital resources, such as machinery.

(4) Illustrate how one person's spending becomes another person's income.

(5) Identify factors within an individual's control that can affect the likelihood of being employed, such as work experience, education, training, and skills.

(6) Describe how income reflects choices people make about education, training, skill development, lifestyle, and careers.

(g) Demonstrate an understanding of how investment, entrepreneurship, competition, and specialization lead to changes in an economy's structure and performance as demonstrated by the pupil's ability to:

(1) Provide an example of how purchasing a tool or acquiring education can be an investment.

(2) Describe the characteristics of an entrepreneur, such as risk-taker, problem-solver, self-motivator, independent thinker.

(3) Give examples of ways sellers compete on the basis of three the following: price, customer service, variety, product quality, and advertising and marketing.

(4) Explain why specialization increases productivity and interdependence.

(h) Explore the characteristics of non-U.S. economic systems in order to demonstrate an understanding of how they are connected, through trade, to peoples and cultures throughout the world as demonstrated by the pupil's ability to:

(1) Explain why the United States imports and exports goods.

(2) Describe how the exchange of goods and services around the world creates interdependence among people in different places, such as the production of a candy bar requires ingredients from many countries around the world).

(3) Give the value of the U.S. dollar in terms of the currencies of other countries.

Section 5. *By the end of the eighth grade, pupils must know and be able to do everything required in the previous grades for courses in social studies offered in public schools. Instruction in the eighth grade in social studies must be designed so that pupils meet the following performance standards by the completion of eighth grade:*

1. For the area of history:

(a) Use chronology to organize and understand the sequence and relationship of events as demonstrated by the pupil's ability to:

(1) Describe how a current event is presented by multiple sources.

(2) Create a tiered time line.

(b) Use social studies vocabulary and concepts to engage in inquiry, in research, in social studies analysis, and in decision-making events as demonstrated by the pupil's ability to:

- (1) Frame historical questions which examine multiple viewpoints.*
- (2) Evaluate sources of historical information based on credibility, reliability, bias, cultural context and time period.*
- (3) Read and use historical information, including charts, diagrams, graphs, maps, photographs, political cartoons, and tables.*

(c) Understand the development of human societies, civilizations, and empires through 400 CE as demonstrated by the pupil's ability to:

- (1) Explain the characteristics and environments of a hunter-gatherer culture.*
- (2) Identify significant characteristics of early agricultural societies, including farming and domestication of animals.*
- (3) Locate ancient and classical civilizations in time and place, including China, Egypt, Greece, India, Mesopotamia, and Rome.*
- (4) Describe achievements made by ancient and classical civilizations, including the Americas, China, Egypt, Greece, India, Mesopotamia, and Rome.*
- (5) Describe the lifestyles of Nevada's Desert Archaic people.*

(d) Understand the characteristics, ideas, and significance of civilizations and religions from 1 CE to 1400 as demonstrated by the pupil's ability:

- (1) Describe the Viking exploration of North America.*
- (2) Describe contributions of and locate the Mayan, Aztec, and Incan civilizations.*
- (3) Describe the origin, traditions, customs, and spread of western and eastern world religions, including Buddhism, Christianity, Hinduism, Islam, and Judaism.*
- (4) Identify the characteristics of European feudalism.*

(e) Understand the impact of the interaction of peoples, cultures, and ideas from 1200 to 1750 as demonstrated by the pupil's ability:

- (1) Define the Renaissance in terms of science and fine arts.*
- (2) Describe the lifestyles of Nevada's Native American cultures, including Northern Paiute, Southern Paiute, Washoe, and the Western Shoshone.*
- (3) Describe Native North American cultural regions such as the Northwest, Southwest, Southeast, Northeast, California, Plains, Great Basin, Plateau, and Arctic and Sub-Arctic.*
- (4) Describe motivations for Scandinavian and European explorations, including all-water routes to Asia, trade, and religion.*
- (5) Explain interactions among Native Americans, Europeans, and Africans.*
- (6) Compare the lifestyles of Native Americans with those of the colonists.*
- (7) Explain why and where colonies were established in the Americas by European nations and how those colonies were governed.*
- (8) Describe lifestyles in the New England, Middle, and Southern colonies.*
- (9) Describe the African slave trade.*

(f) Understand the people, events, ideas, and conflicts that led to the creation and growth of a distinctive culture for the years 1700 through 1865 as demonstrated by the pupil's ability to:

(1) Describe major inventions of the Industrial Revolution, including the steam engine and textile machines.

(2) Describe the effects of laws and taxes enacted by the British on the American colonies, including the Stamp Act, Intolerable Acts, and the Quartering Act.

(3) Explain the major ideas expressed in the Declaration of Independence, including equality, the right to change government, and life, liberty, and the pursuit of happiness.

(4) Describe key people and events of the American Revolution, including King George III, George Washington, Battle of Saratoga, Valley Forge, and Lexington and Concord.

(5) Identify the Articles of Confederation.

(6) Explain why the Constitution was written.

(7) Identify the principles of the Bill of Rights.

(8) Define capitalism and free market economy.

(9) Describe the early development of the United States government, including Washington's cabinet, Marbury v. Madison, and political parties.

(10) Describe the contributing factors in the development of a national identity, such as: the cotton gin, the factory system, the War of 1812, the Erie Canal, railroads, the Monroe Doctrine, immigration, nativism, and the telegraph.

(11) Identify key people and events in the social reform movements of antebellum United States, including Dorothea Dix, Sojourner Truth, the Seneca Falls Declaration, and Horace Mann.

(12) Recognize the development of an emerging United States culture, including contributions from literature, music, poetry, and language development.

(13) Describe Manifest Destiny and the expansion of the United States, including Lewis and Clark and the Louisiana Purchase, the Trail of Tears, the Battle of the Alamo, the Treaty of Guadalupe Hidalgo, the Oregon, California, Central Overland, Spanish, Santa Fe, and Mormon Trails, the Donner Party, and the California Gold Rush.

(14) Describe the contributions of the explorers and settlers in preterritorial Nevada and their influences on the future, including Kit Carson, John C. Fremont, James Beckwourth, Peter Skene Ogden, Joseph Walker, and Jedediah Smith.

(15) Describe the Mormon influence on the political and economic development of preterritorial Nevada.

(16) Define abolition and identify key people and events of the movement, including Frederick Douglass, Harriet Tubman, the Underground Railroad, and Sojourner Truth.

(17) Identify the causes, key people, and events, and outcome of the Civil War, including states' rights and slavery, President Lincoln, the Emancipation Proclamation, the battles of Vicksburg and Gettysburg, the Gettysburg Address, and Generals Lee and Grant.

(18) Explain the significant events that led to Nevada statehood, including the Comstock Lode and the election of 1864.

(g) Understand the importance and impact of political, economic, and social ideas for the years 1860 through 1920 as demonstrated by the pupil's ability to:

(1) Identify the 13th, 14th, and 15th Amendments to the Constitution.

(2) Identify Black Codes and Jim Crow laws.

(3) Discuss the interactions between settlers and Native Americans during the Westward expansion, including Ghost Dance/Wounded Knee and Little Big Horn.

(4) Describe the contributions of Sarah Winnemucca Hopkins to Native Americans in Nevada and the United States.

(5) Describe the western frontier, including communication, the pony express, the telegraph, farming and water issues, mining, ranching, and transportation.

(6) Describe effects of industrialization and new technologies on the transformation of the United States, including the steel industry, mass production, the mechanized assembly line, and communication tools.

(7) Identify American industrialists and their contributions, including Andrew Carnegie, Henry Ford, and John D. Rockefeller.

(8) Identify immigrant and native groups involved in mining, ranching, railroads, and commerce in Nevada and the United States.

(9) Describe the goals and accomplishments of labor unions in Nevada and the United States.

(10) Describe the women's suffrage movement and the 19th Amendment.

(11) Describe the United States' expansion, including: Alaska, Hawaii, the Panama Canal, and the Spanish-American War.

(12) Identify causes, outcome, and consequences of World War I, including Sarajevo, alliances and nationalism, weapons and tactics, and the Treaty of Versailles.

(h) Understand the importance and impact of political, economic, and social changes in the world from 1920 to 1945 as demonstrated by the pupil's ability to:

(1) Define totalitarianism.

(2) Identify scientific and technological advancements and their impacts, including the airplane, radio, automobile, and household appliances.

(3) Explain how literature, music, and visual arts were a reflection of the time.

(4) Describe the causes and effects of the Great Depression and the New Deal in the United States and Nevada, including the stock market crash, the Hoover Dam, family life, and government programs.

(5) Describe how the Great Depression and the New Deal affected life in the United States and Nevada, including the Hoover Dam.

(6) Identify causes, effects, and outcomes of World War II, including the legacy of World War I, Pearl Harbor, Allies, Axis powers and their leaders, the atomic bomb, and the United Nations.

(7) Identify key elements of the Holocaust, including "Aryan Supremacy," Kristallnacht, "the Final Solution," and concentration and death camps.

(8) Identify the effects of World War II on the home front in the United States and in Nevada, including the end of the Great Depression, internment camps, rationing, propaganda, and "Rosie the Riveter."

(i) Understand the shift of international relationships and power as well as the significant developments in American culture from 1945 to 1990 as demonstrated by the pupil's ability to:

(1) Identify the Cold War, including the Marshall Plan, Berlin Blockade, and NATO.

(2) Identify the effects of the Cold War on the United States, including the arms race and nuclear testing, McCarthyism, space race, and the Cuban Missile Crisis.

(3) Explain why the United Nations was involved in the Korean War and the outcome of its involvement.

- (4) *Explain how science and technology changed life in the United States after World War II, including television, electronics and computers, and medical advances.*
- (5) *Summarize the changes in the United States demographics.*
- (6) *Describe the impact of the United States military and atomic testing in Nevada.*
- (7) *Identify the major issues, events, and people of the modern Civil Rights movement in the United States and Nevada, including Rosa Parks, Martin Luther King Jr., Brown v. Board of Education, voting rights, integration, Grant Sawyer and César Chávez.*
- (8) *Identify the causes and effects of the Vietnam war, including the Tet Offensive, Gulf of Tonkin Resolution, anti-war movement, draft/lottery, and POW/MIA.*
- (9) *Identify the significance to US political culture of the following: Watergate, Iranian hostage crisis, or the Iran-contra affair.*
- (10) *Identify key people and events that contributed to the end of the Cold War, including recognition of China, détente, and Strategic Defense Initiative.*
- (11) *Describe the significance of the breakup of the USSR, including the fall of the Berlin Wall.*
- (12) *Describe the effects of tourism and gaming in Nevada.*
- (13) *Identify examples of the arts, music, literature, and the media and their impact on United States society.*

(j) Understand the political, economic, social, and technological issues challenging the world as it approaches and enters the new millennium for the years 1990 to the present as demonstrated by the pupil's ability to:

- (1) *Describe scientific and technological developments, including personal computers, the Internet, satellites, and medical advances.*
- (2) *Describe major world, national, and local issues, including ethnic and religious conflicts, environmental issues, gaming, health issues, and water and resource allocation.*
- (3) *Identify the causes and effects of the Persian Gulf War.*
- (4) *Identify the role of the media in the changing political climate.*
- (5) *Identify how literature, music, and the visual arts are a reflection of the time.*

2. For the area of geography:

(a) Use maps, globes, and other geographic tools and technologies to locate and derive information about people, places, and environments as demonstrated by the pupil's ability to:

- (1) *Use maps and map skills, including scale, latitude and longitude, and projections, to identify and locate physical and human features in the United States and the world.*
- (2) *Compare and contrast the characteristics and purposes of several types of maps, map projections, and other geographic representations.*
- (3) *Use maps, graphic representations, aerial photographs, satellite images, and computer resources to compare Earth's physical and human features.*
- (4) *Construct maps and charts to display information about human and physical features.*
- (5) *Compare and contrast maps of similar areas for purpose, accuracy, content, and design.*
- (6) *Make and defend a spatial decision applying basic geographic vocabulary and concepts (e.g., location of new schools, shopping centers, or landfills).*

(7) Identify on a map major regions of the world, including Latin America, Oceania, East Asia, Indian subcontinent, and Europe.

(8) Identify from a list of prominent countries the relative location of each and the continent on which each is located.

(9) Locate the major cities of the world, including Beijing, Bombay (Mumbai), Buenos Aires, Cairo, Jakarta, London, Montreal, Moscow, Mexico City, Paris, Sydney, and Tokyo, on a map using an atlas.

(b) Understand the physical and human features and cultural characteristics of places and use this information to define and study regions and their patterns of changes as demonstrated by the pupil's ability to:

(1) Describe the relationship between physical and human features, such as landforms and political boundaries.

(2) Explain how places, regions, and belief systems are important to the expression of cultural identity.

(3) Compare how cultural characteristics affect different points of view with regard to places and regions.

(4) Describe ways in which technology affects how cultural groups use places and regions.

(5) Evaluate the role regions play in historical events.

(6) Describe how and why regions change over time.

(7) Illustrate the relationship between the physical and cultural characteristics of a region.

(c) Understand how physical processes shape Earth's surface patterns and ecosystems as demonstrated by the pupil's ability to:

(1) Explain how physical processes within the atmosphere, lithosphere, hydrosphere, or biosphere influence the Earth's surface.

(2) Explain how natural hazards alter the Earth's features and patterns.

(3) Describe the interdependence among soil, climate, plant life, and animal life within ecosystems.

(4) Compare and contrast the biodiversity and productivity of various ecosystems on the Earth.

(5) Formulate a hypothesis about the changing nature of an ecosystem and use appropriate research skills to draw a conclusion.

(d) 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 pupil's ability to:

(1) Describe the characteristics of developed and developing countries using key demographic concepts.

(2) Describe the reasons for human migration and settlement, and explain the effects on places and cultures.

(3) Describe how an historical event was affected by the movement of people, goods, and ideas.

(4) Identify the different patterns of migration and settlement in developing and developed countries.

(5) Explain how the physical and human geography of regions influences their economic activities.

(6) Identify a regional or international economic issue and explain it from a spatial perspective.

(7) Compare the elements of economic development and quality of life between developing and developed countries.

(8) Compare and contrast changes in cultural, political, and economic organizations over time.

(9) Compare how cooperation and conflict among people contribute to political, economic, and cultural divisions on Earth's surface.

(10) Identify trans-regional alliances and international organizations that influence cooperation and conflict among countries.

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

(1) Describe and predict the regional or global impact of changes in the physical environment.

(2) Compare and contrast the opportunities and constraints that the physical environment places on human activity.

(3) Evaluate the role of technology in the human modification of the physical environment and provide examples (such as explosives, steam power, computer technology).

(4) Describe the patterns of change caused by human modification of the physical environment.

(5) Research a specific natural hazard and document its effect on human systems.

(6) Identify and locate examples of renewable and nonrenewable natural resources.

(7) Select a resource (e.g., forests, water, minerals) and evaluate different viewpoints regarding its use.

(f) Apply geographic knowledge of people, places, and environments to interpret the past, understand the present, and plan for the future as demonstrated by the pupil's ability to:

(1) Explain how different characteristics of people, places, and resources have affected events and conditions in the past.

(2) Select a current event and explain the significance of its location and physical features.

(3) Research a contemporary issue using geographic knowledge, skills, and perspectives (such as building a dam, construction to revitalize a downtown area, or water rights).

(4) List and describe several future outcomes for a geographic issue and defend one possible solution (such as population growth, patterns of consumption, new mining techniques, or technology).

(g) Ask and answer geographic questions by acquiring, organizing, and analyzing geographic information as demonstrated by the pupil's ability to:

- (1) Identify geographic issues and define geographic problems, posing appropriate geographic questions for research.*
- (2) Use a variety of research skills, including maps, field work, and computer resources, to locate and collect geographic information.*
- (3) Create and prepare various forms of maps, graphs, diagrams, tables, or charts to organize geographic information, including isolines, populations pyramids, flowcharts, and databases.*
- (4) Evaluate and analyze information obtained from a variety of geographic sources using descriptive statistics (average, median, mode, and range) and other simple quantitative techniques.*
- (5) Make generalizations by developing and presenting combinations of geographic information to answer geographic questions.*

3. For the area of civics:

(a) Know why society needs rules, laws, and governments as demonstrated by the pupil's ability to:

- (1) Define rule of law and rule of men.*
- (2) Describe the significance of the Declaration of Independence and the United States Constitution as foundations of United States democracy.*
- (3) Explain popular sovereignty and the need for citizen involvement at all levels of United States government.*
- (4) Identify the enduring principles of the Constitution.*
- (5) Explain how the Constitution can be formally amended.*

(b) Know the United States Constitution and the government it creates as demonstrated by the pupil's ability to:

- (1) Explain the function of the three branches of government (executive, legislative and judicial) as found in the Constitution.*
- (2) Explain why the U.S. Congress is composed of two houses.*
- (3) Discuss enumerated and implied powers of the United States Congress.*
- (4) Describe the duties of the President, such as presenting a budget proposal.*
- (5) List ways the Supreme Court determines policy.*
- (6) Describe the trial process, including the selection and responsibilities of jurors.*
- (7) Explain the system of checks and balances in the design of the Constitution.*

(c) Explain the relationship between the states and national government as demonstrated by the pupil's ability to:

- (1) Provide examples of governmental powers that are distributed between the state and national government (such as the power to tax, declare war, and issue drivers' licenses).*
- (2) Define "federalism."*
- (3) Explain how the supremacy clause of the Constitution defines the relationship between state and national governments.*

(d) Describe the roles of political parties, interest groups, and public opinion in the democratic process as demonstrated by the pupil's ability to:

- (1) Describe the election process.*
- (2) Provide examples of how political parties have changed.*
- (3) Identify the impact of interest groups 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.*

(e) Know the roles, rights, and responsibilities of United States citizens, and the symbols of our country as demonstrated by the pupil's ability to:

- (1) Identify the rights, privileges, and responsibilities associated with United States citizenship including, but not limited to, voting, holding office, jury duty, or military, community, or public service.*
- (2) Explain the significance of symbols and mottoes, such as: E Pluribus Unum, the National Anthem, the flag, the Pledge of Allegiance, the Statue of Liberty, and the Great Seal.*
- (3) Explain the necessity of the Bill of Rights for a democratic society.*
- (4) Identify examples of conflict resolution that respect individual rights at school, in the community, and within the United States.*

(f) Know the structure and functions of state, and local governments as demonstrated by the pupil's ability to:

- (1) Describe the organization and purpose of state, local, and tribal governments.*
- (2) Describe the juvenile, civil, and criminal court systems.*

(g) Explain the different political and economic systems in the world as demonstrated by the pupil's ability to:

- (1) Define the world's major political systems, including: monarchy, totalitarian dictatorship, presidential system, parliamentary system, and communism.*
- (2) Define the world's major economic systems, including: capitalism, mixed economy, socialism, and command economy.*

(h) Know the political and economic relationship of the United States and its citizens to other nations as demonstrated by the pupil's ability to:

- (1) Identify nations that play a significant role in United States foreign policy.*
- (2) Define foreign policy.*
- (3) Describe ways in which nations interact diplomatically, such as through treaties, trade, humanitarian aid, and military force.*
- (4) Describe the purpose of the United Nations.*
- (5) List and describe the purposes of nongovernmental organizations, such as the World Bank, Amnesty National, and the International Red Cross.*

4. For the area of economics:

(a) Use fundamental economic concepts, including scarcity, choice, cost, incentives, and costs versus benefits to describe and analyze problems and opportunities, both individual and social as demonstrated by the pupil's ability to:

(1) Given that a choice has been made among several alternatives, identify opportunity cost of choice.

(2) Demonstrate an understanding that self-interest is a motivational factor when people respond to incentives.

(3) For a particular good or activity, identify the costs and benefits of consuming an additional unit.

(b) Demonstrate a knowledge of past and present U.S. economic performance, identify the economic indicators used to measure that performance, and use this knowledge to make individual decisions and discuss social issues as demonstrated by the pupil's ability to:

(1) Calculate GDP per capita by dividing a country's GDP by its population, and compare GDP per capita for several countries, including the United States.

(2) Use the consumer price index (CPI) to compare the buying power of the U.S. dollar in one year with its buying power in another year.

(3) Identify the unemployment rate as the percentage of people in the labor force who are not working.

(4) Given a historical graph of unemployment rates in the United States., determine whether the current unemployment rate is high or low.

(5) Explain why riskier loans command higher interest rates than safer loans.

(6) Given a historical graph of interest rates in the United States, determine whether the current interest rate is high or low.

(c) Demonstrate an understanding of how markets work, including an understanding of why markets form, how supply and demand interact to determine market prices and interest rates, and how changes in prices act as signals to coordinate trade as demonstrated by the pupil's ability to:

(1) Give examples of markets in which people benefit from trade.

(2) Explain how supply and demand function to determine market prices.

(3) Explain why buyers demand less, yet sellers supply more when prices go up.

(4) Explain why buyers demand more, yet sellers supply less when prices go down.

(d) Describe the roles played by various U.S. economic institutions including financial institutions, labor unions, for-profit business organizations, and not-for-profit organizations as demonstrated by the pupil's ability to:

(1) Describe services that financial institutions provide for their customers such as to channel funds from savers to borrowers.

(2) Describe services that labor unions provide for their members such as collective bargaining.

(3) Explain the advantages and disadvantages of each of the three primary forms of business organizations: sole proprietorship, partnership, and corporation.

(4) Explain why not-for-profit organizations are tax-exempt.

(e) Demonstrate an understanding of various forms of money; how money makes it easier to trade, borrow, save, invest, and compare the value of goods and services; and how the Federal Reserve System and its policies affect the U.S. money supply as demonstrated by the pupil's ability to:

(1) Illustrate how prices stated in money terms help people compare the value of products.

(2) Describe the transition from the use of commodities as money to the use of modern forms of money.

(f) Demonstrate an understanding of the U.S. economic system as a whole in terms of how it allocates resources; determines the nation's production, income, unemployment, and price levels; and leads to variations in individual income levels as demonstrated by the pupil's ability to:

(1) Explain ways in which households, schools, or community groups allocate resources.

(2) Explain how consumer and producer reactions to price changes affect resource allocation.

(3) Explain how the current utilization of a productive resource affects the availability of that resource in the future.

(4) Explain the circular flow of economic activity.

(5) Identify factors that can affect an individual's likelihood of being unemployed.

(6) Explain that the wages individuals earn are affected by their productivity and by the market value of the goods or services they produce.

(g) Demonstrate an understanding of how investment, entrepreneurship, competition, and specialization lead to changes in an economy's structure and performance as demonstrated by the pupil's ability to:

(1) Explain how investment improves standards of living by increasing productivity.

(2) Describe the advantages and disadvantages of being an entrepreneur.

(3) Illustrate how competition among sellers decreases prices, while competition among buyers increases prices.

(4) Give examples of how specialization is facilitated by trade.

(h) Explain the role of government in a market economy as demonstrated by the pupil's ability to:

(1) Give examples of the kinds of goods and services that government provides.

(2) Give examples of activities that benefit participants, yet harm nonparticipants.

(3) Identify methods by which government redistributes income.

(4) Give examples of ways government protects property.

(i) Explore the characteristics of non-U.S. economic systems in order to demonstrate an understanding of how they are connected, through trade, to peoples and cultures throughout the world as demonstrated by the pupil's ability to:

(1) Explain how governments use tariffs or quotas to restrict trade.

(2) Describe how economic interdependence among countries affects standards of living in those countries.

(3) Compute prices of U.S. products in terms of other countries' currencies.

Section 6. *By the end of the 12th grade, pupils must know and be able to do everything required in the previous grades for courses in social studies offered in public schools. Instruction in the 12th grade in social studies must be designed so that pupils meet the following performance standards by the completion of 12th grade:*

1. For the area of history:

(a) Use chronology to organize and understand the sequence and relationship of events as demonstrated by the pupil's ability to:

- (1) Analyze and develop a position on a current event.*
- (2) Explain the sequence and relationship of events on a tiered time line.*

(b) Use social studies vocabulary and concepts to engage in inquiry, in research, in social studies analysis, and in decision-making events as demonstrated by the pupil's ability to:

- (1) Frame and evaluate historical questions from multiple viewpoints.*
- (2) Integrate, analyze, and organize historical information from a variety of sources.*
- (3) Research, analyze and interpret historical content from informational tools, including charts, diagrams, tables, graphs, maps, political cartoons, and photographs.*

(c) Understand the development of human societies, civilizations, and empires through 400 CE as demonstrated by the pupil's ability to:

- (1) Identify and describe the characteristics of preagricultural societies.*
- (2) Describe technological innovations of early agricultural societies, including the development of agriculture, domestication of animals, and development of permanent communities.*
- (3) Explain and demonstrate how geography influenced the political, social, and economic growth of ancient classical civilizations, including Africa, China, Greece, India, Mesopotamia, and Rome.*
- (4) Describe the unique political, economic, religious, social, technological, and cultural contributions of ancient and classical civilizations, including Africa, the Americas, China, Greece, Hebrew kingdoms, India, Mesopotamia, Phoenicia, and Rome.*

(d) Understand the characteristics, ideas, and significance of civilizations and religions from 1 CE to 1400 as demonstrated by the pupil's ability:

- (1) Locate and describe civilizations in terms of geography, social structure, religion, political systems and contributions, including African, Byzantine, Chinese, Indian, Japanese, and Scandinavian.*
- (2) Describe the characteristics of the Mayan, Aztec and Incan civilizations including geography, social structure, religion, political systems, and contributions.*
- (3) Describe the origins, traditions, customs, and spread of western and eastern world religions, including Buddhism, Christianity, Hinduism, Islam, and Judaism.*
- (4) Describe the characteristics of European feudalism.*
- (5) Describe the rise of commercial trading centers and their effects on social, political and economic institutions.*

(e) Understand the impact of the interaction of peoples, cultures, and ideas from 1200 to 1750 as demonstrated by the pupil's ability:

(1) Examine the impact of technological, mathematical, and artistic developments of the Renaissance.

(2) Explain the development of European hereditary monarchies and their effects on centralized government, commerce and trade, and religion.

(3) Explain the causes of the Reformation and its effects in Europe and the Americas.

(4) Identify the influence of the Enlightenment on the Western world including science, fine arts, literature, government, and philosophy.

(5) Compare common elements of Native North American societies, including traditions, communication, housing, economic systems, political systems, and social systems.

(6) Explain the roles of nationalism, economics, and religious rivalries in the Age of Exploration.

(7) Analyze interactions among Native Americans, Europeans, Africans.

(8) Analyze how the interrelationships of Native Americans, Africans, Europeans and their descendents resulted in unique American economic, political, and social institutions.

(9) Describe the similarities and differences of European colonial communities in North America in terms of politics, religion, language, economics, and social customs.

(10) Compare and contrast life in the New England, Middle, and Southern colonies.

(11) Explain the impact of world commerce, including the African slave trade on Europe, Africa, and the Americas.

(12) Describe the contributions and social, political, and economic characteristics of the African, Chinese, Indian, and Japanese civilizations.

(13) Describe how the Islamic empires were a link between Africa, Europe, and Asia.

(f) Understand the people, events, ideas, and conflicts that led to the creation and growth of a distinctive culture for the years 1700 through 1865 as demonstrated by the pupil's ability to:

(1) Explain the causes and results of the Industrial Revolution.

(2) Describe the causes and effects of wars with Europe, including the French and Indian War.

(3) Explain the political and economic causes and effects of the American Revolution.

(4) Describe the ideas of John Locke, Thomas Paine, and Thomas Jefferson, and their influence on the American Revolution and the formation of the United States.

(5) Describe the events, course, and results of the American Revolution, including the contributions of African Americans and Native Americans.

(6) Explain the issues of the Confederation period, including war debts, land finance, western land, trade, and taxation.

(7) Describe the Constitution's underlying principles, including checks and balances, federalism, limited government, popular sovereignty, and separation of powers.

(8) Describe the issues involved in the ratification of the Constitution, including the Bill of Rights, the main ideas of The Federalist Papers, and the ideas of the Anti-Federalists.

(9) Describe the influence of the American Revolution on Europe and the Americas.

(10) Discuss the political events, people, and ideas that influenced European politics, including Napoleon, Metternich, Marx, and the Congress of Vienna.

(11) Describe achievements in European fine arts and literature.

(12) Describe the rise of national economies and the emergence of capitalism and the free market economy.

(13) Explain the issues, events, and the roles of key people related to the development of United States political institutions, including Washington's administration, the Marshall Court, extension of suffrage, judicial review, and the creation of the two political parties.

(14) Explain issues, events, and the roles of key individuals associated with the development of a national economic identity and foreign policy, including the development of the factory system and the impacts of significant inventions such as: the cotton gin and interchangeable parts, territorial, trade, and shipping issues with Great Britain, the War of 1812, the creation of a national transportation system, the Monroe Doctrine, and the growth and impact of immigration.

(15) Describe the social reform and religious movements of antebellum United States, which attempted to enhance life, including education reform, prison and mental health reform, religious revival, the Utopian movement, and women's rights.

(16) Describe the contributions in language, literature, art, and music that led to the development of an emerging culture in the United States, including Stephen Foster, Nathaniel Hawthorne, Henry David Thoreau, and the Hudson River School of Art.

(17) Explain the issue of Manifest Destiny and the events related to the expansion of the United States, including the Louisiana Purchase, the removal of the Eastern tribes, the Oregon and California trails, the Mexican War and Mexican War acquisitions, the California Gold Rush, and the Homestead Act.

(18) Explain abolitionism and describe the importance of abolitionists and slave revolts, including Nat Turner, John Brown, Frederick Douglass, William Lloyd Garrison, and Harriet Beecher Stowe.

(19) Describe the causes, key people, events, and outcome of the United States Civil War, including states' rights and slavery, the election of 1860, Frederick Douglass, African American troops, President Lincoln, the Emancipation Proclamation, Antietam, Vicksburg and Gettysburg, the Gettysburg Address, and Generals Lee and Grant.

(g) Understand the importance and impact of political, economic, and social ideas for the years 1860 through 1920 as demonstrated by the pupil's ability to:

(1) Summarize the successes and failures of the Reconstruction period.

(2) Describe the key people and significant issues concerning African American rights, including Booker T. Washington and the Tuskegee Institute, Black Codes and Jim Crow laws, Plessy v. Ferguson, W. E. B. DuBois and the NAACP and Ida B. Wells and the NACW.

(3) Describe federal policy toward Native Americans, including Plains Wars, Dawes Act/Indian Reorganization Act of 1934, Indian Boarding Schools, the Indian Citizenship Act of 1924, and the reservation system.

(4) Describe the role of farming, railroads, and mining in the settlement of the West.

(5) Describe the causes, issues, and effects of the Populist movement.

(6) Describe the effect of industrial technology innovations and urbanization on United States social and economic development.

(7) Describe the development of corporate capitalism, including J.P. Morgan, mass production, and vertical and horizontal integration/consolidation.

(8) Explain the motivations for groups coming to the United States and describe their contributions to United States society.

- (9) Describe nativism and explain the response to immigration into the United States.
- (10) Explain the origins and issues involved in the labor movements.
- (11) Describe the development and impact of the Progressive Movement, including government reforms, prohibition, and “trust busting.”
- (12) Describe the development of the women’s suffrage movement and the passage of the 19th Amendment.
- (13) Discuss the causes, characteristics, and consequences of United States expansion and diplomacy, including Alaska, Hawaii, the Panama Canal, the Spanish American War, the Open Door Policy, Teddy Roosevelt’s foreign policy, and Dollar Diplomacy.
- (14) Explain the causes and effects of the Mexican Revolution of 1911.
- (15) Describe the causes, characteristics, and consequences of European and Japanese expansion.
- (16) Describe the causes, course, character, and effects of World War I, including imperialism, the arms race and alliances, nationalism, weapons and tactics, Fourteen Points, and the Treaty of Versailles.
- (17) Describe the causes and effects of the Russian Revolution including the Romanovs, Lenin, Bolsheviks, and the Russian Civil War.
- (18) Explain how fine arts, literature, and leisure activities were a reflection of the time.
- (h) Understand the importance and impact of political, economic, and social changes in the world from 1920 to 1945 as demonstrated by the pupil’s ability to:
- (1) Describe the rise of totalitarian societies in Europe, Asia, and Latin America.
- (2) Discuss the effects on society of the new technologies of this era, including communication, transportation, and manufacturing.
- (3) Describe social tensions in the postwar era including radical politics, immigration restrictions, religious fundamentalism, and racism.
- (4) Describe how cultural developments in education, media, leisure activities, and the arts reflected and changed United States society.
- (5) Describe causes of the Great Depression and the policies and programs of the New Deal and their effect on social, political, diplomatic, and economic institutions.
- (6) Describe the causes, course, character, and effects of WWII, including: the legacy of World War I, campaigns and strategies, the atomic bomb, significant military, political, and scientific leaders, the Big Four, the United Nations, the United States’ changing world status, and the war crimes trials.
- (7) Describe the causes, course, and effects of the Holocaust, including “Aryan Supremacy,” Nuremberg Laws, Kristallnacht, the Final Solution, concentration and death camps, and the subsequent creation of Israel.
- (8) Explain the effects of World War II on the United States, including internment camps, technologies, economic developments, women and minority contributions, and the GI Bill.
- (i) Understand the shift of international relationships and power as well as the significant developments in American culture from 1945 to 1990 as demonstrated by the pupil’s ability to:
- (1) Describe the causes and effects of the Cold War on foreign policy and economic issues including Europe (Marshall Plan, Berlin, and NATO), the Middle East (Egypt, Israel,

Afghanistan), Asia (Japan, China, Korea, Vietnam), and the Americas (Cuba and the United States.

(2) Describe the effects of the Cold War on the United States, including the arms race and nuclear testing, McCarthyism, the space race, and the Cuban Missile Crisis.

(3) Describe the cause, course, character, and the outcome of the Korean War, including the United Nations Security Council, the Pusan Perimeter, General MacArthur, Inchon, the Yalu River, and the 38th Parallel.

(4) Explain how and why African and Asian people achieved independence from colonial rule.

(5) Describe how postwar science and technology augmented the United States' economic strength, transformed daily life, and influenced the world economy and politics.

(6) Describe the causes and effects of changing demographics in the United States and the development of suburbanization.

(7) Describe the major issues, events, and people of the Civil Rights and minority rights movements, including the Black Power Movement, United Farm Workers, American Indian Movement, Viva La Raza, Women's Rights Movement, the Americans with Disabilities Act and the Civil Rights Act of 1964.

(8) Describe the causes, course, character, and effects of the Vietnam War, including Ho Chi Minh, Ngo Dinh Diem, Gulf of Tonkin Resolution, the draft and lottery, the Tet Offensive, the anti-war movement, the Paris Peace Accord, and POWs and MIAs.

(9) Describe the changes in United States political culture, including the role of the media, the role of women and minorities, Watergate, the Iranian hostage crisis, the Iran-contra affair, Grenada, and Panama.

(10) Describe how international policies contributed to the end of the Cold War, including recognition of China, détente, disarmament treaties, "Star Wars," solidarity, and glasnost.

(11) Describe the geopolitical changes in the world due to the disintegration of the USSR.

(12) Summarize the impact of art, music, theatre, film, literature, and the news media on United States society.

(j) Understand the political, economic, social, and technological issues challenging the world as it approaches and enters the new millennium for the years 1990 to the present as demonstrated by the pupil's ability to:

(1) Identify and explain the implications of scientific and technological achievements, including the personal computer, the Internet, the use of satellites, and biotechnology.

(2) Describe the regional and global effects of political and economic alliances.

(3) Describe how global issues affect nations differently, including human rights, such as treatment of prisoners, the environment, such as the destruction of the rain forest, world and United States regional conflicts, such as Kosovo, and medical concerns, such as AIDS.

(4) Explain the causes and effects of the Persian Gulf War, including the Kuwait invasion, the world oil supply, and changing alliances.

(5) Describe the changing political climate in the United States, including the role of the media and the Clinton impeachment.

(6) Explain how literature, music, and the visual arts are a reflection of the time.

2. *For the area of geography:*

(a) Use maps, globes, and other geographic tools and technologies to locate and derive information about people, places, and environments as demonstrated by the pupil's ability to:

- (1) Independently use a variety of complex (e.g., topographic, demographic, and land use) maps to acquire geographic information.*
- (2) Select appropriate maps, map projections, and other representations to analyze and interpret geographic information.*
- (3) Use appropriate geographic tools and technologies, such as cartograms, climographs, population pyramids, and Geographic Information Systems, to analyze and interpret Earth's physical and human features.*
- (4) Construct from memory complex, accurate maps and models to answer questions about the location of human and physical features.*
- (5) Analyze maps for similarities and differences in purpose, accuracy, content, and design.*
- (6) Apply concepts and models of spatial organization to make decisions about geographic information.*

(b) Understand the physical and human features and cultural characteristics of places and use this information to define and study regions and their patterns of changes as demonstrated by the pupil's ability to:

- (1) Determine how relationships between humans and the physical environment lead to the development of connections among places and regions.*
- (2) Explain why places and regions are important to cultural identity and serve as forces for unification and fragmentation.*
- (3) Compare and contrast the characteristics of places and regions from different points of view.*
- (4) Determine how technology affects the way cultural groups perceive and use places and regions.*
- (5) Analyze historical issues and answer questions using the geographic concept of regions as the central rationale.*
- (6) Analyze why places and regions once characterized by one set of criteria may be defined by a different set of criteria today, and evaluate the patterns of change.*
- (7) Apply the concept of region to organize and study a geographic issue.*

(c) Understand how physical processes shape Earth's surface patterns and ecosystems as demonstrated by the pupil's ability to:

- (1) Describe how the interactions of the atmosphere, lithosphere, hydrosphere, and biosphere affect the different regions of the United States and the world.*
- (2) Describe the causes and consequences of natural hazards that shape features and patterns on the Earth.*
- (3) Analyze the effects of physical and human forces on the interdependence within ecosystems.*
- (4) Analyze the biodiversity, distribution, and productivity of ecosystems across the Earth's surface.*
- (5) Propose solutions to environmental problems using the concept of ecosystems.*

(d) 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 pupil's ability to:

(1) Analyze demographic trends in world population using appropriate geographic technology.

(2) Evaluate the impact of migration and settlement on physical and human systems (e.g., suburban development, adequate housing, infrastructure stress, traffic patterns, or police and fire protection).

(3) Analyze how history has been affected by the movement of people, goods, and ideas.

(4) Compare and contrast the characteristics and patterns of migration and settlement in developing and developed countries.

(5) Analyze how location and distance connect and influence economic systems at local, national, and international levels.

(6) Analyze and evaluate international economic issues from a spatial perspective.

(7) Predict the impact of changes in the level of economic development on the quality of life in developed and developing countries.

(8) Evaluate the changes that occur in the size and structure of cultural, political, and economic organizations.

(9) Analyze how different cultures, points of view, and self-interests influence cooperation and conflict over territory and resources.

(10) Describe the forces of cooperation and conflict as they affect the way the world is divided among countries.

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

(1) Compare and contrast how changes in the physical environment can increase or diminish the environment's capacity to support human activity.

(2) Evaluate strategies to respond to constraints placed on human systems by the physical environment.

(3) Describe the ways technology has affected the human capacity to modify the physical environment, and evaluate the possible regional or global impact.

(4) Develop possible responses to changes caused by human modification of the physical environment.

(5) Analyze human perception of and response to natural hazards.

(6) Analyze the patterns of use, the changing distribution, and the relative importance of Earth's resources.

(7) Develop policies for the use and management of Earth's resources that consider the various interests involved.

(f) Apply geographic knowledge of people, places, and environments to interpret the past, understand the present, and plan for the future as demonstrated by the pupil's ability to:

(1) Analyze the ways that physical features and human characteristics of places and regions have influenced the evolution of significant historical events

(2) Collect several current event articles and relate them to the physical features and human characteristics of places and regions.

(3) Research and create a presentation on a contemporary issue using geographic knowledge, skills, and perspectives, providing opinions and sound arguments to support a position.

(4) Predict possible outcomes and develop future policies for local or regional issues that have spatial dimensions (such as plans to safeguard people and property in the event of a major natural disaster).

(g) Ask and answer geographic questions by acquiring, organizing, and analyzing geographic information as demonstrated by the pupil's ability to:

(1) Plan and organize a geographic research project by asking appropriate geographic questions suggested by a series of maps or other data.

(2) Locate and acquire geographic information from a variety of primary and secondary sources and assess the validity and utility of each.

(3) Use a variety of tools and technologies to select and design appropriate forms of maps, graphs, and diagrams to organize geographic information.

(4) Use quantitative methods of analysis to make inferences and draw conclusions from maps and other geographic representations, evaluating the quality of geographic reasoning.

(5) Complete a geographic inquiry by supporting geographic generalizations and conclusions with the analysis, interpretation, and presentation of information in written and oral form.

3. For the area of civics:

(a) Know why society needs rules, laws, and governments as demonstrated by the pupil's ability to:

(1) Explain the concept of the rule of law in the establishment of the Constitution.

(2) Discuss the philosophical underpinnings of the founding documents of the United States, such as the Declaration of Independence, the Articles of Confederation, and the Constitution.

(3) Analyze the role of citizen participation in American civic life.

(4) Identify and explain changes in the interpretation and application of the Constitution.

(5) Describe historic influences such as the Magna Carta, Iroquis Nation, Greeks and Roman law on United States documents.

(b) Know the United States Constitution and the government it creates as demonstrated by the pupil's ability to:

(1) Examine the organization of the United States Constitution and describe the structure it creates, including the executive, legislative, and judicial branches.

(2) Describe the creation of laws through the legislative process.

(3) Analyze and give some examples of the expansion of United States government through the use of enumerated and implied powers.

(4) Describe the duties of the executive branch.

- (5) *Describe the jurisdiction of the federal court system.*
- (6) *Explain judicial review (e.g., Marbury v. Madison).*
- (7) *Explain the importance of the jury process in a democratic society.*
- (8) *Analyze the effectiveness of checks and balances in maintaining the equal division of power.*

(c) *Explain the relationship between the states and national government as demonstrated by the pupil's ability to:*

- (1) *Explain the constitutional provisions for division of powers between state and national governments.*
- (2) *Provide contemporary examples of federalism.*
- (3) *Use examples to illustrate the supremacy clause in defining the relationship between state and national governments.*

(d) *Describe the roles of political parties, interest groups, and public opinion in the democratic process as demonstrated by the pupil's ability to:*

- (1) *Assess the process by which leaders are selected in the United States political system and analyze the role of the electoral college system in the election of the president.*
- (2) *Analyze the roles and function of factions within political parties and the role of parties in public policy and politics.*
- (3) *Evaluate the significance of interest groups in the political process of a democratic society.*
- (4) *Analyze the role that television and other media play in the process of political persuasion.*
- (5) *Evaluate propaganda in both historic and current political communications.*
- (6) *Describe the process by which public policy is formed and carried out.*

(e) *Know the roles, rights, and responsibilities of United States citizens, and the symbols of our country as demonstrated by the pupil's ability to:*

- (1) *Examine the responsibilities and rights of citizens and how these rights may be restricted.*
- (2) *Describe the development of the Bill of Rights and provide a contemporary application.*
- (3) *Analyze the use of the United States Constitution and its amendments in protecting individual rights.*
- (4) *Identify major conflicts in social, political, and economic life.*
- (5) *Analyze the role of compromise in the resolution of conflicts.*
- (6) *Describe the role of the U.S. Supreme Court as guardian of individual rights through the examination of landmark cases such as: Brown v. Board of Education of Topeka, Gideon v. Wainwright, Miranda v. Arizona, and Tinker v. Des Moines Independent Community School District.*
- (7) *Explain how symbols and documents of a nation represent its identity.*

(f) *Know the structure and functions of state, and local governments as demonstrated by the pupil's ability to:*

- (1) *Explain the structure and function of state and local governments.*

- (2) Describe the unique role of tribal governments within the United States.*
- (3) Compare and contrast the structure of the Nevada and U.S. Constitutions.*
- (4) Describe the differences between the local, state, and court systems.*

(g) Explain the different political and economic systems in the world as demonstrated by the pupil's ability to:

(1) Summarize and evaluate the significant characteristics of the world's major political systems, including: monarchy, totalitarian dictatorship, presidential system, parliamentary system, and communism.

(2) Define and analyze the major economic systems of the world, including: capitalism, mixed economy, socialism, and command economy.

(h) Know the political and economic relationship of the United States and its citizens to other nations as demonstrated by the pupil's ability to:

(1) Identify and analyze the effectiveness of United States foreign policy in dealing with international problems and concerns, including diplomacy, economic policy, humanitarian aid, and military intervention.

(2) Analyze the conflict between the United States policies of isolationism versus intervention in world affairs.

(3) Critique the role of international organizations, such as the United Nations, NATO, and nongovernmental organizations, in world affairs.

4. For the area of economics:

(a) Use fundamental economic concepts, including scarcity, choice, cost, incentives, and costs versus benefits to describe and analyze problems and opportunities, both individual and social as demonstrated by the pupil's ability to:

(1) Explain why two high school seniors in the same situation may make different decisions.

(2) Recognizing that people act in their own self-interest, analyze and predict how an economic change, such as a large employer moving in or out of the community will affect the choices made by local consumers, producers, and savers.

(3) Use the concepts of marginal benefit and marginal cost to explain the effects of a proposed change in a government program, such as a new park, a lower school budget, or a new freeway, on individuals, businesses, and local government.

(b) Demonstrate a knowledge of past and present U.S. economic performance, identify the economic indicators used to measure that performance, and use this knowledge to make individual decisions and discuss social issues as demonstrated by the pupil's ability to:

(1) Explain the difference between nominal GDP and real GDP.

(2) Describe the meaning of real GDP per capita and explain how living standards have changed over time, given sample historical data.

(3) Identify from historical data the changes in real GDP over time and identify periods of high and low rates of economic growth.

(4) Using a price index such as the CPI, identify when the U.S. economy has experienced high and low rates of inflation and discuss the impact of inflation and deflation on two different groups, such as homeowners and renters.

(5) Accurately infer from 5 to 10 years of CPI data and PPI data the effects of price changes on two consumer goods and two producer-purchased goods.

(6) Given historical data showing high unemployment, describe with examples the impact on the economy as a whole in terms of lost income, lost tax revenue, and welfare burdens on the states.

(7) When presented with current data on unemployment by age, gender, race, ethnic origin, occupation, and educational attainment, compare and contrast the differences in unemployment rates by group.

(8) Explain why a real interest rate accurately measures the benefit of saving or the cost of borrowing.

(9) Given historical data presented in graphic form that show periods of high and low interest rates, explain how interest rate changes affect consumer and business decisions to purchase goods during periods of high and low interest rates.

(c) Demonstrate an understanding of how markets work, including an understanding of why markets form, how supply and demand interact to determine market prices and interest rates, and how changes in prices act as signals to coordinate trade as demonstrated by the pupil's ability to:

(1) Describe in own words that voluntary trade is beneficial to both parties in a trading situation.

(2) Use the concepts of supply and demand to analyze and predict the price changes occurring in markets for goods and services.

(3) Explain the meaning of elasticity of supply and demand and give at least two examples of buyer and seller behavior to illustrate the meaning.

(4) Analyze the effects of a government-imposed price ceiling on a product or a price floor on another product.

(5) Given tabular or graphic data on the supply and demand for money, explain how interest rates are determined.

(d) Describe the roles played by various U.S. economic institutions including financial institutions, labor unions, for-profit business organizations, and not-for-profit organizations as demonstrated by the pupil's ability to:

(1) Analyze the roles of financial institutions in creating credit.

(2) Explain how labor unions affect employees and employers.

(3) Identify a current or a historical merger, buyout, and/or acquisition.

(4) Explain how the services of not-for-profit organizations impact other economic institutions.

(e) Demonstrate an understanding of various forms of money; how money makes it easier to trade, borrow, save, invest, and compare the value of goods and services; and how the Federal Reserve System and its policies affect the U.S. money supply as demonstrated by the pupil's ability to:

(1) Explain the three functions of money: medium of exchange, store of value, and unit of account.

(2) Explain how the commercial banking system creates money by making loans.

(3) Describe the three primary policy instruments used by the Federal Reserve to control the money supply: reserve requirement, discount rate, and open market operations.

(4) Define M1 and M2.

(f) Demonstrate an understanding of the U.S. economic system as a whole in terms of how it allocates resources; determines the nation's production, income, unemployment, and price levels; and leads to variations in individual income levels as demonstrated by the pupil's ability to:

(1) Compare the benefits and costs of allocating resources through markets or government.

(2) Given data on the United States and another country, explain each country's potential for producing goods and services based on its natural, human, and capital resources and technology.

(3) Based on data presented, such as a change in national income as a result of a change in spending, identify the value of the multiplier and explain how it works.

(4) Make connections between the nation's unemployment rate and: changes in seasons, changes in an industry, and changes in demographics.

(5) Given an increase in demand for a product, explain the effect on product price and consequences for wages paid to a worker.

(g) Demonstrate an understanding of how investment, entrepreneurship, competition, and specialization lead to changes in an economy's structure and performance as demonstrated by the pupil's ability to:

(1) Identify an invention, describe how businesses invested in its production, and explain how the investment raised living standards.

(2) Cite and explain specific examples of physical capital and human capital.

(3) Examine government's impact on investment through taxes, fees, government regulation, enterprise zones, and subsidies.

(4) After reading at least two biographies of entrepreneurs, explain how they affected the economy by solving problems, taking risks, and taking advantage of opportunities to earn profits.

(5) Identify one innovation of the past century and explain how the innovation, through self-interest of the innovator, helped the economy promote national well-being.

(6) Identify examples of business specialization and interdependence in the local community and list the pros and cons of specialization and interdependence in each example.

(h) Explain the role of government in a market economy as demonstrated by the pupil's ability to:

(1) Explain why government provides public goods rather than allowing the market to provide them.

(2) Explain why government intervenes in markets in response to externalities.

(3) Discuss whether redistributing income is an appropriate role of government.

(4) Explain that government must define, establish, and enforce property rights in order for markets to function.

(5) Explain why it is possible for a government decision to impose costs on many, but only benefit a few.

(6) Explain how fiscal policy affects production, employment, and price levels.

(i) Explore the characteristics of non-U.S. economic systems in order to demonstrate an understanding of how they are connected, through trade, to peoples and cultures throughout the world as demonstrated by the pupil's ability to:

(1) Given a situation, such as U.S. free trade with Taiwan or Mexico, analyze what groups in the United States and the other country will be helped, and what groups will be hurt, if the United States pursues a free trade policy.

(2) Identify an economic event in a foreign country and predict the impact the event will have on the U.S. economy.

(3) Construct an economic profile of a foreign country and explain how the characteristics of the country affect its economic performance and international trade.

(4) Analyze an exchange rate table from two or more time periods and determine the impact of changes in exchange rates on the prices of products imported from a country and exported to a country.

Section 7. NAC 389.210, NAC 389.255, NAC 389.305, NAC 389.355, NAC 389.420, NAC 389.425, NAC 389.430, NAC 389.435, NAC 389.440, NAC 389.506, NAC 389.508, NAC 389.510, and NAC 389.518 are hereby repealed.

TEXT OF REPEALED SECTIONS

NAC 389.210 Social studies. The courses in social studies offered in public kindergartens must include instruction designed to teach the pupil to:

1. Identify himself by his name, birth date and position in relation to the other members of his family.

2. Participate in new and unfamiliar experiences.

3. Behave in a socially acceptable manner.

4. Identify important state and federal holidays.

5. Know terms related to direction and location such as "up," "down," "left," "right," "near" and "far."

6. Identify his school, community, state and nation by name.

7. Listen attentively.

8. Work well independently.

9. Work well in a group.

10. Complete tasks according to standards.

11. Accept and respect authority.

12. Know and observe the rules in his classroom.

13. Behave courteously and considerately to others.

NAC 389.255 Social studies. The courses in social studies offered in public elementary schools must include instruction designed to teach the pupil by completion of the third grade to:

1. Understand the difference between right and wrong, true and false, and fair and unfair.
2. Consider the rights of other persons.
3. Respect and appreciate the cultural, racial and ethnological differences among people.
4. Recognize and permit the expression of opinions, beliefs and ideas which are different from his own.
5. Accept the rights and responsibilities attendant to membership in his class.
6. Understand the purpose of rules for games and the classroom and the method by which rules are adopted and changed.
7. Participate in the adoption of rules for the classroom.
8. Understand some of the basic needs common to all people such as food, shelter and clothing.
9. Identify a community's problems which relate to its need for energy.
10. Understand the meaning of terms such as "town," "city," "rural" and "urban."
11. Know some historical facts relating to the development of the United States of America.
12. Know the national and state holidays and the traditions behind them.
13. Read a simple legend on a map.
14. Identify the major geographical features and climatic regions of the United States.
15. Locate the United States on a map of the world and Nevada on a map of the United States.
16. Understand the relationship between geographical characteristics and cultural development.
17. Identify:
 - (a) Monetary units of coins and dollars;
 - (b) Ways children obtain and spend money;
 - (c) Three major economic activities in this state;
 - (d) Factors to consider when making purchases;
 - (e) Factors that influence the behavior of consumers; and
 - (f) His own limited resources and unlimited desires.
18. Obtain information from a variety of sources.
19. Translate information from one form to another.
20. Analyze problems and draw conclusions.
21. Recognize alternate courses of action and the need for decisions.
22. Develop strategies to accomplish determined courses of action.
23. Know about career opportunities in his community.
24. Understand that different skills and training are necessary in different careers.

NAC 389.305 Social studies. The courses in social studies offered in public elementary schools must include instruction designed to teach the pupil by completion of the sixth grade to:

1. Accept the rights and responsibilities attendant to membership in his class at school.
2. Identify:
 - (a) Ways to avoid behavior which might alienate other persons;
 - (b) Persons worthy of emulation and the reasons therefore;
 - (c) Inequities and injustices which occur in his classroom and among his peers; and
 - (d) Beliefs and values of other persons.
3. Show concern for the well-being and dignity of others.
4. Understand the responsibilities that persons have to their communities.
5. Participate in:

- (a) The election of officers for his class at school; and
 - (b) The adoption of rules for his classroom.
6. Understand:
- (a) The purposes of government;
 - (b) The organization and functions of state and local governments;
 - (c) The state legislative process;
 - (d) The role of political parties;
 - (e) The procedure for voting and registering to vote;
 - (f) The purposes for rules and laws;
 - (g) The methods by which rules and laws may be changed;
 - (h) How legal and judicial decisions are made; and
 - (i) How conflicts regarding the law are resolved.
7. Know how and when state officers are elected, appointed and nominated and what qualifications they must meet.
8. Know some of the rights and liberties guaranteed by the United States Constitution.
9. Understand that one person's individual rights may conflict with the rights or welfare of another person or group of persons.
10. Understand that:
- (a) Local, national and global problems are interrelated;
 - (b) The problems of other countries affect this country; and
 - (c) The satisfaction of human needs depends directly and indirectly on the earth's natural resources.
11. Identify the ways in which the natural environment of a place influences the cultures which develop there.
12. Recognize the potential ways in which a society may use and abuse its natural environment.
13. Identify potential problems of a community relating to its need for energy and possible solutions therefore.
14. Describe and locate on a map the political divisions and geographical features of the eastern and western hemispheres.
15. Know generally the history of the United States of America and the State of Nevada.
16. Know the geographical features of the State of Nevada.
17. Identify the major geographical features of the earth.
18. Associate significant aspects of a culture, such as its main religions, languages, foods and methods used for shelter, with its geographical region.
19. Read a variety of kinds of maps including political and relief maps.
20. Understand:
- (a) Basic economic concepts;
 - (b) Basic functions of an economy;
 - (c) How an economy based on free enterprise operates;
 - (d) The role of money in an economy; and
 - (e) The relationship of economic conditions to geographical location and available natural resources.
21. Identify:
- (a) Factors that influence the behavior of prospective purchasers;
 - (b) Deceptive sales techniques and practices; and

- (c) Techniques and aids for comparative and efficient shopping.
- 22. Choose the appropriate sources to obtain the information he desires.
- 23. Evaluate and analyze information.
- 24. Frame appropriate questions to guide his research.
- 25. Draw conclusions.
- 26. Project the long-term and short-term consequences of alternate courses of action.
- 27. Consider consequences in light of his values and goals.
- 28. Form and test generalizations, predictions and hypotheses based on appropriate information.
- 29. Reevaluate and change if necessary, his chosen course of action if his goals are not met or he receives new information.
- 30. Apply what he learns to other situations.
- 31. Know of career opportunities in state and local government, commerce, medicine, religion, law and education.

NAC 389.355 Social studies. The courses in social studies offered in public elementary schools must include instruction designed to teach the pupil by completion of the eighth grade to:

1. Identify:
 - (a) Specific rights and liberties guaranteed in the federal and state constitutions.
 - (b) Individual rights within our system for criminal justice;
 - (c) Historical events that have contributed to or impeded the development of human rights;
 - (d) Factors which influence governmental decisions; and
 - (e) Some similarities of and differences between the judicial system in this country and in other countries.
2. Explain:
 - (a) The role of responsible dissent in a democracy;
 - (b) The importance of individual and group participation in society;
 - (c) The importance of affording everyone an equal opportunity regarding housing, education, employment, recreation and political action;
 - (d) The importance of participating in school elections and extracurricular activities;
 - (e) The organization and function of each of the branches of our Federal Government;
 - (f) The formal legislative processes at the state and federal levels; and
 - (g) The procedures used for the nomination of federal and state candidates.
3. Understand:
 - (a) That decisions made in the various branches of government at the various levels are interdependent;
 - (b) The different roles of civil and criminal laws;
 - (c) The constitutional limitations on governmental actions;
 - (d) Factors which influence the behavior of voters;
 - (e) How public officers are removed from office; and
 - (f) The duties of participants in judicial proceedings.
4. Know how and when public officers are elected, appointed and nominated and what qualifications they must meet.
5. Understand that the criteria for evaluating personal and social problems varies from culture to culture.
6. Identify:

(a) Possible global effects of decisions made by one person, community or nation;
(b) Some of the problems related to the disparity in food consumption between developed and developing nations;

(c) The effects of having limited amounts of nonrenewable resources; and
(d) Some environmental problems and possible solutions to those problems.

7. Know:

(a) The major events and persons who shaped the history of this country and state;
(b) Contributions to the development of this country which were made by members of the various ethnic groups; and

(c) Some of the ways in which technology can affect society.

8. Identify:

(a) Some of the ways in which the traditional male and female roles have changed; and
(b) Some recent changing trends regarding American families, workers and areas of population.

9. Understand that all people do not view historical events similarly.

10. Identify the climatic regions in the world and their relationship to cultures.

11. Read and interpret a variety of maps.

12. Use the scale on a map and calculate distances and traveling time.

13. Locate a specific address by using a city map.

14. Understand:

(a) The economical relationships among production, land, labor and capital;
(b) The relationship between a government and the nation's economy;
(c) The relationship between specific economic goals and overall societal goals;
(d) Economic cycles and their effect on persons and groups;
(e) The historical and current role of labor in an economy based on free enterprise;
(f) The relationships of climate and weather to economic conditions;
(g) The legal and personal knowledge which a person should have before applying for credit or signing a contract;

(h) The relationship between governmental protection of the rights of prospective purchasers and the exercise of individual responsibility by the prospective purchasers and providers of goods and services; and

(i) The influence of external factors upon the decisions made by prospective purchasers.

15. Locate reliable sources of information which prospective purchasers may use to help them make more informed choices and become more efficient shoppers.

16. Understand that perceptions of the same object or event may differ from person to person.

17. Identify similarities and differences within sets of data and the reasons for the differences.

18. Draw conclusions.

19. Remain open to changes in his opinion.

20. Formulate and test generalizations, predictions and hypotheses based on appropriate information.

21. Apply what he learns to new situations.

22. Make and interpret charts and graphs in his research.

23. Present his own ideas.

24. Paraphrase correctly what he hears.

25. Listen and respond appropriately.

26. Encourage others to express themselves.

27. Recognize the diverse roles of persons within a group.
28. Use techniques for the efficient resolution of conflicts.
29. Plan an academic program in social studies.
30. Know of career opportunities in government, commerce, medicine, religion, law and education.

NAC 389.420 Civics. A course of study in civics in the seventh or eighth grade must include instruction designed to teach the pupil to do the following:

1. Understand the purpose of law and the rights and responsibilities inherent in law.
2. Recognize the basic principles of the Constitution of the United States and other major historic documents.
3. Explore the role of the Constitution of the United States in the pupil's own life.
4. Discuss the importance of participatory citizenship by oneself and as a member of a group.
5. Explain the purpose of the executive, legislative and judicial branches of government.

NAC 389.425 Economics. A course of study in economics in the seventh or eighth grade must include instruction designed to teach the pupil to do the following:

1. Understand the reason for economic activity and the development of economic systems.
2. Explain scarcity in terms of unlimited wants and limited resources.
3. Differentiate between exhaustible, renewable and inexhaustible resources.
4. Describe the choices that must be made in any system concerning the production of goods.
5. Identify the way supply and demand are related to price in a free market system.
6. Describe economic cycles and their effect on persons and groups.
7. Discuss the role of money in the American economy.
8. Discuss the influence of governmental policies and regulations on daily living.
9. Examine personal economic priorities and patterns.
10. Develop skills needed to become a knowledgeable consumer.

NAC 389.430 History of Nevada. In the seventh and eighth grades, a course of study in the history of Nevada must include instruction designed to teach the pupil to do the following:

1. Understand how people use their environment to create their historical, social and economic structures.
2. Recognize the contributions of native Americans.
3. Identify the background of and the motivations behind the westward movement and relate these to the settlement of Nevada.
4. Identify the political, economic and social causes that led to statehood.
5. Identify and discuss the influence of mining.
6. Relate past events to current situations in Nevada.
7. Identify the economic and environmental issues of the state and the local community.

NAC 389.435 History of United States. In the seventh and eighth grades, a course of study in the history of the United States must include instruction designed to teach the pupil to do the following:

1. Demonstrate a knowledge of the relationship between history and geography.
2. Understand the significant economic and technological developments in this country.

3. Understand the influences of various ethnic and minority groups on the development of the United States.

4. Recognize the importance of significant social contributions.

5. Demonstrate a knowledge of the development of political institutions in the United States.

6. Identify significant developments of foreign policy and their effect on the rest of the world.

7. Recognize that all people do not view the past in the same way.

NAC 389.440 Geography of the world. In the seventh and eighth grades, a course of study in the geography of the world must include instruction designed to teach the pupil to do the following:

1. Demonstrate an increased awareness and understanding of geographic terms.

2. Distinguish among types of maps and interpret information from them.

3. Identify the major geographic features of the world.

4. Identify the regions of climate in the world and their relationship to weather and the currents in the ocean.

5. Recognize global environmental issues.

6. Identify the major products and resources of geographic regions.

7. Recognize that the environment dictates economics.

8. Recognize the economic interdependence of nations.

9. Identify major cultures and their significant features.

10. Recognize how the environment influences culture.

NAC 389.506 Economics of American system of free enterprise. In addition to the instruction required in NRS 389.080, a course of study in the economics of the American system of free enterprise must include instruction designed to teach the pupil to do the following:

1. Understand the basic concepts of economics.

2. Describe the history of the American system of free enterprise.

3. Explain the role of government in the American economy.

4. Explain the economic interdependence of the countries of the world.

NAC 389.508 American government. The course of study in American government must include instruction designed to teach the pupil to do the following:

1. Understand the rights and responsibilities of a citizen.

2. Recognize governmental authority and the limitations on that authority as provided in the Constitution of the United States.

3. Explain the development and major concepts of the constitutions of the United States and Nevada.

4. Identify the essential functions of the legislative, executive and judicial branches of national, state and local governments.

5. Apply a knowledge of federalism.

6. Recognize different governmental and economic systems.

7. Develop an understanding of the American political process.

8. Develop an understanding of law as it affects the behavior of each person.

NAC 389.510 American history. The course of study in American history must include instruction designed to teach the pupil to do the following:

1. Apply the knowledge of the past to explain the present.
2. Apply a knowledge of the relationship between American history and geography.
3. Identify the causes of the major wars in American history and their effects on the country.
4. Recognize the influence of various ethnic groups on the development of America.
5. Explain how American social institutions evolved.
6. Trace the development of the American system of free enterprise.
7. Apply a knowledge of the development of American political institutions.

NAC 389.518 History other than American history. A course of study in history other than American history must include instruction designed to teach the pupil to do the following:

1. Identify the major ideas and historical events from which the various political systems have evolved.
2. Interpret the history and contributions of ethnic, racial, religious and other groups.
3. Identify the development, characteristics and contributions of different cultures in the world.
4. Explain historic and current events from the perspective of different cultural and national groups.
5. Describe the relationship between conscience and respect for authority in historical and contemporary conflicts.

**NEVADA STATE BOARD OF EDUCATION
NEVADA STATE BOARD FOR OCCUPATIONAL EDUCATION**

**LEGISLATIVE REVIEW OF ADOPTED REGULATIONS AS REQUIRED
BY ADMINISTRATIVE PROCEDURES ACT, NRS 233B.066
NAC 389, Content/Performance Standards for
The Arts and Social Studies
(LCB Files R073-00& R074-00)**

IMPACT STATEMENT

The following statement is submitted for adopted amendments to Nevada Administrative Code (NAC) 389:

1. A description of how public comment was solicited, a summary of public response, and explanation how other interested persons may obtain a copy of the summary.

The Workshop to Solicit Comments on Proposed Regulations was held on March 8, 2000, by the Council to Establish Academic Standards for Public Schools.

The Notice of Intent to Act Upon a Regulation for public hearing and Board permanent adoption of the proposed revisions to NAC 389, Content/performance Standards for Health, Physical Education, and Computer and Technology Education, was sent to approximately one-hundred fifty individuals and educational organizations. One public hearing was conducted by the Nevada State Board of Education on April 29, 2000, to provide the opportunity for comments by affected parties and the public. There were comments from the public.

2. **The Number of Persons Who:**

a) **Attended Each Hearing:** 20

b) **Testified at Each Hearing;** 4

and,

c) **Submitted Written Statements:** 0

No written comments were submitted.

3. **A description of how comment was solicited from affected businesses, a summary of the response and an explanation how other interested parties may obtain a copy of the summary.**

Comment was solicited through the public hearing notice of March 28, 2000.

At the April 29, 2000, public hearing, the following individuals addressed the proposed revisions: 1) Nancy Schkurman, Elementary Music Administrative Specialist, Clark County School District, expressed pleasure with the compromises made to bring the proposed language before the Board; 2) Dikka Rian, Elementary Arts Program, Clark County School District and member of the Arts Writing Team, advised that the new arts standards represent a realistic expectation for students in Nevada; 3) Susan Bonar, Teacher on Special Assignment, Clark County School District and member of the Social Studies Writing Team for Geography, noted the great care taken to develop the social studies standards to reflect the diversity of the student population in the state; and, 4) Vaughn Higbee, Superintendent, Lincoln County School District, assured the Board members that every effort will be made to implement the new standards, but cautioned about the need for training of teachers.

A copy of the summary and/or minutes of the public hearing may be obtained by calling LaDonna Byrd, Board Secretary, at the Department of Education (775) 687-9225, or by writing to the Department of Education at 700 East Fifth Street, Carson City, Nevada 89701-5096.

4. If the regulation was adopted with or without change to any part of the proposed regulation, a summary of the reasons for adopting.

The permanent regulation language was adopted by the Nevada State Board of Education at the public hearing held April 29, 2000, without revision to the proposed language for an effective date of July 1, 2000.

5. The estimated economic effect of the adopted regulation on the business which it is to regulate and on the public. These must be stated separately, and each case must include:

There is no economic effect on the business which is regulated. There is no estimated economic effect on the public, either adversely or beneficially, nor immediate or long term.

6. **The estimated cost to the agency for enforcement of the adopted regulation.**

There is no additional cost to the agency for enforcement of this regulation.

7. A description of any regulations of other state or government agencies which the proposed regulation overlaps or duplicates and a statement explaining why the duplication or overlapping is necessary. If the regulation overlaps or duplicates a federal regulation, the name of the regulating federal agency.

No other state or government agency regulations will be overlapped or duplicated by the above noted regulations. There is no duplication or overlap of federal regulations.

8. **If the regulation includes provisions which are more stringent than a federal regulation which regulates the same activity, a summary of such provisions.**

There are none.

- 9. If the regulation provides a new fee or increases an existing fee, the total annual amount the agency expects to collect and the manner in which the money will be used.**

This regulation does not provide or involve a new fee.