

**ADOPTED REGULATION OF THE
STATE BOARD OF EDUCATION**

LCB File No. R074-00

Effective June 20, 2000

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

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

Section 1. Chapter 389 of NAC is hereby amended by adding thereto the provisions set forth as sections 2 to 6, inclusive, of this regulation.

Sec. 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 schools.*

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

1. For the area of history:

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

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

(1) Explain why Columbus day is celebrated.

(2) Explain why Thanksgiving Day is celebrated.

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

(1) Explain why Independence Day is celebrated.

(2) Explain why Presidents' Day is celebrated.

(d) Understand the importance and impact of political, economic and social ideas between the years 1860 and 1920, as demonstrated by the ability of the pupil 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, and significant developments in American culture between the years 1945 and 1990, as demonstrated by the ability of the pupil to explain why Martin Luther King Jr. 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 ability of the pupil to:

(1) Identify 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 the 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 of America on an appropriate map.

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

(1) Identify two basic types of landforms and bodies of water.

(2) Identify four traditions and customs that are practiced by families other than the family of the pupil.

(3) Give four examples of how technology is used in the home and classroom.

(4) Identify changes that have occurred over time in the home or neighborhood in which the pupil lives or at the school which he attends.

(5) Identify five areas in a home or classroom which are used for different purposes.

(c) Understand how physical processes shape the surface patterns and ecosystems of the earth, as demonstrated by the ability of the pupil to:

(1) Recognize and describe the weather conditions which are typical for each of the traditional four seasons of the year.

(2) Label on a simple diagram some basic elements of an ecosystem, including, without limitation, air, water, weather, food, shelter, and plant and animal life.

(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 ability of the pupil to:

(1) Use a school map to construct a visual model of population distribution.

(2) Give accurate oral directions from one location to another location within his 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, including, without limitation, clothing, a backpack or other personal item or a type of food.

(7) Distinguish between wants and needs, and describe how people acquire and fulfill those wants and needs.

(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 ability of the pupil to identify how people shape their physical environment at home and school, including, without limitation, 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 ability of the pupil to:

(1) Recognize the location of major current events.

(2) Plan a spatial change for a classroom or school, including, without limitation, changing the location of furniture or pupils.

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

(1) Ask questions about location, including, without limitation, questions to determine where something is and 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, without limitation, bar graphs and line graphs, and arrange visual material to illustrate a geographic process.

(4) Identify and group information from several geographic sources, including, without limitation, 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, law and governments, as demonstrated by the ability of the pupil to:

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

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

(b) Know the roles, rights and responsibilities of citizens of the United States, and know the symbols of the United States, as demonstrated by the ability of the pupil to name a patriotic activity, holiday or symbol, including, without limitation, Independence Day.

(c) Know the political and economic relationship between the United States and its citizens, and other countries and their citizens, as demonstrated by the ability of the pupil to identify his school and community.

4. For the area of economics:

(a) Use fundamental concepts in economics, including, without limitation, scarcity, choice, cost, incentives and a comparison of cost and benefits, to describe and analyze problems and opportunities, both individual and social, as demonstrated by the ability of the pupil to:

(1) Cite an example of a time when a choice was made, and describe what was given up in making that choice.

(2) Give several accurate examples of “all-or-nothing” choices.

(b) Demonstrate an understanding of how markets work, including, without limitation, 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 ability of the pupil to:

(1) Give examples of trade.

(2) Give examples of prices that people have paid when buying goods and services.

(3) Give reasons why consumers choose to buy more of a good or service, including, without limitation, because the price of the good or service is low, and why consumers choose to buy less of a good or a service, including, without limitation, because the price of the good or service is high.

(c) Describe the roles played by various economic institutions in the United States, including, without limitation, financial institutions, labor unions, for-profit business organizations and not-for-profit organizations, as demonstrated by the ability of the pupil to identify reasons why 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 services, and how the Federal Reserve

System and its policies affect the supply of money in the United States, as demonstrated by the ability of the pupil to explain the role of money in the purchase of goods and services.

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

(1) Explain the role of consumers in the purchase of goods and services.

(2) Give examples of ways that people earn money.

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

(1) Give examples of tools and machinery that enhance the ability of a person or company to produce goods and services.

(2) Give examples of inventions.

Sec. 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 schools.*

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

1. For the area of history:

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

(1) Identify the source of information for a current event.

(2) Read a timeline.

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

(c) Understand the impact of the interaction of peoples, cultures and ideas between the years 1200 and 1750, as demonstrated by the ability of the pupil to identify what life was like for a Native American living in North America before European contact, including, without limitation, food, clothing and shelter.

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

(1) Identify the Declaration of Independence.

(2) Identify patriotic symbols, including, without limitation, the bald eagle, the flag of the United States and the Liberty Bell.

(3) Identify the “Star Spangled Banner” as the national anthem of the United States.

(4) Describe the life of the pioneers.

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

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 ability of the pupil to:

(1) Identify and use the cardinal directions, such as north, south, east and west, 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 which includes, without limitation, 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, including, without limitation, distribution of population in rural and urban areas.

(7) Explain the differences between a city and a state, and give examples of each.

(8) Locate Nevada on a labeled map of the United States and read the names of the five states that border Nevada.

(9) Locate the United States on a labeled map of the world, and read the names of the two countries which border the United States.

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

(1) Observe and describe, by utilizing a variety of visual materials, sources of data and narratives, the differences among:

(I) Physical features, including, without limitation, landforms, weather and climate, bodies of water, vegetation and soils; and

(II) Human features, including, without limitation, distribution of population, languages, types of housing and types of economic activities.

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

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

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

(5) Identify a historic landmark and describe the event which took place at the landmark.

(6) Sequence, in chronological order, timelines or other pictorial representations that depict changes which have occurred in the same place over time.

(7) Identify and categorize where people live, work and play within the neighborhood or community in which the pupil lives.

(c) Understand how physical processes shape the surface patterns and ecosystems of the earth, as demonstrated by the ability of the pupil to:

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

(2) Identify and describe natural hazards and disasters, including, without limitation, floods, wildfires, volcanic eruptions and earthquakes.

(3) Compare the elements of different types of ecosystems, including, without limitation, living and nonliving elements, location, climate, weather, vegetation and animal life.

(4) Locate various ecosystems within his community using maps and photographs.

(5) Construct a simple model of an ecosystem that includes illustrations of locations, 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 ability of the pupil to:

(1) Construct a graph or chart to compare the 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 location.

(3) Identify and list the types of transportation and communication networks used 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 by using materials that include, without limitation, newspapers, telephone books, maps and other media sources.

(6) Investigate an economic product by asking and answering questions about the location of the product, including, without limitation, questions about the location of the raw materials needed to produce the product, the processing or manufacturing of the product, and the distribution of the product.

(7) Compare and contrast the wants and needs of people in different communities, and the means by which those wants and needs may be fulfilled.

(8) Describe the different purposes of various organizations, including, without limitation, Scouts, Little League and 4-H clubs.

(9) Describe how cooperation and conflict affect various 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 ability of the pupil to:

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

(2) Compare different ways that people modify their physical environment, including, without limitation, building irrigation projects, clearing land for housing projects, building roads and building parks.

(3) List examples of ways that people depend on natural resources, including, without limitation, the use of natural resources for water, shelter and food.

(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 ability of the pupil to:

(1) Use visual clues, including, without limitation, historical photographs and illustrations, to define when and where an event in the past took place.

(2) Identify on a map the locations at which current events are taking place.

(3) Identify a geographic issue or theme, including, without limitation, natural hazards, climate, availability of water and changes in population, that affect the home, school or community of the pupil.

(4) Predict possible geographic changes, including, without limitation, changes in population, availability of resources, growth of a community, and influx of business and

industry into a community, that could take place in the neighborhood or community in which the pupil lives.

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

(1) Ask questions about why things are located where they are, including, without limitation, questions about places described in books, locations where current events are taking place and features of the neighborhood or community in which the pupil lives.

(2) Gather geographic information from maps, globes and atlases, and apply quantitative skills to that knowledge, including, without limitation, counting land or water forms, measuring distances and identifying directions.

(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, without limitation, maps, tables, graphs, photographs and other documents.

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

3. For the area of civics:

(a) Know why society needs rules, law and governments, as demonstrated by the ability of the pupil to:

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

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

(b) Know the United States Constitution and the government created by the United States Constitution, as demonstrated by the ability of the pupil to name the current President of the United States.

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

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

- (1) Identify his rights within the classroom.*
- (2) Identify conflicts that exist within his school.*
- (3) Explain why patriotic holidays are celebrated.*
- (4) Recognize the Pledge of Allegiance.*

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

(f) Know the political and economic relationship between the United States and its citizens, and other countries and their citizens, as demonstrated by the ability of the pupil to identify the county, state and country in which he lives.

4. For the area of economics:

(a) Use fundamental concepts in economics, including, without limitation, scarcity, choice, cost, incentives and a comparison of cost and benefits, to describe and analyze problems and opportunities, both individual and social, as demonstrated by the ability of the pupil to:

- (1) Categorize the wants of a person as a good, service or leisure activity.*

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

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

(b) Demonstrate a knowledge of past and present economic performance in the United States, identify economic indicators used to measure that performance, use that knowledge to make individual decisions and discuss relevant social issues, as demonstrated by the ability of the pupil to:

(1) Identify and use per capita measurements in the classroom, such as determining the number of pencils per pupil in the classroom.

(2) Give reasons why people seek employment.

(c) Demonstrate an understanding of how markets work, including, without limitation, 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 ability of the pupil 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, such as when the price of the good or service is high, and why producers choose to sell less of a good or service, such as when the price of the good or service is low.

(d) Describe the roles played by various economic institutions in the United States, including, without limitation, financial institutions, labor unions, for-profit business organizations and not-for-profit organizations, as demonstrated by the ability of the pupil to:

(1) Demonstrate an understanding of key banking terms, including, without limitation, savings, interest and borrowing.

(2) Identify a for-profit business organization and a service provided by that organization.

(3) Identify a not-for-profit business organization and a service provided by that organization.

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

(f) Demonstrate an understanding of the economic system of the United States, as a whole, in terms of how it allocates resources, how it determines the production, income, unemployment and price levels in the United States and how it leads to variations in individual levels of income, as demonstrated by the ability of the pupil 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 what skills a person must have to do a specific job and how much a person would be paid for doing that job.

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

(1) Give examples of skills, training and education that enhance the ability of a person to produce goods and services.

(2) List examples of entrepreneurs.

(3) Describe what it means to compete in an economy.

(h) Explore the characteristics of economic systems from places other than the United States to demonstrate an understanding of how those systems and the economic system in the United States are connected, through trade, with peoples and cultures throughout the world, as demonstrated by the ability of the pupil to:

(1) Give examples of goods imported and exported by the United States.

(2) Identify the countries of origin of commonly used products.

(3) Identify the currencies of other countries.

Sec. 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 schools. Instruction in the fifth grade in social studies must be designed so that pupils meet the following performance standards by the completion of the fifth grade:*

1. For the area of history:

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

(1) Identify current events from multiple sources.

(2) Record events on a graphic organizer, including, without limitation, a calendar or timeline.

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

(1) Ask questions related to history and identify resources that can be used to research the issue in question.

(2) Organize historical information from a variety of sources.

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

(1) Define “hunter-gatherer.”

(2) Locate the areas within Nevada where the earliest Native American inhabitants, known as the Desert Archaic people, lived.

(d) Understand the characteristics, ideas and significance of civilizations and religions that existed between the years 1 and 1400, as demonstrated by the ability of the pupil to identify the explorations of the Vikings in North America.

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

(1) Identify Native American cultures in this state, including, the cultures of the Northern Paiute, Southern Paiute, Washoe and Western Shoshone.

(2) Describe the life of a Native American living in North America before European contact, including, without limitation, communication, food, clothing, shelter, transportation, family and tools.

(3) Describe expeditions of early explorers, including, without limitation, Christopher Columbus and Ferdinand Magellan.

(4) Describe the relationship between 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 between the years 1700 and 1865, as demonstrated by the ability of the pupil to:

(1) Identify the events which led to the creation and signing of the Declaration of Independence.

(2) Identify key people of the American Revolution, including, without limitation, George Washington and Benjamin Franklin.

(3) Describe the relationship between the War of 1812 and the national anthem of the United States.

(4) Describe the experiences of pioneers moving westward, including, without limitation, the experiences of pioneers who traveled along the Oregon and California trails, and the Donner party.

(5) Identify explorers and settlers in preterritorial Nevada, including, without limitation, Kit Carson and John C. Fremont.

(6) Identify, in general terms, the American Civil War and its final outcome, including, without limitation, the Union, the Confederacy, General Robert E. Lee and General Ulysses S. Grant.

(7) Explain the symbols, mottos and slogans related to the State of Nevada, including, without limitation, the phrase “Battle Born,” the Great Seal of the State of Nevada, the phrase “Silver State” and the state flag.

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

(1) Identify the contributions of inventors and discoverers, including, without limitation, Thomas Edison, the Wright Brothers, Alexander Graham Bell and George Washington Carver.

(2) Describe the contributions of immigrant groups who lived in Nevada.

(3) Describe the significance of Labor Day.

(4) Describe the distinctions between the reasons for celebrating Memorial Day and the reasons for celebrating Veterans' Day.

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

(1) Identify the major events of the Great Depression, including, without limitation, the crash of the stock market, the Dust Bowl, migration and the building of Hoover Dam.

(2) Identify the participation of the United States in World War II, including, without limitation, the attack on Pearl Harbor, the "homefront," "D-Day" and the atomic bomb.

(i) Understand the shift of international relationships and power, and the significant developments in the American culture that occurred between the years 1945 and 1990, as demonstrated by the ability of the pupil to:

(1) Identify major advancements in science and technology, including, without limitation, television and computers.

(2) Identify the major points of the speech made by Martin Luther King, Jr., commonly known as the "I Have a Dream" speech.

(j) Understand the political, economic, social and technological issues challenging the world between the years 1990 and the present, as demonstrated by the ability of the pupil 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 ability of the pupil to:

(1) Use maps and features of maps, including, without limitation, 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 of the United States or any part thereof, which adequately display information about human and physical features, including, without limitation, landforms, weather and climate, bodies of water, vegetation and soils, distribution of population, languages, housing and economic activities.

(5) Identify the purpose and summarize the content of various maps of the United States.

(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) With the use of an atlas, label a map of the United States with the names of the 50 states.

(9) On a map of the United States, locate the following metropolitan areas:

(I) Washington, D.C.;

(II) Los Angeles;

(III) Seattle;

(IV) Denver;

(V) Chicago;

(VI) Atlanta; and

(VII) New York City.

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

(1) Identify and list the 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 the cultural identity of the community or region.

(3) Describe the characteristics of the community in which the pupil resides and the State of 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 locations where selected historical events occurred.

(6) Describe how the community in which the pupil resides and the State of Nevada have changed over time.

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

(c) Understand how physical processes shape the surface patterns and ecosystems of the earth, as demonstrated by the ability of the pupil to:

(1) Identify the four basic physical systems of the earth, such as the atmosphere, lithosphere, hydrosphere and biosphere, and give several examples of the components of each of those systems.

(2) Define and give historical examples of natural hazards and disasters, including, without limitation, floods, wildfires, earthquakes, volcanic eruptions, tornados, 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, without limitation, deserts, rain forests, mountains and prairies.

(5) Investigate one type of ecosystem by asking and answering geographic questions about the characteristics, locations and distribution of the ecosystem.

(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 ability of the pupil to:

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

(2) Identify the “push-pull” factors that influence 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 the locations where the economic issue is in question.

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

(8) Describe why types of organizations may differ because of the geographic location of the organizations.

(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 ability of the pupil to:

(1) Describe and provide examples of ways in which changes in the physical environment affect humans, including, without limitation, the effect of weather and climate, and the availability of water.

(2) Describe and provide examples of places within the United States where the 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, including, without limitation, construction that limits the availability of water, the construction of flood channels and mining.

(4) Describe and illustrate the pattern of distribution and use of natural resources, including, without limitation, water, minerals, forests and wind.

(5) Compare the differences in the ways that people in the United States and people in another country 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 ability of the pupil to:

(1) Describe how the physical settings of a past event influenced that event.

(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 which that issue might have in the future.

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

(1) Ask geographic questions about the origin and significance of spatial patterns, including, without limitation, questions to determine:

(I) Where a pattern is;

(II) Why a pattern is located where it is;

(III) With what a pattern is associated; and

(IV) What the consequences are of the location and associations of a pattern.

(2) Locate and gather geographic information from a variety of sources, including, without limitation, periodicals, databases, interviews, cartograms and aerial photographs.

(3) Create complex maps, graphs or charts to display geographic information, including, without limitation, 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 a written report, accompanied by maps and graphics.

3. *For the area of civics:*

(a) Know why society needs rules, law and governments, as demonstrated by the ability of the pupil to:

(1) Describe the effect on society of the absence of laws.

(2) Identify the United States Constitution and the Declaration of Independence as the foundations of the government of the United States.

(3) Define and give examples of a representative democracy.

(4) Identify the rights of minor political parties.

(b) Know the United States Constitution and the government created by the United States Constitution, as demonstrated by the ability of the pupil to:

(1) Identify the three branches of the Federal Government.

(2) Name the two houses of the Congress of the United States.

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

(4) Identify the Supreme Court as the highest court in the United States.

(5) Define the word “trial” as that word relates 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 ability of the pupil 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 which people use to form an opinion.

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

(1) Describe the difference between a natural born citizen and a naturalized citizen.

(2) Identify the Bill of Rights.

(3) Identify ways in which conflicts can be resolved in a peaceful manner that respects individual rights.

(4) Describe the symbolic importance of Independence Day and the Pledge of Allegiance.

(e) Know the structure and functions of state and local governments, as demonstrated by the ability of the pupil 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 ability of the pupil to list the characteristics of a nation-state, including, without limitation, self-rule, territory, population and organized governments.

(g) Know the political and economic relationship between the United States and its citizens, and other countries and their citizens, as demonstrated by the ability of the pupil to:

(1) Identify the countries bordering the United States.

(2) Explain ways in which countries interact.

4. For the area of economics:

(a) Use fundamental concepts in economics, including, without limitation, scarcity, choice, cost, incentives and a comparison of cost and benefits, to describe and analyze problems and opportunities, both individual and social, as demonstrated by the ability of the pupil to:

(1) Describe a situation in which the scarcity of a good or service requires a person to make a choice, and identify a cost associated with making such a choice.

(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 of a good or service generates either a benefit or a cost.

(b) Demonstrate a knowledge of past and present economic performance in the United States, identify economic indicators used to measure that performance, use that knowledge to make individual decisions and discuss relevant social issues, as demonstrated by the ability of the pupil to:

(1) Compare per capita measurements for the United States during different times.

(2) Define the concepts of inflation and deflation, and explain how they affect persons.

(3) Define employment and unemployment.

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

(c) Demonstrate an understanding of how markets work, including, without limitation, 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 ability of the pupil 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 change in the price of a good or service on the behavior of buyers and sellers of that good or service.

(d) Describe the roles played by various economic institutions in the United States, including, without limitation, financial institutions, labor unions, for-profit business organizations and not-for-profit organizations, as demonstrated by the ability of the pupil to:

(1) Identify financial institutions, including, without limitation, 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 establishing 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 services, and how the Federal Reserve System and its policies affect the supply of money in the United States, as demonstrated by the ability of the pupil to:

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

(2) Identify forms of money that were used in the United States before the 20th century.

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

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

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

(3) Recognize the three following types of productive resources:

(I) Natural resources, including, without limitation, minerals;

(II) Human resources, including, without limitation, educated workers; and

(III) Capital resources, including, without limitation, machinery.

(4) Illustrate how the spending by one person becomes the income for another person.

(5) Identify factors within a person's control that can affect the likelihood for him to be employed, including, without limitation, work experience, education, training and skills.

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

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

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

(2) Describe the characteristics of an entrepreneur, including, without limitation, risk-taking, problem-solving, self-motivation and independent thinking.

(3) Give examples of ways in which sellers compete using three of the following criteria:

(I) Price;

(II) Customer service;

(III) Variety;

(IV) Quality of the product; and

(V) Advertising and marketing.

(4) Explain why specialization increases productivity and interdependence.

(h) Explore the characteristics of economic systems from places other than the United States to demonstrate an understanding of how those systems and the economic system in the United States are connected, through trade, with peoples and cultures throughout the world, as demonstrated by the ability of the pupil 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 peoples in different places, such as the production of a candy bar in the United States which requires ingredients from other countries around the world.

(3) Give the value of the United States dollar in terms of the currencies of other countries.

Sec. 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 the 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 ability of the pupil to:

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

(2) Create a tiered timeline.

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

(1) Frame historical questions which examine multiple points of view.

(2) Evaluate sources of historical information based on credibility, reliability, bias, cultural context and the period from which the information is obtained.

(3) Read and use historical information, including, without limitation, charts, diagrams, graphs, maps, photographs, political cartoons and tables.

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

(1) Explain the characteristics and environments of a hunter-gatherer culture.

(2) Identify significant characteristics of early agricultural societies, including, without limitation, farming and the domestication of animals.

(3) Locate ancient and classical civilizations in time and place, including, without limitation, the civilizations of China, Egypt, Greece, India, Mesopotamia and Rome.

(4) Describe achievements made by ancient and classical civilizations, including, without limitation, the civilizations of the Americas, China, Egypt, Greece, India, Mesopotamia and Rome.

(5) Describe the lifestyles of the Desert Archaic people of Nevada.

(d) Understand the characteristics, ideas and significance of civilizations and religions that existed between the years 1 and 1400, as demonstrated by the ability of the pupil to:

(1) Describe the explorations of North America by the Vikings.

(2) Describe contributions and the locations of the Mayan, Aztec and Incan civilizations.

(3) Describe the origins, traditions, customs and spread of western and eastern world religions, including, without limitation, 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 between the years 1200 and 1750, as demonstrated by the ability of the pupil to:

(1) Define the Renaissance in terms of science and fine arts.

(2) Describe the lifestyles of the Native American cultures in Nevada, including, Northern Paiute, Southern Paiute, Washoe and Western Shoshone.

(3) Describe the cultural regions of the Native Americans in North America, including, without limitation, the Northwest, Southwest, Southeast, Northeast, California, Plains, Great Basin, Plateau, and Arctic and Sub-Arctic.

(4) Describe motivations behind the Scandinavian and European explorations, including, without limitation, 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 the lifestyles of the colonists.

(7) Explain why and where colonies were established in the Americas by the European countries, and explain how those colonies were governed.

(8) Describe the lifestyles of colonists living 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 between the years 1700 and 1865, as demonstrated by the ability of the pupil to:

(1) Describe major inventions of the Industrial Revolution, including, without limitation, the steam engine and textile machines.

(2) Describe the effects of laws and taxes enacted by the British government and imposed on the American colonies, including, without limitation, the Stamp Act, the Intolerable Acts and the Quartering Act.

(3) Explain the major ideas expressed in the Declaration of Independence, including, without limitation, equality, the right to change government, and the right to life, liberty and the pursuit of happiness.

(4) Describe key people and events of the American Revolution, including, without limitation, King George III of England, George Washington, the Battle of Saratoga, Valley Forge, Lexington and Concord.

(5) Identify the Articles of Confederation.

(6) Explain why the United States Constitution was written.

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

(8) Define the concepts of capitalism and free market economy.

(9) Describe the early development of the government of the United States, including, without limitation, the cabinet of President George Washington, Marbury v. Madison, and political parties.

(10) Describe the contributing factors in the development of a national identity, including, without limitation, the invention of the cotton gin, the factory system, the War of

1812, the Erie Canal, railroads, the Monroe Doctrine, immigration, nativism and the invention of the telegraph.

(11) Identify key people and events in the social reform movements of the antebellum United States, including, without limitation, Dorothea Dix, Sojourner Truth, the Seneca Falls Declaration and Horace Mann.

(12) Recognize the development of an emerging American culture in the United States, including, without limitation, contributions from literature, music, poetry and language development.

(13) Describe the doctrine of Manifest Destiny and the expansion of the United States, including, without limitation:

(I) Lewis and Clark and the Louisiana Purchase;

(II) The Trail of Tears;

(III) The Battle of the Alamo;

(IV) The Treaty of Guadalupe Hidalgo;

(V) The Oregon, California, Central Overland, Spanish, Santa Fe and Mormon Trails;

(VI) The Donner Party; and

(VII) The California Gold Rush.

(14) Describe the contributions of explorers and settlers in preterritorial Nevada, and their influences on the future of the State of Nevada, including, without limitation, Kit Carson, John C. Fremont, James Beckwourth, Peter Skene Ogden, Joseph Walker and Jedediah Smith.

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

(16) Define “abolition” and identify key people and events of that movement, including, without limitation, Frederick Douglas, Harriet Tubman, the Underground Railroad and Sojourner Truth.

(17) Identify the causes, key people, events and outcomes of the American Civil War, including, without limitation, states’ rights and slavery, Abraham Lincoln, the Emancipation Proclamation, the Battles of Vicksburg and Gettysburg, the Gettysburg Address, General Robert E. Lee and General Ulysses S. Grant.

(18) Explain the significant events that led to Nevada’s statehood, including, without limitation, the Comstock Lode and the election of 1864.

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

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

(2) Identify Black codes and Jim Crow laws.

(3) Discuss the interactions between settlers and Native Americans during the Westward expansion, including, without limitation, Ghost Dance/Wounded Knee and Little Big Horn.

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

(5) Describe aspects of life in the western frontier, including, without limitation, communication, the Pony Express, the telegraph, farming and water issues, mining, ranching and transportation.

(6) Describe the effects of industrialization and new technologies on the transformation of the United States, including, without limitation, the steel industry, mass production, the mechanized assembly line and communication tools.

(7) Identify American industrialists and their contributions, including, without limitation, Andrew Carnegie, Henry Ford and John D. Rockefeller.

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

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

(10) Describe the women's suffrage movement and the 19th Amendment to the United States Constitution.

(11) Describe the expansion of the United States, including, without limitation, Alaska, Hawaii, the Panama Canal and the Spanish-America War.

(12) Identify the causes, outcomes and consequences of World War I, including, without limitation, 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 between the years 1920 and 1945, as demonstrated by the ability of the pupil to:

(1) Define the concept of totalitarianism.

(2) Identify scientific and technological advancements and their impact, including, without limitation, airplanes, radios, automobiles and household appliances.

(3) Explain how literature, music and visual arts from this period are a reflection of the time.

(4) Describe the causes and effects of the Great Depression and the New Deal in Nevada and in the United States, including, without limitation, the crash of the stock market, the building of the Hoover Dam, family life and government programs.

(5) Identify the causes, effects and outcomes of World War II, including, without limitation, the legacy of World War I, the attack on Pearl Harbor, the Allies and Axis powers, the advent of the atomic bomb and the establishment of the United Nations.

(6) Identify key elements of the Holocaust, including, without limitation, “Aryan Supremacy,” Kristallnacht, the “Final Solution,” and concentration and death camps.

(7) Identify the effects of World War II on the home front in the United States and in the State of Nevada, including, without limitation, the end of the Great Depression, internment camps, rationing, propaganda and “Rosie the Riveter.”

(i) Understand the shift of international relationships and power, and the significant developments in the American culture that occurred between the years 1945 and 1990, as demonstrated by the ability of the pupil to:

(1) Identify the Cold War, including, without limitation, the Marshall Plan, the Berlin Blockade and the North Atlantic Treaty Organization.

(2) Identify the effects of the Cold War on the United States, including, without limitation, the arms race and nuclear testing, McCarthyism, the space race and the Cuban Missile Crisis.

(3) Explain why the United Nations was involved in the conflict in Korea and describe the outcome of its involvement.

(4) Explain how science and technology changed life in the United States after World War II, including, without limitation, television, electronics and computers, and advancements in medicine.

(5) Summarize the changes in the demographics of the United States during this period.

(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 Nevada and the United States, including, without limitation, Rosa Parks, Martin Luther King, Jr., Brown v. Board of Education of Topeka, voting rights, integration, Grant Sawyer and César Chávez.

(8) Identify the causes and effects of the conflict in Vietnam, including, without limitation, the Tet Offensive, the Gulf of Tonkin Resolution, the antiwar movement, the draft and lottery, and prisoners of war and persons listed as missing in action.

(9) Identify the significance on the political culture in the United States of:

(I) Watergate;

(II) The Iranian hostage crisis; and

(III) The Iran-Contra affair.

(10) Identify key people and events that contributed to the end of the Cold War, including, without limitation, the recognition of China, détente and the Strategic Defense Initiative.

(11) Describe the significance of the breakup of the Soviet Union, including, without limitation, the fall of the Berlin Wall.

(12) Describe the effects of tourism and gaming on Nevada.

(13) Identify examples of the arts, music, literature and media, and their impact on American society in the United States.

(j) Understand the political, economic, social and technological issues challenging the world between the years 1990 and the present, as demonstrated by the ability of the pupil to:

(1) Describe scientific and technological developments, including, without limitation, the personal computer, the Internet, satellites and advances in medicine.

(2) Describe major world, national and local issues, including, without limitation, ethnic and religious conflicts, environmental issues, gaming, health issues, and the allocation of water and other resources.

(3) Identify the causes and effects of the Persian Gulf Crisis.

(4) Identify the role of the media in the changing political climate.

(5) Identify how literature, music and the visual arts from this period 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 ability of the pupil to:

(1) Use maps and map skills, including, without limitation, scale, latitude, longitude and projections, to identify and locate physical and human features in the United States and in 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 the physical and human features of the earth.

(4) Construct maps and charts to display information about physical and human features.

(5) Compare and contrast maps of similar areas for purpose, accuracy, content and design.

(6) Make and defend a spatial decision, including, without limitation, the location of schools, shopping centers or landfills, applying basic geographic vocabulary and concepts.

(7) Identify on a map the major regions of the world, including, without limitation, Latin America, Oceania, East Asia, the Indian subcontinent and Europe.

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

(9) Locate, on a map using an atlas, the major cities of the world, including, without limitation, Beijing, Bombay or Mumbai, Buenos Aires, Cairo, Jakarta, London, Montreal, Moscow, Mexico City, Paris, Sydney and Tokyo.

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

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

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

(3) Explain 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 roles which 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 the surface patterns and ecosystems of the earth, as demonstrated by the ability of the pupil to:

(1) Explain how physical processes within the atmosphere, lithosphere, hydrosphere and biosphere influence the surface of the earth.

(2) Explain how natural hazards and disasters alter the features and patterns of the earth.

(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.

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

(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 ability of the pupil 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 of migration and settlements on places and cultures.*
 - (3) Describe how a 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 a region influences its economic activities.*
 - (6) Identify a regional or international economic issue and explain that issue 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 that have occurred in cultural, political and economic organizations over time.*
 - (9) Compare how cooperation and conflict among people contribute to political, economic and cultural division in the world.*
 - (10) Identify transregional 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 ability of the pupil 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 of that technology, including, without limitation, explosives, steam power and 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, including, without limitation, forests, water and minerals, and evaluate different points of view regarding the use of the 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 ability of the pupil 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 the physical features of that location.

(3) Using geographic knowledge, skills and perspectives, research a contemporary issue, including, without limitation, the building of a dam, the construction of a downtown area or water rights.

(4) List and describe several possible outcomes for a geographic issue, including, without limitation, the growth of population, patterns of consumption and the advent of new technologies and new mining techniques, and defend one possible solution to that issue.

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

(1) Identify geographic issues and define geographic problems, posing appropriate geographic questions to research the issues.

(2) Use a variety of research skills, including, without limitation, maps, field work and computer resources, to locate and collect geographic information.

(3) Create and prepare various forms of maps, graphs, diagrams, tables and charts to organize geographic information, including, without limitation, isolines, population pyramids, flowcharts and databases.

(4) Evaluate and analyze information obtained from a variety of geographic sources using descriptive statistics, including, without limitation, average, mean, mode and range, and other simple quantitative techniques.

(5) Make generalizations about geographic questions by developing and presenting combinations of geographic information to answer those questions.

3. For the area of civics:

(a) Know why society needs rules, law and governments, as demonstrated by the ability of the pupil to:

(1) Define the concepts of the rule of law and the rule of men.

(2) Describe the significance of the Declaration of Independence and the United States Constitution as the foundations of democracy in the United States.

(3) Explain popular sovereignty and the need for citizen involvement at all levels of government in the United States.

(4) Identify the enduring principles of the United States Constitution.

(5) Explain how the United States Constitution can be formally amended.

(b) Know the United States Constitution and the government created by the United States Constitution, as demonstrated by the ability of the pupil to:

(1) Explain the functions of the three branches of government as set forth in the United States Constitution.

(2) Explain why the Congress of the United States is composed of two houses.

(3) Discuss the enumerated and implied powers of the Congress of the United States.

(4) Describe the duties of the President of the United States, including, without limitation, presenting a budget proposal.

(5) List the ways in which the Supreme Court of the United States determines policy.

(6) Describe the trial process, including, without limitation, the selection and responsibilities of juries.

(7) Explain the system of checks and balances, as set forth by the United States Constitution.

(c) Explain the relationship between the states and the Federal Government of the United States, as demonstrated by the ability of the pupil to:

(1) Provide examples of governmental powers which are distributed between a state and the Federal Government, including, without limitation, the powers to tax, to declare war and to issue drivers' licenses.

(2) Define "federalism."

(3) Explain how the supremacy clause of the United States Constitution defines the relationship between a state government and the Federal Government.

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

(1) Describe the election process.

(2) Provide examples of how political parties have changed.

(3) Identify the impact of interest groups 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 citizens of the United States, and know the symbols of the United States, as demonstrated by the ability of the pupil to:

(1) Identify the rights, privileges and responsibilities of citizens of the United States, including, without limitation, voting, holding office, jury duty, and military, community and public service.

(2) Explain the significance of symbols and mottos, including, without limitation:

(I) The motto, E pluribus Unum;

(II) The National Anthem;

(III) The flag;

(IV) The Pledge of Allegiance;

(V) The Statue of Liberty; and

(VI) The Great Seal of the United States.

(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 ability of the pupil 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 ability of the pupil to:

(1) Define the major political systems of the world, including, without limitation, monarchies, totalitarian dictatorships, presidential systems, parliamentary systems and communism.

(2) Define the major economic systems of the world, including, without limitation, capitalism, mixed economy, socialism and command economy.

(h) Know the political and economic relationship between the United States and its citizens, and other countries and their citizens, as demonstrated by the ability of the pupil to:

(1) Identify countries that play a significant role in the foreign policy of the United States.

(2) Define the concept of foreign policy.

(3) Describe the ways in which countries interact diplomatically, including, without limitation, through the use of treaties, trade, humanitarian aid and military force.

(4) Describe the purpose of the United Nations.

(5) List and describe the purposes of nongovernmental organizations, including, without limitation, the World Bank, Amnesty International and the International Red Cross.

4. For the area of economics:

(a) Use fundamental concepts in economics, including, without limitation, scarcity, choice, cost, incentives and a comparison of cost and benefits, to describe and analyze problems and opportunities, both individual and social, as demonstrated by the ability of the pupil 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 of the good or activity.

(b) Demonstrate a knowledge of past and present economic performance in the United States, identify the economic indicators used to measure that performance and use that knowledge to make individual decisions and discuss relevant social issues, as demonstrated by the ability of the pupil to:

(1) Calculate the gross domestic product per capita by dividing the gross domestic product of a country by its population, and compare the gross domestic product per capita for several countries, including the United States.

(2) Use the consumer price index to compare the buying power of the United States dollar in a 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 in comparison to the other unemployment rates.

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

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

(c) Demonstrate an understanding of how markets work, including, without limitation, 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 ability of the pupil 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 of a good or service and sellers supply more of the good or service when prices for the good or service increase.

(4) Explain why buyers demand more of a good or service and sellers supply less of a good or service when prices for the good or service decrease.

(d) Describe the roles played by various economic institutions in the United States, including, without limitation, financial institutions, labor unions, for-profit business organizations and not-for-profit organizations, as demonstrated by the ability of the pupil to:

(1) Describe services that financial institutions provide for their customers, including, without limitation, channeling money from savers to borrowers.

(2) Describe services that labor unions provide for their members, including, without limitation, collective bargaining.

(3) Explain the advantages and disadvantages of each of the three primary forms of business organizations, such as 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 services, and how the Federal Reserve System and its policies affect the supply of money in the United States, as demonstrated by the ability of the pupil to:

(1) Illustrate how prices stated in terms of money 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 economic system of the United States, as a whole, in terms of how it allocates resources, how it determines the production, income, unemployment and price levels in the United States and how it leads to variations in individual levels of income, as demonstrated by the ability of the pupil to:

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

(2) Explain how reactions by consumers and producers to changes in prices affect the allocation of resources.

(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 the likelihood of a person to be unemployed.

(6) Explain that the wages that a person earns is affected by his productivity and by the market value of the goods or services which he produces.

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

(1) Explain how investments can improve 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 ways in which specialization is facilitated by trade.

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

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

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

(3) Identify methods by which a government redistributes money.

(4) Give examples of ways in which a government protects property.

(i) Explore the characteristics of economic systems from places other than the United States to demonstrate an understanding of how those systems and the economic system in the United States are connected, through trade, with peoples and cultures throughout the world, as demonstrated by the ability of the pupil to:

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

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

(3) Compute the prices of products from the United States in terms of the currencies of other countries.

Sec. 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 the 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 ability of the pupil to:

(1) Analyze and develop a position on a current event.

(2) Explain the sequence and relationship of events on a tiered timeline.

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

(1) Frame and evaluate historical questions from multiple points of view.

(2) Integrate, analyze and organize historical information from a variety of sources.

(3) Research, analyze and interpret historical content from informational tools, including, without limitation, charts, diagrams, tables, graphs, maps, political cartoons and photographs.

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

(1) Identify and describe the characteristics of preagricultural societies.

(2) Describe technological innovations of early agricultural societies, including, without limitation, the development of agriculture, the domestication of animals and the development of permanent communities.

(3) Explain and demonstrate how geography influenced the political, social and economic growth of ancient and classical civilizations, including, without limitation, the civilizations of 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, without limitation, the civilizations of Africa, the Americas, China, Greece, Hebrew kingdoms, India, Mesopotamia, Phoenicia and Rome.

(d) Understand the characteristics, ideas and significance of civilizations and religions that existed between the years 1 and 1400, as demonstrated by the ability of the pupil to:

(1) Locate and describe civilizations, in terms of geography, social structure, religion, political systems and contributions, including, without limitation, the civilizations of Africa, Byzantium, China, India, Japan and Scandinavia.

(2) Describe the characteristics of the Mayan, Aztec and Incan civilizations, including, without limitation, geography, social structure, religion, political systems and contributions.

(3) Describe the characteristics of European feudalism.

(4) 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 between the years 1200 and 1750, as demonstrated by the ability of the pupil to:

(1) Examine the impact of the 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 Age of Enlightenment on the Western world, including, without limitation, science, fine arts, literature, government and philosophy.

(5) Compare common elements of the societies of Native Americans in North America, including, without limitation, traditions, communication, housing, economic systems, political systems and social systems.

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

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

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

(9) Describe the similarities and differences between 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, without limitation, the impact of 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 linked Africa, Europe and Asia.

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

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

(2) Describe the causes and effects of the wars during this period on persons living in the American colonies and in the United States with Europe, including, without limitation, 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 the effects that those ideas had on the American Revolution and the formation of the United States.

(5) Describe the events, course and results of the American Revolution, including, without limitation, the contributions of African Americans and Native Americans.

(6) Explain the issues of the Confederation period, including, without limitation, war debts, land finance, western land, trade and taxation.

(7) Describe the underlying principles of the United States Constitution, including, without limitation, checks and balances, federalism, limited government, popular sovereignty and separation of powers.

(8) Describe the issues involved in the ratification of the United States Constitution, including, without limitation, 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, without limitation, Napoleon Bonaparte, Klemens von Metternich, Karl 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 free market economy.

(13) Explain the issues, events and roles of key people in the development of the political institutions of the United States, including, without limitation, the administration of President George Washington, the Marshall Court, the extension of suffrage, judicial review and the creation of the two political parties.

(14) Explain the issues, events and roles of key people associated with the development of a national economic identity and foreign policy for the United States, including, without limitation:

(I) The development of the factory system and other significant inventions, including, without limitation, the cotton gin and interchangeable parts;

(II) Territorial, trade and shipping issues with Great Britain;

(III) The War of 1812;

(IV) The creation of a national transportation system;

(V) The Monroe Doctrine; and

(VI) The growth and impact of immigration.

(15) Describe the social reform and religious movements of the antebellum United States, which attempted to enhance life, including, without limitation, educational 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 from this period that led to the development of an emerging culture in the United States, including, without limitation, the contributions of Stephen Foster, Nathaniel Hawthorne, Henry David Thoreau and the Hudson River School of Art.

(17) Explain the doctrine of Manifest Destiny and the events related to the expansion of the United States, including, without limitation, the Louisiana Purchase, the removal of the Eastern tribes of Native Americans, the California and Oregon Trails, the Mexican War and the acquisitions resulting from that war, the California Gold Rush and the Homestead Acts.

(18) Explain abolitionism and describe the importance of abolitionists and slave revolts, including, without limitation, Nat Turner, John Brown, Frederick Douglass, William Lloyd Garrison and Harriet Beecher Stowe.

(19) Describe the causes, key people, events and outcomes of the American Civil War, including, without limitation, states' rights and slavery, the election of 1860, Frederick Douglass, African American troops, Abraham Lincoln, the Emancipation Proclamation, the battles at Antietam, Vicksburg and Gettysburg, the Gettysburg Address, General Robert E. Lee and General Ulysses S. Grant.

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

- (1) Summarize the successes and failures of the Reconstruction Period.*
- (2) Describe the key people and significant issues concerning the rights of African Americans, including, without limitation, Booker T. Washington and the Tuskegee Institute,*

Black codes and Jim Crow laws, Plessy v. Ferguson, W. E. B. DuBois and the National Association for the Advancement of Colored People (NAACP), Ida B. Wells and the National Alliance of Colored Women (NACW).

(3) Describe federal policy toward Native Americans, including, without limitation, the Plains Wars, the Dawes Act, the Indian Reorganization Act of 1934, Indian boarding schools, the Indian Citizenship Act of 1924 and the reservation system.

(4) Describe the roles 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 innovations in industrial technology and urbanization on the social and economic development of the United States.

(7) Describe the development of corporate capitalism, including, without limitation, J. P. Morgan, mass production, and vertical and horizontal integration and consolidation of businesses and industries.

(8) Explain the motivations for groups of persons coming to the United States and describe the contributions of those groups on the society of the United States.

(9) Describe nativism and explain the response of citizens of the United States 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, without limitation, government reforms, prohibition and “trust busting.”

(12) Describe the development of the women’s suffrage movement which led to the passage of the 19th Amendment.

(13) Describe the causes, characteristics and consequences of the expansion and diplomacy of the United States, including, without limitation, Alaska, Hawaii, the Panama Canal, the Spanish American War, the Open Door Policy, the foreign policy of Theodore Roosevelt 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, without limitation, imperialism, the arms race and alliances, nationalism, weapons and tactics, the Fourteen Points and the Treaty of Versailles.

(17) Describe the causes and effects of the Russian Revolution, including, without limitation, the Romanovs, Vladimir Lenin, the Bolsheviks and the Russian Civil War.

(18) Explain how fine arts, literature and leisure activities from the period were a reflection of the time.

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

(1) Describe the rise of totalitarian societies in Europe, Asia and Latin America.

(2) Discuss the effects on society of the new technologies created during this period, including, without limitation, the new technologies in the areas of communication, transportation and manufacturing.

(3) Describe the social tensions which existed in the postwar period following World War I, including, without limitation, radical politics, restrictions on immigration, religious fundamentalism and racism.

(4) Describe how cultural developments in education, media, leisure activities and the arts reflected and changed society in the United States.

(5) Describe causes of the Great Depression in the United States, the policies and programs of the New Deal, and the effects of those policies and programs on social, political, diplomatic and economic institutions.

(6) Describe the causes, course, character and effects of World War II, including, without limitation, 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 changing status of the United States and the war crimes trials.

(7) Describe the causes, course and effects of the Holocaust, including, without limitation, “Aryan Supremacy,” the Nuremberg Laws, Kristallnacht, the “Final Solution,” concentration and death camps, and the events that would lead to the creation of Israel.

(8) Explain the effects of World War II on the United States, including, without limitation, internment camps, technologies, economic developments, contributions by women and minorities, and the Montgomery GI Bill.

(i) Understand the shift of international relationships and power, and the significant developments in the American culture that occurred between the years 1945 and 1990, as demonstrated by the ability of the pupil to:

(1) Describe the causes and effects of the Cold War on foreign policy and economic issues in the following areas, without limitation:

(I) Europe, including, without limitation, the Marshall Plan, Berlin, and the creation and role of the North Atlantic Treaty Organization.

(II) The Middle East, including, without limitation, Egypt, Israel and Afghanistan.

(III) Asia, including, without limitation, Japan, China, Korea and Vietnam.

(IV) The Americas, including, without limitation, Cuba and the United States.

(2) Describe the effects of the Cold War on the United States, including, without limitation, the arms race, nuclear testing, McCarthyism, the space race and the Cuban Missile Crisis.

(3) Describe the cause, course, character and outcomes of the conflict in Korea, including, without limitation, the role of the Security Council of the United Nations, the Pusan Perimeter, General Douglas McArthur, Inchon, South Korea, 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 economic strength of the United States, transformed daily life and influenced the world economy and politics.

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

(7) Describe the major issues, events and people of the Civil Rights Movement in the United States and other minority movements, including, without limitation, the Black Power Movement, the United Farm Workers, the American Indian Movement, Viva La Raza, the Women's Rights Movement, the Americans with Disabilities Act of 1990 and the Civil Rights Act of 1964.

(8) Describe the causes, course, character and effects of the conflict in Vietnam, including, without limitation, Ho Chi Minh, Ngo Dinh Diem, the Tonkin Resolution, the draft

and lottery, the Tet Offensive, the antiwar movement, the Paris Peace Accord, and prisoners of war and persons listed as missing in action.

(9) Describe the changes in the political culture of the United States, including, without limitation, the role of the media, the role of women and minorities, Watergate, the Iranian hostage crisis, the Iran-Contra affair and the involvement of the United States in Grenada and Panama.

(10) Describe how international policies contributed to the end of the Cold War, including, without limitation, the recognition of China, détente, disarmament treaties, the Strategic Defense Initiative, solidarity and glasnost.

(11) Describe the geopolitical changes that occurred in the world as a result of the disintegration of the Soviet Union.

(12) Summarize the impact of art, music, theater, film, literature and the news media on the society in the United States during this period.

(j) Understand the political, economic, social and technological issues challenging the world between the years 1990 and the present, as demonstrated by the ability of the pupil to:

(1) Identify and explain the implications of scientific and technological achievements, including, without limitation, 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 countries differently, including, without limitation:

(I) Human rights, including, without limitation, the treatment of prisoners.

(II) The environment, including, without limitation, the destruction of rain forests.

(III) World conflicts, including, without limitation, Kosovo and Serbia.

(IV) Medical concerns, including, without limitation, the acquired immune deficiency syndrome.

(4) Explain the causes and effects of the Persian Gulf Crisis, including, without limitation, the invasion into Kuwait, the world oil supply and changing alliances.

(5) Describe the changing political climate in the United States, including, without limitation, the role of the media and the impeachment of President William J. Clinton.

(6) Explain how literature, music and the visual arts from this period 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 ability of the pupil to:

(1) Independently use a variety of complex maps, including, without limitation, 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 techniques, including, without limitation, cartograms, climographs, population pyramids and geographic information systems, to analyze and interpret the physical and human features of the earth.

(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 that information to define and study regions and their patterns of changes, as demonstrated by the ability of the pupil to:

(1) Determine how relationships between humans and the environment can 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 in which 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 now, 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 the surface patterns and ecosystems of the earth, as demonstrated by the ability of the pupil 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 and disasters 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 surface of the earth.

(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 ability of the pupil 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, including, without limitation, suburban development, adequate housing, stress on infrastructure, traffic patterns, and 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 the local, national and international levels.

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

(7) Predict the impacts of changes in the level of economic development on the quality of life in developing and developed 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 among and conflict between persons and countries over territory and resources.

(10) Describe the forces of cooperation and conflict as those forces affect the way in which 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 ability of the pupil to:

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

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

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

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

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

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

(7) Develop policies for the use and management of the resources of the earth 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 ability of the pupil to:

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

(2) Collect several articles about current events and relate the information in those articles to the physical features and human characteristics of places and regions.

(3) Research and make a presentation on a contemporary issue using geographic knowledge, skills and perspectives, and provide opinions and sound arguments to support the position made in the presentation.

(4) Predict possible outcomes and develop future policies for local or regional issues that have spatial dimensions, including, without limitation, plans to safeguard people and property if a major natural disaster occurs.

(g) Ask and answer questions about geography by acquiring, organizing and analyzing geographic information, as demonstrated by the ability of the pupil 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 such source used.

(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 the geographic reasoning used.

(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, law and governments, as demonstrated by the ability of the pupil to:

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

(2) Discuss the philosophical underpinnings of the founding documents of the United States, including, without limitation, the Declaration of Independence, the Articles of Confederation and the United States Constitution.

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

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

(5) Describe historic influences on the founding documents of the United States, including, without limitation, the influence of the Magna Carta, Iroquois Nation, and Greek and Roman law.

(b) Know the United States Constitution and the government created by the United States Constitution, as demonstrated by the ability of the pupil to:

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

(2) Describe the legislative process through which laws are created.

(3) Analyze and give examples of the expansion of the Federal Government through the use of its enumerated and implied powers.

(4) Describe the duties of the executive branch of government.

(5) Describe the jurisdiction of the federal court system.

(6) Explain the concept of judicial review by considering, without limitation, Marbury v. Madison.

(7) Explain the importance of the jury process in a democratic society.

(8) Analyze the effectiveness of the system of checks and balances in maintaining an equal division of power among the three branches of government.

(c) Explain the relationship between the states and the Federal Government of the United States, as demonstrated by the ability of the pupil to:

(1) Explain the provisions within the United States Constitution which provide for the division of powers between a state government and the Federal Government.

(2) Provide contemporary examples of federalism.

(3) Use examples to illustrate the supremacy clause of the United States Constitution to define the relationship between a state government and the Federal Government.

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

(1) Assess the process by which leaders are selected in the political system in the United States, and analyze the role of the electoral college in the election of the President of the United States.

(2) Analyze the roles and function of factions within political parties, and the roles of political parties in politics and the creation of public policies.

(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 historical 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 citizens of the United States, and know the symbols of the United States, as demonstrated by the ability of the pupil 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 of one of the rights enumerated in the Bill of Rights.

(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 Supreme Court of the United States as the guardian of individual rights through an examination of landmark cases, including, without limitation:

(I) Brown v. Board of Education of Topeka.

(II) Gideon v. Wainwright.

(III) Miranda v. Arizona.

(IV) Tinker v. Des Moines Independent Community School District.

(7) Explain how the symbols and documents of a country represent its identity.

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

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

(2) Describe the unique roles of tribal governments within the United States.

(3) Compare and contrast the structure of the constitution of the State of Nevada and the United States Constitution.

(4) Describe the differences between the local and state court systems.

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

(1) Summarize and evaluate the significant characteristics of the major political systems of the world, including, without limitation, monarchies, totalitarian dictatorships, presidential systems, parliamentary systems and communism.

(2) Define and analyze the major economic systems of the world, including, without limitation, capitalism, mixed economy, socialism and command economy.

(h) Know the political and economic relationship between the United States and its citizens, and other countries and their citizens, as demonstrated by the ability of the pupil to:

(1) Identify and analyze the effectiveness of the foreign policy of the United States with regard to international problems and concerns, including, without limitation, diplomacy, economic policy, humanitarian aid and military intervention.

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

(3) Critique the role of international organizations in world affairs, including, without limitation, the role of the United Nations, the North Atlantic Treaty Organization and other nongovernmental organizations.

4. For the area of economics:

(a) Use fundamental concepts in economics, including, without limitation, scarcity, choice, cost, incentives and a comparison of cost and benefits, to describe and analyze problems and opportunities, both individual and social, as demonstrated by the ability of the pupil 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, including, without limitation, a large employer moving into or out of a community will affect the choices made by local consumers, producers and savers.

(3) Use the concept of marginal benefit and marginal cost to explain the effects of a proposed change in a government program, including, without limitation, a new park, a lower school budget or a new freeway, on persons, businesses and local government.

(b) Demonstrate a knowledge of past and present economic performance in the United States, identify economic indicators used to measure that performance and use that knowledge to make individual decisions and discuss relevant social issues, as demonstrated by the ability of the pupil to:

(1) Explain the difference between nominal gross domestic product and real gross domestic product.

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

(3) Identify from historical data the changes made by the real gross domestic product over time and identify periods of highs and lows of economic growth.

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

(5) Accurately infer, from data concerning the consumer price index and the producer price index over a period of 5 to 10 years, the effects of price changes on two consumer goods and two goods purchased by producers.

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

(8) Explain why an actual interest rate accurately measures the benefit of saving or the cost of borrowing money.

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

(c) Demonstrate an understanding of how markets work, including, without limitation, 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 ability of the pupil to:

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

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

(3) Explain the meaning of the elasticity of supply and demand, and give at least two examples of the behaviors of buyers and sellers to illustrate that meaning.

(4) Analyze, for several products, the effects of a price ceiling and a price floor imposed by a government.

(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 economic institutions in the United States, including, without limitation, financial institutions, labor unions, for-profit business organizations and not-for-profit organizations, as demonstrated by the ability of the pupil 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 historic merger, buyout 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 services, and how the Federal Reserve System and its policies affect the supply of money in the United States, as demonstrated by the ability of the pupil to:

(1) Explain the three functions of money as a medium for 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, such as reserve requirements, discount rates and open market operations, that are used by the Federal Reserve to control the supply of money.

(4) Define “M1” and “M2,” as those designations are used in the field of economics.

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

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

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

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

(4) Make connections between the unemployment rate in the United States and:

(I) Changes in season.

(II) Changes in industry.

(III) Changes in demographics.

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

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

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

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

(3) Examine the impact of government on investments through the imposition of taxes and fees, governmental regulation, the creation of enterprise zones and the provision of subsidies.

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

(5) Identify one innovation of the 20th century and explain how the innovation, through the self-interest of the innovator, helped the economy to promote well-being of society.

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

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

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

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

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

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

(5) Explain why it is possible for the decision of a government to impose costs on many persons, when only a few persons may benefit from such a decision.

(6) Explain how fiscal policy affects production, employment and the level of prices.

(i) Explore the characteristics of economic systems from places other than the United States to demonstrate an understanding of how those systems and the economic system in the United States are connected, through trade, with peoples and cultures throughout the world, as demonstrated by the ability of the pupil to:

(1) Given a situation involving policy decisions relating to economics and trade between the United States and another country, analyze the groups within each country that would benefit and would be hurt by the implementation of those policies, including, without limitation, free trade between the United States and Taiwan or Mexico.

(2) Identify an economic event in a foreign country and predict the impact which that event will have on the economy of the United States.

(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 a rate of exchange from two or more periods, and determine the impact of changes in the rate of exchange on the prices of products imported from and exported to a country.

Sec. 7. NAC 389.395 is hereby amended to read as follows:

389.395 The following courses of study are required for the seventh and eighth grades where the subjects offered by the school are taught by different teachers:

1. Mathematics.
2. Science.
3. Social studies, which must include instruction in at least three of the following areas by

completion of the eighth grade:

- (a) Civics . ~~[, as described in NAC 389.420.]~~
- (b) Economics . ~~[, as described in NAC 389.425.]~~
- (c) The history of Nevada . ~~[, as described in NAC 389.430.]~~
- (d) The history of the United States . ~~[, as described in NAC 389.435.]~~
- (e) The geography of the world . ~~[, as described in NAC 389.440.]~~

4. English language arts.

Sec. 8. NAC 389.210, 389.255, 389.305, 389.343, 389.355, 389.420, 389.425, 389.430, 389.435, 389.440, 389.508, 389.510 and 389.518 are hereby repealed.

FLUSH

TEXT OF REPEALED SECTIONS

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.

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.

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.

389.343 Applicability. (NRS 385.080) NAC 389.355 applies to courses of study required in the seventh and eighth grades where the majority of subjects offered by the school for a particular grade are taught to a pupil by a single teacher.

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.

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.

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.

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.

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.

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.

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.

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.

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.

LCB File No. R074-00

NOTICE OF ADOPTION

The Council to Establish Academic Standards held a Workshop to Solicit Comments on Proposed Regulations on March 8, 2000. The Nevada State Board of Education held a one-time only public hearing on April 29, 2000, for the adoption of revisions to NAC 389, Content/Performance Standard for the Arts and Social Studies. Please accept the following for filing with the Secretary of State:

<u>Affected Regulation</u>	<u>LCB File #</u>	<u>Adoption Date</u>
NAC 389, Content/Performance Standards for the Arts and Social Studies	R073-00 R074-00	April 29, 2000

INFORMATIONAL STATEMENT

**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.