

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

LCB File No. R011-09

Effective October 27, 2009

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

AUTHORITY: §§1-9, NRS 385.080, 385.110, 389.0185 and 389.520; §10, NRS 385.080 and 385.110.

A REGULATION relating to education; revising provisions governing the performance standards for instruction required of pupils in social studies; and providing other matters properly relating thereto.

Section 1. Chapter 389 of NAC is hereby amended by adding thereto the provisions set forth as sections 2, 3 and 4 of this regulation.

Sec. 2. *Instruction in kindergarten in social studies must be designed so that pupils meet the following performance standards by the completion of kindergarten:*

1. For the area of social study skills:

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

(1) Interpret illustrations.

(2) Listen to a story to acquire information on a main idea.

(3) Identify vocabulary using illustrations.

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

(1) Gather and present information orally.

(2) Identify maps, graphs and charts.

(3) Use appropriate technological resources which support learning.

(c) Demonstrate historical comprehension by analyzing and interpreting historical documents and artifacts that present alternative voices, accounts and interpretations or perspectives on past events, as demonstrated by the ability of the pupil to:

(1) Understand the concepts of yesterday, today and tomorrow.

(2) Identify sources of information.

(3) Listen to historical fiction.

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

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

(2) Listen and participate as a member of a group in the classroom.

2. For the area of history:

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

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

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

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

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

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

(1) Recognize differences between the home in which the pupil lives and the school in which the pupil is enrolled.

(2) Describe the importance of working with other persons to complete tasks.

(3) Identify the occupations of persons in the school in which the pupil is enrolled.

(4) Demonstrate respect for other pupils in the classroom and in the school.

(5) Discuss events that are important to the pupil and the pupil's family.

3. For the area of geography:

(a) Use maps, globes and other geographic tools and technologies to locate and extrapolate information about persons, places and environments, as demonstrated by the ability of the pupil to recognize that a globe is a representation of Earth and use vocabulary related to direction and location, including, without limitation, up, down, left, right, near, far, above and beyond.

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

(1) Identify the areas in the home and the classroom that have different purposes, including, without limitation, the kitchen, bedroom, exit door and teacher's desk.

(2) Describe himself or herself as a unique person with characteristics that are similar to other pupils.

(3) Recall from memory the street on which the pupil lives.

(4) Identify the geographic setting of a picture or a story.

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

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

4. For the area of economics:

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

(1) Demonstrate the scarcity of resources.

(2) Identify jobs in the community.

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

(c) Identify the causes of economic change and explain how the economic system of the United States responds to those changes and how other economic systems respond to changes, as demonstrated by the ability of the pupil to make decisions regarding resources in the classroom.

5. For the area of civics:

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

(1) Identify and follow classroom and school rules concerning behavior and resolution of conflicts.

(2) Identify a pupil's rights within the classroom.

(3) Recognize personal choices.

(4) Recognize the Pledge of Allegiance.

(5) Name a traditional patriotic activity, holiday or symbol of the United States.

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

Sec. 3. *By the beginning of the first grade, pupils must know and be able to do everything required in kindergarten for social studies offered in public schools. Instruction in the first grade in social studies must be designed so that pupils meet the following performance standards by the completion of the first grade:*

1. For the area of social study skills:

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

(1) Listen for main ideas in text that is read to the pupil.

(2) Listen for the main idea and sequence of events in the context of social studies.

(3) Use vocabulary in sentences.

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

- (1) Research a prescribed topic in social studies.*
- (2) Conduct research by locating, gathering and organizing information.*
- (3) Present information orally.*
- (4) Identify maps, graphs, charts and diagrams as sources of information.*
- (5) Practice the responsible use of technology.*
- (6) Use technological resources for solving problems, communicating and illustrating thoughts and ideas.*

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

- (1) Identify events that took place yesterday and events that take place today.*
- (2) Identify sources of information.*
- (3) Read or listen, or both, to historical fiction.*
- (4) Identify self-perspective.*

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

- (1) Demonstrate responsibility for the well-being of himself or herself.*
- (2) Listen and participate as a member of a group in the classroom.*

2. For the area of history:

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

(1) Describe lifeways of persons who lived in the local community in the past, including, without limitation, their jobs, schools, methods of communication, transportation and recreation.

(2) Listen to stories that reflect the beliefs, customs, ceremonies and traditions of the different cultures in the neighborhood around the school.

(3) Listen to histories of important landmarks in the community that create a sense of community among persons in the community.

(4) Listen to stories that reflect the beliefs, customs, ceremonies, traditions and social practices of cultures from around the world.

(5) Identify landmarks from around the world.

(b) Understand the influences of persons, events, ideas and conflicts in the development of nations, empires, cultures and political and economic ideas, as demonstrated by the ability of the pupil to identify methods of sharing that resolve problems in the classroom and at the school.

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

(1) Describe the neighborhood around the school in which the pupil is enrolled.

(2) Compare or contrast, or both, the daily life of the pupil with the daily life of the pupil's parent or legal guardian.

(3) Identify and describe occupations in the community that help persons, including, without limitation, law enforcement officers, firefighters and nurses.

(4) Demonstrate respect for other pupils and persons in the neighborhood around the school.

(5) Discuss events that are happening at the school in which the pupil is enrolled.

3. For the area of geography:

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

(1) Differentiate between and identify water and land on a map and globe, and use the terms “ocean” and “continent.”

(2) Describe maps as representations of places.

(3) Recognize the shape of North America on a map of the world.

(4) Use simple maps to illustrate direction.

(5) Display geographic information in a visual manner using simple lists, graphs and maps.

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

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

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

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

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

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

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

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

(3) Identify characteristics of rural and urban communities.

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

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

(2) Identify locations in which a pupil may access basic resources available to the pupil, including, without limitation, food and water.

4. For the area of economics:

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

(1) Give examples of “all-or-nothing” choices.

(2) Identify a consumer.

(3) Identify a producer.

(4) Give examples of ways persons earn money.

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

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

(d) Explore trends in international trade, the impact of trade on the economy of the United States and the role of exchange rates, as demonstrated by the ability of the pupil to define trade.

5. For the area of civics:

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

(1) Identify and follow classroom and school rules concerning behavior and resolution of conflicts.

(2) Identify a pupil's rights within the classroom.

(3) Participate in making decisions for the class, including, without limitation, decisions regarding personal responsibilities in the classroom and school.

(4) Recognize the Pledge of Allegiance.

(5) Name a traditional patriotic activity, holiday or symbol of the United States.

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

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

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

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

1. For the area of social study skills:

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

- (1) Skim text for main ideas.*
- (2) Identify the main idea, sequence of events, and cause and effect in the context of social studies.*
- (3) Identify fact and opinion.*
- (4) Use reading and writing to respond to historical literature.*
- (5) Increase comprehension by taking notes and using graphic organizers.*

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

- (1) Ask questions to identify a research topic.*
- (2) Conduct research by locating, gathering and organizing information.*
- (3) Present information orally and in writing.*
- (4) Create maps, graphs, charts and diagrams to demonstrate knowledge.*
- (5) Demonstrate acceptable social and ethical behaviors when using technology and discuss the consequences of the inappropriate use of technology.*
- (6) Use technological tools for personal and collaborative writing, communication and publishing.*
- (7) Use technology to efficiently and effectively access information.*

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

- (1) Demonstrate an understanding of chronology by recording events on a timeline.*
 - (2) Read folk tales and legends regarding the history of Nevada.*
 - (3) Discuss multiple perspectives of history.*
- (d) Demonstrate skills which prepare a pupil to be an active, informed and literate citizen, as demonstrated by the ability of the pupil to:*
- (1) Demonstrate responsibility for the well-being of himself or herself and his or her family.*
 - (2) Listen and participate as a member of a group in the classroom.*
 - (3) Participate as a member of the school community.*

2. *For the area of history:*

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

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

(2) Define the term “hunter-gatherer.”

(3) Describe the lifestyles of the Native American cultures of Nevada.

(4) Discuss the interactions of pioneers with the Native Americans in the Great Basin region.

(5) Identify the contributions of immigrants in Nevada.

(b) Understand the influences of persons, events, ideas and conflicts in the development of nations, empires, cultures and political and economic ideas, as demonstrated by the ability of the pupil to:

(1) Discuss examples of compromise and conflict within Nevada, including, without limitation, the Pyramid Lake Wars, water allocation and the Sagebrush Rebellion.

(2) Describe the experiences of pioneers who moved west.

(3) Identify explorers and settlers in preterritorial Nevada.

(4) Identify the diversity within the population of early settlers in Nevada and discuss their experiences.

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

(6) Explain how the conflicts of the United States affected life and society in Nevada.

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

(1) Compare or contrast, or both, the daily life of the pupil to children who lived in Nevada in the past.

(2) Recognize that communities include persons who have diverse ethnic origins, customs and traditions.

(3) Recognize persons in the community who make contributions to Nevada.

(4) Define the term “social responsibility.”

(5) Explain how advances in technologies have affected Nevada, including, without limitation, advances in railroads, mining and gaming.

(6) Discuss major events at the local and state level that are reported by the media.

(d) Understand the interactions and interdependence among nations around the world and the impact of economics, politics, religions and cultures on international relationships, as demonstrated by the ability of the pupil to describe the economic and cultural influences of other nations on Nevada.

3. For the area of geography:

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

(1) Identify and use intermediate directions on a compass rose to locate places on a map of Nevada.

(2) Identify spatial patterns on a map of Nevada, including, without limitation, deserts, mountains and populations.

(3) Construct a map of Nevada displaying human and physical features.

(4) Use different types of maps of Nevada to understand spatial distribution, including, without limitation, population maps and physical maps.

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

(1) Describe the distinguishing features of the historical regions of Nevada, including, without limitation, the tribal territories of Native Americans, pioneer trails and settlement areas.

(2) Identify the regional changes in Nevada over a period of time.

(3) Identify and describe the diversity and cultural traditions of the residents of Nevada, including, without limitation, Native Americans and the Basque community.

(4) Demonstrate how regional change in Nevada from one decade to the next decade has affected the characteristics of a place, including, without limitation, how plows allow farmers to prepare the land for planting and how pick axes assist in mining operations.

(5) Locate the counties of Nevada and their county seats.

(6) Identify the equator, prime meridian and international date line.

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

(1) Describe differences in the distribution of population within regions of Nevada.

(2) List examples of the movement of persons, goods and ideas into and across Nevada.

(3) Describe the differences among rural, suburban and urban settlements in Nevada.

(4) Describe historical and current economic issues in Nevada using geographic resources, including, without limitation, illustrating demographic changes due to mining and gaming.

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

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

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

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

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

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

(5) Describe the distribution patterns of natural resources in Nevada.

4. For the area of economics:

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

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

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

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

(4) Explain why persons who trade must benefit from the trade, including, without limitation, trading lunch items.

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

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

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

(3) Discuss the reasons persons use banks.

(4) Define the term “productive resources.”

(5) Define the term “per capita.”

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

(1) Identify a for-profit and a not-for-profit organization within the community and a service each such organization provides.

(2) Define the term “entrepreneur” and identify entrepreneurs in Nevada.

(3) Describe resources that are limited in Nevada and ways in which resources are shared.

(d) Explore trends in international trade, the impact of trade on the economy of the United States and the role of exchange rates, as demonstrated by the ability of the pupil to:

(1) Define the terms “imports” and “exports.”

(2) Identify goods that would not be readily available in Nevada without international trade.

5. For the area of civics:

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

(1) Identify rules, laws and authorities that keep persons safe and property secure in Nevada and discuss examples of each.

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

(3) Describe the criteria for Nevada residency.

(4) Discuss the symbolic importance of the Pledge of Allegiance.

(5) Explain why we celebrate Nevada Day.

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

(1) Describe the relationship between classroom rules and school rules.

(2) Name the current President of the United States.

(3) Name the current Governor of Nevada.

(4) Explain why local governments are created.

(5) Name the three branches of State Government.

(6) Understand the role of courts.

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

(1) Describe the qualities of a leader.

(2) Define and give examples of state and local interest groups.

(3) Identify sources of information persons use to form opinions.

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

Sec. 5. NAC 389.2437 is hereby amended to read as follows:

389.2437 By the ~~end~~ *beginning* 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.]~~

1. For the area of social study skills:

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

(1) Listen for main ideas in text that is read to the pupil.

(2) Listen for the main idea and sequence of events in the context of social studies.

(3) Identify fact and opinion.

(4) Use reading and writing to respond to literature.

(5) Identify graphic organizers as a method for organizing information.

(6) Use vocabulary in sentences.

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

(1) Research a prescribed topic in social studies.

(2) Conduct research by locating, gathering and organizing information.

(3) Present information orally or in writing.

(4) Use maps, graphs, charts and diagrams.

(5) Demonstrate acceptable social behaviors when using technology.

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

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

(1) Demonstrate an understanding of chronology by reading a timeline.

(2) Identify past, present and future events.

(3) Discuss sources of information that are appropriate.

(4) Read or listen, or both, to historical fiction.

(5) Identify different perspectives.

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

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

(2) Listen and participate as a member of a group in the classroom.

2. *For the area of history:*

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

(1) Compare the local community to communities from around the United States.

(2) Examine artifacts in the United States to understand the daily life of persons from the time period of those artifacts.

(3) Examine artifacts from around the world for important clues to ascertain the daily life of persons from the time period of those artifacts.

(4) Explain why important events, persons or customs, or any combination thereof, in the United States are recognized by holidays.

(5) Explain why important events, persons and customs, or any combination thereof, from around the world are recognized by holidays.

(6) Recognize similarities and differences of earlier generations, including, without limitation, similarities and differences in occupations, clothes, mannerisms, stories, games and festivals.

(7) Compare communities from around the world to the local community.

(b) Understand the influences of persons, events, ideas and conflicts in the development of nations, empires, cultures and political and economic ideas, as demonstrated by the ability of the pupil to:

(1) Identify methods in which persons cooperate to achieve a common goal.

(2) Explore the importance of both local and national landmarks and explain how those landmarks create a sense of community.

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

- (1) Identify public and private spaces within the community.*
- (2) Compare or contrast, or both, the daily life of the pupil with the daily lives of children from around the world.*
- (3) Explain why persons and events are honored by commemorative holidays.*
- (4) Demonstrate respect for other pupils and persons in the community.*
- (5) Define the term “technology” and identify uses for technology in the daily life of the pupil.*
- (6) Listen to and discuss events in the community that are reported by the media.*

3. For the area of geography:

(a) Use maps, globes and other geographic tools and technologies to locate and ~~[derive]~~ *extrapolate* information about ~~[people,]~~ *persons*, 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]~~ *Recognize spatial patterns, including, without limitation, political units and physical features, on a map and globe.*
- (3) *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.] and choose a map title.~~

(4) Give and follow simple oral directions to move from one location to another.

(5) Use a simple letter and number grid system to find a specific location.

(6) Identify geographic information within media sources, including, without limitation, maps, books and photographs.

(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)]~~

(1) Define the term “region” and provide examples of regions.

(2) Describe neighborhoods and communities as places where persons live, work and play.

(3) Identify [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)]~~

(4) Identify patterns of changes in the community.

(5) Provide examples of geographical uses of machines, tools and technologies, including, without limitation, surveying tools and map navigation programs.

(6) Demonstrate that different locations have different addresses.

(7) Locate the city and state in which the pupil resides on a map.

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

~~[(1) 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)]~~

(1) Construct a visual model of the distribution of population, including, without limitation, a graph, table or a choropleth map.

(2) Categorize ~~[four]~~ different ways to move ~~[people,] persons~~, 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)] , including, without limitation, air, water, land, telephones and computers.~~

(3) Define the terms “rural community and “urban community” and compare the characteristics of each.

(4) List [different] the types of social groups to which [people] persons belong.

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

~~——(e)]~~

(d) Understand the effects of interactions between human and physical systems, and [the] changes in the 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.] :~~

(1) Tell how the physical environment affects community activity, including, without limitation, recreation and water usage.

(2) Provide examples of tools that assist in finding geographic locations.

(3) Identify how persons shape their physical environment.

(4) Define the term “natural hazards” and provide examples of natural hazards.

(5) Identify natural resources and the location of natural resources in the neighborhood.

4. For the area of economics:

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

(1) Give examples of what is given up when a choice is made.

(2) Identify consumers and where they make purchases.

(3) Identify producers in the neighborhood and community in which the pupil lives.

(4) Discuss why persons work.

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

(1) Discuss the concept that money is limited.

(2) Identify reasons for saving money.

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

(1) Identify businesses in the community.

(2) Describe ways to share classroom resources.

(d) Explore trends in international trade, the impact of trade on the economy of the United States and the role of exchange rates, as demonstrated by the ability of the pupil to demonstrate an understanding of trade by providing an example of trade.

5. For the area of civics:

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

(1) ~~[Name]~~ *Identify and follow* 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.] *concerning behavior and resolution of conflicts.*~~

(2) Identify a pupil's rights within the classroom and the school.

(3) Participate in making decisions for the class, including, without limitation, decisions regarding personal responsibilities in the classroom.

(4) Recognize the Pledge of Allegiance.

(5) Describe traditional patriotic activities, holidays or symbols from around the world.

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

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

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

Sec. 6. NAC 389.254 is hereby amended to read as follows:

389.254 By the ~~end~~ *beginning* 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.]~~

1. For the area of social study skills:

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

- (1) Use prereading strategies to skim text for main ideas.*
- (2) Identify main ideas and the sequences of events in the context of social studies.*
- (3) Use reading and writing to respond to literature.*
- (4) Identify fact and opinion.*
- (5) Increase comprehension using graphic organizers.*
- (6) Use content specific vocabulary in sentences.*

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

- (1) Research a prescribed topic in social studies.*
- (2) Conduct research by locating, gathering and organizing information.*
- (3) Present information orally and in writing.*
- (4) Read maps, graphs, charts and diagrams for information.*
- (5) Demonstrate acceptable social and ethical behaviors when using technology and discuss the consequences of the inappropriate use of technology.*
- (6) Use technological resources for solving problems, communicating and illustrating thoughts and ideas.*
- (7) Use technology to effectively access information.*

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

- (1) Demonstrate an understanding of chronology by reading a timeline.*

(2) Read and discuss historical fiction.

(3) Identify different perspectives.

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

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

(2) Listen and participate as a member of a group in the classroom.

2. For the area of history:

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

(1) Learn about persons in the community and discuss the contributions of those persons to the community.

(2) Use artifacts and other primary resources to investigate the contributions of persons and families to the founding and development of the local community.

(3) Learn about persons from around the world and discuss the contributions of those persons.

(b) Understand the influences of persons, events, ideas and conflicts in the development of nations, empires, cultures and political and economic ideas, as demonstrated by the ability of the pupil to:

(1) Discuss the resolution of conflicts through compromise.

(2) Explain how memorials honor and remember persons.

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

- (1) *Explain how the actions of heroes and heroines make a difference.*
- (2) *Determine what it means to be a citizen of the United States and describe the achievements of famous and ordinary citizens.*
- (3) *Define the term “ethnicity” and explain that persons who make contributions to their communities include persons who have diverse ethnic origins, customs and traditions.*
- (4) *Demonstrate respect for other pupils, the community and the world.*
- (5) *Explain how technology in the pupil’s home and school affects the pupil’s life.*
- (6) *Discuss the effects of events reported by the media on persons in the community.*

3. For the area of geography:

(a) Use maps, globes and other geographic tools and technologies to locate and ~~[derive]~~ *extrapolate* information about ~~[people,]~~ *persons*, 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]~~

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

(3) *Compare uses of maps and globes.*

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

(5) *Construct* a simple map which includes, without limitation, ~~[an appropriate]~~ *a* 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.] and directions from a bird's-eye view.~~

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

(7) List careers that require the use of geographic tools.

(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.]~~

(1) Distinguish between physical and human features.

(2) Identify characteristics of neighborhoods and communities, including, without limitation, the physical and geographical differences, land use and population density.

(3) Identify ways persons can express their culture.

(4) List ways persons view their own communities, including, without limitation, a ranching community and a tourist destination.

(5) List ways persons use technology for geographic purposes, including, without limitation, for forecasting the weather and taking aerial photographs to measure changes in population over a period of time.

(6) Locate and name the states that surround Nevada.

(7) Identify latitude and longitude on a map or globe.

~~(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]~~ **Compare** population distribution ~~[in different areas]~~ **across regions** using ~~[climate, precipitation, length of growing seasons, natural resources and other physical features.]~~ **maps and mathematical representations, including, without limitation, tables and graphs.**

(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)]~~

(3) List reasons for choosing to live in urban and rural communities.

(4) Use a map to display information about an economic product.

(5) Describe the purposes for various organizations.

(d) Understand the effects of interactions between human and physical systems, and ~~[the]~~ changes in *the* 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.]~~

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

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

(3) Compare ways persons modify the physical environment.

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

(5) Describe ways persons depend on and manage natural resources within their communities.

4. For the area of economics:

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

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

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

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

(4) Demonstrate an understanding of income and give examples.

(b) Identify indicators used to measure economic performance, understand important aspects of how the economy acts as a system, and understand the roles of money, interest

rates, saving and borrowing, financial institutions and the central banking system in the economy, as demonstrated by the ability of the pupil to:

- (1) Identify forms of money used by persons across time and in different places.*
- (2) Define terms used in banking, including, without limitation, “saving,” “interest” and “borrowing.”*

(3) Identify reasons persons use banks.

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

- (1) Identify and explain what business owners do.*
 - (2) Identify classroom resources that are limited and must be shared.*
- (d) Explore trends in international trade, the impact of trade on the economy of the United States and the role of exchange rates, as demonstrated by the ability of the pupil to differentiate between barter and monetary trade.*

5. For the area of civics:

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

(1) Identify ~~[a variety of]~~ rules, laws and authorities that keep ~~[people]~~ *persons* safe and property secure ~~[.]~~ *and discuss examples of each.*

(2) ~~[Explain that a democracy]~~ *Discuss that the democratic process* involves voting, majority rule and the setting of rules.

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

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

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

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

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

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

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

(1) List the qualities of a leader.

(2) Discuss why **[people] persons** form *interest* 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.]~~

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

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

Sec. 7. NAC 389.2942 is hereby amended to read as follows:

389.2942 By the ~~[end]~~ *beginning* 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.]~~

1. For the area of social studies skills:

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

(1) Skim text for the main ideas.

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

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

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

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

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

(1) Ask questions to identify a research topic.

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

(3) Present information orally, in writing and through the use of a multimedia presentation.

(4) Explain information through the use of maps, graphs, charts and diagrams.

(5) Demonstrate acceptable social and ethical behaviors when using technology and discuss the consequences of the inappropriate use of technology.

(6) Use technological tools that are specific for the purpose of supporting learning.

(7) Evaluate the accuracy, relevancy and bias of online, print and media resources.

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

(1) Demonstrate an understanding of chronology by creating a timeline and interpreting the events on the timeline.

(2) Identify and discuss primary and secondary resources.

(3) Read folk tales and legends regarding the history of America.

(4) Discuss multiple perspectives of history.

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

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

(2) Listen and participate as a member of a group in the classroom.

(3) Participate as a member of the school community.

2. For the area of history:

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

(1) Identify and describe lifeways of Native Americans living in North America and the various cultural regions before European contact.

(2) Identify and describe the attributes of Native American nations in the local region and in North America.

(3) Discuss the interactions of early explorers with native cultures.

(4) Identify the contributions of Native Americans, Europeans and Africans to North American beliefs and traditions.

(5) Describe the social, political and religious lives of persons in the New England, Middle and Southern colonies.

(6) Identify persons and groups responsible for founding and settling the American colonies.

(7) Examine the cultural exchange among Native Americans, Europeans and Africans.

(b) Understand the influences of persons, events, ideas and conflicts in the development of nations, empires, cultures and political and economic ideas, as demonstrated by the ability of the pupil to:

(1) Describe the motivations for European exploration of the Americas and describe the expeditions of the European explorers.

(2) Describe issues of compromise and conflict within the United States.

(3) Describe the competition among the English, French, Spanish, Dutch and Indian nations for control of North America.

(4) Explain why slavery was introduced into colonial America.

(5) Explain how the interactions among Native Americans, Europeans and Africans during colonial America resulted in unique economic, social and political institutions.

(6) Identify the events that led to the Declaration of Independence.

(7) Identify the causes, key events and key persons of the American Revolution.

(8) Explain the relationship between the American colonies and England and discuss the impact of that relationship on the independence of the American colonies.

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

(1) Compare or contrast, or both, the daily lives of children throughout the United States in the past and in the present.

(2) Recognize that communities include persons who have diverse ethnic origins, customs and traditions.

(3) Recognize persons in the community who make contributions to the United States.

(4) Describe ways in which a person displays social responsibility.

(5) Explain how technologies throughout the history of the United States changed the way persons lived.

(6) Discuss major events at the local, state, national and global level that are reported by the media and provide an example.

(d) Understand the interactions and interdependence among nations from around the world and the impact of economics, politics, religions and cultures on international relationships, as demonstrated by the ability of the pupil to discuss the economic, political and cultural relationships of the United States with other countries.

3. For the area of geography:

(a) Use maps, globes and other geographic tools and technologies to locate and **[derive]** *extrapolate* information about **[people,] persons**, 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]~~ **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.]~~ **using maps and map elements.**

(2) Identify spatial patterns of the United States.

(3) Describe the purposes of different types of maps and globes, including, without limitation, topographical, political and physical maps.

(4) Construct maps, graphs and charts to display information about human and physical features in the United States.

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

(6) Derive geographic information from photographs, maps, graphs, books and technological resources.

(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.]~~

(1) Provide examples of the interactions between humans and the environment in the United States.

(2) Identify regions in the United States in which historical events occurred, including, without limitation, the 13 colonies, the Underground Railroad and the California gold fields.

(3) Provide examples of cultural identity in communities or regions from different perspectives.

(4) Demonstrate how regional change in the United States from one decade to the next decade has affected the characteristics of a place, including, without limitation, the use of salt and sand to melt ice, flood basins and levees.

(5) Label a map of the United States by identifying each state and the capital of each state.

(6) Define the term “absolute location.”

~~(c) Understand how 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] List the “push-pull” factors that influence human migration and settlement [.] in the United States.~~

~~(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)] settlements in the United States.~~

(4) Describe historical and current economic issues in the United States using geographic resources, including, without limitation, illustrating demographic changes as a result of mining and gaming.

(5) Describe why the types of organizations are different based upon geographic regions in the United States.

(d) Understand the effects of interactions between human and physical systems, and ~~the~~ changes in *the* 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.]~~

(1) Describe ways physical environments affect activity of persons in the United States using historical and contemporary examples.

(2) Describe how technologies altered the physical environment in the United States and the effect those changes had on the residents of the United States.

(3) Explore the impact of human modifications to the physical environment of the United States on the residents of the United States.

(4) Identify and locate potential natural hazards in the United States and the impact those hazards have on the land and population.

(5) Describe and compare the patterns of distribution of natural resources and the use of those resources in the United States.

4. For the area of economics:

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

(1) Describe how scarcity requires a person to make a choice and identify the costs associated with that choice.

(2) Demonstrate an understanding that a person can be a consumer and producer at the same time.

(3) Identify the resources that are needed for production in households, schools and community groups.

(4) Describe how income reflects the choices persons make about education, training, development of skills, lifestyles and careers.

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

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

- (1) Define the terms “trade” and “commodity.”*
- (2) Identify how interest rates affect borrowing, saving and purchasing of goods or services using credit.*
- (3) Identify services offered by different types of financial institutions.*
- (4) Illustrate how a person’s spending becomes another person’s income.*
- (5) Recognize the three types of productive resources.*
- (6) Define the terms “inflation” and “deflation.”*
- (7) Define the terms “labor force” and “unemployment.”*
- (8) Demonstrate per capita measures in the classroom.*

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

- (1) Explain the purposes for establishing for-profit and not-for-profit organizations.*
- (2) Provide an example of how purchasing a tool or acquiring an education can increase the ability to produce goods.*
- (3) Describe the steps an entrepreneur would take to start a business.*
- (4) Explain why specialization increases productivity and interdependence.*
- (5) Describe what it means to compete and give examples of ways sellers compete.*
- (6) Define the term “mercantilism.”*

(7) *Identify resources that are scarce and identify how those resources are allocated in the United States.*

(d) *Explore trends in international trade, the impact of trade on the economy of the United States and the role of exchange rates, as demonstrated by the ability of the pupil to:*

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

(2) *Define the term “exchange rate.”*

(3) *Define the term “globalization” and explain how the United States economy is affected by international trade.*

5. For the area of civics:

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

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

~~(2) Identify~~ *Explain that* the United States Constitution, ~~and~~ the Declaration of Independence ~~as~~ *and the Bill of Rights are written documents that are* the ~~foundations~~ *foundation* of the government of the United States.

~~(3) Define and give examples~~

(2) *Describe the operation* of a representative ~~democracy.~~

~~(4) Identify the rights of minor political parties.] government.~~

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

(4) *Explain the symbolic importance of the Pledge of Allegiance and the Fourth of July.*

(b) ~~Know~~ *Understand* the United States Constitution and the government created by the United States Constitution, *including, without limitation, the relationship between national and*

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

- (1) *Describe examples of national, state and local laws.*
- (2) Identify the three branches of the Federal Government.
- ~~[(2)]~~ (3) Name the two houses of the Congress of the United States ~~[-~~
~~—(3)]~~ *and explain how representation in those houses is determined.*
- (4) Identify powers of the Congress of the United States, including, without limitation, the power to tax, the power to declare war and the power to impeach ~~[-~~
~~—(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.]~~ *the President of the United States.*
- (5) *Identify the duties of the President of the United States within the Executive Branch.*
- (6) *Explain that the United States Supreme Court is the highest court of the country.*
- (7) *Describe the purpose of a judge and a jury in a trial as they relate to resolving disputes.*

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

- (1) ~~[-List]~~ *Explain* the qualities of ~~[a leader.]~~ *leadership.*
- (2) Name the two major political parties.
- (3) Give examples of *national* interest groups.
- (4) ~~[-Identify]~~ *Compare* sources of information which ~~[people]~~ *persons* use to form ~~[an opinion.]~~ *opinions.*
- (5) *Define the term “propaganda” and give examples.*

~~(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 [.] *and how those systems relate to the United States and the citizens of the United States*, as demonstrated by the ability of the pupil to [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 economies:~~

~~—(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.]~~

describe the influence of other nations on the development of the political system of the United States.

Sec. 8. NAC 389.372 is hereby amended to read as follows:

389.372 By the ~~[end]~~ *beginning* of the ~~[eighth]~~ *sixth* 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]~~ *sixth, seventh and eighth grades* in social studies must be designed so that pupils meet the following performance standards by the completion of the eighth grade:

~~[1.—For the area of 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 Cesar Chavez.~~

~~—— (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, detente 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.]~~

1. For the area of social study skills:

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

(1) Read text using reading strategies, including, without limitation, strategies that employ prior knowledge, use key vocabulary words and employ context clues.

(2) Read text to identify cause and effect relationships, compare and contrast information, identify fact and opinion and identify author bias.

(3) Apply reading and writing strategies to construct and express knowledge.

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

(5) Gather information by taking notes, making outlines and creating graphic organizers.

(6) Formulate essential questions on a prescribed topic.

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

(1) Formulate appropriate research questions.

(2) Conduct research by locating, gathering, organizing and evaluating information and data from online and print resources and evaluating those resources.

(3) Effectively communicate and present information orally, in writing and by developing multimedia presentations and using other forms of technology.

(4) Identify propaganda, censorship and bias in the media.

(5) Explain information through the use of maps, graphs, charts and diagrams.

(6) Use technological resources for problem solving, self-directed learning and extended learning activities.

(7) Demonstrate acceptable social and ethical behaviors when using technology and discuss the consequences of the inappropriate use of technology.

(8) Use technological tools that are specific for the purpose of supporting learning and research.

(9) Evaluate the accuracy, relevancy, appropriateness and bias of online and print resources.

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

(1) Develop a sense of historical time to identify the sequence in which events occurred, including, without limitation, a sense of the past, present and future.

(2) Identify primary and secondary resources which contain historical content.

(3) Identify historical myths and historical facts.

(4) Apply social studies to situations involving actual events that are currently taking place.

(5) Formulate questions pertaining to history.

(6) Interpret history through the use of primary and secondary resources.

(7) Identify multiple perspectives of historical events.

(8) Answer a question pertaining to history through the interpretation of primary resources.

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

(1) Accept responsibility for the well-being of himself or herself, his or her family and the community in which he or she lives.

(2) Identify issues and events that have an impact on persons at local, state, national and global levels.

(3) Actively participate in civics and community life at the local, state, national and global level.

(4) Ask meaningful questions to evaluate information.

(5) Use effective decision-making and problem-solving skills in public and private life.

(6) Collaborate effectively as a member of a group.

2. For the area of history:

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

(1) Describe the cultural contributions of Native Americans in Nevada and in the United States.

(2) Investigate ways in which Native Americans and immigrants helped create North American culture.

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

(19) Locate ancient, classical and regional civilizations and describe their contributions to social structures, religions and political systems.

(20) Describe the origins, traditions, customs and spread of Judaism, Christianity, Islam, Hinduism and Buddhism.

(21) Describe the cultural achievements of societies in the Middle East, the Far East, the Americas, Africa, South Asia and Europe.

(22) Identify contributions of persons from around the world during the Middle Ages.

(23) Explain the impact of the Crusades, trade and the bubonic plague on societies during the Middle Ages.

(b) Understand the influences of persons, events, ideas and conflicts in the development of nations, empires, cultures and political and economic ideas, as demonstrated by the ability of the pupil to:

(1) Summarize the contributions of the diverse populations of the early settlers of Nevada.

(2) Explain the events that led to Nevada attaining statehood.

(3) Describe how compromise and conflict among persons contributed to political, economic and cultural divisions.

(4) Identify and explain the importance of immigrant and native groups to mining, ranching, railroads and commerce in Nevada and in the United States.

(5) Describe the impact of the United States military and atomic testing on Nevada.

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

(7) Describe the goals and accomplishments of labor unions in Nevada.

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

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

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

(14) Analyze the social impact of technology, including, without limitation, the introduction of ships, iron, a water delivery system, the wheel and the printing press.

(15) Explain the spread of Judaism, Christianity, Islam, Hinduism and Buddhism and the impact of those religions on society.

(16) Identify institutions of social responsibility, including, without limitation, churches, governments and families, and explain the impact of those institutions on society.

(17) Compare the economic and social importance of slavery with other forms of coerced labor from ancient times to the present.

(18) Explain how civilizations create order through social groupings, including, without limitation, caste systems, class systems and feudalism.

(d) Understand the interactions and interdependence among nations from around the world and the impact of economics, politics, religions and cultures on international relationships, as demonstrated by the ability of the pupil to:

(1) Describe major local, national and world issues and explain the impact of those issues on international relations.

(2) Describe the causes and effects of the French and Indian War on the political policies of the United States and the expansion of the territory of the United States.

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

(4) Describe the contributions of foreign persons and nations to the outcome of the American Revolution.

(5) Examine the involvement of the United States in World War I.

(6) Examine the political and economic effects of World War I on the United States.

(7) Identify the causes of World War II and the reasons for the United States entering the war.

(8) Discuss the effects of World War II on the economic and political policies of the United States.

(9) Identify the motivations for groups coming to the United States and discuss the political policies of the United States regarding immigration.

(10) Examine how the Crusades led to a diffusion of ideas throughout Europe and Asia.

(11) Examine how decisions made in the settlement of the American West affected modern foreign commerce, including, without limitation, energy, mining and multinational corporations.

(12) Explain the significance of major events in Nevada, in the United States and throughout the world that are reported by the media.

3. For the area of geography:

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

(1) Use ~~maps and~~ map ~~skills,~~ *elements*, including, without limitation, scale, ~~latitude, longitude and projections, to identify and~~ *to* 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, *tools* 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.]~~

(4) Construct a mental map from memory.

(5) Create maps about human and physical features around the world and compare those maps for purpose, accuracy, content, form and design.

(6) Provide oral directions to move from one location to another.

(7) Compare the physical and human features of Earth using maps, fieldwork, graphic representations, aerial photographs, satellite images and technological resources.

(b) Understand the physical and human features ~~[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.]~~
including, without limitation, the cultural characteristics of places and regions in Nevada, the United States and the world.

(2) Locate major civilizations from ancient times to current times and describe how and why those civilizations changed over time.

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

(4) Evaluate the role regions have played in historical events.

(5) Define geographic terms, including, without limitation, “archipelago,” “gulf,” “basin” and “tundra.”

(6) Describe the relationships between regions and belief systems and state how these relationships are important to cultural identity.

(7) Compare how cultural characteristics affect different points of view of places and regions.

(8) Compare the uses of technology across cultures in the world.

(9) Use absolute and relative location, including, without limitation, longitude and latitude, to locate prominent countries, cities and physical features in different regions of the world.

~~(c) Understand how 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)]~~

(2) Describe how movements of persons, goods, ideas and resources have affected events and conditions in the past and present.

(3) Identify the conditions necessary for the development of civilizations and the cultural, political and economic characteristics resulting from the growth of civilizations.

(4) Identify patterns of rural and urban settlements in developed and developing countries.

(5) Identify a regional or international economic issue and explain that issue from a spatial perspective.

(6) Explain how the physical and human geography of a region influences the allocation of resources in that region.

(7) Compare cultural, political and economic organizations in the United States.

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

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

~~(2) 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)~~

(3) Describe the ~~patterns of change~~ *changes* caused by human modification of the physical environment.

(4) Discuss the impact of natural hazards on the use and distribution of resources.

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

~~(6) 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.]~~

(6) Define renewable resources, nonrenewable resources and artificially created resources.

(7) Categorize and locate examples of renewable resources, nonrenewable resources and artificially created resources.

(8) Evaluate different viewpoints regarding a resource.

4. For the area of economics:

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

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

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

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

(4) Discuss career paths, taking into consideration the specific skills required for a career, the wages that may be earned in a career and the impact of the skills of a person on the wages he or she can earn.

(5) Demonstrate and explain an understanding of supply and demand in a market, including, without limitation, the law of supply and demand.

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

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

(2) Illustrate how prices that are stated in terms of money help persons compare the values of products.

(3) Explain why loans that are considered a high risk to the lender have a higher interest rate than loans that are considered safe.

(4) Identify the advantages and disadvantages of using cash and the advantages and disadvantages of using a credit card.

(5) Compare the rewards and risks of saving money in a financial institution.

(6) Explain the circular flow of economic activity.

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

(8) Explain how inflation affects persons as they use their incomes to buy goods and services.

(9) Identify factors that can affect the likelihood that a person will be unemployed and give examples of the costs of unemployment to the economy as a whole.

(10) Determine the per capita gross domestic product using data on population and determine the gross domestic product for several countries and compare those gross domestic products with the gross domestic product of the United States.

(11) Explain gross domestic product and how it is used to describe the economic output of a country.

(12) Compare the buying power of the United States dollar in one year with the buying power of the United States dollar in another year by using the consumer price index.

(13) Distinguish between a high rate of unemployment for the United States economy and a low rate of unemployment for the United States economy over a period of time.

(14) Explain the purposes and functions of financial institutions by comparing and contrasting the services the financial institutions provide and evaluate the risks and rewards to persons who borrow and save at those financial institutions.

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

(1) Describe for-profit and not-for-profit organizations and explain why not-for-profit organizations are exempt from paying certain taxes.

(2) Explain how investment in either physical capital or human capital improves the standard of living by increasing productivity.

(3) Determine the advantages and disadvantages of being an entrepreneur.

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

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

(6) Identify the role of government in a market economy regarding public goods, externalities, monopoly power, redistribution of income and the definition and protection of property rights.

(7) Discuss the rise of the merchant class, the development of mercantilism and the move toward industrialization.

(8) Define stereotypical economic systems by contrasting capitalism and socialism, and command economy and market economy.

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

(10) Explain how the reactions of consumers and producers to changes in prices affects the allocation of resources.

(d) Explore trends in international trade, the impact of trade on the economy of the United States and the role of exchange rates, as demonstrated by the ability of the pupil to:

(1) Describe how the exchange of goods and services around the world creates interdependence among persons in different countries and affects the standard of living in those countries.

(2) Explain how a change in the exchange rate affects purchasing power.

(3) Describe the rise of international economies, the emergence of capitalism and the emergence of free markets around the world.

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

5. For the area of civics:

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

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

~~—(2)]~~

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

(2) Identify major social, political and economic conflicts and analyze the role of compromise in the resolution of those conflicts.

(3) Describe the significance of the Declaration of Independence and the United States Constitution as the ~~foundations~~ foundation 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.]~~

(4) Describe how the Nevada Constitution and the United States Constitution preserve state and national principles and serve as methods of change, including, without limitation, the process for amending a constitution.

(5) Explain the influence of ancient civilizations on the roles, rights and responsibilities of citizens.

(6) Explain the necessity of protecting personal rights in a democratic society.

(7) Define the term “popular sovereignty” and explain popular sovereignty and the need for citizen involvement at all levels of government.

(8) Identify and explain the rights, privileges and responsibilities that are associated with being a citizen of Nevada and the United States, including, without limitation, voting, holding office, serving on a jury and serving in the military.

(9) Explain the significance of mottos and symbols to the cultural and political identities of various societies.

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

~~[(1) Explain the 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.]~~

(1) Define the term “federalism.”

(2) Give examples of governmental powers that are distributed between national and state governments, including, without limitation, the power to tax, the power to declare war and the power to issue drivers’ licenses.

(3) Explain how the Supremacy Clause of the United States Constitution defines the relationship between the Federal Government and state governments.

- (4) Explain the purpose of a tribal government.*
- (5) Explain the functions of the Executive, Legislative and Judicial Branches of government found in the United States Constitution and the Nevada Constitution.*
- (6) Explain the system of checks and balances and the principle of limited powers in the design of the United States Constitution.*
- (7) Explain the organization and function of state and local governments.*
- (8) Explain the historic compromises that created a two-house Congress and identify the responsibilities of each house.*
- (9) Describe the powers of the United States Congress.*
- (10) Describe the duties of the President of the United States and other officials within the Executive Branch.*
- (11) Describe the function of the United States Supreme Court, including, without limitation, judicial review and the use of landmark court cases.*
- (12) Identify the state and local judicial process, including, without limitation, juvenile, civil and criminal court systems.*
- ~~(c) 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, *elections*, interest groups, *the media* and public opinion in the democratic process, as demonstrated by the ability of the pupil to:~~

- ~~(1) Describe the election process.~~
- ~~(2) Provide examples of how political parties have changed.~~
- ~~(3) Identify the impact of interest groups *and public opinion* on the political process.~~
- ~~(4) Identify the influence of the media in forming public opinion.~~
- ~~(5) Identify propaganda and persuasion in political advertising and literature.~~
- ~~(6) Provide examples of contemporary public issues that may require public solutions.~~

~~[(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)] (d) Explain the different political [and economic] systems in the world [;] and how those systems relate to the United States and the citizens of the United States, as demonstrated by the ability of the pupil to:~~

(1) *Define the characteristics of a country, including, without limitation, sovereignty, territory, population and organized government.*

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

~~[(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)]~~

(3) Identify ~~[countries]~~ *nations* that play a significant role in the foreign policy of the United States.

~~[(2)] (4) Define the [concept of foreign policy.~~

~~——(3) Describe] term “foreign policy” and describe~~ the ways in which ~~[countries]~~ *nations* 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.] *intervention.*~~

(5) List and describe international organizations, including, without limitation, the United Nations, the World Bank, Amnesty International and the International Red Cross.

Sec. 9. NAC 389.511 is hereby amended to read as follows:

389.511 By the ~~[end of the 12th grade,]~~ *beginning of high school*, 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]~~ *high school* 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 MacArthur, 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, detente, 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.] *high school:*~~

1. For the area of social study skills:

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

(1) Read text using reading strategies, including, without limitation, strategies that employ prior knowledge, use key vocabulary words and employ context clues.

(2) Read text for a specific purpose, including, without limitation, to identify cause and effect relationships, to compare and contrast information, to identify fact and opinion and to identify author bias.

(3) Respond to historical texts and other social studies literature by inferring, drawing conclusions, making predictions and formulating questions pertaining to history, geography, economics and civics.

(4) Process or synthesize information by writing, taking notes, using graphic organizers, summarizing, sequencing events or formulating thesis statements, or any combination thereof.

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

(1) Formulate appropriate research questions.

(2) Conduct research by gathering, organizing and evaluating the credibility and bias of information from a variety of online, print and nonprint resources.

(3) Process, effectively communicate and present information orally, in writing and by developing websites, using multimedia presentations and using other forms of technology.

(4) Critically analyze messages in the media to identify propaganda, censorship and bias.

(5) Create, interpret, analyze and detect bias in maps, graphs, charts and diagrams.

(6) Demonstrate and advocate legal and ethical behaviors regarding the use of technology among peers, family and the community.

(7) Collaborate with peers, experts and other persons to contribute to a knowledge base with a specific content, including, without limitation, contributing to weblogs, podcasts and other types of digital media or websites, to compile, synthesize, produce and disseminate information.

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

(1) Analyze patterns of historical continuity and change and to think chronologically.

(2) Analyze and evaluate primary and secondary resources for perspectives of historical events.

(3) Differentiate between historical memory and historical fact.

(4) Apply social studies to situations involving actual events that are currently taking place.

(5) Extract significant ideas from social studies resources and frame questions pertaining to history.

(6) Use primary and secondary resources to analyze and interpret history.

(7) Compare multiple perspectives of historical events using a variety of resources.

(8) Analyze and interpret primary resources to answer a historical question.

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

(1) Demonstrate responsibility for the well-being of himself or herself, his or her family and the community in which he or she lives.

(2) Discuss issues and events that have an impact on persons at local, state, national and global levels.

(3) Actively participate in civics and community life at the local, state, national and global levels.

(4) Seek information from a variety of sources and perspectives to develop informed opinions and creative solutions.

(5) Ask meaningful questions and analyze and evaluate information and ideas.

(6) Identify resources and perspectives that influence the formation of opinions and creative solutions.

- (7) Use effective decision-making and problem-solving skills in public and private life.*
- (8) Collaborate effectively as a member of a group.*

2. For the area of history:

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

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

(12) Examine the impact of scientific, technological, mathematical, cultural and artistic developments of the Renaissance on societies around the world.

(13) Explain the causes of the Reformation and the effects the Reformation had on Europe and the Americas.

(14) Identify the influence of the Enlightenment on the Western World, including, without limitation, the influence on philosophy, science, fine arts, government and literature.

(15) Analyze the cultural, social and economic changes that occurred as a result of industrialization.

(16) Analyze how industrialization, migration, changing diets and advances in science and medicine have affected demographics across the world.

(b) Understand the influences of persons, events, ideas and conflicts in the development of nations, empires, cultures and political and economic ideas, as demonstrated by the ability of the pupil to:

(1) Summarize the concepts and results of the American Revolution and post-revolutionary outcomes as they apply to the 20th century.

(2) Summarize the concepts and results of the Civil War and Reconstruction as they apply to the 20th century.

(3) Analyze how different cultures, points of view and self-interests influence compromise and conflict over territories, borders and resources.

(4) Describe the final settlement of the American West and the federal policies toward Native Americans, including, without limitation, the Dawes Act, the Plains Wars and the reservation system.

- (5) Assess the contributions of immigrant groups to the development of the United States.*
- (6) Define the term “imperialism” and discuss the impact of imperialism on the political relations of the United States with other nations.*
- (7) Discuss the causes and consequences of expansion policies and diplomatic policies of the United States.*
- (8) Discuss the economic and political effects of World War I on the United States.*
- (9) Describe the causes and consequences of the Great Depression.*
- (10) Analyze the policies and programs of the New Deal and the effects those policies and programs had on political, economic and diplomatic institutions.*
- (11) Describe the cultural, economic, political and technological impact of World War II on the United States.*
- (12) Describe the causes and effects of the change in demographics and the development of suburbanization in the United States.*
- (13) Explain the effects of Cold War policies on the involvement of the United States in the Korean War and the Vietnam War.*
- (14) Examine the changes in political culture of the United States during the 1960s and 1970s, including, without limitation, the assassination of John F. Kennedy, the Watergate scandal and the Iranian hostage crisis.*
- (15) Explain the economic, political and technological impact on the United States of the Korean War, the Vietnam War, the Persian Gulf War, the Iraq War and the War on Terrorism.*

(16) Examine the roles of nationalism, imperialism and religion in the building and development of nations.

(17) Describe the rise of commercial trading centers and their effects on social, political and economic institutions around the world.

(18) Explain the development of monarchies and the effect those monarchies had on centralized government, commerce, trade and religion.

(19) Explain how Greek and Roman civilizations influenced the development of democratic and republican governments in modern societies.

(20) Analyze the development of the nation-state and explain how nation-states are different from empires and other forms of political organizations.

(21) Explain why and how shifts in global power happened after World War I and World War II.

(22) Explain how the dissolution of the Soviet Union and other Eastern European communist governments resulted in the formation of new nations.

(23) Explain the objectives of a variety of independence movements and analyze political factors that contributed to changes in nations.

(24) Discuss examples of contemporary ethnic conflicts and explain how those conflicts changed nations.

(25) Discuss major reasons for tensions and conflicts in the contemporary world and efforts that have been made to address those tensions and conflicts.

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

(1) Describe important persons in the movement to expand rights of African Americans and explain their struggle to expand those rights during the late 19th and early 20th centuries.

(2) Describe the rise of corporations and analyze working conditions in the late 19th and early 20th centuries.

(3) Analyze the contributions of inventors and innovators that led to a change in society.

(4) Determine the causes and effects of the Populist and Progressive Movements.

(5) Analyze major social movements in the United States and explain the impact those movements had on changing social and political culture.

(6) Examine social tensions in the post-World War I era, including, without limitation, radical politics, restrictions on immigration, internal migration, religious fundamentalism and racism.

(7) Describe the development of the Women's Suffrage Movement and the subsequent passage of the 19th Amendment to the United States Constitution.

(8) Explain how the social and economic opportunities of the post-World War II era contributed to social responsibility and change.

(9) Identify and describe the major issues, events and persons of minority rights movements, including, without limitation, the Civil Rights Act of 1964, the Black Power Movement, the United Farm Workers, the American Indian Movement, Viva La Raza and the Women's Rights Movement.

(10) Analyze how post-World War II science and technology augmented the economic strength of the United States, transformed the daily lives of persons and influenced the world economy and politics.

(11) Compare and contrast the social impact on the United States of the Cold War and the War on Terrorism.

(12) Analyze major events reported by the media and the impact of those events at the local, state, national and global levels.

(13) Compare and contrast racial segregation in the United States with racial and social policies of other nations, including, without limitation, apartheid in the Republic of South Africa.

(14) Explain the impact of Judaism, Christianity, Islam, Hinduism and Buddhism on political and social structures around the world.

(15) Analyze the responses of persons to restrictive social and political systems.

(16) Analyze how the ideals and institutions of freedom, equality, justice and citizenship have changed.

(17) Evaluate the worldwide implications of advancements in nuclear, electronic, computer and medical technologies.

(18) Explain how literature, music and art are used by persons to voice their opposition to or support for a cause and encourage social change.

(19) Determine the causes and consequences of genocidal conflicts, including, without limitation, the Holocaust and the conflicts in Armenia, Bosnia, Darfur and Rwanda.

(20) Analyze the causes, consequences and moral implications of ethnic conflicts around the world.

(21) Explain the changing role of race, class and gender.

(22) Explain how literature, music, the media and visual arts affect social change.

(23) Examine the ideals and institutions of freedom, equality, justice and citizenship and explain how they have changed.

(24) Understand how border disputes among nations reflect and influence the conceptions and identities of societies.

(d) Understand the interactions and interdependence among nations around the world and the impact of economics, politics, religions and cultures on international relationships, as demonstrated by the ability of the pupil to:

(1) Describe and interpret the causes and effects of World War I and World War II on the relationship between the United States and Europe.

(2) Discuss key persons, ideas and events of the Cold War era and analyze their impact on economic and political policies in the United States.

(3) Analyze how international policies contributed to the end of the Cold War.

(4) Identify and analyze trends in domestic and foreign affairs of the United States from the end of the Vietnam War to September 11, 2001.

(5) Discuss the impacts of conflicts on the United States economic, political and social position in the world, including, without limitation, the impact of the Korean War, Vietnam War, Persian Gulf War, Iraq War and War on Terrorism.

(6) Analyze how major sources of tension or conflict influence the current political climate in the United States, including, without limitation, September 11, 2001, the Patriot Act and security issues.

(7) Describe the strategic, political and economic policies of the United States concerning the Middle East, Latin America, Mexico, immigration, trade and the environment.

(8) Explore the influence of popular culture in the United States on other nations and the influence of popular culture in other nations on the United States.

(9) Evaluate the influence of the cultural ideas of the United States on other nations.

(10) Explore the influence of various cultures from around the world on the United States.

(11) Explain the impact of imperialism and colonial rule on persons in Africa, Asia and South America and the independence movements that resulted from imperialism and colonial rule in those areas.

(12) Describe the causes and effects of the Russian Revolution, including, without limitation, Marxism, Leninism and Bolshevism.

(13) Discuss the causes, characteristics and consequences of European and Japanese imperialism before World War II.

(14) Analyze the causes, courses and effects of World War I and World War II.

(15) Describe the significance of the dissolution of the Soviet Union and the influence of international and economic factors that contributed to the end of the Cold War.

(16) Examine the decline of colonial rule and the development of independent nations.

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

(18) Explain the impact of world commerce on the relationships between developed nations and developing nations.

(19) Describe the contributions of the social, political and economic characteristics of modern civilizations in Latin America, Africa, China, India and Japan.

(20) Describe tensions in contemporary Islamic countries concerning the reconciliation of traditional and Western influences.

(21) Analyze the political and religious factors that contribute to instability in the Middle East.

(22) Describe how political and economic alliances affect persons and countries.

(23) Describe how global issues, including, without limitation, human rights, the environment, regional conflicts and health issues, affect nations.

(24) Analyze how the contemporary political climate has changed personal and national security within and among nations.

3. For the area of geography:

(a) Use maps, globes and other geographic tools and technologies to locate and ~~[derive]~~ *extrapolate* information about ~~[people,] persons~~, 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, climagraphs, 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.]~~

(1) Use map elements, including, without limitation, scale, to identify and locate physical and human features in the United States and the world.

(2) Analyze and interpret geographic information by selecting appropriate maps, map projections and other representations, including, without limitation, urban planning and national parks.

(3) Apply concepts and models of spatial organization and use quantitative methods to identify and make decisions about geographic information.

(4) Analyze a variety of complex maps, including, without limitation, topographic, demographic and land use maps, to acquire geographic information.

(5) Construct complex, accurate maps and models from memory to answer questions about locations of human and physical features.

(6) Analyze maps for purpose, accuracy, content and design.

(7) Analyze and interpret physical and human features on Earth using appropriate geographic tools and technologies.

(8) Select and design maps, graphs, diagrams, tables or charts to organize geographic information using a variety of technologies.

(b) Understand the physical and human features ~~[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)]~~

(2) Explain why characteristics of places change.

(3) Apply the concept of region to organize and study a geographic issue.

(4) Analyze selected historical issues [and answer], demographics and 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.]~~

(5) Explain why places and regions are important to cultural identity and serve as forces for both unification and fragmentation.

(6) Compare characteristics of places and regions from different perspectives.

(7) Determine how tools affect the way cultural groups perceive and use resources within places and regions.

(8) Use absolute and relative location, including, without limitation, longitude and latitude, to locate prominent countries, cities and physical features in different regions of the world.

~~(c) [Understand how 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 *the* 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)]~~

(3) Analyze the development of civilizations and the impact that development has on the changes and progress of human development.

(4) Compare characteristics and patterns of rural and urban migration and settlement in developed and developing countries.

(5) Evaluate why major cities develop in particular geographic locations and how their development affects cultures.

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

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

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

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

- (1) ~~[Compare and contrast]~~ *Analyze* 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)]~~ (3) Develop *possible* responses to changes caused by human modification of the physical environment.
- ~~[(5)]~~ (4) Analyze human perception of and response to natural hazards ~~[and disasters.]~~
- ~~—(6)—~~ , *including, without limitation, use, distribution and importance of resources.*
- (5) Analyze the patterns of use, the changing distribution and the relative importance of the resources of the earth.
- ~~[(7)]~~ (6) 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.]~~

4. For the area of economics:

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

(1) Analyze choices and incentive systems used by parents, teachers, employers and governments using the concepts of total benefits and opportunity costs, using the concepts of the impact of marginal costs and marginal benefits and evaluating effectiveness.

(2) Analyze how consumers adjust their purchases in response to changes in price using the concept of price elasticity.

(3) Assess how producers can adjust their sales decisions in response to changes in price using the concept of price elasticity.

(4) Evaluate career paths taking into consideration the specific skills required for a career, the wages that may be earned in a career, the impact of the skills of a person on the wages he or she can earn and the response of wages to market demand.

(5) Analyze markets using the concepts of supply and demand, including, without limitation, the impact of changes in supply on prices, the impact of changes in demand on prices and the impact of price controls.

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

(1) Describe the current money supply measures of the United States, including, without limitation, M1 and M2.

(2) Explain the three functions of money, including, without limitation, the medium of exchange, the store of value and the unit of account.

(3) Explain why a real interest rate accurately measures the benefit of saving or the cost of borrowing, and indicate ways a high interest rate could be detrimental or beneficial.

- (4) Explain what a credit rating is and how it affects the ability to access loans.*
- (5) Compare the risks and rewards of using the services offered by different financial institutions.*
- (6) Explain how the circular flow of economic activity can affect the income of the United States.*
- (7) Analyze the potential production of goods and services for a nation as determined by the resources and technology of the nation.*
- (8) Explain how the Federal Reserve influences bank loans, the inflation rate of the economy and economic activity in general using the reserve requirement, the discount rate and open market operations.*
- (9) Explain how government fiscal policy may affect the rate of unemployment by influencing production, employment and price levels.*
- (10) Describe how standards of living in the United States have changed over time using real gross domestic product per capita as a measure of the standard of living.*
- (11) Define the term “recession” and examine the economy of the United States over time using the change in real gross domestic product.*
- (12) Discuss the effects of inflation on the economy of the United States using the consumer price index.*
- (13) Compare the unemployment rates for groups of persons who differ by age, gender, ethnicity, occupation and education.*
- (14) Demonstrate knowledge of when, why and how interest rate levels have experienced relative highs and relative lows throughout the history of the United States.*
- (15) Explain how interest rates are determined using supply and demand.*

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

(1) Identify the roles of organizations in a market economy, including, without limitation, for-profit organizations, not-for-profit organizations and labor unions.

(2) Analyze the past, present and future role of investment in enhancing economic growth and raising the standard of living.

(3) Evaluate how entrepreneurs affect the economy by solving problems, taking risks and taking advantage of opportunities to earn profits.

(4) Judge the advantages and disadvantages of specialization and interdependence.

(5) Explain how self-interest, channeled through the marketplace, can increase the overall standard of living.

(6) Analyze the role of government in a market economy regarding public goods, externalities, monopoly power, redistribution of income and the definition and protection of property rights.

(7) Describe the rise of national economies, the emergence of free markets and the emergence of democratic capitalism.

(8) Illustrate the idea that real world economies tend to be mixed economies containing elements of capitalism, socialism, command allocations of resources and market allocations of resources.

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

(10) Discuss how the pricing system of an economy determines what goods and services will be produced, how they will be produced and who will receive them.

(d) Explore trends in international trade, the impact of trade on the economy of the United States and the role of exchange rates, as demonstrated by the ability of the pupil to:

(1) Describe how the economic characteristics of other countries and their economic events affect the United States.

(2) Determine how a change in exchange rates affects the ability of residents of a country to consume products from other countries.

(3) Assess the impact of globalization on the economy of the United States and the world economy.

(4) Analyze the advantages and disadvantages of international trade by comparing free trade and restricted trade.

5. For the area of civics:

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

(1) Explain the 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.]~~

(2) Analyze major social, political and economic conflicts and evaluate the role of compromise in the resolution of those conflicts.

(3) Describe the influences of historic ideas on the creation of early documents of the United States, including, without limitation, the influence of Greek law, the Magna Carta, the Iroquois Confederacy, the social contract theory, natural rights philosophy and republicanism.

(4) Describe how the Nevada Constitution and the United States Constitution preserve state and national principles and serve as methods for change, including, without limitation, the formal and informal processes for amending a constitution.

(5) Analyze the provisions of the United States Constitution and the amendments to the United States Constitution which protect personal rights, including, without limitation, the Due Process Clause and Equal Protection Clause of the 14th Amendment and through the examination of landmark cases, including, without limitation:

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

(II) Gideon v. Wainwright;

(III) Miranda v. Arizona; and

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

(6) Examine the rights of citizens and how those rights are protected and restricted.

(7) Analyze and evaluate the role of citizen participation in civic life.

(8) Examine the responsibilities of local, state and national citizenship.

(9) Interpret the symbols and documents of a nation and analyze how the documents represent the identity of the nation.

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

(1) ~~[Examine the organization of the United States Constitution and describe the structure of government which it creates, including the executive, legislative and judicial branches.]~~
Explain the provisions of the United States Constitution regarding the division of powers between the Federal Government and state governments, including, without limitation, powers that are delegated, implied, reserved and concurrent.

(2) ~~[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.]~~

(3) Provide contemporary examples of federalism.

(4) Compare and contrast the structure of the Nevada Constitution and the United States Constitution.

(5) Use examples to illustrate the Supremacy Clause in defining the relationship between state governments and the Federal Government.

(6) Describe the unique role of tribal and territorial governments in the United States.

(7) Examine the organization of the United States Constitution and describe the structure it creates, including, without limitation, the Executive, Legislative and Judicial Branches.

(8) Examine the organization of the Nevada Constitution and describe the structure it creates, including, without limitation, the Executive, Legislative and Judicial Branches.

(9) Explain the structure and function of local governments.

(10) Analyze the effectiveness of checks and balances in maintaining the equal division of power.

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

(12) Describe the duties of the Executive Branch, including, without limitation, the duties of the Cabinet and departments of the Executive Branch, regulatory agencies, the Executive Office of the President of the United States and the staff of the White House.

(13) Describe the structure and jurisdiction of the federal court system and analyze the power of judicial review.

(14) Explain the state and local judicial processes, including, without limitation, juvenile, civil and criminal court systems.

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

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

(2) Analyze the roles and ~~[function of factions within]~~ *functions of* political parties ~~[, and the roles of political parties in politics and the creation of]~~ *in* public ~~[policies.]~~ *policy and the electoral process.*

(3) Evaluate the significance of interest groups *and public opinion* in the political process of a democratic society.

(4) Analyze the role ~~[that television and other]~~ *of the* media ~~[play]~~ in the process of political persuasion.

(5) Evaluate propaganda in ~~[both historical and current]~~ *the* political ~~[communications.]~~ *process.*

(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)] *implemented.*~~

(d) Explain the different political ~~[and economic]~~ systems in the world ~~[,]~~ *and how those systems relate to the United States and the citizens of the United States*, as demonstrated by the ability of the pupil to:

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

~~(2) [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)] *Analyze the conflict between the policies of the United States regarding isolation and intervention in world affairs.*~~

(3) Identify and analyze ~~[the effectiveness of]~~ the foreign policy of the United States with regard to *dealing with* 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)] (4) 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 economies:~~

~~—(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.] *the World Bank, Amnesty International and the International Red Cross.*~~

Sec. 10. NAC 389.516 is hereby amended to read as follows:

389.516 A local school board may offer the following courses of study as elective courses in a public high school:

1. History, other than American history.
2. Government, other than American government.
3. Agriculture and natural resource sciences, which may include the courses of study described in NAC 389.520 to 389.537, inclusive.
4. The arts.
5. Business, which may include the courses of study described in NAC 389.543 to 389.555, inclusive.
6. Communications, which may include the courses of study described in NAC 389.556 and 389.558.
7. Career and technical education, in cooperation with private employers, as described in NAC 389.562, 389.564 and 389.566.
8. Drivers' education.
9. Foreign language.
10. Occupations, which may include the courses of study described in NAC 389.572 to 389.584, inclusive.
11. Occupations in trade and industry, which may include the courses of study described in NAC 389.586 to 389.618, inclusive.
12. Family and consumer sciences.
13. Industrial arts.
14. Marketing.
15. Skills needed to obtain employment as described in NAC 389.644 to 389.650, inclusive.
16. Social studies [\[H\]](#), *which must include the course of study described in NAC 389.511.*

17. Introduction to occupations which may include the courses of study described in NAC 389.6528 to 389.6547, inclusive.

18. Great Basin Native American languages.

**NOTICE OF ADOPTION OF PROPOSED REGULATION
LCB File No. R011-09**

The State Board of Education adopted regulations which pertain to chapter 389 of the Nevada Administrative Code.

INFORMATIONAL STATEMENT

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.

Notice of Workshop to Solicit Comments on Proposed Regulations was sent to approximately 200 individuals and educational organizations. A workshop was held on September 8, 2009. There was no public comment.

The Notice of Intent to Act Upon a Regulation for public hearing and adoption of the amendments to R011-09; NAC 389.2437 – Second Grade Social Studies Standards; NAC 389.254 – Third Grade Social Studies Standards; NAC 389.3942 – Fifth Grade Social Studies Standards, NAC 389.372 – Eighth Grade Social Studies Standards and NAC 389.511 – High School Social Studies Standards; New Section for Kindergarten-First, Fourth, Sixth and Seventh Grade Social Studies Standards. Public hearing was conducted on October 9, 2009 to provide the opportunity for comments by affected parties and the public. There was no public comment. The State Board of Education adopted the proposed amendments to the regulations.

2. The Number of Persons Who:

a) Attended Each Hearing: First Workshop: 12; First Hearing: 15; Second Hearing: N/A
b) Testified at Each Hearing: First Workshop: 0; First Hearing: 0; Second Hearing: N/A
c) Submitted Written Statements: First Workshop: 0; First Hearing: 0; Second Hearing: N/A

A copy of any written comments may be obtained by contacting Karen Johansen, Administrative Assistant, Nevada Department of Education, 775-687-9225, or by writing to the Nevada Department of Education, 700 East Fifth Street, Carson City, Nevada 89701-5096.

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

Comments were solicited through the workshop notice of September 8, 2009; and a public hearing notice of September 8, 2009. At the October 8, 2009 Workshop to Solicit Comments, there was no public comment to the proposed amendments to the regulation language. At the October 9, 2009 public hearing there were no public comments to the proposed amendments to the regulation language.

Summary of Comments:

Workshop comments:

There was no comment.

Public Hearing comments:

There were no comments.

A copy of the summary and/or minutes of the public hearing may be obtained by contacting Karen Johansen, Administrative Assistant, Nevada Department of Education, 775-687-9225, or by writing to the Nevada 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 Nevada State Board of Education adopted the proposed amendments to the regulation language at the public hearing held October 9, 2009. The reason for adopting the amendments to these regulations is that the revisions reflect the cycle of the review of all Nevada content Standards as suggested in NRS 389. Upon State Board approval, school districts will begin to develop curriculum of the revised Social Studies Standards.

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

There is an economic effect on school districts. School Districts would need to provide curriculum development and professional development for social studies teachers. There is no economic effect on the public or the business it regulates and the changes are beneficial for students.

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 governmental 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 governmental agency regulations will be overlapped or duplicated by the above noted regulation. 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 for a new fee or increase an existing fee.