

## **Chapter 389 of NAC**

**LCB File No. T003-09**

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

**Filed with the Secretary of State on December 24, 2008**

*NAC 389 ... Social Studies. Instruction in kindergarten in social studies must be designed so that pupils meet the following standards by the completion of kindergarten:*

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

*(a) As students become increasingly sophisticated and informed thinkers, they are provided opportunities to develop and apply skills that enhance critical thinking processes by developing and applying 21st Century Skills. Content literacy is the acquisition and application of reading, writing and oral communication skills to construct knowledge. Information, media, and technology literacy is the acquisition, organization, use, and evaluation of information that prepares students to be active, informed, and literate citizens, as demonstrated by the ability of the pupil to:*

- (1) Interpret what is read through illustrations.*
- (2) Listen to stories to gain information on a main idea.*
- (3) Identify vocabulary through illustrations.*
- (4) Gather information and present orally.*
- (5) Identify maps, graphs, and charts.*
- (6) Use developmentally appropriate technology resources to support learning.*

*(b) As students become increasingly sophisticated and informed thinkers, they are provided opportunities to develop and apply skills that enhance critical thinking processes by developing and applying 21st Century Skills. To engage in historical analysis and interpretation students must draw upon their skills of historical comprehension by studying a rich variety of historical documents and artifacts that present alternative voices, accounts, and interpretations or perspectives on the past. Civic Participation includes the skills necessary to prepare students to be active, informed, and literate citizens, as demonstrated by the ability of the pupil to:*

- (1) Understand the concept of yesterday, today, and tomorrow.*
- (2) Identify sources of information.*
- (3) Listen to historical fiction.*
- (4) Show responsibility for the well-being of oneself.*
- (5) 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 people, cultures, societies, religion, and ideas, as demonstrated by the ability of the pupil to:*

- (1) Discuss the importance of working together to complete tasks.*
- (2) Listen to stories of family members, local residents, and prominent figures to highlight the human experience.*
- (3) Listen to stories of people and families around the world.*

*(b) Understand the people, events, ideas, and conflicts that lead to the evolution of nations, empires, distinctive cultures, and political and economic ideas, as demonstrated by the ability of the pupil to:*

*(1) Identify problems that occur when people live and work together.*

*(c) Understand how social ideas and individual action lead to social, political, economic, and technological change, as demonstrated by the ability of the pupil to:*

*(1) Recognize differences between home and school.*

*(2) Describe the importance of working together to complete tasks.*

*(3) Identify the occupations of people in their school.*

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

*(5) Share events that are important to the students and their families.*

**3. For the area of geography:**

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

*(1) Recognize that a globe is a representation of Earth and use vocabulary related to direction and location, for example, up/down; left/right; near/far; above/beyond.*

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

*(1) Identify areas that have different purposes in the home, for example, kitchen, and bedroom; or in the classroom: exit door, teacher desk.*

*(2) Describe self as a unique individual with characteristics similar to others.*

*(3) Recall from memory the street on which s/he lives.*

*(4) Identify the geographic setting of a picture or 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:*

*(1) Explain that people move from one location to another.*

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

*(1) Recognize weather changes with the seasons and how people 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 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) Show that resources are scarce, such as a limited number of crayons.*

*(2) Identify jobs in the community.*

*(b) Identify indicators used to measure economic performance, understand key aspects of how the economy acts as a system, and understand the roles of money, interest rates, savers, and borrowers, financial institutions, and the central bank in our economy, as demonstrated by the ability of the pupil to:*

*(1) Identify United States currency.*

*(c) Identify the causes of economic change; explain how the U.S. economic system responds to those changes; and explain how other economic systems respond to change, as demonstrated by the ability of the pupil to:*

*(1) Make decisions involving classroom resources.*

**5. For the area of civics:**

*(a) Know why society needs rules, laws, and government 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 that guide behavior and resolve conflicts.*

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

*(3) Recognize individual choices.*

*(4) Recognize the Pledge of Allegiance.*

*(5) Name a traditional U.S. patriotic activity, holiday, or symbol.*

*(b) Explain the different political systems in the world and how those systems relate to the United States and its citizens, as demonstrated by the ability of the pupil to:*

*(1) Name their school.*

*NAC 389... Social studies. By the end of the first 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 first grade in social studies must be designed so that pupils meet the following standards by the completion of the first grade:*

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

*(a) As students become increasingly sophisticated and informed thinkers, they are provided opportunities to develop and apply skills that enhance critical thinking processes by developing and applying 21st Century Skills. Content literacy is the acquisition and application of reading, writing and oral communication skills to construct knowledge. Information, media, and technology literacy is the acquisition, organization, use, and evaluation of information that prepares students to be active, informed, and literate citizens, as demonstrated by the ability of the pupil to:*

*(1) Listen to text for main ideas.*

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

*(3) Use vocabulary in sentences.*

*(4) Research a given social studies topic.*

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

*(6) Present information orally.*

*(7) Identify maps, graphs, charts, diagrams as sources of information.*

*(8) Practice responsible use of technology.*

*(9) Use technology resources for problem solving, communication, and illustration of thoughts and ideas.*

*(b) As students become increasingly sophisticated and informed thinkers, they are provided opportunities to develop and apply skills that enhance critical thinking processes by developing and applying 21st Century Skills. To engage in historical analysis and interpretation students must draw upon their skills of historical comprehension by studying a rich variety of historical documents and artifacts that present alternative voices, accounts, and interpretations or perspectives on the past. Civic Participation includes the skills necessary to prepare students to be active, informed, and literate citizens, as demonstrated by the ability of the pupil to:*

- (1) Identify events of yesterday and today.
- (2) Identify sources of information.
- (3) Read and/or listen to historical fiction.
- (4) Identify self perspective.
- (5) Show responsibility for the well-being of oneself.
- (6) 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 people, cultures, societies, religion, and ideas, as demonstrated by the ability of the pupil to:
  - (1) Describe local life long ago, including jobs, school, communication, transportation, and recreation.
  - (2) Listen to stories that reflect the beliefs, customs, ceremonies, and traditions of the varied cultures in the neighborhood.
  - (3) Listen to histories of important local landmarks that create a sense of community among citizens.
  - (4) Listen to stories that reflect the beliefs, customs, ceremonies, traditions, and social practices of cultures around the world.
  - (5) Identify landmarks around the world.

- (b) Understand the people, events, ideas, and conflicts that lead to the evolution of nations, empires, distinctive cultures, and political and economic ideas, as demonstrated by the ability of the pupil to:

- (1) Identify ways that sharing can resolve problems in the classroom and school.
- (c) Understand how social ideas and individual action lead to social, political, economic, and technological change, as demonstrated by the ability of the pupil to:
  - (1) Describe the neighborhood around their school.
  - (2) Compare and/or contrast their daily lives with those of their parents or guardians.
  - (3) Identify and describe occupations in the community that help people, for example, police officers, fire fighters, and nurses.
  - (4) Demonstrate respect for each other and people in the neighborhood.
  - (5) Discuss events that are happening at the school.

3. For the area of geography:

- (a) Use maps, globes, and other geographic tools and technologies to locate and extrapolate information about people, 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 world map.
- (4) Use simple maps to illustrate direction.
- (5) Visually display geographic information using simple lists, graphs, and maps.

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

- (1) Sort and group pictures displaying geographic features, such as, forests, deserts, lake regions.
- (2) Identify similarities and differences between people in the community.

(3) Identify patterns of change within the community, for example, construction.

(4) Recall home address and phone number.

(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 some people live in locations other than where they were born.

(3) Identify characteristics of rural and urban communities.

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

(1) Tell how the physical environment affects activity at school, for example, inside/outside recess.

(2) Identify locations for accessing basic resources available to the student, for example, 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, such as choosing to have music on or off.

(2) Identify a consumer.

(3) Identify a producer.

(4) Give examples of ways people earn money.

(b) Identify indicators used to measure economic performance, understand key aspects of how the economy acts as a system, and understand the roles of money, interest rates, savers, and borrowers, financial institutions, and the central bank in our economy, as demonstrated by the ability of the pupil to:

(1) Explain what money is and how it is used.

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

(1) Identify resources that are shared in the classroom and the community.

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

(1) Define trade.

5. For the area of civics:

(a) Know why society needs rules, laws, and government 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 that guide behavior and resolve conflicts.

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

(3) Participate in class decision-making, for example, individual responsibilities in the classroom and school.

(4) Recognize the Pledge of Allegiance.

(5) Name a traditional U.S. patriotic activity, holiday, or symbol.

(b) Understand the U.S. Constitution and the government it creates, including the relationship between national and sub-national governments, as well as the structure and function of state and local governments, as demonstrated by the ability of the pupil to:

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

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

(1) Identify sources of information.

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

(1) Name their school.

**NAC 389.2437 Social studies.** (NRS 385.080, 385.110, 389.0185, 389.520) By the end of the second grade, pupils must know and be able to do everything required in the previous grades for courses in social studies offered in public schools. Instruction in the second grade in social studies must be designed so that pupils meet the following [performance] standards by the completion of the second grade:

1. For the area of history:

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

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

(1) Explain why Columbus Day is celebrated.

(2) Explain why Thanksgiving Day is celebrated.

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

(1) Explain why Independence Day is celebrated.

(2) Explain why Presidents' Day is celebrated.

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

(1) Tell why Labor Day is celebrated.

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

(e) Understand the shift of international relationships and power, and significant developments in American culture between the years 1945 and 1990, as demonstrated by the ability of the pupil to explain why Martin Luther King Jr. Day is celebrated.

2. For the area of geography:

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

(1) Identify titles and symbols on a variety of maps.

(2) Choose a title and construct a key from three given map symbols.

(3) Describe what a map or globe represents.

(4) Recognize simple landforms and bodies of water on maps, globes and photographs.

(5) Obtain simple information from bar graphs and pictographs.

- \_\_\_\_\_ (6) Identify spatial patterns on a map by recognizing the repetition of symbols or features.
- \_\_\_\_\_ (7) Identify land and water on a full-color map, correctly applying the terms "continent" and "ocean."
- \_\_\_\_\_ (8) Locate Nevada and the United States of America on an appropriate map.
- \_\_\_\_\_ (b) Understand the physical and human features and cultural characteristics of places, and use that information to define and study regions and their patterns of changes, as demonstrated by the ability of the pupil to:
- \_\_\_\_\_ (1) Identify two basic types of landforms and bodies of water.
- \_\_\_\_\_ (2) Identify four traditions and customs that are practiced by families other than the family of the pupil.
- \_\_\_\_\_ (3) Give four examples of how technology is used in the home and classroom.
- \_\_\_\_\_ (4) Identify changes that have occurred over time in the home or neighborhood in which the pupil lives or at the school which he attends.
- \_\_\_\_\_ (5) Identify five areas in a home or classroom which are used for different purposes.
- \_\_\_\_\_ (c) Understand how physical processes shape the surface patterns and ecosystems of the earth, as demonstrated by the ability of the pupil to:
- \_\_\_\_\_ (1) Recognize and describe the weather conditions which are typical for each of the traditional four seasons of the year.
- \_\_\_\_\_ (2) Label on a simple diagram some basic elements of an ecosystem, including, without limitation, air, water, weather, food, shelter, and plant and animal life.
- \_\_\_\_\_ (d) Understand how economic, political and cultural processes interact to shape patterns of human migration and settlement, influence and interdependence, and conflict and cooperation, as demonstrated by the ability of the pupil to:
- \_\_\_\_\_ (1) Use a school map to construct a visual model of population distribution.
- \_\_\_\_\_ (2) Give accurate oral directions from one location to another location within his school or community.
- \_\_\_\_\_ (3) Categorize four different ways to move people, goods and ideas.
- \_\_\_\_\_ (4) Compare three differences between rural and urban communities.
- \_\_\_\_\_ (5) Sort and explain the differences between goods and services.
- \_\_\_\_\_ (6) Use a map or chart to display information about an economic product, including, without limitation, clothing, a backpack or other personal item or a type of food.
- \_\_\_\_\_ (7) Distinguish between wants and needs, and describe how people acquire and fulfill those wants and needs.
- \_\_\_\_\_ (8) List different groups to which people belong.
- \_\_\_\_\_ (9) Identify places and occasions where cooperation and conflict can occur at school.
- \_\_\_\_\_ (e) Understand the effects of interactions between human and physical systems, and the changes in use, distribution and importance of resources, as demonstrated by the ability of the pupil to identify how people shape their physical environment at home and school, including, without limitation, lighting, heating and cooling.
- \_\_\_\_\_ (f) Apply geographic knowledge of people, places and environments to interpret the past, understand the present and plan for the future, as demonstrated by the ability of the pupil to:
- \_\_\_\_\_ (1) Recognize the location of major current events.
- \_\_\_\_\_ (2) Plan a spatial change for a classroom or school, including, without limitation, changing the location of furniture or pupils.
- \_\_\_\_\_ (g) Ask and answer questions about geography by acquiring, organizing and analyzing geographic information, as demonstrated by the ability of the pupil to:

- \_\_\_\_\_ (1) Ask questions about location, including, without limitation, questions to determine where something is and why is it there.
- \_\_\_\_\_ (2) Gather geographic information from books and pictures to identify elements of the physical and human environments.
- \_\_\_\_\_ (3) Make simple lists that distinguish between geographic and nongeographic information, organize information into simple graphs, including, without limitation, bar graphs and line graphs, and arrange visual material to illustrate a geographic process.
- \_\_\_\_\_ (4) Identify and group information from several geographic sources, including, without limitation, maps, tables, graphs, photographs and documents.
- \_\_\_\_\_ (5) Display the results of a geographic inquiry in an illustrated oral or written report.
- \_\_\_\_\_ 3. For the area of civics:
- \_\_\_\_\_ (a) Know why society needs rules, law and governments, as demonstrated by the ability of the pupil to:
- \_\_\_\_\_ (1) Name classroom and school rules, and identify why those rules are necessary.
- \_\_\_\_\_ (2) Contribute to the decision-making process of the class.
- \_\_\_\_\_ (b) Know the roles, rights and responsibilities of citizens of the United States, and know the symbols of the United States, as demonstrated by the ability of the pupil to name a patriotic activity, holiday or symbol, including, without limitation, Independence Day.
- \_\_\_\_\_ (c) Know the political and economic relationship between the United States and its citizens, and other countries and their citizens, as demonstrated by the ability of the pupil to identify his school and community.
- \_\_\_\_\_ 4. For the area of economics:
- \_\_\_\_\_ (a) Use fundamental concepts in economics, including, without limitation, scarcity, choice, cost, incentives and a comparison of cost and benefits, to describe and analyze problems and opportunities, both individual and social, as demonstrated by the ability of the pupil to:
- \_\_\_\_\_ (1) Cite an example of a time when a choice was made, and describe what was given up in making that choice.
- \_\_\_\_\_ (2) Give several accurate examples of "all or nothing" choices.
- \_\_\_\_\_ (b) Demonstrate an understanding of how markets work, including, without limitation, an understanding of why markets form, how supply and demand interact to determine market prices and interest rates, and how changes in prices act as signals to coordinate trade, as demonstrated by the ability of the pupil to:
- \_\_\_\_\_ (1) Give examples of trade.
- \_\_\_\_\_ (2) Give examples of prices that people have paid when buying goods and services.
- \_\_\_\_\_ (3) Give reasons why consumers choose to buy more of a good or service, including, without limitation, because the price of the good or service is low, and why consumers choose to buy less of a good or a service, including, without limitation, because the price of the good or service is high.
- \_\_\_\_\_ (c) Describe the roles played by various economic institutions in the United States, including, without limitation, financial institutions, labor unions, for profit business organizations and not-for-profit organizations, as demonstrated by the ability of the pupil to identify reasons why people use banks.
- \_\_\_\_\_ (d) Demonstrate an understanding of various forms of money, how money makes it easier to trade, borrow, save, invest and compare the value of services, and how the Federal Reserve System and its policies affect the supply of money in the United States, as demonstrated by the ability of the pupil to explain the role of money in the purchase of goods and services.

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

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

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

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

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

~~(2) Give examples of inventions.]~~

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

*(a) As students become increasingly sophisticated and informed thinkers, they are provided opportunities to develop and apply skills that enhance critical thinking processes by developing and applying 21st Century Skills. Content literacy is the acquisition and application of reading, writing and oral communication skills to construct knowledge. Information, media, and technology literacy is the acquisition, organization, use, and evaluation of information that prepares students to be active, informed, and literate citizens, as demonstrated by the ability of the pupil to:*

*(1) Listen to text for main ideas.*

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

*(3) Identify fact and opinion.*

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

*(5) Identify graphic organizers as a way of organizing information.*

*(6) Use vocabulary in sentences.*

*(7) Research a given social studies topic.*

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

*(9) Present information orally or in writing.*

*(10) Use maps, graphs, charts, diagrams.*

*(11) Demonstrate positive social behaviors when using technology.*

*(12) Use technology resources for problem solving, communication, and illustration of thoughts and ideas.*

*(b) As students become increasingly sophisticated and informed thinkers, they are provided opportunities to develop and apply skills that enhance critical thinking processes by developing and applying 21st Century Skills. To engage in historical analysis and interpretation students must draw upon their skills of historical comprehension by studying a rich variety of historical documents and artifacts that present alternative voices, accounts, and interpretations or perspectives on the past. Civic Participation includes the skills necessary to prepare students to be active, informed, and literate citizens, 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 appropriate sources of information.*

*(4) Read and/or listen to historical fiction.*

*(5) Begin to identify differing perspectives.*

(6) Show responsibility for the well-being of oneself and family.

(7) 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 people, cultures, societies, religion, and ideas, as demonstrated by the ability of the pupil to:

(1) Compare the local community with others around the nation.

(2) Use artifacts to understand how people lived their daily lives.

(3) Tell why important events, people, and/or customs are marked by holidays.

(4) Recognize similarities and differences of earlier generations in areas such as work, dress, manners, stories, games, and festivals.

(5) Compare communities around the world with the local community.

(6) Explain why important events, people, and/or customs from around the world are marked by holidays.

(7) Examine artifacts from around the world for important clues as to how people lived their daily lives.

(b) Understand the people, events, ideas, and conflicts that lead to the evolution of nations, empires, distinctive cultures, and political and economic ideas, as demonstrated by the ability of the pupil to:

(1) Identify ways in which people cooperate to achieve a common goal.

(2) Explore the importance of both local and national landmarks, and explain how they create a sense of community among citizens.

(c) Understand how social ideas and individual action lead to 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 and/or contrast their daily lives with children around the world.

(3) Explain why people and events are honored in commemorative holidays.

(4) Demonstrate respect for each other and people in the community.

(5) Define technology and identify uses of technology in their daily lives.

(6) Listen to and discuss news events in the community.

3. For the area of geography:

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

(1) Identify titles and symbols maps.

(2) Recognize spatial patterns, for example, political units, physical features, on a map and globe.

(3) Construct a map key from given symbols and choose a map title.

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

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

(6) Identify geographic information within media sources, for example, maps, books, photographs.

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

(1) Define region and provide examples of regions.

- (2) *Describe neighborhoods and communities as places where people live, work, and play.*
- (3) *Identify traditions and customs that families practice*
  - (4) *Identify patterns of change in the community.*
  - (5) *Provide examples of geographical uses of machines, tools, and technologies, for example, surveying tools, and map navigation programs.*
  - (6) *Show that different locations have different addresses.*
  - (7) *Locate his/her city and state on a map.*
- (c) *Understand how economic, political, and cultural processes interact to shape patterns of human migration and settlement, influence and interdependence, and conflict and cooperation, as demonstrated by the ability of the pupil to:*
- (1) *Construct a visual model, for example, graph, table, and/or choropleth map of population distribution.*
  - (2) *Categorize different ways to move people, goods, and ideas, for example, air, water, land, phone, and/or computer.*
  - (3) *Define and compare rural and urban communities*
  - (4) *List types of social groups to which people belong.*
- (d) *Understand effects of interactions between human and physical systems and the changes in use, distribution, and importance of resources, as demonstrated by the ability of the pupil to:*
- (1) *Tell how the physical environment affects community activity, for example, recreation, and water usage.*
  - (2) *Provide examples of tools that assist in finding geographic locations.*
  - (3) *Identify how people shape the physical environment.*
  - (4) *Define and provide examples of natural hazards.*
  - (5) *Identify natural resources and where they can be found 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 choices are made.*
  - (2) *Identify consumers and where they make purchases.*
  - (3) *Identify producers in your neighborhood and community.*
  - (4) *Discuss why people work.*
- (b) *identify indicators used to measure economic performance, understand key aspects of how the economy acts as a system, and understand the roles of money, interest rates, savers, and borrowers, financial institutions, and the central bank in our 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; explain how the U.S. economic system responds to those changes; and explain how other economic systems respond to change, 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 U.S. economy, and the role of exchange rates, as demonstrated by the ability of the pupil to:*

*(1) Demonstrate an understanding of trade by providing an example.*

**5. For the area of civics:**

*(a) Know why society needs rules, laws, and government 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 that guide behavior and resolve conflicts.*

*(2) Identify an individual's rights within the classroom and in school.*

*(3) Participate in class decision-making, for example, individual 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 U.S. Constitution and the government it creates, including the relationship between national and sub-national governments, as well as the structure and function of state and local governments, as demonstrated by the ability of the pupil to:*

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

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

*(1) Identify sources of information*

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

*(1) Name their school and community.*

**NAC 389.254 Social studies.** (NRS 385.080, 385.110, 389.0185, 389.520) By the end of the third grade, pupils must know and be able to do everything required in the previous grades for courses in social studies offered in public schools. Instruction in the third grade in social studies must be designed so that pupils meet the following [performance] standards by the completion of the third grade:

**1. For the area of history:**

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

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

~~(2) Read a timeline.~~

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

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

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

~~(1) Identify the Declaration of Independence.~~

- \_\_\_\_ (2) Identify patriotic symbols, including, without limitation, the bald eagle, the flag of the United States and the Liberty Bell.
- \_\_\_\_ (3) Identify the "Star Spangled Banner" as the national anthem of the United States.
- \_\_\_\_ (4) Describe the life of the pioneers.
- \_\_\_\_ (e) Understand the importance and impact of political, economic and social ideas between the years 1860 and 1920, as demonstrated by the ability of the pupil to identify the Statue of Liberty as a patriotic symbol of the United States.
- \_\_\_\_ 2. For the area of geography:
- \_\_\_\_ (a) Use maps, globes and other geographic tools and technologies to locate and derive information about people, places and environments, as demonstrated by the ability of the pupil to:
- \_\_\_\_ (1) Identify and use the cardinal directions, such as north, south, east and west, on a compass rose to locate places on a map.
- \_\_\_\_ (2) Select the appropriate map or globe for a given task.
- \_\_\_\_ (3) Answer detailed geographic questions using maps, globes, photographs and graphs.
- \_\_\_\_ (4) Independently construct a simple map which includes, without limitation, an appropriate title, a minimum of five symbols in the map key and a compass rose showing the cardinal directions.
- \_\_\_\_ (5) Recognize and differentiate among physical maps, political maps and special purpose and thematic maps.
- \_\_\_\_ (6) Identify and explain the significance of spatial patterns on a map, including, without limitation, distribution of population in rural and urban areas.
- \_\_\_\_ (7) Explain the differences between a city and a state, and give examples of each.
- \_\_\_\_ (8) Locate Nevada on a labeled map of the United States and read the names of the five states that border Nevada.
- \_\_\_\_ (9) Locate the United States on a labeled map of the world, and read the names of the two countries which border the United States.
- \_\_\_\_ (b) Understand the physical and human features and cultural characteristics of places, and use that information to define and study regions and their patterns of changes, as demonstrated by the ability of the pupil to:
- \_\_\_\_ (1) Observe and describe, by utilizing a variety of visual materials, sources of data and narratives, the differences among:
- \_\_\_\_ (I) Physical features, including, without limitation, landforms, weather and climate, bodies of water, vegetation and soils; and
- \_\_\_\_ (II) Human features, including, without limitation, distribution of population, languages, types of housing and types of economic activities.
- \_\_\_\_ (2) Identify and distinguish among expressions of different customs and cultures by examining the language, music, stories and art of those cultures.
- \_\_\_\_ (3) Identify and discuss how people view their own communities.
- \_\_\_\_ (4) Identify and list how communities use different types of technology.
- \_\_\_\_ (5) Identify a historic landmark and describe the event which took place at the landmark.
- \_\_\_\_ (6) Sequence, in chronological order, timelines or other pictorial representations that depict changes which have occurred in the same place over time.
- \_\_\_\_ (7) Identify and categorize where people live, work and play within the neighborhood or community in which the pupil lives.

- (c) Understand how physical processes shape the surface patterns and ecosystems of the earth, as demonstrated by the ability of the pupil to:
- (1) Identify appropriate land and water habitats for selected plants and animals.
  - (2) Identify and describe natural hazards and disasters, including, without limitation, floods, wildfires, volcanic eruptions and earthquakes.
  - (3) Compare the elements of different types of ecosystems, including, without limitation, living and nonliving elements, location, climate, weather, vegetation and animal life.
  - (4) Locate various ecosystems within his community using maps and photographs.
  - (5) Construct a simple model of an ecosystem that includes illustrations of locations, climate, vegetation and animal life for a pond, stream or field.
- (d) Understand how economic, political and cultural processes interact to shape patterns of human migration and settlement, influence and interdependence, and conflict and cooperation, as demonstrated by the ability of the pupil to:
- (1) Construct a graph or chart to compare the population distribution in different areas using climate, precipitation, length of growing seasons, natural resources and other physical features.
  - (2) Draw a simple map that illustrates how to get from one location to another location.
  - (3) Identify and list the types of transportation and communication networks used in daily life.
  - (4) Describe the characteristics of, and distinguish among, rural, suburban and urban communities.
  - (5) Locate sources of goods and services in the community by using materials that include, without limitation, newspapers, telephone books, maps and other media sources.
  - (6) Investigate an economic product by asking and answering questions about the location of the product, including, without limitation, questions about the location of the raw materials needed to produce the product, the processing or manufacturing of the product, and the distribution of the product.
  - (7) Compare and contrast the wants and needs of people in different communities, and the means by which those wants and needs may be fulfilled.
  - (8) Describe the different purposes of various organizations, including, without limitation, Scouts, Little League and 4 H clubs.
  - (9) Describe how cooperation and conflict affect various places in different communities.
- (e) Understand the effects of interactions between human and physical systems, and the changes in use, distribution and importance of resources, as demonstrated by the ability of the pupil to:
- (1) List tools, machines and other technologies that have changed the physical environment.
  - (2) Compare different ways that people modify their physical environment, including, without limitation, building irrigation projects, clearing land for housing projects, building roads and building parks.
  - (3) List examples of ways that people depend on natural resources, including, without limitation, the use of natural resources for water, shelter and food.
  - (4) List examples of how people modify and manage natural resources within their communities.
- (f) Apply geographic knowledge of people, places and environments to interpret the past, understand the present and plan for the future, as demonstrated by the ability of the pupil to:

- \_\_\_\_ (1) Use visual clues, including, without limitation, historical photographs and illustrations, to define when and where an event in the past took place.
- \_\_\_\_ (2) Identify on a map the locations at which current events are taking place.
- \_\_\_\_ (3) Identify a geographic issue or theme, including, without limitation, natural hazards, climate, availability of water and changes in population, that affect the home, school or community of the pupil.
- \_\_\_\_ (4) Predict possible geographic changes, including, without limitation, changes in population, availability of resources, growth of a community, and influx of business and industry into a community, that could take place in the neighborhood or community in which the pupil lives.
- \_\_\_\_ (g) Ask and answer questions about geography by acquiring, organizing and analyzing geographic information, as demonstrated by the ability of the pupil to:
- \_\_\_\_ (1) Ask questions about why things are located where they are, including, without limitation, questions about places described in books, locations where current events are taking place and features of the neighborhood or community in which the pupil lives.
- \_\_\_\_ (2) Gather geographic information from maps, globes and atlases, and apply quantitative skills to that knowledge, including, without limitation, counting land or water forms, measuring distances and identifying directions.
- \_\_\_\_ (3) Use outline maps that are appropriately labeled to display geographic information obtained from graphs and other resources.
- \_\_\_\_ (4) Select and explain information from several geographic sources, including, without limitation, maps, tables, graphs, photographs and other documents.
- \_\_\_\_ (5) Create a visual model to illustrate the results of a geographic inquiry, and summarize key geographic ideas.
3. For the area of civics:
- \_\_\_\_ (a) Know why society needs rules, law and governments, as demonstrated by the ability of the pupil to:
- \_\_\_\_ (1) Identify a variety of rules, laws and authorities that keep people safe and property secure.
- \_\_\_\_ (2) Explain that a democracy involves voting, majority rule and the setting of rules.
- \_\_\_\_ (b) Know the United States Constitution and the government created by the United States Constitution, as demonstrated by the ability of the pupil to name the current President of the United States.
- \_\_\_\_ (c) Describe the roles of political parties, interest groups and public opinion in the democratic process, as demonstrated by the ability of the pupil to discuss why people form groups.
- \_\_\_\_ (d) Know the roles, rights and responsibilities of citizens of the United States, and know the symbols of the United States, as demonstrated by the ability of the pupil to:
- \_\_\_\_ (1) Identify his rights within the classroom.
- \_\_\_\_ (2) Identify conflicts that exist within his school.
- \_\_\_\_ (3) Explain why patriotic holidays are celebrated.
- \_\_\_\_ (4) Recognize the Pledge of Allegiance.
- \_\_\_\_ (e) Know the structure and functions of state and local governments, as demonstrated by the ability of the pupil to name the current Governor of the State of Nevada.
- \_\_\_\_ (f) Know the political and economic relationship between the United States and its citizens, and other countries and their citizens, as demonstrated by the ability of the pupil to identify the county, state and country in which he lives.

— 4. For the area of economics:

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

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

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

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

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

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

— (2) Give reasons why people seek employment.

— (c) Demonstrate an understanding of how markets work, including, without limitation, an understanding of why markets form, how supply and demand interact to determine market prices and interest rates, and how changes in prices act as signals to coordinate trade, as demonstrated by the ability of the pupil to:

— (1) Differentiate between barter and monetary trade.

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

— (3) Give reasons why producers choose to sell more of a good or service, such as when the price of the good or service is high, and why producers choose to sell less of a good or service, such as when the price of the good or service is low.

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

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

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

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

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

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

— (1) Explain that producers sell goods and services.

— (2) Demonstrate an understanding of income and give examples of income.

— (3) Compare jobs by identifying what skills a person must have to do a specific job and how much a person would be paid for doing that job.

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

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

~~(2) List examples of entrepreneurs.~~

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

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

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

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

~~(3) Identify the currencies of other countries.]~~

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

*(a) As students become increasingly sophisticated and informed thinkers, they are provided opportunities to develop and apply skills that enhance critical thinking processes by developing and applying 21st Century Skills. Content literacy is the acquisition and application of reading, writing and oral communication skills to construct knowledge. Information, media, and technology literacy is the acquisition, organization, use, and evaluation of information that prepares students to be active, informed, and literate citizens, as demonstrated by the ability of the pupil to:*

*(1) Use pre-reading to skim text for main ideas.*

*(2) Identify main idea and sequence of events in a social studies context.*

*(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.*

*(7) Research a given social studies topic.*

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

*(9) Present information orally and in writing.*

*(10) Read maps, graphs, charts, and diagrams for information.*

*(11) Demonstrate positive social and ethical behaviors when using technology and discuss consequences of inappropriate use.*

*(12) Use technology resources for problem solving, communication, and illustration of thoughts and ideas.*

*(13) Use the technology to effectively access information.*

*(b) As students become increasingly sophisticated and informed thinkers, they are provided opportunities to develop and apply skills that enhance critical thinking processes by developing and applying 21st Century Skills. To engage in historical analysis and interpretation students must draw upon their skills of historical comprehension by studying a rich variety of historical documents and artifacts that present alternative voices, accounts, and interpretations or perspectives on the past. Civic Participation includes the skills necessary to prepare students to be active, informed, and literate citizens, 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) *Begin to identify differing perspectives.*
- (4) *Show responsibility for the well-being of oneself and family.*
- (5) *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 people, cultures, societies, religion, and ideas, as demonstrated by the ability of the pupil to:*
  - (1) *Learn about individuals in the community and discuss their contributions.*
  - (2) *Using artifacts and primary sources, and investigate how individuals and families contributed to the founding and development of the local community.*
  - (3) *Learn about individuals around the world and discuss their contributions.*
- (b) *Understand the people, events, ideas, and conflicts that lead to the evolution of nations, empires, distinctive cultures, and political and economic ideas, as demonstrated by the ability of the pupil to:*
  - (1) *Discuss how conflicts can be resolved through compromise.*
  - (2) *Explain how memorials help us to honor and remember people.*
  - (c) *Understand how social ideas and individual action lead to 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 an American citizen and describe the achievements of famous and ordinary citizens.*
    - (3) *Define ethnicity and explain that people who make contributions to their communities include those who have diverse ethnic origins, customs, and traditions.*
    - (4) *Demonstrate respect for each other, the community, and the world.*
    - (5) *Explain how technology at home and in school impacts their lives.*
    - (6) *Discuss the effects of news events on people in the community.*

3. *For the area of geography:*

- (a) *Use maps, globes, and other geographic tools and technologies to locate and extrapolate information about people, places, and environments, as demonstrated by the ability of the pupil to:*
  - (1) *Identify and use cardinal directions on a compass rose to locate places on a map.*
  - (2) *Differentiate between a city and a state using appropriate examples.*
  - (3) *Compare uses of maps and globes.*
  - (4) *Identify and explain simple spatial patterns on a map, for example, population centers, farmland, and mountains.*
  - (5) *Construct a simple map including a title, symbols, and directions from a bird's eye view.*
  - (6) *Recognize different types of special maps, for example, neighborhood, school, and classroom.*
  - (7) *List careers requiring the use of geographic tools.*
- (b) *Understand the physical and human features of places and use this information to define and study regions and their patterns of change, as demonstrated by the ability of the pupil to:*
  - (1) *Distinguish between physical (natural) and human (man-made) features.*
  - (2) *Identify characteristics of neighborhoods and communities, for example, physical geographical differences, land use, and population density.*

(3) Identify ways people express culture.

(4) List ways people view their own communities, for example, a ranching community, and a tourist destination.

(5) List ways people use technology for geographic purposes, for example, weather forecasting, use of aerial photographs to measure population changes over time.

(6) Locate and name the states surrounding Nevada.

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

(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) Compare population distribution across regions using maps and mathematical representations, for example, tables and graphs.

(2) Identify transportation and communication networks.

(3) List reasons why people choose to live in urban or rural communities.

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

(5) Describe purposes for various organizations.

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

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

(2) List tools, machines, or technologies that people have used to change the physical environment.

(3) Compare ways people modify the physical environment.

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

(5) Describe ways humans 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 wants as goods, services, or leisure activities

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

(3) Give examples of 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 key aspects of how the economy acts as a system, and understand the roles of money, interest rates, savers, and borrowers, financial institutions, and the central bank in our economy, as demonstrated by the ability of the pupil to:

(1) Identify forms of money used by people across time and place.

(2) Define banking terms, including saving, interest, and borrowing.

(3) Identify reasons people use banks.

*(c) Identify the causes of economic change; explain how the U.S. economic system responds to those changes; and explain how other economic systems respond to change, 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 U.S. economy, and the role of exchange rates, as demonstrated by the ability of the pupil to:*

*(1) Differentiate between barter and monetary trade.*

**5. For the area of civics:**

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

*(1) Identify and discuss examples of rules, laws, and authorities that keep people safe and property secure.*

*(2) Discuss that democracy involves voting, majority rule, and setting rules*

*(3) Explain individual responsibilities in the classroom and the school.*

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

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

*(b) Understand the U.S. Constitution and the government it creates, including the relationship between national and sub-national governments, as well as the structure and function of state and local governments, as demonstrated by the ability of the pupil to:*

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

*(2) Name the current mayor of the town.*

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

*(1) List the qualities of a leader.*

*(2) Discuss why people form groups*

*(3) Introduce sources of information people use to form an opinion.*

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

*(1) Identify their city, state, and country.*

*NAC 389... Social studies. By the end of the fourth 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 fourth grade in social studies must be designed so that pupils meet the following standards by the completion of the fourth grade:*

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

*(a) As students become increasingly sophisticated and informed thinkers, they are provided opportunities to develop and apply skills that enhance critical thinking processes by developing and applying 21st Century Skills. Content literacy is the acquisition and application of reading, writing and oral communication skills to construct knowledge. Information, media, and technology literacy is the acquisition, organization, use, and evaluation of information that prepares students to be active, informed, and literate citizens, as demonstrated by the ability of the pupil to:*

*(1) Skim text for main ideas.*

*(2) Identify main idea, sequence of events, and cause and effect in a social studies context.*

*(3) Identify fact and opinion.*

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

(5) Increase comprehension through notes and graphic organizers. Ask questions to identify a research topic.

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

(7) Present information orally and in writing.

(8) Create maps, graphs, charts, diagrams to demonstrate knowledge.

Demonstrate positive social and ethical behaviors when using technology and discuss consequences of inappropriate use.

Use technology tools for individual and collaborative writing, communication, and publishing.

Use the technology to efficiently and effectively access information.

(b) As students become increasingly sophisticated and informed thinkers, they are provided opportunities to develop and apply skills that enhance critical thinking processes by developing and applying 21st Century Skills. To engage in historical analysis and interpretation students must draw upon their skills of historical comprehension by studying a rich variety of historical documents and artifacts that present alternative voices, accounts, and interpretations or perspectives on the past. Civic Participation includes the skills necessary to prepare students to be active, informed, and literate citizens, as demonstrated by the ability of the pupil to:

(1) Demonstrate an understanding of chronology by recording events on a timeline.

(2) Read tall tales/stories to enhance Nevada history.

(3) Begin to discuss historical perspectives.

(4) Show responsibility for the well-being of oneself and family.

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

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

2. For the area of history:

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

(1) Describe the lifestyles of Nevada's Desert Archaic people.

(2) Define hunter-gatherer.

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

(4) Discuss the interactions of pioneers with the Great Basin Indians.

(5) Identify contributions of immigrants in Nevada.

(b) Understand the people, events, ideas, and conflicts that lead to the evolution of nations, empires, distinctive cultures, and political and economic ideas, as demonstrated by the ability of the pupil to:

(1) Discuss examples of compromise and conflict within Nevada, for example, Pyramid Lake Wars, water allocation, and Sagebrush Rebellion.

(2) Describe the experiences of pioneers moving west.

(3) Identify explorers and settlers in pre-territorial Nevada.

(4) Identify the diverse population of Nevada's early settlers and discuss their unique experiences.

(5) Explain the symbols, mottoes, and slogans related to Nevada, for example, "Battle Born," the state seal, and "Silver State."

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

(c) Understand how social ideas and individual action lead to social, political, economic, and technological change, as demonstrated by the ability of the pupil to:

- (1) Compare and/or contrast their daily lives with children in Nevada's past.
- (2) Recognize that communities include people who have diverse ethnic origins, customs, and traditions, and who make contributions to Nevada.

(3) Define social responsibility.

(4) Explain how advances in technologies have impacted Nevada, for example, railroads, mining, and gaming.

(5) Discuss major news events on the local and state levels.

(d) Understand the interaction and interdependence of nations around the world and the impact of economics, politics, religion, and culture on international relationships, as demonstrated by the ability of the pupil to:

(1) Describe the economic and cultural influence other nations have on the state of Nevada.

3. For the area of geography:

(a) use maps, globes, and other geographic tools and technologies to locate and extrapolate information about people, 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, for example, deserts, mountains, population.

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

(4) Utilize different types of Nevada maps, for example, population and physical maps, to understand spatial distribution.

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

(1) Describe the distinguishing features of historical regions in Nevada, for example, Native American tribal territories, pioneer trails, and settlement areas.

(2) Identify regional changes in Nevada over time.

(3) Identify and describe the diversity and cultural traditions of Nevada's people, for example, Native Americans, Basque communities.

(4) Show how regional change in Nevada from decade to decade has affected characteristics of place, for example, plows allow farmers to prepare the land for planting, pick axes assist in mining operations.

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

(6) Identify the equator, Prime Meridian, and the 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 population distribution within Nevada regions.

(2) List examples of movements of people, goods, and ideas into and across Nevada.

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

(4) Describe historical and current economic issues in Nevada using geographic resources, for example, illustrate demographic changes due to mining and gaming.

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

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

(1) *Describe 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 of those changes on its people.*

(3) *Explore the impact of human modification of Nevada's physical environment on the people who live there*

(4) *Identify natural hazards in Nevada and their impact on the population.*

(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 they are positive or negative.*

(2) *Give reasons why consumers choose to buy more of a good or service, for example, when prices are low, and when they choose to buy less, and when prices are high.*

(3) *Identify factors within an individual's control that can affect the likelihood of employment.*

(4) *Explain why all those who trade must benefit from the trade, using an example such as trading lunch items.*

(b) *identify indicators used to measure economic performance, understand key aspects of how the economy acts as a system, and understand the roles of money, interest rates, savers, and borrowers, financial institutions, and the central bank in our 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 people might pay interest or receive interest.*

(3) *Discuss reasons people use banks.*

(4) *Define productive resources.*

(5) *Define per capita.*

(c) *Identify the causes of economic change; explain how the U.S. economic system responds to those changes; and explain how other economic systems respond to change, as demonstrated by the ability of the pupil to:*

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

(2) *Define entrepreneur and identify those individuals 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 U.S. economy, and the role of exchange rates, as demonstrated by the ability of the pupil to:*

(1) *Define 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, laws, and government and understand the roles, rights, and responsibilities of citizens, as demonstrated by the ability of the pupil to:

(1) Identify and discuss examples of rules, laws, and authorities that keep people safe and property secure in the state of Nevada

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

(3) Describe the criteria for Nevada citizenship

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

(5) Explain why we celebrate Nevada Day.

(b) Understand the U.S. Constitution and the government it creates, including the relationship between national and sub-national governments, as well as the structure and function of state and local governments, as demonstrated by the ability of the pupil to:

(1) Describe the relationship between classroom 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, 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 people use to form an opinion.

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

(1) Identify their county, city, state, and country.

**NAC 389.2942 Social studies.** (NRS 385.080, 385.110, 389.0185, 389.520) By the end of the fifth grade, pupils must know and be able to do everything required in the previous grades for courses in social studies offered in public schools. Instruction in the fifth grade in social studies must be designed so that pupils meet the following [performance] standards by the completion of the fifth grade:

1. For the area of history:

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

(1) Identify current events from multiple sources.

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

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

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

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

- (c) Understand the development of human societies, civilizations and empires through the year 400, as demonstrated by the ability of the pupil to:
- (1) Define “hunter gatherer.”
  - (2) Locate the areas within Nevada where the earliest Native American inhabitants, known as the Desert Archaic people, lived.
- (d) Understand the characteristics, ideas and significance of civilizations and religions that existed between the years 1 and 1400, as demonstrated by the ability of the pupil to identify the explorations of the Vikings in North America.
- (e) Understand the impact of the interaction of peoples, cultures and ideas between the years 1200 and 1750, as demonstrated by the ability of the pupil to:
- (1) Identify Native American cultures in this State, including, the cultures of the Northern Paiute, Southern Paiute, Washoe and Western Shoshone.
  - (2) Describe the life of a Native American living in North America before European contact, including, without limitation, communication, food, clothing, shelter, transportation, family and tools.
  - (3) Describe expeditions of early explorers, including, without limitation, Christopher Columbus and Ferdinand Magellan.
  - (4) Describe the relationship between Native Americans, Europeans and Africans.
  - (5) Describe colonial life in North America.
- (f) Understand the people, events, ideas and conflicts that led to the creation and growth of a distinctive culture between the years 1700 and 1865, as demonstrated by the ability of the pupil to:
- (1) Identify the events which led to the creation and signing of the Declaration of Independence.
  - (2) Identify key people of the American Revolution, including, without limitation, George Washington and Benjamin Franklin.
  - (3) Describe the relationship between the War of 1812 and the national anthem of the United States.
  - (4) Describe the experiences of pioneers moving westward, including, without limitation, the experiences of pioneers who traveled along the Oregon and California trails, and the Donner Party.
  - (5) Identify explorers and settlers in preterritorial Nevada, including, without limitation, Kit Carson and John C. Fremont.
  - (6) Identify, in general terms, the American Civil War and its final outcome, including, without limitation, the Union, the Confederacy, General Robert E. Lee and General Ulysses S. Grant.
  - (7) Explain the symbols, mottos and slogans related to the State of Nevada, including, without limitation, the phrase “Battle Born,” the Great Seal of the State of Nevada, the phrase “Silver State” and the state flag.
- (g) Understand the importance and impact of political, economic and social ideas between the years 1860 and 1920, as demonstrated by the ability of the pupil to:
- (1) Identify the contributions of inventors and discoverers, including, without limitation, Thomas Edison, the Wright Brothers, Alexander Graham Bell and George Washington Carver.
  - (2) Describe the contributions of immigrant groups who lived in Nevada.
  - (3) Describe the significance of Labor Day.

- \_\_\_\_\_ (4) Describe the distinctions between the reasons for celebrating Memorial Day and the reasons for celebrating Veterans' Day.
- \_\_\_\_\_ (h) Understand the importance and impact of political, economic and social changes in the world between the years 1920 and 1945, as demonstrated by the ability of the pupil to:
- \_\_\_\_\_ (1) Identify the major events of the Great Depression, including, without limitation, the crash of the stock market, the Dust Bowl, migration and the building of Hoover Dam.
- \_\_\_\_\_ (2) Identify the participation of the United States in World War II, including, without limitation, the attack on Pearl Harbor, the "homefront," "D Day" and the atomic bomb.
- \_\_\_\_\_ (i) Understand the shift of international relationships and power, and the significant developments in the American culture that occurred between the years 1945 and 1990, as demonstrated by the ability of the pupil to:
- \_\_\_\_\_ (1) Identify major advancements in science and technology, including, without limitation, television and computers.
- \_\_\_\_\_ (2) Identify the major points of the speech made by Martin Luther King, Jr., commonly known as the "I Have a Dream" speech.
- \_\_\_\_\_ (j) Understand the political, economic, social and technological issues challenging the world between the years 1990 and the present, as demonstrated by the ability of the pupil to identify major news events on the local, state, national and world levels.
- \_\_\_\_\_ 2. For the area of geography:
- \_\_\_\_\_ (a) Use maps, globes and other geographic tools and technologies to locate and derive information about people, places and environments, as demonstrated by the ability of the pupil to:
- \_\_\_\_\_ (1) Use maps and features of maps, including, without limitation, directional orientation, map symbols and grid systems, to identify and locate major geographic features of Nevada and the United States.
- \_\_\_\_\_ (2) Identify the characteristics and purposes of different maps and globes.
- \_\_\_\_\_ (3) Read and derive information from photographs, maps, graphs and computer resources.
- \_\_\_\_\_ (4) Construct maps and charts of the United States or any part thereof, which adequately display information about human and physical features, including, without limitation, landforms, weather and climate, bodies of water, vegetation and soils, distribution of population, languages, housing and economic activities.
- \_\_\_\_\_ (5) Identify the purpose and summarize the content of various maps of the United States.
- \_\_\_\_\_ (6) Answer spatial questions about a map using basic geographic vocabulary.
- \_\_\_\_\_ (7) Identify major regions of the United States, including, the West, Southwest, Midwest, Southeast and Northeast.
- \_\_\_\_\_ (8) With the use of an atlas, label a map of the United States with the names of the 50 states.
- \_\_\_\_\_ (9) On a map of the United States, locate the following metropolitan areas:
- \_\_\_\_\_ (I) Washington, D.C.;
- \_\_\_\_\_ (II) Los Angeles;
- \_\_\_\_\_ (III) Seattle;
- \_\_\_\_\_ (IV) Denver;
- \_\_\_\_\_ (V) Chicago;
- \_\_\_\_\_ (VI) Atlanta; and
- \_\_\_\_\_ (VII) New York City.

- (b) Understand the physical and human features and cultural characteristics of places, and use that information to define and study regions and their patterns of changes, as demonstrated by the ability of the pupil to:
- (1) Identify and list the physical and human features and cultural characteristics of places and regions in the United States.
  - (2) Identify examples in a community or region that reflect the cultural identity of the community or region.
  - (3) Describe the characteristics of the community in which the pupil resides and the State of Nevada from different perspectives.
  - (4) Identify the effects of the use of technology in different communities in the United States.
  - (5) Identify and describe the locations where selected historical events occurred.
  - (6) Describe how the community in which the pupil resides and the State of Nevada have changed over time.
  - (7) Identify the criteria used to define different types of regions.
- (c) Understand how physical processes shape the surface patterns and ecosystems of the earth, as demonstrated by the ability of the pupil to:
- (1) Identify the four basic physical systems of the earth, such as the atmosphere, lithosphere, hydrosphere and biosphere, and give several examples of the components of each of those systems.
  - (2) Define and give historical examples of natural hazards and disasters, including, without limitation, floods, wildfires, earthquakes, volcanic eruptions, tornados, hurricanes and tsunamis.
  - (3) Identify the parts of different ecosystems, including, soil, climate, plant life and animal life.
  - (4) Locate and describe major ecosystems on earth, including, without limitation, deserts, rain forests, mountains and prairies.
  - (5) Investigate one type of ecosystem by asking and answering geographic questions about the characteristics, locations and distribution of the ecosystem.
- (d) Understand how economic, political and cultural processes interact to shape patterns of human migration and settlement, influence and interdependence, and conflict and cooperation, as demonstrated by the ability of the pupil to:
- (1) Explain differences in the distribution of population in Nevada and the United States.
  - (2) Identify the “push pull” factors that influence human migration and settlement.
  - (3) List examples of historical movements of people, goods and ideas.
  - (4) Describe the differences among rural, suburban and urban migration and settlement.
  - (5) Identify the sources of various economic goods and describe their movement between states or countries.
  - (6) Investigate an economic issue by asking and answering questions about the locations where the economic issue is in question.
  - (7) Identify differences in the economic development and quality of life among the countries located in North America.
  - (8) Describe why types of organizations may differ because of the geographic location of the organizations.
  - (9) Describe issues of cooperation and conflict within the United States.

- (e) Understand the effects of interactions between human and physical systems, and the changes in use, distribution and importance of resources, as demonstrated by the ability of the pupil to:
- (1) Describe and provide examples of ways in which changes in the physical environment affect humans, including, without limitation, the effect of weather and climate, and the availability of water.
  - (2) Describe and provide examples of places within the United States where the environment has been altered by technology.
  - (3) Explain and provide examples of the impact of human modification of the physical environment on the people who live in that location, including, without limitation, construction that limits the availability of water, the construction of flood channels and mining.
  - (4) Describe and illustrate the pattern of distribution and use of natural resources, including, without limitation, water, minerals, forests and wind.
  - (5) Compare the differences in the ways that people in the United States and people in another country use the same resource.
- (f) Apply geographic knowledge of people, places and environments to interpret the past, understand the present and plan for the future, as demonstrated by the ability of the pupil to:
- (1) Describe how the physical settings of a past event influenced that event.
  - (2) Use current events to ask and answer geographic questions.
  - (3) Discuss a geographic issue using more than one point of view.
  - (4) Describe a geographic issue and the possible impact which that issue might have in the future.
- (g) Ask and answer questions about geography by acquiring, organizing and analyzing geographic information, as demonstrated by the ability of the pupil to:
- (1) Ask geographic questions about the origin and significance of spatial patterns, including, without limitation, questions to determine:
    - (I) Where a pattern is;
    - (II) Why a pattern is located where it is;
    - (III) With what a pattern is associated; and
    - (IV) What the consequences are of the location and associations of a pattern.
  - (2) Locate and gather geographic information from a variety of sources, including, without limitation, periodicals, databases, interviews, cartograms and aerial photographs.
  - (3) Create complex maps, graphs or charts to display geographic information, including, without limitation, choropleth maps, cartograms and climagraphs.
  - (4) Interpret information obtained from maps, satellite images and aerial photographs to recognize spatial patterns and relationships between locations.
  - (5) Support a conclusion by presenting geographic information in an oral or a written report, accompanied by maps and graphics.
- 3. For the area of civics:
- (a) Know why society needs rules, law and governments, as demonstrated by the ability of the pupil to:
    - (1) Describe the effect on society of the absence of laws.
    - (2) Identify the United States Constitution and the Declaration of Independence as the foundations of the government of the United States.
    - (3) Define and give examples of a representative democracy.
    - (4) Identify the rights of minor political parties.

- (b) Know the United States Constitution and the government created by the United States Constitution, as demonstrated by the ability of the pupil to:
- (1) Identify the three branches of the Federal Government.
  - (2) Name the two houses of the Congress of the United States.
  - (3) Identify powers of the Congress of the United States, including, without limitation, the power to tax, the power to declare war and the power to impeach.
  - (4) Identify the Supreme Court as the highest court in the United States.
  - (5) Define the word "trial" as that word relates to the resolution of disputes.
- (c) Describe the roles of political parties, interest groups and public opinion in the democratic process, as demonstrated by the ability of the pupil to:
- (1) List the qualities of a leader.
  - (2) Name the two major political parties.
  - (3) Give examples of interest groups.
  - (4) Identify sources of information which people use to form an opinion.
- (d) Know the roles, rights and responsibilities of citizens of the United States, and know the symbols of the United States, as demonstrated by the ability of the pupil to:
- (1) Describe the difference between a natural born citizen and a naturalized citizen.
  - (2) Identify the Bill of Rights.
  - (3) Identify ways in which conflicts can be resolved in a peaceful manner that respects individual rights.
  - (4) Describe the symbolic importance of Independence Day and the Pledge of Allegiance.
- (e) Know the structure and functions of state and local governments, as demonstrated by the ability of the pupil to:
- (1) Explain why local governments are created.
  - (2) Name the three branches of State Government.
  - (3) Know the different types of courts.
- (f) Explain the different political and economic systems in the world, as demonstrated by the ability of the pupil to list the characteristics of a nation state, including, without limitation, self-rule, territory, population and organized governments.
- (g) Know the political and economic relationship between the United States and its citizens, and other countries and their citizens, as demonstrated by the ability of the pupil to:
- (1) Identify the countries bordering the United States.
  - (2) Explain ways in which countries interact.
4. For the area of economics:
- (a) Use fundamental concepts in economics, including, without limitation, scarcity, choice, cost, incentives and a comparison of cost and benefits, to describe and analyze problems and opportunities, both individual and social, as demonstrated by the ability of the pupil to:
- (1) Describe a situation in which the scarcity of a good or service requires a person to make a choice, and identify a cost associated with making such a choice.
  - (2) Give examples of situations in which people with different preferences make different decisions.
  - (3) Demonstrate an understanding that choosing a little more or a little less of a good or service generates either a benefit or a cost.
- (b) Demonstrate a knowledge of past and present economic performance in the United States, identify economic indicators used to measure that performance, use that knowledge to make

~~individual decisions and discuss relevant social issues, as demonstrated by the ability of the pupil to:~~

- ~~(1) Compare per capita measurements for the United States during different times.~~
- ~~(2) Define the concepts of inflation and deflation, and explain how they affect persons.~~
- ~~(3) Define employment and unemployment.~~
- ~~(4) Identify and give examples of interest rates for borrowing and saving money.~~
- ~~(c) Demonstrate an understanding of how markets work, including, without limitation, an understanding of why markets form, how supply and demand interact to determine market prices and interest rates, and how changes in prices act as signals to coordinate trade, as demonstrated by the ability of the pupil to:~~
  - ~~(1) Defend the statement, "Trade is always mutually beneficial," with supporting examples.~~
  - ~~(2) Demonstrate an understanding of supply and demand in a market.~~
  - ~~(3) Contrast the effects of a change in the price of a good or service on the behavior of buyers and sellers of that good or service.~~
- ~~(d) Describe the roles played by various economic institutions in the United States, including, without limitation, financial institutions, labor unions, for profit business organizations and not-for-profit organizations, as demonstrated by the ability of the pupil to:~~
  - ~~(1) Identify financial institutions, including, without limitation, banks, credit unions and brokerage firms.~~
  - ~~(2) Provide examples of labor unions.~~
  - ~~(3) Explain the purposes for establishing for profit organizations.~~
  - ~~(4) Explain the purposes for establishing not for profit organizations.~~
- ~~(e) Demonstrate an understanding of various forms of money, how money makes it easier to trade, borrow, save, invest and compare the value of services, and how the Federal Reserve System and its policies affect the supply of money in the United States, as demonstrated by the ability of the pupil to:~~
  - ~~(1) Explain why it is easier for people to save and trade money rather than use other commodities.~~
  - ~~(2) Identify forms of money that were used in the United States before the 20th century.~~
- ~~(f) Demonstrate an understanding of the economic system of the United States, as a whole, in terms of how it allocates resources, how it determines the production, income, unemployment and price levels in the United States and how it leads to variations in individual levels of income, as demonstrated by the ability of the pupil to:~~
  - ~~(1) Discuss the resources needed for production in households, schools and community groups.~~
  - ~~(2) Demonstrate an understanding that a person can be both a consumer and a producer.~~
  - ~~(3) Recognize the three following types of productive resources:
    - ~~(I) Natural resources, including, without limitation, minerals;~~
    - ~~(II) Human resources, including, without limitation, educated workers; and~~
    - ~~(III) Capital resources, including, without limitation, machinery.~~~~
  - ~~(4) Illustrate how the spending by one person becomes the income for another person.~~
  - ~~(5) Identify factors within a person's control that can affect the likelihood for him to be employed, including, without limitation, work experience, education, training and skills.~~
  - ~~(6) Describe how income reflects choices that people make about education, training, development of skills, lifestyle and careers.~~

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

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

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

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

~~(I) Price;~~

~~(II) Customer service;~~

~~(III) Variety;~~

~~(IV) Quality of the product; and~~

~~(V) Advertising and marketing.~~

~~(4) Explain why specialization increases productivity and interdependence.~~

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

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

~~(2) Describe how the exchange of goods and services around the world creates interdependence among peoples in different places, such as the production of a candy bar in the United States which requires ingredients from other countries around the world.~~

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

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

*(a) As students become increasingly sophisticated and informed thinkers, they are provided opportunities to develop and apply skills that enhance critical thinking processes by developing and applying 21st Century Skills. Content literacy is the acquisition and application of reading, writing and oral communication skills to construct knowledge. Information, media, and technology literacy is the acquisition, organization, use, and evaluation of information that prepares students to be active, informed, and literate citizens. These skills are an essential part of the study of social studies and should be integrated within the content, as demonstrated by the ability of the pupil to:*

*(1) Skim text for main ideas.*

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

*(3) Identify cause and effect and fact v. opinion.*

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

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

*(6) Ask questions to identify a research topic.*

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

*(8) Present content orally, in writing, and through multimedia presentations.*

*(9) Explain content through the use of maps, graphs, charts, diagrams.*

*(10) Demonstrate positive social and ethical behaviors when using technology and discuss consequences of inappropriate use.*

*(11) Use content specific technology tools to support learning.*

**(12) Evaluate the accuracy, relevancy, and bias of online, print, and media sources (teacher led).**

*(b) As students become increasingly sophisticated and informed thinkers, they are provided opportunities to develop and apply skills that enhance critical thinking processes by developing and applying 21st Century Skills. To engage in historical analysis and interpretation students must draw upon their skills of historical comprehension by studying a rich variety of historical documents and artifacts that present alternative voices, accounts, and interpretations or perspectives on the past. Civic Participation includes the skills necessary to prepare students to be active, informed, and literate citizens. These skills are an integral part of the study of social studies and are taught as an integral part with the content standards, as demonstrated by the ability of the pupil to:*

- (1) Demonstrate an understanding of chronology by creating and interpreting events on a timeline.*
- (2) Identify and discuss primary and secondary sources.*
- (3) Read tall tales/stories to enhance American history.*
- (4) Discuss perspectives of history.*
- (5) Show responsibility for the well-being of oneself and family.*
- (6) Listen and participate as a member of a group in the classroom.*
- (7) Participate as a member of the school community.*

**2. For the area of history:**

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

- (1) Identify and describe Native North American life and cultural regions prior to European contact.*
- (2) Identify and describe the attributes of Native American nations in the local region and 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 people in the New England, Middle, and Southern colonies.*
- (6) Identify individuals and groups responsible for founding and settling the American colonies.*
- (7) Examine the cultural exchange among the Native Americans, Europeans, and Africans.*

*(b) Understand the people, events, ideas, and conflicts that lead to the evolution of nations, empires, distinctive cultures, and political and economic ideas, as demonstrated by the ability of the pupil to:*

- (1) Describe motivations for and expeditions of European exploration of the Americas.*
- (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, Africans, and Europeans, 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 people of the American Revolution.
- (8) Explain the relationship between the American colonies and England, and discuss its impact on independence.
- (c) Students understand how social ideas and individual action lead to social, political, economic, and technological change, as demonstrated by the ability of the pupil to:
- (1) Compare and/or contrast the daily lives of children throughout the United States, both past and present.
- (2) Recognize that communities include people who have diverse ethnic origins, customs, and traditions, and who make contributions to the United States.
- (3) Describe ways individuals display social responsibility.
- (4) Explain how technologies in U.S. history changed the way people lived.
- (5) Provide and discuss major news events on local, state, national, and world levels.
- (d) Understand the interaction and interdependence of nations around the world and the impact of economics, politics, religion, and culture on international relationships, as demonstrated by the ability of the pupil to:
- (1) Discuss the economic, political and cultural relationships the United States has with other countries.
3. For the area of geography:
- (a) Use maps, globes, and other geographic tools and technologies to locate and extrapolate information about people, places, and environments, as demonstrated by the ability of the pupil to:
- (1) Identify and locate major geographic features in Nevada and the United States using maps and map elements.
- (2) Identify spatial patterns of the U.S.
- (3) Describe purposes for different types of maps and globes, for example, topographical, political, physical
- (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 U.S. maps.
- (6) Derive geographic information from photographs, maps, graphs, books, and technological resources.
- (b) Understand the physical and human features of places and use this information to define and study regions and their patterns of change, as demonstrated by the ability of the pupil to:
- (1) Provide examples of human – environment interactions in the U.S.
- (2) Identify U. S. regions in which historical events occurred, for example, thirteen colonies, Underground Railroad, and California gold fields.
- (3) Provide examples of cultural identity in communities or regions from different perspectives
- (4) Show how regional change in the United States from decade to decade has affected characteristics of place, for example, salt and sand used to melt ice, flood basins, levees

(5) Label a map of the United States with their capitals.

(6) Define absolute location

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

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

(2) List push-pull factors influencing human migration and settlement in the United States.

(3) Describe differences among rural, suburban, and urban settlement in the United States.

(4) Describe historical and current economic issues in the U.S. using geographic resources; for example, illustrate demographic changes due to mining and gaming.

(5) Describe why types of organizations may differ by geographic region in the U.S.

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

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

(2) Describe how technologies altered the physical environment in the U.S., and the effects of those changes on its people

(3) Explore the impact of human modification of the United States' physical environment on the people who live there

(4) Identify and locate potential natural hazards in the United States and their impacts on the land and population.

(5) Describe and compare the distribution patterns and use of natural 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 costs associated with that choice.

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

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

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

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

(b) Identify indicators used to measure economic performance, understand key aspects of how the economy acts as a system, and understand the roles of money, interest rates, savers, and borrowers, financial institutions, and the central bank in our economy, as demonstrated by the ability of the pupil to:

(1) Define trade and commodities used in trade.

(2) Identify how interest rates affect borrowing, saving, and purchasing using credit.

- (3) Identify services offered by different types of financial institutions.
  - (4) Illustrate how one person's spending becomes another person's income.
  - (5) Recognize the three types of productive resources.
  - (6) Define inflation and deflation.
  - (7) Define labor force and unemployment
  - (8) Demonstrate per capita measures in the classroom.
- (c) Identify the causes of economic change; explain how the U.S. economic system responds to those changes; and explain 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 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 mercantilism.
  - (7) Identify scarce resources and identify how they are allocated in the United States.
- (d) Explore trends in international trade, the impact of trade on the U.S. economy, and the role of exchange rates, as demonstrated by the ability of the pupil to:
- (1) Explain why the U.S. imports and exports goods.
  - (2) Define exchange rates
  - (3) Define globalization and explain how the U.S. economy is affected by international trade.
5. For the area of civics:
- (a) Know why society needs rules, laws, and government and understand the roles, rights, and responsibilities of citizens, as demonstrated by the ability of the pupil to:
    - (1) Explain that the Declaration of Independence, the U.S. Constitution, and the Bill of Rights, are written documents that are the foundation of the United States government.
    - (2) Describe the operation of representative government.
    - (3) Describe the criteria for U.S. citizenship.
    - (4) Explain the symbolic importance of the Pledge of Allegiance and the Fourth of July.
  - (b) Understand the U.S. Constitution and the government it creates, including the relationship between national and sub-national governments, as well as 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 government (as set forth in the U.S. Constitution).
    - (3) Name the two houses of the U.S. Congress and explain how representation is determined.
    - (4) Identify the powers of the U.S. Congress, for example, power to tax, declare war, and impeach the President.
    - (5) Identify the duties of the President within the executive branch.
    - (6) Explain that the U.S. Supreme Court is the highest court in the land.
    - (7) Describe the purpose of a judge and jury in a trial as it relates to resolving disputes.

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

- (1) Explain the qualities of a leadership.*
- (2) Name the two major political parties.*
- (3) Give examples of national interest groups.*
- (4) Compare sources of information people use to form an opinion.*
- (5) Define propaganda and give examples.*

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

*(1) Describe the influences other nations have had on the development of the United States political system.*

**NAC 389.372 Social studies.** (NRS 385.080, 385.110, 389.0185, 389.520) By the end of the eighth grade, pupils must know and be able to do everything required in the previous grades for courses in social studies offered in public schools. Instruction in the eighth grade in social studies must be designed so that pupils meet the following [performance] standards by the completion of the eighth grade:

I. 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 Osgood, 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 Douglass, 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. For the area of geography:
- \_\_\_\_\_ (a) Use maps, globes and other geographic tools and technologies to locate and derive information about people, places and environments, as demonstrated by the ability of the pupil to:
- \_\_\_\_\_ (1) Use maps and map skills, including, without limitation, scale, latitude, longitude and projections, to identify and locate physical and human features in the United States and in the world.
- \_\_\_\_\_ (2) Compare and contrast the characteristics and purposes of several types of maps, map projections and other geographic representations.
- \_\_\_\_\_ (3) Use maps, graphic representations, aerial photographs, satellite images and computer resources to compare the physical and human features of the earth.
- \_\_\_\_\_ (4) Construct maps and charts to display information about physical and human features.
- \_\_\_\_\_ (5) Compare and contrast maps of similar areas for purpose, accuracy, content and design.
- \_\_\_\_\_ (6) Make and defend a spatial decision, including, without limitation, the location of schools, shopping centers or landfills, applying basic geographic vocabulary and concepts.
- \_\_\_\_\_ (7) Identify on a map the major regions of the world, including, without limitation, Latin America, Oceania, East Asia, the Indian subcontinent and Europe.
- \_\_\_\_\_ (8) Identify from a list of prominent countries the relative location of each country and the continent on which the country is located.
- \_\_\_\_\_ (9) Locate, on a map using an atlas, the major cities of the world, including, without limitation, Beijing, Bombay or Mumbai, Buenos Aires, Cairo, Jakarta, London, Montreal, Moscow, Mexico City, Paris, Sydney and Tokyo.
- \_\_\_\_\_ (b) Understand the physical and human features and cultural characteristics of places, and use that information to define and study regions and their patterns of changes, as demonstrated by the ability of the pupil to:

- \_\_\_\_\_ (1) Describe the relationship between physical and human features, such as landforms and political boundaries.
- \_\_\_\_\_ (2) Explain how places, regions and systems of belief are important to the expression of a cultural identity.
- \_\_\_\_\_ (3) Explain how cultural characteristics affect different points of view with regard to places and regions.
- \_\_\_\_\_ (4) Describe ways in which technology affects how cultural groups use places and regions.
- \_\_\_\_\_ (5) Evaluate the roles which regions play in historical events.
- \_\_\_\_\_ (6) Describe how and why regions change over time.
- \_\_\_\_\_ (7) Illustrate the relationship between the physical and cultural characteristics of a region.
- \_\_\_\_\_ (c) Understand how physical processes shape the surface patterns and ecosystems of the earth, as demonstrated by the ability of the pupil to:
- \_\_\_\_\_ (1) Explain how physical processes within the atmosphere, lithosphere, hydrosphere and biosphere influence the surface of the earth.
- \_\_\_\_\_ (2) Explain how natural hazards and disasters alter the features and patterns of the earth.
- \_\_\_\_\_ (3) Describe the interdependence among soil, climate, plant life and animal life within ecosystems.
- \_\_\_\_\_ (4) Compare and contrast the biodiversity and productivity of various ecosystems.
- \_\_\_\_\_ (5) Formulate a hypothesis about the changing nature of an ecosystem and use appropriate research skills to draw a conclusion about that hypothesis.
- \_\_\_\_\_ (d) Understand how economic, political and cultural processes interact to shape patterns of human migration and settlement, influence and interdependence, and conflict and cooperation, as demonstrated by the ability of the pupil to:
- \_\_\_\_\_ (1) Describe the characteristics of developed and developing countries using key demographic concepts.
- \_\_\_\_\_ (2) Describe the reasons for human migration and settlement, and explain the effects of migration and settlements on places and cultures.
- \_\_\_\_\_ (3) Describe how a historical event was affected by the movement of people, goods and ideas.
- \_\_\_\_\_ (4) Identify the different patterns of migration and settlement in developing and developed countries.
- \_\_\_\_\_ (5) Explain how the physical and human geography of a region influences its economic activities.
- \_\_\_\_\_ (6) Identify a regional or international economic issue and explain that issue from a spatial perspective.
- \_\_\_\_\_ (7) Compare the elements of economic development and quality of life between developing and developed countries.
- \_\_\_\_\_ (8) Compare and contrast changes that have occurred in cultural, political and economic organizations over time.
- \_\_\_\_\_ (9) Compare how cooperation and conflict among people contribute to political, economic and cultural division in the world.
- \_\_\_\_\_ (10) Identify transregional alliances and international organizations that influence cooperation and conflict among countries.
- \_\_\_\_\_ (e) Understand the effects of interactions between human and physical systems, and the changes in use, distribution and importance of resources, as demonstrated by the ability of the pupil to:

- \_\_\_\_\_ (1) Describe and predict the regional or global impact of changes in the physical environment.
- \_\_\_\_\_ (2) Compare and contrast the opportunities and constraints that the physical environment places on human activity.
- \_\_\_\_\_ (3) Evaluate the role of technology in the human modification of the physical environment and provide examples of that technology, including, without limitation, explosives, steam power and computer technology.
- \_\_\_\_\_ (4) Describe the patterns of change caused by human modification of the physical environment.
- \_\_\_\_\_ (5) Research a specific natural hazard and document its effect on human systems.
- \_\_\_\_\_ (6) Identify and locate examples of renewable and nonrenewable natural resources.
- \_\_\_\_\_ (7) Select a resource, including, without limitation, forests, water and minerals, and evaluate different points of view regarding the use of the resource.
- \_\_\_\_\_ (f) Apply geographic knowledge of people, places and environments to interpret the past, understand the present and plan for the future, as demonstrated by the ability of the pupil to:
- \_\_\_\_\_ (1) Explain how different characteristics of people, places and resources have affected events and conditions in the past.
- \_\_\_\_\_ (2) Select a current event and explain the significance of its location and the physical features of that location.
- \_\_\_\_\_ (3) Using geographic knowledge, skills and perspectives, research a contemporary issue, including, without limitation, the building of a dam, the construction of a downtown area or water rights.
- \_\_\_\_\_ (4) List and describe several possible outcomes for a geographic issue, including, without limitation, the growth of population, patterns of consumption and the advent of new technologies and new mining techniques, and defend one possible solution to that issue.
- \_\_\_\_\_ (g) Ask and answer questions about geography by acquiring, organizing and analyzing geographic information, as demonstrated by the ability of the pupil to:
- \_\_\_\_\_ (1) Identify geographic issues and define geographic problems, posing appropriate geographic questions to research the issues.
- \_\_\_\_\_ (2) Use a variety of research skills, including, without limitation, maps, field work and computer resources, to locate and collect geographic information.
- \_\_\_\_\_ (3) Create and prepare various forms of maps, graphs, diagrams, tables and charts to organize geographic information, including, without limitation, isolines, population pyramids, flowcharts and databases.
- \_\_\_\_\_ (4) Evaluate and analyze information obtained from a variety of geographic sources using descriptive statistics, including, without limitation, average, mean, mode and range, and other simple quantitative techniques.
- \_\_\_\_\_ (5) Make generalizations about geographic questions by developing and presenting combinations of geographic information to answer those questions.
3. For the area of civics:
- \_\_\_\_\_ (a) Know why society needs rules, law and governments, as demonstrated by the ability of the pupil to:
- \_\_\_\_\_ (1) Define the concepts of the rule of law and the rule of men.
- \_\_\_\_\_ (2) Describe the significance of the Declaration of Independence and the United States Constitution as the foundations of democracy in the United States.

- \_\_\_\_\_ (3) Explain popular sovereignty and the need for citizen involvement at all levels of government in the United States.
- \_\_\_\_\_ (4) Identify the enduring principles of the United States Constitution.
- \_\_\_\_\_ (5) Explain how the United States Constitution can be formally amended.
- \_\_\_\_\_ (b) Know the United States Constitution and the government created by the United States Constitution, as demonstrated by the ability of the pupil to:
- \_\_\_\_\_ (1) Explain the functions of the three branches of government as set forth in the United States Constitution.
- \_\_\_\_\_ (2) Explain why the Congress of the United States is composed of two houses.
- \_\_\_\_\_ (3) Discuss the enumerated and implied powers of the Congress of the United States.
- \_\_\_\_\_ (4) Describe the duties of the President of the United States, including, without limitation, presenting a budget proposal.
- \_\_\_\_\_ (5) List the ways in which the Supreme Court of the United States determines policy.
- \_\_\_\_\_ (6) Describe the trial process, including, without limitation, the selection and responsibilities of juries.
- \_\_\_\_\_ (7) Explain the system of checks and balances, as set forth by the United States Constitution.
- \_\_\_\_\_ (c) Explain the relationship between the states and the Federal Government of the United States, as demonstrated by the ability of the pupil to:
- \_\_\_\_\_ (1) Provide examples of governmental powers which are distributed between a state and the Federal Government, including, without limitation, the powers to tax, to declare war and to issue drivers' licenses.
- \_\_\_\_\_ (2) Define "federalism."
- \_\_\_\_\_ (3) Explain how the supremacy clause of the United States Constitution defines the relationship between a state government and the Federal Government.
- \_\_\_\_\_ (d) Describe the roles of political parties, interest groups and public opinion in the democratic process, as demonstrated by the ability of the pupil to:
- \_\_\_\_\_ (1) Describe the election process.
- \_\_\_\_\_ (2) Provide examples of how political parties have changed.
- \_\_\_\_\_ (3) Identify the impact of interest groups on the political process.
- \_\_\_\_\_ (4) Identify the influence of the media in forming public opinion.
- \_\_\_\_\_ (5) Identify propaganda and persuasion in political advertising and literature.
- \_\_\_\_\_ (6) Provide examples of contemporary public issues that may require public solutions.
- \_\_\_\_\_ (e) Know the roles, rights and responsibilities of citizens of the United States, and know the symbols of the United States, as demonstrated by the ability of the pupil to:
- \_\_\_\_\_ (1) Identify the rights, privileges and responsibilities of citizens of the United States, including, without limitation, voting, holding office, jury duty, and military, community and public service.
- \_\_\_\_\_ (2) Explain the significance of symbols and mottos, including, without limitation:
- \_\_\_\_\_ (I) The motto, E pluribus Unum;
- \_\_\_\_\_ (II) The National Anthem;
- \_\_\_\_\_ (III) The flag;
- \_\_\_\_\_ (IV) The Pledge of Allegiance;
- \_\_\_\_\_ (V) The Statue of Liberty; and
- \_\_\_\_\_ (VI) The Great Seal of the United States.
- \_\_\_\_\_ (3) Explain the necessity of the Bill of Rights for a democratic society.

- \_\_\_\_\_ (4) Identify examples of conflict resolution that respect individual rights at school, in the community and within the United States.
- \_\_\_\_\_ (f) Know the structure and functions of state and local governments, as demonstrated by the ability of the pupil to:
- \_\_\_\_\_ (1) Describe the organization and purpose of state, local and tribal governments.
- \_\_\_\_\_ (2) Describe the juvenile, civil and criminal court systems.
- \_\_\_\_\_ (g) Explain the different political and economic systems in the world, as demonstrated by the ability of the pupil to:
- \_\_\_\_\_ (1) Define the major political systems of the world, including, without limitation, monarchies, totalitarian dictatorships, presidential systems, parliamentary systems and communism.
- \_\_\_\_\_ (2) Define the major economic systems of the world, including, without limitation, capitalism, mixed economy, socialism and command economy.
- \_\_\_\_\_ (h) Know the political and economic relationship between the United States and its citizens, and other countries and their citizens, as demonstrated by the ability of the pupil to:
- \_\_\_\_\_ (1) Identify countries that play a significant role in the foreign policy of the United States.
- \_\_\_\_\_ (2) Define the concept of foreign policy.
- \_\_\_\_\_ (3) Describe the ways in which countries interact diplomatically, including, without limitation, through the use of treaties, trade, humanitarian aid and military force.
- \_\_\_\_\_ (4) Describe the purpose of the United Nations.
- \_\_\_\_\_ (5) List and describe the purposes of nongovernmental organizations, including, without limitation, the World Bank, Amnesty International and the International Red Cross.
- \_\_\_\_\_ 4. For the area of economics:
- \_\_\_\_\_ (a) Use fundamental concepts in economics, including, without limitation, scarcity, choice, cost, incentives and a comparison of cost and benefits, to describe and analyze problems and opportunities, both individual and social, as demonstrated by the ability of the pupil to:
- \_\_\_\_\_ (1) Given that a choice has been made among several alternatives, identify opportunity cost of choice.
- \_\_\_\_\_ (2) Demonstrate an understanding that self interest is a motivational factor when people respond to incentives.
- \_\_\_\_\_ (3) For a particular good or activity, identify the costs and benefits of consuming an additional unit of the good or activity.
- \_\_\_\_\_ (b) Demonstrate a knowledge of past and present economic performance in the United States, identify the economic indicators used to measure that performance and use that knowledge to make individual decisions and discuss relevant social issues, as demonstrated by the ability of the pupil to:
- \_\_\_\_\_ (1) Calculate the gross domestic product per capita by dividing the gross domestic product of a country by its population, and compare the gross domestic product per capita for several countries, including the United States.
- \_\_\_\_\_ (2) Use the Consumer Price Index to compare the buying power of the United States dollar in a year with its buying power in another year.
- \_\_\_\_\_ (3) Identify the unemployment rate as the percentage of people in the labor force who are not working.
- \_\_\_\_\_ (4) Given a historical graph of unemployment rates in the United States, determine whether the current unemployment rate is high or low in comparison to the other unemployment rates.

- \_\_\_\_\_ (5) Explain why riskier loans command higher interest rates than do safer loans.
- \_\_\_\_\_ (6) Given a historical graph of interest rates in the United States, determine whether the current interest rate is high or low, in comparison to the other interest rates.
- \_\_\_\_\_ (c) Demonstrate an understanding of how markets work, including, without limitation, an understanding of why markets form, how supply and demand interact to determine market prices and interest rates, and how changes in prices act as signals to coordinate trade, as demonstrated by the ability of the pupil to:
- \_\_\_\_\_ (1) Give examples of markets in which people benefit from trade.
- \_\_\_\_\_ (2) Explain how supply and demand function to determine market prices.
- \_\_\_\_\_ (3) Explain why buyers demand less of a good or service and sellers supply more of the good or service when prices for the good or service increase.
- \_\_\_\_\_ (4) Explain why buyers demand more of a good or service and sellers supply less of a good or service when prices for the good or service decrease.
- \_\_\_\_\_ (d) Describe the roles played by various economic institutions in the United States, including, without limitation, financial institutions, labor unions, for profit business organizations and not-for-profit organizations, as demonstrated by the ability of the pupil to:
- \_\_\_\_\_ (1) Describe services that financial institutions provide for their customers, including, without limitation, channeling money from savers to borrowers.
- \_\_\_\_\_ (2) Describe services that labor unions provide for their members, including, without limitation, collective bargaining.
- \_\_\_\_\_ (3) Explain the advantages and disadvantages of each of the three primary forms of business organizations, such as sole proprietorship, partnership and corporation.
- \_\_\_\_\_ (4) Explain why not for profit organizations are tax exempt.
- \_\_\_\_\_ (e) Demonstrate an understanding of various forms of money, how money makes it easier to trade, borrow, save, invest and compare the value of services, and how the Federal Reserve System and its policies affect the supply of money in the United States, as demonstrated by the ability of the pupil to:
- \_\_\_\_\_ (1) Illustrate how prices stated in terms of money help people compare the value of products.
- \_\_\_\_\_ (2) Describe the transition from the use of commodities as money to the use of modern forms of money.
- \_\_\_\_\_ (f) Demonstrate an understanding of the economic system of the United States, as a whole, in terms of how it allocates resources, how it determines the production, income, unemployment and price levels in the United States and how it leads to variations in individual levels of income, as demonstrated by the ability of the pupil to:
- \_\_\_\_\_ (1) Explain ways in which households, schools and community groups allocate resources.
- \_\_\_\_\_ (2) Explain how reactions by consumers and producers to changes in prices affect the allocation of resources.
- \_\_\_\_\_ (3) Explain how the current utilization of a productive resource affects the availability of that resource in the future.
- \_\_\_\_\_ (4) Explain the circular flow of economic activity.
- \_\_\_\_\_ (5) Identify factors that can affect the likelihood of a person to be unemployed.
- \_\_\_\_\_ (6) Explain that the wages that a person earns is affected by his productivity and by the market value of the goods or services which he produces.

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

(1) Explain how investments can improve standards of living by increasing productivity.

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

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

(4) Give examples of ways in which specialization is facilitated by trade.

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

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

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

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

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

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

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

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

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

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

(a) As students become increasingly sophisticated and informed thinkers, they are provided opportunities to develop and apply skills that enhance critical thinking processes by developing and applying 21st Century Skills. Content literacy is the acquisition and application of reading, writing and oral communication skills to construct knowledge. Information, media, and technology literacy is the acquisition, organization, use, and evaluation of information that prepares students to be active, informed, and literate citizens. These skills are an essential part of the study of social studies and should be integrated within the content, as demonstrated by the ability of the pupil to:

(1) Read texts by using reading strategies (for example, prior knowledge, key vocabulary words, context clues, main ideas, supporting details, and text features: pictures, maps, text boxes).

(2) Read to identify cause and effect relationships, compare and contrast information, fact v. opinion, and 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 given topic.

(7) Formulate appropriate research questions.

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

(9) Effectively communicate and present information orally, in writing, and through the development of multimedia presentations, and other forms of technology.

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

(11) Explain content through the use of maps, graphs, charts, and diagrams.

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

(13) Demonstrate positive social and ethical behaviors when using technology and discuss consequences of inappropriate use.

(14) Use content specific technology tools to support learning and research.

(15) Evaluate the accuracy, relevancy, appropriateness, and bias of online and print sources.

(b) As students become increasingly sophisticated and informed thinkers, they are provided opportunities to develop and apply skills that enhance critical thinking processes by developing and applying 21st Century Skills. To engage in historical analysis and interpretation students must draw upon their skills of historical comprehension by studying a rich variety of historical documents and artifacts that present alternative voices, accounts, and interpretations or perspectives on the past. Civic Participation includes the skills necessary to prepare students to be active, informed, and literate citizens. These skills are an integral part of the study of social studies and are taught as an integral part with the content standards, as demonstrated by the ability of the pupil to:

(1) Develop a clear sense of historical time, past, present, and future in order to identify the sequence in which events occurred.

(2) Identify primary and secondary sources as historical content.

(3) Identify historical myths and historical fact.

(4) Apply social studies (content and skills) to real life situations.

(5) Formulate historical questions.

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

(7) Identify multiple perspectives of historical events.

(8) Answer a historical question through the interpretation of primary sources.

(9) Accept responsibility for the well-being of oneself, family, and the community.

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

(11) Actively participate in civic and community life at local, state, national, and global levels.

(12) Ask meaningful questions to evaluate information.

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

2. For the area of history:

(a) Understand the development, characteristics, and interaction of people, cultures, societies, religion, 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 interactions 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 were a reflection of each time period.
  - (7) Explore the lure of the West and the reality of life on the frontier as it relates to communication, farming and water issues, 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 West.
  - (11) Explain the effects of WWI and WWII on social and cultural life in Nevada and the United States.
  - (12) Identify and describe the characteristics of pre-agricultural 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 American culture.
  - (15) Evaluate factors that contributed to the fall of pre-Columbian civilizations.
  - (16) Identify the characteristics of a civilization.
  - (17) Explain how a civilization's geographic location influenced its development.
  - (18) Describe the achievements of ancient and classical civilizations.
  - (19) Locate ancient, classical, and regional civilizations and describe their contributions of social structure, religion, and political systems.
  - (20) Describe the origin, traditions, customs, and spread of the five major world religions (Judaism, Christianity, Islam, Hinduism and Buddhism).
  - (21) Describe the cultural achievements of societies in the Middle East, Far East, the Americas, Africa, South Asia, and Europe.
  - (22) Identify contributions of individuals around the world during the Middle Ages.
  - (23) Explain the impact of the Crusades, trade, and the Plague on society during the Middle Ages.
- (b) Understand the people, events, ideas, and conflicts that lead to the evolution of nations, empires, distinctive cultures, and political and economic ideas, as demonstrated by the ability of the pupil to:
- (1) Summarize the contributions of the diverse populations of Nevada's early settlers.
  - (2) Explain the events that led to Nevada's statehood.
  - (3) Describe how compromise and conflict among peoples 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 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 and second Continental Congress and the Committees of Correspondence.
  - (9) Describe the events, course, and results of the American Revolution, including 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 Constitution.
- (11) Explain the issues involved in the creation and ratification of the U.S. Constitution and the new government it established.
- (12) Identify the individual and states rights protected by the Bill of Rights and their continuing significance.
- (13) Evaluate the influence of individuals in the building of a national identity, for example, Pontiac, George Washington, and Abigail Adams.
- (14) Describe contributing factors in the development of a national identity following the War of 1812.
- (15) Describe the colonization, immigration, and settlement patterns of the American people, for example, the role of economic incentives, the effects of physical/political geography, and 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 pioneers and Native Americans during the westward expansion.
- (18) Describe the institutionalization of slavery in America, the resistance of the enslaved, and the ongoing struggle between proponents and opponents of slavery.
- (19) Identify and describe the causes, key people, 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 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 the Great Depression had on society and its effect on U.S. political policy.
- (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 nation states and explain their political development.
- (29) Define mercantilism and explain how it influenced patterns of economic activity.
- (30) Explore how a desire for foreign goods led to an increase of economic and cultural diversity.
- (c) Understand how social ideas and individual action lead to social, political, economic, and technological change, as demonstrated by the ability of the pupil to:
- (1) Describe the similarities and differences of European colonial communities in North America in terms of politics, religion, language, economics, and social customs.
- (2) Explain the political and economic causes and effects of the American Revolution.
- (3) Describe key 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 abolition and identify key people and events of the movement.
  - (7) Explain the struggle between states' rights and federalism, and the impact on the national identity in 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 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 1920's.
  - (13) Explain how democratic principles introduced by the Greeks and Romans developed the concept of social responsibility.
  - (14) Analyze the social impact of technology, for example, ships, iron, water delivery systems, wheel, and the printing press.
  - (15) Explain the spread of the five major world religions and their impact on society.
  - (16) Identify institutions of social responsibility and explain their impact on society, for example, church, government, family.
  - (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, for example, caste system, class system, feudalism.
- (d) Understand the interaction and interdependence of nations around the world. Students understand the impact of economics, politics, religion, and culture on international relationships, as demonstrated by the ability of the pupil to:
- (1) Describe major local, national, and world issues; and explain their impact on international relations.
  - (2) Describe the causes and effects of the French and Indian War on U.S. political policy and the expansion of U.S. territory.
  - (3) Describe the influence of the American Revolution on Europe and the Americas.
  - (4) Describe the contributions of foreign individuals and nations to the outcome of the American Revolution.
  - (5) Examine U.S. involvement in World War I.
  - (6) Explain 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 U.S. entry into the war.
  - (8) Discuss the effects of World War II on American economic and political policies.
  - (9) Identify the motivations for groups coming to the United States and discuss U.S. political policies towards 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 West affected modern foreign commerce, for example, energy, mining, and multinational corporations.
  - (12) Explain the significance of major news events Nevada and at the national and world levels.
3. For the area of geography:

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

- (1) Use map elements, including scale, to identify and locate physical and human features in the United States and the world*
- (2) Compare characteristics and purposes of several types of maps, map projections, and other geographic representations.*
- (3) Make and defend a spatial decision using basic geographic vocabulary, tools, and concepts.*
- (4) Construct mental maps from memory, for example, sketch a map.*
- (5) Create and compare maps of about human and physical features around the world for purpose, accuracy, content, form, and design.*
- (6) Provide oral directions in order to move from one location to another.*
- (7) Compare Earth's physical and human features using maps, fieldwork, graphic representations, aerial photographs, satellite images, and technological resources.*

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

- (1) Describe physical and human features, for example, cultural characteristics, of places and regions in Nevada, the United States, and the world.*
  - (2) Locate major civilizations, ancient through current, and describe how and why these regions 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 physical geographic terms, for example, archipelago, gulf, basin, tundra.*
  - (6) Describe relationships between regions and belief systems and tell how these are important to cultural identity.*
  - (7) Compare how cultural characteristics affect different points of view with regard to places and regions.*
  - (8) Compare the uses of technology across world cultures.*
  - (9) Use absolute and relative location (including latitude and longitude) to locate prominent countries, cities, and physical features in different regions of the world.*
- (c) Understand how economic, political, and cultural processes interact to shape patterns of human migration and settlement, influence and interdependence, and conflict and cooperation, as demonstrated by the ability of the pupil to:*
- (1) Describe characteristics of developing and developed countries using demographic concepts.*
  - (2) Describe how movements of people, 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 developing and developed countries.*

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

(6) Explain how the physical and human geography of regions influences their allocation of resources.

(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 use, distribution, and importance of resources, as demonstrated by the ability of the pupil to:

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

(2) Evaluate the role of technology in the human modification of the physical environment.

(3) Describe the changes that result from 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 effects on human systems.

(6) Define renewable, nonrenewable, and human resources.

(7) Categorize and locate examples of renewable, nonrenewable, and human 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 made by individuals including the concepts of opportunity cost and total benefit.

(2) Identify factors that affect purchasing decisions such as: price, income, availability of substitutes, and self interest.

(3) Identify factors that affect producers' decisions to supply goods such as: output prices, input prices, and technology.

(4) Discuss career paths considering: specific skills required, wages, impact of skills on wages.

(5) Demonstrate and explain an understanding of supply and demand in a market, for example, law of supply and law of demand.

(b) identify indicators used to measure economic performance, understand key aspects of how the economy acts as a system, and understand the roles of money, interest rates, savers, and borrowers, financial institutions, and the central bank in our 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 stated in money terms help people compare the value of products.

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

(4) Identify the pros and cons of paying with cash versus using credit.

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

(6) Explain the circular flow of economic activity.

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

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

(9) Identify factors that can affect an individual's likelihood of being unemployed, and give examples of the costs of unemployment to the economy as a whole.

(10) Determine per capita GDP using data on population and GDP for several countries then compare with the United States.

(11) Explain gross domestic product (GDP) and how it is used to describe a country's economic output.

(12) Compare the buying power of the U.S. dollar in one year with its buying power in another year using the consumer price index (CPI).

(13) Distinguish between a high rate and a low rate of unemployment for the U.S. economy over time.

(14) Explain the purposes and functions of financial institutions by comparing and contrasting the services, and evaluate the risks and rewards to borrowers and savers.

(c) Identify the causes of economic change; explain how the U.S. economic system responds to those changes; and explain 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 tax exempt.

(2) Explain how investment in either physical capital or human capital improves standards 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 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, command economy and market economy

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

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

(d) Explore trends in international trade, the impact of trade on the U.S. economy, 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 people in different countries and effects standards of living.

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

(3) Describe the rise of international economies, the emergence of capitalism and 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, laws, and government and understand the roles, rights, and responsibilities of citizens, as demonstrated by the ability of the pupil to:*
- (1) *Explain the difference between the rule of law and the rule of man, for example, divine right of monarchs, dictatorships.*
  - (2) *Identify major conflicts in social, political, and economic life and analyze the role of compromise in the resolution of these issues.*
  - (3) *Describe the significance of the Declaration of Independence and the U.S. Constitution as foundations of U.S. democracy.*
  - (4) *Describe how the Nevada and U.S. Constitution serve as devices for preserving state and national principles and as vehicles for change, including the amendment process.*
  - (5) *Explain the influence of ancient civilizations of the roles, rights, and responsibilities of citizens.*
  - (6) *Explain the necessity of the protection of individual rights in a democratic society.*
  - (7) *Define and explain popular sovereignty and the need for citizen involvement at all levels of U.S. government.*
  - (8) *Identify and explain the rights, privileges, and responsibilities associated with Nevada and U.S. citizenship, including voting, holding office, jury duty, and military service, community service, and public service.*
  - (9) *Explain the significance of mottoes and symbols to the cultural and political identity of various societies.*
- (b) *Understand the U.S. Constitution and the government it creates, including the relationship between national and sub-national governments, as well as the structure and function of state and local governments, as demonstrated by the ability of the pupil to:*
- (1) *Define federalism.*
  - (2) *Give examples of governmental powers, for example, the power to tax, declare war, and issue drivers' licenses, that are distributed between the national and state governments.*
  - (3) *Explain how the supremacy clause of the U.S. Constitution defines the relationship between national and state governments.*
  - (4) *Explain the purpose of a tribal government.*
  - (5) *Explain the functions of the three branches of government (executive, legislative, and judicial) as found in the U.S. and Nevada Constitutions.*
  - (6) *Explain the system of checks and balances and the principle of limited powers in the design of the U.S. Constitution.*
  - (7) *Explain the organization and function of State and local government.*
  - (8) *Explain the historic compromises that created a two-house Congress and identify the responsibilities of each house.*
  - (9) *Describe powers of the U.S. Congress.*
  - (10) *Describe the duties of the President and other executive officials.*
  - (11) *Describe the function of the U.S. Supreme Court including judicial review using landmark court cases.*
  - (12) *Identify the state and local judicial processes, for example, juvenile, civil, and criminal court systems.*
- (c) *Describe the roles of political parties, elections, interest groups, media, and public opinion in the democratic process, as demonstrated by the ability of the pupil to:*
- (1) *Describe the election process.*

- (2) *Provide examples of how political parties have changed.*
  - (3) *Identify the impact of interest groups and public opinion on the political process.*
  - (4) *Identify the influence of the media in forming public opinion.*
  - (5) *Identify propaganda and persuasion in political advertising and literature.*
  - (6) *Provide examples of contemporary public issues that may require public solutions.*
- (d) *Explain the different political systems in the world and how those systems relate to the United States and its citizens, as demonstrated by the ability of the pupil to:*
- (1) *Define the characteristics of a country: sovereignty, territory, population, and organized government.*
  - (2) *Define the world's major political systems: monarchy, totalitarian dictatorship, Democratic systems (presidential systems and parliamentary systems), socialism, and communism.*
  - (3) *Identify nations that play a significant role in U.S. foreign policy.*
  - (4) *Define foreign policy and describe ways nations interact diplomatically, for example, treaties, trade, humanitarian aid, and military intervention.*
  - (5) *List and describe international organizations, for example, the United Nations, World Bank, Amnesty International, and the International Red Cross.*

**NAC 389.511 Social studies.** (NRS 385.080, 385.110, 389.0185, 389.520) By the end of the 12th grade, pupils must know and be able to do everything required in the previous grades for courses in social studies offered in public schools. Instruction in the 12th grade in social studies must be designed so that pupils meet the following **[performance]** standards by the completion of the 12th grade:

1. For the area of history:
- ~~(a) Use chronology to organize and understand the sequence and relationship of events, as demonstrated by the ability of the pupil to:~~
- ~~(1) Analyze and develop a position on a current event.~~
- ~~(2) Explain the sequence and relationship of events on a tiered timeline.~~
- ~~(b) Use vocabulary and concepts specific to social studies to engage in inquiry, research and analysis, and use related decision-making skills, as demonstrated by the ability of the pupil to:~~
- ~~(1) Frame and evaluate historical questions from multiple points of view.~~
- ~~(2) Integrate, analyze and organize historical information from a variety of sources.~~
- ~~(3) Research, analyze and interpret historical content from informational tools, including, without limitation, charts, diagrams, tables, graphs, maps, political cartoons and photographs.~~
- ~~(c) Understand the development of human societies, civilizations and empires through the year 400, as demonstrated by the ability of the pupil to:~~
- ~~(1) Identify and describe the characteristics of preagricultural societies.~~
- ~~(2) Describe technological innovations of early agricultural societies, including, without limitation, the development of agriculture, the domestication of animals and the development of permanent communities.~~
- ~~(3) Explain and demonstrate how geography influenced the political, social and economic growth of ancient and classical civilizations, including, without limitation, the civilizations of Africa, China, Greece, India, Mesopotamia and Rome.~~
- ~~(4) Describe the unique political, economic, religious, social, technological and cultural contributions of ancient and classical civilizations, including, without limitation, the civilizations~~

~~of Africa, the Americas, China, Greece, Hebrew kingdoms, India, Mesopotamia, Phoenicia and Rome.~~

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

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

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

~~(3) Describe the characteristics of European feudalism.~~

~~(4) Describe the rise of commercial trading centers and their effects on social, political and economic institutions.~~

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

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

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

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

~~(4) Identify the influence of the Age of Enlightenment on the Western world, including, without limitation, science, fine arts, literature, government and philosophy.~~

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

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

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

~~(8) Analyze how the interrelationships of Native Americans, Africans and Europeans, and their descendants, 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 polities.
- \_\_\_\_\_ (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. For the area of geography:
- \_\_\_\_\_ (a) Use maps, globes and other geographic tools and technologies to locate and derive information about people, places and environments, as demonstrated by the ability of the pupil to:

- \_\_\_\_\_ (1) Independently use a variety of complex maps, including, without limitation, topographic, demographic and land use maps, to acquire geographic information.
- \_\_\_\_\_ (2) Select appropriate maps, map projections and other representations to analyze and interpret geographic information.
- \_\_\_\_\_ (3) Use appropriate geographic tools and techniques, including, without limitation, cartograms, climographs, population pyramids and geographic information systems, to analyze and interpret the physical and human features of the earth.
- \_\_\_\_\_ (4) Construct from memory complex, accurate maps and models to answer questions about the location of human and physical features.
- \_\_\_\_\_ (5) Analyze maps for similarities and differences in purpose, accuracy, content and design.
- \_\_\_\_\_ (6) Apply concepts and models of spatial organization to make decisions about geographic information.
- \_\_\_\_\_ (b) Understand the physical and human features and cultural characteristics of places, and use that information to define and study regions and their patterns of changes, as demonstrated by the ability of the pupil to:
- \_\_\_\_\_ (1) Determine how relationships between humans and the environment can lead to the development of connections among places and regions.
- \_\_\_\_\_ (2) Explain why places and regions are important to cultural identity and serve as forces for unification and fragmentation.
- \_\_\_\_\_ (3) Compare and contrast the characteristics of places and regions from different points of view.
- \_\_\_\_\_ (4) Determine how technology affects the way in which cultural groups perceive and use places and regions.
- \_\_\_\_\_ (5) Analyze historical issues and answer questions using the geographic concept of regions as the central rationale.
- \_\_\_\_\_ (6) Analyze why places and regions once characterized by one set of criteria may be defined by a different set of criteria now, and evaluate the patterns of change.
- \_\_\_\_\_ (7) Apply the concept of region to organize and study a geographic issue.
- \_\_\_\_\_ (c) Understand how physical processes shape the surface patterns and ecosystems of the earth, as demonstrated by the ability of the pupil to:
- \_\_\_\_\_ (1) Describe how the interactions of the atmosphere, lithosphere, hydrosphere and biosphere affect the different regions of the United States and the world.
- \_\_\_\_\_ (2) Describe the causes and consequences of natural hazards and disasters that shape features and patterns on the earth.
- \_\_\_\_\_ (3) Analyze the effects of physical and human forces on the interdependence within ecosystems.
- \_\_\_\_\_ (4) Analyze the biodiversity, distribution and productivity of ecosystems across the surface of the earth.
- \_\_\_\_\_ (5) Propose solutions to environmental problems using the concept of ecosystems.
- \_\_\_\_\_ (d) Understand how economic, political and cultural processes interact to shape patterns of human migration and settlement, influence and interdependence, and conflict and cooperation, as demonstrated by the ability of the pupil to:
- \_\_\_\_\_ (1) Analyze demographic trends in world population using appropriate geographic technology.

- \_\_\_\_\_ (2) Evaluate the impact of migration and settlement on physical and human systems, including, without limitation, suburban development, adequate housing, stress on infrastructure, traffic patterns, and police and fire protection.
- \_\_\_\_\_ (3) Analyze how history has been affected by the movement of people, goods and ideas.
- \_\_\_\_\_ (4) Compare and contrast the characteristics and patterns of migration and settlement in developing and developed countries.
- \_\_\_\_\_ (5) Analyze how location and distance connect and influence economic systems at the local, national and international levels.
- \_\_\_\_\_ (6) Analyze and evaluate international economic issues from a spatial perspective.
- \_\_\_\_\_ (7) Predict the impacts of changes in the level of economic development on the quality of life in developing and developed countries.
- \_\_\_\_\_ (8) Evaluate the changes that occur in the size and structure of cultural, political and economic organizations.
- \_\_\_\_\_ (9) Analyze how different cultures, points of view and self interests influence cooperation among and conflict between persons and countries over territory and resources.
- \_\_\_\_\_ (10) Describe the forces of cooperation and conflict as those forces affect the way in which the world is divided among countries.
- \_\_\_\_\_ (e) Understand the effects of interactions between human and physical systems, and the changes in use, distribution and importance of resources, as demonstrated by the ability of the pupil to:
- \_\_\_\_\_ (1) Compare and contrast how changes in the physical environment can increase or diminish the capacity of the environment to support human activity.
- \_\_\_\_\_ (2) Evaluate strategies to respond to constraints placed on human systems by the physical environment.
- \_\_\_\_\_ (3) Describe ways in which technology has affected the human capacity to modify the physical environment, and evaluate the possible regional or global impact of the technology.
- \_\_\_\_\_ (4) Develop responses to changes caused by human modification of the physical environment.
- \_\_\_\_\_ (5) Analyze human perception of and response to natural hazards and disasters.
- \_\_\_\_\_ (6) Analyze the patterns of use, the changing distribution and the relative importance of the resources of the earth.
- \_\_\_\_\_ (7) Develop policies for the use and management of the resources of the earth that consider the various interests involved.
- \_\_\_\_\_ (f) Apply geographic knowledge of people, places and environments to interpret the past, understand the present and plan for the future, as demonstrated by the ability of the pupil to:
- \_\_\_\_\_ (1) Analyze the ways in which physical features and human characteristics of places and regions have influenced the evolution of significant historical events.
- \_\_\_\_\_ (2) Collect several articles about current events and relate the information in those articles to the physical features and human characteristics of places and regions.
- \_\_\_\_\_ (3) Research and make a presentation on a contemporary issue using geographic knowledge, skills and perspectives, and provide opinions and sound arguments to support the position made in the presentation.
- \_\_\_\_\_ (4) Predict possible outcomes and develop future policies for local or regional issues that have spatial dimensions, including, without limitation, plans to safeguard people and property if a major natural disaster occurs.

- (g) Ask and answer questions about geography by acquiring, organizing and analyzing geographic information, as demonstrated by the ability of the pupil to:
- (1) Plan and organize a geographic research project by asking appropriate geographic questions suggested by a series of maps or other data.
  - (2) Locate and acquire geographic information from a variety of primary and secondary sources, and assess the validity and utility of each such source used.
  - (3) Use a variety of tools and technologies to select and design appropriate forms of maps, graphs and diagrams to organize geographic information.
  - (4) Use quantitative methods of analysis to make inferences and draw conclusions from maps and other geographic representations, evaluating the quality of the geographic reasoning used.
  - (5) Complete a geographic inquiry by supporting geographic generalizations and conclusions with the analysis, interpretation and presentation of information in written and oral form.
- 3. For the area of civics:
- (a) Know why society needs rules, law and governments, as demonstrated by the ability of the pupil to:
    - (1) Explain the concept of the rule of law in the establishment of the United States Constitution.
    - (2) Discuss the philosophical underpinnings of the founding documents of the United States, including, without limitation, the Declaration of Independence, the Articles of Confederation and the United States Constitution.
    - (3) Analyze the role of citizen participation in American civic life.
    - (4) Identify and explain changes in the interpretation and application of the United States Constitution.
    - (5) Describe historic influences on the founding documents of the United States, including, without limitation, the influence of the Magna Carta, Iroquois Nation, and Greek and Roman law.
  - (b) Know the United States Constitution and the government created by the United States Constitution, as demonstrated by the ability of the pupil to:
    - (1) Examine the organization of the United States Constitution and describe the structure of government which it creates, including the executive, legislative and judicial branches.
    - (2) Describe the legislative process through which laws are created.
    - (3) Analyze and give examples of the expansion of the Federal Government through the use of its enumerated and implied powers.
    - (4) Describe the duties of the executive branch of government.
    - (5) Describe the jurisdiction of the Federal Court System.
    - (6) Explain the concept of judicial review by considering, without limitation, *Marbury v. Madison*.
    - (7) Explain the importance of the jury process in a democratic society.
    - (8) Analyze the effectiveness of the system of checks and balances in maintaining an equal division of power among the three branches of government.
  - (c) Explain the relationship between the states and the Federal Government of the United States, as demonstrated by the ability of the pupil to:
    - (1) Explain the provisions within the United States Constitution which provide for the division of powers between a state government and the Federal Government.

- \_\_\_\_\_ (2) Provide contemporary examples of federalism.
- \_\_\_\_\_ (3) Use examples to illustrate the supremacy clause of the United States Constitution to define the relationship between a state government and the Federal Government.
- \_\_\_\_\_ (d) Describe the roles of political parties, interest groups and public opinion in the democratic process, as demonstrated by the ability of the pupil to:
- \_\_\_\_\_ (1) Assess the process by which leaders are selected in the political system in the United States, and analyze the role of the electoral college in the election of the President of the United States.
- \_\_\_\_\_ (2) Analyze the roles and function of factions within political parties, and the roles of political parties in politics and the creation of public policies.
- \_\_\_\_\_ (3) Evaluate the significance of interest groups in the political process of a democratic society.
- \_\_\_\_\_ (4) Analyze the role that television and other media play in the process of political persuasion.
- \_\_\_\_\_ (5) Evaluate propaganda in both historical and current political communications.
- \_\_\_\_\_ (6) Describe the process by which public policy is formed and carried out.
- \_\_\_\_\_ (e) Know the roles, rights and responsibilities of citizens of the United States, and know the symbols of the United States, as demonstrated by the ability of the pupil to:
- \_\_\_\_\_ (1) Examine the responsibilities and rights of citizens, and how these rights may be restricted.
- \_\_\_\_\_ (2) Describe the development of the Bill of Rights, and provide a contemporary application of one of the rights enumerated in the Bill of Rights.
- \_\_\_\_\_ (3) Analyze the use of the United States Constitution and its amendments in protecting individual rights.
- \_\_\_\_\_ (4) Identify major conflicts in social, political and economic life.
- \_\_\_\_\_ (5) Analyze the role of compromise in the resolution of conflicts.
- \_\_\_\_\_ (6) Describe the role of the Supreme Court of the United States as the guardian of individual rights through an examination of landmark cases, including, without limitation:
- \_\_\_\_\_ (I) Brown v. Board of Education of Topeka.
- \_\_\_\_\_ (II) Gideon v. Wainwright.
- \_\_\_\_\_ (III) Miranda v. Arizona.
- \_\_\_\_\_ (IV) Tinker v. Des Moines Independent Community School District.
- \_\_\_\_\_ (7) Explain how the symbols and documents of a country represent its identity.
- \_\_\_\_\_ (f) Know the structure and functions of state and local governments, as demonstrated by the ability of the pupil to:
- \_\_\_\_\_ (1) Explain the structure and function of state and local governments.
- \_\_\_\_\_ (2) Describe the unique roles of tribal governments within the United States.
- \_\_\_\_\_ (3) Compare and contrast the structure of the Constitution of the State of Nevada and the United States Constitution.
- \_\_\_\_\_ (4) Describe the differences between the local and state court systems.
- \_\_\_\_\_ (g) Explain the different political and economic systems in the world, as demonstrated by the ability of the pupil to:
- \_\_\_\_\_ (1) Summarize and evaluate the significant characteristics of the major political systems of the world, including, without limitation, monarchies, totalitarian dictatorships, presidential systems, parliamentary systems and communism.

- \_\_\_\_\_ (2) Define and analyze the major economic systems of the world, including, without limitation, capitalism, mixed economy, socialism and command economy.
- \_\_\_\_\_ (h) Know the political and economic relationship between the United States and its citizens, and other countries and their citizens, as demonstrated by the ability of the pupil to:
- \_\_\_\_\_ (1) Identify and analyze the effectiveness of the foreign policy of the United States with regard to international problems and concerns, including, without limitation, diplomacy, economic policy, humanitarian aid and military intervention.
- \_\_\_\_\_ (2) Analyze the conflict between the policies of the United States concerning isolationism and its policies concerning intervention in world affairs.
- \_\_\_\_\_ (3) Critique the role of international organizations in world affairs, including, without limitation, the role of the United Nations, the North Atlantic Treaty Organization and other nongovernmental organizations.
- \_\_\_\_\_ 4. For the area of economics:
- \_\_\_\_\_ (a) Use fundamental concepts in economics, including, without limitation, scarcity, choice, cost, incentives and a comparison of cost and benefits, to describe and analyze problems and opportunities, both individual and social, as demonstrated by the ability of the pupil to:
- \_\_\_\_\_ (1) Explain why two high school seniors in the same situation may make different decisions.
- \_\_\_\_\_ (2) Recognizing that people act in their own self interest, analyze and predict how an economic change, including, without limitation, a large employer moving into or out of a community will affect the choices made by local consumers, producers and savers.
- \_\_\_\_\_ (3) Use the concept of marginal benefit and marginal cost to explain the effects of a proposed change in a government program, including, without limitation, a new park, a lower school budget or a new freeway, on persons, businesses and local government.
- \_\_\_\_\_ (b) Demonstrate a knowledge of past and present economic performance in the United States, identify economic indicators used to measure that performance and use that knowledge to make individual decisions and discuss relevant social issues, as demonstrated by the ability of the pupil to:
- \_\_\_\_\_ (1) Explain the difference between nominal gross domestic product and real gross domestic product.
- \_\_\_\_\_ (2) Describe the meaning of real gross domestic product per capita and explain how living standards have changed over time, given sample historical data.
- \_\_\_\_\_ (3) Identify from historical data the changes made by the real gross domestic product over time and identify periods of highs and lows of economic growth.
- \_\_\_\_\_ (4) Using a price index, such as the Consumer Price Index, identify when the economy of the United States has experienced high and low rates of inflation, and discuss the impact of inflation and deflation on two different groups of people, such as homeowners and renters.
- \_\_\_\_\_ (5) Accurately infer, from data concerning the Consumer Price Index and the producer price index over a period of 5 to 10 years, the effects of price changes on two consumer goods and two goods purchased by producers.
- \_\_\_\_\_ (6) Given historical data showing rates of high unemployment, describe, with examples, the impact of a high rate of unemployment on the economy as a whole in terms of lost income, lost tax revenue and welfare burdens on states.
- \_\_\_\_\_ (7) When presented with current data on unemployment by age, gender, race, ethnic origin, occupation and educational attainment, compare and contrast the differences in the rates of unemployment by groups.

- \_\_\_\_\_ (8) Explain why an actual interest rate accurately measures the benefit of saving or the cost of borrowing money.
- \_\_\_\_\_ (9) Given historical data presented in graphic form that shows periods of high and low interest rates, explain how the changes in interest rates affect consumer and business decisions to purchase goods during those periods.
- \_\_\_\_\_ (c) Demonstrate an understanding of how markets work, including, without limitation, an understanding of why markets form, how supply and demand interact to determine market prices and interest rates, and how changes in prices act as signals to coordinate trade, as demonstrated by the ability of the pupil to:
- \_\_\_\_\_ (1) Describe in his own words why voluntary trade is beneficial to both parties in a trading situation.
- \_\_\_\_\_ (2) Use the concepts of supply and demand to analyze and predict changes in prices occurring in markets for goods and services.
- \_\_\_\_\_ (3) Explain the meaning of the elasticity of supply and demand, and give at least two examples of the behaviors of buyers and sellers to illustrate that meaning.
- \_\_\_\_\_ (4) Analyze, for several products, the effects of a price ceiling and a price floor imposed by a government.
- \_\_\_\_\_ (5) Given tabular or graphic data on the supply and demand for money, explain how interest rates are determined.
- \_\_\_\_\_ (d) Describe the roles played by various economic institutions in the United States, including, without limitation, financial institutions, labor unions, for profit business organizations and not-for-profit organizations, as demonstrated by the ability of the pupil to:
- \_\_\_\_\_ (1) Analyze the roles of financial institutions in creating credit.
- \_\_\_\_\_ (2) Explain how labor unions affect employees and employers.
- \_\_\_\_\_ (3) Identify a current or historic merger, buyout or acquisition.
- \_\_\_\_\_ (4) Explain how the services of not-for-profit organizations impact other economic institutions.
- \_\_\_\_\_ (e) Demonstrate an understanding of various forms of money, how money makes it easier to trade, borrow, save, invest and compare the value of services, and how the Federal Reserve System and its policies affect the supply of money in the United States, as demonstrated by the ability of the pupil to:
- \_\_\_\_\_ (1) Explain the three functions of money as a medium for exchange, store of value and unit of account.
- \_\_\_\_\_ (2) Explain how the commercial banking system creates money by making loans.
- \_\_\_\_\_ (3) Describe the three primary policy instruments, such as reserve requirements, discount rates and open market operations, that are used by the Federal Reserve to control the supply of money.
- \_\_\_\_\_ (4) Define "M1" and "M2," as those designations are used in the field of economics.
- \_\_\_\_\_ (f) Demonstrate an understanding of the economic system of the United States, as a whole, in terms of how it allocates resources, how it determines the production, income, unemployment and price levels in the United States and how it leads to variations in individual levels of income, as demonstrated by the ability of the pupil to:
- \_\_\_\_\_ (1) Compare the benefits and costs of allocating resources through markets or governments.

- \_\_\_\_\_ (2) Given data for the United States and another country, explain the potential of each country for producing goods and services, based on its natural, human and capital resources and technology.
- \_\_\_\_\_ (3) Based on given data, such as a change in the national income resulting from a change in spending, identify the value of the multiplier and explain how the multiplier works.
- \_\_\_\_\_ (4) Make connections between the unemployment rate in the United States and:
- \_\_\_\_\_ (I) Changes in season.
  - \_\_\_\_\_ (II) Changes in industry.
  - \_\_\_\_\_ (III) Changes in demographics.
- \_\_\_\_\_ (5) Given an increase in demand for a product, explain the effect on the price for the product and the consequences for wages paid to a worker.
- \_\_\_\_\_ (g) Demonstrate an understanding of how investment, entrepreneurship, competition and specialization lead to changes in the structure and performance of an economy, as demonstrated by the ability of the pupil to:
- \_\_\_\_\_ (1) Identify an invention, describe how businesses invested in the production of the invention and explain how such an investment raised the standard of living.
  - \_\_\_\_\_ (2) Cite and explain specific examples of physical capital and human capital.
  - \_\_\_\_\_ (3) Examine the impact of government on investments through the imposition of taxes and fees, governmental regulation, the creation of enterprise zones and the provision of subsidies.
  - \_\_\_\_\_ (4) After reading the biographies of at least two entrepreneurs, explain how those entrepreneurs affected the economy by solving problems, taking risks and taking advantages of opportunities to earn profits.
  - \_\_\_\_\_ (5) Identify one innovation of the 20th century and explain how the innovation, through the self interest of the innovator, helped the economy to promote well being of society.
  - \_\_\_\_\_ (6) Identify examples of business specialization and interdependence in the local community, and list the pros and cons of the specialization and interdependence for each example listed.
- \_\_\_\_\_ (h) Explain the role of government in a market economy, as demonstrated by the ability of the pupil to:
- \_\_\_\_\_ (1) Explain why government provides public goods rather than allowing the market to provide those goods.
  - \_\_\_\_\_ (2) Explain why government intervenes in markets in response to certain externalities.
  - \_\_\_\_\_ (3) Discuss whether redistributing money is an appropriate role of government.
  - \_\_\_\_\_ (4) Explain why government must define, establish and enforce property rights for markets to function.
  - \_\_\_\_\_ (5) Explain why it is possible for the decision of a government to impose costs on many persons, when only a few persons may benefit from such a decision.
  - \_\_\_\_\_ (6) Explain how fiscal policy affects production, employment and the level of prices.
- \_\_\_\_\_ (i) Explore the characteristics of economic systems from places other than the United States to demonstrate an understanding of how those systems and the economic system in the United States are connected, through trade, with peoples and cultures throughout the world, as demonstrated by the ability of the pupil to:
- \_\_\_\_\_ (1) Given a situation involving policy decisions relating to economics and trade between the United States and another country, analyze the groups within each country that would benefit and would be hurt by the implementation of those policies, including, without limitation, free trade between the United States and Taiwan or Mexico.

- \_\_\_\_\_ (2) Identify an economic event in a foreign country and predict the impact which that event will have on the economy of the United States.
- \_\_\_\_\_ (3) Construct an economic profile of a foreign country and explain how the characteristics of the country affect its economic performance and international trade.
- \_\_\_\_\_ (4) Analyze a rate of exchange from two or more periods, and determine the impact of changes in the rate of exchange on the prices of products imported from and exported to a country.]

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

(a) As students become increasingly sophisticated and informed thinkers, they are provided opportunities to develop and apply skills that enhance critical thinking processes by developing and applying 21st Century Skills. Content literacy is the acquisition and application of reading, writing and oral communication skills to construct knowledge. Information, media, and technology literacy is the acquisition, organization, use, and evaluation of information that prepares students to be active, informed, and literate citizens, as demonstrated by the ability of the pupil to:

(1) Read texts by using reading strategies (for example, prior knowledge, identify key vocabulary words, context clues, main ideas, supporting details, and text features: pictures, maps, text boxes).

(2) Read for a specific purpose (for example, detect cause and effect relationships, compare and contrast information, identify fact v. opinion, and author bias).

(3) Respond to historical texts and various types of social studies literature by inferring, drawing conclusions, making predictions, and formulating historic, geographic, economic, and civic questions.

(4) Process or synthesize information through writing using note taking, graphic organizers, summaries, proper sequencing of events, and/or formulating thesis statements that examine why as well as how.

(5) Formulate appropriate research questions.

(6) Conduct research by gathering, organizing, and evaluating the credibility and bias of information from a variety of online, print, and non-print sources.

(7) Process and effectively communicate and present information orally, in writing, and through development of web sites, multimedia presentations, and other forms of technology.

(8) Critically analyze messages in the media to detect propaganda, censorship, and bias.

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

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

(11) Collaborate with peers, experts, and others to contribute to a content related knowledge base, for example, use of blogs, wikis, podcasts, etc. to compile, synthesize, produce, and disseminate information.

(b) As students become increasingly sophisticated and informed thinkers, they are provided opportunities to develop and apply skills that enhance critical thinking processes by developing and applying 21st Century Skills. To engage in historical analysis and interpretation students must draw upon their skills of historical comprehension by studying a rich variety of historical documents and artifacts that present alternative voices, accounts, and interpretations or perspectives on the past. Civic Participation includes the skills necessary to

*prepare students to be active, informed, and literate citizens, as demonstrated by the ability of the pupil to:*

- (1) *Analyze patterns of historical continuity and change to demonstrate chronological thinking.*
  - (2) *Analyze and evaluate primary and secondary sources for historical perspectives.*
  - (3) *Differentiate between historical memory and historical fact.*
  - (4) *Apply social studies (content & skills) to real life situations.*
  - (5) *Extract significant ideas from social studies sources and frame historical questions.*
  - (6) *Use primary and secondary sources to analyze and interpret history.*
  - (7) *Compare multiple perspectives of historical events, using a variety of sources.*
  - (8) *Analyze and interpret primary sources to answer a historical question.*
  - (9) *Demonstrate responsibility for the well-being of oneself, family, and the community.*
  - (10) *Discuss issues and events that have an impact on people at local, state, national, and global levels.*
  - (11) *Actively participate in civic and community life at local, state, national, and global levels.*
  - (12) *Seek information from varied sources and perspectives to develop informed opinions and creative solutions.*
  - (13) *Ask meaningful questions and analyze and evaluate information and ideas.*
  - (14) *Identify sources and perspectives that influence the formation of opinions and creative solutions.*
  - (15) *Use effective decision-making and problem-solving skills in public and private life.*
  - (16) *Collaborate effectively as a member of a group.*
2. *For the area of history:*
- (a) *Understand the development, characteristics, and interaction of people, cultures, societies, religion, 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 society's social and economic development.*
    - (4) *Define nativism and explain the political and social responses to immigration into the United States.*
    - (5) *Identify the causes and analyze the consequences of labor movements in the United States.*
    - (6) *Explain how 20th century social movements led to the emergence of a pluralistic society.*
    - (7) *Evaluate how cultural developments in the arts, literature, architecture, education, media, and leisure activities have reflected and changed society.*
    - (8) *Discuss the effects of early technologies on society, for example, communication, transportation, and manufacturing.*
    - (9) *Explain how trade causes cultural diffusion.*
    - (10) *Compare and contrast the characteristics of dominant world cultures.*
    - (11) *Analyze how and why the five major religions gained 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 its effects in Europe and the Americas.
- (14) Identify the influence of the Enlightenment on the Western World, for example, 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 scientific and medical advances have affected worldwide demographics.
- (b) Understand the people, events, ideas, and conflicts that lead to the evolution of nations, empires, distinctive 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 West and federal policy toward Native Americans, for example, the Dawes Act, Plains Wars, and the reservation system.
  - (5) Assess the contributions of immigrant groups to the development of the United States.
  - (6) Define imperialism and discuss its impact on U.S. political relations with other nations.
  - (7) Discuss the causes and consequences of U. S. policies regarding expansion and diplomacy.
  - (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 their effects 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 changing demographics and developing suburbanization in the United States.
  - (13) Explain the effects of Cold War policies on U.S. involvement in Korea and Vietnam.
  - (14) Examine the changes in the political culture of the United States during the 1960's and 1970's, for example, Assassination of JFK, Watergate, Iranian Hostage Crisis.
  - (15) Explain the economic, political, and technological impact of the following conflicts on the United States, for example, Korea, Vietnam, Persian Gulf War, Iraq, and the War on Terror.
  - (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 their effects on centralized government, commerce and 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 differ from empires or other forms of political organizations.
- (21) Explain why and how global power shifts took place after World War I and World War II.
- (22) Explain how the break-up of the Soviet Union and other Eastern European communist governments led to the formation of new nations.
- (23) Explain the objectives of various independence movements and analyze the political factors that contributed to the change of a nation.
- (24) Discuss examples of contemporary ethnic conflicts and explain how those conflicts have changed nations.
- (25) Discuss major reasons for tensions and conflicts in the contemporary world and efforts that have been made to address them.
- (c) Understand how social ideas and individual action lead to social, political, economic, and technological change, as demonstrated by the ability of the pupil to:
- (1) Describe key people and explain their struggle for the expansion of African American 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 their impact on the changing social and political culture, for example, the Populist and Progressive Movements.
- (6) Examine social tensions in the post-World War I era, for example, radical politics, immigration restrictions, internal migration, religious fundamentalism, and racism.
- (7) Describe the development of the women's suffrage movement and the subsequent passage of the 19th Amendment.
- (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 people of minority rights movements, for example, Civil Rights Act of 1964, Black Power Movement, United Farm Workers, American Indian Movement, Viva La Raza, and Women's Rights Movement.
- (10) Analyze how post-World War II science and technology augmented United States economic strength, transformed daily life, and influenced the world economy and politics.
- (11) Compare and contrast the social impact of the Cold War and the War on Terror on the United States.
- (12) Analyze how post-World War II science and technology augmented United States economic strength, transformed daily life, and influenced the world economy and politics.
- (13) Analyze major news events and their impact at the local, state, national, and world levels.

(14) Compare and contrast racial segregation in the United States with other racial and social policies, for example, apartheid in South Africa.

(15) Explain the impact of the five major world religions on the world's political and social fabric.

(16) Analyze the responses of individuals to restrictive social and political systems.

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

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

(19) Explain how literature, music, and art are ways people voice protest or support, and prompt social change.

(20) Determine the causes and consequences of genocidal conflicts, for example, the Holocaust, Armenia, Bosnia, Rwanda, and Darfur.

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

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

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

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

(25) Understand how border disputes reflected and influenced peoples' conceptions of identity.

(d) Understand the interaction and interdependence of nations around the world.

Students understand the impact of economics, politics, religion, and culture 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 the key people, ideas, and events of the Cold War era and analyze their impact on economic and political policy 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 Vietnam to 9/11/2001.

(5) Discuss the impact of conflicts on U.S. economic, political, and social position in the world, for example, Korea, Vietnam, Persian Gulf, Iraq, and the War on Terror.

(6) Analyze how major sources of tension or conflict influenced the current political climate in the United States, for example, September 11th, Patriot Act, and security issues.

(7) Describe the United States' policy concerning strategic, political, and economic interests on the Middle East, Latin America, Mexico, immigration, trade, and the environment.

(8) Explore the influence of popular U.S. culture on the culture of other nations and vice versa.

(9) Evaluate the influence of U.S. cultural ideas on other nations.

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

(11) Explain the impact of imperialism and colonial rule on African, Asian, and South American peoples and the resulting independence movements in Africa, Asia, and South America.

(12) *Describe the causes and effects of the Russian Revolution, for example, Marxism, Leninism, and Bolshevism.*

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

(14) *Analyze the causes, course, and effects of World War I and World War II on the world.*

(15) *Describe the significance of the breakup of the USSR and the influence of the 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 and developing nations.*

(19) *Describe the contributions of the social, political, and economic characteristics of modern Latin American, African, Chinese, Indian, and Japanese civilizations.*

(20) *Describe tensions in contemporary Islamic countries over reconciling traditional and Western influences.*

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

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

(23) *Describe how global issues such as human rights, the environment, regional conflicts, and health issues affect nations differently.*

(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 extrapolate information about people, places, and environments, as demonstrated by the ability of the pupil to:*

(1) *Use map elements including 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, for example, 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, for example, topographic, demographic, and land use, 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 Earth's physical and human features using appropriate geographic tools and technologies.*

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

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

- (1) Determine how relationships between humans and the physical environment lead to the development of and connections among places and regions.
  - (2) Explain why characteristics of place change.
  - (3) Apply the concept of region to organize and study a geographic issue.
  - (4) Analyze selected historical issues, demographics, and questions using the geographic concept of regions.
  - (5) Explain why places and regions are important to cultural identity and can 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 latitude and longitude) to locate prominent countries, cities, and physical features in different regions of the world.
- (c) Understand how economic, political, and cultural processes interact to shape patterns of human migration and settlement, influence and interdependence, and conflict and cooperation, as demonstrated by the ability of the pupil to:
- (1) Analyze demographic trends in the world.
  - (2) Evaluate the impact of migration and settlement on physical and human systems.
  - (3) Analyze the development of civilizations and the impact it has on the changes and progress of human development.
  - (4) Compare characteristics and patterns of rural and urban migration and settlement in developing and developed countries.
  - (5) Evaluate why major cities develop in particular geographic locations and how this 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 effects of interactions between human and physical systems and the changes in use, distribution, and importance of resources, as demonstrated by the ability of the pupil to:
- (1) Analyze how changes in the physical environment can increase or diminish its capacity to support human activity.
  - (2) Describe the ways in which technology has affected the human capacity to modify the physical environment and evaluate possible regional and global impact.
  - (3) Develop possible responses to changes caused by human modification of the physical environment.
  - (4) Analyze human perception and reaction to natural hazards including use, distribution, and importance of resources.
  - (5) Analyze patterns of use, the changing distribution, and relative importance of Earth's resources.
  - (6) Develop policies for the use and management of Earth's resources that consider the various interests involved.
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 government using the concepts of: total benefits and opportunity costs, impact of marginal costs and marginal benefits, and effectiveness.*

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

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

*(4) Evaluate career paths considering: specific skills required, wages, impact of skills on wages, and response of wages to market demand.*

*(5) Analyze markets using the concepts of supply and demand, including: impact of changes in supply on prices, impact of changes in demand on prices, and impact of price controls.*

*(b) identify indicators used to measure economic performance, understand key aspects of how the economy acts as a system, and understand the roles of money, interest rates, savers, and borrowers, financial institutions, and the central bank in our economy, as demonstrated by the ability of the pupil to:*

*(1) Describe the nation's current money supply measures, including M1 and M2.*

*(2) Explain the three functions of money: medium of exchange, store of value, 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 access to loans.*

*(5) Compare the risks and rewards of using the services offered by different financial institutions.*

*(6) Explain how the circular flow can affect the nation's income.*

*(7) Analyze the potential production of goods and services for a nation as determined by its resources and technology.*

*(8) Explain how the Federal Reserve influences bank loans, the economy's inflation rate, and economic activity in general, using the reserve requirement, 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 U.S. living standards have changed over time using real GDP per capita as a measure of the standard of living.*

*(11) Define recession and examine the U.S. economy over time using the change in real GDP.*

*(12) Discuss the effects of inflation on the U.S. economy using the consumer price index.*

*(13) Compare the unemployment rates for groups of people who differ by age, sex, ethnicity, occupation, and education.*

*(14) Demonstrate knowledge of when, why, and how interest rate levels have experienced relative highs and relative lows throughout U.S. history.*

**(15) Explain how interest rates are determined using supply and demand.**

**(c) Identify the causes of economic change; explain how the U.S. economic system responds to those changes; and explain 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: 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 living standards.**

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

**(4) Judge the pros and cons of specialization and interdependence.**

**(5) Explain how individual 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 definition and protection of property rights.**

**(7) Describe the rise of national economies, the emergence of free markets and 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 markets or government.**

**(10) Discuss how an economy's price system 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 U.S. economy, 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 one country to consume products from other countries.**

**(3) Assess the impact of globalization on the U.S. and world economies.**

**(4) Analyze the pros and cons of international trade, comparing free trade with restricted trade.**

**5. For the area of civics:**

**(a) Know why society needs rules, laws, and government 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 U.S. Constitution.**

**(2) Analyze major conflicts in social, political, and economic life and evaluate the role of compromise in the resolution of these issues.**

**(3) Describe the historic influences of ideas, for example, Greek law, Magna Carta, Iroquois League, Social Contract Theory, Natural Rights Philosophy, and Republicanism on the creation of early U.S. documents.**

**(4) Describe how the Nevada and U.S. Constitution serve as devices for preserving state and national principles and as vehicles for change, including the formal and informal amendment processes.**

(5) Analyze the United States Constitution and its amendments in protecting individual rights, including the Fourteenth Amendment's provisions for due process and equal protection of individual rights through the examination of landmark cases, for example, *Brown v. Board of Education of Topeka*, *Gideon v. Wainwright*, *Miranda v. Arizona*, and *Tinker v. Des Moines Independent Community School District*.

(6) Examine the rights of citizens and how these 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 they represent its identity.

(b) Understand the U.S. Constitution and the government it creates, including the relationship between national and sub-national governments, as well as the structure and function of state and local governments, as demonstrated by the ability of the pupil to:

(1) Explain the U.S. Constitutional provisions for division of powers between the national and state governments (delegated, implied, reserved, concurrent powers).

(2) Analyze and give examples of the expansion of the national government through the application of enumerated powers and implied powers.

(3) Provide contemporary examples of federalism. Compare and contrast the structure of the Nevada and United States Constitutions.

(4) Use examples to illustrate the supremacy clause in defining the relationship between state and national governments.

(5) Describe the unique role of tribal and territorial governments in the U.S.

(6) Examine the organization of the U.S. Constitution and describe the structure it creates, including the executive, legislative, and judicial branches.

(7) Examine the organization of the Nevada Constitution and describe the structure it creates, including the executive, legislative, and judicial branches.

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

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

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

(11) Describe the duties of the executive branch, including: cabinet/departments, regulatory commissions, and the Executive Office of the President/White House staff

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

(13) Explain the state and local judicial processes such as juvenile, civil, and criminal court systems.

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

(1) Assess the processes by which leaders are selected in the U.S. political system and analyze the role of the Electoral College system in the election of the President.

(2) Analyze the role and function of political parties in public policy and the electoral process.

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

(4) Analyze the role of the media in the process of political persuasion.

(5) Evaluate propaganda in the political process.

*(6) Describe the process by which public policy is formulated and implemented.*

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

*(1) Summarize and evaluate the significant characteristics of the world's major political systems: Monarchy, Totalitarian dictatorship, Democratic systems (presidential systems and parliamentary systems), Socialism, and Communism.*

*(2) Analyze the conflict between U.S. policies of isolationism versus intervention in world affairs.*

*(3) Identify and analyze U.S. foreign policy in dealing with international issues, for example, diplomacy, economic policy, humanitarian aid, and military intervention.*

*(4) Critique the role of international organizations, for example, the United Nations, World Bank, Amnesty International, and the International Red Cross.*

**NOTICE OF ADOPTION OF TEMPORARY REGULATION**  
**LCB File No. T003-09**

The State Board of Education adopted temporary regulations assigned LCB File No. T003-09 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 December 5, 2008. There was no public comment.

The Notice of Intent to Act Upon a Regulation for public hearing and adoption of the amendments to 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 December 6, 2008 to provide the opportunity for comments by affected parties and the public. There was written 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: 18; First Hearing: 29; 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: 1; First Hearing: 0; Second Hearing: N/A

A copy of any written comments may be obtained by contacting Doris Arnold, Executive Assistant, Nevada Department of Education, 775-687-9217, 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 November 3, 2008; and a public hearing notice of November 3, 2008. At the December 5, 2008 Workshop to Solicit Comments, there was no public comment and one written comments to the proposed amendments to the regulation language. At the December 6, 2008 public hearing there were no public comments to the proposed amendments to the regulation language.

**Summary of Comments:**

**Workshop comments:**

- (a) Written comments from Nevada State Senator Barbara Cegavske stated that the revised standards represent many hours of dedicated work from staff of the Department of Education. Senator Cegavske expressed concern stating that the Nevada Social Studies Standards have been condensed and provides only the minimum requirements expected of students.

**Public Hearing comments:**

There were no comments.

A copy of the summary and/or minutes of the public hearing may be obtained by contacting Doris Arnold, Executive Assistant, Nevada Department of Education, 775-687-9217, 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 December 6, 2008. 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.