

# Nevada Academic Content Standards for Social Studies

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## Introduction

“NOW MORE THAN EVER, students need the intellectual power to recognize societal problems; ask good questions and develop robust investigations into them; consider possible solutions and consequences; separate evidence-based claims from parochial opinions; and communicate and act upon what they learn. And most importantly, they must possess the capability and commitment to repeat that process as long as is necessary. Young people need strong tools for, and methods of, clear and disciplined thinking in order to traverse successfully the worlds of college, career, and civic life.”

-The College, Career, and Civic Life (C3) Framework for Social Studies State Standards

Social studies education is the foundation of our republic, providing all students with the foundation in democratic principles and civic responsibility necessary to create an enlightened, inclusive, and innovative nation. The standards require a student-centered approach to social studies in which critical thinking and inquiry are the focus, rather than rote memorization of facts. These standards reflect an instructional shift that enhances education for every student in an increasingly complex society. Social studies educators are responsible for giving students the tools they need to be successful once they leave the classroom and for shaping the civic and social consciousness of the future leaders of our country. To achieve both, less focus is needed on the recall of information and more on the development of a **growth mindset** and a **natural curiosity**. The aim is to create lifelong learners who are equipped with skills and knowledge to shape our nation’s democratic institutions and respond to the challenges of the future. These standards are vertically aligned with the intention of building inquiry skills and civic dispositions of students year by year, from Kindergarten through grade 12.

As you read the standards, you will notice the content of every grade level is now more inclusive and representative of the diverse population of Nevada students. Significant efforts have been made to highlight the contributions and achievements of diverse cultures and individuals to our modern world, as well as the struggles that those groups have experienced throughout history and today. Our students come from a wide variety of social, racial, ethnic, cultural, and religious backgrounds and they deserve to see themselves and their histories reflected in these standards. The addition of Multicultural standards is a new requirement of Nevada law. Now the standards represent a broad range of diversity that show a more vibrant, thoughtful, and full picture of the world's history.

# Overview of K-12 Standards

## Reading the Standards

The K-5 draft standards are grade specific whereas the 6-8 and 9-12 standards are banded and organized by content area. All grade levels include a set of disciplinary skills and content themes. The disciplinary skills provide the manner in which to study the content themes through inquiry and disciplinary literacy. Each standard is coded to the relating grade level content theme and number within the larger set of standards.

Every table begins with the grade level or content areas.

Content themes are represented throughout the document

Content Standards	Grades 6-8: World Geography & Global Studies
Power and Politics (H)	SS.6-8.WGGS.12. Compare size and form of governmental systems and political developments across the world. SS.6-8.WGGS.13. Examine instances of conflict, oppression, human rights violations, and genocide, as well as responses to these violations.
Identity (H)	SS.6-8.WGGS.14. Describe the factors that shape identity - including institutions, religion, language, social class, geography, culture, and society. SS.6-8.WGGS.15. Interpret current events from a variety of cultural perspectives.
People and Ideas (H)	SS.6-8.WGGS.16. Investigate cultural developments within and across human societies with attention to belief systems, philosophies, ideologies, and the arts. SS.6-8.WGGS.17. Analyze the impact of technological developments on events, peoples, and cultures across the world.
Nevada history (H)	SS.6-8.WGGS.18. Investigate Nevada's role in the world using the five themes of geography: place, location, human environment interaction, movement, and region.
International relations (H)	SS.6-8.WGGS.19. Analyze the use of conflict and/or diplomacy in global interactions.
Social justice consciousness and action (MC)	SS.6-8.WGGS.20. Explore instances of oppression in the modern world as well as individual and group resistance movements for social justice which have developed in response.
Respectful engagement with diverse people (MC)	SS.6-8.WGGS.21. Investigate the ways in which individuals and nations build communities of respect, equity, and diversity across the world today.
Contributions of diverse people (MC)	SS.6-8.WGGS.22. Discuss the contributions of racially and ethnically diverse leaders to the advancement of communities and nations around the world.
Civic and political institutions (C)	SS.6-8.WGGS.23. Distinguish and apply the powers and responsibilities of global citizens, interest groups, and the media in a variety of governmental and nongovernmental contexts. SS.6-8.WGGS.24. Describe the roles of political, civil, and economic organizations in shaping people's lives.
Civic dispositions and democratic principles (C)	SS.6-8.WGGS.25. Investigate a current global issue and propose a course of action to solve it.
Processes, rules, and laws (C)	SS.6-8.WGGS.26. Examine the origins, purposes, and impacts of laws, treaties, and international agreements.

Example: SS.6-8.WGGS.20  
This states that this is the 20<sup>th</sup> standard in this grade level or content area.

## Color Coding of the Standards

The content theme standards are color-coded for quick identification.

<b>History (H)</b>	<b>Multicultural (MC)</b>	<b>Civics (C)</b>	<b>Geography (G)</b>	<b>Economics (E)</b>	<b>Financial Literacy (FL)</b>
<b>Purple</b>	<b>Yellow</b>	<b>Blue</b>	<b>Green</b>	<b>Orange</b>	<b>Red</b>

## Disciplinary Skills

Each grade includes the same set of disciplinary skills that become more complex as students move through their K-12 social studies experience:

- Constructing compelling questions
- Creating supporting questions
- Gathering and evaluating sources
- Developing claims and using evidence
- Communicating and critiquing conclusions
- Taking informed action

## Content Themes

Each grade level also includes a set of content themes that encompass the major ideas in each of the key disciplines of social studies. The following content themes are the same throughout the document:

History (H)	Multicultural (MC)	Civics (C)	Geography (G)	Economics (E)	Financial Literacy (FL)
Power and politics (H)	Social justice, consciousness, and action (MC)	Civic and political institutions (C)	Geographic representations (G)	Exchange and markets (E)	Financial decision-making (FL)
Identity (H)	Respectful engagement with diverse people (MC)	Civic dispositions and democratic principles (C)	Human environment interaction (G)	National economy (E)	Savings and spending (FL)
People and ideas (H)	Diverse contributions made by men and women from various racial and ethnic backgrounds, including, without limitation, information relating to contributions and impact (MC)	Processes, rules, and laws (C)	Human population, movement, and patterns (G)	Global economy (E)	Credit and debit (FL)
Nevada history (H)			Global interconnections (G)		Insurance, investing, and risk (FL)
International relations (H)					College and career readiness (FL)

## Kindergarten: Building Community – Learning & Working Together

In kindergarten, students learn how to work together in a productive classroom community with rights and responsibilities. In addition, students engage in understanding how individuals learn and work together in the school and classroom community. A focus on rights and responsibilities of learning and working together in the school or classroom community frames discussions and tasks.

Disciplinary Skills	Disciplinary Skills Standards
<b>Constructing compelling questions</b>	<b>SS.K.1.</b> With prompting and support, generate compelling questions to explore how learning and working together builds a classroom community.
<b>Creating supporting questions</b>	<b>SS.K.2.</b> With prompting and support, generate supporting questions related to compelling questions.
<b>Gathering and evaluating sources</b>	<b>SS.K.3.</b> With prompting and support, using a primary source from your school or community, develop a reasonable idea about who created the source, when they created it, where they created it, and why they created it.
<b>Developing claims and using evidence</b>	<b>SS.K.4.</b> With prompting and support, construct responses to compelling questions using examples.
<b>Communicating and critiquing conclusions</b>	<b>SS.K.5.</b> With prompting and support, construct organized explanations for various audiences and purposes. <b>SS.K.6.</b> With prompting and support, participate in a structured academic discussion using evidence and reasoning.
<b>Taking informed action</b>	<b>SS.K.7.</b> With prompting and support, list and discuss group or individual actions to help address local, regional, and or global problems. <b>SS.K.8.</b> With prompting and support, use deliberative and democratic procedures to take action about an issue in your classroom, school, or community.



Content Themes	Kindergarten: Building Community – Learning & Working Together
Identity (H)	SS.K.9. Compare life in the past to life today within the community.
Social justice, consciousness, and action (MC)	SS.K.10. Share and discuss stories that illustrate honesty, courage, friendship, respect, and responsibility. SS.K.11. Explore strategies to resolve conflicts in the classroom.
Respectful engagement with diverse people(MC)	SS.K.12. Identify diverse cultural events, holidays, and symbols and where appropriate, identify these celebrations on a calendar.
Diverse contributions made by men and women from various racial and ethnic backgrounds including, without limitation, information relating to contributions and impact (MC)	SS.K.13. Describe ways in which students and families are alike and different across cultures.
Civic dispositions and democratic principles (C)	SS.K.14. Describe an action that exemplifies civic dispositions, including but not limited to: deliberative discussion, equality, freedom, liberty, and respect for individual rights.
Processes, rules, and laws (C)	SS.K.15. Compare and contrast rules from different places and cultures. SS.K.16. Describe how people work to improve their communities.
Geographic representations (G)	SS.K.17. Use simple geographic models to describe spaces at school and home.
Human population, movement, and patterns (G)	SS.K.18. Explain why and how people move from place to place within the community.
National economy (E)	SS.K.19. Give examples of choices that are made because of scarcity.

## Grade 1: The Community We Live In & the Work We Do

In first grade, students explore the organization and functions of their local community, understanding that individuals demonstrate responsibility and cooperation in their community. Students analyze how different geographic locations and places support different types of work as well as provide different resources to use in the community. The cultural characteristics and diversity of a community should frame discussions and tasks.

Disciplinary Skills	Disciplinary Skills Standards
<b>Constructing compelling questions</b>	<b>SS.1.1.</b> With prompting and support, generate compelling questions to explore the places people live and work.
<b>Creating supporting questions</b>	<b>SS.1.2.</b> With prompting and support, generate supporting questions related to compelling questions.
<b>Gathering and evaluating sources</b>	<b>SS.1.3.</b> With prompting and support, analyze two or more primary sources from the school or community. For each source, determine who created it, when they created it, where they created it, and/or why they created it.
<b>Developing claims and using evidence</b>	<b>SS.1.4.</b> With prompting and support, construct responses to compelling questions using examples.
<b>Communicating and critiquing conclusions</b>	<b>SS.1.5.</b> With prompting and support, construct organized explanations for various audiences and purposes. <b>SS.1.6.</b> With prompting and support, participate in a structured academic discussion using evidence and reasoning.
<b>Taking informed action</b>	<b>SS.1.7.</b> With prompting and support, list and discuss group or individual actions to help address community problems. <b>SS.1.8.</b> With prompting and support, use deliberative and democratic procedures to take action about an issue in the community.

<b>Content Themes</b>	<b>Grade 1: The Community We Live In &amp; the Work We Do</b>
<b>Identity (H)</b>	<b>SS.1.9.</b> Compare life in the past to life today for different cultural groups within the community.
<b>Social justice, consciousness, and action (MC)</b>	<b>SS.1.10.</b> Share stories that illustrate honesty, courage, friendship, respect, and responsibility; have students explain how the stories show these qualities. <b>SS.1.11.</b> Demonstrate the ability to resolve conflicts.
<b>Respectful engagement with diverse people (MC)</b>	<b>SS.1.12.</b> Describe ways in which students and families are alike and different across cultures. <b>SS.1.13.</b> Identify and compare cultural practices and traditions in the community.
<b>Diverse contributions made by men and women from various racial and ethnic backgrounds, including, without limitation, information relating to contributions and impact (MC)</b>	<b>SS.1.14.</b> Discuss the importance of culturally, racially, and ethnically diverse people in building a strong and equitable community.
<b>Civic and political institutions (C)</b>	<b>SS.1.15.</b> Describe and give examples of how all people, not just official leaders, play important roles in the community. <b>SS.1.16.</b> Explain the purpose of different government functions, including but not limited to: garbage collection, passing and enforcing laws, road building, and schools.
<b>Civic dispositions and democratic principles (C)</b>	<b>SS.1.17.</b> Describe a situation that exemplifies democratic principles, including but not limited to: deliberative discussion, equality, freedom, liberty, and respect for individual rights.
<b>Processes, rules, and laws (C)</b>	<b>SS.1.18.</b> Compare and contrast the different ways people work to improve the community.
<b>Geographic representations (G)</b>	<b>SS.1.19.</b> Use simple geographic models to describe environmental and physical characteristics of the community.
<b>Human environment interaction (G)</b>	<b>SS.1.20.</b> Describe how the environment impacts how we live and the work we do.
<b>Exchange and markets (E)</b>	<b>SS.1.21.</b> Describe the roles of financial institutions and other businesses in the community.
<b>National economy (E)</b>	<b>SS.1.22.</b> Compare the goods and services produced locally with those that are produced in other communities.

## Grade 2: Our National Identity & Culture

In second grade, students explore significant events in the history of the United States and the diverse perspectives and experiences of the people who shaped our national identity. Students investigate how modern understandings of American freedom and democracy were shaped by multiple perspectives and people from diverse backgrounds. National holidays and celebrations are viewed through the lens of complex historical and cultural perspectives.

Disciplinary Skills	Disciplinary Skills Standards
<b>Constructing compelling questions</b>	<b>SS.2.1.</b> With prompting and support, generate compelling questions to explore national identity and culture.
<b>Creating supporting questions</b>	<b>SS.2.2.</b> With prompting and support, generate supporting questions related to compelling questions.
<b>Gathering and evaluating sources</b>	<b>SS.2.3.</b> With prompting and support, analyze multiple primary sources to determine the author and time period, author's perspective and main idea.
<b>Developing claims and using evidence</b>	<b>SS.2.4.</b> With prompting and support, construct responses to compelling questions using reasoning, examples, and relevant details.
<b>Communicating and critiquing conclusions</b>	<b>SS.2.5.</b> With prompting and support, construct organized explanations for various audiences and purposes. <b>SS.2.6.</b> With prompting and support, participate in a structured academic discussion using evidence and reasoning.
<b>Taking informed action</b>	<b>SS.2.7.</b> With prompting and support, list and discuss group or individual actions to help address local, regional, and/or national problems. <b>SS.2.8.</b> With prompting and support, use deliberative and democratic procedures to take action.

<b>Content Themes</b>	<b>Grade 2: Our National Identity &amp; Culture</b>
<b>Power and politics (H)</b>	<b>SS.2.9.</b> Identify major political leaders who have impacted U.S. history.
<b>Identity (H)</b>	<b>SS.2.10.</b> Explore significant events that have shaped national identity.
<b>People and ideas (H)</b>	<b>SS.2.11.</b> Identify how individuals have made a difference in the communities in which they live.
<b>Social justice, consciousness, and action (MC)</b>	<b>SS.2.12.</b> Examine major events in U.S. history to understand how discrimination and oppression of various racial and ethnic groups have contributed towards movements for social justice. <b>SS.2.13.</b> Explain how people from different groups work through conflict when solving problems throughout U.S. history.
<b>Respectful engagement with diverse people (MC)</b>	<b>SS.2.14.</b> Identify and compare cultural practices and traditions in the U.S.
<b>Diverse contributions made by men and women from various racial and ethnic backgrounds, including, without limitation, information relating to contributions and impact (MC)</b>	<b>SS.2.15.</b> Discuss the contributions and positive impacts of culturally, racially, and ethnically diverse people in U.S. history.
<b>Civic and political institutions (C)</b>	<b>SS.2.16.</b> Explain how diverse individuals have played important roles in developing the nation’s civic identity, including but not limited to: deliberative discussion, equality, freedom, liberty, and respect for individual rights. <b>SS.2.17.</b> Describe the role and responsibilities of the U.S. president.
<b>Civic dispositions and democratic principles (C)</b>	<b>SS.2.18.</b> Determine the civic dispositions and democratic principles that have influenced the U.S. <b>SS.2.19.</b> Describe the rights and responsibilities of citizenship.
<b>Geographic representations (G)</b>	<b>SS.2.20.</b> Locate major historical events in national history on a map. <b>SS.2.21.</b> Identify major national landmarks associated with historical events.
<b>Human environment interaction (G)</b>	<b>SS.2.22.</b> Examine how environmental characteristics shape the development of the nation.
<b>Human population, movements, and patterns (G)</b>	<b>SS.2.23.</b> Describe why people made decisions to move in early U.S. history, including but not limited to: cultural, economic, environmental, political, social.
<b>National economy (E)</b>	<b>SS.2.24.</b> Identify times in the nation’s history when scarce resources led to conflict. <b>SS.2.25.</b> Identify how natural resources were used to produce goods and services in the past and present.

## Grade 3: Movement Around Our World

In third grade, students analyze how geographic features around the world impact the movement of goods. Students study how and why people migrate from one place to another. In addition, students discuss the diversity of rights and responsibilities of people around the globe.

Disciplinary Skills	Disciplinary Skills Standards
<b>Constructing compelling questions</b>	<b>SS.3.1.</b> Generate compelling questions to explore movement around the world.
<b>Creating supporting questions</b>	<b>SS.3.2.</b> Generate and answer supporting questions that help address compelling questions.
<b>Gathering and evaluating sources</b>	<b>SS.3.3.</b> Determine the credibility of one source by comparing it to another source about the same topic (corroboration). <b>SS.3.4.</b> Identify the differences between primary and secondary sources and explain why both are important to constructing a narrative of the past.
<b>Developing claims and using evidence</b>	<b>SS.3.5.</b> Cite evidence that supports a response to supporting and compelling questions. <b>SS.3.6.</b> Construct responses to compelling questions using reasoning, examples, and relevant details.
<b>Communicating and critiquing conclusions</b>	<b>SS.3.7.</b> Construct organized explanations for various audiences and purposes using evidence and reasoning. <b>SS.3.8.</b> Participate in a structured academic discussion using evidence and reasoning to share and critique ideas.
<b>Taking informed action</b>	<b>SS.3.9.</b> List and discuss group or individual action to help address local, regional, or global problems. <b>SS.3.10.</b> Use deliberative and democratic procedures to take action about an issue.

<b>Content Themes</b>	<b>Grade 3: Movement Around Our World</b>
<b>Power and politics (H)</b>	<b>SS.3.11.</b> Investigate government responses to migration and immigration.
<b>People and ideas (H)</b>	<b>SS.3.12.</b> Compare and contrast conflicting historical perspectives about migration and immigration.
<b>Nevada history (H)</b>	<b>SS.3.13.</b> Analyze the cultural contributions that different migrant groups have made to Nevada’s history.
<b>International relations (H)</b>	<b>SS.3.14.</b> Explore the impact of migration and immigration on global conflicts.
<b>Social justice, consciousness, and action (MC)</b>	<b>SS.3.15.</b> Examine major events in world history to understand how discrimination and oppression of various racial and ethnic groups have contributed towards movements for social justice.
<b>Respectful engagement with diverse people (MC)</b>	<b>SS.3.16.</b> Analyze how migrants and immigrants interact with people in their new community.
<b>Diverse contributions and impact including, without limitation, information relating to contributions made by men and women from various racial and ethnic backgrounds (MC)</b>	<b>SS.3.17.</b> Analyze the contributions and positive impacts of culturally, racially, and ethnically diverse people throughout the world.
<b>Civic dispositions and democratic principles (C)</b>	<b>SS.3.18.</b> Identify how democratic principles motivate individuals to migrate.
<b>Processes, rules, and laws (C)</b>	<b>SS.3.19.</b> Identify and discuss examples of rules, laws, and authorities that keep people safe and property secure in societies throughout the world.
<b>Geographic representations (G)</b>	<b>SS.3.20.</b> Use a map to explain how the unique characteristics of a place affect people’s decisions to relocate both nationally and globally.
<b>Human environmental interaction (G)</b>	<b>SS.3.21.</b> Examine how environmental and cultural characteristics influence people’s choices to live in different areas around the world.
<b>Human population, movements, and patterns (G)</b>	<b>SS.3.22.</b> Explain how human settlements and movements relate to a location’s physical geography and natural resources.
<b>Global Interconnections (G)</b>	<b>SS.3.23.</b> Describe how various cultures have interacted with and influenced each other.
<b>Exchange and markets (E)</b>	<b>SS.3.24.</b> Identify how people use natural resources, human resources, and physical capital to produce goods and services to trade around the world.

Content Themes	Grade 3: Movement Around Our World
Global economy (E)	<b>SS.3.25.</b> Explain why people in one country trade goods and services with people in other countries.
Financial decision-making (FL)	<b>SS.3.26.</b> Distinguish between needs and wants.
Savings and spending (FL)	<b>SS.3.27.</b> Describe the difference between saving and spending.
Insurance, investing, and risk (FL)	<b>SS.3.28.</b> Define personal information and what is appropriate to share or keep private.



## Grade 4: Nevada: Past & Present

In fourth grade, students learn about significant events in the history of Nevada and the diverse perspectives and experiences of the people who shaped our state's identity through those events. In addition, students examine the unique geography and economics of Nevada. This content area covers the history of the Native peoples of Nevada and westward settlement in Nevada. Students will study Nevada statehood and the history of Nevada through the present day.

Disciplinary Skills	Disciplinary Skills Standards
<b>Constructing compelling questions</b>	<b>SS.4.1.</b> Generate compelling questions to explore the history of Nevada.
<b>Creating supporting questions</b>	<b>SS.4.2.</b> Generate and answer supporting questions that help address compelling questions.
<b>Gathering and evaluating sources</b>	<b>SS.4.3.</b> Analyze primary and secondary sources and use them to construct arguments about the past. <b>SS.4.4.</b> Analyze the sourcing and context of sources through corroboration and close reading.
<b>Developing claims and using evidence</b>	<b>SS.4.5.</b> Cite evidence that supports a response to supporting and compelling questions. <b>SS.4.6.</b> Construct responses to compelling questions using reasoning, examples, and relevant details.
<b>Communicating and critiquing conclusions</b>	<b>SS.4.7.</b> Construct organized explanations for various audiences and purposes using evidence and reasoning. <b>SS.4.8.</b> Participate in a structured academic discussion using evidence and reasoning to share and critique ideas.
<b>Taking informed action</b>	<b>SS.4.9.</b> List and discuss group or individual action to help address local or regional problems. <b>SS.4.10.</b> Use deliberative and democratic procedures to take action about an issue.

<b>Content Themes</b>	<b>Grade 4: Nevada - Past &amp; Present</b>
<b>Power and politics (H)</b>	<b>SS.4.11.</b> Evaluate why Nevada became a state and its role in national politics.
<b>Identity (H)</b>	<b>SS.4.12.</b> Analyze how Nevada’s population and culture have changed over time.
<b>People and ideas (H)</b>	<b>SS.4.13.</b> Analyze the diverse population of Nevada’s Native Americans and settlers of this state and discuss their unique experiences and contributions.
<b>Nevada history (H)</b>	<b>SS.4.14.</b> Evaluate the development and evolution of Nevada’s symbols, mottoes, and slogans.
<b>Social justice, consciousness, and action (MC)</b>	<b>SS.4.15.</b> Analyze how racism and discriminatory practices have led to oppression in Nevada. <b>SS.4.16.</b> Analyze how diverse individuals and groups in Nevada led movements for social justice in response to discriminatory practices.
<b>Respectful engagement with diverse people (MC)</b>	<b>SS.4.17.</b> Analyze the impact of Native people on the culture of Nevada. <b>SS.4.18.</b> Identify and analyze the diversity and cultural traditions of Nevada’s people, including but not limited to: Native communities, Basque communities.
<b>Diverse contributions made by men and women from various racial and ethnic backgrounds, including, without limitation, information relating to contributions and impact (MC)</b>	<b>SS.4.19.</b> Identify the contributions of culturally, racially, and ethnically diverse individual Nevadans to the advancement of Nevada.
<b>Civic dispositions and democratic principles (C)</b>	<b>SS.4.20.</b> Evaluate how core civic dispositions and democratic principles have guided and/or continue to guide local and state government in Nevada.
<b>Processes, rules, and laws (C)</b>	<b>SS.4.21.</b> Identify and discuss examples of rules, laws, and authorities that keep people and property safe and secure in the state of Nevada. <b>SS.4.22.</b> Investigate how interest groups have influenced the political, social, and cultural landscape of Nevada.
<b>Geographic representations (G)</b>	<b>SS.4.23.</b> Create maps that include human and physical features and that demonstrate spatial patterns in Nevada.
<b>Human environment interaction (G)</b>	<b>SS.4.24.</b> Examine how and why Nevada’s landscape has been impacted by humans. <b>SS.4.25.</b> Analyze how technological changes have impacted the environment and economy of Nevada.
<b>Human population, movement, and patterns (G)</b>	<b>SS.4.26.</b> Describe the differences in population distribution across Nevada.

Content Themes	Grade 4: Nevada - Past & Present
<b>Exchange and markets (E)</b>	<p><b>SS.4.27.</b> Using historical and contemporary examples discuss the importance of major industries in Nevada’s economy.</p> <p><b>SS.4.28.</b> Describe the intended and unintended consequences of decisions made regarding limited and shared resources in Nevada.</p>
<b>National economy (E)</b>	<p><b>SS.4.29.</b> Investigate the role of Nevada’s economy in relation to the national economy.</p>
<b>Savings and spending (FL)</b>	<p><b>SS.4.30.</b> Explain the benefits of saving and methods of saving, including but not limited to: financial institutions and saving at home.</p>
<b>Credit and debt (FL)</b>	<p><b>SS.4.31.</b> Identify methods of payment for goods and services.</p>
<b>Insurance, investing, and risk (FL)</b>	<p><b>SS.4.32.</b> Determine the consequences of sharing personal information with others.</p>
<b>College and career preparedness (FL)</b>	<p><b>SS.4.33.</b> Examine jobs related to a career of interest.</p>

## Grade 5: The U.S. - Creating a New Nation

In fifth grade, students learn about European exploration of North America, the intersection and conflict among Native, European, and African cultures, and the colonization of North America. In addition, students study the American Revolution and investigate the foundational documents of the United States, including the Declaration of Independence, U.S. Constitution, and Bill of Rights. Using an array of source materials, fifth grade students explore, analyze and critique individual rights and responsibilities in the United States. They learn about the important historical events and diverse actors of the American Colonies, Revolution, and the New Nation. Students study how culture shapes laws, how laws ensure rights and responsibilities for the people who live within a society and discuss how these ideas manifest today.

Disciplinary Skills	Disciplinary Skills Standards
<b>Constructing compelling questions</b>	<b>SS.5.1.</b> Generate compelling questions to explore the creation of the United States.
<b>Creating supporting questions</b>	<b>SS.5.2.</b> Generate and answer supporting questions that help address compelling questions.
<b>Gathering and evaluating sources</b>	<b>SS.5.3.</b> Determine the credibility of multiple sources by using corroboration and close reading. <b>SS.5.4.</b> Gather primary and secondary sources and use them to construct responses to support compelling questions.
<b>Developing claims and using evidence</b>	<b>SS.5.5.</b> Cite evidence from multiple sources in response to supporting and compelling questions. <b>SS.5.6.</b> Construct an argument to answer a compelling question, using evidence and reasoning skills.
<b>Communicating and critiquing conclusions</b>	<b>SS.5.7.</b> Construct organized explanations for various audiences and purposes using evidence and reasoning. <b>SS.5.8.</b> Participate in a structured academic discussion using evidence and reasoning to share and critique ideas.
<b>Taking informed action</b>	<b>SS.5.9.</b> List and discuss group or individual action to help address local, regional, and/or national problems. <b>SS.5.10.</b> Use deliberative and democratic procedures to take action about an issue.

<b>Content Themes</b>	<b>Grade 5: The U.S.: Creating a New Nation</b>
<b>Power and politics (H)</b>	<b>SS.5.11.</b> Examine the development of political parties in American history.
<b>Identity (H)</b>	<b>SS.5.12.</b> Investigate what it meant to be an American for different groups of people in early American history. <b>SS.5.13.</b> Explore the development of colonial America and compare differences among the colonies. <b>SS.5.14.</b> Analyze the way in which Native, European, and African cultures were impacted by conflict and compromise in our nation’s early history.
<b>People and ideas (H)</b>	<b>SS.5.15.</b> Analyze how various political, religious, and intellectual ideas have influenced the development of early American society and government.
<b>International relations (H)</b>	<b>SS.5.16.</b> Evaluate the causes and effects of the American Revolution.
<b>Social justice, consciousness, and action (MC)</b>	<b>SS.5.17.</b> Analyze how and why racial, ethnic, and other groups were oppressed in early American history.
<b>Respectful engagement with diverse people (MC)</b>	<b>SS.5.18.</b> Evaluate how individuals and groups used ideas from foundational documents to create communities of respect, equity, and diversity throughout American history.
<b>Diverse contributions made by men and women from various racial and ethnic backgrounds, including, without limitation, information relating to contributions and impact (MC)</b>	<b>SS.5.19.</b> Discuss the contributions of culturally, racially, and ethnically diverse people to the advancement of the nation.
<b>Civic and political institutions (C)</b>	<b>SS.5.20.</b> Analyze how individuals, groups, and institutions have influenced the interpretation of foundational documents over time. <b>SS.5.21.</b> Describe representative government and explore debates that formed of the U.S. Constitution.
<b>Civic dispositions and democratic principles (C)</b>	<b>SS.5.22.</b> Analyze core civic dispositions and democratic principles and their influence on early American history. <b>SS.5.23.</b> Investigate how individuals exercise rights and responsibilities.
<b>Processes, rules, and laws (C)</b>	<b>SS.5.24.</b> Investigate methods by which individuals can influence rules and laws in the classroom, school, government, and/or society. <b>SS.5.25.</b> Analyze how the Bill of Rights shaped the rights of Americans. <b>SS.5.26.</b> Explain the structures of constitutional government and the role of checks and balances. <b>SS.5.27.</b> Describe how the nation changed in the past and continues to change in order to limit and/or protect individual rights.

<b>Content Themes</b>	<b>Grade 5: The U.S.: Creating a New Nation</b>
<b>Geographic representations (G)</b>	<b>SS.5.28.</b> Analyze various maps to connect environmental, political, and cultural characteristics of a region and their influence on historical events in early American history.
<b>Human environment interaction (G)</b>	<b>SS.5.29.</b> Evaluate the relationship between humans and the environment in early American history.
<b>Human population, movements, and patterns (G)</b>	<b>SS.5.30.</b> Analyze rules and laws that encouraged or restricted migration and immigration within regions of the early U.S. <b>SS.5.31.</b> Analyze how physical geography and natural resources affected exploration within the settlement of people, and the development of culture in early U.S. history.
<b>Exchange and markets (E)</b>	<b>SS.5.32.</b> Compare and contrast the similarities and differences of the economies of the colonial regions.
<b>National economy (E)</b>	<b>SS.5.33.</b> Investigate the development of the early U.S. economy. <b>SS.5.34.</b> Evaluate the role of slavery in the early U.S. economy.
<b>Global economy (E)</b>	<b>SS.5.35.</b> Explain how trade was an important issue during the colonial period, the American Revolution, and the formation of the U.S.
<b>Financial decision-making (FL)</b>	<b>SS.5.36.</b> Describe the importance of setting financial goals.
<b>Credit and debt (FL)</b>	<b>SS.5.37.</b> Compare interest rates in regard to credit and savings.
<b>Insurance, investing, and risk (FL)</b>	<b>SS.5.38.</b> Identify methods of how to protect one’s identity from common threats.
<b>College and career preparedness (FL)</b>	<b>SS.5.39.</b> Explain the standard of living in relationship to quality of life.

## Grades 6-8:

Students over the three years between sixth and eighth grade will explore the following content areas. Districts may decide the length and content of the course (semester or year) and the order in which the content is taught.

### Early World Civilizations (prior to 1500)

This content area focuses on the geography, history, and culture of early world civilizations while emphasizing disciplinary inquiry. There is an intentional focus on spatial understanding of the world and the location of continents and countries as students explore each civilization. Students will analyze regional, economic, political, intellectual, environmental, and cultural characteristics of early world civilizations. Teachers are encouraged to facilitate instruction from a chronological as well as thematic approach, thus avoiding the tendency to teach the content as a checklist of facts to be covered. Effective instruction in social studies incorporates both the disciplinary skills and the content themes and requires historical thinking, robust academic discussions, and engaging writing instruction. Suggested civilizations to study include without limitation Mesopotamia, Egypt, China, Greece, Rome, Indus Valley, Sub-Saharan Africa, Pre-Columbian Latin America, Native Cultures of North America, and Oceania. This content traces the rise and fall of early civilizations across the globe prior to the 1500s. The standards should be applied across each early civilization.

Disciplinary Skills	Disciplinary Skills Standards
<b>Constructing compelling questions</b>	<b>SS.6-8.EWC.1.</b> Construct compelling questions based upon disciplinary concepts. <b>SS.6-8.EWC.2.</b> Evaluate various interpretations to answer compelling questions within and across disciplines.
<b>Creating supporting questions</b>	<b>SS.6-8.EWC.3.</b> Generate supporting questions that will lead to inquiry and research on compelling issues within the discipline in order to answer compelling questions.
<b>Gathering and supporting sources</b>	<b>SS.6-8.EWC.4.</b> Gather relevant information from multiple texts and evaluate the sourcing, context, and corroboration of the texts through close reading and disciplinary skills. <b>SS.6-8.EWC.5.</b> Seek multiple media sources when investigating current issues and evaluate the credibility and reliability of each.
<b>Developing claims and using evidence</b>	<b>SS.6-8.EWC.6.</b> Using varied source material, develop an argument based on substantive claims, with strong evidence, and clear reasoning. <b>SS.6-8.EWC.7.</b> Examine different arguments while pointing out the strengths and limitations of each.
<b>Communicating and critiquing conclusions</b>	<b>SS.6-8.EWC.8.</b> Construct organized explanations for various audiences and purposes using evidence and reasoning. <b>SS.6-8.EWC.9.</b> Participate in rigorous academic discussions, emphasizing multiple viewpoints in which claims and evidence are acknowledged and critiqued.
<b>Taking informed action</b>	<b>SS.6-8.EWC.10.</b> Draw on disciplinary concepts to explain challenges people have faced, are facing, and opportunities they created in addressing local, regional and global problems at various times and places. <b>SS.6-8.EWC.11.</b> Apply a range of deliberative and democratic procedures to make decisions and take action regarding important contemporary issues.

<b>Content Themes</b>	<b>Grades 6-8: Early World Civilizations (prior to 1500)</b>
<b>Power and politics (H)</b>	<b>SS.6-8.EWC.12.</b> Compare the rise and fall of kingdoms and empires across the ancient world with attention to governmental systems and political developments. <b>SS.6-8.EWC.13.</b> Examine instances of conflict, oppression, human rights violations, and genocide across the ancient world as well as responses to these violations.
<b>Identity (H)</b>	<b>SS.6-8.EWC.14.</b> Describe the factors that shape identity - including institutions, religion, language, social class, geography, culture, and society in ancient civilizations. <b>SS.6-8.EWC.15.</b> Interpret events from a variety of historical and cultural perspectives, including but not limited to: Romans vs. “barbarians,” conquerors vs. conquered, Mongols vs. Ming Chinese.
<b>People and ideas (H)</b>	<b>SS.6-8.EWC.16.</b> Investigate cultural developments within and across human societies with attention to belief systems, philosophies, ideologies, and the arts. <b>SS.6-8.EWC.17.</b> Analyze the impact of technological developments on events, peoples, and cultures in the ancient world.
<b>International relations (H)</b>	<b>SS.6-8.EWC.18.</b> Analyze the use of conflict and/or diplomacy within the ancient world.
<b>Social justice, consciousness, and action (MC)</b>	<b>SS.6-8.EWC.19.</b> Analyze the ways in which dominant cultures oppressed conquered peoples or minority groups within early civilizations as well as the responses of those groups to the oppression.
<b>Respectful engagement with diverse people (MC)</b>	<b>SS.6-8.EWC.20.</b> Assess the influence of cultural diffusion when diverse groups interact within and across early civilizations. <b>SS.6-8.EWC.21.</b> Investigate the ways civilizations build communities of respect, equity, and diversity throughout early world history.
<b>Diverse contributions made by men and women from various racial and ethnic backgrounds, including, without limitation, information relating to contributions and impact (MC)</b>	<b>SS.6-8.EWC.22.</b> Analyze the intellectual, cultural, religious, and artistic contributions of ancient civilizations to our modern world of racially and ethnically diverse people.
<b>Civic and political institutions (C)</b>	<b>SS.6-8.EWC.23.</b> Describe the different political, civil, religious, and economic organization of early civilizations.
<b>Civic dispositions and democratic principles (C)</b>	<b>SS.6-8.EWC.24.</b> Compare a current global issue to a historical event from an ancient civilization in order to propose a solution based upon past outcomes.
<b>Processes, rules, and laws (C)</b>	<b>SS.6-8.EWC.25.</b> Compare and contrast government structures, processes, and laws within and across early civilizations.



Content Themes	Grades 6-8: Early World Civilizations (prior to 1500)
Geographic representations (G)	<b>SS.6-8.EWC.26.</b> Utilize and construct maps and images to explain and analyze regional, environmental, and cultural characteristics in early civilizations.
Human environment interaction (G)	<b>SS.6-8.EWC.27.</b> Analyze and explain the cultural, physical, and environmental characteristics of places and regions and how these affected the lives of the people who lived here.
Human population, movements, and patterns (G)	<b>SS.6-8.EWC.28.</b> Explain how changes in transportation, communication, and technology influence the movement of people, goods, and ideas in various early civilizations.
Global interconnections (G)	<b>SS.6-8.EWC.29.</b> Explain how global changes in population distribution patterns affect changes in land use in early civilizations, including but not limited to: rural vs. urban, major waterways, pandemics, and slavery.
Exchange and markets (E)	<b>SS.6-8.EWC.30</b> Differentiate between economic systems and patterns of trade and how they impact civilizations.
National economy (E)	<b>SS.6-8.EWC.31.</b> Assess the economies of ancient civilizations based on trade, resources, labor, monetary systems, and other factors.
Global economy (E)	<b>SS.6-8.EWC.32.</b> Explain how trade impacted economic growth, labor markets, rights of citizens, the environment, resources, and income distribution in different ancient civilizations.

## World Geography & Global Studies

This content area provides a global perspective on contemporary issues, and is designed to create young, educated civic leaders prepared to face 21<sup>st</sup> century global issues. Students will examine challenges facing the world community, including but not limited to: hunger, population, conflict, racism, global environmental challenges, human rights, poverty, energy scarcity, global health, education, immigration, globalization, and other political, economic, social, and ecological concerns.

This content area builds students' skills in geographic reasoning, including an understanding of Earth's human and physical features, locations of places and regions, and the distribution of landform. This builds a foundational understanding of modern societies, cultures, and inspires curiosity in cultural and environmental diversity to help students participate in the complex world we live in today.

Teachers are encouraged to facilitate instruction from a chronological as well as thematic approach, avoiding the tendency to teach the content as a checklist of facts to be covered. Effective social studies instruction incorporates both the disciplinary skills and the content themes and requires historical thinking, robust academic discussions, and engaging writing instruction. This content area should offer opportunities for students to engage in civic dialogue and taking informed action.

Disciplinary Skills	Disciplinary Skills Standards
<b>Constructing compelling questions</b>	<b>SS.6-8.WGGS.1.</b> Construct compelling questions based upon disciplinary concepts. <b>SS.6-8.WGGS.2.</b> Evaluate various interpretations to answer compelling questions within and across disciplines.
<b>Creating supporting questions</b>	<b>SS.6-8.WGGS.3.</b> Generate supporting questions that lead to inquiry and research on compelling issues within the discipline.
<b>Gathering and evaluating sources</b>	<b>SS.6-8.WGGS.4.</b> Gather relevant information from multiple texts and evaluate the sourcing, context, and corroboration of the texts with close reading and discipline specific skills. <b>SS.6-8.WGGS.5.</b> Seek multiple media sources when investigating current issues and evaluate the credibility and reliability of each.
<b>Developing claims and using evidence</b>	<b>SS.6-8.WGGS.6.</b> Using varied source material, develop an argument based on substantive claims, with strong evidence and clear reasoning. <b>SS.6-8.WGGS.7.</b> Examine different arguments while pointing out the strengths and limitations of each.
<b>Communicating and critiquing conclusions</b>	<b>SS.6-8.WGGS.8.</b> Construct organized explanations for various audiences and purposes using evidence and reasoning. <b>SS.6-8.WGGS.9.</b> Participate in rigorous academic discussions, emphasizing multiple viewpoints in which claims and evidence are acknowledged and critiqued.
<b>Taking informed action</b>	<b>SS.6-8.WGGS.10.</b> Draw on disciplinary concepts to explain the challenges people have faced, are facing, and opportunities they have created in addressing local, regional, and global problems. <b>SS.6-8.WGGS.11.</b> Apply a range of deliberative and democratic procedures to make decisions and take action regarding important contemporary issues.

Content Themes	Grades 6-8: World Geography & Global Studies
<b>Power and politics (H)</b>	<p><b>SS.6-8.WGGS.12.</b> Compare rise and fall of governmental systems and political developments across the world.</p> <p><b>SS.6-8.WGGS.13.</b> Examine instances of conflict, oppression, human rights violations, and genocide, as well as responses to these violations.</p>
<b>Identity (H)</b>	<p><b>SS.6-8.WGGS.14.</b> Describe the factors that shape identity - including institutions, religion, language, social class, geography, culture, and society.</p> <p><b>SS.6-8.WGGS.15.</b> Interpret current events from a variety of cultural perspectives.</p>
<b>People and Ideas (H)</b>	<p><b>SS.6-8.WGGS.16.</b> Investigate cultural developments within and across human societies with attention to belief systems, philosophies, ideologies, and the arts.</p> <p><b>SS.6-8.WGGS.17.</b> Analyze the impact of technological developments on events, peoples, and cultures across the world.</p>
<b>Nevada history (H)</b>	<p><b>SS.6-8.WGGS.18.</b> Investigate Nevada’s role in the world using the five themes of geography: place, location, human environment interaction, movement, and region.</p>
<b>International relations (H)</b>	<p><b>SS.6-8.WGGS.19.</b> Analyze the use of conflict and/or diplomacy in global interactions.</p>
<b>Social justice consciousness and action (MC)</b>	<p><b>SS.6-8.WGGS.20.</b> Explore instances of oppression in the modern world as well as individual and group resistance movements for social justice which have developed in response.</p>
<b>Respectful engagement with diverse people (MC)</b>	<p><b>SS.6-8.WGGS.21</b> Investigate the ways in which individuals and nations build communities of respect, equity, and diversity across the world today.</p>
<b>Diverse contributions made by men and women from various racial and ethnic backgrounds, including, without limitation, information relating to contributions and impact (MC)</b>	<p><b>SS.6-8.WGGS.22.</b> Discuss the contributions of racially and ethnically diverse leaders to the advancement of communities and nations around the world.</p>
<b>Civic and political institutions (C)</b>	<p><b>SS.6-8.WGGS.23.</b> Distinguish and apply the powers and responsibilities of global citizens, interest groups, and the media in a variety of governmental and nongovernmental contexts.</p> <p><b>SS.6-8.WGGS.24.</b> Describe the roles of political, civil, and economic organizations in shaping people’s lives.</p>

<b>Content Themes</b>	<b>Grades 6-8: World Geography &amp; Global Studies</b>
<b>Civic dispositions and democratic principles (C)</b>	<b>SS.6-8.WGGS.25.</b> Investigate a current global issue and propose a course of action to solve it.
<b>Processes, rules, and laws (C)</b>	<b>SS.6-8.WGGS.26.</b> Examine the origins, purposes, and impacts of laws, treaties, and international agreements.
<b>Geographic representations (G)</b>	<b>SS.6-8.WGGS.27.</b> Utilize and construct maps, charts, and other geographic representations to explain and analyze regional, environmental, and cultural characteristics of various places around the world.
<b>Human environment interaction (G)</b>	<b>SS.6-8.WGGS.28.</b> Analyze and explain the cultural, physical, and environmental characteristics of places and regions and how these affect the lives of the people who live there.
<b>Human population, movement, and patterns (G)</b>	<b>SS.6-8.WGGS.29.</b> Explain how changes in transportation, communication, and technology influence the movement of people, goods, and ideas. <b>SS.6-8.WGGS.30.</b> Explain how global changes in population distribution patterns affect changes in land use in particular areas.
<b>Global interconnections (G)</b>	<b>SS.6-8.WGGS.31.</b> Explain how the relationship between the environmental characteristics of place and the production of goods influence the spatial patterns of world trade.
<b>Exchange and markets (E)</b>	<b>SS.6-8.WGGS.32.</b> Explain how supply and demand, costs and competition influence market prices, wages, social, and environmental outcomes. <b>SS.6-8.WGGS.33.</b> Explain and evaluate how economic policies impact individuals, businesses, government structures, and international organizations.
<b>National economy (E)</b>	<b>SS.6-8.WGGS.34.</b> Assess the economies of various nations based on trade, resources, labor, monetary system, and other factors.
<b>Global economy (E)</b>	<b>SS.6-8.WGGS.35.</b> Investigate the impact of global trade policies on nations and their citizens.

## Early U.S. History & Civic Ideals

This content area focuses on the history of the United States from the framing of the Constitution through the early 20<sup>th</sup> Century. American founding documents, including the Constitution, Declaration of Independence and Bill of Rights are reviewed to provide a foundation for understanding the multicultural history, economics, civics, and geography of the time period. Students will analyze the powers and civic responsibilities of citizens and examine the origins, functions, and structure of the U.S. government. In addition, students will build understanding of the major events, individuals, and ideas that have shaped U.S. history.

School districts may offer this content area across two or three semesters (to align with the one or two semester World Geography and Global Studies content area). The following scope is suggested as Districts implement the 6-8 content areas:

- If a District provides instruction in two semesters for this content area, instruction includes multiple historical eras from the American Revolution through the Industrial Revolution.
- If a District provides instruction in three semesters for this content area, instruction includes multiple historical eras from the American Revolution through WWII.

For both content area options, students will investigate changing perspectives in America's past and make meaningful connections between historical events and eras. Teachers are encouraged to facilitate instruction from a chronological as well as thematic approach, avoiding the tendency to teach the content as a checklist of facts to be covered. Effective instruction in social studies incorporates both the disciplinary skills and the content themes and requires historical thinking, robust academic discussions, and engaging writing instruction.

Disciplinary Skills	Disciplinary Skills Standards
<b>Constructing compelling questions</b>	<p><b>SS.6-8.EUSH.1.</b> Construct compelling questions based upon disciplinary concepts.</p> <p><b>SS.6-8.EUSH.2.</b> Evaluate various interpretations in answer to compelling questions within and across disciplines.</p>
<b>Creating supporting questions</b>	<p><b>SS.6-8.EUSH.3.</b> Generate supporting documents that will lead to inquiry and research on compelling issues within the discipline.</p>
<b>Gathering and evaluating sources</b>	<p><b>SS.6-8.EUSH.4.</b> Gather relevant information from multiple texts and evaluate the sourcing, context, and corroboration of the texts with close reading and disciplinary skills.</p> <p><b>SS.6-8.EUSH.5.</b> Seek multiple media sources when investigating current issues and evaluate the credibility and reliability of each.</p>
<b>Developing claims and using evidence</b>	<p><b>SS.6-8.EUSH.6.</b> Use varied source materials, develop an argument based on substantive claims, with strong evidence, and clear reasoning.</p> <p><b>SS.6-8.EUSH.7.</b> Examine different arguments while pointing out the strengths and limitations of each.</p>
<b>Communicating and critiquing conclusions</b>	<p><b>SS.6-8.EUSH.8.</b> Construct organized explanations for various audiences and purposes using evidence and reasoning.</p> <p><b>SS.6-8.EUSH.9.</b> Participate in rigorous academic discussions, emphasizing multiple viewpoints in which claims and evidence is acknowledged and critiqued.</p>
<b>Taking informed action</b>	<p><b>SS.6-8.EUSH.10.</b> Draw on disciplinary concepts to explain the challenges people faced, are facing, and opportunities they have created in addressing local, regional, and global problems at various times and places.</p> <p><b>SS.6-8.EUSH.11.</b> Apply a range of deliberative and democratic procedures to make decisions and take action regarding important contemporary issues.</p>

<b>Content Themes</b>	<b>Grades 6-8: Early U.S. History &amp; Civic Ideals</b>
<b>Power and politics (H)</b>	<b>SS.6-8.EUSH.12.</b> Assess the influence of diverse ideologies on politics, society, and culture in early U.S. history.
<b>Identity (H)</b>	<b>SS.6-8.EUSH.13.</b> Investigate the factors that shaped group and national identity in early U.S. history in relation to views of American identity today. <b>SS.6-8.EUSH.14.</b> Interpret historical events from a variety of cultural perspectives, including but not limited to: Native Americans vs. settlers, Northerners vs. Southerners, and native citizens vs. immigrants
<b>People and ideas (H)</b>	<b>SS.6-8.EUSH.15.</b> Evaluate the causes and effects of regional differences in early U.S. history. <b>SS.6-8.EUSH.16.</b> Analyze the influence of diverse cultural traditions on early American society. <b>SS.6-8.EUSH.17.</b> Analyze the influence of political, social, cultural, economic, religious, geographic, intellectual, and artistic changes throughout the course of U.S. history.
<b>Nevada history (H)</b>	<b>SS.6-8.EUSH.18.</b> Explain how individuals and events in Nevada’s history both influence and are influenced by the larger national context. <b>SS.6-8.EUSH.19.</b> Analyze the impact of westward expansion on the Native communities of Nevada. <b>SS.6-8.EUSH.20.</b> Investigate migration and immigration patterns to Nevada as part of U.S. history.
<b>International relations (H)</b>	<b>SS.6-8.EUSH.21.</b> Evaluate the use of conflict and diplomacy in international relations from a U.S. perspective. <b>SS.6-8.EUSH.22.</b> Investigate the causes, effects, and attitudes towards conflict and war from various points of view throughout early U.S. history.
<b>Social justice, consciousness, and action (MC)</b>	<b>SS.6-8.EUSH.23.</b> Analyze the causes, effects, and abolition of slavery in U.S. history. <b>SS.6-8.EUSH.24.</b> Analyze the ways in which dominant cultures have oppressed groups through institutionalized discrimination within U.S. history. <b>SS.6-8.EUSH.25.</b> Evaluate the impact of individuals and reform movements on the struggle for greater civil rights and liberties throughout early U.S. history.
<b>Respectful engagement with diverse people (MC)</b>	<b>SS.6-8.EUSH.26.</b> Assess the influence of cultural diffusion when diverse groups interact within early U.S. history. <b>SS.6-8.EUSH.27.</b> Investigate the ways in which individuals and groups build communities of respect, equity, and diversity throughout early U.S. history.
<b>Diverse contributions made by men and women from various racial and ethnic backgrounds, including, without limitation, information relating to contributions and impact (MC)</b>	<b>SS.6-8.EUSH.28.</b> Discuss the contributions of racially and ethnically diverse leaders to the advancement of our community and nation. <b>SS.6-8.EUSH.29.</b> Analyze the intellectual, cultural, religious, and artistic contributions of diverse individuals in early U.S. history.

<b>Content Themes</b>	<b>Grades 6-8: Early U.S. History &amp; Civic Ideals</b>
<b>Civic and political institutions (C)</b>	<b>SS.6-8.EUSH.30.</b> Examine the role the media has played in shaping public perception and policies throughout early U.S. history. <b>SS.6-8.EUSH.31.</b> Describe the different political, civil, religious, and economic organizations throughout U.S. history.
<b>Civic dispositions and democratic principles (C)</b>	<b>SS.6-8.EUSH.32.</b> Analyze the expansion of representative government throughout early U.S. history. <b>SS.6-8.EUSH.33.</b> Compare a current national issue to a historical event from early U.S. history in order to propose a solution based upon past outcomes.
<b>Processes, rules, and laws (C)</b>	<b>SS.6-8.EUSH.34.</b> Evaluate the social, political, and economic changes that have impacted the evolution of laws throughout U.S. history.
<b>Geographic representations (G)</b>	<b>SS.6-8.EUSH.35.</b> Utilize and construct maps and images to explain and analyze regional, environmental, and cultural characteristics in early U.S. history.
<b>Human environment interaction (G)</b>	<b>SS.6-8.EUSH.36.</b> Explain how the human, physical, and environmental characteristics of early U.S. regions have influenced and impacted cultures.
<b>Human population, movements, and patterns (G)</b>	<b>SS.6-8.EUSH.37.</b> Explain how changes in transportation, communication, and technology influenced the movement of people, goods, and ideas throughout early U.S. history. <b>SS.6-8.EUSH.38.</b> Explore the causes, motivations, and consequences of migration and immigration, both voluntary and forced, in early U.S. history, including but not limited to: Trail of Tears, western movement, Great Migration, various waves of immigration.
<b>Global interconnections (G)</b>	<b>SS.6-8.EUSH.39.</b> Explain how global circumstances affect changes in immigration, land use, and population distribution in various regions across early U.S. history.
<b>Exchange and markets (E)</b>	<b>SS.6-8.EUSH.40.</b> Analyze the role of innovations and entrepreneurship in institutions throughout early U.S. history. <b>SS.6-8.EUSH.41.</b> Evaluate how economic policies impacted individuals, businesses, and society, including but not limited to: Louisiana Purchase, the slave trade, plantation economy, and Reconstruction.
<b>National economy (E)</b>	<b>SS.6-8.EUSH.42.</b> Assess the state of the early U.S. economy based on trade, resources, labor, monetary system, and other factors.
<b>Global economy (E)</b>	<b>SS.6-8.EUSH.43.</b> Investigate the effects of U.S. foreign economic policy both nationally and globally across early U.S. history.



## Grades 6-8: Financial Literacy

By the conclusion of grade 8, each student will continue to strengthen their knowledge of financial literacy. Students learn to examine financial goals, identify risk factors, understand a budget, and explore college and career options.

Content Themes	Grades 6-8: Financial Literacy
Financial decision-making (FL)	<p><b>SS.6-8.FL.1.</b> Prioritize and evaluate personal finance goals based on needs and wants.</p> <p><b>SS.6-8.FL.2.</b> Investigate consequences of potential financial decisions to make reasoned financial choices.</p> <p><b>SS.6-8.FL.3.</b> Describe the services offered by various financial institutions, and government agencies, including but not limited to: Matching Grant Money for College, Prepaid College Tuition, and 529 College Savings Plan.</p>
Savings and spending (FL)	<p><b>SS.6-8.FL.4.</b> Discuss the components of a personal budget - including income, planned spending, expenses, and saving.</p>
Credit and debt (FL)	<p><b>SS.6-8.FL.5.</b> Explain how debit cards differ from credit cards.</p> <p><b>SS.6-8.FL.6.</b> Explain an individual's rights and responsibilities as a consumer.</p> <p><b>SS.6-8.FL.7.</b> Discuss the cost of borrowing money for different types of goods and services, including but not limited to: consumables, vehicles, higher education, and housing.</p>
Insurance, investing, and risk (FL)	<p><b>SS.6-8.FL.8.</b> Investigate ways to prevent and limit the consequences of identity theft and fraud.</p> <p><b>SS.6-8.FL.9.</b> Explain how some investments differ from traditional savings accounts in potential risks and returns.</p>
College and career preparedness (FL)	<p><b>SS.6-8.FL.10.</b> Identify college and career options and their effect on income and unemployment.</p> <p><b>SS.6-8.FL.11.</b> Identify important academic requirements for financing postsecondary programs, including but not limited to: Governor Guinn Millennium Scholarship Program, Nevada Prepaid Tuition, and 529 College Savings Programs.</p>

## Grades 9-12:

By the end of high school, students are expected to cover the following content areas. Districts may decide the length and content of the course (semester or year) and the order in which the content is taught.

### World History & Geography (1300-Present)

This content area focuses on World history from approximately the 1300s to modern day. This includes the study of geography, history and culture in global regions, with an emphasis on historical inquiry. Students analyze significant events, individuals, developments and process across the world within this time frame. This content area should be taught from multiple and varied perspectives for a vivid and complex picture of history. The emphasis is global in nature with a multicultural approach, rather than a Eurocentric approach.

Teachers are encouraged to facilitate instruction from a chronological as well as thematic approach, avoiding the tendency to teach the content as a checklist of facts. Effective instruction in social studies incorporates both the disciplinary skills and the content themes and requires historical thinking, robust academic discussions, and engaging writing instruction.

Suggested topics and concepts to study include, but are not limited to Middle Ages, Renaissance and Reformation, Global Expansion, Rise and Fall of Empires and Kingdoms of the World, Enlightenment and 18<sup>th</sup> Century Revolutions, Rise of Nationalism, Imperialism, Industrialization, Civil Rights of the 19<sup>th</sup> Century, WWI, 20<sup>th</sup> Century Revolutions, Global Depression, WWII, Decolonization, Cold War, Globalization, and Modern Issues.

Disciplinary Skills	Disciplinary Skills Standards
<b>Constructing compelling questions</b>	<b>SS.9-12.WH.1.</b> When constructing compelling questions, reference points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas.
<b>Creating supporting questions</b>	<b>SS.9-12.WH.2.</b> Generate and answer supporting questions while explaining how they contribute to an inquiry and how new compelling and supporting questions emerge through the inquiry process.
<b>Gathering and evaluating sources</b>	<b>SS.9-12.WH.3.</b> Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. <b>SS.9-12.WH.4.</b> Evaluate the credibility of a source by examining how experts value the source. <b>SS.9-12.WH.5.</b> Seek multiple media sources when investigating current issues and evaluate the credibility and reliability of each.
<b>Developing claims and using evidence</b>	<b>SS.9-12.WH.6.</b> Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims. <b>SS.9-12.WH.7.</b> Refine claims and counterclaims, attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.
<b>Communicating and critiquing conclusions</b>	<b>SS.9-12.WH.8.</b> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. <b>SS.9-12.WH.9.</b> Present adaptations of arguments and explanations that feature complex ideas and diverse perspectives on issues and topics to reach a range of audiences within and outside the classroom, using print, oral, and/or digital technologies. <b>SS.9-12.WH.10.</b> Participate in rigorous academic discussions emphasizing multiple viewpoints in which claims and evidence are acknowledged, critiqued, and built upon in order to create new understandings of complex historical or current issues.
<b>Taking informed action</b>	<b>SS.9-12.WH.11.</b> Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of contemporary issues at the local, regional, and global level. <b>SS.9-12.WH.12.</b> Apply a range of deliberative and democratic strategies and procedures to make decisions and take action regarding contemporary issues at the local, regional, and global level.

Content Themes	Grades 9-12: World History & Geography (1300-Present)
<b>Power and politics (H)</b>	<p><b>SS.9-12.WH.13.</b> Analyze major regime changes across the world based on a variety of factors, including but not limited to: goals, tactics, practices, and outcomes.</p> <p><b>SS.9-12.WH.14.</b> Examine occurrences of and reactions to oppression, human rights violations, and genocide.</p> <p><b>SS.9-12.WH.15.</b> Analyze the causes and consequences of the radicalization of individuals and groups.</p>
<b>Identity (H)</b>	<p><b>SS.9-12.WH.16.</b> Describe the factors that shape group, national, or individual identity, including but not limited to: institutions, religion, language, social class, geography, culture, and society.</p> <p><b>SS.9-12.WH.17.</b> Interpret historical events from a variety of historical and cultural perspectives, including but not limited to: capitalists vs. laborers, imperialists vs. indigenous groups, positions of power, class, race, ethnicity, and gender.</p>
<b>People and ideas (H)</b>	<p><b>SS.9-12.WH.18.</b> Analyze the influence of social, political, and economic developments on maintaining and transforming roles and social status for various groups.</p> <p><b>SS.9-12.WH.19.</b> Analyze the impact of artistic, architectural, scientific, and technological developments on events, peoples, and cultures around the world.</p> <p><b>SS.9-12.WH.20.</b> Investigate the evolutions of belief systems, religions, philosophies, and ideologies across human societies.</p>
<b>International relations (H)</b>	<p><b>SS.9-12.WH.21.</b> Describe the attitudes toward and effects of major wars and conflicts across the world.</p> <p><b>SS.9-12.WH.22.</b> Evaluate the use of conflict and/or diplomacy in regional and/or international relations.</p>
<b>Social justice, consciousness, and action (MC)</b>	<p><b>SS.9-12.WH.23.</b> Analyze the complex relationship between dominant cultures and minority groups throughout world history, including but not limited to: causes of (race, ethnicity, gender, nationality, class and/or religion), reactions, and long-term effects of oppression.</p> <p><b>SS.9-12.WH.24.</b> Examine the impact of individuals and reform movements in the fight for greater civil rights and liberties across the world.</p>
<b>Respectful engagement with diverse people (MC)</b>	<p><b>SS.9-12.WH.25.</b> Investigate and apply the successful principles used by groups and nations in order to create communities of respect, equity, and diversity at the school and local level.</p> <p><b>SS.9-12.WH.26.</b> Explore the positive and negative consequences of cultural interaction and diffusion.</p>
<b>Diverse contributions made by men and women from various racial and ethnic backgrounds, including, without limitation, information relating to contributions and impact (MC)</b>	<p><b>SS.9-12.WH.27.</b> Interpret the contributions of racially and ethnically diverse leaders to the advancement of our world.</p> <p><b>SS.9-12.WH.28.</b> Analyze the intellectual, cultural, religious, and artistic contributions of diverse individuals to our modern world.</p>
<b>Civic and political institutions (C)</b>	<p><b>SS.9-12.WH.29.</b> Analyze how various political and religious philosophies have influenced government institutions and policies.</p>

Content Themes	Grades 9-12: World History & Geography (1300-Present)
<b>Civic dispositions and democratic principles (C)</b>	<b>SS.9-12.WH.30.</b> Explain the historical background of a current global issue and propose a course of action to solve it.
<b>Processes, rules, and laws (C)</b>	<b>SS.9-12.WH.31.</b> Examine various systems, laws, and policies of governance across world history, including but not limited to: feudalism, mercantilism, absolutism, fascism, communism, and constitutional democracy. <b>SS.9-12.WH.32.</b> Compare the evolution of different political and governmental systems within and across nations.
<b>Geographic representations (G)</b>	<b>SS.9-12.WH.33.</b> Create, interpret, and utilize maps that display and explain the geo-spatial patterns of cultural, economic, political, and environmental characteristics.
<b>Human environment interaction (G)</b>	<b>SS.9-12.WH.34.</b> Use demographic data to analyze various factors that shape human environment interactions, including but not limited to: the impacts of disease, technology, economy, scarcity of resources, and culture.
<b>Human population, movements, and patterns (G)</b>	<b>SS.9-12.WH.35.</b> Analyze how changes in the environment, technology, and cultural characteristics of a place or region influence patterns of settlement, trade, and land use.
<b>Global interconnections (G)</b>	<b>SS.9-12.WH.36.</b> Evaluate how economic globalization and the scarcity of resources contribute to conflict and cooperation within and among countries.
<b>Exchange and markets (E)</b>	<b>SS.9-12.WH.37.</b> Compare different economic and labor systems within and across societies. <b>SS.9-12.WH.38.</b> Examine the ways in which trade, commerce, and industrialization impact individuals, groups, and nations.
<b>National economy (E)</b>	<b>SS.9-12.WH.39.</b> Investigate the factors that influenced the evolution of economies and standards of living across world, including but not limited to: investments in physical capital, worker education and training, and technology.
<b>Global economy (E)</b>	<b>SS.9-12.WH.40.</b> Explain how globalization has impacted economic growth, labor markets, rights of citizens, the environment, resources, and income distribution in different nations.

## U.S. History (1877-Present)

This content area focuses on the history of the United States (1877-Present). American founding documents and democratic principles will provide a foundation referenced throughout this content area, maintaining focus on the multicultural history, economics, civics, and geography of the Industrial Revolution through the present day. It should be taught from multiple and varied perspectives for a vivid and complex picture of U.S. history.

Teachers are encouraged to facilitate instruction from a chronological as well as thematic approach, thus avoiding the tendency to teach the content as a checklist of facts to be covered. Effective instruction in social studies incorporates both the disciplinary skills and the content themes in each lesson and requires historical thinking, robust academic discussions, and engaging writing instruction.

Suggested topics and concepts to study, include but are not limited to: Gilded Age/Industrial Revolution, Nativism/Populism, Closing of the Frontier, Imperialism, Progressivism, WWI, 1920s, Great Depression, WWII, Civil Rights Movement, Cold War, Rights Movements of the 1970s, Globalism, Terrorism and Modern Issues.

Disciplinary Skills	Disciplinary Skill Standards
<b>Constructing compelling questions</b>	<b>SS.9-12.US.1.</b> When constructing compelling questions, reference points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas.
<b>Creating supporting questions</b>	<b>SS.9-12.US.2.</b> Generate and answer supporting questions while explaining how they contribute to an inquiry and how new compelling and supporting questions emerge through the inquiry process.
<b>Gathering and evaluating sources</b>	<b>SS.9-12.US.3.</b> Gather relevant information from multiple sources representing a wide range of views while using the sourcing, authority, structure, context, and corroborative value of the sources to guide the selection. <b>SS.9-12.US.4.</b> Evaluate the credibility of a primary and secondary source. <b>SS.9-12.US.5.</b> Seek multiple media sources when investigating current issues and evaluate the credibility and reliability of each.
<b>Developing claims and using evidence</b>	<b>SS.9-12.US.6.</b> Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims. <b>SS.9-12.US.7.</b> Refine claims and counterclaims; attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.
<b>Communicating and critiquing conclusions</b>	<b>SS.9-12.US.8.</b> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. <b>SS.9-12.US.9.</b> Present adaptations of arguments and explanations that feature complex ideas and diverse perspectives on issues and topics to reach a range of audiences within and outside the classroom, using print, oral, and/or digital technologies. <b>SS.9-12.US.10.</b> Participate in rigorous academic discussions emphasizing multiple viewpoints in which claims and evidence are acknowledged, critiqued, and built upon in order to create new understandings of complex historical or current issues.
<b>Taking informed action</b>	<b>SS.9-12.US.11.</b> Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of contemporary issues at the local, regional, and global level. <b>SS.9-12.US.12.</b> Apply a range of deliberative and democratic strategies and procedures to make decisions and take action regarding contemporary issues at the local, regional, and global level.

<b>Content Themes</b>	<b>Grades 9-12: U.S. History (1877-Present)</b>
<b>Power and politics (H)</b>	<p><b>SS.9-12.US.13.</b> Investigate the causes and effects of diverse ideologies on politics, society, and culture.</p> <p><b>SS.9-12.US.14.</b> Evaluate the impact of individuals and reform movements on the struggle for greater civil rights and liberties.</p>
<b>Identity (H)</b>	<p><b>SS.9-12.US.15.</b> Evaluate the factors that shape group and national identity and how the American identity has evolved.</p> <p><b>SS.9-12.US.16.</b> Interpret events from a variety of historical and cultural perspectives, including but not limited to: suffragettes, civil rights activists, nationalists, progressives, political activists, immigrant groups.</p>
<b>People and ideas (H)</b>	<p><b>SS.9-12.US.17.</b> Investigate the evolution of gender roles and equality within social and economic life in the U.S.</p> <p><b>SS.9-12.US.18.</b> Examine the causes and effects of socio-economic diversity.</p> <p><b>SS.9-12.US.19.</b> Analyze the influence of religious, intellectual, and artistic changes.</p>
<b>Nevada history (H)</b>	<p><b>SS.9-12.US.20.</b> Explore how individuals and events in Nevada’s history both influence and are influenced by the larger national context.</p> <p><b>SS.9-12.US.21.</b> Analyze the causes of changing migration and immigration patterns in Nevada from 1877 to today.</p> <p><b>SS.9-12.US.22.</b> Trace the evolution of Nevada’s economy as it relates to national and global issues.</p>
<b>International relations (H)</b>	<p><b>SS.9-12.US.23.</b> Evaluate conflict and diplomacy in international relations from a U.S. perspective.</p> <p><b>SS.9-12.US.24.</b> Analyze the causes, effects, and attitudes towards conflict and war from various points of view.</p> <p><b>SS.9-12.US.25.</b> Analyze the impacts of international relations as the U.S. and other governments interact and influence one another.</p>
<b>Social justice, consciousness, and action (MC)</b>	<p><b>SS.9-12.US.26.</b> Examine how and why diverse groups have been denied equality and opportunity, both institutionally and informally.</p> <p><b>SS.9-12.US.27.</b> Analyze how resistance movements organized and responded to oppression and infringement of civil liberties, and evaluate the impact of the responses.</p>
<b>Respectful engagement with diverse people (MC)</b>	<p><b>SS.9-12.US.28.</b> Examine how American culture is influenced and shaped by diverse groups and individuals.</p> <p><b>SS.9-12.US.29.</b> Investigate and apply the successful principles used by groups in U.S. history in order to create communities of respect, equity, and diversity at the school and local level.</p>
<b>Diverse contributions made by men and women from various racial and ethnic backgrounds, including, without limitation, information relating to contributions and impact (MC)</b>	<p><b>SS.9-12.US.30.</b> Discuss the contributions of racially and ethnically diverse leaders to the advancement of the U.S.</p> <p><b>SS.9-12.US.31.</b> Analyze the intellectual, cultural, religious, and artistic contributions of diverse individuals in U.S. to the modern world.</p>



<b>Content Themes</b>	<b>Grades 9-12: U.S. History (1877-Present)</b>
<b>Civic and political institutions (C)</b>	<p><b>SS.9-12.US.32.</b> Examine the changing roles, impact, and power of political leaders, parties, and voting blocs over time.</p> <p><b>SS.9-12.US.33.</b> Compare the evolution of different political, civil, religious, and economic institutions and their influence on individuals, communities, and government policies.</p> <p><b>SS.9-12.US.34.</b> Analyze the effects of media in shaping public perception and policies.</p>
<b>Civic dispositions and democratic principles (C)</b>	<p><b>SS.9-12.US.35.</b> Explain how American identity is shaped by founding documents, political participation, democratic institutions, and the interactions among diverse cultures.</p> <p><b>SS.9-12.US.36.</b> Explain the historical background of a current national issue and propose a course of action to solve it.</p>
<b>Processes, rules, and laws (C)</b>	<p><b>SS.9-12.US.37.</b> Analyze major political policies and landmark Supreme Court cases and their impact on U.S. history.</p> <p><b>SS.9-12.US.38.</b> Evaluate the social, political, and economic changes that influence the interpretation of the Constitution and evolution of law.</p>
<b>Geographic representations (G)</b>	<b>SS.9-12.US.39.</b> Create, interpret, and utilize maps that display and explain the geo-spatial patterns of cultural, economic, political, and environmental characteristics.
<b>Human environment interaction (G)</b>	<b>SS.9-12.US.40.</b> Analyze how and why the U.S. landscape changed as people adapted the environment to meet their needs.
<b>Human population, movement, and patterns (G)</b>	<b>SS.9-12.US.41.</b> Analyze how diffusion of ideas, technologies, and cultural practices have influenced migration and immigration patterns and the distribution of human population.
<b>Global interconnections (G)</b>	<b>SS.9-12.US.42.</b> Explain how global circumstances and interaction affect resources, land use, culture, and population distribution in the U.S.
<b>Exchange and markets (E)</b>	<b>SS.9-12.US.43.</b> Examine the effect of individuals, communities, businesses, and government on the economic policies and decisions of the U.S. over time.
<b>National economy (E)</b>	<b>SS.9-12.US.44.</b> Evaluate multiple factors that impact the U.S. economy over time, including but not limited to: trade, resources, labor, and monetary system.
<b>Global economy (E)</b>	<b>SS.9-12.US.45.</b> Evaluate the U.S. role and response to globalization and the impact on the U.S. economy - including trade policy, embargoes, exchange rates, and trade agreements.

## Civics & Economics

Productive civic engagement requires knowledge of the historical foundations and principles of American democracy, understanding the unique processes of local, state, and national institutions, the skills necessary to apply civic dispositions and democratic principles, and an understanding of the complex workings of the economy of the United States. Effective instruction in social studies incorporates both the disciplinary skills and the content themes and requires historical thinking, robust academic discussions and engaging writing instruction.

Students analyze the powers and civic responsibilities of citizens and examine the origins, functions and structure of the U.S. government. Content will include multiple historical eras and the multiple changing perspectives in America's past, as well as connections between historical events. Economics is grounded in knowledge about how people choose to use resources. Decision making within economics involves setting goals and identifying the resources available to achieving those goals. These standards provide students with the concepts and tools necessary for an economic way of thinking and help students understand the interaction of buyers and sellers in markets, workings of the national economy, and interactions within the global marketplace.

Suggested topics and concepts to study include, but are not limited to: founding documents, federal system, legislative process, judicial system, executive branch, elections, political parties, interest groups, rights and responsibilities of citizens, international relations, public policy, economic policies, media literacy, and contemporary issues.

Disciplinary Skills	Disciplinary Skills Standards
<b>Constructing compelling questions</b>	<b>SS.9-12.CE.1.</b> When constructing compelling questions, reference points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas.
<b>Creating supporting questions</b>	<b>SS.9-12.CE.2.</b> Generate and answer supporting questions while explaining how they contribute to an inquiry and how new compelling and supporting questions emerge through the inquiry process.
<b>Gathering and evaluating sources</b>	<b>SS.9-12.CE.3.</b> Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. <b>SS.9-12.CE.4.</b> Evaluate the credibility of a source by examining how experts value the source. <b>SS.9-12.CE.5.</b> Seek multiple media sources when investigating current issues and evaluate the credibility and reliability of each.
<b>Developing claims and using evidence</b>	<b>SS.9-12.CE.6.</b> Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims. <b>SS.9-12.CE.7.</b> Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.
<b>Communicating and critiquing conclusions</b>	<b>SS.9-12.CE.8.</b> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. <b>SS.9-12.CE.9.</b> Present adaptations of arguments and explanations that feature complex ideas and diverse perspectives on issues and topics to reach a range of audiences within and outside the classroom, using print, oral, and/or digital technologies. <b>SS.9-12.CE.10.</b> Participate in rigorous academic discussions emphasizing multiple viewpoints in which claims and evidence are acknowledged, critiqued, and built upon in order to create new understandings of complex historical or current issues.
<b>Taking informed action</b>	<b>SS.9-12.CE.11.</b> Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of contemporary issues at the local, regional, and global level. <b>SS.9-12.CE.12.</b> Apply a range of deliberative and democratic strategies and procedures to make decisions and take action regarding contemporary issues at the local, regional, and global level.

Content Themes	Grade 9-12: Civics & Economics
<b>Power and politics (H)</b>	<p><b>SS.9-12.CE.13.</b> Assess the factors that influence political identity and ideology, including but not limited to: age, race, class, gender, religion, and geography.</p> <p><b>SS.9-12.CE.14.</b> Evaluate the impact of individuals and reform movements on legislation and court decisions in the struggle for greater civil rights and liberties.</p>
<b>Identity (H)</b>	<p><b>SS.9-12.CE.15.</b> Analyze how American identity has been shaped by government policies, institutions, and founding documents.</p> <p><b>SS.9-12.CE.16.</b> Analyze how the interpretation of the founding documents have evolved throughout U.S. history.</p>
<b>People and ideas (H)</b>	<p><b>SS.9-12.CE.17.</b> Evaluate policies enacted by the government to meet the needs of various social and economic groups in the U.S.</p>
<b>Nevada history (H)</b>	<p><b>SS.9-12.CE.18.</b> Analyze and evaluate current issues, major legislation, and policies in Nevada politics.</p> <p><b>SS.9-12.CE.19.</b> Compare and contrast the U.S. and Nevada constitutions.</p>
<b>International relations (H)</b>	<p><b>SS.9-12.CE.20.</b> Critique the use of conflict and diplomacy in U.S. international relations.</p> <p><b>SS.9-12.CE.21.</b> Compare and contrast the roles of the President and Congress in U.S. international relations.</p>
<b>Social justice consciousness and action (MC)</b>	<p><b>SS.9-12.CE.22.</b> Analyze how local, state, and national governments institutionalized policies that disenfranchised groups throughout U.S. history.</p> <p><b>SS.9-12.CE.23.</b> Evaluate the ways in which citizens or associations have used the Constitution to influence or take action to fight for civil liberties and social justice.</p> <p><b>SS.9-12.CE.24.</b> Analyze ways in which individuals can participate in the process of creating positive changes for their communities by taking informed civic action.</p>
<b>Respectful engagement with diverse people (MC)</b>	<p><b>SS.9-12.CE.25.</b> Investigate ways that citizens can utilize civic action to create communities of respect, equity, and diversity at the local, state, and national level.</p>
<b>Diverse contributions made by men and women from various racial and ethnic backgrounds, including, without limitation, information regarding contributions and impact (MC)</b>	<p><b>SS.9-12.CE.26.</b> Discuss the contributions of racially and ethnically diverse leaders that have impacted political policies.</p>

Content Themes	Grade 9-12: Civics & Economics
<b>Civic and political institutions (C)</b>	<p><b>SS.9-12.CE.27.</b> Examine the roles and responsibilities of the three branches of government.</p> <p><b>SS.9-12.CE.28.</b> Analyze the system of checks and balances and separation of powers historically and in current events.</p> <p><b>SS.9-12.CE.29.</b> Analyze the legislative processes involved in the creation of laws and regulations at the local, state, and national levels.</p> <p><b>SS.9-12.CE.30.</b> Examine the various roles of U.S. media in shaping policy and political discourse as well as providing oversight and additional checks on the system.</p> <p><b>SS.9-12.CE.31.</b> Examine the role of special interest groups, lobbyists, and PACS on the U.S. legislative and electoral process.</p> <p><b>SS.9-12.CE.32.</b> Evaluate how the U.S. Constitution establishes the powers and responsibilities of local, state, and tribal governments.</p> <p><b>SS.9-12.CE.33.</b> Analyze the collection and purpose of local, state, and federal taxes.</p>
<b>Civic dispositions and democratic principles (C)</b>	<p><b>SS.9-12.CE.34.</b> Analyze how and why the role and responsibilities of citizens in the U.S. political system have changed over time.</p> <p><b>SS.9-12.CE.35.</b> Critique the historical debate surrounding majority rule vs. minority rights within the U.S.</p>
<b>Processes, rules, and laws (C)</b>	<p><b>SS.9-12.CE.36.</b> Examine the structure of the U.S. justice system with special attention to due process protections, legal rights, and the judicial process in criminal and civil cases.</p> <p><b>SS.9-12.CE.37.</b> Analyze the origins of government with attention to various political theories, rule of law, and alternative models from other nations and groups.</p>
<b>Geographic representations (G)</b>	<p><b>SS.9-12.CE.38.</b> Create, interpret, and utilize demographic data and geo-spatial representations to better understand gerrymandering, redistricting, and regional political ideology.</p>
<b>Human environment interaction (G)</b>	<p><b>SS.9-12.CE.39.</b> Analyze shifting U.S. government environmental policies and regulations in response to changing human environment interactions.</p>
<b>Human population, movement, and patterns (G)</b>	<p><b>SS.9-12.CE.40.</b> Analyze the differences in political behavior between diverse population centers.</p>
<b>Global interconnections (G)</b>	<p><b>SS.9-12.CE.41.</b> Explain how government policies and political ideas have shifted due to patterns of immigration both historically and contemporarily.</p> <p><b>SS.9-12.CE.42.</b> Compare and contrast how different political systems currently affect the United States and its citizens.</p>
<b>Exchange and markets (E)</b>	<p><b>SS.9-12.CE.43.</b> Analyze the determining factors that influence production and distribution in a market system.</p> <p><b>SS.9-12.CE.44.</b> Explain how changes in supply and demand cause changes of goods, services, labor, credit, price, and foreign currencies.</p> <p><b>SS.9-12.CE.45.</b> Evaluate the effectiveness of government policies to improve market outcomes by using cost-benefit analysis.</p> <p><b>SS.9-12.CE.46.</b> Describe the roles of institutions and rights of individuals regarding property and the rule of law in a market economy.</p> <p><b>SS.9-12.CE.47.</b> Identify economic indicators and use them to analyze current and future economies.</p>

Content Themes	Grade 9-12: Civics & Economics
<b>National economy (E)</b>	<p><b>SS.9-12.CE.48.</b> Evaluate the effectiveness of government policies on the U.S. economy.</p> <p><b>SS.9-12.CE.49.</b> Explain the influence of changes in spending, production, and the money supply on various economic conditions utilizing current data.</p> <p><b>SS.9-12.CE.50.</b> Critique how advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.</p> <p><b>SS.9-12.CE.51.</b> Analyze how national and global economic issues and systems impact Nevada’s economy.</p>
<b>Global economy (E)</b>	<p><b>SS.9-12.CE.52.</b> Analyze how governments throughout the world influence international trade of goods and services.</p> <p><b>SS.9-12.CE.53.</b> Explain how globalization has impacted various aspects of economic growth, labor markets, rights of citizens, the environment, resources, and income distribution in different nations.</p>

## Grades 9-12 Financial Literacy

By the conclusion of grade 12, each student will learn to evaluate and assess personal financial literacy skills for success in a complex financial environment. Students will practice setting financial goals, evaluate financial information, examine loans and investments, and apply financial knowledge for college and career decision-making.

Content Themes	Grades 9-12: Financial Literacy
Financial decision-making (FL)	<p><b>SS.9-12.FL.1.</b> Analyze the alternatives and consequences of financial decision-making in the development of financial goals.</p> <p><b>SS.9-12.FL.2.</b> Evaluate assessment and computation of taxes at the local, state, and federal level.</p> <p><b>SS.9-12.FL.3.</b> Locate and evaluate financial information from various sources.</p>
Savings and spending (FL)	<p><b>SS.9-12.FL.4.</b> Develop and evaluate a personal financial plan - including a savings plan, utilizing a financial record keeping system for accounts.</p>
Credit and debt (FL)	<p><b>SS.9-12.FL.5.</b> Analyze the costs and benefits of different types of credit and debt - including how to avoid and resolve debt problems.</p> <p><b>SS.9-12.FL.6.</b> Explain the purpose of a credit report, how that report is used by lenders, employers and insurers, and the borrower's access, rights, and responsibilities related to a credit report.</p> <p><b>SS.9-12.FL.7.</b> Compare and contrast different types of loans with attention to: interest rates, terms of the loan, compounding frequency in relation to managing debt, and consequences of acquiring debt.</p>
Insurance, investing, and risk (FL)	<p><b>SS.9-12.FL.8.</b> Analyze methods to prevent and limit the consequences of identity theft and fraud.</p> <p><b>SS.9-12.FL.9.</b> Distinguish the cost and benefits of various investment strategies - including securities, stocks, and bonds; with attention to compound interest, risk, and methods of buying and selling investments.</p> <p><b>SS.9-12.FL.10.</b> Analyze the purpose and specifics of various insurance plans as well as compare quality of insurance providers.</p>
College and career preparedness (FL)	<p><b>SS.9-12.FL.11.</b> Evaluate college and career choices and their effect on income, disposable income, unemployment, and underemployment.</p> <p><b>SS.9-12.FL.12.</b> Practice completing important financial, academic, and career documents, including but not limited to: loan applications, scholarship applications, job applications, and resumes.</p> <p><b>SS.9-12.FL.13.</b> Analyze the requirements and benefits of postsecondary financing options, including but not limited to: Free Application for Federal Student Aid (FAFSA), Western Interstate Commission for Higher Education, Governor Guinn Millennium Scholarship, Silver State Opportunity Grant Program, prepaid tuition, and college savings programs.</p>

## References

- Iowa Department of Education. (2017). *Iowa social studies standards*. Retrieved from [https://iowacore.gove/sites/default/files/k-12\\_socialstudies.pdf](https://iowacore.gove/sites/default/files/k-12_socialstudies.pdf)
- National Council for the Social Studies. (2013). *Social studies for the next generation: Purposes, practices, and implications of the college, career, and civic life (C3):Framework for social studies state standards*. Silver Spring, MD.