Nevada Social Studies Standards

Nevada Department of Education

December 2008

Students growing up in the 21st Century face new and exciting challenges unfamiliar to previous generations. These students will need to be open and responsive to new and diverse perspectives with an understanding of how cultural differences impact the interpretation of events at the local, state, national, and international levels. The Social Studies Standards provide Nevada's students with the opportunities to develop skills including the use of sound reasoning, i.e., frame, analyze and solve problems and to make complex choices both inside and outside the classroom. In addition, students will need to learn how to articulate their thoughts and ideas effectively through multimedia communication for a variety of audiences.

Being literate in social studies is essential if students are to leave school with the ability to participate responsibly in local, national, and international affairs as global citizens and pursue a high standard of living. Through the study of history, geography, economics, and civics, our students will develop an appreciation for the contributions made by all people. The purpose of the Nevada Social Studies Standards is to articulate a foundation of skills and content knowledge necessary for Nevada's students to be successful in our increasingly diverse society. The standards are not meant to be considered comprehensive curriculum but are intended to provide guidance to school districts in the development of an appropriate, comprehensive social studies curriculum.

History
Knowledge of one's past and a sense of one's place is fundamental to the development of responsible citizenship. The lens of history allows students to investigate events, issues, and personalities from multiple perspectives by interpreting and evaluating a variety of sources. Given these experiences, we empower our students to make better choices. In addition, today's global society requires students to understand not only the significance of the past, but how history connects to their community, state, nation, and world.

Geography
Geography is the study of people, places, and environments. Geographers describe the changing patterns of places in words, maps, and graphics; explain how these patterns came to be, and unravel their meanings. Geography enables students to find answers to questions about the familiar world around them and about the places they have yet to visit. Geography helps students navigate, appreciate, and ultimately understand the interdependent world in which we live.

Economics
Understanding economics helps people evaluate personal choices, make wise business decisions, and assess public policy issues. In addition, economics helps students understand how the political and economic system affects them. Economic education enhances logical reasoning and analytical skills benefiting individual students and contributing to Nevada's efforts to diversify its economy.

Civics
Democracy requires active participation. The framers of the U.S. Constitution envisioned a government strong enough to rule the nation with power derived from the people. To ensure the continuation of our complex and dynamic system of government, our increasingly diverse society must rely on the knowledge and skills of our citizens and elected public officials. Students study our political system including the legislative, judicial, and executive branches of governments at the local, state, tribal, and national levels, as well as the rights and responsibilities of a citizen.

21st Century Skills: 21st Century learners, termed the "Millennial Learner", are active learners who understand their own strengths and needs and collaborate in learning experiences that prepare them for the reality of our national and global community. Learning experiences infuse the traditional basics such as literacy in the core subjects (English, World Languages, the Arts, Mathematics, Science and the Social Studies) with the new basics of global awareness, financial, economic and business literacy, civic literacy, and information and technology literacy. Every student in America needs 21st Century knowledge and skills to succeed as effective citizens, workers and leaders in the 21st Century.

21st Century learning builds upon and expands beyond the firm foundation of the traditional content areas. Schools which provide a rigorous and relevant inter- or multidisciplinary context add value to their students' educational experience and prepare them for our constantly changing world. By giving greater prominence to emerging **21st Century Content** (Global Awareness: Financial, Economic, and Business Literacy; Civic Literacy; and Health and Wellness Awareness), **Use of 21st Century Technology Tools** (ICT or Information and Communication Technology)**, 21st Century Assessments**, and **21st Century Learning Skills** (Information and Communication Skills, Thinking and Reasoning Skills, and Personal and Workplace Productivity Skills), schools begin to more effectively prepare students to engage successfully in the current millennium.
21st Century students will utilize these skills to work effectively with diverse groups, see others' perspectives, while learning how to compromise in order to advance the goals of a democratic society.

Promoting student achievement is key to our continued economic and civic success. Nevada, through its State Improvement Plan and recent legislative acts, supports the realignment of systemic efforts incorporating 21st Century Learning.

The Nevada State Social Studies Standards Document

- The Nevada Social Studies Standards Revision Committee referenced the national standards of the following organizations in the revision of this document: National Council for the Social Studies, National Council for Geographic Education, National Council on Economic Education, National Center for History in the Schools, and The Center for Civic Education's National Standards for Civics and Government.
- The newly revised Nevada Social Studies standards document includes complete standards and benchmarks for grades K – 5 in order to provide Nevada's elementary teachers with a framework for social studies instruction.
- In addition, standards and benchmarks have been banded for grades 6 – 8 and grades 9 – 12 to allow districts the flexibility to align the standards and benchmarks to their courses of study and/or curriculum.
- Within each standard, themes are identified and follow a horizontal path through the K-12 continuum. The concepts and content of the benchmarks develop across grade levels, creating a spiral curriculum.
- The history standards have been organized thematically to allow the teacher greater flexibility to meet the needs of their students and for designing lessons that capitalize on their area(s) of expertise. However, chronological topics have also been included within the themes to provide teachers with a frame of reference for benchmarks in each history standard.
- Benchmarks within this document are ***minimum*** student expectations, and are not meant to be considered comprehensive curriculum. The state standards document is intended to provide guidance to school districts in the development of an appropriate, comprehensive social studies curriculum.
- The study of social studies includes a variety of skills which are essential to the understanding of historical, geographic, economic, and civic content. Social studies skills are the foundation and building blocks for students to gain an understanding to become an engaged and informed citizen of the 21st Century. These skills which reflect both 21st Century and social studies skills should be taught as an integrated part of classroom content. Nevada's students must develop skills enabling them to be content literate, gain literacy in media, technology, and information, think critically through historical analysis and interpretation, and become responsible, informed citizens through civic engagement and understanding.
- The intent of the scope and sequence is to provide school districts and teachers with a recommended framework that promotes the teaching of a well balanced social studies curriculum. The scope and sequence is *recommended* for Nevada's school districts as they plan their social studies curriculum that will allow teachers to provide students with an in-depth analysis of selected ideas, events, personalities, and institutions.

The Nevada Social Studies Standards have been revised based on the depth of knowledge and breadth of experiences contributed by the members of the standards writing team, including K-16 educators (teachers and administrators) and community members from around the state.

The chart below represents a typical page in the Nevada Social Studies Standards. This information is provided to assist you in reading the document.

Standard

Nevada Social Studies Standards

Content Standard G6.0 - Places & Regions - *Students understand the physical and human features of places and use this information to define and study regions and their patterns of change.*

At a minimum, students will maintain previous content and attain the following:

G 6.0 Places & Regions

	Grade K Benchmarks	Grade 1 Benchmarks	Grade 2 Benchmarks	Grade 3 Benchmarks	Grade 4 Benchmarks	Grade 5 Benchmarks
Application of Concepts & Characteristics of Places & Regions	*G6.K.1* Identify areas that have different purposes in the home, e.g., kitchen, bedroom; or the classroom, e.g., exit door, teacher desk.	*G6.1.1* Sort and group pictures displa geographic fe e.g. forests, d lake **regions**.	*G6.2.1* Define **region** examples scribe ods and **communities** as places where people live, work, and play.	*G6.3.1* Distinguish between **physical** (natural) and **human** (man-made) **features**. *G6.3.2* Identify characteristics of neighborhoods and **communities**, e.g., physical geographical differences, **land use**, population density.	*G6.4.1* Describe the distinguishing features of historical **regions** in Nevada, e.g., Native American tribal territories, pioneer trails, and settlement areas. *G6.4.2* Identify regional changes in Nevada over time.	*G6.5.1* Provide examples of **human – environment interactions** in the U.S. *G6.5.2* Identify U. S. **regions** in which historical events occurred, e.g., thirteen colonies, Underground Railroad, and California gold fields.
Cultural Identity & Perspective	*G6.K.2* Describe self as a unique individual with characteristics similar to others.	*G6.1.2* Identify similarities and differences between people in the **community**.	*G6.2.3* Identify traditions and customs that families practice.	*G6.3.3* Identify ways people express **culture**. *G6.3.4* List ways people view their own **communities**, e.g., a ranching **community**, a tourist destination.	*G6.4.3* Identify and describe the diversity and cultural traditions of Nevada's people, e.g., Native Americans, Basque **communities**.	*G6.5.3* Provide examples of **cultural identity** in **communities** or **regions** from different perspectives.
Patterns of Change & Impact of Technology		patterns of change within the **community**, e.g., construction.	*G6.2.4* Identify patterns of change in the **community**. *G6.2.5* Provide examples of geographical uses of machines, tools, and technologies, e.g.,	*G6.3.5* List ways people use **technology** for geographic purposes, e.g., weather forecasting, use of aerial photographs to measure population changes over time.	*G6.4.4* regiona Nevada decade characte place, e farmers land for axes ass operations.	
Location	*G6.K.3* Recall from memory the street on which s/he lives. *G6.K.4* Identify the geographic setting of a picture or story.		city and state on a map.	*G6.3.6* Locate and name the states surrounding Nevada. G6.3.7 Identify latitude and longitude on a map or globe.	*G6.4.5* Locate the counties and county seats of Nevada. G6.4.6 Identify the equator, **Prime Meridian**, and the international date line.	*G6.5.5* Label a map of the United States with their capitals. *G6.5.6* Define **absolute location**.

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Grade level benchmark

Themes

Indicates the subject area and standard number. G6 = Geography; Standard 6

Some content or concepts are not appropriate for every grade level; this is indicated by a shaded grey area.

The chart below represents a typical page in the Nevada Social Studies Standards. This information is provided to assist you in reading the document.

Nevada Social Studies Standards

Content Standard G6.0 - Places & Regions - *Students understand the physical and human features of places and use this information to define and study regions and their patterns of change.*

At a minimum, students will maintain previous content and attain the following:

Benchmarks: Grades 6 – 8	Benchmarks: Grades 9 – 12	
G6.[6-8].1 Describe **physical** and **human features**, e.g., **cultural characteristics**, of **places** and **regions** in Nevada, the United States, and the world. *G6.[6-8].2* Locate major civilizations, ancient through current, and describe how and why these **regions** changed over time. *G6.[6-8].3* Illustrate the relationship between the **physical** and **cultural characteristics** of a **region**. *G6.[6-8].4* Evaluate the role **regions** have played in historical events. *G6.[6-8].5* Define physical geographic terms, e.g., archipelago, gulf, basin, tundra.	*G6.[9-12].1* Determine how relationships between humans and the **physical environment** lead to the development of and connections among **places** and **regions**. *G6.[9-12].2* Explain why characteristics of **place** change. *G6.[9-12].3* Apply the concept of **region** to organize and study a geographic issue. *G6.[9-12].4* Analyze selected historical issues, **demographics**, and questions using the geographic concept of **regions**.	Application of Concepts & Characteristics of Places & Regions
G6.[6-8].6 Describe relationships between **regions** and belief systems and tell how these are important to **cultural identity**. *G6.[6-8].7* Compare how **cultural characteristics** affect different points of view with regard to **places** and **regions**.	*G6.[9-12].5* Explain why **places** and **regions** are important to **cultural identity** and can serve as forces for both **unification** and **fragmentation**. *G6.[9-12].6* Compare characteristics of **places** and **regions** from different perspectives.	Cultural Identity & Perspective
G6.[6-8].8 Compare the use	affect the way cultural groups n **places** and **regions**.	Patterns of Change & Impact of Technology
G6.[6-8].9 Use **absolute** ar and longitude) to locate pron **features** in different **regions** of the world.	**lative location** (including latitude countries, cities, and **physical** **features** in different **regions** of the world.	Location

G6 = Geography content, Standard 6 (Places & Regions)

[6 - 8] = The grade band for this benchmark (In this case, grades 6, 7, & 8)

8 = The benchmark number based on the given theme for this standard (in this case, the 8th benchmark for Patterns of Change & Impact of Technology)

G 6.0 Places & Regions

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Reading & Understanding the Standards

K – 12 Social Studies Skills

Nevada Social Studies Standards

Social Studies Skills: *As students become increasingly sophisticated and informed thinkers, they are provided opportunities to develop and apply skills that enhance critical thinking processes by developing and applying 21st Century Skills. Content literacy is the acquisition and application of reading, writing and oral communication skills to construct knowledge. Information, media, and technology literacy is the acquisition, organization, use, and evaluation of information that prepares students to be active, informed, and literate citizens. These skills are an essential part of the study of social studies and should be integrated within the content. NOTE: For grades K – 4, the skills should be teacher led and completed orally and in groups.*

	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
Content Literacy	o Interpret what is read through illustrations. o Listen to stories to gain information on a main idea. o Identify vocabulary through illustrations.	o Listen to text for main ideas. o Listen for main idea and sequence of events in a social studies context. o Use vocabulary in sentences.	o Listen to text for main ideas. o Listen for main idea and sequence of events in a social studies context. o Identify fact and opinion. o Use reading and writing to respond to literature. o Identify graphic organizers as a way of organizing information. o Use vocabulary in sentences.	o Use pre-reading to skim text for main ideas. o Identify main idea and sequence of events in a social studies context. o Use reading and writing to respond to literature. o Identify fact and opinion. o Increase comprehension using graphic organizers. o Use content specific vocabulary in sentences.	o Skim text for main ideas. o Identify main idea, sequence of events, and cause and effect in a social studies context. o Identify fact and opinion. o Use reading and writing to respond to historical literature. o Increase comprehension through notes and graphic organizers.	o Skim text for main ideas. o Use reading strategies to identify key content words, and supporting details to build comprehension. o Identify cause and effect and fact v. opinion. o Use reading and writing to respond to historical literature. o Gather information making outlines, and creating graphic organizers.
Information, Media & Technology Literacy	o Gather information and present orally. o Identify maps, graphs, and charts. o Use developmentally appropriate technology resources to support learning.	o Research a given social studies topic. o Conduct research by locating, gathering, and organizing information. o Present information orally. o Identify maps, graphs, charts, diagrams as sources of information. o Practice responsible use of technology. o Use technology resources for problem solving, communication, and illustration of thoughts and ideas.	o Research a given social studies topic. o Conduct research by locating, gathering, and organizing information. o Present information orally or in writing. o Use maps, graphs, charts, diagrams. o Demonstrate positive social behaviors when using technology. o Use technology resources for problem solving, communication, and illustration of thoughts and ideas.	o Research a given social studies topic. o Conduct research by locating, gathering, and organizing information. o Present information orally and in writing. o Read maps, graphs, charts, and diagrams for information. o Demonstrate positive social and ethical behaviors when using technology and discuss consequences of inappropriate use. o Use technology resources for problem solving, communication, and illustration of thoughts and ideas. o Use the technology to effectively access information.	o Ask questions to identify a research topic. o Conduct research by locating, gathering, and organizing information. o Present information orally and in writing. o Create maps, graphs, charts, diagrams to demonstrate knowledge. o Demonstrate positive social and ethical behaviors when using technology and discuss consequences of inappropriate use. o Use technology tools for individual and collaborative writing, communication, and publishing. o Use the technology to efficiently and effectively access information.	o Ask questions to identify a research topic. o Conduct research by locating, gathering, and organizing information using online and print resources. o Present content orally, in writing, and through multimedia presentations. o Explain content through the use of maps, graphs, charts, diagrams. o Demonstrate positive social and ethical behaviors when using technology and discuss consequences of inappropriate use. o Use content specific technology tools to support learning. o Evaluate the accuracy, relevancy, and bias of online, print, and media sources (teacher led).

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6th Grade - 8th Grade	9th Grade - 12th Grade	
o Read texts by using reading strategies (i.e., prior knowledge, key vocabulary words, context clues, main ideas, supporting details, and text features: pictures, maps, text boxes). o Read to identify cause and effect relationships, compare and contrast information, fact v. opinion, and author bias. o Apply reading and writing strategies to construct and express knowledge. o Use reading and writing to respond to historical literature. o Gather information by taking notes, making outlines, and creating graphic organizers. o Formulate essential questions on a given topic.	o Read texts by using reading strategies (i.e., prior knowledge, identify key vocabulary words, context clues, main ideas, supporting details, and text features: pictures, maps, text boxes). o Read for a specific purpose (i.e., detect cause & effect relationships, compare & contrast information, identify fact v. opinion, and author bias). o Respond to historical texts and various types of social studies literature by inferring, drawing conclusions, making predictions, and formulating historic, geographic, economic, and civic questions. o Process or synthesize information through writing using note taking, graphic organizers, summaries, proper sequencing of events, and/or formulating thesis statements that examine why as well as how.	**Content Literacy**
o Formulate appropriate research questions. o Conduct research by locating, gathering, organizing information and data, and evaluating online and print resources. o Effectively communicate and present information orally, in writing, and through the development of multimedia presentations, and other forms of technology. o Identify propaganda, censorship, and bias in the media. o Explain content through the use of maps, graphs, charts, and diagrams. o Use technology resources for problem solving, self-directed learning, and extended learning activities. o Demonstrate positive social and ethical behaviors when using technology and discuss consequences of inappropriate use. o Use content specific technology tools to support learning and research. o Evaluate the accuracy, relevancy, appropriateness, and bias of online and print sources.	o Formulate appropriate research questions. o Conduct research by gathering, organizing, and evaluating the credibility and bias of information from a variety of online, print, and non-print sources. o Process and effectively communicate and present information orally, in writing, and through development of web sites, multimedia presentations, and other forms of technology. o Critically analyze messages in the media to detect propaganda, censorship, and bias. o Create, interpret, analyze and detect bias in maps, graphs, charts, diagrams. o Demonstrate and advocate for legal and ethical behaviors among peers, family, and community regarding the use of technology. o Collaborate with peers, experts, and others to contribute to a content related knowledge base, e.g., use of blogs, wikis, podcasts, etc. to compile, synthesize, produce, and disseminate information.	**Information, Media & Technology Literacy**

K – 12 Social Studies Skills

Nevada Social Studies Standards

Social Studies Skills: *As students become increasingly sophisticated and informed thinkers, they are provided opportunities to develop and apply skills that enhance critical thinking processes by developing and applying 21st Century Skills. To engage in historical analysis and interpretation students must draw upon their skills of historical comprehension by studying a rich variety of historical documents and artifacts that present alternative voices, accounts, and interpretations or perspectives on the past. Civic Participation includes the skills necessary to prepare students to be active, informed, and literate citizens. These skills are an integral part of the study of social studies and are taught as an integral part with the content standards. NOTE: For grades K – 4, the skills should be teacher led and completed orally and in groups.*

	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
Historical Analysis & Interpretation	o Understand the concept of yesterday, today, and tomorrow. o Identify sources of information. o Listen to historical fiction.	o Identify events of yesterday and today. o Identify sources of information. o Read and/or listen to historical fiction. o Identify self perspective.	o Demonstrate an understanding of chronology by reading a timeline. o Identify past, present, and future events. o Discuss appropriate sources of information. o Read and/or listen to historical fiction. o Begin to identify differing perspectives.	o Demonstrate an understanding of chronology by reading a timeline. o Read and discuss historical fiction. o Begin to identify differing perspectives.	o Demonstrate an understanding of chronology by recording events on a timeline. o Read tall tales/stories to enhance Nevada history. o Begin to discuss historical perspectives.	o Demonstrate an understanding of chronology by creating and interpreting events on a timeline. o Identify and discuss primary and secondary sources. o Read tall tales/stories to enhance American history. o Discuss perspectives of history.
Civic Participation	o Show responsibility for the well-being of oneself. o Listen and participate as a member of a group in the classroom.	o Show responsibility for the well-being of oneself. o Listen and participate as a member of a group in the classroom.	o Show responsibility for the well-being of oneself and family. o Listen and participate as a member of a group in the classroom.	o Show responsibility for the well-being of oneself and family. o Listen and participate as a member of a group in the classroom.	o Show responsibility for the well-being of oneself and family. o Listen and participate as a member of a group in the classroom. o Participate as a member of the school community.	o Show responsibility for the well-being of oneself and family. o Listen and participate as a member of a group in the classroom. o Participate as a member of the school community.

Nevada Social Studies Standards

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

6th Grade - 8th Grade	9th Grade - 12th Grade	
o Develop a clear sense of historical time, past, present, and future in order to identify the sequence in which events occurred. o Identify primary and secondary sources as historical content. o Identify historical myths and historical fact. o Apply social studies (content & skills) to real life situations. o Formulate historical questions. o Interpret history through the use of primary and secondary sources. o Identify multiple perspectives of historical events. o Answer a historical question through the interpretation of primary sources.	o Analyze patterns of historical continuity and change to demonstrate chronological thinking. o Analyze and evaluate primary and secondary sources for historical perspectives. o Differentiate between historical memory and historical fact. o Apply social studies (content & skills) to real life situations. o Extract significant ideas from social studies sources and frame historical questions. o Use primary and secondary sources to analyze and interpret history. o Compare multiple perspectives of historical events, using a variety of sources. o Analyze and interpret primary sources to answer a historical question.	**Historical Interpretation & Analysis**
o Accept responsibility for the well-being of oneself, family, and the community. o Identify issues and events that have an impact on people at local, state, national, and global levels. o Actively participate in civic and community life at local, state, national, and global levels. o Ask meaningful questions to evaluate information. o Use effective decision-making and problem-solving skills in public and private life. o Collaborate effectively as a member of a group.	o Demonstrate responsibility for the well-being of oneself, family, and the community. o Discuss issues and events that have an impact on people at local, state, national, and global levels. o Actively participate in civic and community life at local, state, national, and global levels. o Seek information from varied sources and perspectives to develop informed opinions and creative solutions. o Ask meaningful questions and analyze and evaluate information and ideas. o Identify sources and perspectives that influence the formation of opinions and creative solutions. o Use effective decision-making and problem-solving skills in public and private life. o Collaborate effectively as a member of a group.	**Civic Participation**

Nevada Social Studies Standards

Nevada Department of Education

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	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
Content Literacy	○ Interpret what is read through illustrations. ○ Listen to stories to gain information on a main idea. ○ Identify vocabulary through illustrations.	○ Listen to text for main ideas. ○ Listen for main idea and sequence of events in a social studies context. ○ Use vocabulary in sentences.	○ Listen to text for main ideas. ○ Listen for main idea and sequence of events in a social studies context. ○ Identify fact and opinion. ○ Use reading and writing to respond to literature. ○ Identify graphic organizers as a way of organizing information. ○ Use vocabulary in sentences.	○ Use pre-reading to skim text for main ideas. ○ Identify main idea and sequence of events in a social studies context. ○ Use reading and writing to respond to literature. ○ Identify fact and opinion. ○ Increase comprehension using graphic organizers. ○ Use content specific vocabulary in sentences.	○ Skim text for main ideas. ○ Identify main idea, sequence of events, and cause and effect in a social studies context. ○ Identify fact and opinion. ○ Use reading and writing to respond to historical literature. ○ Increase comprehension through notes and graphic organizers.	○ Skim text for main ideas. ○ Use reading strategies to identify key content words, and supporting details to build comprehension. ○ Identify cause and effect and fact v. opinion. ○ Use reading and writing to respond to historical literature. ○ Gather information making outlines, and creating graphic organizers.
Information, Media & Technology Literacy	○ Gather information and present orally. ○ Identify maps, graphs, and charts. ○ Use developmentally appropriate technology resources to support learning.	○ Research a given social studies topic. ○ Conduct research by locating, gathering, and organizing information. ○ Present information orally. ○ Identify maps, graphs, charts, diagrams as sources of information. ○ Practice responsible use of technology. ○ Use technology resources for problem solving, communication, and illustration of thoughts and ideas.	○ Research a given social studies topic. ○ Conduct research by locating, gathering, and organizing information. ○ Present information orally or in writing. ○ Use maps, graphs, charts, diagrams. ○ Demonstrate positive social behaviors when using technology. ○ Use technology resources for problem solving, communication, and illustration of thoughts and ideas.	○ Research a given social studies topic. ○ Conduct research by locating, gathering, and organizing information. ○ Present information orally and in writing. ○ Read maps, graphs, charts, and diagrams for information. ○ Demonstrate positive social and ethical behaviors when using technology and discuss consequences of inappropriate use. ○ Use technology resources for problem solving, communication, and illustration of thoughts and ideas. ○ Use the technology to effectively access information.	○ Ask questions to identify a research topic. ○ Conduct research by locating, gathering, and organizing information. ○ Present information orally and in writing. ○ Create maps, graphs, charts, diagrams to demonstrate knowledge. ○ Demonstrate positive social and ethical behaviors when using technology and discuss consequences of inappropriate use. ○ Use technology tools for individual and collaborative writing, communication, and publishing. ○ Use the technology to efficiently and effectively access information.	○ Ask questions to identify a research topic. ○ Conduct research by locating, gathering, and organizing information using online and print resources. ○ Present content orally, in writing, and through multimedia presentations. ○ Explain content through the use of maps, graphs, charts, diagrams. ○ Demonstrate positive social and ethical behaviors when using technology and discuss consequences of inappropriate use. ○ Use content specific technology tools to support learning. ○ Evaluate the accuracy, relevancy, and bias of online, print, and media sources (teacher led).

Nevada Social Studies Standards

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

6th Grade - 8th Grade	9th Grade - 12th Grade	
○ Read texts by using reading strategies (i.e., prior knowledge, key vocabulary words, context clues, main ideas, supporting details, and text features: pictures, maps, text boxes). ○ Read to identify cause and effect relationships, compare and contrast information, fact v. opinion, and author bias. ○ Apply reading and writing strategies to construct and express knowledge. ○ Use reading and writing to respond to historical literature. ○ Gather information by taking notes, making outlines, and creating graphic organizers. ○ Formulate essential questions on a given topic.	○ Read texts by using reading strategies (i.e., prior knowledge, identify key vocabulary words, context clues, main ideas, supporting details, and text features: pictures, maps, text boxes). ○ Read for a specific purpose (i.e., detect cause & effect relationships, compare & contrast information, identify fact v. opinion, and author bias). ○ Respond to historical texts and various types of social studies literature by inferring, drawing conclusions, making predictions, and formulating historic, geographic, economic, and civic questions. ○ Process or synthesize information through writing using note taking, graphic organizers, summaries, proper sequencing of events, and/or formulating thesis statements that examine why as well as how.	**Content Literacy**
○ Formulate appropriate research questions. ○ Conduct research by locating, gathering, organizing information and data, and evaluating online and print resources. ○ Effectively communicate and present information orally, in writing, and through the development of multimedia presentations, and other forms of technology. ○ Identify propaganda, censorship, and bias in the media. ○ Explain content through the use of maps, graphs, charts, and diagrams. ○ Use technology resources for problem solving, self-directed learning, and extended learning activities. ○ Demonstrate positive social and ethical behaviors when using technology and discuss consequences of inappropriate use. ○ Use content specific technology tools to support learning and research. ○ Evaluate the accuracy, relevancy, appropriateness, and bias of online and print sources.	○ Formulate appropriate research questions. ○ Conduct research by gathering, organizing, and evaluating the credibility and bias of information from a variety of online, print, and non-print sources. ○ Process and effectively communicate and present information orally, in writing, and through development of web sites, multimedia presentations, and other forms of technology. ○ Critically analyze messages in the media to detect propaganda, censorship, and bias. ○ Create, interpret, analyze and detect bias in maps, graphs, charts, diagrams. ○ Demonstrate and advocate for legal and ethical behaviors among peers, family, and community regarding the use of technology. ○ Collaborate with peers, experts, and others to contribute to a content related knowledge base, e.g., use of blogs, wikis, podcasts, etc. to compile, synthesize, produce, and disseminate information.	**Information, Media & Technology Literacy**

K – 12 Social Studies Skills

Nevada Social Studies Standards

Social Studies Skills: *As students become increasingly sophisticated and informed thinkers, they are provided opportunities to develop and apply skills that enhance critical thinking processes by developing and applying 21st Century Skills. To engage in historical analysis and interpretation students must draw upon their skills of historical comprehension by studying a rich variety of historical documents and artifacts that present alternative voices, accounts, and interpretations or perspectives on the past. Civic Participation includes the skills necessary to prepare students to be active, informed, and literate citizens. These skills are an integral part of the study of social studies and are taught as an integral part with the content standards. NOTE: For grades K – 4, the skills should be teacher led and completed orally and in groups.*

	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
Historical Analysis & Interpretation	○ Understand the concept of yesterday, today, and tomorrow. ○ Identify sources of information. ○ Listen to historical fiction.	○ Identify events of yesterday and today. ○ Identify sources of information. ○ Read and/or listen to historical fiction. ○ Identify self perspective.	○ Demonstrate an understanding of chronology by reading a timeline. ○ Identify past, present, and future events. ○ Discuss appropriate sources of information. ○ Read and/or listen to historical fiction. ○ Begin to identify differing perspectives.	○ Demonstrate an understanding of chronology by reading a timeline. ○ Read and discuss historical fiction. ○ Begin to identify differing perspectives.	○ Demonstrate an understanding of chronology by recording events on a timeline. ○ Read tall tales/stories to enhance Nevada history. ○ Begin to discuss historical perspectives.	○ Demonstrate an understanding of chronology by creating and interpreting events on a timeline. ○ Identify and discuss primary and secondary sources. ○ Read tall tales/stories to enhance American history. ○ Discuss perspectives of history.
Civic Participation	○ Show responsibility for the well-being of oneself. ○ Listen and participate as a member of a group in the classroom.	○ Show responsibility for the well-being of oneself. ○ Listen and participate as a member of a group in the classroom.	○ Show responsibility for the well-being of oneself and family. ○ Listen and participate as a member of a group in the classroom.	○ Show responsibility for the well-being of oneself and family. ○ Listen and participate as a member of a group in the classroom.	○ Show responsibility for the well-being of oneself and family. ○ Listen and participate as a member of a group in the classroom. ○ Participate as a member of the school community.	○ Show responsibility for the well-being of oneself and family. ○ Listen and participate as a member of a group in the classroom. ○ Participate as a member of the school community.

Nevada Social Studies Standards

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

6th Grade - 8th Grade	9th Grade - 12th Grade	
○ Develop a clear sense of historical time, past, present, and future in order to identify the sequence in which events occurred. ○ Identify primary and secondary sources as historical content. ○ Identify historical myths and historical fact. ○ Apply social studies (content & skills) to real life situations. ○ Formulate historical questions. ○ Interpret history through the use of primary and secondary sources. ○ Identify multiple perspectives of historical events. ○ Answer a historical question through the interpretation of primary sources.	○ Analyze patterns of historical continuity and change to demonstrate chronological thinking. ○ Analyze and evaluate primary and secondary sources for historical perspectives. ○ Differentiate between historical memory and historical fact. ○ Apply social studies (content & skills) to real life situations. ○ Extract significant ideas from social studies sources and frame historical questions. ○ Use primary and secondary sources to analyze and interpret history. ○ Compare multiple perspectives of historical events, using a variety of sources. ○ Analyze and interpret primary sources to answer a historical question.	**Historical Interpretation & Analysis**
○ Accept responsibility for the well-being of oneself, family, and the community. ○ Identify issues and events that have an impact on people at local, state, national, and global levels. ○ Actively participate in civic and community life at local, state, national, and global levels. ○ Ask meaningful questions to evaluate information. ○ Use effective decision-making and problem-solving skills in public and private life. ○ Collaborate effectively as a member of a group.	○ Demonstrate responsibility for the well-being of oneself, family, and the community. ○ Discuss issues and events that have an impact on people at local, state, national, and global levels. ○ Actively participate in civic and community life at local, state, national, and global levels. ○ Seek information from varied sources and perspectives to develop informed opinions and creative solutions. ○ Ask meaningful questions and analyze and evaluate information and ideas. ○ Identify sources and perspectives that influence the formation of opinions and creative solutions. ○ Use effective decision-making and problem-solving skills in public and private life. ○ Collaborate effectively as a member of a group.	**Civic Participation**

H1.0 People, Cultures, and Civilizations

Nevada Social Studies Standards

Content Standard H1.0 - People, Cultures, and Civilizations - *Students understand the development, characteristics, and interaction of people, cultures, societies, religion, and ideas.*

At a minimum, students will maintain previous content and attain the following:

	Grade K Benchmarks	Grade 1 Benchmarks	Grade 2 Benchmarks	Grade 3 Benchmarks	Grade 4 Benchmarks	Grade 5 Benchmarks
United States & Nevada	*H1.K.1* Discuss the importance of working together to complete tasks. *H1.K.2* Listen to stories of family members, local residents, and prominent figures to highlight the human experience.	*H1.1.1* Describe local life long ago, including jobs, school, communication, transportation, and recreation. *H1.1.2* Listen to stories that reflect the beliefs, customs, ceremonies, and traditions of the varied **cultures** in the neighborhood. *H1.1.3* Listen to histories of important local **landmarks** that create a sense of **community** among **citizens**.	*H1.2.1* Compare the local **community** with others around the nation. *H1.2.2* Use **artifacts** to understand how people lived their daily lives. *H1.2.3* Tell why important events, people, and/or customs are marked by holidays. *H1.2.4* Recognize similarities and differences of earlier generations in areas such as work, dress, manners, stories, games, and festivals.	*H1.3.1* Learn about individuals in the **community** and discuss their contributions. *H1.3.2* Using **artifacts** and **primary sources**, and investigate how individuals and families contributed to the founding and development of the local **community**.	*H1.4.1* Describe the lifestyles of Nevada's **Desert Archaic people.** *H1.4.2* Define hunter-gatherer. *H1.4.3* Describe the lifestyles of Nevada's Native American **cultures**. *H1.4.4* Discuss the interactions of pioneers with the **Great Basin** Indians.	*H1.5.1* Identify and describe Native North American life and cultural **regions** prior to European contact. *H1.5.2* Identify and describe the attributes of Native American nations in the local **region** and North America. *H1.5.3* Discuss the interactions of early explorers with native cultures. *H1.5.4* Identify the contributions of Native Americans, Europeans, and Africans to North American beliefs and traditions. *H1.5.5* Describe the social, political, and religious lives of people in the New England, Middle, and Southern colonies.

Nevada Social Studies Standards

Content Standard H1.0 - People, Cultures, and Civilizations - *Students understand the development, characteristics, and interaction of people, cultures, societies, religion, and ideas.*

At a minimum, students will maintain previous content and attain the following:

Benchmarks: Grades 6 – 8	Benchmarks: Grades 9 – 12	
Transatlantic Encounters	**The Gilded Age & the Progressive Era**	**United States & Nevada**
H1.[6-8].1 Describe the cultural contributions of Native Americans in Nevada and in the United States. *H1.[6-8].2* Investigate ways in which Native Americans and immigrants helped create North American **culture**. *H1.[6-8].3* Describe the interactions among Native Americans, Europeans, and Africans.	*H1.[9-12].1* Assess the impact of the **Industrial Revolution** on **race, class,** and gender. *H1.[9-12].2* Discuss the influences of American industrialists on the rise of corporate **capitalism.** *H1.[9-12].3* Assess the impact of technological innovations and **urbanization** on society's social and economic development.	
Colonial America		
H1.[6-8].4 Compare lifestyles in the New England, Middle, and Southern colonies as determined by **race, class,** and gender.	*H1.[9-12].4* Define **nativism** and explain the political and social responses to **immigration** into the United States**.** *H1.[9-12].5* Identify the causes and analyze the consequences of labor movements in the United States. *H1.[9-12].6* Explain how 20th century social movements led to the emergence of a **pluralistic society**.	
Antebellum America		
H1.[6-8].5 Identify American industrialists and discuss their contributions to the social, economic, and political way of life. *H1.[6-8].6* Explain how literature, music, architecture, and visual arts were a reflection of each time period.		
Westward Expansion	**The 1920's**	
H1.[6-8].7 Explore the lure of the West and the reality of life on the frontier as it relates to communication, farming and water issues, mining, and ranching. *H1.[6-8].8* Describe the contributions of immigrant groups to the emerging American **culture**. *H1.[6-8].9* Discuss the characteristics of American **culture**. *H1.[6-8].10* Describe the role of farming, railroads, and mining in the settlement of the West.	*H1.[9-12].7* Evaluate how cultural developments in the arts, literature, architecture, education, media, and **leisure activities** have reflected and changed society. *H3.[9-12].8* Discuss the effects of early technologies on society, i.e., communication, transportation, and manufacturing.	
World War I & World War II		
H1.[6-8].11 Explain the effects of WWI and WWII on social and cultural life in Nevada and the United States.		

H1.0 People, Cultures, and Civilizations

Nevada Social Studies Standards

Content Standard H1.0 - People, Cultures, and Civilizations - *Students understand the development, characteristics, and interaction of people, cultures, societies, religion and ideas.*

At a minimum, students will maintain previous content and attain the following:

	Grade K Benchmarks	Grade 1 Benchmarks	Grade 2 Benchmarks	Grade 3 Benchmarks	Grade 4 Benchmarks	Grade 5 Benchmarks
World	*H1.K.3* Listen to stories of people and families around the world.	*H1.1.4* Listen to stories that reflect the beliefs, customs, ceremonies, traditions, and social practices of **cultures** around the world. *H1.1.5* Identify **landmarks** around the world.	*H1.2.5* Compare **communities** around the world with the local **community**. *H1.2.6* Explain why important events, people, and/or customs from around the world are marked by holidays. *H1.2.7* Examine **artifacts** from around the world for important clues as to how people lived their daily lives.	*H1.3.3* Learn about individuals around the world and discuss their contributions.	*H1.4.5* Identify contributions of immigrants in Nevada.	*H1.5.6* Identify individuals and groups responsible for founding and settling the American colonies. *H1.5.7* Examine the cultural exchange among the Native Americans, Europeans, and Africans.

Nevada Social Studies Standards

Content Standard H1.0 - People, Cultures, and Civilizations - *Students understand the development, characteristics, and interaction of people, cultures, societies, religion and ideas.*

At a minimum, students will maintain previous content and attain the following:

Benchmarks: Grades 6 – 8	Benchmarks: Grades 9 – 12	
Pre-Civilization	**Transatlantic Encounters**	**World**
H1.[6-8].12 Identify and describe the characteristics of **pre-agricultural societies**. *H1.[6-8].13* Identify and describe the technological innovations of early **agrarian societies**. *H1.[6-8].14* Identify the characteristics of pre-Columbian civilizations in South America that became part of American **culture**. *H1.[6-8].15* Evaluate factors that contributed to the fall of pre-Columbian civilizations.	*H1.[9-12].9* Explain how trade causes **cultural diffusion**. *H1.[9-12].10* Compare and contrast the characteristics of dominant world cultures. *H1.[9-12].11* Analyze how and why the five major religions gained new adherents in various parts of the world.	
Early Civilizations	**Renaissance, Reformation & the Enlightenment**	
H1.[6-8].16 Identify the characteristics of a **civilization**. *H1.[6-8].17* Explain how a civilization's geographic **location** influenced its development. *H1.[6-8].18* Describe the achievements of ancient and classical civilizations. *H1.[6-8].19* Locate ancient, classical, and **regional** civilizations and describe their contributions of social structure, religion, and political systems. *H1.[6-8].20* Describe the origin, traditions, customs, and spread of the five major world religions (Judaism, Christianity, Islam, Hinduism and Buddhism). *H1.[6-8].21* Describe the cultural achievements of societies in the Middle East, Far East, the Americas, Africa, South Asia, and Europe.	*H1.[9-12].12* Examine the impact of scientific, technological, mathematical, cultural, and artistic developments of the **Renaissance** on societies around the world. *H1.[9-12].13* Explain the causes of the **Reformation** and its effects in Europe and the Americas. *H1.[9-12].14* Identify the influence of the **Enlightenment** on the Western World, i.e., philosophy, science, **fine arts**, government, and literature.	
Middle Ages	**Industrialization**	
H1.[6-8].22 Identify contributions of individuals around the world during the Middle Ages. *H1.[6-8].23* Explain the impact of the Crusades, trade, and the Plague on society during the Middle Ages.	*H1.[9-12].15* Analyze the cultural, social, and economic changes that occurred as a result of **industrialization**. *H1.[9-12].16* Analyze how **industrialization**, **migration**, changing diets, and scientific and medical advances have affected worldwide **demographics**.	

H2.0 Nation Building and Development

Nevada Social Studies Standards

Content Standard H2.0 - Nation Building and Development - *Students understand the people, events, ideas, and conflicts that lead to the evolution of nations, empires, distinctive cultures, and political and economic ideas.*

At a minimum, students will maintain previous content and attain the following:

	Grade K Benchmarks	Grade 1 Benchmarks	Grade 2 Benchmarks	Grade 3 Benchmarks	Grade 4 Benchmarks	Grade 5 Benchmarks
United States & Nevada	*H2.K.1* Identify problems that occur when people live and work together.	*H2.1.1* Identify ways that sharing can resolve problems in the classroom and school.	*H2.2.1* Identify ways in which people cooperate to achieve a common goal. *H2.2.2* Explore the importance of both local and national **landmarks,** and explain how they create a sense of **community** among **citizens**.	*H2.3.1* Discuss how conflicts can be resolved through compromise. *H2.3.2* Explain how memorials help us to honor and remember people.	*H2.4.1* Discuss examples of compromise and conflict within Nevada, i.e., Pyramid Lake Wars, water allocation, Sagebrush Rebellion. *H2.4.2* Describe the experiences of pioneers moving west. *H2.4.3* Identify explorers and settlers in pre-territorial Nevada. *H2.4.4* Identify the diverse population of Nevada's early settlers and discuss their unique experiences. *H2.4.5* Explain the symbols, mottoes, and slogans related to Nevada, i.e., "Battle Born," the state seal, and "Silver State."	*H2.5.1* Describe motivations for and expeditions of European exploration of the Americas. *H2.5.2* Describe issues of compromise and conflict within the United States. *H2.5.3* Describe the competition among the English, French, Spanish, Dutch, and Indian nations for control of North America. *H2.5.4* Explain why slavery was introduced into colonial America. *H2.5.5* Explain how the interactions among Native Americans, Africans, and Europeans, during colonial America resulted in unique economic, social, and political **institutions**. (continued on pg. 7)

Nevada Social Studies Standards

Content Standard H2.0 - Nation Building and Development - *Students understand the people, events, ideas, and conflicts that lead to the evolution of nations, empires, distinctive cultures, and political and economic ideas.*

At a minimum, students will maintain previous content and attain the following:

Benchmarks: Grades 6 – 8	Benchmarks: Grades 9 – 12	
Nevada Statehood	**Revolutionary America**	**United States & Nevada**
H2.[6-8].1 Summarize the contributions of the diverse populations of Nevada's early settlers. *H2.[6-8].2* Explain the events that led to Nevada's statehood. *H2.[6-8].3* Describe how compromise and conflict among peoples contributed to political, economic, and cultural divisions. *H2.[6-8].4* Identify and explain the importance of immigrant and native groups to mining, ranching, railroads, and **commerce** in Nevada and the United States. *H2.[6-8].5* Describe the impact of the United States military and atomic testing on Nevada. *H2.[6-8].6* Describe the effects of tourism and gaming on Nevada. *H2.[6-8].7* Describe the goals and accomplishments of **labor unions** in Nevada.	*H2.[9-12].1* Summarize the concepts and results of the American Revolution and post revolutionary outcomes *as they apply to the 20th Century.*	
	Civil War & Reconstruction	
	H2.[9-12].2 Summarize the concepts and results of the Civil War and Reconstruction *as they apply to the 20th Century.*	
	Development of the West in the 19th Century	
	H2.[9-12].3 Analyze how different **cultures**, points of view, and **self-interests** influence compromise and conflict over territories, borders, and resources. *H2.[9-12].4* Describe the final settlement of the West and federal policy toward Native Americans, i.e., the Dawes Act, Plains Wars, and the **reservation system**.	
Constitutional America		
H2.[6-8].8 Determine the significance of the first and second Continental Congress and the Committees of Correspondence. *H2.[6-8].9* Describe the events, course, and results of the American Revolution, including the contributions of women, African Americans, and Native Americans. *H2.[6-8].10* Explain how the failures of the Articles of Confederation led to the creation of the **Constitution**. *H2.[6-8].11* Explain the issues involved in the creation and **ratification** of the U.S. Constitution and the new government it established. *H2.[6-8].12* Identify the individual and states rights protected by the Bill of Rights and their continuing significance. (continued on pg. 8)	**Imperialism and World War I** *H2.[9-12].5* Assess the contributions of immigrant groups to the development of the United States. *H2.[9-12].6* Define **imperialism** and discuss its impact on U.S. political relations with other nations. *H2.[9-12].7* Discuss the causes and consequences of U. S. policies regarding expansion and diplomacy. *H2.[9-12].8* Discuss the economic and political effects of World War I on the United States. (continued on pg. 8)	

H2.0 Nation Building and Development

Nevada Social Studies Standards

Content Standard H2.0 - Nation Building and Development - *Students understand the people, events, ideas, and conflicts that lead to the evolution of nations, empires, distinctive cultures, and political and economic ideas.*

At a minimum, students will maintain previous content and attain the following:

	Grade K Benchmarks	Grade 1 Benchmarks	Grade 2 Benchmarks	Grade 3 Benchmarks	Grade 4 Benchmarks	Grade 5 Benchmarks
United States & Nevada						(continued from pg. 5) *H2.5.6* Identify the events that led to the Declaration of Independence. *H2.5.7* Identify the causes, key events, and people of the American Revolution.

Nevada Social Studies Standards

Content Standard H2.0 - Nation Building and Development - *Students understand the people, events, ideas, and conflicts that lead to the evolution of nations, empires, distinctive cultures, and political and economic ideas.*

At a minimum, students will maintain previous content and attain the following:

Benchmarks: Grades 6 – 8	Benchmarks: Grades 9 – 12	
Nationalism	**Great Depression & the New Deal**	United States & Nevada
H2.[6-8].13 Evaluate the influence of individuals in the building of a **national identity**, i.e., Pontiac, George Washington, and Abigail Adams. *H2.[6-8].14* Describe contributing factors in the development of a **national identity** following the War of 1812. *H2.[6-8].15* Describe the colonization, **immigration**, and settlement patterns of the American people, i.e., the role of economic **incentives**, the effects of physical/political geography, and transportation systems.	*H2.[9-12].9* Describe the causes and consequences of the Great Depression. *H2.[9-12].10* Analyze the policies and programs of the **New Deal**, and their effects on political, economic, and diplomatic **institutions**.	
Westward Expansion	**World War II**	
H2.[6-8].16 Define the concept of **Manifest Destiny** and explain the events that led to the expansion of the United States. *H2.[6-8].17* Discuss and analyze the interactions between pioneers and Native Americans during the westward expansion.	*H2.[9-12].11* Describe the cultural, economic, political, and technological impact of World War II on the United States.	
Civil War and Reconstruction	**The Cold War**	
H2.[6-8].18 Describe the institutionalization of slavery in America, the resistance of the enslaved, and the ongoing struggle between proponents and opponents of slavery. *H2.[6-8].19* Identify and describe the causes, key people, and events of the Civil War. *H2.[6-8].20* Identify and discuss the immediate outcomes and long term effects of the Civil War. *H2.[6-8].21* Summarize the successes and failures of **Reconstruction**.	*H2.[9-12].12* Describe the causes and effects of changing **demographics** and developing **suburbanization** in the United States. *H2.[9-12].13* Explain the effects of **Cold War** policies on U.S. involvement in Korea and Vietnam. **The 1960's & 1970's** *H2.[9-12].14* Examine the changes in the political culture of the United States during the 1960's and 1970's, i.e., Assassination of JFK, Watergate, Iranian Hostage Crisis.	
The Gilded Age & the Progressive Era	**Contemporary Global Issues**	
H2.[6-8].22 Describe the effects of **industrialization** and new technologies on the development of the United States.	*H2.[9-12].15* Explain the economic, political, and technological impact of the following conflicts on the United States, i.e., Korea, Vietnam, Persian Gulf War, Iraq, and the War on Terror.	
The Great Depression		
H2.[6-8].23 Explain the causes of the Great Depression and the impact the Great Depression had on society and its effect on U.S. political policy.		

H2.0 Nation Building and Development

Nevada Social Studies Standards

Content Standard H2.0 - Nation Building and Development - *Students understand the people, events, ideas, and conflicts that lead to the evolution of nations, empires, distinctive cultures, and political and economic ideas.*

At a minimum, students will maintain previous content and attain the following:

	Grade K Benchmarks	Grade 1 Benchmarks	Grade 2 Benchmarks	Grade 3 Benchmarks	Grade 4 Benchmarks	Grade 5 Benchmarks
World					*H2.4.6* Explain how United States conflicts affected life and society in Nevada.	*H2.5.8* Explain the relationship between the American colonies and England, and discuss its impact on independence.

Nevada Social Studies Standards

Content Standard H2.0 - Nation Building and Development - *Students understand the people, events, ideas, and conflicts that lead to the evolution of nations, empires, distinctive cultures, and political and economic ideas.*

At a minimum, students will maintain previous content and attain the following:

Benchmarks: Grades 6 – 8	Benchmarks: Grades 9 – 12	
Early Civilizations	**Empire Building**	**World**
H2.[6-8].24 Identify the characteristics that led to the emergence and decline of empires around the world. *H2.[6-8].25* Identify the characteristics of various political systems of ancient civilizations.	*H2.[9-12].16* Examine the roles of **nationalism**, **imperialism**, and religion in the building and development of nations. *H2.[9-12].17* Describe the rise of commercial trading centers and their effects on social, political, and **economic institutions** around the world. *H2.[9-12].18* Explain the development of **monarchies** and their effects on centralized government, **commerce** and trade, and religion. *H2.[9-12].19* Explain how Greek and Roman **civilizations** influenced the development of democratic and republican governments in modern societies. *H2.[9-12].20* Analyze the development of the **nation state** and explain how **nation states** differ from empires or other forms of political organizations.	
Middle Ages	**World War I & World War II**	
H2.[6-8].26 Explain how **feudal relationships** provided a foundation for political order in Europe and Japan. *H2.[6-8].27* Determine the causes and consequences of political revolutions. *H2.[6-8].28* Define **nation states** and explain their political development.	*H2.[9-12].21* Explain why and how global power shifts took place after World War I and World War II. *H2.[9-12].22* Explain how the break-up of the Soviet Union and other Eastern European **communist** governments led to the formation of new nations.	
Exploration & Trade	**Contemporary Global Issues**	
H2.[6-8].29 Define **mercantilism** and explain how it influenced patterns of economic activity. *H2.[6-8].30* Explore how a desire for foreign **goods** led to an increase of economic and cultural diversity.	*H2.[9-12].23* Explain the objectives of various independence movements and analyze the political factors that contributed to the change of a nation. *H2.[9-12].24* Discuss examples of contemporary **ethnic** conflicts and explain how those conflicts have changed nations. *H2.[9-12].25* Discuss major reasons for tensions and conflicts in the contemporary world and efforts that have been made to address them.	

H3.0 Social Responsibility & Change

Nevada Social Studies Standards

Content Standard H3.0 - Social Responsibility & Change - *Students understand how social ideas and individual action lead to social, political, economic, and technological change.*

At a minimum, students will maintain previous content and attain the following:

	Grade K Benchmarks	Grade 1 Benchmarks	Grade 2 Benchmarks	Grade 3 Benchmarks	Grade 4 Benchmarks	Grade 5 Benchmarks
United States & Nevada	*H3.K.1* Recognize differences between home and school. *H3.K.2* Describe the importance of working together to complete tasks. *H3.K.3* Identify the occupations of people in their school. *H3.K.4* Demonstrate respect for each other in the classroom and school.	*H3.1.1* Describe the neighborhood around their school. *H3.1.2* Compare and/or contrast their daily lives with those of their parents or guardians. *H3.1.3* Identify and describe occupations in the **community** that help people, i.e., police officers, fire fighters, and nurses. *H3.1.4* Demonstrate respect for each other and people in the neighborhood.	*H3.2.1* Identify public and private spaces within the **community**. *H3.2.2* Compare and/or contrast their daily lives with children around the world. *H3.2.3* Explain why people and events are honored in commemorative holidays. *H3.2.4* Demonstrate respect for each other and people in the **community**. *H3.2.5* Define **technology** and identify uses of **technology** in their daily lives.	*H3.3.1* Explain how the actions of heroes and heroines make a difference. *H3.3.2* Determine what it means to be an American **citizen** and describe the achievements of famous and ordinary **citizens**. *H3.3.3* Define **ethnicity** and explain that people who make contributions to their communities include those who have diverse **ethnic** origins, customs, and traditions. *H3.3.4* Demonstrate respect for each other, the **community**, and the world. *H3.3.5* Explain how **technology** at home and in school impacts their lives.	*H3.4.1* Compare and/or contrast their daily lives with children in Nevada's past. *H3.4.2* Recognize that communities include people who have diverse **ethnic** origins, customs, and traditions, and who make contributions to Nevada. *H3.4.3* Define **social responsibility**. *H3.4.4* Explain how advances in **technologies** have impacted Nevada, i.e., railroads, mining, and gaming.	*H3.5.1* Compare and/or contrast the daily lives of children throughout the United States, both past and present. *H3.5.2* Recognize that communities include people who have diverse **ethnic** origins, customs, and traditions, and who make contributions to the United States. *H3.5.3* Describe ways individuals display **social responsibility**. *H3.5.4* Explain how **technologies** in U.S. history changed the way people lived.

Nevada Social Studies Standards

Content Standard H3.0 - Social Responsibility & Change - *Students understand how social ideas and individual action lead to social, political, economic, and technological change.*

At a minimum, students will maintain previous content and attain the following:

Benchmarks: Grades 6 – 8	Benchmarks: Grades 9 – 12	
American Revolutionary Era	**The Gilded Age & Progressive Era**	**United States & Nevada**
H3.[6-8].1 Describe the similarities and differences of European colonial **communities** in North America in terms of politics, religion, language, economics, and social customs. *H3.[6-8].2* Explain the political and economic causes and effects of the American Revolution. *H3.[6-8].3* Describe key political ideas that influenced the American Revolution and the formation of the United States. *H3.[6-8].4* Explain the major ideas expressed in the Declaration of Independence.	*H3.[9-12].1* Describe key people and explain their struggle for the expansion of African American rights during the late 19th and early 20th centuries. *H3.[9-12].2* Describe the rise of **corporations** and analyze working conditions in the late 19th and early 20th centuries. *H3.[9-12].3* Analyze the contributions of inventors and innovators that led to a change in society. *H3.[9-12].4* Determine the causes and effects of the Populist and Progressive Movements. *H3.[9-12].5* Analyze major social movements in the United States and explain their impact on the changing social and political **culture**, i.e., the Populist and Progressive Movements.	
Antebellum America	**1920's**	
H3.[6-8].5 Describe the social reform and religious movements of **antebellum America.** *H3.[6-8].6* Define **abolition** and identify key people and events of the movement. *H3.[6-8].7* Explain the struggle between states' rights and **federalism**, and the impact on the **national identity** in the United States. *H3.[6-8].8* Explore the causes, events, major **inventions**, and technologies of the **Industrial Revolution** and explain their impact on the way of life in Nevada and the United States.	*H3.[9-12].6* Examine social tensions in the post-World War I era, i.e., **radical** politics, immigration restrictions, internal migration, **religious fundamentalism**, and racism. *H3.[9-12].7* Describe the development of the women's **suffrage** movement and the subsequent passage of the 19th Amendment.	
Reconstruction	**Civil Rights & the 1960's**	
H3.[6-8].9 Identify the 13th, 14th, and 15th Amendments to the Constitution and explain their impact on the expansion of human rights. *H3.[6-8].10* Identify the **Black Codes** and **Jim Crow Laws** and explain how they reflected attitudes about **race**.	*H3.[9-12].8* Explain how the social and economic opportunities of the post-World War II era contributed to **social responsibility** and change. *H3.[9-12].9* Identify and describe the major issues, events, and people of minority rights movements, i.e., **Civil Rights** Act of 1964, Black Power Movement, United Farm Workers, American Indian Movement, Viva La Raza, and Women's Rights Movement.	
The Gilded Age & Progressive Era	**Cold War**	
H3.[6-8].11 Discuss the rise of the Populist and Progressive Movements and explain how they reflected social change.	*H3.[9-12].10* Analyze how post-World War II science and **technology** augmented United States economic strength, transformed daily life, and influenced the world economy and politics.	
1920's		
H3.[6-8].12 Explain the major social, technological, and cultural developments of the 1920's.	*H3.[9-12].11* Compare and contrast the social impact of the Cold War and the War on Terror on the United States.	

H3.0 Social Responsibility & Change

Nevada Social Studies Standards

Content Standard H3.0 - Social Responsibility & Change - *Students understand how social ideas and individual action lead to social, political, economic, and technological change.*

At a minimum, students will maintain previous content and attain the following:

	Grade K Benchmarks	Grade 1 Benchmarks	Grade 2 Benchmarks	Grade 3 Benchmarks	Grade 4 Benchmarks	Grade 5 Benchmarks
World	*H3.K.5* Share events that are important to the students and their families.	*H3.1.5* Discuss events that are happening at the school.	*H3.2.6* Listen to and discuss news events in the **community**.	*H3.3.6* Discuss the effects of news events on people in the **community**.	*H3.4.5* Discuss major news events on the local and state levels.	*H3.5.5* Provide and discuss major news events on local, state, national, and world levels.

Nevada Social Studies Standards

Content Standard H3.0 - Social Responsibility & Change - *Students understand how social ideas and individual action lead to social, political, economic, and technological change.*

At a minimum, students will maintain previous content and attain the following:

Benchmarks: Grades 6 – 8	Benchmarks: Grades 9 – 12	
Early Civilizations	**The Modern World**	
H3.[6-8].13 Explain how democratic principles introduced by the Greeks and Romans developed the concept of **social responsibility**. *H3.[6-8].14* Analyze the social impact of **technology**, i.e., ships, iron, water delivery systems, wheel, and the printing press. *H3.[6-8].15* Explain the spread of the five major world religions and their impact on society. *H3.[6-8].16* Identify **institutions** of **social responsibility** and explain their impact on society, i.e., church, government, family. *H3.[6-8].17* Compare the economic and social importance of slavery with other forms of coerced labor from ancient times to the present.	*H3.[9-12].12* Analyze how post-World War II science and **technology** augmented United States economic strength, transformed daily life, and influenced the world economy and politics. *H3.[9-12].13* Analyze major news events and their impact at the local, state, national, and world levels. *H3.[9-12].14* Compare and contrast racial segregation in the United States with other racial and social policies, i.e., apartheid in South Africa. *H3.[9-12].15* Explain the impact of the five major world religions on the world's political and social fabric. *H3.[9-12].16* Analyze the responses of individuals to restrictive social and political systems. *H3.[9-12].17* Analyze how ideals and **institutions** of freedom, equality, justice, and citizenship have changed. *H3.[9-12].18* Evaluate the worldwide implications of advancements in nuclear, electronic, and computer and medical **technologies**. *H3.[9-12].19* Explain how literature, music, and art are ways people voice protest or support, and prompt social change. *H3.[9-12].20* Determine the causes and consequences of **genocidal** conflicts, i.e., the Holocaust, Armenia, Bosnia, Rwanda, and Darfur. *H3.[9-12].21* Analyze the causes, consequences, and moral implications of **ethnic** conflicts around the world. *H3.[9-12].22* Explain the changing role of **race**, **class**, and gender. *H3.[9-12].23* Explain how literature, music, media, and the visual arts affect social change. *H3.[9-12].24* Examine the ideals and **institutions** of freedom, equality, justice, and citizenship, and explain how they have changed. *H3.[9-12].25* Understand how border disputes reflected and influenced peoples' conceptions of identity.	**World**
Middle Ages		
H3.[6-8].18 Explain how civilizations create order through social groupings, i.e., caste system, class system, **feudalism**.		

H4.0 International Relationships & Power

Nevada Social Studies Standards

Content Standard H4.0 - International Relationships & Power - *Students understand the interaction and interdependence of nations around the world. Students understand the impact of economics, politics, religion, and culture on international relationships.*

At a minimum, students will maintain previous content and attain the following:

	Grade K Benchmarks	Grade 1 Benchmarks	Grade 2 Benchmarks	Grade 3 Benchmarks	Grade 4 Benchmarks	Grade 5 Benchmarks
United States & Nevada						

Nevada Social Studies Standards

Content Standard H4.0 - International Relationships & Power - *Students understand the interaction and interdependence of nations around the world. Students understand the impact of economics, politics, religion, and culture on international relationships.*

At a minimum, students will maintain previous content and attain the following:

Benchmarks: Grades 6 – 8	Benchmarks: Grades 9 – 12
Colonial America	**World War I & World War II**
H4.[6-8].1 Describe major local, national, and world issues; and explain their impact on international relations. *H4.[6-8].2* Describe the causes and effects of the French and Indian War on U.S. political policy and the expansion of U.S. territory.	*H4.[9-12].1* Describe and interpret the causes and effects of World War I and World War II on the relationship between the United States and Europe.
American Revolutionary Era	**The Cold War**
H4.[6-8].3 Describe the influence of the American Revolution on Europe and the Americas. *H4.[6-8].4* Describe the contributions of foreign individuals and nations to the outcome of the American Revolution.	*H4.[9-12].2* Discuss the key people, ideas, and events of the Cold War era and analyze their impact on economic and political policy in the United States. *H4.[9-12].3* Analyze how international policies contributed to the end of the Cold War.
World War I & World War II	**The Contemporary World**
H4.[6-8].5 Examine U.S. involvement in World War I. *H4.[6-8].6* Explain the political and economic effects of World War I on the United States. *H4.[6-8].7* Identify the causes of World War II and the reasons for U.S. entry into the war. *H.4.[6-8].8* Discuss the effects of World War II on American economic and political policies.	*H4.[9-12].4* Identify and analyze trends in domestic and foreign affairs of the United States from the end of Vietnam to 9/11/2001. *H4.[9-12].5* Discuss the impact of conflicts on U.S. economic, political, and social position in the world, i.e., Korea, Vietnam, Persian Gulf, Iraq, and the War on Terror. *H4.[9-12].6* Analyze how major sources of tension or conflict influenced the current political climate in the United States, i.e., September 11th, Patriot Act, and security issues. *H4.[9-12].7* Describe the United States' policy concerning strategic, political, and economic interests on the Middle East, Latin America, Mexico, **immigration**, trade, and the environment. *H4.[9-12].8* Explore the influence of popular U.S. culture on the culture of other nations and vice versa. *H4.[9-12].9* Evaluate the influence of U.S. cultural ideas on other nations. *H4.[9-12].10* Explore the influence of various world cultures on the United States.
The Gilded Age & the Progressive Era	
H.4.[6-8].9 Identify the motivations for groups coming to the United States and discuss U.S political policies towards **immigration**.	

United States & Nevada

H4.0 International Relationships & Power

Nevada Social Studies Standards

Content Standard H4.0 - International Relationships & Power - *Students understand the interaction and interdependence of nations around the world. Students understand the impact of economics, politics, religion, and culture on international relationships.*

At a minimum, students will maintain previous content and attain the following:

	Grade K Benchmarks	Grade 1 Benchmarks	Grade 2 Benchmarks	Grade 3 Benchmarks	Grade 4 Benchmarks	Grade 5 Benchmarks
World					*H4.4.1* Describe the economic and cultural influence other nations have on the state of Nevada.	*H4.5.1* Discuss the economic, political and cultural relationships the United States has with other countries.

Nevada Social Studies Standards

Content Standard H4.0 - International Relationships & Power - *Students understand the interaction and interdependence of nations around the world. Students understand the impact of economics, politics, religion, and culture on international relationships.*

At a minimum, students will maintain previous content and attain the following:

Benchmarks: Grades 6 – 8	Benchmarks: Grades 9 – 12	
Middle Ages	**Imperialism & the World Wars**	**World**
H4.[6-8].10 Examine how the Crusades led to a diffusion of ideas throughout Europe and Asia.	*H4.[9-12].11* Explain the impact of **imperialism** and **colonial rule** on African, Asian, and South American peoples and the resulting independence movements in Africa, Asia, and South America. *H4.[9-12].12* Describe the causes and effects of the Russian Revolution, i.e., Marxism, Leninism, and Bolshevism. *H4.[9-12].13* Discuss the causes, characteristics, and consequences of European and Japanese **imperialism** prior to World War II. *H4.[9-12].14* Analyze the causes, course, and effects of World War I and World War II on the world.	
Nevada & the World	**The Cold War**	
H4.[6-8].11 Examine how decisions made in the settlement of the West affected modern foreign **commerce**, i.e., energy, mining, and **multinational corporations**. *H4.[6-8].12* Explain the significance of major news events Nevada and at the national and world levels.	*H4.[9-12].15* Describe the significance of the breakup of the USSR and the influence of the international and economic factors that contributed to the end of the **Cold War**. *H4.[9-12].16* Examine the decline of **colonial rule** and the development of independent nations. *H4.[9-12].17* Describe the rise of **totalitarian** societies in Europe, Asia, and Latin America. *H4.[9-12].18* Explain the impact of **world commerce** on the relationships between **developed** and **developing nations**. *H4.[9-12].19* Describe the contributions of the social, political, and economic characteristics of modern Latin American, African, Chinese, Indian, and Japanese civilizations.	
	Contemporary Global Issues	
	H4.[9-12].20 Describe tensions in contemporary Islamic countries over reconciling traditional and Western influences. *H4.[9-12].21* Analyze the political and religious factors that contribute to the instability in the Middle East. *H4.[9-12].22* Describe how political and economic **alliances** affect peoples and countries. *H4.[9-12].23* Describe how global issues such as human rights, the environment, regional conflicts, and health issues affect nations differently. *H4.[9-12].24* Analyze how the contemporary political climate has changed personal and national security within and among nations.	

G 5.0 The World In Spatial Terms

Nevada Social Studies Standards

Content Standard G5.0 - The World in Spatial Terms: *Students use maps, globes, and other geographic tools and technologies to locate and extrapolate information about people, places, and environments.*

At a minimum, students will maintain previous content and attain the following:

	Grade K Benchmarks	Grade 1 Benchmarks	Grade 2 Benchmarks	Grade 3 Benchmarks	Grade 4 Benchmarks	Grade 5 Benchmarks
Map Elements & Concepts	*G5.K.1* Recognize that a globe is a representation of Earth and use vocabulary related to direction and **location**, i.e., up/down; left/right; near/far; above/beyond.	*G5.1.1* Differentiate between and identify water and land on a map and globe and use the terms ocean and continent.	*G5.2.1* Identify titles and symbols maps.	*G5.3.1* Identify and use **cardinal directions** on a **compass rose** to locate **places** on a map. *G5.3.2* Differentiate between a city and a state using appropriate examples.	*G5.4.1* Identify and use **intermediate directions** on a **compass rose** to locate **places** on a map of Nevada.	*G5.5.1* Identify and locate major geographic features in Nevada and the United States using maps and **map elements**.
Map Selection & Analysis		*G5.1.2* Describe maps as representations of **places**. *G5.1.3* Recognize the shape of North America on a world map.	*G5.2.2* Recognize **spatial patterns**, i.e., **political units**, **physical features**, on a map and globe.	*G5.3.3* Compare uses of maps and globes. *G5.3.4* Identify and explain simple **spatial patterns** on a map, i.e., population centers, farmland, mountains.	*G5.4.2* Identify **spatial patterns** on a map of Nevada, i.e., deserts, mountains, population.	*G5.5.2* Identify **spatial patterns** of the U.S. *G5.5.3* Describe purposes for different types of maps and globes, i.e., **topographical**, **political**, **physical**.
Map Construction		*G5.1.4* Use simple maps to illustrate direction.	*G5.2.3* Construct a map key from given symbols and choose a map title. *G5.2.4* Give and follow simple oral directions to move from one **location** to another.	*G5.3.5* Construct a simple map including a title, symbols, and directions from a bird's eye view.	*G5.4.3* Construct a map of Nevada displaying **human** and **physical features**.	*G5.5.4* Construct maps, graphs, and charts to display information about **human** and **physical features** in the United States.
Map Use & Geographic Tools		*G5.1.5* Visually display geographic information using simple lists, graphs, and maps.	*G5.2.5* Use a simple letter/number **grid** system to find a specific **location**. *G5.2.6* Identify geographic information within media sources, i.e., maps, books, photographs.	*G5.3.6* Recognize different types of special maps, i.e., neighborhood, school, and classroom. *G5.3.7* List careers requiring the use of geographic tools.	*G5.4.4* Utilize different types of Nevada maps, i.e., population and **physical maps**, to understand **spatial distribution.**	*G5.5.5* Identify the purpose and content of various U.S. maps. *G5.5.6* Derive geographic information from photographs, maps, graphs, books, and technological resources.

Nevada Social Studies Standards

Content Standard G5.0 - The World in Spatial Terms: *Students use maps, globes, and other geographic tools and technologies to locate and extrapolate information about people, places, and environments.*

At a minimum, students will maintain previous content and attain the following:

Benchmarks: Grades 6 – 8	Benchmarks: Grades 9 – 12	
G5.[6-8].1 Use **map elements**, including scale, to identify and locate **physical** and **human features** in the United States and the world.	*G5.[9-12].1* Use **map elements** including scale to identify and locate **physical** and **human features** in the United States and the world.	**Map Elements & Concepts**
G5.[6-8].2 Compare characteristics and purposes of several types of maps, **map projections**, and other geographic representations. *G5.[6-8].3* Make and defend a **spatial decision** using basic geographic vocabulary, tools, and concepts.	*G5.[9-12].2* Analyze and interpret geographic information by selecting appropriate maps, **map projections**, and other representations, i.e., **urban** planning, national parks. *G5.[9-12].3* Apply concepts and models of **spatial organization** and use quantitative methods to identify and make decisions about geographic information. *G5.[9-12].4* Analyze a variety of **complex maps**, i.e., **topographic**, **demographic,** and **land use**, to acquire geographic information.	**Map Selection & Analysis**
G5.[6-8].4 Construct **mental maps** from memory, i.e., sketch a map. *G5.[6-8].5* Create and compare maps of **human** and **physical features** around the world for purpose, accuracy, content, form, and design. *G5.[6-8].6* Provide oral directions in order to move from one **location** to another.	*G5.[9-12].5* Construct complex, accurate maps and models from memory to answer questions about **location**s of **human** and **physical features**.	**Map Construction**
G5.[6-8].7 Compare Earth's **physical** and **human features** using maps, fieldwork, graphic representations, aerial photographs, satellite images, and technological resources.	*G5.[9-12].6* Analyze maps for purpose, accuracy, content, and design. *G5.[9-12].7* Analyze and interpret Earth's **physical** and **human features** using appropriate geographic tools and technologies. *G5.[9-12].8* Select and design maps, graphs, diagrams, tables, or charts to organize geographic information using a variety of technologies.	**Map Use & Geographic Tools**

G 6.0 Places & Regions

Nevada Social Studies Standards

Content Standard G6.0 - Places & Regions - *Students understand the physical and human features of places and use this information to define and study regions and their patterns of change.*

At a minimum, students will maintain previous content and attain the following:

	Grade K Benchmarks	Grade 1 Benchmarks	Grade 2 Benchmarks	Grade 3 Benchmarks	Grade 4 Benchmarks	Grade 5 Benchmarks
Application of Concepts & Characteristics of Places & Regions	*G6.K.1* Identify areas that have different purposes in the home, i.e., kitchen, bedroom; or the classroom, i.e., exit door, teacher desk.	*G6.1.1* Sort and group pictures displaying geographic features, e.g. forests, deserts, lake **regions**.	*G6.2.1* Define **region** and provide examples of **regions**. *G6.2.2* Describe neighborhoods and **communities** as places where people live, work, and play.	*G6.3.1* Distinguish between **physical** (natural) and **human** (man-made) **features**. *G6.3.2* Identify characteristics of neighborhoods and **communities**, i.e., physical geographical differences, **land use**, population density.	*G6.4.1* Describe the distinguishing features of historical **regions** in Nevada, i.e., Native American tribal territories, pioneer trails, and settlement areas. *G6.4.2* Identify regional changes in Nevada over time.	*G6.5.1* Provide examples of **human – environment interactions** in the U.S. *G6.5.2* Identify U. S. **regions** in which historical events occurred, i.e., thirteen colonies, Underground Railroad, and California gold fields.
Cultural Identity & Perspective	*G6.K.2* Describe self as a unique individual with characteristics similar to others.	*G6.1.2* Identify similarities and differences between people in the **community**.	*G6.2.3* Identify traditions and customs that families practice.	*G6.3.3* Identify ways people express **culture**. *G6.3.4* List ways people view their own **communities**, i.e., a ranching **community**, a tourist destination.	*G6.4.3* Identify and describe the diversity and cultural traditions of Nevada's people, i.e., Native Americans, Basque **communities**.	*G6.5.3* Provide examples of **cultural identity** in **communities** or **regions** from different perspectives.
Patterns of Change & Impact of Technology		*G6.1.3* Identify patterns of change within the **community**, i.e., construction.	*G6.2.4* Identify patterns of change in the **community**. *G6.2.5* Provide examples of geographical uses of machines, tools, and technologies, i.e., surveying tools, map navigation programs.	*G6.3.5* List ways people use **technology** for geographic purposes, i.e., weather forecasting, use of aerial photographs to measure population changes over time.	*G6.4.4* Show how **regional** change in Nevada from decade to decade has affected characteristics of **place**, i.e., plows allow farmers to prepare the land for planting, pick axes assist in mining operations.	*G6.5.4* Show how **regional** change in the United States from decade to decade has affected characteristics of **place**, i.e., salt and sand used to melt ice, flood basins, levees.
Location	*G6.K.3* Recall from memory the street on which s/he lives. *G6.K.4* Identify the geographic setting of a picture or story.	*G6.1.4* Recall home address and phone number.	*G6.2.6* Show that different **locations** have different addresses. *G6.2.7* Locate his/her city and state on a map.	*G6.3.6* Locate and name the states surrounding Nevada. G6.3.7 Identify latitude and longitude on a map or globe.	*G6.4.5* Locate the counties and county seats of Nevada. G6.4.6 Identify the equator, **Prime Meridian**, and the International Date Line.	*G6.5.5* Label a map of the United States with their capitals. *G6.5.6* Define **absolute location**.

Nevada Social Studies Standards

Content Standard G6.0 - Places & Regions - *Students understand the physical and human features of places and use this information to define and study regions and their patterns of change.*

At a minimum, students will maintain previous content and attain the following:

Benchmarks: Grades 6 – 8	Benchmarks: Grades 9 – 12	
G6.[6-8].1 Describe **physical** and **human features**, i.e., **cultural characteristics**, of **places** and **regions** in Nevada, the United States, and the world. *G6.[6-8].2* Locate major civilizations, ancient through current, and describe how and why these **regions** changed over time. *G6.[6-8].3* Illustrate the relationship between the **physical** and **cultural characteristics** of a **region**. *G6.[6-8].4* Evaluate the role **regions** have played in historical events. *G6.[6-8].5* Define physical geographic terms, i.e., archipelago, gulf, basin, tundra.	*G6.[9-12].1* Determine how relationships between humans and the **physical environment** lead to the development of and connections among **places** and **region**s. *G6.[9-12].2* Explain why characteristics of **place** change. *G6.[9-12].3* Apply the concept of **region** to organize and study a geographic issue. *G6.[9-12].4* Analyze selected historical issues, **demographics**, and questions using the geographic concept of **regions**.	**Application of Concepts & Characteristics of Places & Regions**
G6.[6-8].6 Describe relationships between **region**s and belief systems and tell how these are important to **cultural identity**. *G6.[6-8].7* Compare how **cultural characteristics** affect different points of view with regard to **places** and **region**s.	*G6.[9-12].5* Explain why **places** and **regions** are important to **cultural identity** and can serve as forces for both **unification** and **fragmentation**. *G6.[9-12].6* Compare characteristics of **places** and **regions** from different perspectives.	**Cultural Identity & Perspective**
G6.[6-8].8 Compare the uses of **technology** across world **cultures**.	*G6.[9-12].7* Determine how tools affect the way cultural groups perceive and use **resources** within **places** and **regions**.	**Patterns of Change & Impact of Technology**
G6.[6-8].9 Use **absolute** and **relative location** (including latitude and longitude) to locate prominent countries, cities, and **physical features** in different **regions** of the world.	*G6.[9-12].8* Use **absolute** and **relative location** (including latitude and longitude) to locate prominent countries, cities, and **physical features** in different **regions** of the world.	**Location**

G 7.0 Human Systems

Nevada Social Studies Standards

Content Standard G7.0 - Human Systems - *Students understand how economic, political, and cultural processes interact to shape patterns of human migration and settlement, influence and interdependence, and conflict and cooperation.*

At a minimum, students will maintain previous content and attain the following:

	Grade K Benchmarks	Grade 1 Benchmarks	Grade 2 Benchmarks	Grade 3 Benchmarks	Grade 4 Benchmarks	Grade 5 Benchmarks
Demographic Concepts		*G7.1.1* Use the classroom population to categorize simple **demographic** information.	*G7.2.1* Construct a visual model, i.e., graph, table, and/or **choropleth map** of population distribution.	*G7.3.1* Compare population distribution across **regions** using maps and mathematical representations, i.e., tables and graphs.	*G7.4.1* Describe differences in population distribution within Nevada **regions**.	*G7.5.1* Explain differences in population distribution within the United States.
Migration & Settlement	*G7.K.1* Explain that people move from one **location** to another.	*G7.1.2* Explain that some people live in **locations** other than where they were born.	*G7.2.2* Categorize different ways to move people, **goods**, and ideas, i.e., air, water, land, phone, and/or computer.	*G7.3.2* Identify transportation and communication networks.	*G7.4.2* List examples of movements of people, **goods**, and ideas into and across Nevada.	*G7.5.2* List **push-pull factors** influencing human **migration** and settlement in the United States.
Rural & Urban Communities		*G7.1.3* Identify characteristics of **rural** and **urban communities**.	*G7.2.3* Define and compare **rural** and **urban communities**.	*G7.3.3* List reasons why people choose to live in **urban** or **rural communities**.	*G7.4.3* Describe differences among **rural**, **suburban**, and **urban** settlement in Nevada.	*G7.5.3* Describe differences among **rural**, **suburban**, and **urban** settlement in the United States.
Analysis of Economic Issues				*G7.3.4* Use a map to display information about an economic product.	*G7.4.4* Describe historical and current economic issues in Nevada using geographic resources, i.e., illustrate demographic changes due to mining and gaming.	*G7.5.4* Describe historical and current economic issues in the U.S. using geographic resources, i.e., illustrate demographic changes due to mining and gaming.
Human Organizations			*G7.2.4* List types of social groups to which people belong.	*G7.3.5* Describe purposes for various organizations.	*G7.4.5* Describe why types of organizations may differ by geographic **region** in Nevada.	*G7.5.5* Describe why types of organizations may differ by geographic **region** in the U.S.

Nevada Social Studies Standards

Content Standard G7.0 - Human Systems - *Students understand how economic, political, and cultural processes interact to shape patterns of human **migration** and settlement, influence and interdependence, and conflict and cooperation.*

At a minimum, students will maintain previous content and attain the following:

Benchmarks: Grades 6 – 8	Benchmarks: Grades 9 – 12	
G7.[6-8].1 Describe characteristics of developing and **developed countries** using **demographic** concepts.	*G7.[9-12].1* Analyze **demographic** trends in the world.	**Demographic Concepts**
G7.[6-8].2 Describe how movements of people, **goods**, ideas, and **resources** have affected events and conditions in the past and present. *G7.[6-8].3* Identify the conditions necessary for the development of civilizations and the cultural, political, and economic characteristics resulting from the growth of civilizations.	*G7.[9-12].2* Evaluate the impact of **migration** and settlement on physical and human systems. *G7.[9-12].3* Analyze the development of civilizations and the impact it has on the changes and progress of human development.	**Migration & Settlement**
G7.[6-8].4 Identify patterns of **rural** and **urban** settlements in **developing** and **developed countries**.	*G7.[9-12].4* Compare characteristics and patterns of **rural** and **urban migration** and settlement in **developing** and **developed countries**. *G7.[9-12].5* Evaluate why major cities develop in particular geographic **locations** and how this affects **cultures**.	**Rural and Urban Communities**
G7.[6-8].5 Identify a **regional** or international economic issue and explain it from a **spatial perspective**. *G7.[6-8].6* Explain how the physical and human geography of **regions** influences their allocation of **resources**.	*G7.[9-12].6* Analyze and evaluate international economic issues from a **spatial perspective**. *G7.[9-12].7* Analyze how **location** and distance connect to influence economic systems at local, national, and international levels.	**Analysis of Economic Issues**
G7.[6-8].7 Compare cultural, political, and economic organizations in the United States.	*G7.[9-12].8* Evaluate changes in the size and structure of cultural, political, and economic organizations.	**Human Organizations**

G 8.0 Environment & Society

Nevada Social Studies Standards

Content Standard G8.0 - Environment and Society - *Students understand effects of interactions between human and physical systems and the changes in use, distribution, and importance of resources.*

At a minimum, students will maintain previous content and attain the following:

	Grade K Benchmarks	Grade 1 Benchmarks	Grade 2 Benchmarks	Grade 3 Benchmarks	Grade 4 Benchmarks	Grade 5 Benchmarks
Changes in the Physical Environment	*G8.K.1* Recognize weather changes with the seasons and how people adapt to those changes.	*G8.1.1* Tell how the **physical environment** affects activity at school, i.e., inside/outside recess.	*G8.2.1* Tell how the **physical environment** affects **community** activity, i.e., recreation, water usage.	*G8.3.1* Predict possible geographic changes that could take **place** in the neighborhood or **community**.	*G8.4.1* Describe ways **physical environments** affect human activity in Nevada using historical and contemporary examples.	*G8.5.1* Describe ways **physical environments** affect human activity in the United States using historical and contemporary examples.
Technology & Modifications of the Physical Environment			*G8.2.2* Provide examples of tools that assist in finding geographic **locations**. *G8.2.3* Identify how people shape the **physical environment**.	*G8.3.2* List tools, machines, or technologies that people have used to change the **physical environment.** *G8.3.3* Compare ways people modify the **physical environment**.	*G8.4.2* Describe how technologies altered the **physical environment** in Nevada, and the effects of those changes on its people. *G8.4.3* Explore the impact of human modification of Nevada's **physical environment** on the people who live there.	*G8.5.2* Describe how technologies altered the **physical environment** in the U.S., and the effects of those changes on its people. *G8.5.3* Explore the impact of human modification of the United States' **physical environment** on the people who live there.
Effects of Natural Hazards on Human Systems			*G8.2.4* Define and provide examples of **natural hazards**.	*G8.3.4* Identify people, groups, and organizations that respond to **natural hazards**.	*G8.4.4* Identify **natural hazards** in Nevada and their impact on the population.	*G8.5.4* Identify and locate potential **natural hazards** in the United States and their impacts on the land and population.
Management of Earth's Resources		*G1.2.2* Identify **locations** for accessing basic **resources** available to the student, i.e., food, water.	*G8.2.5* Identify **natural resources** and where they can be found in the neighborhood.	*G8.3.5* Describe ways humans depend on and manage **natural resources** within their **communities.**	*G8.4.5* Describe the **distribution** patterns of **natural resources** in Nevada.	*G8.5.5* Describe and compare the **distribution** patterns and use of **natural resources** in the United States.

Nevada Social Studies Standards

Content Standard G8.0 - Environment and Society - *Students understand effects of interactions between human and physical systems and the changes in use, distribution, and importance of resources.*

At a minimum, students will maintain previous content and attain the following:

Benchmarks: Grades 6 – 8	Benchmarks: Grades 9 – 12	
G8.[6-8].1 Describe and predict the **regional** and global impact of changes in the **physical environment**.	*G8.[9-12].1* Analyze how changes in the **physical environment** can increase or diminish its capacity to support human activity.	**Changes in the Physical Environment**
G8.[6-8].2 Evaluate the role of **technology** in the human modification of the **physical environment**. *G8.[6-8].3* Describe the changes that result from human modification of the **physical environment.**	*G8.[9-12].2* Describe the ways in which **technology** has affected the human capacity to modify the **physical environment** and evaluate possible **regional** and global impact. *G8.[9-12].3* Develop possible responses to changes caused by human modification of the **physical environment.**	**Technology & Modifications of the Physical Environment**
G8.[6-8].4 Discuss the impact of **natural hazards** on the use and **distribution** of **resources**. *G8.[6-8].5* Research a specific **natural hazard** and document its effects on human systems.	*G8.[9-12].4* Analyze human perception and reaction to **natural hazards** including use, **distribution**, and importance of **resources**.	**Effects of Natural Hazards on Human Systems**
G8.[6-8].6 Define **renewable**, **nonrenewable**, and **human resources**. *G8.[6-8].7* Categorize and locate examples of **renewable**, **nonrenewable**, and **human resources**. *G8.[6-8].8* Evaluate different viewpoints regarding a **resource**.	*G8.[9-12].5* Analyze patterns of use, the changing **distribution**, and relative importance of Earth's **resources**. *G8.[9-12].6* Develop policies for the use and management of Earth's **resources** that consider the various interests involved.	**Management of Earth's Resources**

E 9.0 The Market Economy

Nevada Social Studies Standards

Content Standard E9.0 - The Market Economy - *Students will understand how scarcity and incentives affect choices, how markets work, why markets form, how supply and demand interact to determine the market price, and how changes in prices act as economic signals to coordinate trade.*

At a minimum, students will maintain previous content and attain the following:

	Grade K Benchmarks	Grade 1 Benchmarks	Grade 2 Benchmarks	Grade 3 Benchmarks	Grade 4 Benchmarks	Grade 5 Benchmarks
Incentives, Choice and Cost	*E9.K.1* Show that **resources** are **scarce**, such as a limited number of crayons.	*E9.1.1* Give examples of all-or-nothing **choices**, such as choosing to have music on or off.	*E9.2.1* Give examples of what is given up when **choices** are made.	*E9.3.1* Identify **needs** as high priority wants, and **wants** as **goods, services,** or **leisure activities**.	*E9.4.1* Give examples of **incentives** and determine whether they are positive or negative.	*E9.5.1* Describe how **scarcity** requires a person to make a **choice** and identify **costs** associated with that **choice**.
Consumers		*E9.1.2* Identify a **consumer**.	*E9.2.2* Identify **consumers** and where they make purchases.	*E9.3.2* Give examples of prices **consumers** have paid when buying **goods** and **services**.	*E9.4.2* Give reasons why **consumers** choose to buy more of a good or service, i.e., when prices are low, and when they choose to buy less, and when prices are high.	*E9.5.2* Demonstrate an understanding that an individual can be a **consumer** and **producer** at the same time.
Producers		*E9.1.3* Identify a **producer**.	*E9.2.3* Identify **producers** in your neighborhood and **community**.	*E9.3.3* Give examples of prices set by businesses for selling **goods** and **services**.	*E9.4.3* Give reasons why **producers** choose to sell more of a **good** or **service**, i.e., when a price is high, and when they choose to sell less, and when its price is low.	*E9.5.3* Identify the **resources** needed for **production** in households, schools, and **community** groups.
Employees	*E9.K.2* Identify jobs in the **community**.	*E9.1.4* Give examples of ways people earn **money**.	*E9.2.4* Discuss why people work.	*E9.3.4* Demonstrate an understanding of **income** and give examples.	*E9.4.4* Identify factors within an individual's control that can affect the likelihood of **employment**.	*E9.5.4* Describe how **income** reflects **choices** people make about education, training, skill development, lifestyle, and careers.
Markets & Prices					*E9.4.5* Explain why all those who **trade** must benefit from the **trade**, using an example such as trading lunch items.	*E9.5.5* Demonstrate an understanding of **supply** and **demand** in a **market.**

Nevada Social Studies Standards

Content Standard E9.0 - The Market Economy - *Students will understand how scarcity and incentives affect choices, how markets work, why markets form, how supply and demand interact to determine the market price, and how changes in prices act as economic signals to coordinate trade.*

At a minimum, students will maintain previous content and attain the following:

Benchmarks: Grades 6 – 8	Benchmarks: Grades 9 – 12	
E9.[6-8].1 Discuss **choices** made by individuals including the concepts of **opportunity cost** and total **benefit.**	*E9.[9-12].1* Analyze **choices** and **incentive** systems used by parents, teachers, employers and government using the concepts of: • Total **benefits** and **opportunity costs** • Impact of **marginal costs** and **marginal benefits** • Effectiveness	**Incentives, Choice and Cost**
E9.[6-8].2 Identify factors that affect purchasing decisions such as: • Price • **Income** • Availability of substitutes • **Self interest**	*E9.[9-12].2* Analyze how **consumers** adjust their purchases in response to price changes using the concept of **price elasticity**.	**Consumers**
E9.[6-8].3 Identify factors that affect **producers'** decisions to **supply goods** such as: • Output prices • Input prices • **Technology**	*E9.[9-12].3* Assess how **producers** might adjust their sales decisions in response to **price** changes using the concept of **price elasticity**.	**Producers**
E9.[6-8].4 Discuss career paths considering: • Specific skills required • Wages • Impact of skills on wages	*E9.[9-12].4* Evaluate career paths considering: • Specific skills required • Wages • Impact of skills on wages • Response of wages to market **demand**	**Employees**
E9.[6-8].5 Demonstrate and explain an understanding of **supply** and **demand** in a market, i.e., **law of supply** and **law of demand.**	*E9.[9-12].5* Analyze **markets** using the concepts of **supply** and **demand**, including: • Impact of changes in **supply** on **prices** • Impact of changes in **demand** on **prices** • Impact of **price controls**	**Markets & Prices**

E 10.0 The U.S. Economy as a Whole

Nevada Social Studies Standards

Content Standard E10.0 - The U.S. Economy As A Whole - *Students will identify indicators used to measure economic performance, understand key aspects of how the economy acts as a system, and understand the roles of money, interest rates, savers, and borrowers, financial institutions, and the central bank in our economy.*

At a minimum, students will maintain previous content and attain the following:

	Grade K Benchmarks	Grade 1 Benchmarks	Grade 2 Benchmarks	Grade 3 Benchmarks	Grade 4 Benchmarks	Grade 5 Benchmarks
Forms & Functions of Money	*E10.K.1* Identify United States currency.	*E10.1.1* Explain what **money** is and how it is used.	*E10.2.1* Discuss the concept that **money** is limited.	*E10.3.1* Identify forms of **money** used by people across time and place.	*E10.4.1* Discuss how the discovery of silver in Nevada affected the forms of **money** in circulation.	*E10.5.1* Define **trade** and **commodities** used in **trade**.
Interest, Saving Borrowing			*E10.2.2* Identify reasons for saving **money**.	*E10.3.2* Define banking terms, including saving**,** **interest,** and **borrowing.**	*E10.4.2* Identify instances in which people might pay **interest** or receive **interest**.	*E10.5.2* Identify how **interest rates** affect borrowing, saving, and purchasing using credit.
Financial Institutions				*E10.3.3* Identify reasons people use **banks**.	*E10.4.3* Discuss reasons people use **banks**.	*E10.5.3* Identify **services** offered by different types **financial institutions**.
Circular Flow						*E10.5.4* Illustrate how one person's spending becomes another person's **income**.

Nevada Social Studies Standards

Content Standard E10.0 - The U.S. Economy As A Whole - *Students will identify indicators used to measure economic performance, understand key aspects of how the economy acts as a system, and understand the roles of money, interest rates, savers, and borrowers, financial institutions, and the central bank in our economy.*

At a minimum, students will maintain previous content and attain the following:

Benchmarks: Grades 6 – 8	Benchmarks: Grades 9 – 12	
E10.[6-8].1 Describe the transition from the use of **commodities** as **money** to the use of modern forms of **money**. *E10.[6-8].2* Illustrate how prices stated in **money** terms help people compare the value of products.	*E10.[9-12].1* Describe the nation's current **money supply** measures, including **M1** and **M2**. *E10.[9-12].2* Explain the three functions of **money: medium of exchange, store of value, unit of account.**	**Forms & Functions of Money**
E10.[6-8].3 Explain why riskier loans command higher **interest rates** than safer loans. *E10.[6-8].4* Identify the pros and cons of paying with cash versus using **credit.**	*E10.[9-12].3* Explain why a **real interest rate** accurately measures the benefit of saving or the cost of **borrowing**, and indicate ways a high **interest rate** could be detrimental or beneficial. *E10.[9-12].4* Explain what a **credit rating** is and how it affects access to loans.	**Interest, Saving, Borrowing**
E10.[6-8].5 Compare the rewards and risks of saving **money** in **financial institutions**.	*E10.[9-12].5* Compare the risks and rewards of using the **services** offered by different **financial institutions**.	**Financial Institutions**
E10.[6-8].6 Explain the **circular flow of economic activity**.	*E10.[9-12].6* Explain how the **circular flow** can affect the nation's **income**.	**Circular Flow**

E 10.0 The U.S. Economy As A Whole

Nevada Social Studies Standards

Content Standard E10.0 - The U.S. Economy As A Whole - *Students will identify indicators used to measure economic performance, understand key aspects of how the economy acts as a system, and understand the roles of money, interest rates, savers, and borrowers, financial institutions, and the central bank in our economy.*

At a minimum, students will maintain previous content and attain the following:

	Grade K Benchmarks	Grade 1 Benchmarks	Grade 2 Benchmarks	Grade 3 Benchmarks	Grade 4 Benchmarks	Grade 5 Benchmarks
Economic Growth					*E10.4.4* Define **productive resources**.	*E10.5.5* Recognize the three types of **productive resources**.
Inflation						*E10.5.6* Define **inflation** and **deflation.**
Unemployment						*E10.5.7* Define **labor force** and **unemployment**.
Per Capita Measures					*E10.4.5* Define **per capita.**	*E10.5.8* Demonstrate **per capita** measures in the classroom.
Economic Performance Indicators						
Financial Institutions, Credit, & Interest Rates						

Nevada Social Studies Standards

Content Standard E10.0 - The U.S. Economy As A Whole - *Students will identify indicators used to measure economic performance, understand key aspects of how the economy acts as a system, and understand the roles of money, interest rates, savers, and borrowers, financial institutions, and the central bank in our economy.*

At a minimum, students will maintain previous content and attain the following:

Benchmarks: Grades 6 – 8	Benchmarks: Grades 9 – 12	
E10.[6-8].7 Explain how the current utilization of a **productive resource** affects the availability of that **resource** in the future.	*E10.[9-12].7* Analyze the potential production of **goods** and **services** for a nation as determined by its **resources** and **technology.**	**Economic Growth**
E10.[6-8].8 Explain how **inflation** affects individuals as they use their **incomes** to buy **goods** and **services**.	*E10.[9-12].8* Explain how the Federal Reserve influences **bank** loans, the economy's **inflation** rate, and economic activity in general, using the **reserve requirement, discount rate,** and **open market operations.**	**Inflation**
E10.[6-8].9 Identify factors that can affect an individual's likelihood of being **unemployed**, and give examples of the costs of **unemployment** to the economy as a whole.	*E10.[9-12].9* Explain how government **fiscal policy** may affect the rate of **unemployment** by influencing **production**, **employment**, and price levels.	**Unemployment**
E10.[6-8].10 Determine **per capita GDP** using data on population and **GDP** for several countries then compare with the United States.	*E10.[9-12].10* Describe how U.S. living standards have changed over time using **real GDP per capita** as a measure of the **standard of living**.	**Per Capita Measures**
E10.[6-8].11 Explain **gross domestic product (GDP)** and how it is used to describe a country's economic output. *E10.[6-8].12* Compare the buying power of the U.S. dollar in one year with its buying power in another year using the **consumer price index (CPI)**. *E10.[6-8].13* Distinguish between a high rate and a low rate of **unemployment** for the U.S. economy over time.	*E10.[9-12].11* Define **recession** and examine the U.S. economy over time using the change in **real GDP**. *E10.[9-12].12* Discuss the effects of **inflation** on the U.S. economy using the **consumer price index.** *E10.[9-12].13* Compare the **unemployment rates** for groups of people who differ by age, sex, **ethnicity**, occupation, and education. *E10.[9-12].14* Demonstrate knowledge of when, why, and how **interest rate** levels have experienced relative highs and relative lows throughout U.S. history.	**Economic Performance Indicators**
E10.[6-8].14 Explain the purposes and functions of **financial institutions** by comparing and contrasting the services, and evaluate the risks and rewards to **borrowers** and savers.	*E10.[9-12].15* Explain how **interest rates** are determined using **supply** and **demand.**	**Financial Institutions, Credit, & Interest Rates**

E 11.0 The Dynamic Economy

Nevada Social Studies Standards

Content Standard E11.0 - The Dynamic Economy - *Students will identify the causes of economic change; explain how the U.S. economic system responds to those changes; and explain how other economic systems respond to change.*

At a minimum, students will maintain previous content and attain the following:

	Grade K Benchmarks	Grade 1 Benchmarks	Grade 2 Benchmarks	Grade 3 Benchmarks	Grade 4 Benchmarks	Grade 5 Benchmarks
Organizations					*E11.4.1* Identify a for-profit and a not-for-profit organization in the **community** and a service each provides.	*E11.5.1* Explain the purposes for establishing for-**profit** and not-for-**profit** organizations.
Investment						*E11.5.2* Provide an example of how purchasing a tool or acquiring education can increase the ability to produce **goods.**
Entrepreneurship			*E11.2.1* Identify businesses in the **community**.	*E11.3.1* Identify and explain what business owners do.	*E11.4.2* Define **entrepreneur** and identify those individuals in Nevada**.**	*E11.5.3* Describe the steps an **entrepreneur** would take to start a business.
Specialization & Interdependence						*E11.5.4* Explain why **specialization** increases productivity and **interdependence.**
Competition						*E11.5.5* Describe what it means to **compete**, and give examples of ways sellers **compete**.

Nevada Social Studies Standards

Content Standard E11.0 - The Dynamic Economy - *Students will identify the causes of economic change, explain how the U.S. economic system responds to those changes; and explain how other economic systems respond to change.*

At a minimum, students will maintain previous content and attain the following:

Benchmarks: Grades 6 – 8	Benchmarks: Grades 9 – 12	
E11.[6-8].1 Describe for-profit and not-for-profit organizations and explain why not-for-profit organizations are tax exempt.	*E11.[9-12].1* Identify the roles of organizations in a market economy, including: • For-profit organizations • Not-for-profit organizations • **Labor unions**	**Organizations**
E11.[6-8].2 Explain how **investment** in either **physical capital** or **human capital** improves standards of living by increasing productivity.	*E11.[9-12].2* Analyze the past, present, and future role of **investment** in enhancing economic growth and raising living standards.	**Investment**
E11.[6-8].3 Determine the advantages and disadvantages of being an **entrepreneur.**	*E11.[9-12].3* Evaluate how **entrepreneurs** affect the economy by solving problems, taking risks, and taking advantage of opportunities to earn **profits.**	**Entrepreneurship**
E11.[6-8].4 Give examples of how s**pecialization** is facilitated by **trade**.	*E11.[9-12].4* Judge the pros and cons of **specialization** and **interdependence.**	**Specialization & Interdependence**
E11.[6-8].5 Illustrate how **competition** among sellers decreases prices, while **competition** among buyers increases prices.	*E11.[9-12].5* Explain how individual **self-interest**, channeled through the marketplace, can increase the overall **standard of living**.	**Competition**

E 11.0 The Dynamic Economy

Nevada Social Studies Standards

Content Standard E11.0 - The Dynamic Economy - *Students will identify the causes of economic change, explain how the U.S. economic system responds to those changes; and explain how other economic systems respond to change.*

At a minimum, students will maintain previous content and attain the following:

	Grade K Benchmarks	Grade 1 Benchmarks	Grade 2 Benchmarks	Grade 3 Benchmarks	Grade 4 Benchmarks	Grade 5 Benchmarks
Role of Government						
Rise of Democratic Capitalism						*E11.5.6* Define **mercantilism**.
Comparative Systems						
Resource Allocation	*E11.K.1* Make decisions involving classroom **resources.**	*E11.1.1* Identify **resources** that are shared in the classroom and the **community.**	*E11.2.2* Describe ways to share classroom **resources.**	*E11.3.2* Identify classroom **resources** that are limited and must be shared.	*E11.4.3* Describe **resources** that are limited in Nevada and ways in which **resources** are shared.	*E11.5.7* Identify scarce **resources** and identify how they are **allocated** in the United States.

Nevada Social Studies Standards

Content Standard E11.0 - The Dynamic Economy - *Students will identify the causes of economic change; explain how the U.S. economic system responds to those changes; and explain how other economic systems respond to change.*

At a minimum, students will maintain previous content and attain the following:

Benchmarks: Grades 6 – 8	Benchmarks: Grades 9 – 12	
E11.[6-8].6 Identify the role of government in a market economy regarding: • **Public goods** • **Externalities** • **Monopoly** power • Redistribution of **income** • Definition and protection of **property rights**	*E11.[9-12].6* Analyze the role of government in a market economy regarding: • **Public goods** • **externalities** • **Monopoly** power • Redistribution of **income** • Definition and protection of **property rights**	**Role of Government**
E11.[6-8].7 Discuss the rise of the merchant **class**, the development of **mercantilism** and the move toward **industrialization**.	*E11.[9-12].7* Describe the rise of national economies, the emergence of **free markets** and **democratic capitalism.**	**Rise of Democratic Capitalism**
E11.[6-8].8 Define stereotypical economic systems by contrasting: • **capitalism** and **socialism** • **command economy** and **market economy**	*E11.[9-12].8* Illustrate the idea that real world economies tend to be **mixed economies** containing elements of: • **capitalism** • **socialism** • **command allocation**s of **resources** • **market allocation**s of **resources**	**Comparative Systems**
E11.[6-8].9 Explain ways in which households, schools, or **community** groups **allocate resources.** *E11.[6-8].10* Explain how **consumer** and **producer** reactions to price changes affect **resource allocation**.	*E11.[9-12].9* Compare the benefits and costs of allocating **resources** through **markets** or government. *E11.[9-12].10* Discuss how an economy's price system determines what **goods** and **services** will be produced, how they will be produced, and who will receive them.	**Resource Allocation**

E 12.0 The International Economy

Nevada Social Studies Standards

Content Standard E12.0 - The International Economy - *Students will explore trends in international **trade**, the impact of trade on the U.S. economy, and the role of **exchange rates**.*

At a minimum, students will maintain previous content and attain the following:

	Grade K Benchmarks	Grade 1 Benchmarks	Grade 2 Benchmarks	Grade 3 Benchmarks	Grade 4 Benchmarks	Grade 5 Benchmarks
International Interdependence		*E12.1.1* Define **trade**.	*E12.2.1* Demonstrate an understanding of **trade** by providing an example.	*E12.3.1* Differentiate between **barter** and **monetary trade**.	*E12.4.1* Define **imports** and **exports**.	*E12.5.1* Explain why the U.S. **imports** and **exports goods**.
Exchange Rates						*E12.5.2* Define **exchange rates**.
Globalization					*E12.4.2* Identify **goods** that would not be readily available in Nevada without international **trade**.	*E12.5.3* Define **globalization** and explain how the U.S. economy is affected by international **trade**.
Restricted Trade						

Nevada Social Studies Standards

Content Standard E12.0 - The International Economy - *Students will explore trends in international **trade**, the impact of trade on the U.S. economy, and the role of **exchange rates**.*

At a minimum, students will maintain previous content and attain the following:

Benchmarks: Grades 6 – 8	Benchmarks: Grades 9 – 12	
E12.[6-8].1 Describe how the exchange of **goods** and **services** around the world creates **interdependence** among people in different countries and effects **standards of living**.	*E12.[9-12].1* Describe how the economic characteristics of other countries and their economic events affect the United States.	**International Interdependence**
E12.[6-8].2 Explain how a change in the **exchange rate** affects purchasing power.	*E12.[9-12].2* Determine how a change in **exchange rates** affects the ability of residents of one country to consume products from other countries.	**Exchange Rates**
E12.[6-8].3 Describe the rise of international economies, the emergence of **capitalism** and **free markets** around the world.	*E12.[9-12].3* Assess the impact of **globalization** on the U.S. and world economies.	**Globalization**
E12.[6-8].4 Explain how governments use **tariffs** or **quotas** to **restrict trade.**	*E12.[9-12].4* Analyze the pros and cons of international trade, comparing **free trade** with **restricted trade**.	**Restricted Trade**

C 13.0 Citizenship and the Law

Nevada Social Studies Standards

Content Standard C13.0 - Citizenship and the Law - *Students know why society needs rules, laws, and government and understand the roles, rights, and responsibilities of citizens.*

At a minimum, students will maintain previous content and attain the following:

	Grade K Benchmarks	Grade 1 Benchmarks	Grade 2 Benchmarks	Grade 3 Benchmarks	Grade 4 Benchmarks	Grade 5 Benchmarks
Rules & Law	*C13.K.1* Identify and follow classroom and school rules that guide behavior and resolve conflicts.	*C13.1.1* Identify and follow classroom and school rules that guide behavior and resolve conflicts.	*C13.2.1* Identify and follow classroom and school rules that guide behavior and resolve conflicts.	*C13.3.1* Identify and discuss examples of rules, laws, and authorities that keep people safe and property secure.	*C13.4.1* Identify and discuss examples of rules, laws, and authorities that keep people safe and property secure in the state of Nevada.	*C13.5.1* Explain that the Declaration of Independence, the U.S. **Constitution**, and the Bill of Rights, are written documents that are the foundation of the United States government.
Rights	*C13.K.2* Identify an individual's rights within the classroom.	*C13.1.2* Identify an individual's rights within the classroom.	*C13.2.2* Identify an individual's rights within the classroom and in school.	*C13.3.2* Discuss that **democracy** involves voting, majority rule, and setting rules.	*C13.4.2* Explain that **democracy** involves voting, majority rule, and setting rules.	*C13.5.2* Describe the operation of **representative government**.
Responsibilities	*C13.K.3* Recognize individual **choices**.	*C13.1.3* Participate in class decision-making, i.e., individual responsibilities in the classroom and school.	*C13.2.3* Participate in class decision-making, i.e., individual responsibilities in the classroom.	*C13.3.3* Explain individual responsibilities in the classroom and the school.	*C13.4.3* Describe the criteria for Nevada citizenship.	*C13.5.3* Describe the criteria for U.S. citizenship.
Symbols	*C13.K.4* Recognize the Pledge of Allegiance. *C13.K.5* Name a traditional U.S. patriotic activity, holiday, or symbol.	*C13.1.4* Recognize the Pledge of Allegiance. *C13.1.5* Name a traditional U.S. patriotic activity, holiday, or symbol.	*C13.2.4* Recognize the Pledge of Allegiance. *C13.2.5* Describe traditional patriotic activities, holidays, or symbols from around the world.	*C13.3.4* Recognize the Pledge of Allegiance and discuss its purpose. *C13.3.5* Explain why we have patriotic activities, holidays, and symbols.	*C13.4.4* Discuss the symbolic importance of the Pledge of Allegiance. *C13.4.5* Explain why we celebrate Nevada Day.	*C13.5.4* Explain the symbolic importance of the Pledge of Allegiance and the Fourth of July.

Nevada Social Studies Standards

Content Standard C13.0 - Citizenship and the Law - *Students know why society needs rules, laws, and government and understand the roles, rights, and responsibilities of citizens.*

At a minimum, students will maintain previous content and attain the following:

Benchmarks: Grades 6 – 8	Benchmarks: Grades 9 – 12	
C13.[6-8].1 Explain the difference between the **rule of law** and the **rule of man**, i.e., divine right of monarchs, **dictatorships**. *C13.[6-8].2* Identify major conflicts in social, political, and economic life and analyze the role of compromise in the resolution of these issues. *C13.[6-8].3* Describe the significance of the Declaration of Independence and the U.S. **Constitution** as foundations of U.S. **democracy**. *C13.[6-8].4* Describe how the Nevada and U.S. **Constitution** serve as devices for preserving state and national principles and as vehicles for change, including the amendment process.	*C13.[9-12].1* Explain the concept of the **rule of law** in the establishment of the U.S. **Constitution**. *C13.[9-12].2* Analyze major conflicts in social, political, and economic life and evaluate the role of compromise in the resolution of these issues. *C13.[9-12].3* Describe the historic influences of ideas, i.e., Greek law, Magna Carta, Iroquois League, **Social Contract Theory, Natural Rights Philosophy,** and **Republicanism** on the creation of early U.S. documents. *C13.[9-12].4* Describe how the Nevada and U.S. **Constitution** serve as devices for preserving state and national principles and as vehicles for change, including the formal and informal amendment processes.	**Rules & Law**
C13.[6-8].5 Explain the influence of ancient civilizations of the roles, rights, and responsibilities of **citizens**. *C13.[6-8].6* Explain the necessity of the protection of individual rights in a democratic society.	*C13.[9-12].5* Analyze the United States **Constitution** and its amendments in protecting individual rights, including the Fourteenth Amendment's provisions for **due process** and equal protection of individual rights through the examination of landmark cases, i.e., • Brown v. Board of Education of Topeka • Gideon v. Wainwright • Miranda v. Arizona • Tinker v. Des Moines Independent Community School District *C13.[9-12].6* Examine the rights of **citizens** and how these rights are protected and restricted.	**Rights**
C13.[6-8].7 Define and explain **popular sovereignty** and the need for **citizen** involvement at all levels of U.S. government. *C13.[6-8].8* Identify and explain the rights, privileges, and responsibilities associated with Nevada and U.S. citizenship, including voting, holding office, jury duty, and military service, **community** service, and public service.	*C13.[9-12].7* Analyze and evaluate the role of **citizen** participation in civic life. *C13.[9-12].8* Examine the responsibilities of local, state, and national citizenship.	**Responsibilities**
C13.[6-8].9 Explain the significance of mottoes and symbols to the cultural and political identity of various societies.	*C13.[9-12].9* Interpret the symbols and documents of a nation and analyze how they represent its identity.	**Symbols**

C14.0 The Federal System: U.S., State, and Local Governments

Nevada Social Studies Standards

Content Standard C14.0 - The Federal System: U.S., State, and Local Governments - *Students understand the U.S. Constitution and the government it creates, including the relationship between national and sub-national governments, as well as the structure and function of state and local governments.*

At a minimum, students will maintain previous content and attain the following:

	Grade K Benchmarks	Grade 1 Benchmarks	Grade 2 Benchmarks	Grade 3 Benchmarks	Grade 4 Benchmarks	Grade 5 Benchmarks
Federalism					*C14.4.1* Describe the relationship between classroom and school rules.	*C14.5.1* Describe examples of national, state, and local laws.
Governmental Structures		*C14.1.1* Name the current President of the United States.	*C14.2.1* Name the current President of the United States.	*C14.3.1* Name the current President of the United States. *C.14.3.2* Name the current mayor of the town.	*C14.4.2* Name the current President of the United States. *C14.4.3* Name the current governor of Nevada *C14.4.4* Explain why **local governments** are created. *C14.4.5* Name the three branches of state government. *C14.4.6* Understand the role of courts.	*C14.5.2* Identify the three branches of government (as set forth in the U.S. **Constitution**). *C14.5.3* Name the two houses of the U.S. Congress and explain how representation is determined. *C14.5.4* Identify the powers of the U.S. Congress, i.e., power to tax, declare war, and **impeach** the President. *C14.5.5* Identify the duties of the President within the executive branch. *C14.5.6* Explain that the U.S. Supreme Court is the highest court in the land. *C14.5.7* Describe the purpose of a judge and jury in a trial as it relates to resolving disputes.

Nevada Social Studies Standards

Content Standard C14.0 - The Federal System: U.S., State, and Local Governments - *Students understand the U.S. Constitution and the government it creates, including the relationship between national and sub-national governments, as well as the structure and function of state and local governments.*

At a minimum, students will maintain previous content and attain the following:

Benchmarks: Grades 6 – 8	Benchmarks: Grades 9 – 12	
C14.[6-8].1 Define **federalism**. *C14.[6-8].2* Give examples of governmental powers, i.e., the power to tax, declare war, and issue drivers' licenses, that are distributed between the national and state governments. *C14.[6-8].3* Explain how the **supremacy clause** of the U.S. **Constitution** defines the relationship between national and state governments. *C14.[6-8].4* Explain the purpose of a **tribal government**.	*C14.[9-12].1* Explain the U.S. Constitutional provisions for division of powers between the national and state governments (**delegated, implied, reserved, concurrent powers**). *C14.[9-12].2* Analyze and give examples of the expansion of the national government through the application of **enumerated powers** and **implied powers**. *C14.[9-12].3* Provide contemporary examples of **federalism.** Compare and contrast the structure of the Nevada and United States **Constitutions.** *C14.[9-12].4* Use examples to illustrate the **supremacy clause** in defining the relationship between state and national governments. *C14.[9-12].5* Describe the unique role of **tribal and territorial governments** in the U.S.	**Federalism**
C14.[6-8].5 Explain the functions of the three branches of government (executive, legislative, and judicial) as found in the U.S. and Nevada **Constitution**s. *C14.[6-8].6* Explain the system of **checks and balances** and the principle of **limited powers** in the design of the U.S. **Constitution**. *C14.[6-8].7* Explain the organization and function of State and **local government**. *C14.[6-8].8* Explain the historic compromises that created a two-house Congress and identify the responsibilities of each house. *C14.[6-8].9* Describe powers of the U.S. Congress. *C14.[6-8].10* Describe the duties of the President and other executive officials. *C14.[6-8].11* Describe the function of the U.S. Supreme Court including **judicial review** using landmark court cases. *C14.[6-8].12* Identify the state and local judicial processes, i.e., **juvenile, civil,** and **criminal court** systems**.**	*C14.[9-12].6* Examine the organization of the U.S. **Constitution** and describe the structure it creates, including the executive, legislative, and judicial branches. *C14.[9-12].7* Examine the organization of the Nevada **Constitution** and describe the structure it creates, including the executive, legislative, and judicial branches. *C14.[9-12].8* Explain the structure and function of **local governments**. *C14.[9-12].9* Analyze the effectiveness of **checks and balances** in maintaining the equal division of power. *C14.[9-12].10* Describe the creation of laws through the legislative process. *C14.[9-12].11* Describe the duties of the executive branch, including: • Cabinet/departments • Regulatory commissions • Executive Office of the President/White House staff *C14.[9-12].12* Describe the structure and jurisdiction of the federal court system and analyze the power of **judicial review**. *C14.[9-12].13* Explain the state and local judicial processes such as juvenile, civil, and criminal court systems.	**Governmental Structures**

C 15.0 The Political Process

Nevada Social Studies Standards

Content Standard C15.0 - The Political Process - *Students describe the roles of political parties, elections, interest groups, media, and public opinion in the democratic process.*

At a minimum, students will maintain previous content and attain the following:

	Grade K Benchmarks	Grade 1 Benchmarks	Grade 2 Benchmarks	Grade 3 Benchmarks	Grade 4 Benchmarks	Grade 5 Benchmarks
Elections & Leadership				*C15.3.1* List the qualities of a leader.	*C15.4.1* Describe the qualities of a leader.	*C15.5.1* Explain the qualities of a leadership. *C15.5.2* Name the two major **political parties**.
Formation of Public Opinion		*C15.1.1* Identify sources of information	*C15.2.1* Identify sources of information	*C15.3.2* Discuss why people form groups *C15.3.3* Introduce sources of information people use to form an opinion.	*C15.4.2* Define and give examples of state and local **interest groups.** *C15.4.3* Identify sources of information people use to form an opinion.	*C15.5.3* Give examples of national **interest groups.** *C15.5.4* Compare sources of information people use to form an opinion. *C15.5.5* Define **propaganda** and give examples.

Nevada Social Studies Standards

Content Standard C15.0 - The Political Process - *Students describe the roles of political parties, elections, interest groups, media, and public opinion in the democratic process.*

At a minimum, students will maintain previous content and attain the following:

Benchmarks: Grades 6 – 8	Benchmarks: Grades 9 – 12	
C15.[6-8].1 Describe the election process. *C15.[6-8].2* Provide examples of how **political parties** have changed.	*C15.[9-12].1* Assess the processes by which leaders are selected in the U.S. political system and analyze the role of the Electoral College system in the election of the President. *C15.[9-12].2* Analyze the role and function of **political parties** in **public policy** and the electoral process.	**Elections & Leadership**
C15.[6-8].3 Identify the impact of **interest groups** and public opinion on the political process. *C15.[6-8].4* Identify the influence of the media in forming public opinion. *C15.[6-8].5* Identify **propaganda** and persuasion in political advertising and literature. *C15.[6-8].6* Provide examples of contemporary public issues that may require public solutions.	*C15.[9-12].3* Evaluate the significance of **interest groups** and public opinion in the political process of a democratic society. *C15.[9-12].4* Analyze the role of the media in the process of political persuasion. *C15.[9-12].5* Evaluate **propaganda** in the political process. *C15.[9-12].6* Describe the process by which **public policy** is formulated and implemented.	**Formulation of Public Opinion**

C 16.0 Global Relations

Nevada Social Studies Standards

Content Standard C16.0 - Global Relations - *Students explain the different political systems in the world and how those systems relate to the United States and its citizens.*

At a minimum, students will maintain previous content and attain the following:

	Grade K Benchmarks	Grade 1 Benchmarks	Grade 2 Benchmarks	Grade 3 Benchmarks	Grade 4 Benchmarks	Grade 5 Benchmarks
Global Relations	*C16.K.1* Name their school.	*C16.1.1* Name their school.	*C16.2.1* Name their school and **community**.	*C16.3.1* Identify their city, state, and country.	*C16.4.1* Identify their county, city, state, and country.	*C16.5.1* Describe the influences other nations have had on the development of the United States political system.

Nevada Social Studies Standards

Content Standard C16.0 - Global Relations - *Students explain the different political systems in the world and how those systems relate to the United States and its citizens.*

At a minimum, students will maintain previous content and attain the following:

Benchmarks: Grades 6 – 8	Benchmarks: Grades 9 – 12	
C16.[6-8].1 Define the characteristics of a country: • **Sovereignty** • Territory • Population • Organized government *C16.[6-8].2* Define the world's major political systems: • **Monarchy** • **Totalitarian** dictatorship • Democratic systems ○ **presidential systems** ○ **parliamentary systems** • **Socialism** • **Communism** *C16.[6-8].3* Identify nations that play a significant role in U.S. **foreign policy**. *C16.[6-8].4* Define **foreign policy** and describe ways nations interact diplomatically, i.e., treaties, trade, humanitarian aid, and military intervention. *C16.[6-8].5* List and describe international organizations, i.e., the United Nations**,** World Bank, Amnesty International, and the International Red Cross.	*C16.[9-12].1* Summarize and evaluate the significant characteristics of the world's major political systems: • **Monarchy** • **Totalitarian** dictatorship • Democratic systems ○ **presidential systems** ○ **parliamentary systems** • **Socialism** • **Communism** *C16.[9-12].2* Analyze the conflict between U.S. policies of isolationism versus intervention in world affairs. *C16.[9-12].3* Identify and analyze U.S. **foreign policy** in dealing with international issues, i.e., diplomacy, economic policy, humanitarian aid, and military intervention. *C16.[9-12].4* Critique the role of international organizations, i.e., the United Nations**,** World Bank, Amnesty International, and the International Red Cross.	**Global Relations**

	Kindergarten Living, Learning, Working Together	1st Grade Our Neighborhood and Community	2nd Grade Neighborhood and Communities Around the World	3rd Grade People Making a Difference	4th Grade Nevada: Past & Present	5th Grade The United States: Creating a New Nation
	Students learn about values, ideas, customs, and traditions through folk tales, legends, music, and oral histories. These stories of ordinary and extraordinary people will help describe the range and continuity of the human experience. Emphasis is placed on helping students become aware of the purpose of rules and laws, that choices can be related to the scarcity of resources, and helping students describe their location at school and at home.	Students continue to generalize and develop concepts and skills as they learn about their neighborhood and community. Students learn about their roles as members of a family and community and begin to recognize symbols, icons, and songs that reflect a common heritage. Students build their awareness of government and the role it plays in their daily lives. They explore the economic concept of choice and its consequences. Students also begin to locate places on maps and learn how maps serve as representations of physical and human features.	Students begin building a global perspective by looking at communities in their immediate area, and around the country and world. Students study a variety of neighborhoods and the various roles of individuals and families to determine what makes the United States unique. Additionally, students explore different patriotic traditions around the world. Students are introduced to the economic concepts of consumption and production, the uses of money, and the purpose of financial institutions. Students use geographic skills to determine how different communities are influenced by geographic and environmental factors.	Students study people who have leadership qualities and who contribute to making change in their community and the world. Students learn about the diversity of the world's peoples and cultures and how diversity is reflected. Students discuss how entrepreneurs make a difference and learn the economic concepts of income, savings, and interest. Additionally, students study the relationships between people and geography; and how geography is applied to real life situations.	Students continue to build upon their understanding of families, schools, and communities, with an emphasis on Nevada. Students learn the story of Nevada and discuss the motivations for coming to and settling here. Additionally, students study the crucial relationship between the pioneers and the indigenous peoples of the area. Students investigate the past and present political traditions of state and local governments. Students identify entrepreneurial activities of Nevadans and discuss their impact on the growth of the state. Students study the geographic relationship between humans and the physical environment in Nevada.	Students study the development of the nation through Westward Expansion. The focus of study begins with the native inhabitants of the Americas, through the building and expansion of our nation. Students examine the impact of Constitutional issues on American society by studying the ideas, documents, and events that were critical to the building of our nation and the foundations of American democracy. Students explain how different regions of the United States offer specific resources and income opportunities for people. Students study the diversity of the geographic regions of the United States using a variety of geographic tools and resources.

6th Grade - 8th Grade Interdependence & Perspectives: Nevada, U.S. and the World	9th Grade - 12th Grade Continuity & Change
At this level of the social studies curriculum, the students investigate social studies from three perspectives: Nevada, the United States, and the World. Students learn about the foundations, structures, and processes of political systems and institutions. They understand why people are economically interdependent and continue to develop the skills and perspective necessary to study the relationships between the human and physical world using geographic technologies. Nevada Students will explore the growth of Nevada from statehood to present day. Students will examine the processes of government, regions of the state, and analyze the influence of the availability of natural and human resources on the development of Nevada. United States After short review of colonial America, the curriculum emphasis is on the events leading up to the American Revolution through World War II. Through a thematic approach, students identify the relationships among historical eras in the building of a new nation. They explore and evaluate the challenges facing the new nation and make connections between the rise of industrialization and contemporary social and economic conditions. World History Students investigate the development of ancient civilizations and regions through the Age of Exploration. They compare and contrast the major religions of the world, characteristics necessary for the development of sustainable civilizations, the role governments and ideologies play in societies, and the development of regional cultures. Geography Students continue to investigate the world using knowledge and skills learned in previous grades. The students have learned about their home, neighborhood, community, county, and state. Now they will take this knowledge to a larger scale to explore the state, nation, countries, and continents of the world. The students will spend time learning more about cultures, history, regions, and the geographic features of the world.	At this advanced level of social studies, students learn about significant themes that represent continuity and change. U.S. History Following a brief review of the Civil War and significant historical events leading up to the era of Reconstruction, students study the major turning points in U.S. History with an emphasis on the Modern World (1900 to the present day). Students evaluate and analyze how new events continue to shape our nation and society today. World History Students look at societal development from the Renaissance to the present with an emphasis on emerging ideologies, expansion of empires, growth of nations, and an increase of global interdependence. In addition, they examine different cultural perspectives and evaluate how events around the world affect people and regions. Students develop an understanding of current world issues and relate them to their historical, geographical, political, economical, and cultural contexts. World Geography Students study people, places and environments from a physical and cultural perspective. Students gain an appreciation and understanding of the interdependent world in which they live. They analyze and evaluate the connection between their local and global communities. At this level, there is an emphasis on the practical and responsible application of geography to life situations. Government (Civics) Students engage in a course of study focused on political foundations, structures, processes, and institutions. Students learn, as informed and involved citizens, to apply the knowledge and concepts to real world issues. Students also evaluate the impact of government policies on our society. Economics Students develop skills that enable them to function as informed and economically literate citizens in our society and around the world. Students explain how the federal reserve and Congress influence monetary and fiscal policy. Additionally, they explore the implications of global commerce.

Glossary

All bolded vocabulary words found throughout the standards document have been alphabetized in this glossary.

Abolition: A movement calling for the prohibition of slavery.

Absolute location: A unique or exact position on the Earth's surface as expressed by a grid reference such as latitude and longitude.

Agrarian society: A society based on agriculture as its prime means for support and sustenance.

Alliances: Any relevant political or economic arrangement between countries with mutual benefit. For example: Triple Entente — consisting of Great Britain, France and Russia; Triple Alliance — Germany, Austria-Hungary, and Ottoman Empire (Turkey, Bulgaria); NATO, Warsaw Pact, NAFTA.

Allocation: A particular distribution, e.g., a resource allocation is a particular distribution of resources during a particular point in time.

Antebellum America: A period of U.S. history prior to the United States Civil War, 1830-1861.

Anti-federalists: A term referring to those who opposed the ratification of the U.S. Constitution.

Artifact: Any object made, modified, or used by people.

Bank(s): A for-profit financial institution that accepts checking and savings deposits, and grants loans.

Barter: Direct trading of goods and services between people without using money.

Benefit: Something that promotes or enhances well-being; an advantage.

Black Codes: A continuation of slave codes following the Civil War to deny African-Americans their civil rights.

Borrower(s): A person who receives funds in the form of a loan with the obligation of repaying the loan in full with interest, if applicable.

Borrowing: Contracting to receive money that must be paid back with interest.

Capitalism: An economic system characterized by the private ownership of property, and pursuit of profit.

Cardinal directions: The four main points of the compass: north, south, east, west.

Checks and balances: The ways in which each branch of government limits the powers of the other branches of government.

Choice(s): A selection from a set of alternatives.

Choropleth map: A thematic map in which areas are shaded or patterned in proportion to the measurement of the statistical variable being displayed on the map, such as population density or per-capita income.

Circular flow of economic activity: A descriptive model that shows the flows of money and resources between sectors and through markets.

Citizen(s): One who owes allegiance to a nation and is entitled to its protection.

Civil court: A court that handles cases relating to disputes between two or more individuals or organizations.

Civilization(s): An advanced state of intellectual, cultural, and material development in human society, marked by progress in the arts and sciences, the extensive use of record-keeping, including writing, and the appearance of complex political and social institutions.

Civil rights: Equal treatment of all people with respect to protection of the law and to the enjoyment of life, liberty, and property.

Class: People having the same social or economic status.

Cold War: A period of conflict, tension, and competition between the United States and the Soviet Union and their respective allies, from the mid 1940's until the early 1990's.

Colonial rule: The extension of a nation's sovereignty over territory beyond its borders by the establishment of either settler colonies or administrative dependencies in which indigenous populations are directly ruled or displaced.

Command economy: An economic system in which goods and services are allocated by a central authority.

Commerce: The buying and selling of goods, especially on a large scale, as between cities or nations.

Commodity (commodities): An object that has use value of its own. Sometimes commodities like gold can be used as money.

Communism: An economic and political system in which property and goods are owned by the government and products are shared by all.

Community (communities): Interaction of people in a common area; places where people live, work, and play.

Compass rose: Map graphic displaying cardinal directions.

Competition: The rivalry among sellers and rivalry among buyers in a market.

Complex maps (special purpose/thematic/complex maps): A map representing a specific spatial distribution, theme, or topic, for example, population density, cattle production, or climates of the world.

Concurrent powers: Any powers that may be exercised by both the federal government and state governments.

Constitution: Body of fundamental law, setting out the basic principles, structures, processes, and functions of a government, and placing limits upon its actions.

Consumer price index (CPI): An index that measures the average level of prices of goods and services typically consumed by an urban American family.

Consumer(s): A person who buys and uses goods and services.

Corporation(s): A business with multiple owners, whose director and officers are individually liable, but all owners (shareholders and stockholders) are not.

Cost(s): Anything lost or sacrificed when a choice is made.

Credit: Money borrowed or the capacity to borrow money.

Credit rating: A number that reflects the quality of a borrower regarding the likelihood of being consistent on paying bills and making loan payments on time.

Criminal court: A court that handles cases relating to the violation of law.

Cultural characteristic: Social groups, language, religion, daily life, arts, government systems, economic systems, and history.

Cultural diffusion: The spreading of a cultural trait (e.g., material object, idea, or behavior pattern) from one society to another.

Cultural identity: The cultural background and behavioral distinctiveness an individual tends to identify with and be associated.

Culture: Learned behavior of people, which includes their belief systems and languages, their social relationships and customs, their institutions and organizations, and their material.

Deflation: A decrease in the general level of prices.

Delegated powers: Those powers the Constitution grants to the national government.

Demand: The quantity of a good or service that buyers are willing to buy. (v.) To offer to buy goods and services.

Democracy: A form of government in which political control is exercised by the people either directly or through their elected representatives.

Democratic capitalism: A social system in which many resources are allocated through free markets and government decisions are made through democratic processes.

Demographic(s): Pertaining to the study of population statistics, changes, and trends based on various measures such as birth rate (adding to a population), death rate (subtracting from a population), migration (redistribution), literacy rate, per capita income, and gross domestic product.

Desert Archaic people: Prehistoric Nevada inhabitants, such as the Lovelock Cave people.

Developed countries: An area of the world that is technologically advanced, highly urbanized, and has generally evolved through both economic and demographic transitions.

Developing countries: A country that is changing from uneven growth to more constant economic conditions and that is generally characterized by low rates of urbanization, relatively high rates of infant mortality and illiteracy, and relatively low rates of life expectancy and energy use.

Dictatorship: A system of government in which a single leader has complete authority to rule.

Discount rate: The interest rate that banks must pay when they borrow from the Federal Reserve.

Distribution: The arrangement of items over a specified area; in economics, the allocation of goods and services.

Due process: Guarantee or fair and equal treatment under the law.

Economic institutions: The formal and informal structures which guide or characterize economic activity in a society

Employment: The condition of working for pay.

Enlightenment: A 17th and 18th century movement emphasizing the significance of reason and scientific inquiry.

Entrepreneur: An individual who organizes a production process so as to creatively combine resources to produce a good or service.

Enumerated: Those powers specifically expressed in the U.S. Constitution.

Equator: An imaginary line at zero degrees latitude.

Ethnic/ethnicity: Of or relating to a sizable group of people sharing a common and distinctive racial, national, religious, linguistic, or cultural heritage.

Exchange rate(s): The price of one country's currency in terms of another country's currency.

Export(s): A good or service produced domestically and sold abroad.

Externality (externalities): A positive effect (benefit) or a negative effect (cost) generated by an activity that affects people who do not participate in the activity. Such as: benefits from immunization programs, accruing to those not immunized, or health care costs from industrial pollution, borne by the general public who did not pollute.

Federalism: A form of political organization in which governmental power is divided between a central government and territorial subdivisions (e.g. states).

Feudalism: An economic, political, and social system in medieval Europe in which land was held by vassals in exchange for military and other services given to overlords.

Feudal relationship: Agreed-upon mutual obligations between lord and vassal.

Financial institution: Organization whose core business is coordinating the activities of borrowers and lenders.

Fine arts: Art, photography, dance, sculpture, architecture, and music.

Fiscal policy: Federal government actions related to government spending and/or taxation.

Foreign policy: The actions and positions that a nation takes in every aspect of its relationships in world affairs.

Fragmentation: Breaking away from the whole.

Free market: A market in which government neither regulates the price nor the quantity bought and sold.

Free trade: Trade that is not limited by government regulation.

Genocidal: Acts committed with the intent to destroy in whole or in part, a national, ethnic, racial, or religious group.

Globalization: The development of an increasingly integrated global economy marked especially by free trade, free flow of capital, and the tapping of cheaper foreign labor markets; characterized by the formation of Pan-Asian, Pan-Arab, Pan-American, and European Union economic partnerships.

Good(s): An object that can satisfy wants, e.g., food, clothing, buildings, tools, and machines.

Great Basin: A large, arid region of the western United States and/or the contiguous watershed, roughly between the Rocky Mountains and the Sierra Nevada, which has no natural outlet to the sea.

Grid: A pattern of lines on a chart or map, such as those representing latitude and longitude.

Gross domestic product (GDP): A monetary measure of the production of goods and services within a country.

Human capital: The stock of knowledge and skills embodied in an individual as a result of education, training, and experience, that makes them more productive.

Human – environment interaction: How people have adapted to and changed the environment.

Human feature: Features and patterns on Earth's surface created by humans including dwellings, crops, roads, machines, places of worship and other cultural elements synonymous with human characteristics and cultural landscapes.

Human resources: The health, strength, talents, education and skills that humans can use to produce goods and services: also called human capital.

Hunter-gatherer: The term used to describe a person from a culture in which the members hunt and/or gather their food.

Immigration: Entering a country of which one is not a native usually for permanent residence; "New Immigrant" refers to immigration from Asia, Latin America, and Eastern Europe after 1980.

Impeach: To formally accuse a federal official of a wrongdoing.

Imperialism: A policy in which stronger nations attempt to create empires by dominating weaker nations economically, politically, or militarily; also called expansionism.

Implied powers: Those powers of the government inferred from the expressed powers: those 'necessary and proper' to carry out the expressed powers.

Import(s): A good or service produced abroad and sold domestically.

Incentive(s): A reward that encourages or a penalty that discourages.

Income: Money or its equivalent received in exchange for labor, for services, from the sale of goods or property, or as earnings on savings.

Industrial Revolution: A period of major economic change characterized by changing technology, machine production, and the concentration of workers in urban areas.

Industrialization: The establishment of an economic and social system characterized by large industries, machine production, and the concentration of workers in urban areas.

Inflation: An increase in the general level of prices.

Institutions: Systems or methods of organizing activities.

Interdependence: The need for individuals and firms to rely on each other as a result of specialization.

Interest: A cost of borrowing money or a benefit of saving money.

Interest groups: Organized bodies of individuals who share goals and try to influence public policy to meet those goals.

Interest rate(s): The price (stated as a percentage) paid when money is borrowed, or the price (stated as a percentage) received when money is saved.

Intermediate directions: The points of the compass that fall between north and east, north and west, south and east, and south and west (such as NE, NW, SE, SW).

International dateline: An imaginary line through the Pacific Ocean, corresponding with 180 degrees longitude, to the east of which, by international agreement, the calendar date is one day earlier than to the west.

Invention: A new process, technique, or product.

Investment(s): In everyday language, money that is invested with an expectation of profit; but in economics, it is money spent on tools or training that results in an increase in labor productivity.

Jim Crow Laws: Laws that legalized segregation of and discrimination against African Americans after the United States Civil War. The expression “Jim Crow” refers to an early minstrel song.

Judicial Review: Established by *Marbury v. Madison;* the power of the Supreme Court to determine the constitutionality of laws and executive actions.

Juvenile court: A court that handles cases specifically relating to minors.

Labor force: The number of people who are either working or those actively seeking work.

Labor union: A group of workers who join together to affect wage rates and working conditions.

Landmark(s): The position of a prominent or well-known object in a particular landscape.

Land use(s): The range of uses of the Earth's surface made by humans. Uses are classified as urban, rural, agricultural, forests, etc., with more specific sub-classifications useful for specific purposes (for example, low-density residential, light industrial, nursery crops).

Latitude: Location north and south of the equator measured by imaginary lines (parallels) numbered in degrees north or south.

Law of Demand: The tendency for people to be willing to buy less when the price is higher.

Law of Supply: The tendency for people to be willing to sell more when the price is higher.

Leisure activities: An unpaid action that gives an individual satisfaction.

Limited Power: Restricting the power of one level of government by establishing powers at another level.

Local government: A county and/or municipal government that may include special districts.

Location: A specific place on the Earth's surface.

Longitude: Location east or west of the prime meridian measured by imaginary lines (meridians) numbered in degrees east or west.

M1: Coins, currency, and checking account deposits.

M2: M1 plus short-term savings account deposits and other various short-term deposits.

Manifest Destiny: The belief that the United States was destined to expand from the Atlantic seaboard to the Pacific Ocean; it has also been used to advocate for or justify other territorial acquisitions.

Map elements: Title, compass rose, scale, key and symbols.

Map projection: A mathematical formula by which the lines of a global grid and the shapes of land and water bodies are transferred from a globe to a flat surface, for example, Mercator, Robinson, conic, and polar.

Marginal benefit: The additional benefit obtained from choosing a little more or a little less.

Marginal cost: The additional cost incurred by choosing a little more or a little less.

Market(s): A collection of buyers and sellers of a particular good or service.

Market economy: An economic system in which goods and services are allocated by free markets.

Market price: The amount actually paid or about to be paid in a particular transaction.

Medium of exchange: An item used to facilitate exchange.

Mental map: Maps made from memory.

Mercantilism: Economic system of the major trading nations during the 16th – 18th centuries, based on the idea that national wealth and power were best served by increasing exports and collecting precious metals in return.

Migration: The act or process of people moving from one place to another.

Mixed economy: An economic system that includes command and market elements.

Monarchy: Form of government in which one person has the hereditary right to rule as head of state; term is also applied to the state ruled by the monarch.

Monetary trade: A trade in which money is used to pay for a good or service.

Money: Anything widely accepted as a final payment for goods and services including currency, coins, or checks. Credit cards, while accepted for payment, are not a final form of payment. Credit card purchases are short-term loans, not money.

Money supply: Currency, coins, and checking account deposits.

Monopoly: A sole provider of a good or service.

Multinational corporation: A corporation that has its facilities and other assets in at least one country other than its home country.

National identity: Refers to a doctrine or political movement that holds that a nation—usually defined in terms of ethnicity or culture—has the right to constitute an independent or autonomous political community based on a shared history and common destiny.

Nationalism: A belief that one's nation and its interests are of primary importance.

Nation state(s): A state or country that has defined borders and territory. Additionally, it is a political unit consisting of an autonomous state inhabited predominantly by a people sharing a common culture, history, and language.

Nativism: The practice or policy of favoring native-born citizens over immigrants.

Natural hazard(s): An event in the physical environment, such as a hurricane or earthquake, that is destructive to human life and property.

Natural resource(s): A naturally occurring material that can satisfy a want directly or can be used in production.

Natural rights: Belief that individuals are naturally endowed with basic human rights as opposed to rights conferred by law.

New Deal: The policies and measures proposed by President Franklin D. Roosevelt as a means of improving economic and social conditions during the 1930's.

Nonrenewable resource: A natural resource that cannot be re-made, re-grown, or regenerated.

Open market operations: Purchases and sales of financial assets such as government bonds by the Federal Reserve.

Opportunity cost: The value of the best alternative given up when a choice is made.

Parliamentary system: A form of government that gives governmental authority to a legislature that selects the executive from its own members.

Per capita: Per unit of population.

Physical capital: The existing tools, machinery, buildings, and other physical items, accumulated through investment that increases labor's ability to produce.

Physical environment: One's surroundings that can be altered.

Physical feature: Aspect of place or area that derives from the physical environment.

Physical map: A map that shows physical features such as mountains, rivers, and oceans.

Place: A particular geographical area, e.g. a village, a city, a district in a city, a country.

Pluralistic society: A state of society in which members of diverse ethnic, racial, religious, or social groups maintain an autonomous participation in and development of their traditional cultures or special interests within the confines of a common civilization.

Political map: A map that shows such things as national and state boundaries and the names and locations of towns and cities.

Political party: A group of people with broad common interests who organize to win elections, control government, and influence government policies.

Popular sovereignty: A principle of government in which the vote of the citizens is considered the final authority; (also: a term applied during the pre-Civil War era to the proposed popular elections on the issue of slavery in previously unorganized territories).

Pre-agricultural society: A society in which economic activities are associated with hunting or gathering, and which are not associated with the domestication of animals or the production of crops.

Presidential system: A government in which voters elect the president or chief executive for a fixed term of office. Voters also elect members of the legislative branch.

Price: The cost that must be paid for an item.

Price control(s): A governmental action that sets the price or limits changes in the price. A price ceiling is a limit above which no price can go. A price floor is a limit below which no price can go.

Price elasticity: A measure of responsiveness in quantities bought or sold to a change in price. More precisely, the percentage change in quantity bought or sold which results from a 1 percent change in price.

Primary source: A document or other source of information that was created at the time being studied by an authoritative source, usually one with direct personal knowledge of the events being described.

Prime Meridian: The meridian at zero degrees longitude. Used as a reference line from which longitude each and west is measured. It passes through Greenwich, England.

Producer(s): A person who transforms productive resources into goods or services.

Production: The act of creating goods and services by combining economic resources.

Productive resource: A natural resource, human capital, or capital resource.

Profit: Revenues minus costs.

Propaganda: The dissemination of information for the purpose of helping or hurting an institution, cause, or person.

Property rights: With regard to a resource, the right to use, the right to exclude others from use, and the right to transfer these rights.

Public good: A good or service the consumption of which does not prevent its consumption by other individuals.

Public policy: The decisions and actions of government.

Push/Pull factors: Push factors involve a force which drives people away from a place and the pull factor is what draws them to a new location.

Quota: A limit on the quantity of a good that may be imported in a given time period.

Race: An ethnic group, tribe, or other set of individuals descended from a common ancestor.

Radical politics: Extreme views far beyond the norm; markedly new or different view point – e.g., extremist racial view points, extremist political viewpoints, ideas that are not considered the norm at the time.

Ratification: The approval or confirmation of a governmental proposal.

Real GDP: Gross Domestic Product adjusted for the negative impact that inflation has on buying power.

Real interest rate: An interest rate that has been adjusted for the negative effect inflation has on buying power.

Recession: A period of time during which the real GDP of the economy is decreasing. An extreme recession is a depression.

Reconstruction: A period of United States history from 1865-1877 during which Southern states were reorganized politically, ending with the withdrawal of federal troops.

Reformation: A religious movement that began in 1517 when Martin Luther challenged the authority of the Pope and the Catholic Church and resulted in Protestantism.

Region: An area with characteristics or features that give it a measure of homogeneity and make it different from surrounding areas.

Relative location: The location of a point expressed in relationship to the location of other points.

Religious fundamentalism: A set of religious beliefs based on a literal interpretation of the Bible and regarded as fundamental to Christian faith and morals; a 20th century movement among some Protestant sects in the United States.

Renaissance: The revival of art, literature, and learning in Europe in the fourteenth, fifteenth, and sixteenth centuries, beginning in Italy and spreading gradually to other European countries.

Renewable resource: A natural resource that is replenished by natural processes such as oxygen, fresh water, and timber.

Representative government: A form of government in which power is held by the people and exercised indirectly through elected representatives who make decisions.

Republicanism: A representative form of government.

Reserve requirement: The percentage of deposits set by the Federal Reserve that a financial institution must hold in cash.

Reservation system: A policy of the United States government to restrict the habitation of Native Americans to designated land.

Reserved powers: The powers not delegated to the national government by the Constitution, nor prohibited to the states, are reserved to the states, or the people.

Resource(s): In geography, it is an aspect of the physical environment that people value and use to meet a need for fuel, food, and industrial production, or something else of value. In economics, it is anything that can satisfy a want.

Resource allocation: A particular distribution of resource at a given time among competing alternative uses (e.g. how we allocate time on activities such as school. Work, recreation, etc.)

Restricted trade: Trade that is limited by government regulation.

Rule of law: The principle that every member of a society, even a ruler, must follow the law.

Rule of man: The ability of government officials and others to govern by their personal desires.

Rural: Like or having to do with a place away from a city.

Scarce (scarcity): A condition in which human wants exceed available resources.

Self interest: A motivation that is focused on the satisfaction of an individual or group, not necessarily selfishness.

Service(s): An action performed by another that can satisfy wants.

Social contract: Agreement of all the people in a society to give up part of their freedoms to a government in return for protection of their natural rights.

Socialism: An economic system in which the government owns the basic means of production, determines the use of resources, distributes products and wages, and provides social services.

Social responsibility: An ethical or ideological theory that an entity, whether it is a government, corporation, organization or individual, has a responsibility to work for the betterment of society.

Sovereignty: The authority of a political unit to make and enforce laws.

Spatial: Pertaining to space on Earth's surface; refers to distances, directions, areas and other aspects of space.

Spatial decision: Decision made pertaining to distribution, distance, direction, areas and other aspects of space on the Earth's surface.

Spatial distribution: The locations of features or measurements observed in geographic space.

Spatial organization: The arrangement of physical and human objects on the earth's surface.

Spatial patterns: Pattern of space on the Earth's surface.

Spatial perspective: The point of view that emphasizes the essential issue of place – embodied in specific questions such as, "Where is it?" or "Why is it there?" – as a fundamental dimension of human experience.

Specialization: The concentration of effort on only one task or a few tasks.

Standards of living: A level of material comfort as measured by the goods, services, and luxuries available to an individual group or nation.

Store of Value: Something used to transfer buying power into the future.

Suburban: Pertaining to the culture, manners, and customs of a residential area outlying a city.

Suburbanization: The movement of people from cities to adjacent areas.

Suffrage: The right to vote.

Supply: (n.) The quantity of a good or service that sellers are willing to sell. (v.) To offer to sell goods and services.

Supremacy clause: Article VI, Section 2 of the Constitution, which states that the Constitution, laws passed by Congress and the treaties of the United States "shall be the supreme law of the land and binding on the states."

Tariff(s): A tax imposed on imported goods.

Technology: Anything humans have created to solve a problem or complete a process; tools that extend capacities for the purpose of survival and comfort; in economics, it is the pool of existing knowledge.

Topographical: Concerned with the study of Earth's surface features or those of other planets, moons, and asteroids.

Totalitarian: A government or state in which one political party or group maintains complete control under a dictatorship.

Trade: The exchange of one resource for another.

Tribal government (or tribe)**:** A political entity with the right to self-government.

Unemployed: People who are involuntarily out of work.

Unemployment rate: The percentage of people in the labor force who are not working, but are seeking work.

Unemployment: The condition of being without a job, but actively pursuing one.

Unification: The act of combining into one.

Unit of account: Something used to measure value.

Urban: Related to a city or densely populated area.

Urbanization: The demographic process in which cities develop and grow.

Wants: Desires that can be satisfied by goods, services, or leisure activities. A need is a high priority want.

World commerce: The buying and selling of goods on a world wide scale.

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This is a *recommended* scope and sequence for school districts as they plan their social studies curriculum.

	Kindergarten Living, Learning, Working Together	1st Grade Our Neighborhood and Community	2nd Grade Neighborhood and Communities Around the World	3rd Grade People Making a Difference	4th Grade Nevada: Past & Present	5th Grade The United States: Creating a New Nation
	Students learn about values, ideas, customs, and traditions through folk tales, legends, music, and oral histories. These stories of ordinary and extraordinary people will help describe the range and continuity of the human experience. Emphasis is placed on helping students become aware of the purpose of rules and laws, that choices can be related to the scarcity of resources, and helping students describe their location at school and at home.	Students continue to generalize and develop concepts and skills as they learn about their neighborhood and community. Students learn about their roles as members of a family and community and begin to recognize symbols, icons, and songs that reflect a common heritage. Students build their awareness of government and the role it plays in their daily lives. They explore the economic concept of choice and its consequences. Students also begin to locate places on maps and learn how maps serve as representations of physical and human features.	Students begin building a global perspective by looking at communities in their immediate area, and around the country and world. Students study a variety of neighborhoods and the various roles of individuals and families to determine what makes the United States unique. Additionally, students explore different patriotic traditions around the world. Students are introduced to the economic concepts of consumption and production, the uses of money, and the purpose of financial institutions. Students use geographic skills to determine how different communities are influenced by geographic and environmental factors.	Students study people who have leadership qualities and who contribute to making change in their community and the world. Students learn about the diversity of the world's peoples and cultures and how diversity is reflected. Students discuss how entrepreneurs make a difference and learn the economic concepts of income, savings, and interest. Additionally, students study the relationships between people and geography; and how geography is applied to real life situations.	Students continue to build upon their understanding of families, schools, and communities, with an emphasis on Nevada. Students learn the story of Nevada and discuss the motivations for coming to and settling here. Additionally, students study the crucial relationship between the pioneers and the indigenous peoples of the area. Students investigate the past and present political traditions of state and local governments. Students identify entrepreneurial activities of Nevadans and discuss their impact on the growth of the state. Students study the geographic relationship between humans and the physical environment in Nevada.	Students study the development of the nation through Westward Expansion. The focus of study begins with the native inhabitants of the Americas, through the building and expansion of our nation. Students examine the impact of Constitutional issues on American society by studying the ideas, documents, and events that were critical to the building of our nation and the foundations of American democracy. Students explain how different regions of the United States offer specific resources and income opportunities for people. Students study the diversity of the geographic regions of the United States using a variety of geographic tools and resources.

6th Grade - 8th Grade Interdependence & Perspectives: Nevada, U.S. and the World	9th Grade - 12th Grade Continuity & Change
At this level of the social studies curriculum, the students investigate social studies from three perspectives: Nevada, the United States, and the World. Students learn about the foundations, structures, and processes of political systems and institutions. They understand why people are economically interdependent and continue to develop the skills and perspective necessary to study the relationships between the human and physical world using geographic technologies. <u>Nevada</u> Students will explore the growth of Nevada from statehood to present day. Students will examine the processes of government, regions of the state, and analyze the influence of the availability of natural and human resources on the development of Nevada. <u>United States</u> After short review of colonial America, the curriculum emphasis is on the events leading up to the American Revolution through World War II. Through a thematic approach, students identify the relationships among historical eras in the building of a new nation. They explore and evaluate the challenges facing the new nation and make connections between the rise of industrialization and contemporary social and economic conditions. <u>World History</u> Students investigate the development of ancient civilizations and regions through the Age of Exploration. They compare and contrast the major religions of the world, characteristics necessary for the development of sustainable civilizations, the role governments and ideologies play in societies, and the development of regional cultures. <u>Geography</u> Students continue to investigate the world using knowledge and skills learned in previous grades. The students have learned about their home, neighborhood, community, county, and state. Now they will take this knowledge to a larger scale to explore the state, nation, countries, and continents of the world. The students will spend time learning more about cultures, history, regions, and the geographic features of the world.	At this advanced level of social studies, students learn about significant themes that represent continuity and change. <u>U.S. History</u> Following a brief review of the Civil War and significant historical events leading up to the era of Reconstruction, students study the major turning points in U.S. History with an emphasis on the Modern World (1900 to the present day). Students evaluate and analyze how new events continue to shape our nation and society today. <u>World History</u> Students look at societal development from the Renaissance to the present with an emphasis on emerging ideologies, expansion of empires, growth of nations, and an increase of global interdependence. In addition, they examine different cultural perspectives and evaluate how events around the world affect people and regions. Students develop an understanding of current world issues and relate them to their historical, geographical, political, economical, and cultural contexts. <u>World Geography</u> Students study people, places and environments from a physical and cultural perspective. Students gain an appreciation and understanding of the interdependent world in which they live. They analyze and evaluate the connection between their local and global communities. At this level, there is an emphasis on the practical and responsible application of geography to life situations. <u>Government (Civics)</u> Students engage in a course of study focused on political foundations, structures, processes, and institutions. Students learn, as informed and involved citizens, to apply the knowledge and concepts to real world issues. Students also evaluate the impact of government policies on our society. <u>Economics</u> Students develop skills that enable them to function as informed and economically literate citizens in our society and around the world. Students explain how the federal reserve and Congress influence monetary and fiscal policy. Additionally, they explore the implications of global commerce.

All bolded vocabulary words found throughout the standards document have been alphabetized in this glossary.

Abolition: A movement calling for the prohibition of slavery.

Absolute location: A unique or exact position on the Earth's surface as expressed by a grid reference such as latitude and longitude.

Agrarian society: A society based on agriculture as its prime means for support and sustenance.

Alliances: Any relevant political or economic arrangement between countries with mutual benefit. For example: Triple Entente — consisting of Great Britain, France and Russia; Triple Alliance — Germany, Austria-Hungary, and Ottoman Empire (Turkey, Bulgaria); NATO, Warsaw Pact, NAFTA.

Allocation: A particular distribution, e.g., a resource allocation is a particular distribution of resources during a particular point in time.

Antebellum America: A period of U.S. history prior to the United States Civil War, 1830-1861.

Anti-federalists: A term referring to those who opposed the ratification of the U.S. Constitution.

Artifact: Any object made, modified, or used by people.

Bank(s): A for-profit financial institution that accepts checking and savings deposits, and grants loans.

Barter: Direct trading of goods and services between people without using money.

Benefit: Something that promotes or enhances well-being; an advantage.

Black Codes: A continuation of slave codes following the Civil War to deny African-Americans their civil rights.

Borrower(s): A person who receives funds in the form of a loan with the obligation of repaying the loan in full with interest, if applicable.

Borrowing: Contracting to receive money that must be paid back with interest.

Capitalism: An economic system characterized by the private ownership of property, and pursuit of profit.

Cardinal directions: The four main points of the compass: north, south, east, west.

Checks and balances: The ways in which each branch of government limits the powers of the other branches of government.

Choice(s): A selection from a set of alternatives.

Choropleth map: A thematic map in which areas are shaded or patterned in proportion to the measurement of the statistical variable being displayed on the map, such as population density or per-capita income.

Circular flow of economic activity: A descriptive model that shows the flows of money and resources between sectors and through markets.

Citizen(s): One who owes allegiance to a nation and is entitled to its protection.

Civil court: A court that handles cases relating to disputes between two or more individuals or organizations.

Civilization(s): An advanced state of intellectual, cultural, and material development in human society, marked by progress in the arts and sciences, the extensive use of record-keeping, including writing, and the appearance of complex political and social institutions.

Civil rights: Equal treatment of all people with respect to protection of the law and to the enjoyment of life, liberty, and property.

Class: People having the same social or economic status.

Cold War: A period of conflict, tension, and competition between the United States and the Soviet Union and their respective allies, from the mid 1940's until the early 1990's.

Colonial rule: The extension of a nation's sovereignty over territory beyond its borders by the establishment of either settler colonies or administrative dependencies in which indigenous populations are directly ruled or displaced.

Command economy: An economic system in which goods and services are allocated by a central authority.

Commerce: The buying and selling of goods, especially on a large scale, as between cities or nations.

Commodity (commodities): An object that has use value of its own. Sometimes commodities like gold can be used as money.

Communism: An economic and political system in which property and goods are owned by the government and products are shared by all.

Community (communities): Interaction of people in a common area; places where people live, work, and play.

Compass rose: Map graphic displaying cardinal directions.

Competition: The rivalry among sellers and rivalry among buyers in a market.

Complex maps (special purpose/thematic/complex maps): A map representing a specific spatial distribution, theme, or topic, for example, population density, cattle production, or climates of the world.

Concurrent powers: Any powers that may be exercised by both the federal government and state governments.

Constitution: Body of fundamental law, setting out the basic principles, structures, processes, and functions of a government, and placing limits upon its actions.

Consumer price index (CPI): An index that measures the average level of prices of goods and services typically consumed by an urban American family.

Consumer(s): A person who buys and uses goods and services.

Corporation(s): A business with multiple owners, whose director and officers are individually liable, but all owners (shareholders and stockholders) are not.

Cost(s): Anything lost or sacrificed when a choice is made.

Credit: Money borrowed or the capacity to borrow money.

Credit rating: A number that reflects the quality of a borrower regarding the likelihood of being consistent on paying bills and making loan payments on time.

Criminal court: A court that handles cases relating to the violation of law.

Cultural characteristic: Social groups, language, religion, daily life, arts, government systems, economic systems, and history.

Cultural diffusion: The spreading of a cultural trait (e.g., material object, idea, or behavior pattern) from one society to another.

Cultural identity: The cultural background and behavioral distinctiveness an individual tends to identify with and be associated.

Culture: Learned behavior of people, which includes their belief systems and languages, their social relationships and customs, their institutions and organizations, and their material.

Deflation: A decrease in the general level of prices.

Delegated powers: Those powers the Constitution grants to the national government.

Demand: The quantity of a good or service that buyers are willing to buy. (v.) To offer to buy goods and services.

Democracy: A form of government in which political control is exercised by the people either directly or through their elected representatives.

Democratic capitalism: A social system in which many resources are allocated through free markets and government decisions are made through democratic processes.

Demographic(s): Pertaining to the study of population statistics, changes, and trends based on various measures such as birth rate (adding to a population), death rate (subtracting from a population), migration (redistribution), literacy rate, per capita income, and gross domestic product.

Desert Archaic people: Prehistoric Nevada inhabitants, such as the Lovelock Cave people.

Developed countries: An area of the world that is technologically advanced, highly urbanized, and has generally evolved through both economic and demographic transitions.

Developing countries: A country that is changing from uneven growth to more constant economic conditions and that is generally characterized by low rates of urbanization, relatively high rates of infant mortality and illiteracy, and relatively low rates of life expectancy and energy use.

Dictatorship: A system of government in which a single leader has complete authority to rule.

Discount rate: The interest rate that banks must pay when they borrow from the Federal Reserve.

Distribution: The arrangement of items over a specified area; in economics, the allocation of goods and services.

Due process: Guarantee or fair and equal treatment under the law.

Economic institutions: The formal and informal structures which guide or characterize economic activity in a society

Employment: The condition of working for pay.

Enlightenment: A 17th and 18th century movement emphasizing the significance of reason and scientific inquiry.

Entrepreneur: An individual who organizes a production process so as to creatively combine resources to produce a good or service.

Enumerated: Those powers specifically expressed in the U.S. Constitution.

Equator: An imaginary line at zero degrees latitude.

Ethnic/ethnicity: Of or relating to a sizable group of people sharing a common and distinctive racial, national, religious, linguistic, or cultural heritage.

Exchange rate(s): The price of one country's currency in terms of another country's currency.

Export(s): A good or service produced domestically and sold abroad.

Externality (externalities): A positive effect (benefit) or a negative effect (cost) generated by an activity that affects people who do not participate in the activity. Such as: benefits from immunization programs, accruing to those not immunized, or health care costs from industrial pollution, borne by the general public who did not pollute.

Federalism: A form of political organization in which governmental power is divided between a central government and territorial subdivisions (e.g. states).

Feudalism: An economic, political, and social system in medieval Europe in which land was held by vassals in exchange for military and other services given to overlords.

Feudal relationship: Agreed-upon mutual obligations between lord and vassal.

Financial institution: Organization whose core business is coordinating the activities of borrowers and lenders.

Fine arts: Art, photography, dance, sculpture, architecture, and music.

Fiscal policy: Federal government actions related to government spending and/or taxation.

Foreign policy: The actions and positions that a nation takes in every aspect of its relationships in world affairs.

Fragmentation: Breaking away from the whole.

Free market: A market in which government neither regulates the price nor the quantity bought and sold.

Free trade: Trade that is not limited by government regulation.

Genocidal: Acts committed with the intent to destroy in whole or in part, a national, ethnic, racial, or religious group.

Globalization: The development of an increasingly integrated global economy marked especially by free trade, free flow of capital, and the tapping of cheaper foreign labor markets; characterized by the formation of Pan-Asian, Pan-Arab, Pan-American, and European Union economic partnerships.

Good(s): An object that can satisfy wants, e.g., food, clothing, buildings, tools, and machines.

Great Basin: A large, arid region of the western United States and/or the contiguous watershed, roughly between the Rocky Mountains and the Sierra Nevada, which has no natural outlet to the sea.

Grid: A pattern of lines on a chart or map, such as those representing latitude and longitude.

Gross domestic product (GDP): A monetary measure of the production of goods and services within a country.

Human capital: The stock of knowledge and skills embodied in an individual as a result of education, training, and experience, that makes them more productive.

Human – environment interaction: How people have adapted to and changed the environment.

Human feature: Features and patterns on Earth's surface created by humans including dwellings, crops, roads, machines, places of worship and other cultural elements synonymous with human characteristics and cultural landscapes.

Human resources: The health, strength, talents, education and skills that humans can use to produce goods and services: also called human capital.

Hunter-gatherer: The term used to describe a person from a culture in which the members hunt and/or gather their food.

Immigration: Entering a country of which one is not a native usually for permanent residence; "New Immigrant" refers to immigration from Asia, Latin America, and Eastern Europe after 1980.

Impeach: To formally accuse a federal official of a wrongdoing.

Imperialism: A policy in which stronger nations attempt to create empires by dominating weaker nations economically, politically, or militarily; also called expansionism.

Implied powers: Those powers of the government inferred from the expressed powers: those 'necessary and proper' to carry out the expressed powers.

Import(s): A good or service produced abroad and sold domestically.

Incentive(s): A reward that encourages or a penalty that discourages.
Income: Money or its equivalent received in exchange for labor, for services, from the sale of goods or property, or as earnings on savings.

Industrial Revolution: A period of major economic change characterized by changing technology, machine production, and the concentration of workers in urban areas.

Industrialization: The establishment of an economic and social system characterized by large industries, machine production, and the concentration of workers in urban areas.

Inflation: An increase in the general level of prices.

Institutions: Systems or methods of organizing activities.

Interdependence: The need for individuals and firms to rely on each other as a result of specialization.

Interest: A cost of borrowing money or a benefit of saving money.

Interest groups: Organized bodies of individuals who share goals and try to influence public policy to meet those goals.

Interest rate(s): The price (stated as a percentage) paid when money is borrowed, or the price (stated as a percentage) received when money is saved.

Intermediate directions: The points of the compass that fall between north and east, north and west, south and east, and south and west (such as NE, NW, SE, SW).

International dateline: An imaginary line through the Pacific Ocean, corresponding with 180 degrees longitude, to the east of which, by international agreement, the calendar date is one day earlier than to the west.

Invention: A new process, technique, or product.

Investment(s): In everyday language, money that is invested with an expectation of profit; but in economics, it is money spent on tools or training that results in an increase in labor productivity.

Jim Crow Laws: Laws that legalized segregation of and discrimination against African Americans after the United States Civil War. The expression “Jim Crow” refers to an early minstrel song.

Judicial Review: Established by *Marbury v. Madison;* the power of the Supreme Court to determine the constitutionality of laws and executive actions.

Juvenile court: A court that handles cases specifically relating to minors.

Labor force: The number of people who are either working or those actively seeking work.

Labor union: A group of workers who join together to affect wage rates and working conditions.

Landmark(s): The position of a prominent or well-known object in a particular landscape.

Land use(s): The range of uses of the Earth's surface made by humans. Uses are classified as urban, rural, agricultural, forests, etc., with more specific sub-classifications useful for specific purposes (for example, low-density residential, light industrial, nursery crops).

Latitude: Location north and south of the equator measured by imaginary lines (parallels) numbered in degrees north or south.

Law of Demand: The tendency for people to be willing to buy less when the price is higher.

Law of Supply: The tendency for people to be willing to sell more when the price is higher.

Leisure activities: An unpaid action that gives an individual satisfaction.

Limited Power: Restricting the power of one level of government by establishing powers at another level.

Local government: A county and/or municipal government that may include special districts.

Location: A specific place on the Earth's surface.

Longitude: Location east or west of the prime meridian measured by imaginary lines (meridians) numbered in degrees east or west.

M1: Coins, currency, and checking account deposits.

M2: M1 plus short-term savings account deposits and other various short-term deposits.

Manifest Destiny: The belief that the United States was destined to expand from the Atlantic seaboard to the Pacific Ocean; it has also been used to advocate for or justify other territorial acquisitions.

Map elements: Title, compass rose, scale, key and symbols.

Map projection: A mathematical formula by which the lines of a global grid and the shapes of land and water bodies are transferred from a globe to a flat surface, for example, Mercator, Robinson, conic, and polar.

Marginal benefit: The additional benefit obtained from choosing a little more or a little less.

Marginal cost: The additional cost incurred by choosing a little more or a little less.

Market(s): A collection of buyers and sellers of a particular good or service.

Market economy: An economic system in which goods and services are allocated by free markets.

Market price: The amount actually paid or about to be paid in a particular transaction.

Medium of exchange: An item used to facilitate exchange.

Mental map: Maps made from memory.

Mercantilism: Economic system of the major trading nations during the 16th – 18th centuries, based on the idea that national wealth and power were best served by increasing exports and collecting precious metals in return.

Migration: The act or process of people moving from one place to another.

Mixed economy: An economic system that includes command and market elements.

Monarchy: Form of government in which one person has the hereditary right to rule as head of state; term is also applied to the state ruled by the monarch.

Monetary trade: A trade in which money is used to pay for a good or service.

Money: Anything widely accepted as a final payment for goods and services including currency, coins, or checks. Credit cards, while accepted for payment, are not a final form of payment. Credit card purchases are short-term loans, not money.

Money supply: Currency, coins, and checking account deposits.

Monopoly: A sole provider of a good or service.

Multinational corporation: A corporation that has its facilities and other assets in at least one country other than its home country.

National identity: Refers to a doctrine or political movement that holds that a nation—usually defined in terms of ethnicity or culture—has the right to constitute an independent or autonomous political community based on a shared history and common destiny.

Nationalism: A belief that one's nation and its interests are of primary importance.

Nation state(s): A state or country that has defined borders and territory. Additionally, it is a political unit consisting of an autonomous state inhabited predominantly by a people sharing a common culture, history, and language.

Nativism: The practice or policy of favoring native-born citizens over immigrants.

Natural hazard(s): An event in the physical environment, such as a hurricane or earthquake, that is destructive to human life and property.

Natural resource(s): A naturally occurring material that can satisfy a want directly or can be used in production.

Natural rights: Belief that individuals are naturally endowed with basic human rights as opposed to rights conferred by law.

New Deal: The policies and measures proposed by President Franklin D. Roosevelt as a means of improving economic and social conditions during the 1930's.

Nonrenewable resource: A natural resource that cannot be re-made, re-grown, or regenerated.

Open market operations: Purchases and sales of financial assets such as government bonds by the Federal Reserve.

Opportunity cost: The value of the best alternative given up when a choice is made.

Parliamentary system: A form of government that gives governmental authority to a legislature that selects the executive from its own members.

Per capita: Per unit of population.

Physical capital: The existing tools, machinery, buildings, and other physical items, accumulated through investment that increases labor's ability to produce.

Physical environment: One's surroundings that can be altered.

Physical feature: Aspect of place or area that derives from the physical environment.

Physical map: A map that shows physical features such as mountains, rivers, and oceans.

Place: A particular geographical area, e.g. a village, a city, a district in a city, a country.

Pluralistic society: A state of society in which members of diverse ethnic, racial, religious, or social groups maintain an autonomous participation in and development of their traditional cultures or special interests within the confines of a common civilization.

Political map: A map that shows such things as national and state boundaries and the names and locations of towns and cities.

Political party: A group of people with broad common interests who organize to win elections, control government, and influence government policies.

Popular sovereignty: A principle of government in which the vote of the citizens is considered the final authority; (also: a term applied during the pre-Civil War era to the proposed popular elections on the issue of slavery in previously unorganized territories).

Pre-agricultural society: A society in which economic activities are associated with hunting or gathering, and which are not associated with the domestication of animals or the production of crops.

Presidential system: A government in which voters elect the president or chief executive for a fixed term of office. Voters also elect members of the legislative branch.

Price: The cost that must be paid for an item.

Price control(s): A governmental action that sets the price or limits changes in the price. A price ceiling is a limit above which no price can go. A price floor is a limit below which no price can go.

Price elasticity: A measure of responsiveness in quantities bought or sold to a change in price. More precisely, the percentage change in quantity bought or sold which results from a 1 percent change in price.

Primary source: A document or other source of information that was created at the time being studied by an authoritative source, usually one with direct personal knowledge of the events being described.

Prime Meridian: The meridian at zero degrees longitude. Used as a reference line from which longitude each and west is measured. It passes through Greenwich, England.

Producer(s): A person who transforms productive resources into goods or services.

Production: The act of creating goods and services by combining economic resources.

Productive resource: A natural resource, human capital, or capital resource.

Profit: Revenues minus costs.

Propaganda: The dissemination of information for the purpose of helping or hurting an institution, cause, or person.

Property rights: With regard to a resource, the right to use, the right to exclude others from use, and the right to transfer these rights.

Public good: A good or service the consumption of which does not prevent its consumption by other individuals.

Public policy: The decisions and actions of government.

Push/Pull factors: Push factors involve a force which drives people away from a place and the pull factor is what draws them to a new location.

Quota: A limit on the quantity of a good that may be imported in a given time period.

Race: An ethnic group, tribe, or other set of individuals descended from a common ancestor.

Radical politics: Extreme views far beyond the norm; markedly new or different view point – e.g., extremist racial view points, extremist political viewpoints, ideas that are not considered the norm at the time.

Ratification: The approval or confirmation of a governmental proposal.

Real GDP: Gross Domestic Product adjusted for the negative impact that inflation has on buying power.

Real interest rate: An interest rate that has been adjusted for the negative effect inflation has on buying power.

Recession: A period of time during which the real GDP of the economy is decreasing. An extreme recession is a depression.

Reconstruction: A period of United States history from 1865-1877 during which Southern states were reorganized politically, ending with the withdrawal of federal troops.

Reformation: A religious movement that began in 1517 when Martin Luther challenged the authority of the Pope and the Catholic Church and resulted in Protestantism.

Region: An area with characteristics or features that give it a measure of homogeneity and make it different from surrounding areas.

Relative location: The location of a point expressed in relationship to the location of other points.

Religious fundamentalism: A set of religious beliefs based on a literal interpretation of the Bible and regarded as fundamental to Christian faith and morals; a 20th century movement among some Protestant sects in the United States.

Renaissance: The revival of art, literature, and learning in Europe in the fourteenth, fifteenth, and sixteenth centuries, beginning in Italy and spreading gradually to other European countries.

Renewable resource: A natural resource that is replenished by natural processes such as oxygen, fresh water, and timber.

Representative government: A form of government in which power is held by the people and exercised indirectly through elected representatives who make decisions.

Republicanism: A representative form of government.

Reserve requirement: The percentage of deposits set by the Federal Reserve that a financial institution must hold in cash.

Reservation system: A policy of the United States government to restrict the habitation of Native Americans to designated land.

Reserved powers: The powers not delegated to the national government by the Constitution, nor prohibited to the states, are reserved to the states, or the people.

Resource(s): In geography, it is an aspect of the physical environment that people value and use to meet a need for fuel, food, and industrial production, or something else of value. In economics, it is anything that can satisfy a want.

Resource allocation: A particular distribution of resource at a given time among competing alternative uses (e.g. how we allocate time on activities such as school. Work, recreation, etc.)

Restricted trade: Trade that is limited by government regulation.

Rule of law: The principle that every member of a society, even a ruler, must follow the law.

Rule of man: The ability of government officials and others to govern by their personal desires.

Rural: Like or having to do with a place away from a city.

Scarce (scarcity): A condition in which human wants exceed available resources.

Self interest: A motivation that is focused on the satisfaction of an individual or group, not necessarily selfishness.

Service(s): An action performed by another that can satisfy wants.

Social contract: Agreement of all the people in a society to give up part of their freedoms to a government in return for protection of their natural rights.

Socialism: An economic system in which the government owns the basic means of production, determines the use of resources, distributes products and wages, and provides social services.

Social responsibility: An ethical or ideological theory that an entity, whether it is a government, corporation, organization or individual, has a responsibility to work for the betterment of society.

Sovereignty: The authority of a political unit to make and enforce laws.

Spatial: Pertaining to space on Earth's surface; refers to distances, directions, areas and other aspects of space.

Spatial decision: Decision made pertaining to distribution, distance, direction, areas and other aspects of space on the Earth's surface.

Spatial distribution: The locations of features or measurements observed in geographic space.

Spatial organization: The arrangement of physical and human objects on the earth's surface.

Spatial patterns: Pattern of space on the Earth's surface.

Spatial perspective: The point of view that emphasizes the essential issue of place – embodied in specific questions such as, "Where is it?" or "Why is it there?" – as a fundamental dimension of human experience.

Specialization: The concentration of effort on only one task or a few tasks.

Standards of living: A level of material comfort as measured by the goods, services, and luxuries available to an individual group or nation.

Store of Value: Something used to transfer buying power into the future.

Suburban: Pertaining to the culture, manners, and customs of a residential area outlying a city.

Suburbanization: The movement of people from cities to adjacent areas.

Suffrage: The right to vote.

Supply: (n.) The quantity of a good or service that sellers are willing to sell. (v.) To offer to sell goods and services.

Supremacy clause: Article VI, Section 2 of the Constitution, which states that the Constitution, laws passed by Congress, and the treaties of the United States "shall be the supreme law of the land and binding on the states."

Tariff(s): A tax imposed on imported goods.

Technology: Anything humans have created to solve a problem or complete a process; tools that extend capacities for the purpose of survival and comfort; in economics, it is the pool of existing knowledge.

Topographical: Concerned with the study of Earth's surface features or those of other planets, moons, and asteroids.

Totalitarian: A government or state in which one political party or group maintains complete control under a dictatorship.

Trade: The exchange of one resource for another.

Tribal government (or tribe)**:** A political entity with the right to self-government.

Unemployed: People who are involuntarily out of work.

Unemployment rate: The percentage of people in the labor force who are not working, but are seeking work.

Unemployment: The condition of being without a job, but actively pursuing one.

Unification: The act of combining into one.

Unit of account: Something used to measure value.

Urban: Related to a city or densely populated area.

Urbanization: The demographic process in which cities develop and grow.

Wants: Desires that can be satisfied by goods, services, or leisure activities. A need is a high priority want.

World commerce: The buying and selling of goods on a world wide scale.

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