

Nevada Academic Content Standards for Social Studies



Revised December 2017

Nevada Department of Education

700 East Fifth Street

Carson City, Nevada 89701

<http://www.doe.nv.gov>

Dr. Steve Canavero

State Superintendent of Public Instruction

Brett Barley

Deputy Superintendent for Student Achievement

Dave Brancamp

Director of the Office of Standards and Instructional Support

Mary Holsclaw

K-12 Social Studies, Content Literacy, and Competency-Based Education

Acknowledgements

Appreciation is extended to the members of the Nevada Social Studies Revision Team for their time, expertise, and dedication to ensuring that all students in Nevada achieve proficiency in social studies.

Revised December 2017



Table of Contents

Introduction	4
Overview of K-12 Standards.....	5
How to Read the Standards	5
Color Coding of the Standards	6
Disciplinary Skills.....	6
Content Themes.....	7
Kindergarten: Building Community – Learning and Working Together.....	8
Grade 1: The Community We Live in and the Work We Do	10
Grade 2: Our National Identity and Culture.....	12
Grade 3: Movement Around Our World.....	14
Grade 4: Nevada: Past and Present	16
Grade 5: U.S. - Creating a New Nation.....	19
Grades 6-8:.....	22
Early World Civilizations (prior to 1500)	22
World Geography and Global Studies.....	25
Early U.S. History and Civic Ideals	28
Grades 6-8: Financial Literacy	32
Grades 9-12:.....	33
World History and Geography	33
U.S. History (1877-Present).....	37
Civics and Economics	41
Grades 9-12 Financial Literacy	45
References	46

Introduction

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

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

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

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

Overview of K-12 Standards

How to Read the Standards

The K-5 draft standards are grade specific whereas the 6-8 and 9-12 standards are organized by content area. The elementary grades include a set of disciplinary skills and content themes. You will see the same content themes throughout the document, the standard following the content theme will be more complex and more content specific as students move through their K-12 experience. The disciplinary skills provide the manner in which to study the content through a rich inquiry of primary and secondary texts and media. Each standard is coded to the relating grade level content theme and number within the larger set of standards.

Every table begins with the grade level or content areas.

Content themes are represented throughout the document.

Content Themes	Grades 6-8: World Geography and Global Studies
Power and Politics (H)	SS.6-8.WGGS.12. Compare and contrast governmental systems and political developments across the world. SS.6-8.WGGS.13. Examine instances of conflict, oppression, human rights violations and genocide across the world as well as responses to these violations.
Identity (H)	SS.6-8.WGGS.14. Describe the factors that shape identity, including institutions, religion, language, social class, geography, culture, and society. SS.6-8.WGGS.15. Interpret current events from a variety of cultural perspectives.
People and Ideas (H)	SS.6-8.WGGS.16. Investigate cultural developments within and across human societies with attention to belief systems, philosophies, ideologies, and the arts. SS.6-8.WGGS.17. Analyze the impact of technological developments on events, peoples, and cultures across the world.
Nevada history (H)	SS.6-8.WGGS.18. Investigate Nevada's role in the world using the five themes of geography: place, location, human environment interaction, movement, and region.
International relations (H)	SS.6-8.WGGS.19. Analyze the use of conflict and/or diplomacy in global interactions.
Social justice consciousness and action (MC)	SS.6-8.WGGS.20. Explore instances of oppression in the modern world as well as individual and group resistance movements for social justice which have developed in response.
Respectful engagement with diverse people (MC)	SS.6-8.WGGS.21. Investigate the ways in which individuals and nations build communities of respect, equity, and diversity across the world today.
Recognize diverse contributions and impact including, without limitation, information relating to contributions made by men and women from various racial and ethnic backgrounds (MC)	SS.6-8.WGGS.22. Discuss the contributions of racially and ethnically diverse leaders to the advancement of communities and nations around the world.
Analyze civic and political institutions (C)	SS.6-8.WGGS.23. Distinguish and apply the powers and responsibilities of global citizens, interest groups, and the media in a variety of governmental and nongovernmental contexts. SS.6-8.WGGS.24. Describe the roles of political, civil, and economic organizations in shaping people's lives.
Apply civic virtues and democratic principles (C)	SS.6-8.WGGS.25. Investigate a current global issue and propose a course of action to solve it.

Example:
SS.6-8.WGGS.20
This states that this is the 20th standard in this content area.

Color Coding of the Standards

The standards are color-coded for quick identification of the content area standard.

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

Disciplinary Skills

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

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

Content Themes

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

History (H)	Multicultural (MC)	Civics (C)	Geography (G)	Economics (E)	Financial Literacy (FL)
Power and politics	Social justice, consciousness, and action	Analyze civic and political institutions	Create geographic representations	Critique exchange and markets	Financial decision-making
Identity	Respectful engagement with diverse people	Apply civic dispositions and democratic principles	Evaluate human environment interaction	Evaluate the national economy	Savings and spending
People and ideas	Recognize diverse contributions and impact including, without limitation, information relating to contributions made by men and women from various racial and ethnic backgrounds.	Interpret processes, rules, and laws	Analyze human population, movement, and patterns	Assess the global economy	Credit and debit
Nevada history			Analyze global interconnections		Insurance, investing, and risk
International relations					College and career readiness

Kindergarten: Building Community – Learning and Working Together

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

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

Content Themes	Kindergarten: Building Community – Learning and Working Together
Identity (H)	SS.K.8. Compare life in the past to life today within the community.
Social justice, consciousness, and action (MC)	SS.K.9. Share and discuss stories that illustrate honesty, courage, friendship, respect, and responsibility. SS.K.10. Explore strategies to resolve conflicts in the classroom.
Respectful environment with diverse people(MC)	SS.K.11. Identify diverse cultural events, holidays, and symbols and where appropriate, identify these celebrations on a calendar.

Content Themes	Kindergarten: Building Community – Learning and Working Together
Recognize diverse contributions and impact including, without limitation, information relating to contributions made by men and women from various racial and ethnic backgrounds. (MC)	SS.K.12. Describe ways in which students and families are alike and different across racially and ethnically diverse cultures.
Apply civic virtues and democratic principles (C)	SS.K.13. Describe an action that exemplifies civic virtues, including but not limited to: deliberative discussion, equality, freedom, liberty, and respect for individual rights.
Interpret processes, rules, and laws (C)	SS.K.14. Compare and contrast rules from different places and cultures. SS.K.15. Describe how people work to improve their communities.
Create geographic representations (G)	SS.K.16. Use simple geographic models to describe spaces at school and home.
Analyze human population, movement, and patterns (G)	SS.K.17. Explain why and how people move from place to place in the community.
Evaluate the national economy (E)	SS.K.18. Give examples of choices that are made because of scarcity.

Grade 1: The Community We Live in and the Work We Do

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

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

Content Themes	Grade 1: The Community We Live In and the Work We Do
Identity (H)	SS.1.9. Compare life in the past to life today for different cultural groups within the community.
Social justice, consciousness, and action (MC)	SS.1.10. Share stories that illustrate honesty, courage, friendship, respect, responsibility and have students explain how the stories show these qualities. SS.1.11. Demonstrate ability to resolve conflicts.
Respectful engagement with diverse people (MC)	SS.1.12. Describe ways in which students and families are alike and different across cultures. SS.1.13. Identify and compare cultural practices and traditions in the community.

Content Themes	Grade 1: The Community We Live In and the Work We Do
Recognize diverse contributions and impact including, without limitation, information relating to contributions made by men and women from various racial and ethnic backgrounds (MC)	SS.1.14. Discuss the importance of culturally, racially, and ethnically diverse people in building a strong and equitable community.
Analyze civic and political institutions (C)	SS.1.15. Give examples of how all people, not just official leaders, play important roles in the community. SS.1.16. Explain the purpose of different government functions, including but not limited to: garbage collection, passing and enforcing laws, road building, schools.
Apply civic virtues and democratic principles (C)	SS.1.17. Describe a situation that exemplifies democratic principles, including but not limited to: deliberative discussion, equality, freedom, liberty, and respect for individual rights.
Interpret processes, rules, and laws (C)	SS.1.18. Compare and contrast the different ways people work to improve the community.
Create a geographic representations (G)	SS.1.19. Use simple geographic models to describe environmental and physical characteristics the community.
Evaluate human environment interaction (G)	SS.1.20. Describe how the environment impacts how we live and the work we do.
Critique exchange and markets (E)	SS.1.21. Describe the roles of financial institutions and other businesses in the community.
Evaluate the national economy (E)	SS.1.22. Compare the goods and services that people in the local community produce and those that are produced in other communities.

Grade 2: Our National Identity and Culture

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

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

Content Themes	Grade 2: Our National Identity and Culture
Identity (H)	SS.2.9. Explore significant events that have shaped national identity.
Power and politics (H)	SS.2.10. Identify major political leaders that have impacted U.S. History.
People and ideas (H)	SS.2.11. Identify how individuals have made a difference the communities in which they live.
Social justice, consciousness, and Action (MC)	SS.2.12. Examine major events in U.S. History to understand how discrimination and oppression of various racial and ethnic groups have contributed towards movements for social justice. SS.2.13. Explain how people from different groups work through conflict when solving problems throughout U.S. History.
Respectful engagement with diverse people (MC)	SS.2.14. Identify and compare cultural practices and traditions in the U.S.

Content Themes	Grade 2: Our National Identity and Culture
Recognize diverse contributions and impact including, without limitation, information relating to contributions made by men and women from various racial and ethnic backgrounds (MC)	SS.2.15. Discuss the contributions and positive impacts of racially and ethnically diverse people in U.S. History.
Analyze civic and political institutions (C)	SS.2.16. Explain how diverse individuals have played important roles in developing the nation’s civic identity, including but not limited to: deliberative discussion, equality, freedom, liberty, and respect for individual rights. SS.2.17. Describe the role and responsibilities of the U.S. president.
Apply civic virtues and democratic principles (C)	SS.2.18. Determine the civic virtues and democratic principles that have influenced the U.S. SS.2.19. Describe the rights and responsibilities of citizenship.
Create geographic representations (G)	SS.2.20. Locate major historical events in national history on a map. SS.2.21. Identify major national landmarks associated with historical events.
Evaluate human environment interaction (G)	SS.2.22. Examine how environmental characteristics shape the development of the nation.
Analyze human population, movements, and patterns (G)	SS.2.23. Describe why people made decisions to move in early U.S. History, including but not limited to: cultural, economic, environmental, political, social, etc.
Evaluate the national economy (E)	SS.2.24. Identify times in the nation’s history when scarce resources led to conflict. SS.2.25. Identify how natural resources were used to produce goods and services in the past and present.

Grade 3: Movement Around Our World

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

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

Content Themes	Grade 3: Movement Around Our World
Power and politics (H)	SS.3.11. Investigate government responses to migration and immigration.
People and ideas (H)	SS.3.12. Compare and contrast conflicting historical perspectives about migration and immigration.
Nevada history (H)	SS.3.13. Analyze the cultural contributions that different migrant groups have made in Nevada’s history.
International relations (H)	SS.3.14. Explore the impact of migration and immigration on global conflicts.
Social justice, consciousness, and action (MC)	SS.3.15. Examine major events in world history to understand how discrimination and oppression of various racial and ethnic groups have contributed towards movements for social justice.
Respectful engagement with diverse people (MC)	SS.3.16. Analyze how migrants and immigrants interact with people in their new community.

Content Themes	Grade 3: Movement Around Our World
Recognize diverse contributions and impact including, without limitation, information relating to contributions made by men and women from various racial and ethnic backgrounds (MC)	SS.3.17. Analyze the contributions and positive impacts of racially and ethnically diverse people throughout the world.
Apply civic virtues and democratic principles (C)	SS.3.18. Identify how democratic principles motivate individuals to migrate from one nation to another.
Interpret processes, rules, and laws (C)	SS.3.19. Identify and discuss examples of rules, laws, and authorities that keep people safe and property secure in societies throughout the world.
Create geographic representations (G)	SS.3.20. Use a map to explain how the unique characteristics of a place affect people's decisions to relocate both nationally and globally.
Evaluate human environmental interaction (G)	SS.3.21. Examine how environmental and cultural characteristics influence people's choices to live in different areas around the world.
Analyze human population, movements, and patterns (G)	SS.3.22. Explain how human settlements and movements relate to a location's physical geography and natural resources.
Global Interconnections (G)	SS.3.23. Describe how various cultures have interacted and influenced each other.
Critique exchange and markets (E)	SS.3.24. Identify how people use natural resources, human resources, and physical capital to produce goods and services to trade around the world.
Assess the global economy (E)	SS.3.25. Explain why people in one country trade goods and services with people in other countries.
Financial decision-making (FL)	SS.3.26. Distinguish between needs and wants.
Savings and spending (FL)	SS.3.27. Describe the difference between saving and spending.
Insurance, investing, and risk (FL)	SS.3.28. Define personal information and what is appropriate to share or keep private.

Grade 4: Nevada: Past and Present

In fourth grade, students learn about significant events in the history of Nevada and the diverse perspectives and experiences of the people who have shaped our state's identity through those events. In addition, students examine the unique geography and economics of Nevada. This content area covers the history of early Native peoples of Nevada through the westward settlers to the modern day.

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

Content Themes	Grade 4: Nevada - Past and Present
Power and politics (H)	SS.4.11. Evaluate why Nevada became a state and its role in national politics.
Identity (H)	SS.4.12. Analyze how Nevada's population and culture have changed over time.
People and ideas (H)	SS.4.13. Analyze the diverse population of Nevada's early inhabitants, natives, and settlers and discuss their unique experiences and contributions.
Nevada history (H)	SS.4.14. Evaluate the development and evolution of Nevada's symbols, mottoes, and slogans.
Social justice, consciousness, and action (MC)	SS.4.15. Analyze how racism and discriminatory practices have led to oppression in Nevada. SS.4.16. Analyze how diverse individuals and groups in Nevada led movements for social justice in response to discriminatory practices.
Respectful engagement with diverse people (MC)	SS.4.17. Analyze the impact that Native people have had on the culture of Nevada. SS.4.18. Identify and analyze the diversity and cultural traditions of Nevada's people, including but not limited to: Native communities, Basque communities.

Content Themes	Grade 4: Nevada - Past and Present
Recognize diverse contributions and impact including, without limitation, information relating to contributions made by men and women from various racial and ethnic backgrounds (MC)	SS.4.19. Identify the contributions of culturally, racially, and ethnically diverse individual Nevadans to the advancement of Nevada.
Apply civic virtues and democratic principles (C)	SS.4.20. Evaluate how core civic virtues and democratic principles have guided or continue to guide local and state government in Nevada.
Interpret processes, rules, and laws (C)	SS.4.21. Identify and discuss examples of rules, laws, and authorities that keep people and property safe and secure in the state of Nevada. SS.4.22. Investigate how interest groups have influenced the political, social, and cultural landscape of Nevada.
Create geographic representations (G)	SS.4.23. Create maps that include human and physical features and demonstrates spatial patterns in Nevada.
Evaluate human environment interaction (G)	SS.4.24. Examine how and why Nevada’s landscape has been impacted by humans. SS.4.25. Analyze how technological changes have impacted the environment and economy of Nevada.
Analyze human population, movement, and patterns (G)	SS.4.26. Describe the difference in population distribution across Nevada.
Critique exchange and markets (E)	SS.4.27. Using the historical and contemporary examples discuss the importance of major industries to Nevada’s economy. SS.4.28. Describe the intended and unintended consequences of decisions made regarding limited and shared resources in Nevada.
Evaluate the national economy (E)	SS.4.29. Investigate the role of Nevada’s economy in relation to the national economy.
Savings and spending (FL)	SS.4.30. Explain the benefits of saving and methods of saving including but not limited to financial institutions, saving at home, etc.
Credit and debt (FL)	SS.4.31. Identify methods of payment for goods and services.
Insurance, investing, and risk (FL)	SS.4.32. Determine the consequences of sharing personal information with others.

Content Themes	Grade 4: Nevada - Past and Present
College and career preparedness (FL)	SS.4.33. Examine jobs related to a career of interest.

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

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

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

Content Themes	Grade 5: U.S.: Creating a New Nation
Power and politics (H)	SS.5.11. Examine the development of political parties in U.S. History.
Identity (H)	SS.5.12. Investigate what it meant to be an American for different groups of people in early U.S. History. SS.5.13. Explore the development of colonial America and compare regional differences among the colonies. SS.5.14. Analyze the way in which Native, European, and African cultures were impacted by conflict and compromise in our nation's early history.
People and ideas (H)	SS.5.15. Analyze how various political, religious, and intellectual ideas have impacted the development of early American society and government.
International relations (H)	SS.5.16. Evaluate the causes and effects of the American Revolution.

Content Themes	Grade 5: U.S.: Creating a New Nation
Social justice, consciousness, and action (MC)	SS.5.17. Analyze how and why racial, ethnic, and other groups were oppressed in early U.S. History.
Respectful engagement with diverse people (MC)	SS.5.18. Evaluate how individuals and groups used ideas in foundational documents to create communities of respect, equity and diversity throughout U.S. History.
Recognize diverse contributions and impact including, without limitation, information relating to contributions made by men and women from various racial and ethnic backgrounds (MC)	SS.5.19. Discuss the contributions of culturally, racially, and ethnically diverse people to the advancement of the nation.
Analyze civic and political institutions (C)	SS.5.20. Analyze how individuals, groups, and institutions have influenced the interpretation of foundational documents has changed over time. SS.5.21. Describe representative government and explore debates in the formation of the U.S. Constitution.
Apply civic virtues and democratic principles (C)	SS.5.22. Analyze core civic virtues and democratic principles and their impact on early U.S. History. SS.5.23. Investigate how individuals exercise rights and responsibilities.
Interpret processes, rules, and laws (C)	SS.5.24. Investigate methods by which individuals can influence rules and laws in classroom, school, government, and/or society. SS.5.25. Analyze how the Bill of Rights shaped American rights. SS.5.26. Explain the structures of constitutional government and the role of checks and balances. SS.5.27. Describe how the nation has changed in the past and continues to change in order to limit and/or protect individual rights.
Create geographic representations (G)	SS.5.28. Analyze various maps to illustrate environmental, political, and cultural characteristics of a region and their impact on historical events in early U.S. History.
Evaluate human environment interaction (G)	SS.5.29. Evaluate how the relationship between the environment and humans impacted early U.S. History.

Content Themes	Grade 5: U.S.: Creating a New Nation
Analyze human population, movements, and patterns (G)	<p>SS.5.30. Analyze rules and laws that encourage or restrict migration and immigration with U.S. regions of the early U.S.</p> <p>SS.5.31. Analyze how the physical geography and natural resources affected exploration and the settlement of people and the development of culture in early U.S. History.</p>
Critique exchange and markets (E)	SS.5.32. Compare and contrast the similarities and differences of the economies in the colonial regions.
Evaluate the national economy (E)	<p>SS.5.33. Investigate the development of the early U.S. economy.</p> <p>SS.5.34. Evaluate the role of slavery in the early U.S. economy.</p>
Assess the global economy (E)	SS.5.35. Explain how trade was an important issue during the colonial period, the American Revolution, and the formation of the U.S.
Financial decision-making (FL)	SS.5.36. Describe the importance of setting financial goals.
Credit and debt (FL)	SS.5.37. Compare interest rates in regards to credit and savings.
Insurance, investing, and risk (FL)	SS.5.38. Identify methods of how to protect one's identity from common threats.
College and career preparedness (FL)	SS.5.39. Explain the standard of living in relationship to quality of life.

Grades 6-8:

Students over this three-year period are expected to cover the following content areas. Districts may decide the length and content of the course (semester or year) and the order in which the content is taught.

Early World Civilizations (prior to 1500)

This content area focuses on geography, history, and culture in global regions, emphasizing disciplinary inquiry. There is an intentional focus on spatial understanding of the world and the location of continents and countries. Students will analyze history through regional, economic, political, intellectual, environmental, and cultural characteristics of early world civilizations.

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

Suggested topics to study include without limitation: Mesopotamia, Egypt, China, Greco-Rome, Indus Valley, Sub-Saharan Africa, Pre-Colombian Latin America, Native cultures of North America, and Oceania. This content traces the rise and fall of early civilizations across the globe prior to the 1500s. The standards are written in order to be applied across each early civilization, whether they are taught chronologically or thematically.

Disciplinary Skills	Disciplinary Skills Standards
Constructing compelling questions	SS.6-8.EWC.1. Construct compelling questions based upon disciplinary concepts. SS.6-8.EWC.2. Evaluate various interpretations in answer to compelling questions within and across disciplines.
Creating supporting questions	SS.6-8.EWC.3. Generate supporting questions that will lead to inquiry and research on compelling issues within the discipline in order to answer compelling questions.
Gathering and supporting sources	SS.6-8.EWC.4. Gather relevant information from multiple texts and evaluate the sourcing, context and corroboration of the texts with close reading and disciplinary skills. SS.6-8.EWC.5. Seek multiple media sources when investigating current issues and evaluate the credibility and reliability of each.
Developing claims and using evidence	SS.6-8.EWC.6. Using varied source material, develop an argument based on substantive claims, with strong evidence, and clear reasoning. SS.6-8.EWC.7. Examine different arguments while pointing out the strengths and limitations of each.
Communicating and critiquing conclusions	SS.6-8.EWC.8. Construct organized explanations for various audiences and purposes using evidence and reasoning. SS.6-8.EWC.9. Participate in rigorous academic discussions, emphasizing multiple viewpoints in which claims and evidence is acknowledged and critiqued.

Disciplinary Skills	Disciplinary Skills Standards
Taking informed action	<p>SS.6-8.EWC.10. Draw on disciplinary concepts to explain the challenges people have faced, are facing, and opportunities they have created in addressing local, regional and global problems at various times and places.</p> <p>SS.6-8.EWC.11. Apply a range of deliberative and democratic procedures to make decisions and take action regarding important contemporary issues.</p>

Content Themes	Grades 6-8: Early World Civilizations (prior to 1500)
Power and politics (H)	<p>SS.6-8.EWC.12. Compare the rise and fall of kingdoms and empires across the ancient world with attention to governmental systems and political developments.</p> <p>SS.6-8.EWC.13. Examine instances of conflict, oppression, human rights violations, and genocide across the ancient world as well as responses to these violations.</p>
Identity (H)	<p>SS.6-8.EWC.14. Describe the factors that shape identity, including institutions, religion, language, social class, geography, culture, and society in ancient civilizations.</p> <p>SS.6-8.EWC.15. Interpret historical events from a variety of historical and cultural perspectives including but not limited to: Romans vs. “barbarians,” conquerors vs. conquered, Mongols vs. Ming Chinese.</p>
People and ideas (H)	<p>SS.6-8.EWC.16. Investigate cultural developments within and across human societies with attention to belief systems, philosophies, ideologies, and the arts.</p> <p>SS.6-8.EWC.17. Analyze the impact of technological developments on events, peoples, and cultures in the ancient world.</p>
International relations (H)	SS.6-8.EWC.18. Analyze the use of conflict and/or diplomacy in ancient world interactions.
Social justice, consciousness, and action (MC)	SS.6-8.EWC.19. Analyze the ways in which dominant cultures have oppressed conquered peoples or minority groups within early civilizations as well as the responses of those groups to this oppression.
Respectful engagement with diverse people (MC)	<p>SS.6-8.EWC.20. Assess the impacts of cultural diffusion when diverse groups interact within and across early civilizations.</p> <p>SS.6-8.EWC.21. Investigate the ways in which civilizations build communities of respect, equity, and diversity throughout early world history.</p>

Content Themes	Grades 6-8: Early World Civilizations (prior to 1500)
Recognize diverse contributions and impact including, without limitation, information relating to contributions made by men and women from various racial and ethnic backgrounds (MC)	SS.6-8.EWC.22. Analyze the intellectual, cultural, religious, and artistic contributions to our modern world of racially and ethnically diverse individuals and cultures of early civilizations.
Analyze civic and political institutions (C)	SS.6-8.EWC.23. Describe the different political, civil, religious, and economic organizations of early civilizations.
Apply civic virtues and democratic principles (C)	SS.6-8.EWC.24. Compare a current global issue to a historical event from an ancient civilization in order to propose a solution based upon past outcomes.
Interpret processes, rules, and laws (C)	SS.6-8.EWC.25. Compare and contrast government structures, processes, and laws within and across early civilizations.
Create geographic representations (G)	SS.6-8.EWC.26. Utilize and construct maps and images to explain and analyze regional, environmental, and cultural characteristics in early civilizations.
Evaluate human environment interaction (G)	SS.6-8.EWC.27. Analyze and explain the cultural, physical, and environmental characteristics of places and regions and how these affected the lives of the people who lived here.
Analyze human population, movements, and patterns (G)	SS.6-8.EWC.28. Explain how changes in transportation, communication, and technology influence the movement of people, goods, and ideas in various early civilizations.
Analyze global interconnections (G)	SS.6-8.EWC.29. Explain how global changes in population distribution patterns affect changes in land use in early civilizations including, but not limited to: rural vs. urban, major waterways, pandemics, slavery.
Critique exchange and markets (E)	SS.6-8.EWC.30 Differentiate economic systems, patterns of trade and how those impact civilizations.
Evaluate the national economy (E)	SS.6-8.EWC.31. Assess the economies of ancient civilizations based on trade, resources, labor, monetary system, and other factors.
Assess the global economy (E)	SS.6-8.EWC.32. Explain how trade has impacted economic growth, labor markets, rights of citizens, the environment, and resources and income distribution in different ancient civilizations.

World Geography and Global Studies

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

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

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

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

Disciplinary Skills	Disciplinary Skills Standards
Power and Politics (H)	SS.6-8.WGGS.12. Compare rise and fall of governmental systems and political developments across the world. SS.6-8.WGGS.13. Examine instances of conflict, oppression, human rights violations, and genocide across the world as well as responses to these violations.
Identity (H)	SS.6-8.WGGS.14. Describe the factors that shape identity, including institutions, religion, language, social class, geography, culture, and society. SS.6-8.WGGS.15. Interpret current events from a variety of cultural perspectives.
People and Ideas (H)	SS.6-8.WGGS.16. Investigate cultural developments within and across human societies with attention to belief systems, philosophies, ideologies, and the arts. SS.6-8.WGGS.17. Analyze the impact of technological developments on events, peoples, and cultures across the world.
Nevada history (H)	SS.6-8.WGGS.18. Investigate Nevada’s role in the world using the five themes of geography: place, location, human environment interaction, movement, and region.
International relations (H)	SS.6-8.WGGS.19. Analyze the use of conflict and/or diplomacy in global interactions.
Social justice consciousness and action (MC)	SS.6-8.WGGS.20. Explore instances of oppression in the modern world as well as individual and group resistance movements for social justice which have developed in response.
Respectful engagement with diverse people (MC)	SS.6-8.WGGS.21 Investigate the ways in which individuals and nations build communities of respect, equity, and diversity across the world today.
Recognize diverse contributions and impact including, without limitation, information relating to contributions made by men and women from various racial and ethnic backgrounds (MC)	SS.6-8.WGGS.22. Discuss the contributions of racially and ethnically diverse leaders to the advancement of communities and nations around the world.
Analyze civic and political institutions (C)	SS.6-8.WGGS.23. Distinguish and apply the powers and responsibilities of global citizens, interest groups, and the media in a variety of governmental and nongovernmental contexts. SS.6-8.WGGS.24. Describe the roles of political, civil, and economic organizations in shaping people’s lives.
Apply civic virtues and democratic principles (C)	SS.6-8.WGGS.25. Investigate a current global issue and propose a course of action to solve it.

Disciplinary Skills	Disciplinary Skills Standards
Interpret processes, rules, and laws (C)	SS.6-8.WGGS.26. Examine the origins, purposes, and impact of laws, treaties, and international agreements.
Create geographic representations (G)	SS.6-8.WGGS.27. Utilize and construct maps, charts, and other geographic representations to explain and analyze regional, environmental, and cultural characteristics in various places around the world.
Analyze human population, movement, and patterns (G)	SS.6-8.WGGS.28. Explain how changes in transportation, communication, and technology influence the movement of people, goods, and ideas. SS.6-8.WGGS.29. Explain how global changes in population distribution patterns affect changes in land use in particular areas.
Analyze global interconnections (G)	SS.6-8.WGGS.30. Explain how the relationship between the environmental characteristics of places and production of goods influences the spatial patterns of world trade.
Evaluate human environment interaction (G)	SS.6-8.WGGS.31. Analyze and explain the cultural, physical, and environmental characteristics of places and regions and how these affected the lives of the people who lived there.
Critique exchange and markets (E)	SS.6-8.WGGS.33. Explain how supply and demand, costs and competition influence market prices, wages, social, and environmental outcomes. SS.6-8.WGGS.34. Explain and evaluate how economic policies impact individuals, businesses, government structures, and international organizations from a local to global scale.
Evaluate the national economy (E)	SS.6-8.WGGS.35. Assess the economies of various nations based on trade, resources, labor, monetary system, and other factors.
Assess the global economy (E)	SS.6-8.WGGS.36. Investigate the impact of global trade policies on nations and their citizens.

Early U.S. History and Civic Ideals

This content area focuses on the history of the United States from Constitution and Nation Building through the modern age. American founding documents, including the Constitution, Declaration of Independence and Bill of Rights are reviewed to provide a foundation of reference throughout the content that focuses on the multicultural history, economics, civics, and geography of the time period.

Students analyze the powers and civic responsibilities of citizens and examine the origins, functions, and structure of the U.S. government. Content includes multiple historical eras, beginning around the American Revolution through the early modern age. School districts may offer this course from two or three semesters (to align with the one or two semester World Geography and Global Studies course). The following scope is suggested for Districts to consider when implementing this course.

If a District provides instruction in two semesters for this course, instruction includes multiple historical eras from the American Revolution through the Industrial Revolution.

If a District provides instruction in three semesters for this course, instruction includes multiple historical eras from the American Revolution through WWII.

In both course options, students will investigate changing perspectives in America's past and make meaningful connections between historical events and eras.

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

Disciplinary Skills	Disciplinary Skills Standards
Constructing compelling questions	SS.6-8.EUSH.1. Construct compelling questions based upon disciplinary concepts. SS.6-8.EUSH.2. Evaluate various interpretations in answer to compelling questions within and across disciplines.
Creating supporting questions	SS.6-8.EUSH.3. Generate supporting documents that will lead to inquiry and research on compelling issues within the discipline.
Gathering and evaluating sources	SS.6-8.EUSH.4. Gather relevant information from multiple texts and evaluate the sourcing, context, and corroboration of the texts with close reading and disciplinary skills. SS.6-8.EUSH.5. Seek multiple media sources when investigating current issues and evaluate the credibility and reliability of each.
Developing claims and using evidence	SS.6-8.EUSH.6. Using varied source materials, develop an argument based on substantive claims, with strong evidence, and clear reasoning. SS.6-8.EUSH.7. Examine different arguments while pointing out the strengths and limitations of each.

Disciplinary Skills	Disciplinary Skills Standards
Communicating and critiquing conclusions	<p>SS.6-8.EUSH.8. Construct organized explanations for various audiences and purposes using evidence and reasoning.</p> <p>SS.6-8.EUSH.9. Participate in rigorous academic discussions, emphasizing multiple viewpoints in which claims and evidence is acknowledged and critiqued.</p>
Taking informed action	<p>SS.6-8.EUSH.10. Draw on disciplinary concepts to explain the challenges people have faced, are facing, and opportunities they have created in addressing local, regional, and global problems at various times and places.</p> <p>SS.6-8.EUSH.11. Apply a range of deliberative and democratic procedures to make decisions and take action regarding important contemporary issues.</p>

Content Themes	Grades 6-8: Early U.S. History and Civic Ideals
Power and Politics (H)	SS.6-8.EUSH.12. Assess the impact of diverse ideologies on politics, society, and culture in early U.S. History.
Identity (H)	<p>SS.6-8.EUSH.13. Investigate the factors that shaped group and national identity in early U.S. History and how that relates to views of American identity today.</p> <p>SS.6-8.EUSH.14. Interpret historical events from a variety of historical and cultural perspectives including but not limited to: Native Americans vs. settlers, Northerners vs. Southerners, native citizens vs. immigrants, etc.</p>
People and ideas (H)	<p>SS.6-8.EUSH.15. Evaluate the causes and effects of regional differences in early U.S. History.</p> <p>SS.6-8.EUSH.16. Analyze the influence of diverse cultural traditions on early American society.</p> <p>SS.6-8.EUSH.17. Analyze the impact of the political, social, cultural, economic, religious, geographic, intellectual, and artistic changes throughout the course of U.S. History.</p>
Nevada history (H)	<p>SS.6-8.EUSH.18. Explain how individuals and events in Nevada’s history both influence and are influenced by the larger national context.</p> <p>SS.6-8.EUSH.19. Analyze the impact of westward expansion on the Native communities of Nevada.</p> <p>SS.6-8.EUSH.20. Investigate migration and immigration patterns to Nevada as part of U.S. History.</p>
International relations (H)	<p>SS.6-8.EUSH.21. Evaluate the use of conflict and diplomacy in international relations from a U.S. perspective.</p> <p>SS.6-8.EUSH.22. Investigate the causes, impacts, and attitudes towards conflict and war from various points of view throughout early U.S. History.</p>
Social justice, consciousness, and action (MC)	<p>SS.6-8.EUSH.23. Analyze the causes, impact, and abolition of slavery in U.S. History.</p> <p>SS.6-8.EUSH.24. Analyze the ways in which dominant cultures have oppressed groups through institutionalized discrimination within U.S. History.</p> <p>SS.6-8.EUSH.25. Evaluate the impact of individuals and reform movements on the struggle for greater civil rights and liberties throughout early U.S. History.</p>

Content Themes	Grades 6-8: Early U.S. History and Civic Ideals
Respectful engagement with diverse people (MC)	SS.6-8.EUSH.26. Assess the impacts of cultural diffusion when diverse groups interact within early U.S. History. SS.6-8.EUSH.27. Investigate the ways in which individuals and groups build communities of respect, equity, and diversity throughout early U.S. History.
Recognize diverse contributions and impact including, without limitation, information relating to contributions made by men and women from various racial and ethnic backgrounds (MC)	SS.6-8.EUSH.28. Discuss the contributions of racially and ethnically diverse leaders to the advancement of our community and nation. SS.6-8.EUSH.29. Analyze the intellectual, cultural, religious, and artistic contributions of diverse individuals in early U.S. History.
Analyze civic and political institutions (C)	SS.6-8.EUSH.30. Examine the role the media has played in shaping public perception and policies throughout early U.S. History. SS.6-8.EUSH.31. Describe the different political, civil, religious, and economic organizations throughout U.S. History.
Apply civic virtues and democratic principles (C)	SS.6-8.EUSH.32. Analyze the expansion of representative government throughout early U.S. History. SS.6-8.EUSH.33. Compare a current national issue to a historical event from early U.S. History in order to propose a solution based upon past outcomes.
Interpret processes, rules, and laws (C)	SS.6-8.EUSH.34. Evaluate the social, political, and economic changes that have impacted the evolution of laws throughout U.S. History.
Create geographic representations (G)	SS.6-8.EUSH.35. Utilize and construct maps and images to explain and analyze regional, environmental, and cultural characteristics in early U.S. History.
Evaluate human environment interaction (G)	SS.6-8.EUSH.36. Explain how the human, physical, and environmental characteristics of early U.S. regions influenced and impacted the creation of new cultures.
Analyze human population, movements, and patterns (G)	SS.6-8.EUSH.37. Explain how changes in transportation, communication, and technology influenced the movement of people, goods, and ideas throughout early U.S. History. SS.6-8.EUSH.38. Explore the causes, motivations, and consequences of migration and immigration, both voluntary and forced, in early U.S. History; including but not limited to: Trail of Tears, western movement, Great Migration, various waves of immigration.
Analyze global interconnections (G)	SS.6-8.EUSH.39. Explain how global circumstances affect changes in immigration, land use, and population distribution in various regions across early U.S. History.

Content Themes	Grades 6-8: Early U.S. History and Civic Ideals
Critique exchange and markets (E)	<p>SS.6-8.EUSH.40. Analyze the role of innovations and entrepreneurship in institutions throughout early U.S History.</p> <p>SS.6-8.EUSH.41. Evaluate how economic policies impact individuals, businesses, and society including, but not limited to: Louisiana Purchase, the slave trade, plantation economy, Reconstruction.</p>
Evaluate the national economy (E)	<p>SS.6-8.EUSH.42. Assess the state of the early U.S. economy based on trade, resources, labor, monetary system, and other factors.</p>
Assess the global economy (E)	<p>SS.6-8.EUSH.43. Investigate the effects of U.S. foreign economic policy both nationally and globally across early U.S. History.</p>

Grades 6-8: Financial Literacy

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

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

Grades 9-12:

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

World History and Geography

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

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

Suggested topics and concepts to study, but not limited to: Middle Ages, Renaissance and Reformation, Global Expansion, empires and kingdoms of the world, Enlightenment and revolutions, Rise of Nations, imperialism, industrialization, Civil Rights of the 19th century, WWI, 20th Century Revolutions, global depression, WWII, decolonization, Cold War, globalization, and modern issues.

Disciplinary Skills	Disciplinary Skills Standards
Constructing compelling questions	SS.9-12.WH.1. When constructing compelling questions, reference points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas.
Creating supporting questions	SS.9-12.WH.2. Generate and answer supporting questions while explaining how they contribute to an inquiry and how new compelling and supporting questions emerge through the inquiry process.
Gathering and evaluating sources	SS.9-12.WH.3. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. SS.9-12.WH.4. Evaluate the credibility of a source by examining how experts value the source. SS.9-12.WH.5. Seek multiple media sources when investigating current issues and evaluate the credibility and reliability of each.
Developing claims and using evidence	SS.9-12.WH.6. Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims. SS.9-12.WH.7. Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

Disciplinary Skills	Disciplinary Skills Standards
Communicating and critiquing conclusions	<p>SS.9-12.WH.8. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p> <p>SS.9-12.WH.9. Present adaptations of arguments and explanations that feature complex ideas and diverse perspectives on issues and topics to reach a range of audiences within and outside the classroom, using print, oral, and/or digital technologies.</p> <p>SS.9-12.WH.10. Participate in rigorous academic discussions emphasizing multiple viewpoints in which claims and evidence is acknowledged, critiqued, and built upon in order to create new understandings of complex historical or current issues.</p>
Taking informed action	<p>SS.9-12.WH.11. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of contemporary issues at the local, regional, and global level.</p> <p>SS.9-12.WH.12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action regarding contemporary issues at the local, regional, and global level.</p>

Content Themes	Grades 9-12: World History and Geography
Power and politics (H)	<p>SS.9-12.WH.13. Analyze major regime changes across the world based on a variety of factors including, but not limited to: goals, tactics, practices, and outcomes.</p> <p>SS.9-12.WH.14. Examine occurrences of and reactions to oppression, human rights violations, and genocide across world history.</p> <p>SS.9-12.WH.15. Analyze the causes and consequences of the radicalization of individuals and groups across world history.</p>
Identity (H)	<p>SS.9-12.WH.16. Describe the factors that shape group, national, or individual identity including but not limited to: institutions, religion, language, social class, geography, culture, and society.</p> <p>SS.9-12.WH.17. Interpret historical events from a variety of historical and cultural perspectives, including but not limited to capitalists vs. laborers, imperialists vs. indigenous groups, positions of power, class, race, ethnicity, gender.</p>
People and ideas (H)	<p>SS.9-12.WH.18. Analyze the influence of social, political, and economic developments on maintaining and transforming roles and social status for various groups.</p> <p>SS.9-12.WH.19. Analyze the impact of artistic, architectural, scientific, and technological developments on events, peoples, and cultures around the world.</p> <p>SS.9-12.WH.20. Investigate the evolutions of belief systems, religions, philosophies, and ideologies across human societies.</p>
International relations (H)	<p>SS.9-12.WH.21. Describe the attitudes toward and effects of major wars and conflicts across the world.</p> <p>SS.9-12.WH.22. Evaluate the use of conflict and/or diplomacy in regional and/or international relations.</p>

Content Themes	Grades 9-12: World History and Geography
Social justice, consciousness, and action (MC)	<p>SS.9-12.WH.23. Analyze the complex relationship between dominant cultures and minority groups throughout world history, including but not limited to causes (race, ethnicity, gender, nationality, class and/or religion etc.), reactions, and long term effects of oppression.</p> <p>SS.9-12.WH.24. Examine the impact of individuals and reform movements in the fight for greater civil rights and liberties across the world.</p>
Respectful engagement with diverse people (MC)	<p>SS.9-12.WH.25. Investigate and apply the successful principles groups and nations throughout world history in order to create communities of respect, equity, and diversity at the school and local level.</p> <p>SS.9-12.WH.26. Explore the positive and negative consequences of cultural interaction and diffusion when diverse groups interface across world history.</p>
Recognize diverse contributions and impact including, without limitation, information relating to contributions made by men and women from various racial and ethnic backgrounds (MC)	<p>SS.9-12.WH.27. Interpret the contributions of racially and ethnically diverse leaders to the advancement of our world.</p> <p>SS.9-12.WH.28. Analyze the intellectual, cultural, religious, and artistic contributions of diverse individuals to our modern world.</p>
Analyze civic and political institutions (C)	<p>SS.9-12.WH.29. Analyze how various political and religious philosophies have impacted government institutions and policies in world history.</p>
Apply civic virtues and democratic principles (C)	<p>SS.9-12.WH.30. Explain the historical background of a current global issue and propose a course of action to solve it.</p>
Interpret processes, rules, and laws (C)	<p>SS.9-12.WH.31. Examine various systems, laws, and policies of governance across world history, including but not limited to: feudalism, mercantilism, absolutism, fascism, communism, and constitutional democracy.</p> <p>SS.9-12.WH.32. Compare the evolution of different political and governmental systems within and across nations throughout world history.</p>
Create geographic representations (G)	<p>SS.9-12.WH.33. Create, interpret, and utilize maps that display and explain the geo-spatial patterns of cultural, economic, political, and environmental characteristics.</p>
Evaluate Human Environment Interaction (G)	<p>SS.9-12.WH.34. Use demographic data to analyze various factors that shape human environment interactions, including but not limited to the impacts of disease, technology, economy, scarcity of resources, and culture.</p>

Content Themes	Grades 9-12: World History and Geography
Analyze human population, movements, and patterns (G)	SS.9-12.WH.36. Analyze how changes in the environment, technology, and culture characteristics of a place or region influence patterns of settlement, trade, and land use.
Analyze global interconnections (G)	SS.9-12.WH.37. Evaluate how economic globalization and the scarcity of resources contribute to conflict and cooperation within and among countries.
Critique exchange and markets (E)	SS.9-12.WH.38. Compare different economic and labor systems within and across societies. SS.9-12.WH.39. Examine the ways in which trade, commerce, and industrialization impacted individuals, groups, and nations.
Evaluate the national economy (E)	SS.9-12.WH.40. Investigate the factors that influenced the evolution of economies and standards of living across world, including but not limited to investments in physical capital, worker education and training, and technology.
Assess the global economy (E)	SS.9-12.WH.41. Explain how globalization has impacted economic growth, labor markets, rights of citizens, the environment, resources, and income distribution in different nations.

U.S. History (1877-Present)

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

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

Suggested topics and concepts to study, include but not limited to: Reconstruction, Nativism/Populism, Imperialism, Gilded Age/ Industrial Revolution, Progressivism, WWI, 1920s, Great Depressions, WWII, Civil Rights Movement, Cold War, rights movements of the 1970s, globalism, terrorism and modern issues.

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

Disciplinary Skills	Disciplinary Skill Standards
Taking informed action	<p>SS.9-12.US.11. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of contemporary issues at the local, regional, and global level.</p> <p>SS.9-12.US.12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action regarding contemporary issues at the local, regional, and global level.</p>

Content Themes	Grades 9-12: U.S. History (1877-Present)
Power and politics (H)	<p>SS.9-12.US.13. Investigate the causes and impacts of diverse ideologies on politics, society, and culture in U.S. History.</p> <p>SS.9-12.US.14. Evaluate the impact of individuals and reform movements on the struggle for greater civil rights and liberties throughout U.S. History.</p>
Identity (H)	<p>SS.9-12.US.15. Evaluate the factors that shaped group and national identity and how the American identity has evolved throughout U.S. History.</p> <p>SS.9-12.US.16. Interpret historical events in U.S. History from a variety of historical and cultural perspectives including but not limited to suffragettes, civil rights activists, nationalists, progressives, political activists, immigrant groups, etc.</p>
People and ideas (H)	<p>SS.9-12.US.17. Investigate the evolution of gender roles and equality within social and economic life in the U.S.</p> <p>SS.9-12.US.18. Examine the causes and effects of socio-economic diversity throughout U.S. History.</p> <p>SS.9-12.US.19. Analyze the impact of religious, intellectual, and artistic changes throughout the course of U.S. History.</p>
Nevada history (H)	<p>SS.9-12.US.20. Explore how individuals and events in Nevada’s history both influence and are influenced by the larger national context.</p> <p>SS.9-12.US.21. Analyze the causes of changing migration and immigration patterns to Nevada from Reconstruction to today.</p> <p>SS.9-12.US.22. Trace the evolution of Nevada’s economy across U.S. History as it relates to national and global issues.</p>
International relations (H)	<p>SS.9-12.US.23. Evaluate the use of conflict and diplomacy in international relations from a U.S. perspective.</p> <p>SS.9-12.US.24. Analyze the causes, impacts, and attitudes towards conflict and war from various points of view throughout U.S. History.</p> <p>SS.9-12.US.25. Analyze the reciprocal nature of international relations as the U.S. and other governments interact and influence one another.</p>

Content Themes	Grades 9-12: U.S. History (1877-Present)
Social justice, consciousness, and action (MC)	<p>SS.9-12.US.26. Examine and explore the ways in which diverse groups have been denied equality and opportunity, both institutionally and informally, at various times throughout U.S. History.</p> <p>SS.9-12.US.27. Analyze how resistance movements have organized and responded to oppression and infringement of civil liberties, and evaluate the impact of the responses.</p>
Respectful engagement with diverse people (MC)	<p>SS.9-12.US.28. Examine how American culture has been influenced and shaped by diverse groups and individuals throughout U.S. History.</p> <p>SS.9-12.US.29. Investigate and apply the successful principles of groups in U.S. History in order to create communities of respect, equity, and diversity at the school and local level.</p>
Recognize diverse contributions and impact including, without limitation, information relating to contributions made by men and women from various racial and ethnic backgrounds (MC)	<p>SS.9-12.US.30. Discuss the contributions of racially and ethnically diverse leaders to the advancement of our community and nation.</p> <p>SS.9-12.US.31. Analyze the intellectual, cultural, religious, and artistic contributions of diverse individuals in America to the modern world.</p>
Analyze civic and political institutions (C)	<p>SS.9-12.US.32. Examine the changing roles, impact, and power of political leaders, parties, and voting blocs over time.</p> <p>SS.9-12.US.33. Compare the evolution of different political, civil, religious, and economic institutions and their influence on individuals, communities, and government policies throughout U.S. History.</p> <p>SS.9-12.US.34. Analyze the effects of media in shaping public perception and policies throughout U.S. History.</p>
Apply civic dispositions and democratic principles (C)	<p>SS.9-12.US.35. Explain how American identity is shaped by founding documents, political participation, democratic institutions, and the interactions among diverse cultures throughout U.S. History.</p> <p>SS.9-12.US.36. Explain the historical background of a current national issue and propose a course of action to solve it.</p>
Interpret processes, rules, and laws (C)	<p>SS.9-12.US.37. Analyze major political policies and landmark Supreme Court cases and their impact on U.S. History.</p> <p>SS.9-12.US.38. Evaluate the social, political, and economic changes that have impacted the interpretation of the Constitution and evolution of law throughout U.S. History.</p>
Create geographic representations (G)	<p>SS.9-12.US.39. Create, interpret, and utilize maps that display and explain the geo-spatial patterns of cultural, economic, political, and environmental characteristics in the U.S.</p>

Content Themes	Grades 9-12: U.S. History (1877-Present)
Evaluate human environment interaction (G)	SS.9-12.US.40. Analyze how the U.S. landscape has changed as people have adapted the environment to meet their needs.
Analyze human population, movement, and patterns (G)	SS.9-12.US.41. Analyze how diffusion of ideas, technologies, and cultural practices have influenced migration and immigration patterns and the distribution of human population throughout U.S. History.
Global interconnections (G)	SS.9-12.US.42. Explain how global circumstances and interaction effect resources, land use, culture, and population distribution in the U.S.
Critique exchange and markets (E)	SS.9-12.US.43. Examine the reciprocal impacts and effects that individuals, communities, businesses, and government decisions have had on the economic policies and decisions of the U.S. over time.
Evaluate the national economy (E)	SS.9-12.US.44. Evaluate multiple factors that have impacted the U.S. economy over time, including but not limited to trade, resources, labor, and monetary system.
Access the global economy (E)	SS.9-12.US.45. Evaluate the U.S. role and responses to globalization and the impact on the U.S. economy, including trade policy, embargoes, exchange rates, and trade agreements.

Civics and Economics

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

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

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

Disciplinary Skills	Disciplinary Skills Standards
Constructing compelling questions	SS.9-12.CE.1. When constructing compelling questions, reference points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas.
Creating supporting questions	SS.9-12.CE.2. Generate and answer supporting questions while explaining how they contribute to an inquiry and how new compelling and supporting questions emerge through the inquiry process.
Gathering and evaluating sources	SS.9-12.CE.3. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. SS.9-12.CE.4. Evaluate the credibility of a source by examining how experts value the source. SS.9-12.CE.5. Seek multiple media sources when investigating current issues and evaluate the credibility and reliability of each.
Developing claims and using evidence	SS.9-12.CE.6. Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims. SS.9-12.CE.7. Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

Disciplinary Skills	Disciplinary Skills Standards
Communicating and critiquing conclusions	<p>SS.9-12.CE.8. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p> <p>SS.9-12.CE.9. Present adaptations of arguments and explanations that feature complex ideas and diverse perspectives on issues and topics to reach a range of audiences within and outside the classroom, using print, oral, and/or digital technologies.</p> <p>SS.9-12.CE.10. Participate in rigorous academic discussions emphasizing multiple viewpoints in which claims and evidence is acknowledged, critiqued, and built upon in order to create new understandings of complex historical or current issues.</p>
Taking informed action	<p>SS.9-12.CE.11. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of contemporary issues at the local, regional, and global level.</p> <p>SS.9-12.CE.12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action regarding contemporary issues at the local, regional, and global level.</p>

Content Themes	Grade 9-12: Civics and Economics
Power and politics (H)	<p>SS.9-12.CE.13. Assess the factors that impact political identity and ideology, including but not limited to age, race, class, gender, religion, and geography.</p> <p>SS.9-12.CE.14. Evaluate the impact of individuals and reform movements on legislation and court decisions in the struggle for greater civil rights and liberties.</p>
Identity (H)	<p>SS.9-12.CE.15. Analyze how American identity has been shaped by government policies, institutions, and founding documents.</p> <p>SS.9-12.CE.16. Analyze the interpretation of the founding documents have evolved throughout U.S. History.</p>
People and ideas (H)	<p>SS.9-12.CE.17. Evaluate policies enacted by the government to meet the needs of various social and economic groups in the U.S.</p>
Nevada history (H)	<p>SS.9-12.CE.18. Analyze and evaluate current issues, major legislation, and policies in Nevada politics.</p> <p>SS.9-12.CE.19. Compare and contrast the U.S. and Nevada constitutions.</p>
International relations (H)	<p>SS.9-12.CE.20. Critique the use of conflict and diplomacy in international relations.</p> <p>SS.9-12.CE.21. Compare and contrast the roles of the President and Congress in international relations.</p>
Social justice consciousness and action (MC)	<p>SS.9-12.CE.22. Analyze how local, state, and national governments institutionalized policies that disenfranchised groups throughout U.S. History.</p> <p>SS.9-12.CE.23. Evaluate the ways in which citizens or associations have used the Constitution to influence or take action to fight for civil liberties and social justice.</p> <p>SS.9-12.CE.24. Analyze ways in which individuals can participate in the process of creating positive changes for their communities by taking informed civic action.</p>

Content Themes	Grade 9-12: Civics and Economics
Respectful engagement with diverse people (MC)	SS.9-12.CE.25. Investigate ways that citizens can utilize civic action to create communities of respect, equity, and diversity at the local, state, and national level.
Recognize diverse contributions and impact including, without limitation, information relating to contributions made by men and women from various racial and ethnic backgrounds (MC)	SS.9-12.CE.26. Discuss the contributions of racially and ethnically diverse leaders that have impacted political policies.
Analyze civic and political institutions (C)	<p>SS.9-12.CE.27. Examine the roles and responsibilities of the three branches of government.</p> <p>SS.9-12.CE.28. Analyze the system of checks and balances and separation of powers historically and in current events.</p> <p>SS.9-12.CE.29. Analyze the legislative processes involved in the creation of laws and regulations at the local, state, and national levels.</p> <p>SS.9-12.CE.30. Examine the various roles of U.S. media in shaping policy and political discourse as well as providing oversight and additional checks on the system.</p> <p>SS.9-12.CE.31. Examine the role of special interest groups, lobbyists, and PACS on the U.S. legislative and electoral process.</p> <p>SS.9-12.CE.32. Evaluate how the U.S. Constitution establishes the powers and responsibilities of local, state, and tribal governments.</p> <p>SS.9-12.CE.33. Analyze the collection and purpose of local, state, and federal taxes.</p>
Apply civic virtues and democratic principles (C)	<p>SS.9-12.CE.34. Analyze how and why the role and responsibilities of citizens in the U.S. political system have changed over time.</p> <p>SS.9-12.CE.35. Critique the historical debate surrounding majority rule vs. minority rights within the U.S.</p>
Interpret processes, rules, and laws (C)	<p>SS.9-12.CE.36. Examine the structure of the U.S. justice system with special attention to due process protections, legal rights, and the judicial process in criminal and civil cases.</p> <p>SS.9-12.CE.37. Analyze the origins of government with attention to various political theories, rule of law, and alternative models from other nations and groups.</p>
Create geographic representations (G)	SS.9-12.CE.38. Create, interpret, and utilize demographic data and geo-spatial representations to better understand gerrymandering, redistricting, and regional political ideology.

Content Themes	Grade 9-12: Civics and Economics
Evaluate human environment interaction (G)	SS.9-12.CE.39. Analyze shifting U.S. government environmental policies and regulations in response to changing human environment interactions.
Analyze human population, movement, and patterns (G)	SS.9-12.CE.40. Analyze the differences in political behavior between diverse population centers.
Global interconnections (G)	SS.9-12.CE.41. Explain how government policies and political ideas have shifted due to patterns of immigration both historically and contemporarily. SS.9-12.CE.42. Compare and contrast how different political systems currently affect the United States and its citizens.
Critique exchange and markets (E)	SS.9-12.CE.43. Analyze the determining factors that influence production and distribution in a market system. SS.9-12.CE.44. Explain how changes in supply and demand cause changes of goods and services, labor, credit, price, and foreign currencies. SS.9-12.CE.45. Evaluate the effectiveness of government policies to improve market outcomes by using cost-benefit analysis. SS.9-12.CE.46. Describe the roles of institutions and rights of individuals regarding property and the rule of law in a market economy. SS.9-12.CE.47. Identify economic indicators and use them to analyze current and future economies.
Evaluate the national economy (E)	SS.9-12.CE.48. Evaluate the effectiveness of government policies on the U.S. economy. SS.9-12.CE.49. Explain the influence of changes in spending, production, and the money supply on various economic conditions utilizing current data. SS.9-12.CE.50. Critique how advancements in technology and investments in capital goods and human capital increase economic growth and standards of living. SS.9-12.CE.51. Analyze how national and global economic issues and systems impact Nevada’s economy.
Assess the global economy (E)	SS.9-12.CE.52. Analyze how governments throughout the world influence international trade of goods and services. SS.9-12.CE.53. Explain how globalization has impacted various aspects of economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.

Grades 9-12 Financial Literacy

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

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

References

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