

Grade 3: Movement Around Our World

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

Disciplinary Skills	Disciplinary Skills Standards
Constructing compelling questions	SS.3.1. Generate compelling questions to explore movement around the world.
Creating supporting questions	SS.3.2. Generate and answer supporting questions that help address 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 differences 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 and 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, 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 to 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.
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 culturally, racially, and ethnically diverse people throughout the world.
Civic dispositions and democratic principles (C)	SS.3.18. Identify how democratic principles motivate individuals to migrate.
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.
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.
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.
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 with and influenced each other.
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.

Content Themes	Grade 3: Movement Around Our World
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 & Present

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

Disciplinary Skills	Disciplinary Skills Standards
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 compelling questions.
Gathering and evaluating sources	SS.4.3. Analyze primary and secondary sources and use them to construct arguments about the past. SS.4.4. Analyze the sourcing and context of sources through corroboration and close reading.
Developing claims and using evidence	SS.4.5. Cite evidence that supports a response to supporting and 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 & 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 of Native people 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.
Diverse contributions made by men and women from various racial and ethnic backgrounds, including, without limitation, information relating to contributions and impact (MC)	SS.4.19. Identify the contributions of culturally, racially, and ethnically diverse individual Nevadans to the advancement of Nevada.
Civic dispositions and democratic principles (C)	SS.4.20. Evaluate how core civic dispositions and democratic principles have guided and/or continue to guide local and state government in Nevada.
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.
Geographic representations (G)	SS.4.23. Create maps that include human and physical features and that demonstrate spatial patterns in Nevada.
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.
Human population, movement, and patterns (G)	SS.4.26. Describe the differences in population distribution across Nevada.

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

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

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

Disciplinary Skills	Disciplinary Skills Standards
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 compelling questions.
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 responses to support compelling questions.
Developing claims and using evidence	SS.5.5. Cite evidence from multiple sources in response to supporting and compelling questions. SS.5.6. Construct 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: The U.S.: Creating a New Nation
Power and politics (H)	SS.5.11. Examine the development of political parties in American history.
Identity (H)	SS.5.12. Investigate what it meant to be an American for different groups of people in early American history. SS.5.13. Explore the development of colonial America and compare 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 influenced the development of early American society and government.
International relations (H)	SS.5.16. Evaluate the causes and effects of the American Revolution.
Social justice, consciousness, and action (MC)	SS.5.17. Analyze how and why racial, ethnic, and other groups were oppressed in early American history.
Respectful engagement with diverse people (MC)	SS.5.18. Evaluate how individuals and groups used ideas from foundational documents to create communities of respect, equity, and diversity throughout American history.
Diverse contributions made by men and women from various racial and ethnic backgrounds, including, without limitation, information relating to contributions and impact (MC)	SS.5.19. Discuss the contributions of culturally, racially, and ethnically diverse people to the advancement of the nation.
Civic and political institutions (C)	SS.5.20. Analyze how individuals, groups, and institutions have influenced the interpretation of foundational documents over time. SS.5.21. Describe representative government and explore debates that formed of the U.S. Constitution.
Civic dispositions and democratic principles (C)	SS.5.22. Analyze core civic dispositions and democratic principles and their influence on early American history. SS.5.23. Investigate how individuals exercise rights and responsibilities.
Processes, rules, and laws (C)	SS.5.24. Investigate methods by which individuals can influence rules and laws in the classroom, school, government, and/or society. SS.5.25. Analyze how the Bill of Rights shaped the rights of Americans. SS.5.26. Explain the structures of constitutional government and the role of checks and balances. SS.5.27. Describe how the nation changed in the past and continues to change in order to limit and/or protect individual rights.

Content Themes	Grade 5: The U.S.: Creating a New Nation
Geographic representations (G)	SS.5.28. Analyze various maps to connect environmental, political, and cultural characteristics of a region and their influence on historical events in early American history.
Human environment interaction (G)	SS.5.29. Evaluate the relationship between humans and the environment in early American history.
Human population, movements, and patterns (G)	SS.5.30. Analyze rules and laws that encouraged or restricted migration and immigration within regions of the early U.S. SS.5.31. Analyze how physical geography and natural resources affected exploration within the settlement of people, and the development of culture in early U.S. history.
Exchange and markets (E)	SS.5.32. Compare and contrast the similarities and differences of the economies of the colonial regions.
National economy (E)	SS.5.33. Investigate the development of the early U.S. economy. SS.5.34. Evaluate the role of slavery in the early U.S. economy.
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 regard 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 the three years between sixth and eighth grade will explore the following content areas. Districts may decide the length and content of the course (semester or year) and the order in which the content is taught.

Early World Civilizations (prior to 1500)

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

Disciplinary Skills	Disciplinary Skills Standards
Constructing compelling questions	SS.6-8.EWC.1. Construct compelling questions based upon disciplinary concepts. SS.6-8.EWC.2. Evaluate various interpretations to answer 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 through 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 are acknowledged and critiqued.
Taking informed action	SS.6-8.EWC.10. Draw on disciplinary concepts to explain challenges people have faced, are facing, and opportunities they created in addressing local, regional and global problems at various times and places. SS.6-8.EWC.11. Apply a range of deliberative and democratic procedures to make decisions and take action regarding important contemporary issues.