

Content Themes	Grades 6-8: Early World Civilizations (prior to 1500)
Power and politics (H)	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. 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.
Identity (H)	SS.6-8.EWC.14. Describe the factors that shape identity - including institutions, religion, language, social class, geography, culture, and society in ancient civilizations. SS.6-8.EWC.15. Interpret events from a variety of historical and cultural perspectives, including but not limited to: Romans vs. “barbarians,” conquerors vs. conquered, Mongols vs. Ming Chinese.
People and ideas (H)	SS.6-8.EWC.16. Investigate cultural developments within and across human societies with attention to belief systems, philosophies, ideologies, and the arts. SS.6-8.EWC.17. Analyze the impact of technological developments on events, peoples, and cultures in the ancient world.
International relations (H)	SS.6-8.EWC.18. Analyze the use of conflict and/or diplomacy within the ancient world.
Social justice, consciousness, and action (MC)	SS.6-8.EWC.19. Analyze the ways in which dominant cultures oppressed conquered peoples or minority groups within early civilizations as well as the responses of those groups to the oppression.
Respectful engagement with diverse people (MC)	SS.6-8.EWC.20. Assess the influence of cultural diffusion when diverse groups interact within and across early civilizations. SS.6-8.EWC.21. Investigate the ways civilizations build communities of respect, equity, and diversity throughout early world 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.6-8.EWC.22. Analyze the intellectual, cultural, religious, and artistic contributions of ancient civilizations to our modern world of racially and ethnically diverse people.
Civic and political institutions (C)	SS.6-8.EWC.23. Describe the different political, civil, religious, and economic organization of early civilizations.
Civic dispositions 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.
Processes, rules, and laws (C)	SS.6-8.EWC.25. Compare and contrast government structures, processes, and laws within and across early civilizations.

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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.
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.
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.
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, and slavery.
Exchange and markets (E)	SS.6-8.EWC.30 Differentiate between economic systems and patterns of trade and how they impact civilizations.
National economy (E)	SS.6-8.EWC.31. Assess the economies of ancient civilizations based on trade, resources, labor, monetary systems, and other factors.
Global economy (E)	SS.6-8.EWC.32. Explain how trade impacted economic growth, labor markets, rights of citizens, the environment, resources, and income distribution in different ancient civilizations.

World Geography & Global Studies

This content area provides a global perspective on contemporary issues, and is designed to create young, educated civic leaders prepared to face 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, and the distribution of landform. This builds a foundational understanding of modern societies, cultures, and inspires curiosity in cultural and environmental diversity to help students participate in the complex world we live in today.

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

Disciplinary Skills	Disciplinary Skills Standards
Constructing compelling questions	SS.6-8.WGGS.1. Construct compelling questions based upon disciplinary concepts. SS.6-8.WGGS.2. Evaluate various interpretations to answer compelling questions within and across disciplines.
Creating supporting questions	SS.6-8.WGGS.3. Generate supporting questions that 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 discipline specific 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 are 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. SS.6-8.WGGS.11. Apply a range of deliberative and democratic procedures to make decisions and take action regarding important contemporary issues.

Content Themes	Grades 6-8: World Geography & Global Studies
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, 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.
Diverse contributions made by men and women from various racial and ethnic backgrounds, including, without limitation, information relating to contributions and impact (MC)	SS.6-8.WGGS.22. Discuss the contributions of racially and ethnically diverse leaders to the advancement of communities and nations around the world.
Civic and political institutions (C)	SS.6-8.WGGS.23. Distinguish and apply the powers and responsibilities of global citizens, interest groups, and the media in a variety of governmental and nongovernmental contexts. SS.6-8.WGGS.24. Describe the roles of political, civil, and economic organizations in shaping people’s lives.

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

Early U.S. History & Civic Ideals

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

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

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

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

Disciplinary Skills	Disciplinary Skills Standards
Constructing compelling questions	<p>SS.6-8.EUSH.1. Construct compelling questions based upon disciplinary concepts.</p> <p>SS.6-8.EUSH.2. Evaluate various interpretations in answer to compelling questions within and across disciplines.</p>
Creating supporting questions	<p>SS.6-8.EUSH.3. Generate supporting documents that will lead to inquiry and research on compelling issues within the discipline.</p>
Gathering and evaluating sources	<p>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.</p> <p>SS.6-8.EUSH.5. Seek multiple media sources when investigating current issues and evaluate the credibility and reliability of each.</p>
Developing claims and using evidence	<p>SS.6-8.EUSH.6. Use varied source materials, develop an argument based on substantive claims, with strong evidence, and clear reasoning.</p> <p>SS.6-8.EUSH.7. Examine different arguments while pointing out the strengths and limitations of each.</p>
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 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 & Civic Ideals
Power and politics (H)	SS.6-8.EUSH.12. Assess the influence of diverse ideologies on politics, society, and culture in early U.S. history.
Identity (H)	SS.6-8.EUSH.13. Investigate the factors that shaped group and national identity in early U.S. history in relation to views of American identity today. SS.6-8.EUSH.14. Interpret historical events from a variety of cultural perspectives, including but not limited to: Native Americans vs. settlers, Northerners vs. Southerners, and native citizens vs. immigrants
People and ideas (H)	SS.6-8.EUSH.15. Evaluate the causes and effects of regional differences in early U.S. history. SS.6-8.EUSH.16. Analyze the influence of diverse cultural traditions on early American society. SS.6-8.EUSH.17. Analyze the influence of political, social, cultural, economic, religious, geographic, intellectual, and artistic changes throughout the course of U.S. history.
Nevada history (H)	SS.6-8.EUSH.18. Explain how individuals and events in Nevada’s history both influence and are influenced by the larger national context. SS.6-8.EUSH.19. Analyze the impact of westward expansion on the Native communities of Nevada. SS.6-8.EUSH.20. Investigate migration and immigration patterns to Nevada as part of U.S. history.
International relations (H)	SS.6-8.EUSH.21. Evaluate the use of conflict and diplomacy in international relations from a U.S. perspective. SS.6-8.EUSH.22. Investigate the causes, effects, and attitudes towards conflict and war from various points of view throughout early U.S. history.
Social justice, consciousness, and action (MC)	SS.6-8.EUSH.23. Analyze the causes, effects, and abolition of slavery in U.S. history. SS.6-8.EUSH.24. Analyze the ways in which dominant cultures have oppressed groups through institutionalized discrimination within U.S. history. 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.
Respectful engagement with diverse people (MC)	SS.6-8.EUSH.26. Assess the influence 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.
Diverse contributions made by men and women from various racial and ethnic backgrounds, including, without limitation, information relating to contributions and impact (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.

Content Themes	Grades 6-8: Early U.S. History & Civic Ideals
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.
Civic dispositions 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.
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.
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.
Human environment interaction (G)	SS.6-8.EUSH.36. Explain how the human, physical, and environmental characteristics of early U.S. regions have influenced and impacted cultures.
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.
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.
Exchange and markets (E)	SS.6-8.EUSH.40. Analyze the role of innovations and entrepreneurship in institutions throughout early U.S. history. SS.6-8.EUSH.41. Evaluate how economic policies impacted individuals, businesses, and society, including but not limited to: Louisiana Purchase, the slave trade, plantation economy, and Reconstruction.
National economy (E)	SS.6-8.EUSH.42. Assess the state of the early U.S. economy based on trade, resources, labor, monetary system, and other factors.
Global economy (E)	SS.6-8.EUSH.43. Investigate the effects of U.S. foreign economic policy both nationally and globally across early U.S. history.

Grades 6-8: Financial Literacy

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

Content Themes	Grades 6-8: Financial Literacy
Financial decision-making (FL)	<p>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, and 529 College Savings Plan.</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, and 529 College Savings Programs.</p>