

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

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

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

Disciplinary Skills	Disciplinary Skills Standards
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. For each source, determine who created it, when they created it, where they created it, and/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 evidence and 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 & 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, and responsibility; have students explain how the stories show these qualities. SS.1.11. Demonstrate the 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.
Diverse contributions made by men and women from various racial and ethnic backgrounds, including, without limitation, information relating to contributions and impact (MC)	SS.1.14. Discuss the importance of culturally, racially, and ethnically diverse people in building a strong and equitable community.
Civic and political institutions (C)	SS.1.15. Describe and 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, and schools.
Civic dispositions 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.
Processes, rules, and laws (C)	SS.1.18. Compare and contrast the different ways people work to improve the community.
Geographic representations (G)	SS.1.19. Use simple geographic models to describe environmental and physical characteristics of the community.
Human environment interaction (G)	SS.1.20. Describe how the environment impacts how we live and the work we do.
Exchange and markets (E)	SS.1.21. Describe the roles of financial institutions and other businesses in the community.
National economy (E)	SS.1.22. Compare the goods and services produced locally with those that are produced in other communities.

Grade 2: Our National Identity & Culture

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

Disciplinary Skills	Disciplinary Skills Standards
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 the author and time period, author's perspective and main idea.
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 evidence and reasoning.
Taking informed action	SS.2.7. With prompting and support, list and discuss group or individual actions to help address local, regional, and/or national problems. SS.2.8. With prompting and support, use deliberative and democratic procedures to take action.

Content Themes	Grade 2: Our National Identity & Culture
Power and politics (H)	SS.2.9. Identify major political leaders who have impacted U.S. history.
Identity (H)	SS.2.10. Explore significant events that have shaped national identity.
People and ideas (H)	SS.2.11. Identify how individuals have made a difference in 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.
Diverse contributions made by men and women from various racial and ethnic backgrounds, including, without limitation, information relating to contributions and impact (MC)	SS.2.15. Discuss the contributions and positive impacts of culturally, racially, and ethnically diverse people in U.S. history.
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.
Civic dispositions and democratic principles (C)	SS.2.18. Determine the civic dispositions and democratic principles that have influenced the U.S. SS.2.19. Describe the rights and responsibilities of citizenship.
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.
Human environment interaction (G)	SS.2.22. Examine how environmental characteristics shape the development of the nation.
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.
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 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 Native Americans and settlers of this state 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.