

A Correlation of

★ ★ ★ **SCOTT FORESMAN** ★ ★ ★
SOCIAL STUDIES

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to the

Nevada
Integrated Social Studies
Standards

Grades K-6



M/SS-4A

Scott Foresman Social Studies

This document demonstrates how and where **Scott Foresman Social Studies** meets the Nevada Integrated Social Studies Standards. Correlation page references are to the Teacher's Edition. Lessons in the Teacher's Edition contain facsimile Student Edition pages.

Scott Foresman is pleased to introduce our new **Scott Foresman Social Studies**, Kindergarten through Grade 6 - the social studies program that helps every child become an active, involved, and informed citizen.

Content

Scott Foresman Social Studies content covers the key social studies strands: Citizenship, Culture, Economics, Geography, Government, History and Science/Technology. **Scott Foresman Social Studies** content is organized for a flexible teaching plan. If time is short, teachers may use the Quick Teaching Plan to cover the core content and skills or to add depth, teachers may use the wealth of information in each unit.

Accessibility

Scott Foresman Social Studies provides systematic instruction to improve comprehension and to reach out to all learners. In every unit, reading skills are developed through built-in lessons. Target comprehension skills are pre-taught and then applied throughout the unit for sustained practice. Graphic organizers provide support for every skill.

Motivation

Scott Foresman Social Studies is filled with compelling visuals, intriguing facts, and exciting real-world learning. Colonial Williamsburg Lessons provide exciting, special features from the nation's largest living museum. Dorling Kindersley Visual Lessons provide bold, large-as life photographs with interesting, easy-to-read expository captions. Music lessons introduce or reinforce important concepts and vocabulary. Discovery Channel School projects provide exclusive, hands-on unit projects that synthesize and enhance learning. A special feature entitled You Are There provides captivating suspense-packed reading that builds excitement and lets students experience the event from a personal perspective. A Web-Based Information Center continually updates information, maps, and biographies.

Accountability

Scott Foresman Social Studies provides built-in skill lessons in every unit and multiple assessment tools to develop thinking citizens. Informal assessment opportunities monitor children's learning and provide If/then guidelines with specific reteaching strategies and effective practice. Formal assessment opportunities assess children's learning and provide practice for key test-taking skills. Test-taking strategy lessons provide test preparation for national and state tests.

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Scott Foresman Social Studies
Here We Go
All Together
People and Places
to the
Nevada Second Grade Social Studies Standards
Grades K–2

History Standard 1.0: Chronology: Students use chronology to organize and understand the sequence and relationship of events.

HISTORY

1.2.2 Identify past, present, and future events.

K Here We Go: 127-129, 255-258, 259-262, 263-266, 272-274

1 All Together: 34-35

2 People and Places: 226-227, 250-253, 256-261, 264-267, 272-275

CIVICS

1.2.1 Identify examples of rules, laws and authorities that keep people safe and property secure.

K Here We Go: 35-38, 39-42

1 All Together: 22-25

2 People and Places: 8-11

1.2.4 Participate in class decision making.

K Here We Go: 37, 153

1 All Together: H5, 71, 105, 144, 239

2 People and Places: H5, 29, 108-109, 143, 171, 279

8.2.1 Name their school and community.

K Here We Go: 89-92

1 All Together: 14-17

2 People and Places: Related content: 36-39

ECONOMICS

1.2.1 Give examples of what is given up when choices are made.

K Here We Go: 40, 138

1 All Together: 104-105

2 People and Places: 104-107, 108-109

1.2.3 Give examples of all or nothing choices (e.g. choose music on or off).

K Here We Go: 40, 138, 139-142

1 All Together: 104-105

2 People and Places: 108-109

3.2.1 Demonstrate an understanding of trade.

K Here We Go: 135-138, 159-162

1 All Together: 126-127

2 People and Places: 134a, 134-137, 138-139

3.2.2 Give examples of prices people have paid when buying goods and services.

K Here We Go: 40, 135-137, 138

1 All Together: 104-105, 238-239

2 People and Places: 104-107, 120-125

3.2.3 Explain why consumers choose to buy more when a price is low and why consumers choose to buy less when a price is high.

K Here We Go: 140-142

1 All Together: 116

2 People and Places: 104-107, 120-125

4.2.1 Identify why people use banks.

K Here We Go: 141

1 All Together: 106

2 People and Places: 126-129

5.2.1 Explain what money is and how it is used.

K Here We Go: 131-134, 135-138

1 All Together: 104-105, 106-107

2 People and Places: 104-105

6.2.2 Explain what a consumer does.

K Here We Go: Related content: 135-138

1 All Together: 108-111

2 People and Places: 68-71, 74-75, 104-107

6.2.6 Give examples of ways people earn money by working.

K Here We Go: 119-122, 123-126, 127-130
1 All Together: 108-109, 116-119, 124-125
2 People and Places: 68-71, 74-75, 104-107

7.2.4 Give examples of inventions.

K Here We Go: 128-129, 275-278
1 All Together: 246-249, 250-251
2 People and Places: 282-283

GEOGRAPHY**1.2.1 Identify the map title and map symbols on a variety of maps.**

K Here We Go: 31-34
1 All Together: 154-155
2 People and Places: H18-H26, 30-33, 36-39

1.2.2 Describe what a map or globe represents.

K Here We Go: 209-212, 213-216, 217-220, 221-224
1 All Together: 150-153, 154-155
2 People and Places: H18-H26

1.2.3 Recognize geographic information from maps, globes, photographs and graphs.

K Here We Go: 209-212, 213-216, 217-220, 221-224
1 All Together: Related content: 155
2 People and Places: 20, 40-41, 60, 124, 184, 214

1.2.4 Choose a title and construct a key from map symbols.

K Here We Go: 74-75
1 All Together: 54-55
2 People and Places: 20-21, 23a

1.2.5 Identify the difference between a map and a globe.

K Here We Go: 209-212, 213-216, 217-220, 221-224
1 All Together: H20-H26
2 People and Places: H18-H26, 36-39

1.2.6 Recognize spatial patterns on a map.

K Here We Go: 74-75, 218-219
1 All Together: 60-61
2 People and Places: 184-185, 214-215

2.2.4 Give examples of how technology is used in the home and classroom.

K Here We Go: 99-243

1 All Together: 124-125, 126-127, 242-243, 246-249, 250-251

2 People and Places: 278-281, 282-283

2.2.6 Identify areas that have different purposes in the home or the classroom.

K Here We Go: 23-24, 32-33, 120-121, 209

1 All Together: 4, 6-7, 14-15

2 People and Places: 8-11

4.2.1 Use a school map to construct a visual model of population distribution.

K Here We Go: 34

1 All Together: 7, 22, 24, 104, 202, 218

2 People and Places: Related content: 20-21

4.2.3 List and classify different ways to move people, goods, and ideas.

K Here We Go: 271-273, 276-277

1 All Together: 90-91, 124-125, 126-127, 252-253

2 People and Places: 134-137

4.2.4 Compare the difference between rural and urban communities.

K Here We Go: 89-91

1 All Together: 156-159, 176a

2 People and Places: 24-27

4.2.6 Use a map or chart to display information about an economic product.

K Here We Go: 72

1 All Together: 77

2 People and Places: 126-129, 130-131, 137

5.2.2 List typical human activities that take place in different physical environments.

K Here We Go: 34, 44-45

1 All Together: 14-15, 52-53

2 People and Places: 62-65, 66-67, 68-71, 76-79

5.2.4 Identify how people shape the physical environment at home and school.

K Here We Go: 44-46

1 All Together: 24-25, 30-31, 52-53

2 People and Places: 82-85, 86-87, 88-89

6.2.4 Plan a geographic change for a classroom or school (e.g., changing the location of furniture or students).

K Here We Go: Related content: 314-315

1 All Together: Related content: 34-35

2 People and Places: Related content: 22-23

History Standard 5.0: 1200 to 1750: Students understand the impact of the interaction of peoples, cultures, and ideas from 1200 to 1750.

HISTORY**5.2.6 Tell why Columbus Day is celebrated.**

K Here We Go: 260-262

1 All Together: 196-199

2 People and Places: 210, 256-257

5.2.8 Tell why Thanksgiving Day is celebrated.

K Here We Go: 264-266

1 All Together: 196-199

2 People and Places: 213, 256-259

CIVICS**5.2.3 Name a traditional U.S. patriotic activity, holiday or symbol, such as the Fourth of July.**

K Here We Go: 251-254, 264-270

1 All Together: 16, 208-211

2 People and Places: 180, 181, 182, 256-261

ECONOMICS**1.2.1 Give examples of what is given up when choices are made.**

K Here We Go: 40, 138

1 All Together: 104-105

2 People and Places: 104-107, 108-109

3.2.1 Demonstrate an understanding of trade.

K Here We Go: 135-138, 159-162

1 All Together: 126-127

2 People and Places: 134a, 134-137, 138-139

7.2.1 Explain how tools and machinery may help a person work faster or better, or make a person's work easier.

K Here We Go: 128-129

1 All Together: 108, 242-243

2 People and Places: 272-275, 278-281, 282-283

7.2.4 Give examples of inventions.

K Here We Go: 128-129, 275-278

1 All Together: 246-249, 250-251

2 People and Places: 282-283

3.2.1 Demonstrate an understanding of trade.

K Here We Go: 135-138, 159-162

1 All Together: 126-127

2 People and Places: 134a, 134-137, 138-139

GEOGRAPHY**1.2.2 Describe what a map or globe represents.**

K Here We Go: 209-212, 213-216, 217-220, 221-224

1 All Together: 150-153, 154-155

2 People and Places: H18-H26

1.2.4 Choose a title and construct a key from map symbols.

K Here We Go: 74-75

1 All Together: 54-55

2 People and Places: 20-21, 23a

1.2.5 Identify the difference between a map and a globe.

K Here We Go: 209-212, 213-216, 217-220, 221-224

1 All Together: H20-H26

2 People and Places: H18-H26, 36-39

1.2.6 Recognize spatial patterns on a map.

K Here We Go: 74-75, 218-219

1 All Together: 60-61

2 People and Places: 184-185, 214-215

2.2.1 Identify basic types of landforms and bodies of water.

K Here We Go: 214-215, 218-219

1 All Together: 74-77, 150-153, 154-155

2 People and Places: 56-59, 60-61

4.2.5 Distinguish between goods and services

K Here We Go: Related content: 86-87, 160-161

1 All Together: 90-91

2 People and Places: 104-107, 112-115, 120-123

GS 2.1 Ask questions about another place.

K Here We Go: 60-61, 70-71, 86-87, 128-129, 202-203, 205-207, 214-215

1 All Together: E8-E9, 150a, 150-153, 154-155, 155a, 156a

2 People and Places: H16, H21, 20, 60, 221, 235, 202, 206, 216, 223, 225, 228, 250, 252, R2, R3

GS 2.2 Gather geographic information from books and pictures.

K Here We Go: 204, 220, 221, 224

1 All Together: Related content: 50-53, 54-55

2 People and Places: 12, 20, 29, 35, 42-43, 52-53, 60, 61, 67a, 72-73, 75a, 86, 87, 91

GS 2.4 Identify and group information from several geographic sources.

K Here We Go: 210-211, 218-219

1 All Together: 54-55, 138-139, 150-152

2 People and Places: 56-59, 62-65

GS 2.5 Display the results of a geographic inquiry.

K Here We Go: 74-75, 209-212, 213-216, 220, 222-223

1 All Together: 149a, 155a

2 People and Places: 94, 95, 96

2.2.2 Identify traditions and customs that families practice.

K Here We Go: 93-95

1 All Together: 62-65, 66-67

2 People and Places: 250-253, 256-259, 264-269

3.2.1 Describe the weather conditions typical to each season in the community and in other places.

K Here We Go: 186-189, 190-191

1 All Together: 148-149

2 People and Places: 210-213

4.2.7 Distinguish between wants and needs and describe how people fulfill them.

K Here We Go: 143-145, 156-157

1 All Together: 100-101

2 People and Places: 106-107

5.2.1 Identify ways people depend on their local environments.

K Here We Go: 85-87, 160-161

1 All Together: 8-9, 14-17, 22-25, 28-31

2 People and Places: 62-65, 66-67, 68-71, 76-79

History Standard 6.0: 1700 to 1865: Students understand the people, events, ideas, and conflicts that led to the creation of new nations and distinctive cultures.

HISTORY

6.2.4 Tell why the Fourth of July is celebrated.

K Here We Go: TR18

1 All Together: 185, 202-205

2 People and Places: 240, 256-259

6.2.13 Tell why Presidents' Day is celebrated.

K Here We Go: 95, 267-270

1 All Together: 215

2 People and Places: 256-259

CIVICS

5.2.3 Name a traditional U.S. patriotic activity, holiday or symbol, such as the Fourth of July.

K Here We Go: 251-254, 264-270

1 All Together: 16, 208-211

2 People and Places: 180, 181, 182, 256-261

ECONOMICS

1.2.1 Give examples of what is given up when choices are made.

K Here We Go: 40, 138

1 All Together: 104-105

2 People and Places: 104-107, 108-109

GEOGRAPHY

GS 2.2 Gather geographic information from books and pictures.

K Here We Go: 204, 220, 221, 224

1 All Together: Related content: 50-53, 54-55

2 People and Places: 12, 20, 29, 35, 42-43, 52-53, 60, 61, 67a, 72-73, 75a, 86, 87, 91

GS 2.3 Make lists and graphs and arrange visual materials to display geographic information.

K Here We Go: 74-75, 209-212, 213-216

1 All Together: Related content: 75, E3, R6, R8

2 People and Places: 56-59, 62a, 80-81 (workbook p. 20), 90a, 94

GS 2.5 Display the results of a geographic inquiry.

K Here We Go: 74-75, 209-212, 213-216, 220, 222-223

1 All Together: 149a, 155a

2 People and Places: 94, 95, 96

2.2.2 Identify traditions and customs that families practice.

K Here We Go: 93-95

1 All Together: 62-65, 66-67

2 People and Places: 250-253, 256-259, 264-269

4.2.9 Identify places where cooperation and conflict take place.

K Here We Go: 20-21, 28-29, 36-37, 40-41

1 All Together: 6-7, 10-11, 12-13

2 People and Places: 8-11

2.2.2 Identify traditions and customs that families practice.

K Here We Go: 93-95

1 All Together: 62-65, 66-67

2 People and Places: 250-253, 256-259, 264-269

4.2.8 List different organizations to which people belong.

K Here We Go: 87, 121

1 All Together: H10-H11, 10, 134

2 People and Places: 12, 28, 88, 110

6.2.2 Discuss the location of major current events.

K Here We Go: What does a map show? 210-211, 214-215

1 All Together: Teachers can use Map and Globe Skills Review H18-H19 to teach this concept.

2 People and Places: Related content: 14-15, 108-109

History Standard 7.0: 1860 to 1920: *Students understand the importance and impact of political, economic, and social ideas.*

HISTORY

7.2.11 Tell why Labor Day is celebrated.

K Here We Go: See Grade 1

1 All Together: 20

2 People and Places: 256-259

7.2.17 Tell why Memorial Day and Veterans Day are celebrated.

K Here We Go: See Grade 1

1 All Together: 213

2 People and Places: 256-259

CIVICS

5.2.3 Name a traditional U.S. patriotic activity, holiday or symbol, such as the Fourth of July.

K Here We Go: 251-254, 264-270

1 All Together: 16, 208-211

2 People and Places: 180, 181, 182, 256-261

ECONOMICS

3.2.2 Give examples of prices people have paid when buying goods and services.

K Here We Go: 40, 135-137, 138

1 All Together: 104-105, 238-239

2 People and Places: 104-107, 108-109

3.2.3 Explain why consumers choose to buy more when a price is low and why consumers choose to buy less when a price is high.

K Here We Go: 140-142

1 All Together: 116

2 People and Places: 104-107, 120-125

4.2.1 Identify why people use banks.

K Here We Go: 141

1 All Together: 106

2 People and Places: 126-129

5.2.1 Explain what money is and how it is used.

K Here We Go: 131-134, 135-138

1 All Together: 104-105, 106-107

2 People and Places: 104-105

6.2.2 Explain what a consumer does.

K Here We Go: Related content: 135-138

1 All Together: 108-111

2 People and Places: 68-71, 74-75, 104-107

6.2.6 Give examples of ways people earn money by working.

K Here We Go: 119-122, 123-126, 127-130

1 All Together: 108-109, 116-119, 124-125

2 People and Places: 68-71, 74-75, 104-107

7.2.1 Explain how tools and machinery may help a person work faster or better, or make a person's work easier.

K Here We Go: 128-129

1 All Together: 108, 242-243

2 People and Places: 272-275, 278-281, 282-283

7.2.4 Give examples of inventions.

K Here We Go: 128-129, 275-278

1 All Together: 246-249, 250-251

2 People and Places: 282-283

1.2.1 Give examples of what is given up when choices are made.

K Here We Go: 40, 138

1 All Together: 104-105

2 People and Places: 104-107, 108-109

6.2.6 Give examples of ways people earn money by working.

K Here We Go: 119-122, 123-126, 127-130

1 All Together: 108-109, 116-119, 124-125

2 People and Places: 68-71, 74-75, 104-107

GEOGRAPHY**4.2.3 List and classify different ways to move people, goods, and ideas.**

K Here We Go: 271-273, 276-277

1 All Together: 90-91, 124-125, 126-127, 252-253

2 People and Places: 134-137

4.2.7 Distinguish between wants and needs and describe how people fulfill them.

K Here We Go: 143-145, 156-157

1 All Together: 100-101

2 People and Places: 106-107

4.2.8 List different organizations to which people belong.

K Here We Go: 87, 121

1 All Together: H10-H11, 10, 134

2 People and Places: 12, 28, 88, 110

2.2.2 Identify traditions and customs that families practice.

K Here We Go: 93-95

1 All Together: 62-65, 66-67

2 People and Places: 250-253, 256-259, 264-269

6.2.2 Discuss the location of major current events.

K Here We Go: What does a map show? 210-211, 214-215

1 All Together: Teachers can use Map and Globe Skills Review H18-H19 to teach this concept

2 People and Places: Related content: 14-15, 108-109

History Standard 9.0: The Twentieth Century, a Changing World: 1945 to 1990:

Students understand the shift of international relationships and power as well as the significant developments in American culture.

HISTORY**9.2.8 Tell why Martin Luther King Jr. Day is celebrated.**

K Here We Go: 267-270, 272, 277

1 All Together: 214

2 People and Places: 183, 256-259

CIVICS**5.2.3 Name a traditional U.S. patriotic activity, holiday or symbol, such as the Fourth of July.**

K Here We Go: 251-254, 264-270

1 All Together: 16, 208-211

2 People and Places: 180, 181, 182, 256-261

ECONOMICS**1.2.1 Give examples of what is given up when choices are made.**

K Here We Go: 40, 138

1 All Together: 104-105

2 People and Places: 104-107, 108-109

1.2.3 Give examples of all or nothing choices (e.g. choose music on or off).

K Here We Go: 40, 138, 139-142

1 All Together: 104-105

2 People and Places: 108-109

GEOGRAPHY**GS 2.1 Ask questions about another place.**

K Here We Go: 60-61, 70-71, 86-87, 128-129, 202-203, 205-207, 214-215

1 All Together: E8-E9, 150a, 150-153, 154-155, 155a, 156a

2 People and Places: H16, H21, 20, 60, 221, 235, 202, 206, 216, 223, 225, 228, 250, 252, R2, R3

GS 2.2 Gather geographic information from books and pictures.

K Here We Go: 204, 220, 221, 224

1 All Together: Related content: 50-53, 54-55

2 People and Places: 12, 20, 29, 35, 42-43, 52-53, 60, 61, 67a, 72-73, 75a, 86, 87, 91

2.2.2 Identify traditions and customs that families practice.

K Here We Go: 93-95

1 All Together: 62-65, 66-67

2 People and Places: 250-253, 256-259, 264-269

4.2.8 List different organizations to which people belong.

K Here We Go: 87, 121

1 All Together: H10-H11, 10, 134

2 People and Places: 12, 28, 88, 110

4.2.9 Identify places where cooperation and conflict take place.

K Here We Go: 20-21, 28-29, 36-37, 40-41

1 All Together: 6-7, 10-11, 12-13

2 People and Places: 8-11

**Scott Foresman Social Studies
Communities
to the
Nevada Third Grade Social Studies Standards

Grade Three**

History Standard 1.0: Chronology: Students use chronology to organize and understand the sequence and relationship of events.

HISTORY

Students know and are able to do everything required in early grades and:

1.3.1 Identify the source of information for a current event.

3 Communities: Related content: 166-167, 228-229

1.3.2 Read a timeline.

3 Communities: 248

CIVICS

Students know and are able to do everything required in early grades and:

1.3.1 Identify examples of rules, laws and authorities that keep people safe and property secure.

3 Communities: 358-359, 376-377, 378-379

2.3.4 Name the current President of the United States.

3 Communities: Related content: 366-375

5.3.6 Identify conflicts in the school and discuss peaceful resolutions.

3 Communities: 184, 270

6.3.1 Name the current governor of Nevada.

3 Communities: 384-387, 390-395, 398-401, 410

8.3.1 Identify their county, state, and country

3 Communities: 18-23

ECONOMICS

Students know and are able to do everything required in early grades and:

2.3.6 Discuss why people seek work.

3 Communities: 290-295, 296

4.3.1 Demonstrate an understanding of key banking terms, including saving, interest, and borrowing.

3 Communities: 294-295

4.3.3 Identify a for-profit organization in the community and a service it provides.

3 Communities: Related content: 310-311

4.3.4 Identify a not-for-profit organization in the community and a service it provides.

3 Communities: Related content: 298-299

4.3.5 Identify reasons for saving money.

3 Communities: 282, 286, 290-295

5.3.5 Demonstrate an understanding that each family has a limited amount of money regardless of how it is accessed (through cash, check, writing, or ATM).

3 Communities: 300-303

6.3.2 Explain what a producer does.

3 Communities: 318-323

6.3.4 Demonstrate an understanding of income and give examples of income.

3 Communities: 290-291, 292-293

6.3.6 Demonstrate an understanding that different jobs require different skills and people receive different levels of income.

3 Communities: 321

7.3.4 List examples of entrepreneurs.

3 Communities: 46-47, 312-313, 326-327

7.3.5 Describe what it means to compete.

3 Communities: 339

9.3.2 Identify the countries of origin of commonly used products.

3 Communities: 340-341

9.3.4 Identify the currencies of other countries.

3 Communities: Related content: 207-296

GEOGRAPHY

Students know and are able to do everything required in early grades and:

3.3.1 Diagram and explain the water cycle.

3 Communities: Related content: 318-323

3.3.2 Recognize various natural hazards.

3 Communities: 136, 148,183

3.3.3 Compare different types of ecosystems.

3 Communities: 142-147, 150-155, 178-181, 182-183

3.3.4 Locate various ecosystems on Earth.

3 Communities: 144-145, 148-149, 182-183

3.3.5 Construct a model of an ecosystem.

3 Communities: Related content: 142-147, 150-155, 178-181, 182-183

4.3.3 Identify transportation and communication networks in daily life.

3 Communities: 186-189, 242-247, 334-339

4.3.4 Describe the characteristics of rural, suburban, and urban communities.

3 Communities: 38-41, 42-45, 48-53

4.3.8 Describe the different purposes of various organizations (e.g. scouts, organized sports, 4-H).

3 Communities: 298, 376-379, 384-387

6.3.1 Use visual clues to determine when and where an event took place in the past.

3 Communities: 138

6.3.2 Identify the location of current events on a map.

3 Communities: 338

6.3.3 Recognize a geographic issue or theme that affects home, school, or community.

3 Communities: 13, 162, 164-165

History Standard 2.0: History Skills: Students will use social studies vocabulary and concepts to engage in inquiry, in research, in analysis, and in decision making.

HISTORY

2.3.1 Ask history related questions.

3 Communities: 29, 204-205, 212-213, 237, 257, 273

CIVICS

4.3.3 Discuss why people form groups.

3 Communities: 10-15, 24-25, 26-29, 84-89, 358-361

ECONOMICS

2.3.6 Discuss why people seek work.

3 Communities: 290-295, 296

3.3.1 Differentiate between barter and monetary trade.

3 Communities: 336-337

3.3.2 Give examples of prices received for selling goods and services.

3 Communities: 307

3.3.3 Explain why producers choose to sell more when a price is high and why producers choose to sell less when a price is low.

3 Communities: 306-311

7.3.1 Explain how skill training and education can enhance the ability to produce goods and services.

3 Communities: 321

9.3.1 Give examples of goods the U.S. imports and exports.

3 Communities: 334-339, 340-341

GEOGRAPHY

2.3.1 Identify differences between physical and human features.

3 Communities: 30, 142-147, 148

2.3.4 Compare how communities use different types of technology.

3 Communities: 38-39, 42-43, 48-50, 54-55, 140-141, 160-165, 172-175, 178-181, 186-189, 242-244, 250-255, 258-263, 266-269

2.3.5 Identify a historic landmark and describe the event that took place there.

3 Communities: 216-217, 230-235

4.3.6 Investigate an economic product by asking and answering geographic questions.

3 Communities: 318-323

5.3.3 List tools, machines, or technologies that have changed the physical environment.

3 Communities: 189, 242-247, 250-255, 258-263, 266-269, 276

5.3.4 Compare different ways in which people alter the physical environment.

3 Communities: 30, 42-47, 142-147, 148, 160-165, 172-175, 178-181, 186-189

5.3.6 Describe ways humans depend on natural resources.

3 Communities: 136, 142-147, 150-155, 160-165, 172-175, 178-181

6.3.4 Recognize a geographic issue or theme that affects home, school, or community.

3 Communities: 163, 165

History Standard 5.0: 1200 to 1750: Students understand the impact of the interaction of peoples, cultures, and ideas from 1200 to 1750.

HISTORY

5.3.6 Identify Native North American life prior to European contact, such as:

- **food**
- **clothing**
- **shelter**

3 Communities: 154-155, 173

CIVICS**4.3.3 Discuss why people form groups.**

3 Communities: 10-15, 24-25, 26-29, 84-89, 358-361

ECONOMICS**1.3.2 Give examples of incentives and determine whether they are positive or negative.**

3 Communities: 302-303, 304-305

3.3.1 Differentiate between barter and monetary trade.

3 Communities: 336-337

5.3.1 Identify forms of money.

3 Communities: 296-297

GEOGRAPHY**GS.3.2 Gather geographic information from maps, globes, and atlases.**

3 Communities: 142-143, 148-149, 174, 190-191, 210-211

GS. 3.3 Construct simple maps and graphs to display geographic information.

3 Communities: 146, 158, 222

GS.3.4 Select and explain information from several geographic sources.

3 Communities: 145, 147, 149, 153

GS.3.5 Create a visual model to illustrate the results of a geographic history.

3 Communities: 159, 182, 189

1.3.4 Construct a simple map, including title, symbols, and directions.

3 Communities: 146

1.3.5 Recognize different types of maps.

3 Communities: H12-H20

1.3.6 Identify and explain spatial patterns on a map.

3 Communities: 32

History Standard 6.0: 1700 to 1865: Students understand the people, events, ideas, and conflicts that led to the creation of new nations and distinctive cultures.

HISTORY

6.3.4 Identify the Declaration of Independence.

3 Communities: 366-371

6.3.5 Identify patriotic symbols, including:

- eagle
- flag
- Liberty Bell

3 Communities: E16, 85

6.3.14 Identify The Star Spangled Banner as the national anthem.

3 Communities: TR18

6.3.17 Describe the life of pioneers.

3 Communities: 122-123, 214-215, 216-217, 224-225, 230-231, 232-233

CIVICS

1.3.1 Identify examples of rules, laws and authorities that keep people safe and property secure.

3 Communities: 358-359, 376-377, 378-379

1.3.4 Explain that democracy involves voting, majority rule, and setting rules.

3 Communities: 376-379

5.3.3 Explain why we have patriotic holidays.

3 Communities: 120-121

5.3.4 Identify and describe individual's rights within the classroom.

3 Communities: Related content: 376-379

2.3.4 Name the current President of the United States.

3 Communities: Related content: 366-375

5.3.1 Recognize the Pledge of Allegiance.

3 Communities: 350-351

5.3.3 Explain why we have patriotic holidays.

3 Communities: 120-121

4.3.3 Discuss why people form groups.

3 Communities: 10-15, 24-25, 26-29, 84-89, 358-361

ECONOMICS**1.3.1 Categorize wants as goods, services, or leisure activities.**

3 Communities: 290-295, 300-303

1.3.3 Identify the benefits and the costs of an all-or-nothing choice (e.g., choose music on or off).

3 Communities: 300-303

2.3.2 Identify and use per capita measures in the classroom (e.g. the number of pencils per student).

3 Communities: Related content: 290-295

2.3.6 Discuss why people seek work.

3 Communities: 290-295, 296

GEOGRAPHY**2.3.2 Compare how language, music, stories, and art express culture.**

3 Communities: 26-29, 60, 87-89, 128

1.3.1 Identify and use the cardinal directions (N, S, E, W) on a compass rose to locate places on a map.

3 Communities: H15, 98-99, 388-389

1.3.2 Compare uses of maps and globes.

3 Communities: H12-H20

1.3.3 Use maps, globes, photographs, and graphs to collect geographic information.

3 Communities: 30-31, 142-143, 148-149, 174, 190-191, 210-211

2.3.2 Compare how language, music, stories, and art express culture.

3 Communities: 26-29, 60, 87-89, 128

2.3.3 Discuss how people view their own communities.

3 Communities: 74-77, 104-109

2.3.6 Compare visual images of the same place over time.

3 Communities: 44-45, 46-47

2.3.7 Identify neighborhoods and communities as places where people live, work, and play.

3 Communities: 10-15, 18-23, 26-29, 38-41, 42-45, 48-53

4.3.1 Construct a graph or chart to compare population distribution in different areas.

3 Communities: Related content: 80-81

4.3.2 Draw a simple map that illustrates how to get from one location to another.

3 Communities: 222

4.3.3 Identify transportation and communication networks in daily life.

3 Communities: 186-189, 242-247, 334-339

4.3.4 Describe the characteristics of rural, suburban, and urban communities.

3 Communities: 38-41, 42-45, 48-53

4.3.5 Locate sources of goods and services found in the community.

3 Communities: 30, 38-41, 48-53, 142-147, 160-165, 318-323

4.3.7 Compare the wants and needs of people in different countries and the means used to fulfill those wants and needs.

3 Communities: 282-286, 290-295, 300-303, 306-311, 318-323, 328-333, 334-339

5.3.2 Identify opportunities that different physical environments provide for human activities.

3 Communities: 10-15, 18-23, 142-147, 150-155, 160-165, 172-175, 178-181, 186-189

5.3.7 List examples of how people use and manage natural resources within the community.

3 Communities: 136, 142-147, 150-155, 160-165, 172-175, 178-181

History Standard 7.0: 1860 to 1920: Students understand the importance and impact of political, economic, and social ideas.

HISTORY

7.3.9 Identify the Statue of Liberty as a patriotic symbol.

3 Communities: 85

CIVICS

5.3.3 Explain why we have patriotic holidays.

3 Communities: 120-121

GEOGRAPHY

GS.3.1 Ask questions about why things are located where they are.

3 Communities: E8-E9, 144-145

2.3.1 Identify differences between physical and human features.

3 Communities: 30, 142-147, 148

2.3.5 Identify a historic landmark and describe the event that took place there.

3 Communities: 216-217, 230-235

Scott Foresman Social Studies
Regions
The United States
to the
Nevada Fifth Grade Social Studies Standards

Grades Four and Five

History Standard 1.0: Chronology: Students use chronology to organize and understand the sequence and relationship of events.

HISTORY

Students know and are able to do everything required in earlier grades and:

1.5.1 Identify current events from multiple sources.

4 Regions: 238-239, 350-351

5 The United States: Related content: 658-667

1.5.2 Record events on a graphic organizer, such as a calendar or time line.

4 Regions: Related content: 134, 135

5 The United States: E19, 116-117

CIVICS

Students know and are able to do everything required in earlier grades and:

1.5.2 Identify the Declaration of Independence and the U.S. Constitution as written documents that are the foundation of the United States government.

4 Regions: E16, 48, 52, 57

5 The United States: 14-17, 298-301, 339, 344-350, 352-355, R26-R52

1.5.4 Describe the operation of representative government, including the rights of political minorities.

4 Regions: 46-52, 56-59

5 The United States: 14-17

2.5.1 Identify the three branches of government (as set forth in the U.S. Constitution).

4 Regions: 46-52

5 The United States: 15, 339, 348-349

2.5.2 Name the two houses of the U.S. Congress.

4 Regions: 50

5 The United States: See Grade 4

2.5.3 Identify the powers of the U.S. Congress, such as power to tax, declare war, impeach the President.

4 Regions: Related Content: 47-48

5 The United States: 269, 339, 349

2.5.4 Identify the duties of the President.

4 Regions: 49

5 The United States: 348-349

2.5.5 Identify the Supreme Court as the highest court in the land.

4 Regions: 51

5 The United States: 348-349, 642-643

2.5.6 Describe the purpose of a judge and jury in a trial as it relates to resolving disputes.

4 Regions: 58

5 The United States: 277

4.5.4 Identify sources of information people use to form an opinion.

4 Regions: 208, 262, 330

5 The United States: H6, 208, 446, 606

6.5.1 Explain why local governments are created within states.

4 Regions: 48-49

5 The United States: Related Content: 354

6.5.3 Name the three branches of state government.

4 Regions: This standard is taught in grade 5.

5 The United States: Related Content: 354

7.5.1 List the characteristics of a nation-state, including:

- **self-rule**
- **territory**
- **population**
- **organized government**

4 Regions: This standard is taught in grade 5.

5 The United States: Related content: 338-340

8.5.1 Identify the countries bordering the United States.

4 Regions: H19, H22, 65, 367

5 The United States: R6-R15

8.5.2 Explain ways in which nations interact.

4 Regions: 120-121, 214-215, 250-251

5 The United States: 608-614, 624-630, 636-641, 650-655, 658-667

ECONOMICS

Students know and are able to do everything required in earlier grades and:

2.5.4 Define inflation and deflation and explain how they affect individuals.

4 Regions: Related content: 66-71

5 The United States: 340

2.5.6 Describe employment and unemployment.

4 Regions: Related content: 291

5 The United States: 619

3.5.1 Explain why trade must be mutually beneficial.

4 Regions: 72-79, 82-83

5 The United States: 20, 102-104, 106-108, 113-115, 206-207

3.5.2 Demonstrate an understanding of supply and demand in a market.

4 Regions: 77

5 The United States: 18-19, 22, 103, 502, 627

3.5.3 Contrast the effects of price changes on the behavior of buyers and sellers.

4 Regions: 77

5 The United States: 18-19, 22, 410, 617

4.5.3 Explain the purposes for establishing for-profit organizations.

4 Regions: Related content: 74-75

5 The United States: 562-567

4.5.4 Explain the purposes for establishing not-for-profit organizations.

4 Regions: Related content: 74-75

5 The United States: Related content: 562-567

5.5.1 Explain why it is easier for people to save and trade using money rather than using other commodities.

4 Regions: 72-75

5 The United States: 78-79

7.5.4 Describe the characteristics of an entrepreneur.

4 Regions: Related content: 66-71

5 The United States: 21, 444, 553, 562-567

9.5.2 Describe how the exchange of goods and services around the world creates interdependence among people in different places (e.g., production of a candy bar requires ingredients from different countries around the world).

4 Regions: 82-83

5 The United States: 20, 102-104, 106-109, 202-207

GEOGRAPHY

Students know and are able to do everything required in earlier grades and:

GS.5.2 Locate and gather information from a variety of sources.

4 Regions: Related content: 30, 42, 49, 75, 106, 248, 303, 315, 413

5 The United States: Related content: H6-H8, 86, 145, 208, 284, 356, 606

GS.5.5 Draw a conclusion by presenting geographic information in the form of oral or written reports accompanied by maps or graphics.

4 Regions: E20

5 The United States: 115, 135, 187

2.5.5 Identify and describe the locations of historical events.

4 Regions: 389, 407, 416

5 The United States: 10, 111, 261, 271, 277, 304, 433, 472, 549, 609, 617, 626

6.5.2 Use current events to ask and answer geographic questions.

4 Regions: 214-215, 302, 336, 342

5 The United States: 658-660

6.5.3 Research a contemporary issue using geographic skills and perspectives.

4 Regions: H17, H18, H19, H20, H21, H22, 170

5 The United States: 658-667

6.5.4 Describe a local geographic issue and the possible effects it will have in the future.

4 Regions: 116-119, 270-274, 314-317, 346-348, 400-406

5 The United States: Related content: 658-667

GS. 5.3 Create and prepare maps, graphs, or charts to display geographic information.

4 Regions: 24, 372

5 The United States: H22, 30, 57, 104, 109, 245

1.5.3 Read and derive geographic information from photographs, maps, globes, and graphs, and from computer resources.

4 Regions: R36-R45

5 The United States: E-8, 12, 24-30, 34-38, 58, 116, 414

1.5.4 Construct maps and charts to display information about human and physical features.

4 Regions: R36-R45

5 The United States: 30, 162,182, 214, 291, 366

4.5.8 Classify cultural, political, and economic organizations.

4 Regions: 104-106, 166-171, 232-237, 300-304

5 The United States: 169, 172, 272, 441, 461, 481-482, 573, 611, 613, 620

6.5.1 Describe how people and places have influenced events in the past.

4 Regions: 138, 277, 326-327, 400-406

5 The United States: 54-57, 76-80, 82-85, 88-91, 94-97, 110-111, 142-143, 268-270, 276, 286, 430-433, 442, 538-541, 578

History Standard 2.0: History Skills: Students will use social studies vocabulary and concepts to engage in inquiry, in research, in analysis, and in decision making.

HISTORY**2.5.1 Ask a historical question and identify resources to be used in research.**

4 Regions: Related content: 262, 330, 376

5 The United States: H4-H9, 46, 86, 208, 284, 356, 606

2.5.2 Organize historical information from a variety of sources.

4 Regions: Related content: 262, 330, 376, 110, 134, 240

5 The United States: H4-H9, 46, 86, 208, 284, 356, 606

CIVICS**1.5.1 Describe the effects on society of the absence of law.**

4 Regions: 46-47

5 The United States: 15, 80, 173

1.5.2 Identify the Declaration of Independence and the U.S. Constitution as written documents that are the foundation of the United States government.

4 Regions: E16, 48, 52, 57

5 The United States: 14-17, 298-301, 339, 344-350, 352-355, R26-R52

1.5.4 Describe the operation of representative government, including the rights of political minorities.

4 Regions: 46-52, 56-59

5 The United States: 14-17

ECONOMICS

5.5.4 Identify forms of money used in the U.S. prior to the 20th century.

4 Regions: 75

5 The United States: 78-79, 205

GEOGRAPHY

GS. 5.2 Locate and gather information from a variety of sources.

4 Regions: Related content: 30, 42, 49, 75, 106, 248, 303, 315, 413

5 The United States: Related content: H6-H8, 86, 145, 208, 284, 356, 606

GS. 5.3 Create and prepare maps, graphs, or charts to display geographic information.

4 Regions: 24, 372

5 The United States: H22, 30, 57, 104, 109, 245

GS. 5.5 Draw a conclusion by presenting geographic information in the form of oral or written reports accompanied by maps or graphics.

4 Regions: E20

5 The United States: 115, 135, 187

1.5.3 Read and derive geographic information from photographs, maps, globes, and graphs, and from computer resources.

4 Regions: R36-R45

5 The United States: E-8, 12, 24-30, 34-38, 58, 116, 414

2.5.5 Identify and describe the locations of historical events.

4 Regions: 389, 407, 416

5 The United States: 10, 111, 261, 271, 277, 304, 433, 472, 549, 609, 617, 626

History Standard 3.0: Prehistory to 400 CE: Students understand the development of human societies, civilizations, and empires through 400 CE.

HISTORY

3.5.1 Define hunter-gatherer.

4 Regions: This standard is taught in grade 6.

5 The United States: 54-57, 76-80

3.5.5 Locate Nevada's earliest Native American inhabitants, known as the Desert Archaic people.

4 Regions: This standard is taught in grade 5.

5 The United States: Related content: 88-93

ECONOMICS

1.5.1 Describe how scarcity requires a person to make a choice and identify a cost associated with the decision.

4 Regions: 78

5 The United States: 18-19, 22, 114, 179, 627

6.5.3 Recognize three types of productive resources: natural (e.g., minerals), humans (e.g., educated workers), and capital (e.g., machinery).

4 Regions: 76

5 The United States: 34-35, 539, 565

GEOGRAPHY

2.5.1 Describe physical and human features and cultural characteristics of places and regions.

4 Regions: 359-363, 367, 368-373, 378-383, 384-388

5 The United States: 24-30, 76-80, 82-85, 88-91, 94-97

2.5.2 Identify examples in a community or region that reflect cultural identity.

4 Regions: 394-397, 398-399

5 The United States: E10-E11, 24-30, 63, 69, 71, 76-80, 82-85, 88-91, 94-97, 107, 166, 218, 289, 313

1.5.1 Use maps and map features, including directional orientation, map symbols, and grid system, to identify and locate major geographic features in Nevada, the U.S., and the world.

4 Regions: H17, 98, 222

5 The United States: H16-H17, 32-33, 207

1.5.2 Identify the characteristics and purposes of maps and globes.

4 Regions: Related content: R36-R45

5 The United States: 32, 140, 244, 378, 512, 542, 656

1.5.3 Read and derive geographic information from photographs, maps, globes, and graphs, and from computer resources.

4 Regions: R36-R45

5 The United States: E-8, 12, 24-30, 34-38, 58, 116, 414

1.5.4 Construct maps and charts to display information about human and physical features.

4 Regions: R36-R45

5 The United States: 30, 162, 182, 214, 291, 366

1.5.5 Identify the purpose and summarize the content of maps of similar areas.

4 Regions: Related content: R36-R45

5 The United States: H12-H17, H20-H22, R2-R14

1.5.6 Answer spatial questions using basic geographic vocabulary.

4 Regions: R36-R45

5 The United States: 32, 140, 244, 378, 512, 542, 656

2.5.2 Identify examples in a community or region that reflect cultural identity.

4 Regions: 394-397, 398-399

5 The United States: E10-E11, 24-30, 63, 69, 71, 76-80, 82-85, 88-91, 94-97, 107, 166, 218, 289, 313

2.5.7 Identify the criteria used to define different types of regions.

4 Regions: 27

5 The United States: 24-30

5.5.2 Discuss the constraints physical environments place on human activities.

4 Regions: 116-119, 270-274, 314-317, 346-348, 400-406

5 The United States: E8-E9, 24-30

History Standard 4.0: 1 CE to 1400: Students understand the characteristics, ideas, and significance of civilizations and religions from 1 CE to 1400.

HISTORY**4.5.1 Identify explorations of the Vikings in North America.**

4 Regions: This standard is taught in grade 5.

5 The United States: 110-111

CIVICS**8.5.1 Identify the countries bordering the United States.**

4 Regions: H19, H22, 65, 367

5 The United States: R6-R15

GEOGRAPHY**GS. 5.3 Create and prepare maps, graphs, or charts to display geographic information.**

4 Regions: 24, 372

5 The United States: H22, 30, 57, 104, 109, 245

GS. 5.4 Investigate and interpret information from a variety of geographic sources.

4 Regions: 138, 373, 413

5 The United States: H10-H22, 145, 150, 166, 278, 248, 507, 550

GS. 5.5 Draw a conclusion by presenting geographic information in the form of oral or written reports accompanied by maps or graphics.

4 Regions: E20

5 The United States: 115, 135, 187

1.5.1 Use maps and map features, including directional orientation, map symbols, and grid system, to identify and locate major geographic features in Nevada, the U.S., and the world.

4 Regions: H17, 98, 222

5 The United States: H16-H17, 32-33, 207

1.5.2 Identify the characteristics and purposes of maps and globes.

4 Regions: Related content: R36-R45

5 The United States: 32, 140, 244, 378, 512, 542, 656

1.5.3 Read and derive geographic information from photographs, maps, globes, and graphs, and from computer resources.

4 Regions: R36-R45

5 The United States: E-8, 12, 24-30, 34-38, 58, 116, 414

1.5.4 Construct maps and charts to display information about human and physical features.

4 Regions: R36-R45

5 The United States: 30, 162, 182, 214, 291, 366

1.5.5 Identify the purpose and summarize the content of maps of similar areas.

4 Regions: Related content: R36-R45

5 The United States: H12-H17, H20-H22, R2-R14

1.5.6 Answer spatial questions using basic geographic vocabulary.

4 Regions: R36-R45

5 The United States: 32, 140, 244, 378, 512, 542, 656

3.5.4 Locate various ecosystems on earth.

4 Regions: Related content: 4-5, 10-13, 15, 18-25, 32-33

5 The United States: This standard is taught in grade 4.

3.5.5 Construct a model of an ecosystem.

4 Regions: 4-5, 10-13, 15, 18-25, 32-33

5 The United States: This standard is taught in grade 4.

History Standard 5.0: 1200 to 1750: Students understand the impact of the interaction of peoples, cultures, and ideas from 1200 to 1750.

HISTORY**5.5.5 Identify Nevada’s Native American cultures, including:**

- Northern Paiute
- Southern Paiute
- Washoe
- Western Shoshone

4 Regions: This standard is taught in grade 5.

5 The United States: Related content: 88-93

5.5.6 Describe Native North American life prior to European contact, such as:

- clothing
- communication
- family
- food
- shelter
- transportation
- tools

4 Regions: 66-871, 126-129, 188-193, 256-262, 324-330, 394-398

5 The United States: 60-64, 66-69, 76-80, 82-85, 88-91, 94-97

5.5.7 Describe expeditions of early explorers, including:

- Christopher Columbus
- Ferdinand Magellan

4 Regions: 38-44, 130-133, 194-199, 264-266, 332-334, 400-406

5 The United States: 110-115, 134-138, 142-145

5.5.8 Describe relationships among Native Americans, Europeans, and Africans.

4 Regions: 126-129, 188-192, 256-259, 270-274, 324-328, 332-337, 394-397

5 The United States: 142-145, 146-150, 168-173, 224-227, 240-243, 246-251

5.5.11 Describe colonial life in North America.

4 Regions: 130-133, 194-199

5 The United States: 194-198, 202-207, 210-214, 216-220, 224-227, 232-236, 240-243, 246-251, 254, 258

CIVICS**7.5.1 List the characteristics of a nation-state, including:**

- self-rule
- territory
- population
- organized government

4 Regions: This standard is taught in grade 5.

5 The United States: Related content: 338-340

8.5.1 Identify the countries bordering the United States.

4 Regions: H19, H22, 65, 367

5 The United States: R6-R15

8.5.2 Explain ways in which nations interact.

4 Regions: 120-121, 214-215, 250-251

5 The United States: 608-614, 624-630, 636-641, 650-655, 658-667

ECONOMICS**1.5.1 Describe how scarcity requires a person to make a choice and identify a cost associated with the decision.**

4 Regions: 78

5 The United States: 18-19, 22, 114, 179, 627

6.5.3 Recognize three types of productive resources: natural (e.g., minerals), humans (e.g., educated workers), and capital (e.g., machinery)

4 Regions: 76

5 The United States: 34-35, 539, 565

3.5.1 Explain why trade must be mutually beneficial.

4 Regions: 72-79, 82-83

5 The United States: 20, 102-104, 106-108, 113-115, 206-207

5.5.1 Explain why it is easier for people to save and trade using money rather than using other commodities.

4 Regions: 72-75

5 The United States: 78-79

3.5.1 Explain why trade must be mutually beneficial.

4 Regions: 72-79, 82-83

5 The United States: 20, 102-104, 106-108, 113-115, 206-207

5.5.1 Explain why it is easier for people to save and trade using money rather than using other commodities.

4 Regions: 72-75

5 The United States: 78-79

9.5.2 Describe how the exchange of goods and services around the world creates interdependence among people in different places (e.g., production of a candy bar requires ingredients from different countries around the world).

4 Regions: 82-83

5 The United States: 20, 102-104, 106-109, 202-207

1.5.2 Demonstrate an understanding that people may respond to the same incentive in different ways because they may have different preferences.

4 Regions: Related content: 72-73

5 The United States: 18-19

2.5.2 Identify and compare per capita measures for the U.S. for different time periods.

4 Regions: This standard is taught in grade 5.

5 The United States: Related content: 21, 340, 619

3.5.2 Demonstrate an understanding of supply and demand in a market.

4 Regions: 77

5 The United States: 18-19, 22, 103, 502, 627

3.5.3 Contrast the effects of price changes on the behavior of buyers and sellers.

4 Regions: 77

5 The United States: 18-19, 22, 410, 617

4.5.3 Explain the purposes for establishing for-profit organizations.

4 Regions: Related content: 74-75

5 The United States: 562-567

4.5.4 Explain the purposes for establishing not-for-profit organizations.

4 Regions: Related content: 74-75

5 The United States: Related content: 562-567

5.5.4 Identify forms of money used in the U.S. prior to the 20th century.

4 Regions: 75

5 The United States: 78-79, 205

6.5.1 Discuss the resources needed for production of households, schools, and community groups.

4 Regions: Related content: 72-79

5 The United States: 34-36, 205

6.5.2 Demonstrate an understanding that an individual can be both a consumer and a producer.

4 Regions: Related content: 66-71

5 The United States: Related content: 34-35, 205

6.5.3 Recognize three types of productive resources: natural (e.g., minerals) humans (e.g., educated workers) capital (e.g., machinery).

4 Regions: 76

5 The United States: 34-35, 539, 565

6.5.4 Illustrate how one person's spending becomes another person's income.

4 Regions: Related content: 66-71

5 The United States: Related content: 34-35, 205

6.5.5 Identify factors within an individual's control that can affect the likelihood of being employed.

4 Regions: Related content: 66-71

5 The United States: Related content: 34-35, 205

6.5.6 Describe how income reflects choices people make about education, training, skill development, lifestyle, and careers.

4 Regions: 79

5 The United States: Related content: 34-35, 205

7.5.1 Provide an example of how purchasing a tool or acquiring education can be an investment.

4 Regions: Related content: 66-71

5 The United States: Related content: 34-35, 205

7.5.4 Describe the characteristics of an entrepreneur.

4 Regions: Related content: 66-71

5 The United States: 21, 444, 553, 562-567

9.5.2 Describe how the exchange of goods and services around the world creates interdependence among people in different places (e.g., production of a candy bar requires ingredients from different countries around the world).

4 Regions: 82-83

5 The United States: 20, 102-104, 106-109, 202-207

GEOGRAPHY

GS. 5.5 Draw a conclusion by presenting geographic information in the form of oral or written reports accompanied by maps or graphics.

4 Regions: E20

5 The United States: 115, 135, 187

1.5.1 Use maps and map features, including directional orientation, map symbols, and grid system, to identify and locate major geographic features in Nevada, the U.S., and the world.

4 Regions: H17, 98, 222

5 The United States: H16-H17, 32-33, 207

1.5.2 Identify the characteristics and purposes of maps and globes.

4 Regions: Related content: R36-R45

5 The United States: 32, 140, 244, 378, 512, 542, 656

1.5.3 Read and derive geographic information from photographs, maps, globes, and graphs, and from computer resources.

4 Regions: R36-R45

5 The United States: E-8, 12, 24-30, 34-38, 58, 116, 414

1.5.4 Construct maps and charts to display information about human and physical features.

4 Regions: R36-R45

5 The United States: 30, 162, 182, 214, 291, 366

1.5.5 Identify the purpose and summarize the content of maps of similar areas.

4 Regions: Related content: R36-R45

5 The United States: H12-H17, H20-H22, R2-R14

1.5.6 Answer spatial questions using basic geographic vocabulary.

4 Regions: R36-R45

5 The United States: 32, 140, 244, 378, 512, 542, 656

3.5.1 Identify the components of each of Earth's four basic physical systems: atmosphere, lithosphere, hydrosphere, and biosphere.

4 Regions: 368-369, 370-371

5 The United States: This standard is taught in grade 4.

3.5.2 Define and give examples of natural hazards.

4 Regions: 371, 372-373, 374-375, 378-379

5 The United States: This standard is taught in grade 4.

3.5.3 Identify the parts of different ecosystems, including soil, climate, plant life, and animal life.

4 Regions: 4-5, 10-13, 15, 18-25, 32-33

5 The United States: This standard is taught in grade 4.

3.5.5 Investigate an ecosystem by asking and answering geographic questions.

4 Regions: 4-5, 10-13, 15, 18-25, 32-33

5 The United States: This standard is taught in grade 4.

4.5.1 Explain differences in population distribution within Nevada and the United States.

4 Regions: Related content: 142-143

5 The United States: 378-379

5.5.1 Describe ways in which changes in the physical environment affect humans.

4 Regions: 112-115, 164-166, 314-317

5 The United States: 538-541, 554-557, 676

5.5.5 Describe how natural hazards affect human activity.

4 Regions: 371, 372-373, 374-375, 378-379

5 The United States: 170, 569, 621

1.5.1 Use maps and map features, including directional orientation, map symbols, and grid system, to identify and locate major geographic features in Nevada, the U.S., and the world.

4 Regions: H17, 98, 222

5 The United States: H16-H17, 32-33, 207

1.5.2 Identify the characteristics and purposes of maps and globes.

4 Regions: Related content: R36-R45

5 The United States: 32, 140, 244, 378, 512, 542, 656

1.5.3 Read and derive geographic information from photographs, maps, globes, and graphs, and from computer resources.

4 Regions: R36-R45

5 The United States: E-8, 12, 24-30, 34-38, 58, 116, 414

1.5.4 Construct maps and charts to display information about human and physical features.

4 Regions: R36-R45

5 The United States: 30, 162, 182, 214, 291, 366

1.5.5 Identify the purpose and summarize the content of maps of similar areas.

4 Regions: Related content: R36-R45

5 The United States: H12-H17, H20-H22, R2-R14

1.5.6 Answer spatial questions using basic geographic vocabulary.

4 Regions: R36-R45

5 The United States: 32, 140, 244, 378, 512, 542, 656

2.5.1 Describe physical and human features and cultural characteristics of places and regions.

4 Regions: 359-363, 367, 368-373, 378-383, 384-388

5 The United States: 24-30, 76-80, 82-85, 88-91, 94-97

2.5.2 Identify examples in a community or region that reflect cultural identity.

4 Regions: 394-397, 398-399

5 The United States: E10-E11, 24-30, 63, 69, 71, 76-80, 82-85, 88-91, 94-97, 107, 166, 218, 289, 313

2.5.3 Describe the characteristics of the community and the state from different perspectives.

4 Regions: 397

5 The United States: 24-30, 76-80, 82-85, 88-91, 94-97

2.5.6 Describe how the community and the state change over time.

4 Regions: Related content: 118, 197, 277, 335, 404

5 The United States: 402-406, 408-413, 416-420, 430-436, 438-441, 442-445

3.5.4 Locate various ecosystems on earth.

4 Regions: Related content: 4-5, 10-13, 15, 18-25, 32-33

5 The United States: This standard is taught in grade 4.

3.5.5 Construct a model of an ecosystem.

4 Regions: 4-5, 10-13, 15, 18-15, 32-33

5 The United States: This standard is taught in grade 4.

4.5.2 List the causes and effects of human migration and settlement.

4 Regions: 40-42, 66-71, 671, 270-274, 400-406

5 The United States: 54-57, 142-145, 146-150, 176-182, 232-236, 240-243, 370-376, 407, 430-436, 438-441, 442-445, 544, 546-552, 613

5.5.1 Describe ways in which changes in the physical environment affect humans.

4 Regions: 112-115, 164-166, 314-317

5 The United States: 538-541, 554-557, 676

5.5.2 Discuss the constraints physical environments place on human activities.

4 Regions: 116-119, 270-274, 314-317, 346-348, 400-406

5 The United States: E8-E9, 24-30

5.5.5 Describe how natural hazards affect human activity.

4 Regions: 371, 372-373, 374-375, 378-379

5 The United States: 170, 569, 621

GS. 5.2 Locate and gather information from a variety of sources.

4 Regions: Related content: 30, 42, 49, 75, 106, 248, 303, 315, 413

5 The United States: Related content: H6-H8, 86, 145, 208, 284, 356, 606

GS. 5.3 Create and prepare maps, graphs, or charts to display geographic information.

4 Regions: 24, 372

5 The United States: H22, 30, 57, 104, 109, 245

GS. 5.4 Investigate and interpret information from a variety of geographic sources.

4 Regions: 138, 373, 413

5 The United States: H10-H22, 145, 150, 166, 507, 550, 278, 248

GS. 5.5 Draw a conclusion by presenting geographic information in the form of oral or written reports accompanied by maps or graphics.

4 Regions: E20

5 The United States: 115, 135, 187

1.5.1 Use maps and map features, including directional orientation, map symbols, and grid system, to identify and locate major geographic features in Nevada, the U.S., and the world.

4 Regions: H17, 98, 222

5 The United States: H16-H17, 32-33, 207

1.5.2 Identify the characteristics and purposes of maps and globes.

4 Regions: Related content: R36-R45

5 The United States: 32, 140, 244, 378, 512, 542, 656

1.5.3 Read and derive geographic information from photographs, maps, globes, and graphs, and from computer resources.

4 Regions: R36-R45

5 The United States: E-8, 12, 24-30, 34-38, 58, 116, 414

1.5.4 Construct maps and charts to display information about human and physical features.

4 Regions: R36-R45

5 The United States: 30, 162, 182, 214, 291, 366

1.5.5 Identify the purpose and summarize the content of maps of similar areas.

4 Regions: Related content: R36-R45

5 The United States: H12-H17, H20-H22, R2-R14

1.5.6 Answer spatial questions using basic geographic vocabulary.

4 Regions: R36-R45

5 The United States: 32, 140, 244, 378, 512, 542, 656

5.5.2 Discuss the constraints physical environments place on human activities.

4 Regions: 116-119, 270-274, 314-317, 346-348, 400-406

5 The United States: E8-E9, 24-30

5.5.7 Identify different ways people in several areas of the world use the same resources.

4 Regions: Related content: R36-R45

5 The United States: 538-541, 554-557

4.5.2 List the causes and effects of human migration and settlement.

4 Regions: 40-42, 66-71, 671, 270-274, 400-406

5 The United States: 54-57, 142-145, 146-150, 176-182, 232-236, 240-243, 370-376, 407, 430-436, 438-441, 442-445, 544, 546-552, 613

4.5.3 List examples of historical movements of people, goods, and ideas.

4 Regions: Related content: 142-146

5 The United States: 54-57, 142-145, 146-150, 176-182, 232-236, 240-243, 370-376, 407, 430-436, 438-441, 442-445, 544, 546-552, 613

1.5.1 Use maps and map features, including directional orientation, map symbols, and grid system, to identify and locate major geographic features in Nevada, the U.S., and the world.

4 Regions: H17, 98, 222

5 The United States: H16-H17, 32-33, 207

1.5.2 Identify the characteristics and purposes of maps and globes.

4 Regions: Related content: R36-R45

5 The United States: 32, 140, 244, 378, 512, 542, 656

1.5.3 Read and derive geographic information from photographs, maps, globes, and graphs, and from computer resources.

4 Regions: R36-R45

5 The United States: E-8, 12, 24-30, 34-38, 58, 116, 414

1.5.4 Construct maps and charts to display information about human and physical features.

4 Regions: R36-R45

5 The United States: 30, 162, 182, 214, 291, 366

1.5.5 Identify the purpose and summarize the content of maps of similar areas.

4 Regions: Related content: R36-R45

5 The United States: H12-H17, H20-H22, R2-R14

1.5.6 Answer spatial questions using basic geographic vocabulary.

4 Regions: R36-R45

5 The United States: 32, 140, 244, 378, 512, 542, 656

4.5.4 Describe the differences among rural, suburban, and urban migration and settlements

4 Regions: Related content: 142-146

5 The United States: 210-214, 546-552

4.5.5 Identify the locations of various economic goods and describe their movement between states and countries.

4 Regions: 112-115, 210-213, 246-249, 314-317, 338-343, 384-388

5 The United States: 102-104, 106-109, 139, 202-207, 408-414

4.5.6 Investigate an economic issue by asking and answering geographic questions.

4 Regions: 112-115, 116-119, 142-146, 232-237, 246-249, 276-282, 314-317, 338-343, 346-348, 384-388, 410-415

5 The United States: 243, 464-467, 564-565

History Standard 6.0: 1700 to 1865: Students understand the people, events, ideas, and conflicts that lead to the creation of new nations and distinctive cultures.

HISTORY**6.5.4 Identify the events that led to the Declaration of Independence.**

4 Regions: 130-133

5 The United States: 260-264, 268-273, 276-282, 286-291, 296-300

6.5.5 Identify key people of the American Revolution, including:

- **George Washington**
- **Ben Franklin**

4 Regions: 132

5 The United States: 302-308, 314-319

6.5.14 Describe the relationship between the War of 1812 and the national anthem.

4 Regions: R26-R27

5 The United States: 380-384, 338

6.5.17 Describe experiences of pioneers moving west, including: Donner Party, Oregon and California Trails.

4 Regions: 400-406

5 The United States: 370-376, 394-398

6.5.21 Identify the Civil War and final outcome, including:

- **Union and Confederacy**
- **Generals Grant and Lee**

4 Regions: 202-206

5 The United States: 456-460, 464-467, 470-474, 476-482, 484-487, 492-496, 498-503, 506-511, 516-521, 528

6.5.22 Explain the symbols, mottos, and slogans related to Nevada, including:

- **“Battle Born”**

- **state seal**

- **Silver State**

- **state flag**

4 Regions: Related content: R36-RF44

5 The United States: Related content: R18-R21

CIVICS**1.5.1 Describe the effects on society of the absence of law.**

4 Regions: 46-47

5 The United States: 15, 80, 173

1.5.2 Identify the Declaration of Independence and the U.S. Constitution as written documents that are the foundation of the United States government.

4 Regions: E16, 48, 52, 57

5 The United States: 14-17, 298-301, 339, 344-350, 352-355, R26-R52

5.5.3 Describe the symbolic importance of the Fourth of July and the Pledge of Allegiance.

4 Regions: R25

5 The United States: E14-E15, 11, 294-300

4.5.1 List the qualities of a leader.

4 Regions: 45, 53, 147, 207, 305, 407

5 The United States: 160, 163, 184-185, 221, 274-275, 283, 301, 351, 407, 437, 483, 497, 583, 623, 645

4.5.4 Identify sources of information people use to form an opinion.

4 Regions: 208, 262, 330

5 The United States: H6, 208, 446, 606

1.5.1 Describe the effects on society of the absence of law.

4 Regions: 46-47

5 The United States: 15, 80, 173

1.5.2 Identify the Declaration of Independence and the U.S. Constitution as written documents that are the foundation of the United States government.

4 Regions: E16, 48, 52, 57

5 The United States: 14-17, 298-301, 339, 344-350, 352-355, R26-R52

2.5.1 Identify the three branches of government (as set forth in the U.S. Constitution).

4 Regions: 46-52

5 The United States: 15, 339, 348-349

2.5.2 Name the two houses of the U.S. Congress.

4 Regions: 50

5 The United States: See Grade 4

2.5.3 Identify the powers of the U.S. Congress, such as power to tax, declare war, impeach the President.

4 Regions: Related Content: 47-48

5 The United States: 269, 339, 349

2.5.4 Identify the duties of the President.

4 Regions: 49

5 The United States: 348-349

2.5.5 Identify the Supreme Court as the highest court in the land.

4 Regions: 51

5 The United States: 348-349, 642-643

2.5.6 Describe the purpose of a judge and jury in a trial as it relates to resolving disputes.

4 Regions: 58

5 The United States: 277

6.5.1 Explain why local governments are created within states.

4 Regions: 48-49

5 The United States: Related Content: 354

6.5.3 Name the three branches of state government.

4 Regions: This standard is taught in grade 5.

5 The United States: Related Content: 354

4.5.1 List the qualities of a leader.

4 Regions: 45, 53, 147, 207, 305, 407

5 The United States: 160, 163, 184-185, 221, 274-275, 283, 301, 351, 407, 437, 483, 497, 583, 623, 645

6.5.1 Explain why local governments are created within states.

4 Regions: 48-49

5 The United States: Related Content: 354

6.5.3 Name the three branches of state government.

4 Regions: 50-51 (federal government)

5 The United States: Related Content: 354

4.5.3 Give examples of interest groups.

4 Regions: This standard is taught in grade 5.

5 The United States: 645, 647, 648, 649

5.5.1 Describe the difference between a natural-born and naturalized citizen of the United States.

4 Regions: 43, 56-59

5 The United States: E12-13

ECONOMICS**3.5.2 Demonstrate an understanding of supply and demand in a market.**

4 Regions: 77

5 The United States: 18-19, 22, 103, 502, 627

3.5.3 Contrast the effects of price changes on the behavior of buyers and sellers.

4 Regions: 77

5 The United States: 18-19, 22, 410, 617

1.5.1 Describe how scarcity requires a person to make a choice and identify a cost associated with the decision.

4 Regions: 78

5 The United States: 18-19, 22, 114, 179, 627

1.5.2 Demonstrate an understanding that people may respond to the same incentive in different ways because they may have different preferences.

4 Regions: Related content: 72-73

5 The United States: 18-19

3.5.1 Explain why trade must be mutually beneficial.

4 Regions: 72-79, 82-83

5 The United States: 20, 102-104, 106-108, 113-115, 206-207

3.5.2 Demonstrate an understanding of supply and demand in a market.

4 Regions: 77

5 The United States: 18-19, 22, 103, 502, 627

3.5.3 Contrast the effects of price changes on the behavior of buyers and sellers.

4 Regions: 77

5 The United States: 18-19, 22, 410, 617

6.5.1 Discuss the resources needed for production of households, schools, and community groups.

4 Regions: Related content: 72-79

5 The United States: 34-36, 205

2.5.2 Identify and compare per capita measures for the U.S. for different time periods.

4 Regions: This standards is taught in grade 5.

5 The United States: Related content: 21, 340, 619

2.5.4 Define inflation and deflation and explain how they affect individuals.

4 Regions: Related content: 66-71

5 The United States: 340

5.5.4 Identify forms of money used in the U.S. prior to the 20th century.

4 Regions: 75

5 The United States: 78-79, 205

6.5.3 Recognize three types of productive resources: natural (e.g., minerals) humans (e.g., educated workers) capital (e.g., machinery).

4 Regions: 76

5 The United States: 34-35, 539, 565

9.5.1 Explain why the U.S. imports and exports goods.

4 Regions: 82-83

5 The United States: 20, 161

GEOGRAPHY**4.5.5 Identify the locations of various economic goods and describe their movement between states and countries.**

4 Regions: 112-115, 210-213, 246-249, 314-317, 338-343, 384-388

5 The United States: 102-104, 106-109, 139, 202-207, 408-414

4.5.6 Investigate an economic issue by asking and answering geographic questions.

4 Regions: 112-115, 116-119, 142-146, 232-237, 246-249, 276-282, 314-317, 338-343, 346-348, 384-388, 410-415

5 The United States: 243, 464-467, 564-565

4.5.8 Classify cultural, political, and economic organizations.

4 Regions: 104-106, 166-171, 232-237, 300-304

5 The United States: 169, 172, 272, 441, 461, 481-482, 573, 611, 613, 620

6.5.1 Describe how people and places have influenced events in the past.

4 Regions: 138, 277, 326-327, 400-406

5 The United States: 54-57, 76-80, 82-85, 88-91, 94-97, 110-111, 142-143, 268-270, 276, 286, 430-433, 442, 538-541, 578

4.5.6 Investigate an economic issue by asking and answering geographic questions.

4 Regions: 112-115, 116-119, 142-146, 232-237, 246-249, 276-282, 314-317, 338-343, 346-348, 384-388, 410-415

5 The United States: 243, 464-467, 564-565

GS. 5.1 Ask appropriate geographic questions about geographic locations, spatial patterns, and their origin and significance.

4 Regions: H19, 24, 86, 170, 408

5 The United States: H10-H11, 159, 165, 181, 213

GS. 5.3 Create and prepare maps, graphs, or charts to display geographic information.

4 Regions: 24, 372

5 The United States: H22, 30, 57, 104, 109, 245

GS. 5.4 Investigate and interpret information from a variety of geographic sources.

4 Regions: 138, 373, 413

5 The United States: H10-H22, 145, 150, 166, 507, 550, 278, 248

1.5.1 Use maps and map features, including directional orientation, map symbols, and grid system, to identify and locate major geographic features in Nevada, the U.S., and the world.

4 Regions: H17, 98, 222

5 The United States: H16-H17, 32-33, 207

1.5.2 Identify the characteristics and purposes of maps and globes.

4 Regions: Related content: R36-R45

5 The United States: 32, 140, 244, 378, 512, 542, 656

1.5.3 Read and derive geographic information from photographs, maps, globes, and graphs, and from computer resources.

4 Regions: R36-R45

5 The United States: E-8, 12, 24-30, 34-38, 58, 116, 414

1.5.4 Construct maps and charts to display information about human and physical features.

4 Regions: R36-R45

5 The United States: 30, 162, 182, 214, 291, 366

1.5.5 Identify the purpose and summarize the content of maps of similar areas.

4 Regions: Related content: R36-R45

5 The United States: H12-H17, H20-H22, R2-R14

1.5.6 Answer spatial questions using basic geographic vocabulary.

4 Regions: R36-R45

5 The United States: 32, 140, 244, 378, 512, 542, 656

3.5.2 Define and give examples of natural hazards.

4 Regions: 371, 372-373, 374-375, 378-379

5 The United States: This standard is taught in grade 4.

3.5.4 Locate various ecosystems on earth.

4 Regions: Related content: 4-5, 10-13, 15, 18-25, 32-33

5 The United States: This standard is taught in grade 4.

3.5.5 Construct a model of an ecosystem.

4 Regions: 4-5, 10-13, 15, 18-25, 32-33

5 The United States: This standard is taught in grade 4.

4.5.2 List the causes and effects of human migration and settlement.

4 Regions: 40-42, 66-71, 671, 270-274, 400-406

5 The United States: 54-57, 142-145, 146-150, 176-182, 232-236, 240-243, 370-376, 407, 430-436, 438-441, 442-445, 544, 546-552, 613

4.5.3 List examples of historical movements of people, goods, and ideas.

4 Regions: Related content: 142-146

5 The United States: 54-57, 142-145, 146-150, 176-182, 232-236, 240-243, 370-376, 407, 430-436, 438-441, 442-445, 544, 546-552, 613

4.5.5 Identify the locations of various economic goods and describe their movement between states and countries.

4 Regions: 112-115, 210-213, 246-249, 314-317, 338-343, 384-388

5 The United States: 102-104, 106-109, 139, 202-207, 408-414

4.5.8 Classify cultural, political, and economic organizations.

4 Regions: 104-106, 166-171, 232-237, 300-304

5 The United States: 169, 172, 272, 441, 461, 481-482, 573, 611, 613, 620

4.5.9 Explain how and why people divide Earth's surface into a variety of territorial units.

4 Regions: 126-129, 136-138, 188-192, 202-206, 256-259, 270-274, 324-328, 394-397

5 The United States: 24-30

5.5.5 Describe how natural hazards affect human activity.

4 Regions: 371, 372-373, 374-375, 378-379

5 The United States: 170, 569, 621

GS. 5.1 Ask appropriate geographic questions about geographic locations, spatial patterns, and their origin and significance.

4 Regions: H19, 24, 86, 170, 408

5 The United States: H10-H11, 159, 165, 181, 213

1.5.1 Use maps and map features, including directional orientation, map symbols, and grid system, to identify and locate major geographic features in Nevada, the U.S., and the world.

4 Regions: H17, 98, 222

5 The United States: H16-H17, 32-33, 207

1.5.2 Identify the characteristics and purposes of maps and globes.

4 Regions: Related content: R36-R45

5 The United States: 32, 140, 244, 378, 512, 542, 656

1.5.3 Read and derive geographic information from photographs, maps, globes, and graphs, and from computer resources.

4 Regions: R36-R45

5 The United States: E-8, 12, 24-30, 34-38, 58, 116, 414

1.5.4 Construct maps and charts to display information about human and physical features.

4 Regions: R36-R45

5 The United States: 30, 162,182, 214, 291, 366

1.5.5 Identify the purpose and summarize the content of maps of similar areas.

4 Regions: Related content: R36-R45

5 The United States: H12-H17, H20-H22, R2-R14

1.5.6 Answer spatial questions using basic geographic vocabulary.

4 Regions: R36-R45

5 The United States: 32, 140, 244, 378, 512, 542, 656

4.5.6 Investigate an economic issue by asking and answering geographic questions.

4 Regions: 112-115, 116-119, 142-146, 232-237, 246-249, 276-282, 314-317, 338-343, 346-348, 384-388, 410-415

5 The United States: 243, 464-467, 564-565

5.5.7 Identify different ways people in several areas of the world use the same resources.

4 Regions: Related content: R36-R45

5 The United States: 538-541, 554-557

4.5.6 Investigate an economic issue by asking and answering geographic questions.

4 Regions: 112-115, 116-119, 142-146, 232-237, 246-249, 276-282, 314-317, 338-343, 346-348, 384-388, 410-415

5 The United States: 243, 464-467, 564-565

4.5.8 Classify cultural, political, and economic organizations.

4 Regions: 104-106, 166-171, 232-237, 300-304

5 The United States: 169, 172, 272, 441, 461, 481-482, 573, 611, 613, 620

History Standard 7.0: 1860 to 1920: Students understand the importance and impact of political, economic, and social ideas.

HISTORY

7.5.7 Identify the contributions of the inventors and discoverers, including:

Thomas Edison

Wright brothers

Alexander Graham Bell

George Washington Carver

4 Regions: 42, 132, 147, 195, 265, 275, 278, 302, 349, 407

5 The United States: 21, 23, 28, 65, 111, 114, 147, 158, 165, 241, 365, 411, 562-567, 617

7.5.9 Describe the contributions of immigrant groups to the United States.

4 Regions: 130-133

5 The United States: 538-541, 546-552, 568-574

7.5.11 Describe the significance of Labor Day.

4 Regions: TR18

5 The United States: 574

7.5.17 Describe the distinction between Veterans Day and Memorial Day.

4 Regions: TR20, TR26

5 The United States: 611

CIVICS

4.5.3 Give examples of interest groups.

4 Regions: This standard is taught in grade 5.

5 The United States: 645, 647, 648, 649

5.5.1 Describe the difference between a natural-born and naturalized citizen of the United States.

4 Regions: 43, 56-59

5 The United States: E12-13

ECONOMICS

7.5.1 Provide an example of how purchasing a tool or acquiring education can be an investment.

4 Regions: Related content: 66-71

5 The United States: Related content: 34-35, 205

7.5.4 Describe the characteristics of an entrepreneur.

4 Regions: Related content: 66-71

5 The United States: 21, 444, 553, 562-567

7.5.5 Give examples of ways sellers compete.

4 Regions: Related content: 72-79

5 The United States: Related content: 34-35, 205

7.5.6 Explain why specialization increases productivity and interdependence.

4 Regions: Related content: 72-79

5 The United States: 20, 254

7.5.7 Describe the steps an entrepreneur would take to start a business.

4 Regions: Related content: 72-79

5 The United States: 21, 553

2.5.6 Describe employment and unemployment.

4 Regions: Related content: 291

5 The United States: 619

6.5.5 Identify factors within an individual's control that can affect the likelihood of being employed.

4 Regions: Related content: 66-71

5 The United States: Related content: 34-35, 205

6.5.6 Describe how income reflects choices people make about education, training, skill development, lifestyle, and careers.

4 Regions: 79

5 The United States: Related content: 34-35, 205

4.5.2 Provide examples of labor unions.

4 Regions: This standard is taught in grade 5.

5 The United States: 416-420, 568-574

GEOGRAPHY**6.5.1 Describe how people and places have influenced events in the past.**

4 Regions: 138, 277, 326-327, 400-406

5 The United States: 54-57, 76-80, 82-85, 88-91, 94-97, 110-111, 142-143, 268-270, 276, 286, 430-433, 442, 538-541, 578

4.5.1 Explain differences in population distribution within Nevada and the United States.

4 Regions: Related content: 142-143

5 The United States: 378-379

4.5.2 List the causes and effects of human migration and settlement.

4 Regions: 40-42, 66-71, 671, 270-274, 400-406

5 The United States: 54-57, 142-145, 146-150, 176-182, 232-236, 240-243, 370-376, 407, 430-436, 438-441, 442-445, 544, 546-552, 613

4.5.3 List examples of historical movements of people, goods, and ideas.

4 Regions: Related content: 142-146

5 The United States: 54-57, 142-145, 146-150, 176-182, 232-236, 240-243, 370-376, 407, 430-436, 438-441, 442-445, 544, 546-552, 613

4.5.6 Investigate an economic issue by asking and answering geographic questions.

4 Regions: 112-115, 116-119, 142-146, 232-237, 246-249, 276-282, 314-317, 338-343, 346-348, 384-388, 410-415

5 The United States: 243, 464-467, 564-565

4.5.7 Compare differences in the economic development and quality of life among the countries in North America.

4 Regions: This standard is taught in grade 6.

5 The United States: This standard is taught in grade 6.

6.5.1 Describe how people and places have influenced events in the past.

4 Regions: 138, 277, 326-327, 400-406

5 The United States: 54-57, 76-80, 82-85, 88-91, 94-97, 110-111, 142-143, 268-270, 276, 286, 430-433, 442, 538-541, 578

History Standard 8.0: The Twentieth Century, a Changing World: 1920 to 1945:

Students understand the importance and effect of political, economic, technological, and social changes in the world from 1920 to 1945.

HISTORY**8.5.5 Identify the major events of the Great Depression, such as:**

- stock market crash
- Dust Bowl
- Migration
- Hoover Dam

4 Regions: 270-274

5 The United States: 616-622

8.5.6 Identify the United States' participation in World War II, such as:

- Pearl Harbor
- homefront
- D-Day
- atomic bomb

4 Regions: This standard is taught in grade 5.

5 The United States: 624-630

ECONOMICS**1.5.1 Describe how scarcity requires a person to make a choice and identify a cost associated with the decision.**

4 Regions: 78

5 The United States: 18-19, 22, 114, 179, 627

1.5.2 Demonstrate an understanding that people may respond to the same incentive in different ways because they may have different preferences.

4 Regions: Related content: 72-73

5 The United States: 18-19

2.5.2 Identify and compare per capita measures for the U.S. for different time periods.

4 Regions: This standard is taught in grade 5.

5 The United States: Related content: 21, 340, 619

2.5.4 Define inflation and deflation and explain how they affect individuals.

4 Regions: Related content: 66-71

5 The United States: 340

2.5.6 Describe employment and unemployment.

4 Regions: Related content: 291

5 The United States: 619

2.5.8 Identify and give examples of interest rates for borrowing and saving.

4 Regions: Related content: 72-73

5 The United States: Related content: 21

4.5.1 Identify financial institutions.

4 Regions: This standard is taught in grade 5.

5 The United States: 21

4.5.5 Identify the rewards and risks of saving money in financial institutions.

4 Regions: Related content: 72-79

5 The United States: 21

6.5.4 Illustrate how one person's spending becomes another person's income.

4 Regions: Related content: 66-71

5 The United States: Related content: 34-35, 205

6.5.5 Identify factors within an individual's control that can affect the likelihood of being employed.

4 Regions: Related content: 66-71

5 The United States: Related content: 34-35, 205

8.5.7 Give examples of items for which a sales tax is charged and items for which a sales tax is not charged.

4 Regions: Related content: 72-79

5 The United States: 269

2.5.8 Identify and give examples of interest rates for borrowing and saving.

4 Regions: Related content: 72-73

5 The United States: Related content: 21

6.5.1 Discuss the resources needed for production of households, schools, and community groups.

4 Regions: Related content: 72-79

5 The United States: 34-36, 205

6.5.3 Recognize three types of productive resources: natural (e.g., minerals), humans (e.g., educated workers), and capital (e.g., machinery).

4 Regions: 76

5 The United States: 34-35, 539, 565

7.5.6 Explain why specialization increases productivity and interdependence.

4 Regions: Related content: 72-79

5 The United States: Related content: 20, 254

GEOGRAPHY**GS. 5.1 Ask appropriate geographic questions about geographic locations, spatial patterns, and their origin and significance.**

4 Regions: H19, 24, 86, 170, 408

5 The United States: H10-H11, 159, 165, 181, 213

2.5.6 Describe how the community and the state change over time.

4 Regions: Related content: 118, 197, 277, 335, 404

5 The United States: 402-406, 408-413, 416-420, 430-436, 438-441, 442-445

3.5.2 Define and give examples of natural hazards.

4 Regions: 371, 372-373, 374-375, 378-379

5 The United States: This standard is taught in grade 4.

4.5.2 List the causes and effects of human migration and settlement.

4 Regions: 40-42, 66-71, 671, 270-274, 400-406

5 The United States: 54-57, 142-145, 146-150, 176-182, 232-236, 240-243, 370-376, 407, 430-436, 438-441, 442-445, 544, 546-552, 613

4.5.3 List examples of historical movements of people, goods, and ideas.

4 Regions: Related content: 142-146

5 The United States: 54-57, 142-145, 146-150, 176-182, 232-236, 240-243, 370-376, 407, 430-436, 438-441, 442-445, 544, 546-552, 613

4.5.6 Investigate an economic issue by asking and answering geographic questions.

4 Regions: 112-115, 116-119, 142-146, 232-237, 246-249, 276-282, 314-317, 338-343, 346-348, 384-388, 410-415

5 The United States: 243, 464-467, 564-565

4.5.7 Compare differences in the economic development and quality of life among the countries in North America.

4 Regions: This standard is taught in grade 6.

5 The United States: This standard is taught in grade 6.

5.5.1 Describe ways in which changes in the physical environment affect humans.

4 Regions: 112-115, 164-166, 314-317

5 The United States: 538-541, 554-557, 676

5.5.4 Explain how human modifications of the physical environment in one place can lead to changes in other places.

4 Regions: 347

5 The United States: 538-541, 544, 554-557

GS. 5.3 Create and prepare maps, graphs, or charts to display geographic information.

4 Regions: 24, 372

5 The United States: H22, 30, 57, 104, 109, 245

1.5.1 Use maps and map features, including directional orientation, map symbols, and grid system, to identify and locate major geographic features in Nevada, the U.S., and the world.

4 Regions: H17, 98, 222

5 The United States: H16-H17, 32-33, 207

1.5.2 Identify the characteristics and purposes of maps and globes.

4 Regions: Related content: R36-R45

5 The United States: 32, 140, 244, 378, 512, 542, 656

1.5.3 Read and derive geographic information from photographs, maps, globes, and graphs, and from computer resources.

4 Regions: R36-R45

5 The United States: E-8, 12, 24-30, 34-38, 58, 116, 414

1.5.4 Construct maps and charts to display information about human and physical features.

4 Regions: R36-R45

5 The United States: 30, 162, 182, 214, 291, 366

1.5.5 Identify the purpose and summarize the content of maps of similar areas.

4 Regions: Related content: R36-R45

5 The United States: H12-H17, H20-H22, R2-R14

1.5.6 Answer spatial questions using basic geographic vocabulary.

4 Regions: R36-R45

5 The United States: 32, 140, 244, 378, 512, 542, 656

4.5.5 Identify the location of various economic goods and describe their movement between states and countries.

4 Regions: 112-115, 210-213, 246-249, 314-317, 338-343, 384-388

5 The United States: 102-104, 106-109, 139, 202-207, 408-414

4.5.8 Classify cultural, political, and economic organizations.

4 Regions: 104-106, 166-171, 232-237, 300-304

5 The United States: 169, 172, 272, 441, 461, 481-482, 573, 611, 613, 620

5.5.1 Describe ways in which changes in the physical environment affect humans.

4 Regions: 112-115, 164-166, 314-317

5 The United States: 538-541, 554-557, 676

History Standard 9.0: The Twentieth Century, a Changing World: 1945 to 1990:
Students understand the shift of international relationships and power as well as the significant developments in American culture.

HISTORY

9.5.5 Identify major advancements in science and technology, including:

- television
- computers

4 Regions: 80-85, 142-146, 210-213, 276-282, 314-317, 346-348, 410-415

5 The United States: 661, 666-667

9.5.8 Identify the major points in Martin Luther King Jr.'s "I Have a Dream" speech.

4 Regions: Related content: 206

5 The United States: Related content: 642-646

CIVICS

1.5.4 Describe the operation of representative government, including the rights of political minorities.

4 Regions: 46-52, 56-59

5 The United States: 14-17

4.5.1 List the qualities of a leader.

4 Regions: 45, 53, 147, 207, 305, 407

5 The United States: 160, 163, 184-185, 221, 274-275, 283, 301, 351, 407, 437, 483, 497, 583, 623, 645

4.5.3 Give examples of interest groups.

4 Regions: This standard is taught in grade 5.

5 The United States: 645, 647, 648, 649

4.5.4 Identify sources of information people use to form an opinion.

4 Regions: 208, 262, 330

5 The United States: H6, 208, 446, 606

5.5.6 Identify ways conflicts can be resolved in a peaceful manor that respects individual rights.

4 Regions: H3

5 The United States: H3

ECONOMICS**4.5.1 Identify financial institutions.**

4 Regions: This standards is taught in grade 5.

5 The United States: 21

4.5.3 Explain the purposes for establishing for-profit organizations.

4 Regions: Related content: 74-75

5 The United States: 562-567

5.5.1 Explain why it is easier for people to save and trade using money rather than using other commodities.

4 Regions: 72-75

5 The United States: 78-79

6.5.2 Demonstrate an understanding that an individual can be both a consumer and a producer.

4 Regions: Related content: 66-71

5 The United States: Related content: 34-35, 205

7.5.1 Provide an example of how purchasing a tool or acquiring education can be an investment.

4 Regions: Related content: 66-71

5 The United States: Related content: 34-35, 205

7.5.4 Describe the characteristics of an entrepreneur.

4 Regions: Related content: 66-71

5 The United States: 21, 444, 553, 562-567

7.5.5 Give examples of ways sellers compete.

4 Regions: Related content: 72-79

5 The United States: Related content: 34-35, 205

7.5.6 Explain why specialization increases productivity and interdependence.

4 Regions: Related content: 72-79

5 The United States: Related content: 20, 254

7.5.7 Describe the steps an entrepreneur would take to start a business

4 Regions: Related content: 72-79

5 The United States: 21, 553

4.5.4 Explain the purposes for establishing not-for-profit organizations.

4 Regions: Related content: 74-75

5 The United States: Related content: 562-567

GEOGRAPHY**GS. 5.4 Investigate and interpret information from a variety of geographic sources.**

4 Regions: 138, 373, 413

5 The United States: H10-H22, 145, 150, 166, 507, 550, 278, 248

2.5.4 Identify the effects of the use of technology in the community.

4 Regions: R36-R45

5 The United States: E6-E8, 23, 31, 140, 209, 244, 496, 548, 554-557, 564-565

3.5.2 Define and give examples of natural hazards.

4 Regions: 371, 372-373, 374-375, 378-379

5 The United States: This standard is taught in grade 4.

5.5.3 Give examples of how the physical environment has been changed by technology.

4 Regions: 116-119, 270-274, 314-317, 346-348, 400-406

5 The United States: 538-541, 554-557

5.5.5 Describe how natural hazards affect human activity.

4 Regions: 371, 372-373, 374-375, 378-379

5 The United States: 170, 569, 621

6.5.1 Describe how people and places have influenced events in the past.

4 Regions: 138, 277, 326-327, 400-406

5 The United States: 54-57, 76-80, 82-85, 88-91, 94-97, 110-111, 142-143, 268-270, 276, 286, 430-433, 442, 538-541, 578

History Standard 10.0: New Challenges, 1990 to the Present: Students understand the political, economic, social, and technological issues challenging the world as it approaches and enters the new millennium.

HISTORY**10.5.3 Identify major news events on the local, state, national, and world level**

4 Regions: 60-61, 148-149, 222, 260-261, 318-319, 416-417

5 The United States: Related content: 658-667

CIVICS**2.5.5 Identify the Supreme Court as the highest court in the land.**

4 Regions: 51

5 The United States: 348-349, 642-643

2.5.6 Describe the purpose of a judge and jury in a trial as it relates to resolving disputes.

4 Regions: 58

5 The United States: 277

4.5.2 Name the two major political parties.

4 Regions: This standard is taught in grade 5.

5 The United States: 364, 368-369

4.5.3 Give examples of interest groups.

4 Regions: This standard is taught in grade 5.

5 The United States: 645, 647, 648, 649

4.5.4 Identify sources of information people use to form an opinion.

4 Regions: 208, 262, 330

5 The United States: H6, 208, 446, 606

5.5.6 Identify ways conflicts can be resolved in a peaceful manor that respects individual rights.

4 Regions: H3

5 The United States: H3

7.5.1 List the characteristics of a nation-state, including:

- **self-rule**
- **territory**
- **population**
- **organized government**

4 Regions: This standard is taught in grade 5.

5 The United States: Related content: 338-340

ECONOMICS

1.5.3 Demonstrate an understanding that choosing a little more or a little less generates either a benefit or a cost.

4 Regions: 78

5 The United States: 18-19

1.5.4 *Identify the benefits and costs of spending now versus saving for later.*

4 Regions: Related content: 72-73

5 The United States: Related content: 18-19

3.5.1 Explain why trade must be mutually beneficial.

4 Regions: 72-79, 82-83

5 The United States: 20, 102-104, 106-108, 113-115, 206-207

3.5.3 Contrasts the effects of price changes on the behavior of buyers and sellers.

4 Regions: 77

5 The United States: 18-19, 22, 410, 617

4.5.1 Identify financial institutions.

4 Regions: This standard is taught in grade 5.

5 The United States: 21

4.5.3 Explain the purposes for establishing for-profit organizations.

4 Regions: Related content: 74-75

5 The United States: 562-567

4.5.4 Explain the purposes for establishing not-for-profit organizations.

4 Regions: Related content: 74-75

5 The United States: Related content: 562-567

5.5.5 *Give examples of purchases made using credit.*

4 Regions: Related content: 72-75

5 The United States: Related content: 78-79, 205

6.5.4 Illustrate how one person's spending becomes another person's income.

4 Regions: Related content: 66-71

5 The United States: Related content: 34-35, 205

7.5.1 Provide an example of how purchasing a tool or acquiring education can be an investment.

4 Regions: Related content: 66-71

5 The United States: Related content: 34-35, 205

7.5.4 Describe the characteristics of an entrepreneur.

4 Regions: Related content: 66-71

5 The United States: 21, 444, 553, 562-567

7.5.5 Give examples of ways sellers compete.

4 Regions: Related content: 72-79

5 The United States: Related content: 34-35, 205

8.5.7 Give examples of items for which a sales tax is charged and items for which a sales tax is not charged.

4 Regions: Related content: 72-79

5 The United States: 269

9.5.1 Explain why the U.S. imports and exports goods.

4 Regions: 82-83

5 The United States: 20, 161

9.5.2 Describe how the exchange of goods and services around the world creates interdependence among people in different places (e.g., production of a candy bar requires ingredients from different countries around the world).

4 Regions: 82-83

5 The United States: 20, 102-104, 106-109, 202-207

9.5.4 Give the value of the U.S. dollar in terms of currencies of other countries.

4 Regions: Related content: 82-83

5 The United States: Related content: 20, 102-104, 106-109, 202-207

GEOGRAPHY**GS. 5.1 Ask appropriate geographic questions about geographic locations, spatial patterns, and their origin and significance.**

4 Regions: H19, 24, 86, 170, 408

5 The United States: H10-H11, 159, 165, 181, 213

GS. 5.2 Locate and gather information from a variety of sources.

4 Regions: Related content: 30, 42, 49, 75, 106, 248, 303, 315, 413

5 The United States: Related content: H6-H8, 86, 145, 208, 284, 356, 606

GS. 5.3 Create and prepare maps, graphs, or charts to display geographic information.

4 Regions: 24, 372

5 The United States: H22, 30, 57, 104, 109, 245

1.5.1 Use maps and map features, including directional orientation, map symbols, and grid system, to identify and locate major geographic features in Nevada, the U.S., and the world.

4 Regions: H17, 98, 222

5 The United States: H16-H17, 32-33, 207

1.5.2 Identify the characteristics and purposes of maps and globes.

4 Regions: Related content: R36-R45

5 The United States: 32, 140, 244, 378, 512, 542, 656

1.5.3 Read and derive geographic information from photographs, maps, globes, and graphs, and from computer resources.

4 Regions: R36-R45

5 The United States: E-8, 12, 24-30, 34-38, 58, 116, 414

1.5.4 Construct maps and charts to display information about human and physical features.

4 Regions: R36-R45

5 The United States: 30, 162, 182, 214, 291, 366

1.5.5 Identify the purpose and summarize the content of maps of similar areas.

4 Regions: Related content: R36-R45

5 The United States: H12-H17, H20-H22, R2-R14

1.5.6 Answer spatial questions using basic geographic vocabulary.

4 Regions: R36-R45

5 The United States: 32, 140, 244, 378, 512, 542, 656

2.5.5 Identify and describe the locations of historical events.

4 Regions: 389, 407, 416

5 The United States: 10, 111, 261, 271, 277, 304, 433, 472, 549, 609, 617, 626

2.5.6 Describe how the community and the state change over time.

4 Regions: Related content: 118, 197, 277, 335, 404

5 The United States: 402-406, 408-413, 416-420, 430-436, 438-441, 442-445

3.5.1 Identify the components of each of Earth's four basic physical systems: atmosphere, lithosphere, hydrosphere, and biosphere.

4 Regions: 368-369, 370-371

5 The United States: This standard is taught in grade 4.

3.5.2 Define and give examples of natural hazards.

4 Regions: 371, 372-373, 374-375, 378-379

5 The United States: This standard is taught in grade 4.

3.5.3 Identify the parts of different ecosystems, including soil, climate, plant life, and animal life.

4 Regions: 4-5, 10-13, 15, 18-25, 32-33

5 The United States: This standard is taught in grade 4.

3.5.4 Locate various ecosystems on earth.

4 Regions: Related content: 4-5, 10-13, 15, 18-25, 32-33

5 The United States: This standard is taught in grade 4.

3.5.5 Investigate an ecosystem by asking and answering geographic questions.

4 Regions: 4-5, 10-13, 15, 18-25, 32-33

5 The United States: This standard is taught in grade 4.

4.5.6 Investigate and economic issue by asking and answering geographic questions.

4 Regions: 112-115, 116-119, 142-146, 232-237, 246-249, 276-282, 314-317, 338-343, 346-348, 384-388, 410-415

5 The United States: 243, 464-467, 564-565

4.5.7 Compare differences in the economic development and quality of life among the countries in North America.

4 Regions: This standard is taught in grade 6.

5 The United States: This standard is taught in grade 6.

5.5.1 Describe ways in which changes in the physical environment affect humans.

4 Regions: 112-115, 164-166, 314-317

5 The United States: 538-541, 554-557, 676

5.5.4 Explain how human modifications of the physical environment in one place can lead to changes in other places.

4 Regions: 347

5 The United States: 538-541, 544, 554-557

5.5.5 Describe how natural hazards affect human activity.

4 Regions: 371, 372-373, 374-375, 378-379

5 The United States: 170, 569, 621

5.5.7 Identify different ways people in several areas of the world use the same resources.

4 Regions: Related content: R36-R45

5 The United States: 538-541, 554-557

6.5.2 Use current events to ask and answer geographic questions.

4 Regions: 214-215, 302, 336, 342

5 The United States: 658-660

6.5.3 Research a contemporary issue using geographic skills and perspectives.

4 Regions: H17, H18, H19, H20, H21, H22, 170

5 The United States: 658-667

6.5.4 Describe a local geographic issue and the possible effects it will have in the future.

4 Regions: 116-119, 270-274, 314-317, 346-348, 400-406

5 The United States: Related content: 658-667

**Scott Foresman Social Studies—The World
to the
Nevada Social Studies Standards
Grade Six**

CIVICS

Content Standard 1.0: Rules and Law: Students know why society needs rules, laws, and governments.

Nevada Social Studies Standards	Scott Foresman Social Studies
<i>Students know and are able to do everything required in earlier grades and:</i>	
Rules and Law	
1.8.1 Explain the difference between the rule of law and the rule of man (such as divine right of monarchs, dictatorships).	6: 255, 282-287, 290, 326-328, 356-359, 396-398, 456-457, 466-470, 486-489, 492-496, 498-503, 576-577
Documents	
1.8.2 Describe the significance of the Declaration of Independence and the U.S. Constitution as foundations of U.S. democracy.	6: 464-465
Democratic Participation	
1.8.4 Explain popular sovereignty and the need for citizen involvement at all levels of U.S. government.	5-The United States: 14-17
The U.S. Constitution and Amendments	
1.8.5 Describe how the U.S. Constitution serves as a device for preserving national principles and as a vehicle for change, including knowledge of the formal process of amending the U.S. Constitution.	5-The United States: 352-357

Content Standard 2.0: The U.S. Government: Students know the United States Constitution and the government it creates.

Nevada Social Studies Standards	Scott Foresman Social Studies
<i>Students know and are able to do everything required in earlier grades and:</i>	
The U.S. Constitution	
2.8.1 Explain the functions of the three branches of government (executive, legislative, and judicial) as found in the U.S. Constitution.	5-The United States: 349
The Legislative Structure and Process	
2.8.2 Explain the historic compromises that created a two-house Congress and identify the responsibilities of each.	5-The United States: 347
Legislative Powers	
2.8.3 Discuss enumerated and implied powers of the U.S. Congress.	5-The United States: 348
The Executive Branch	
2.8.4 Describe the duties of the President, such as presenting a budget proposal.	5-The United States: 348-349
The Judicial Branch	
2.8.5 List the ways the Supreme Court determines policy, including: <ul style="list-style-type: none"> ▪ judicial review ▪ interpreting laws ▪ overruling or revising its previous decisions 	5-The United States: 349
The Jury System	
2.8.6 Describe the trial process, including the selection and responsibilities of jurors.	5-The United States: Related content: 349
Checks and Balances	
2.8.7 Explain the system of checks and balances in the design of the U.S. Constitution.	5-The United States: 348

Content Standard 3.0: National and State Government: Students can explain the relationship between the states and national government.

Nevada Social Studies Standards	Scott Foresman Social Studies
<i>Students know and are able to do everything required in earlier grades and:</i>	
Division of Powers	
3.8.1 Give examples of governmental powers (such as the power to tax, declare war, and issue drivers' licenses) that are distributed between the state and national governments.	5-The United States: 348-349
Federalism	
3.8.2 Define "federalism."	5-The United States: Related content: 347
Constitutional Supremacy	
3.8.3 Explain how the supremacy clause of the U.S. Constitution defines the relationship between state and national governments.	5-The United States: Related content: 347

Content Standard 4.0: The Political Process: Students describe the roles of political parties, interest groups, and public opinion in the democratic process.

Nevada Social Studies Standards	Scott Foresman Social Studies
<i>Students know and are able to do everything required in earlier grades and:</i>	
Leaders and Elections	
4.8.1 Describe the election process.	5-The United States: Related content: 16
Political Parties	
4.8.2 Provide examples of how political parties changed.	5-The United States: Related content: 16

Nevada Social Studies Standards	Scott Foresman Social Studies
Interest Groups	
4.8.3 Identify the impact of interest groups on the political process.	5-The United States: Related content: 16
Formation of Public Opinion	
4.8.4 Identify the influence of the media in forming public opinion.	5-The United States: Related content: 16-17
Propaganda	
4.8.5 Identify propaganda and persuasion in political advertising and literature.	5-The United States: Related content: 16-17
Public Policy	
4.8.6 Provide examples of contemporary public issues that may require public solutions.	6: 630-633, 636-641, 644-649, 654-657, 660-663, 664-667, 668-671

Content Standard 5.0: Citizenship: Students know the roles, rights, and responsibilities of United States citizens and the symbols of our country.

Nevada Social Studies Standards	Scott Foresman Social Studies
<i>Students know and are able to do everything required in earlier grades and:</i>	
Citizenship	
5.8.1 Identify the rights, privileges, and responsibilities associated with U.S. citizenship, including voting, holding office, jury duty, or military, community, or public service.	5-The United States: 14-17

Nevada Social Studies Standards	Scott Foresman Social Studies
Symbols	
5.8.3 Explain the significance of mottoes and symbols including: <ul style="list-style-type: none"> ▪ E Pluribus Unum ▪ National Anthem ▪ Flag ▪ Statue of Liberty ▪ Great Seal ▪ Oath of office ▪ Pledge of Allegiance 	5-The United States: Related content: R18-R21
Individual Rights	
5.8.4 Explain the necessity of the Bill of Rights for a democratic society.	5-The United States: 354
Conflict and Resolution	
5.8.6 Identify examples of conflict resolution that respect individual rights at school and in the community, within the United States.	6: H3

Content Standard 6.0: State and Local Government: Students know the structure and functions of state and local governments.

Nevada Social Studies Standards	Scott Foresman Social Studies
<i>Students know and are able to do everything required in earlier grades and:</i>	
Structure of State, Local, and Tribal Government	
6.8.1 Compare the organization and purpose of state, local, and tribal government.	5-The United States: Related content: 352-355
Court Systems	
6.8.5 Describe the juvenile, civil, and criminal court systems.	5-The United States: Related content: 349

Content Standard 7.0: Political and Economic Systems: Students explain the different political and economic systems in the world.

Nevada Social Studies Standards	Scott Foresman Social Studies
<i>Students know and are able to do everything required in earlier grades and:</i>	
Comparative Political Systems	
7.8.1 Define the world’s major political systems, including: <ul style="list-style-type: none"> ▪ monarchy ▪ totalitarian dictatorship ▪ presidential system ▪ communism 	6: 133, 282-284, 290, 396-398, 478-481, 502, 531, 542-547, 568-572, 576-580,
Comparative Economic Systems	
7.8.2 Define the world’s major economic systems, including: <ul style="list-style-type: none"> ▪ capitalism ▪ mixed economy ▪ socialism ▪ command economy 	6: Related content: 169, 220, 269, 628-633

Content Standard 8.0: International Relations: Students know the political and economic relationship of the United States and its citizens to other nations.

Nevada Social Studies Standards	Scott Foresman Social Studies
<i>Students know and are able to do everything required in earlier grades and:</i>	
From Individual to the World	
8.8.1 Identify nations that play a significant role in U.S. foreign policy.	6: 644-649

Nevada Social Studies Standards	Scott Foresman Social Studies
Foreign Policy	
8.8.2 Define foreign policy and describe ways nations interact diplomatically, including: <ul style="list-style-type: none"> ▪ treaties ▪ trade ▪ humanitarian aid ▪ military intervention 	6: 630-633, 634-649, 652-671
International Organizations	
8.8.3 Describe the purpose of the United Nations.	6: 560
8.8.4 List and describe non-governmental international organizations, such as the World Bank, Amnesty International, and the International Red Cross.	6: E16, 630-633

ECONOMICS

Content Standard 1.0: The Economic Way of Thinking: Students will use fundamental economic concepts, including scarcity, choice, cost, incentives, and costs versus benefits to describe and analyze problems and opportunities, both individual and social.

Nevada Social Studies Standards	Scott Foresman Social Studies
<i>Students know and are able to do everything required in earlier grades and:</i>	
Scarcity, Choice, and Cost	
1.8.1 Use the concept of opportunity cost to evaluate the tradeoffs when choices occur.	5-The United States: Related content: 19
Incentives and Preferences	
1.8.2 Explain that self-interest is a motivational factor when people respond to incentives.	5-The United States: Related content: 19

Nevada Social Studies Standards	Scott Foresman Social Studies
Cost versus Benefits	
1.8.3 Identify the additional benefits and the additional costs that result from choosing a little more or a little less.	5-The United States: Related content: 19
Personal Economics	
1.8.4 Evaluate career paths by comparing costs and benefits.	5-The United States: Related content: 19

Content Standard 2.0:

Measuring U.S. Economic Performance: Students will demonstrate a knowledge of past and present U.S. economic performance, identify the economic indicators used to measure that performance, and use this knowledge to make individual decisions and discuss social issues.

Nevada Social Studies Standards	Scott Foresman Social Studies
<i>Students know and are able to do everything required in earlier grades and:</i>	
Measuring Economic Growth	
2.8.1 Explain gross domestic product (GDP) and how it is used to describe a country's economic output	6: 630-633
2.8.2 Given data on population and GDP for several countries, determine their per capita GDP, and compare with the U.S.	6: 630-633
Measuring Inflation	
2.8.4 Use the consumer price index (CPI) to compare the buying power of the U.S. dollar in one year with its buying power in another year.	5-The United States: Related content: 19

Nevada Social Studies Standards	Scott Foresman Social Studies
Measuring Unemployment	
2.8.6 Identify the unemployment rate as the percentage of people in the labor force who are not working, but who are actively pursuing work.	5-<i>The United States</i>: Related content: 18-22
2.8.7 Distinguish between a high rate and a low rate of unemployment for the U.S. economy over time.	5-<i>The United States</i>: Related content: 18-22
Measuring Interest	
2.8.8 Explain why riskier loans command higher interest rates than safer loans.	5-<i>The United States</i>: Related content: 18-22
2.8.9 Distinguish between high and low interest rates for the U.S. economy over time.	5-<i>The United States</i>: Related content: 18-22
Personal Economics	
2.8.10 Identify career fields that are experiencing growth and career fields that are experiencing decline.	6: Related content: 660-663,664-667, 668-671

Content Standard 3.0: Functioning of Markets: Students will demonstrate an understanding of how markets work, including an understanding of why markets form, how supply and demand interact to determine market prices and interest rates, and how changes in prices act as signals to coordinate trade.

Nevada Social Studies Standards	Scott Foresman Social Studies
<i>Students know and are able to do everything required in earlier grades and:</i>	
Trade is Beneficial	
3.8.1 Give examples of markets in which people benefit from trade.	6: 38, 169, 220, 269, 351, 371, 375, 394, 399, 403, 411, 494

Nevada Social Studies Standards	Scott Foresman Social Studies
Markets Determine Prices	
3.8.2 Explain how supply and demand function to determine market prices.	6: 543
Prices as Signals	
3.8.3 Explain why buyers demand less yet sellers supply more when prices go up.	6: 543
3.8.4 Explain why buyers demand more yet sellers supply less when prices go down.	6: 543
Personal Economics	
3.8.6 Identify instances in which people might pay interest or receive interest.	6: 336
3.8.7 Explain the factors that should be considered when making individual purchasing decisions, given changes in prices.	6: Related content: 336

Content Standard 4.0: Private U.S. Economic Institutions: Students will describe the roles played by various U.S. economic institutions, including, but not limited to, financial institutions, labor unions, corporations, and not-for-profit organizations.

Nevada Social Studies Standards	Scott Foresman Social Studies
<i>Students know and are able to do everything required in earlier grades and:</i>	
Financial Institutions	
4.8.1 Explain the purposes and functions of financial institutions (e.g., to channel funds from savers to borrowers).	6: 336

Nevada Social Studies Standards	Scott Foresman Social Studies
Labor Unions	
4.8.2 Explain the purposes and functions of labor unions (e.g., collective bargaining).	6: 480
For-profit Business Organizations	
4.8.3 Explain the advantages and disadvantages of each of the three primary forms of business organizations: sole proprietorship, partnership, and corporation.	5-The United States: Related content: 18-22
Not-for-profit Organizations	
4.8.4 Explain why not-for-profit organizations are tax exempt.	5-The United States: Related content: 18-22
Personal Economics	
4.8.5 Compare the rewards and risks of saving and borrowing money with several types of financial institutions.	5-The United States: Related content: 18-22
Personal Economics	
4.8.6 Investigate careers associated with financial institutions, labor unions, for-profit business organizations, and not-for-profit organizations.	5-The United States: Related content: 18-22

Content Standard 5.0: Money: Students demonstrate an understanding of various forms of money, how money makes it easier to trade, borrow, save, invest, and compare the value of goods and services; and how the Federal Reserve System and its policies affect the U.S. money supply.

Nevada Social Studies Standards	Scott Foresman Social Studies
<i>Students know and are able to do everything required in earlier grades and:</i>	
Functions of Money	
5.8.1 Illustrate how prices stated in money terms help people compare the value of products.	6: Related content: 59, 375

Nevada Social Studies Standards	Scott Foresman Social Studies
History of Money	
5.8.4 Describe the transition from the use of commodities as money to the use of modern forms of money.	6: 59, 375
Personal Economics	
5.8.5 Identify pros and cons of paying with cash versus using credit.	6: 543

Content Standard 6.0: The U.S. Economy as a Whole: Students will demonstrate an understanding of the U.S. economic system as a whole in terms of how it allocates resources; determines the nation’s production, income, unemployment, and price levels; and leads to variations in individual income levels.

Nevada Social Studies Standards	Scott Foresman Social Studies
<i>Students know and are able to do everything required in earlier grades and:</i>	
Resource Allocation	
6.8.1 Explain ways in which households, schools, or community groups allocate resources.	6: Related content: 542-543
6.8.2 Explain how consumer and producer reactions to price changes affect resource allocation.	6: Related content: 542-543
The Nation’s Production Level	
6.8.3 Explain how the current utilization of a productive resource affects the availability of that resource in the future.	6: 660-663, 664-667
The Nation’s Income Level	
6.8.4 Explain the circular flow of economic activity.	6: Related content: 660-663, 664-667

Nevada Social Studies Standards	Scott Foresman Social Studies
The Nation's Unemployment Rate	
6.8.5 Identify factors that can affect an individual's likelihood of being unemployed.	6: Related content: 542-543
Differences in Individual Incomes	
6.8.6 Explain that the wage an individual earns is affected by his or her productivity and by the market value of the goods or services he or she produces.	6: 542-543
Personal Economics	
6.8.7 Identify a career path of interest and explain how the associated earnings are affected by the market.	6: Related content:

Content Standard 7.0: An Evolving Economy: Students will demonstrate an understanding of how investment, entrepreneurship, competition, and specialization lead to changes in an economy's structure and performance.

Nevada Social Studies Standards	Scott Foresman Social Studies
<i>Students know and are able to do everything required in earlier grades and:</i>	
Investment	
7.8.1 Explain how investment improves standards of living by increasing productivity.	5-The United States: Related content: 18-22
Entrepreneurship	
7.8.4 Describe the advantages and disadvantages of being an entrepreneur.	5-The United States: Related content: 18-22

Nevada Social Studies Standards	Scott Foresman Social Studies
Competition	
7.8.5 Illustrate how competition among sellers decreases prices, while competition among buyers increases prices.	5-The United States: Related content: 20-21
Specialization	
7.8.6 Give examples of how specialization is facilitated by trade.	5-The United States: Related content: 20-21
Personal Economics	
7.8.7 Give examples of ways investment can improve students performance in school, sports, etc.	5-The United States: Related content: 22

Content Standard 8.0: The Role of Government in a Market Economy: Students will explain the role of government in a market economy.

Nevada Social Studies Standards	Scott Foresman Social Studies
<i>Students know and are able to do everything required in earlier grades and:</i>	
Public Goods	
8.8.1 Give examples of the kinds of goods and services that government provides.	6: Related content: 21
Externalities	
8.8.2 Give examples of activities that benefit participants, yet harm non-participants.	6: Related content: 19
Redistributing Income	
8.8.3 Identify methods by which government redistributes income.	6: Related content: 21
Property Rights	
8.8.4 Give examples of ways government protects property.	6: Related content: 19

Nevada Social Studies Standards	Scott Foresman Social Studies
Personal Economics	
8.8.7 Describe how paying sales, property, and income taxes affects the amount of money an individual has available for spending.	6: 348

Content Standard 9.0: The International Economy: Students explore the characteristics of non-U.S. economic systems in order to demonstrate an understanding of how they are connected, through trade, to peoples and cultures throughout the world.

Nevada Social Studies Standards	Scott Foresman Social Studies
<i>Students know and are able to do everything required in earlier grades and:</i>	
International Trade	
9.8.1 Explain how governments use tariffs or quotas to restrict trade.	6: 630-633
Interdependence	
9.8.2 Describe how economic interdependence among countries affects standards of living in those countries.	6: 542-543, 630-633
Exchange Rates	
9.8.4 Compute prices of U.S. products in terms of other countries' currencies.	6: 632
Personal Economics	
9.8.5 Identify goods that would not be readily available in U.S. stores if there were no international trade.	6: Related content: 632

GEOGRAPHY

Benchmark Geographic Skills—Students ask and answer geographic questions by acquiring, organizing, and analyzing geographic information.

Nevada Social Studies Standards	Scott Foresman Social Studies
<i>Students know and are able to do everything required in earlier grades and:</i>	
Ask Geographic Questions	
GS.6.1 Ask questions about a geographic change that is taking place in their city or region.	6: Related content: 333, 462, 633
Acquire Geographic Information	
GS.6.2 Collect geographic facts from a physical region in their community.	6: H10-H24, 82, 166, 194, 258, 412, 658
Organize Geographic Information	
GS.6.3 Create a diagram that will illustrate geographic information.	6: 23, 101, 145, 210, 219, 325, 445
Analyze Geographic Information	
GS.6.4 Outline and prioritize geographic information from a variety of geographic sources.	6: 333, 462, 633
Present Geographic Information	
GS.6.5 Utilize visual displays to support conclusions drawn about geographic information.	6: 333, 462, 633

Content Standard 1.0: The World in Spatial Terms: Students use maps, globes, and other geographic tools and technologies to locate and derive information about people, places, and environments.

Nevada Social Studies Standards	Scott Foresman Social Studies
<i>Students know and are able to do everything required in earlier grades and:</i>	
Map Use	
1.6.1 Identify and locate Earth’s major parallels and meridians	6: H12—H15
Map Selection	
1.6.2 Identify different map projections (e.g., Robinson and Mercator).	6: H22-H23
Geographic Tools and Technologies	
1.6.3 Use maps, graphic representations, aerial photographs, satellite images, and computer resources to identify and locate Earth’s physical and human systems.	6: H16, H20-H2, 1R2-R19
Map Construction	
1.6.4 Create a sketch map of geographical setting from a written narrative (e.g., <i>Incredible Journey</i>, <i>Island of the Blue Dolphins</i>).	6: 64, 148, 232, 308, 592, 674,
Map Analysis	
1.6.5 Use historical maps to discuss changes that have occurred in a place over time.	6: 35, 58, 130, 132, 138, 142, 170, 175, 198, 214, 220, 263, 286, 290, 296, 300, 303, 327, 332, 348, 352, 357, 362, 377, 383, 397, 407, 409, 410, 436, 441, 446, 469,494, 52, 535, 552-553, 608
Map Applications	
1.6.6 Use a map of the community to discuss a local geographic issue (e.g., location of school, park, and highway).	6: Related content: 333, 462, 633

Content Standard 2.0: Places and Regions—Students understand the physical and human features and cultural characteristics of places and use this information to define and study regions and their patterns of changes.

Nevada Social Studies Standards	Scott Foresman Social Studies
<i>Students know and are able to do everything required in earlier grades and:</i>	
Characteristics of Places and Regions	
2.6.1 Locate examples of land forms that define the political boundaries of their state or region.	6: R1-R8
Cultural Identity	
2.6.2 Identify and locate examples of cultural regions found within the United States (e.g. Amish, Cajun).	This standard is covered in grade 4.
Cultural Perspectives	
2.6.3 Discuss how the same issue is perceived by different cultural groups.	6: 636-641
Impact of Technology	
2.6.4 Choose a technology and examine the different stages of its development (e.g., transportation, communication).	6: 668-671
History and Region	
2.6.5 Describe a physical region that has had an impact on human activities.	6: 34-37, 40-43, 48-50, 54-55, 246-249, 252-253, 260-264, 276-281, 282-287, 288-292, 294-297, 322-325, 326-329, 330-333, 334-336, 438-439
Patterns of Change	
2.6.6 Describe the impact that change in your community or state have had on its environment or population.	6: Related content: 333, 462, 633
Applying Concepts of Regions	
2.6.7 Give examples of how geographers create regions to help organize information about people and places.	6: E8

Content Standard 3.0: Physical Systems—Students understand how physical processes shape Earth’s surface patterns **and ecosystems**.

Nevada Social Studies Standards	Scott Foresman Social Studies
<i>Students know and are able to do everything required in earlier grades and:</i>	
Physical Systems	
3.6.1 Explain how conditions in the atmosphere can affect those on the lithosphere.	This standard is covered in grade 4.
Natural Hazards	
3.6.2 Characterize natural hazards into one of the earth’s four basic physical systems from which they can originate.	This standard is covered in grade 4.
Characteristics of Ecosystems	
3.6.3 Describe characteristics of a specific ecosystem.	This standard is covered in grade 4.
Distribution of Ecosystems	
3.6.4 Describe the biodiversity of various ecosystems on earth.	This standard is covered in grade 4.
Analysis of Ecosystems	
3.6.5 Describe the changes take place in an ecosystem over time (e.g., due to plant succession, fire, pollution).	6: 660-661, 664-447

Content Standard 4.0: Human Systems —Students understand how economic, political, and cultural processes interact to shape patterns of human migration and settlement, influence and interdependence, and conflict and cooperation.

Nevada Social Studies Standards	Scott Foresman Social Studies
<i>Students know and are able to do everything required in earlier grades and:</i>	
Demographic Concepts	
4.6.1 Recognize common demographic trends within Nevada and the United States.	6: 655

Nevada Social Studies Standards	Scott Foresman Social Studies
Migration and Settlement	
4.6.2 Describe changes that occur in a place due to human migration.	6: 298-304
Historical Movement of People, Goods, and Ideas	
4.6.3 Discuss changes in the historical movement of people and goods.	6: 38, 334-338, 396-398, 406-411, 438-442, 444-449, 474-477
Patterns of Human Settlement	
4.6.4 Identify the patterns of local and state migration and settlement.	6: 38, 334-338, 396-398, 406-411, 438-442, 444-449, 474-477
Economic Systems and Interdependence	
4.6.5 Explain the geographic reasons why states and countries trade with each other.	6: 38, 334-338, 396-398, 406-411, 438-442, 444-449, 474-477
Analysis of Economic Issues	
4.6.6 Identify regions that depend on a primary economic activity.	6: 614-618
Patterns of Human Development	
4.6.7 Create a map showing the locations of both developed and developing countries and explain the pattern of human development.	6: 38, 334-338, 396-398, 406-411, 438-442, 444-449, 474-477
Human Organizations	
4.6.8 Use a map to locate the headquarters of various cultural, political, and economic organizations.	6: 38, 334-338, 396-398, 406-411, 438-442, 444-449, 474-477
Conflict and Cooperation	
4.6.9 Create a map to illustrate an example of political boundaries.	6: 614-618

Content Standard 5.0: Environment and Society—Students understand the effects of interactions between human and physical systems and the changes in use, distribution, and importance of resources.

Nevada Social Studies Standards	Scott Foresman Social Studies
<i>Students know and are able to do everything required in earlier grades and:</i>	
Changes in the Physical Environment	
5.6.1 Use maps or photographs to document changes in the physical environment.	This standard is covered in grade 4.
Constraints of the Physical Environment	
5.6.2 Describe a specific opportunity provided by a particular physical environment.	6: 32-61, 76-95, 160-181, 246-251, 320-321, 344-365, 368-387, 390-413, 614-618
Technology and the Physical Environment	
5.6.3 Explain how a local industry has accelerated change in the physical environment.	This standard is covered in grade 4.
Human Modification	
5.6.4 Explore the impact of human modification of the physical environment on the people who live there.	6: 660-663
Effects of Natural Hazards on Human Systems	
5.6.5 Identify natural hazards that are common to different regions of the United States or the world.	This standard is covered in grade 4.
Earth's Resources	
5.6.6 Explain how natural resources help people create other products and industries.	6: 76-95, 160-181

Nevada Social Studies Standards	Scott Foresman Social Studies
Management of Earth's Resources	
5.6.7 Describe how earth's resources can be modified to create wealth.	6: 664-667

Content Standard 6.0: Geographic Applications—Students apply geographic knowledge of people, places, and environments to interpret the past, understand the present, and plan for the future.

Nevada Social Studies Standards	Scott Foresman Social Studies
<i>Students know and are able to do everything required in earlier grades and:</i>	
Applying Geography in History	
6.6.1 Identify resources that have played a role in historical events or movements.	6: 76-95, 160-181, 244-271, 520-523, 614-618
Applying Geography in Current Events	
6.6.2 Identify resources that are playing a role in current events.	6: 614-618, 660-663, 664-667
Applying Geography to Contemporary Issues	
6.6.3 Discuss a geographic issue from more than one point of view.	6: 660-663, 664-667, 668-669
Applying Geography to the Future	
6.6.4 Describe how human actions could modify future conditions on earth.	6: 660-663, 664-667, 668-669

HISTORY

Standard 1.0: Chronology: Students use chronology to organize and understand the sequence and relationship of events.

Nevada Social Studies Standards	Scott Foresman Social Studies
<i>Students know and are able to do everything required in earlier grades and:</i>	
Current Events	
1.8.1 Describe how a current event is presented by multiple sources.	6: 228-229, 588-589
Chronology	
1.8.2 Create a tiered time line.	6: Related content: 524, R29-R40

Standard 2.0: History Skills: Students will use social studies vocabulary and concepts to engage in inquiry, in research, in analysis, and in decision-making.

Nevada Social Studies Standards	Scott Foresman Social Studies
<i>Students know and are able to do everything required in earlier grades and:</i>	
Inquiry	
2.8.1 Frame historical questions that examine multiple viewpoints.	6: 20, 126, 223, 301, 358, 500, 544
Research and Analysis	
2.8.2 Evaluate sources of historical information based on: <ul style="list-style-type: none"> ▪ bias ▪ credibility ▪ cultural context ▪ reliability ▪ time period 	6: 216, 450, 624

Nevada Social Studies Standards	Scott Foresman Social Studies
Informational Tools	
2.8.3 Read and use informational tools, including: <ul style="list-style-type: none"> ▪ charts ▪ diagrams ▪ graphs ▪ maps ▪ political cartoons ▪ photographs ▪ tables 	6: 15, 21, 24, 30, 58, 62, 82, 85, 96, 104, 105, 118, 124, 187, 204, 210, 214, 230, 247, 263, 272, 286, 306, 332, 340, 341, 342, 343, 347, 351, 366, 383, 388, 397, 407, 409, 410, 431, 436, 441, 446, 452, 457, 476, 482, 490, 504, 524, 536, 538, 549, 552-553, 562, 563, 564, 569, 590, 622, 624, 626, 631, 632, 634, 635, 638, 639, 647, 650, 655, 656, 661, 665, 672

Standard 3.0: Prehistory to 400 CE: Students understand the development of human societies, civilizations, and empires

Nevada Social Studies Standards	Scott Foresman Social Studies
<i>Students know and are able to do everything required in earlier grades and:</i>	
World, United States, and Nevada	
3.8.1 Explain the characteristics and environments of hunter-gatherer.	6: 10-16, 17
World	
3.8.2 Identify significant characteristics of early agricultural societies, including: <ul style="list-style-type: none"> ▪ farming ▪ domestication of animals 	6: 18-23, 26-29
3.8.3 Locate ancient and classical civilizations in time and place, including: <ul style="list-style-type: none"> ▪ China ▪ Egypt ▪ Greece ▪ India ▪ Mesopotamia ▪ Rome 	6: 34-39, 40-47, 48-53, 54-59, 72, 78-81, 84-90, 92-95, 100-103, 106-112, 114-117, 122-127, 128-134, 160-181, 184-203, 206-229, 240, 246-251, 252-256, 276-279

Nevada Social Studies Standards	Scott Foresman Social Studies
3.8.4 Describe achievements made by ancient and classical civilizations, including: <ul style="list-style-type: none"> ▪ the Americas ▪ China ▪ Egypt ▪ Greece ▪ India ▪ Mesopotamia ▪ Rome 	6: 40-46, 48-53, 54-59, 84-90, 106-112, 128-134, 160-181, 184-203, 206-229, 240, 244-271, 274-305, 260-264, 266-271, 282-287, 282, 292
Nevada	
3.8.5 Describe the lifestyles of Nevada’s Desert Archaic people.	5: Related content: 88-93

Standard 4.0: 1 CE to 1400: Students understand the characteristics, ideas, and significance of civilizations and religions from 1 CE to 1400.

Nevada Social Studies Standards	Scott Foresman Social Studies
<i>Students know and are able to do everything required in earlier grades and:</i>	
World	
4.8.1 Describe the Viking exploration of North America.	5-The United States: 110-111
4.8.2 Describe contributions of and locate the Mayan, Aztec, and Incan civilizations.	6: 168-173, 174-180, 196-201
4.8.3 Describe the origin, traditions, customs, and spread of western and eastern world religions, including: <ul style="list-style-type: none"> ▪ Buddhism ▪ Christianity ▪ Hinduism ▪ Islam ▪ Judaism 	6: 54-59, 136-139, 140-143, 294-297, 330-333

Nevada Social Studies Standards	Scott Foresman Social Studies
4.8.4 Identify the characteristics of European feudalism.	6: 400-405

Content Standard 5.0: 1200 to 1750: Students understand the impact of the interaction of peoples, cultures, and ideas from 1200 to 1750.

Nevada Social Studies Standards	Scott Foresman Social Studies
<i>Students know and are able to do everything required in earlier grades and:</i>	
World	
5.8.1 Define the Renaissance in terms of science and fine arts.	6: 430-437
5.8.5 Describe the lifestyles of Nevada’s Native American cultures, including: <ul style="list-style-type: none"> ▪ Northern Paiute ▪ Southern Paiute ▪ Washoe ▪ Western Shoshone 	5-The United States: Related content: 88-93
United States and Nevada	
5.8.6 Describe Native North American cultural regions, such as: <ul style="list-style-type: none"> ▪ Southwest ▪ Southeast ▪ Northeast ▪ Northwest ▪ California ▪ Great Basin ▪ Plains ▪ Plateau ▪ Arctic ▪ Sub-Arctic 	5-The United States: Related content: 88-93

Nevada Social Studies Standards	Scott Foresman Social Studies
World and United States	
5.8.7 Describe motivations for Scandinavian and European explorations, including: <ul style="list-style-type: none"> ▪ all-water routes to Asia ▪ trade ▪ religion 	6: 438-442
5.8.8 Explain interactions among Native Americans, Europeans, and Africans.	6: 444-449, 456-462
5.8.9 Compare the lifestyles of Native Americans with those of the colonists.	6: 444-449
5.8.10 Explain where and why colonies were established in the Americas by European nations and how those colonies were governed.	6: 444-449
United States	
5.8.11 Describe lifestyles in the New England, Middle, and Southern colonies.	6: 444-449
5.8.12 Describe the African slave trade.	6: 448-449

Standard 6.0: 1700 to 1865: Students understand the people, events, ideas, and conflicts that led to the creation of new nations and distinctive cultures.

Nevada Social Studies Standards	Scott Foresman Social Studies
<i>Students know and are able to do everything required in earlier grades and:</i>	
World and United States	
6.8.1 Describe major inventions of the Industrial Revolution, including: <ul style="list-style-type: none"> ▪ steam engine ▪ textile machines 	6: 474-477, 478-481

Nevada Social Studies Standards	Scott Foresman Social Studies
United States	
6.8.3 Describe the effect of laws and taxes enacted by the British on the American colonies, including: <ul style="list-style-type: none"> ▪ Stamp Act ▪ Intolerable Acts ▪ Quartering Act 	6: 456-462
6.8.4 Explain the major ideas expressed in the Declaration of Independence, including: <ul style="list-style-type: none"> ▪ equality ▪ right to change government ▪ life, liberty, and the pursuit of happiness 	6: 456-458
6.8.5 Describe key people and events of the American Revolution, including: <ul style="list-style-type: none"> ▪ King George III ▪ George Washington ▪ Lexington and Concord ▪ Battle of Saratoga ▪ Valley Forge 	6: 458
6.8.6 Identify the Articles of Confederation.	5-The United States: 338-343
6.8.7 Explain why the Constitution was written.	5-The United States: 344-351
6.8.8 Identify the principles of the Bill of Rights.	5-The United States: 354
World and United States	
6.8.12 Define capitalism and free market economy.	6: 480

Nevada Social Studies Standards	Scott Foresman Social Studies
United States	
6.8.13 Describe the early development of the United States government, including: <ul style="list-style-type: none"> ▪ Washington’s cabinet ▪ Marbury v. Madison ▪ political parties 	5-<i>The United States</i>: 362-369, 370-379, 380-385
6.8.14 Describe contributing factors in the development of a national identity, such as: <ul style="list-style-type: none"> ▪ the cotton gin ▪ Erie Canal ▪ the factory system ▪ immigration and nativism ▪ Monroe Doctrine ▪ railroads ▪ telegraph ▪ War of 1812 	5-<i>The United States</i>: 402-407, 408-415, 416-425
6.8.15 Identify key people and events in the social reform movements of antebellum United States, including: <ul style="list-style-type: none"> ▪ Dorothea Dix ▪ Horace Mann ▪ Sojourner Truth ▪ Seneca Falls Declaration 	5-<i>The United States</i>: 416-425
6.8.16 Recognize the development of an emerging United States culture, including contributions from: <ul style="list-style-type: none"> ▪ literature ▪ language development ▪ poetry ▪ music 	5-<i>The United States</i>: 374, 388, 419, 450

Nevada Social Studies Standards	Scott Foresman Social Studies
United States and Nevada	
6.8.17 Describe Manifest Destiny and the expansion of the United States, including: <ul style="list-style-type: none"> ▪ Lewis and Clark and the Louisiana Purchase ▪ Trail of Tears ▪ the Battle of the Alamo ▪ Treaty of Guadalupe-Hidalgo ▪ Oregon and California Trails ▪ Spanish Trail, Santa Fe Trail, Central Overland Trail, Mormon Trail ▪ Donner Party ▪ California Gold Rush 	5-<i>The United States</i>: 430-437, 438-441, 442-447
Nevada	
6.8.18 Describe the contributions of the explorers and settlers in preterritorial Nevada and their influences on the future, including: <ul style="list-style-type: none"> ▪ Kit Carson ▪ John C. Fremont ▪ James Beckwourth ▪ Peter Skene Ogden ▪ Joseph Walker ▪ Jedediah Smith 	5-<i>The United States</i>: Related content: 438-441
6.8.19 Describe the Mormon influence on the political and economic development of preterritorial Nevada.	5-<i>The United States</i>: Related content: 438-441
United States	
6.8.20 Define abolition and identify the key people and events of the movement, including: <ul style="list-style-type: none"> ▪ Frederick Douglass ▪ Harriet Tubman ▪ Underground Railroad ▪ Sojourner Truth 	5-<i>The United States</i>: 470-475, 476-483

Nevada Social Studies Standards	Scott Foresman Social Studies
6.8.21 Identify the causes, key people, events, and outcome of the Civil War, including: <ul style="list-style-type: none"> ▪ states' rights and slavery ▪ President Lincoln ▪ Emancipation Proclamation ▪ Vicksburg and Gettysburg ▪ Gettysburg Address ▪ Generals Grant and Lee 	5-The United States: 492-497, 498-505, 506-515, 516-521
Nevada	5-The United States: Related content: 438-441
6.8.22 Explain the events that led to Nevada statehood, including: <ul style="list-style-type: none"> ▪ Comstock Lode ▪ Election of 1864 	

Standard 7.0: 1860 to 1920: Students understand the importance and impact of political, economic, and social ideas.

Nevada Social Studies Standards	Scott Foresman Social Studies
<i>Students know and are able to do everything required in earlier grades and:</i>	
United States	5-The United States: 516, 519
7.8.1 Identify the 13th, 14th, and 15th Amendments to the Constitution.	
7.8.2 Identify the Black Codes and Jim Crow Laws.	
7.8.3 Discuss the interactions between settlers and Native Americans during the westward expansion, including: <ul style="list-style-type: none"> ▪ Ghost Dance/Wounded Knee ▪ Little Big Horn 	5-The United States: 554-557

Nevada Social Studies Standards	Scott Foresman Social Studies
Nevada	
7.8.4 Describe the contributions of Sarah Winnemucca Hopkins to Native Americans in Nevada and the United States.	5-<i>The United States</i>: Related content: 554-557
United States and Nevada	
7.8.5 Describe the western frontier, including: <ul style="list-style-type: none"> ▪ communication --pony express --telegraph ▪ farming and water issues ▪ mining ▪ ranching ▪ transportation 	5-<i>The United States</i>: 538-545, 546-553, 554-557
United States	
7.8.7 Describe effects of industrialization and new technologies on the transformation of the United States, including: <ul style="list-style-type: none"> ▪ steel industry ▪ mass production ▪ mechanized assembly line ▪ communication 	5-<i>The United States</i>: 562-567, 568-577, 578-585
7.8.8 Identify American industrialists and their contributions, including: <ul style="list-style-type: none"> ▪ Andrew Carnegie ▪ Henry Ford ▪ John D. Rockefeller 	5-<i>The United States</i>: 562-567
Nevada and United States	
7.8.9 Identify immigrant and native groups involved in mining, ranching, railroads, and commerce in Nevada and the United States.	5-<i>The United States</i>: 538-545, 546-553

Nevada Social Studies Standards	Scott Foresman Social Studies
United States and Nevada	
7.8.11 Describe the goals and accomplishments of labor unions in Nevada and the United States.	5-<i>The United States</i>: 572-574
United States	
7.8.13 Describe the women’s suffrage movement and the 19 th Amendment.	5-<i>The United States</i>: 612
World and United States	
7.8.14 Describe United States expansion, including: <ul style="list-style-type: none"> ▪ Alaska ▪ Hawaii ▪ Panama Canal ▪ Spanish-American War 	5-<i>The United States</i>: 578-585
7.8.17 Identify causes, outcome, and consequences of World War I, including: <ul style="list-style-type: none"> ▪ Sarajevo ▪ alliances and nationalism ▪ weapons and tactics ▪ Treaty of Versailles 	6: 520-525, 526-531, 534-537

Standard 8.0: The Twentieth Century, a Changing World: 1920 to 1945: Students understand the importance and effect of political, economic, technological, and social changes in the world from 1920 to 1945.

Nevada Social Studies Standards	Scott Foresman Social Studies
<i>Students know and are able to do everything required in earlier grades and:</i>	
World	
8.8.1 Define totalitarianism.	6: Related content: 542-547

Nevada Social Studies Standards	Scott Foresman Social Studies
World, United States, and Nevada	
8.8.2 Identify scientific and technological advancements and their impacts, including: <ul style="list-style-type: none"> ▪ airplane ▪ radio ▪ automobile ▪ household appliances 	5-<i>The United States</i>: 615
United States	
8.8.4 Explain how literature, music, and visual arts were a reflection of the time.	5-<i>The United States</i>: 579, 588, 618
United States and Nevada	
8.8.5 Describe the causes and effects of the Great Depression and the New Deal on life in the United States and Nevada, including: <ul style="list-style-type: none"> ▪ stock market crash ▪ family life ▪ Hoover Dam ▪ government programs 	6: 542-543
World, United States, and Nevada	
8.8.6 Identify causes, effects, and outcome of World War II, including: <ul style="list-style-type: none"> ▪ legacy of WWI ▪ Pearl Harbor ▪ Allies ▪ Axis powers and leaders ▪ atomic bomb ▪ United Nations 	6: 544-547, 548, 554

Nevada Social Studies Standards	Scott Foresman Social Studies
World and United States	
8.8.7 Identify key elements of the Holocaust, including: <ul style="list-style-type: none"> ▪ "Aryan supremacy" ▪ Kristallnacht ▪ "Final Solution" ▪ concentration and death camps 	6: 558-559
United States and Nevada	
8.8.8 Identify the effects of WWII on the home front in the United States and Nevada, including: <ul style="list-style-type: none"> ▪ end of the Great Depression ▪ internment camps ▪ rationing ▪ propaganda ▪ "Rosie the Riveter" 	6: 558-563

Standard 9.0: The Twentieth Century, a Changing World: 1945 to 1990: Students understand the shift of international relationships and power as well as the significant developments in American culture.

Nevada Social Studies Standards	Scott Foresman Social Studies
<i>Students know and are able to do everything required in earlier grades and:</i>	
World and United States	
9.8.1 Identify the Cold War, including: <ul style="list-style-type: none"> ▪ Marshall Plan ▪ Berlin Blockade ▪ NATO 	6: 558-561, 568-572

Nevada Social Studies Standards	Scott Foresman Social Studies
United States	
9.8.2 Identify the effects of the Cold War on the United States, including: <ul style="list-style-type: none"> ▪ arms race and nuclear testing ▪ McCarthyism ▪ space race ▪ Cuban Missile Crisis 	6: 582-587
World and the United States	
9.8.3 Explain why the United Nations was involved in the Korean War and the outcome of its involvement.	6: 582-587
9.8.5 Discuss how science and technology changed life in the United States after WWII, including: <ul style="list-style-type: none"> ▪ television ▪ electronics and computers ▪ medical advances 	6: 668-671
United States	
9.8.6 Summarize the changes in the United States' demographics.	5-The United States: 602-607
Nevada	
9.8.7 Describe the impact of the United States military and atomic testing in Nevada.	6: Related content: 554, 559, 571
World, United States, and Nevada	
9.8.8 Identify the major issues, events, and people of the modern Civil Rights movement in the United States and Nevada, including: <ul style="list-style-type: none"> ▪ Rosa Parks ▪ Martin Luther King, Jr. ▪ <i>Brown v. Board of Education</i> ▪ voting rights ▪ integration ▪ Grant Sawyer ▪ César Chávez 	5-The United States: 642-649

Nevada Social Studies Standards	Scott Foresman Social Studies
World and United States	
9.8.9 Identify the causes and effects of the Vietnam war, including: <ul style="list-style-type: none"> ▪ Tet Offensive ▪ Gulf of Tonkin Resolution ▪ anti-war movement ▪ draft and lottery ▪ POWs and MIAs 	6: 582-587
United States	
9.8.10 Identify the significance to United States political culture of the following: <ul style="list-style-type: none"> ▪ Watergate ▪ Iranian hostage crisis ▪ Iran-contra Affair 	5-<i>The United States</i>: 650-657, 658-669
World and United States	
9.8.11 Identify key people and events that contributed to the end of the Cold War, including: <ul style="list-style-type: none"> ▪ recognition of China ▪ détente ▪ disarmament ▪ Strategic Defense Initiative 	6: 576-581
United States and World	
9.8.12 Describe the significance of the breakup of the USSR, including: <ul style="list-style-type: none"> ▪ fall of the Berlin Wall 	6: 620-623
Nevada	
9.8.13 Describe the effects of tourism and gaming on Nevada.	5-<i>The United States</i>: Related content: R18-R21

Nevada Social Studies Standards	Scott Foresman Social Studies
United States	6: 674
9.8.14 Identify examples of arts, music, literature, and the media in United States society.	

Content Standard 10.0: New Challenges, 1990 to the Present: Students understand the political, economic, social, and technological issues challenging the world as it approaches and enters the new millennium.

Nevada Social Studies Standards	Scott Foresman Social Studies
<i>Students know and are able to do everything required in earlier grades and:</i>	
World and United States	6: 668-671
10.8.1 Describe scientific and technological developments, including: <ul style="list-style-type: none"> ▪ personal computers ▪ Internet ▪ satellites ▪ medical advances 	
World, United States, and Nevada	6: 606-612, 614-618, 620-623, 630-633, 636-641, 644-649, 654-657, 660-663, 664-667
10.8.3 Describe major world, national, and local issues, including: <ul style="list-style-type: none"> ▪ ethnic and religious conflicts ▪ environmental issues ▪ gaming ▪ health issues ▪ water and resource allocation 	
World and United States	5-The United States: 660
10.8.4 Identify the causes and effects of the Persian Gulf War.	

Nevada Social Studies Standards	Scott Foresman Social Studies
United States	5-<i>The United States</i>: 661
10.8.5 Identify the role of the media in the changing political climate.	
World and United States	6: 674
10.8.6 Identify how literature, music, and the visual arts are a reflection of the time.	