

Grades 6, 7, 8

Adopted 2017

Early World Civilizations (prior to 1500)

- 1. Construct compelling questions based upon disciplinary concepts.**
questions [SS.6-8.EWC.1](#)

- 2. Evaluate various interpretations in answer to compelling questions within and across disciplines.** [SS.6-8.EWC.2](#)

- 3. Generate supporting questions that will lead to inquiry and research on compelling issues within questions the discipline in order to answer compelling questions.** [SS.6-8.EWC.3](#)

- 4. Gather relevant information from multiple texts and evaluate the sourcing, context and supporting sources corroboration of the texts with close reading and disciplinary skills.** [SS.6-8.EWC.4](#)

- 5. Seek multiple media sources when investigating current issues and evaluate the credibility and reliability of each.** [SS.6-8.EWC.5](#)

- 6. Using varied source material, develop an argument based on substantive claims, with strong using evidence, and clear reasoning.** [SS.6-8.EWC.6](#)

- 7. Examine different arguments while pointing out the strengths and limitations of each.** [SS.6-8.EWC.7](#)

- 8. Construct organized explanations for various audiences and purposes using evidence and critiquing conclusions reasoning.** [SS.6-8.EWC.8](#)

- 9. Participate in rigorous academic discussions, emphasizing multiple viewpoints in which claims and evidence is acknowledged and critiqued.** [SS.6-8.EWC.9](#)

- 10. Draw on disciplinary concepts to explain the challenges people have faced, are facing, and opportunities they have created in addressing local, regional and global problems at various times and places.** [SS.6-8.EWC.10](#)

- 11. Apply a range of deliberative and democratic procedures to make decisions and take action regarding important contemporary issues.** [SS.6-8.EWC.11](#)

- 12. Compare rise and fall of kingdoms and empires across the ancient world with attention to governmental systems and political developments.** [SS.6-8.EWC.12](#)

- 13. Examine instances of conflict, oppression, human rights violations, and genocide across the ancient world as well as responses to these**

violations. SS.6-8.EWC.13

14. Describe the factors that shape identity, including institutions, religion, language, social class, geography, culture, and society in ancient civilizations. SS.6-8.EWC.14

15. Interpret historical events from a variety of historical and cultural perspectives including but not limited to: Romans vs. "barbarians," conquerors vs. conquered, Mongols vs. Ming Chinese. SS.6-8.EWC.15

16. Investigate cultural developments within and across human societies with attention to belief systems, philosophies, ideologies, and the arts. SS.6-8.EWC.16

17. Analyze the impact of technological developments on events, peoples, and cultures in the ancient world. SS.6-8.EWC.17

18. Analyze the use of conflict and/or diplomacy in ancient world interactions. SS.6-8.EWC.18

19. Analyze the ways in which dominant cultures have oppressed conquered peoples or minority groups within early civilizations as well as the responses of those groups to this oppression. SS.6-8.EWC.19

20. Assess the impacts of cultural diffusion when diverse groups interact within and across early civilizations. SS.6-8.EWC.20

21. Investigate the ways in which civilizations build communities of respect, equity, and diversity throughout early world history. SS.6-8.EWC.21

22. Analyze the intellectual, cultural, religious, and artistic contributions to our modern world of racially and ethnically diverse individuals and cultures of early civilizations. SS.6-8.EWC.22

23. Describe the different political, civil, religious, and economic organizations of early civilizations. SS.6-8.EWC.23

24. Compare a current global issue to a historical event from an ancient civilization in order to propose a solution based upon past outcomes. SS.6-8.EWC.24

25. Compare and contrast government structures, processes, and laws within and across early civilizations. SS.6-8.EWC.25

26. Utilize and construct maps and images to explain and analyze regional, environmental, and cultural characteristics in early civilizations. SS.6-8.EWC.26

27. Analyze and explain the cultural, physical, and environmental characteristics of places and regions and how these affected the lives of the people who lived here. SS.6-8.EWC.27

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- 28. Explain how changes in transportation, communication, and technology influence the movement of people, goods, and ideas in various early civilizations.** *SS.6-8.EWC.28*
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- 29. Explain how global changes in population distribution patterns affect changes in land use in early civilizations including, but not limited to: rural vs. urban, major waterways, pandemics, slavery.** *SS.6-8.EWC.29*
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- 30. Differentiate economic systems, patterns of trade and how those impact civilizations.** *SS.6-8.EWC.30*
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- 31. Assess the economies of ancient civilizations based on trade, resources, labor, monetary system, and other factors.** *SS.6-8.EWC.31*
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- 32. Explain how trade has impacted economic growth, labor markets, rights of citizens, the environment, and resources and income distribution in different ancient civilizations.** *SS.6-8.EWC.32*
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World Geography and Global Studies

- 1. Construct compelling questions based upon disciplinary concepts.** *SS.6-8.WGGS.1*
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- 2. Evaluate various interpretations in answer to compelling questions within and across disciplines.** *SS.6-8.WGGS.2*
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- 3. Generate supporting questions that will lead to inquiry and research on compelling issues within the discipline.** *SS.6-8.WGGS.3*
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- 4. Gather relevant information from multiple texts and evaluate the sourcing, context, and corroboration of the texts with close reading and disciplinary skills.** *SS.6-8.WGGS.4*
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- 5. Seek multiple media sources when investigating current issues and evaluate the credibility and reliability of each.** *SS.6-8.WGGS.5*
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- 6. Using varied source material, develop an argument based on substantive claims, with strong evidence and clear reasoning.** *SS.6-8.WGGS.6*
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- 7. Examine different arguments while pointing out the strengths and limitations of each.** *SS.6-8.WGGS.7*
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- 8. Construct organized explanations for various audiences and purposes using evidence and reasoning.** *SS.6-8.WGGS.8*
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- 9. Participate in rigorous academic discussions, emphasizing multiple viewpoints in which claims and evidence is acknowledged and critiqued.** *SS.6-8.WGGS.9*
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- 10. Draw on disciplinary concepts to explain the challenges people have faced, are facing, and opportunities they have created in addressing local, regional, and global problems at various times and places.** *SS.6-8.WGGS.10*
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- 11. Apply a range of deliberative and democratic procedures to make decisions and take action regarding important contemporary issues.** [SS.6-8.WGGS.11](#)
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- 12. Compare rise and fall of governmental systems and political developments across the world.** [SS.6-8.WGGS.12](#)
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- 13. Examine instances of conflict, oppression, human rights violations and genocide across the world as well as responses to these violations.** [SS.6-8.WGGS.13](#)
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- 14. Describe the factors that shape identity, including institutions, religion, language, social class, geography, culture, and society.** [SS.6-8.WGGS.14](#)
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- 15. Interpret current events from a variety of cultural perspectives.** [SS.6-8.WGGS.15](#)
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- 16. Investigate cultural developments within and across human societies with attention to belief systems, philosophies, ideologies, and the arts.** [SS.6-8.WGGS.16](#)
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- 17. Analyze the impact of technological developments on events, peoples, and cultures across the world.** [SS.6-8.WGGS.17](#)
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- 18. Investigate Nevada's role in the world using the five themes of geography: place, location, human environment interaction, movement, and region.** [SS.6-8.WGGS.18](#)
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- 19. Analyze the use of conflict and/or diplomacy in global interactions.** [SS.6-8.WGGS.19](#)
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- 20. Explore instances of oppression in the modern world as well as individual and group resistance movements for social justice which have developed in response.** [SS.6-8.WGGS.20](#)
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- 21. Investigate the ways in which individuals and nations build communities of respect, equity, and diversity across the world today.** [SS.6-8.WGGS.21](#)
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- 22. Discuss the contributions of racially and ethnically diverse leaders to the advancement of communities and nations around the world.** [SS.6-8.WGGS.22](#)
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- 23. Distinguish and apply the powers and responsibilities of global citizens, interest groups, and the media in a variety of governmental and nongovernmental contexts.** [SS.6-8.WGGS.23](#)
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- 24. Describe the roles of political, civil, and economic organizations in shaping people's lives.** [SS.6-8.WGGS.24](#)
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- 25. Investigate a current global issue and propose a course of action to solve it.** [SS.6-8.WGGS.25](#)
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- 26. Examine the origins, purposes, and impact of laws, treaties, and international agreements.** [SS.6-8.WGGS.26](#)

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- 28. Utilize and construct maps, charts, and other geographic representations to explain and analyze regional, environmental, and cultural characteristics in various places around the world.** *SS.6-8.WGGS.28*
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- 29. Explain how changes in transportation, communication, and technology influence the movement of people, goods, and ideas.** *SS.6-8.WGGS.29*
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- 30. Explain how global changes in population distribution patterns affect changes in land use in particular areas.** *SS.6-8.WGGS.30*
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- 31. Explain how the relationship between the environmental characteristics of places and production of goods influences the spatial patterns of world trade.** *SS.6-8.WGGS.31*
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- 32. Analyze and explain the cultural, physical, and environmental characteristics of places and regions and how these affected the lives of the people who lived there.** *SS.6-8.WGGS.32*
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- 34. Explain how supply and demand, costs and competition influence market prices, wages, social, and environmental outcomes.** *SS.6-8.WGGS.34*
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- 33. Explain and evaluate how economic policies impact individuals, businesses, government structures, and international organizations from a local to global scale.** *SS.6-8.WGGS.33*
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- 35. Assess the economies of various nations based on trade, resources, labor, monetary system, and other factors.** *SS.6-8.WGGS.35*
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- 36. Investigate the impact of global trade policies on nations and their citizens.** *SS.6-8.WGGS.36*
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Early U.S. History and Civic Ideals

- 1. Construct compelling questions based upon disciplinary concepts.** *SS.6-8.EUSH.1*
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- 2. Evaluate various interpretations in answer to compelling questions within and across disciplines.** *SS.6-8.EUSH.2*
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- 3. Generate supporting documents that will lead to inquiry and research on compelling issues within the discipline.** *SS.6-8.EUSH.3*
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- 4. Gather relevant information from multiple texts and evaluate the sourcing, context, and corroboration of the texts with close reading and disciplinary skills.** *SS.6-8.EUSH.4*
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- 5. Seek multiple media sources when investigating current issues and evaluate the credibility and reliability of each.** *SS.6-8.EUSH.5*
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- 6. Using varied source materials, develop an argument based on substantive claims, with strong evidence, and clear reasoning.** *SS.6-8.EUSH.6*
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- 7. Examine different arguments while pointing out the strengths and limitations of each.** [SS.6-8.EUSH.7](#)
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- 8. Construct organized explanations for various audiences and purposes using evidence and reasoning.** [SS.6-8.EUSH.8](#)
-
- 9. Participate in rigorous academic discussions, emphasizing multiple viewpoints in which claims and evidence is acknowledged and critiqued.** [SS.6-8.EUSH.9](#)
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- 10. Draw on disciplinary concepts to explain the challenges people have faced, are facing, and opportunities they have created in addressing local, regional, and global problems at various times and places.** [SS.6-8.EUSH.10](#)
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- 11. Apply a range of deliberative and democratic procedures to make decisions and take action regarding important contemporary issues.** [SS.6-8.EUSH.11](#)
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- 12. Assess the impact of diverse ideologies on politics, society, and culture in early U.S. History.** [SS.6-8.EUSH.12](#)
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- 13. Investigate the factors that shaped group and national identity in early U.S. History and how that relates to views of American identity today.** [SS.6-8.EUSH.13](#)
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- 14. Interpret historical events from a variety of historical and cultural perspectives including but not limited to: Native Americans vs. settlers, Northerners vs. Southerners, native citizens vs. immigrants, etc.** [SS.6-8.EUSH.14](#)
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- 15. Evaluate the causes and effects of regional differences in early U.S. History.** [SS.6-8.EUSH.15](#)
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- 16. Analyze the influence of diverse cultural traditions on early American society.** [SS.6-8.EUSH.16](#)
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- 17. Analyze the impact of the political, social, cultural, economic, religious, geographic, intellectual, and artistic changes throughout the course of U.S. History.** [SS.6-8.EUSH.17](#)
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- 18. Explain how individuals and events in Nevada's history both influence and are influenced by the larger national context.** [SS.6-8.EUSH.18](#)
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- 19. Analyze the impact of westward expansion on the Native communities of Nevada.** [SS.6-8.EUSH.19](#)
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- 20. Investigate migration and immigration patterns to Nevada as part of U.S. History.** [SS.6-8.EUSH.20](#)
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- 21. Evaluate the use of conflict and diplomacy in international relations from a U.S. perspective.** [SS.6-8.EUSH.21](#)

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- 22. Investigate the causes, impacts, and attitudes towards conflict and war from various points of view throughout early U.S. History.** SS.6-8.EUSH.22
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- 23. Analyze the causes, impact, and abolition of slavery in U.S. History.** SS.6-8.EUSH.23
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- 24. Analyze the ways in which dominant cultures have oppressed groups through institutionalized discrimination within U.S. History.** SS.6-8.EUSH.24
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- 25. Evaluate the impact of individuals and reform movements on the struggle for greater civil rights and liberties throughout early U.S. History.** SS.6-8.EUSH.25
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- 26. Assess the impacts of cultural diffusion when diverse groups interact within early U.S. History.** SS.6-8.EUSH.26
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- 27. Investigate the ways in which individuals and groups build communities of respect, equity, and diversity throughout early U.S. History.** SS.6-8.EUSH.27
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- 28. Discuss the contributions of racially and ethnically diverse leaders to the advancement of our community and nation.** SS.6-8.EUSH.28
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- 29. Analyze the intellectual, cultural, religious, and artistic contributions of diverse individuals in early U.S. History.** SS.6-8.EUSH.29
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- 30. Examine the role the media has played in shaping public perception and policies throughout early U.S. History.** SS.6-8.EUSH.30
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- 31. Describe the different political, civil, religious, and economic organizations throughout U.S. History.** SS.6-8.EUSH.31
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- 32. Analyze the expansion of representative government throughout early U.S. History.** SS.6-8.EUSH.32
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- 33. Compare a current national issue to a historical event from early U.S. History in order to propose a solution based upon past outcomes.** SS.6-8.EUSH.33
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- 34. Evaluate the social, political, and economic changes that have impacted the evolution of laws throughout U.S. History.** SS.6-8.EUSH.34
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- 35. Utilize and construct maps and images to explain and analyze regional, environmental, and cultural characteristics in early U.S History.** SS.6-8.EUSH.35
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- 36. Explain how the human, physical, and environmental characteristics of early U.S. regions influenced and impacted the creation of new cultures.** SS.6-8.EUSH.36
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- 37. Explain how changes in transportation, communication, and technology influenced the movement of people, goods, and ideas throughout early U.S. History.** SS.6-8.EUSH.37
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- 38. Explore the causes, motivations, and consequences of migration and immigration, both voluntary and forced, in early U.S. History; including but not limited to: Trail of Tears, western movement, Great Migration, various waves of immigration, etc. SS.6-8.EUSH.38**
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- 39. Explain how global circumstances affect changes in immigration, land use, and population distribution in various regions across early U.S History. SS.6-8.EUSH.39**
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- 40. Analyze the role of innovations and entrepreneurship in institutions throughout early U.S History. SS.6-8.EUSH.40**
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- 41. Evaluate how economic policies impact individuals, businesses, and society including, but not limited to: Louisiana Purchase, the slave trade, plantation economy, Reconstruction. SS.6-8.EUSH.41**
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- 42. Assess the state of the early U.S. economy based on trade, resources, labor, monetary system, and other factors. SS.6-8.EUSH.42**
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- 43. Investigate the effects of U.S. foreign economic policy both nationally and globally across early U.S. History. SS.6-8.EUSH.43**
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