

Nevada Social Studies Standards

Civics

Introduction

President Abraham Lincoln said that we have a government “of the people, by the people, and for the people.” This statement reflects the basic premise of the United States government since 1787.

The framers of the U.S. Constitution envisioned a government strong enough to rule the nation with power derived from the people. To ensure the continuation of our complex and dynamic system of government, our society must rely on the knowledge and skills of our citizens and elected public officials.

The goals of civics education in Nevada is to create knowledgeable citizens who will participate in political life and be committed to the fundamental values and principles of democracy. Instruction will provide students with a basic understanding of political philosophy, politics and government, and how democracy is maintained in an increasingly diverse society. Students will study in-depth our political system including the legislative, judicial, and executive branches of government at the local, state, and national levels as well as the rights and responsibilities of a citizen.

The following standards comprise a comprehensive K-12 framework for a civics curriculum. These include the need for rules, laws, and government (Rules and Law); the U.S. Constitution and government it creates (The U.S. Government); the relationship between the states and national government (National and State Government); the roles of political parties, interest groups, and public opinion in the democratic process (The Political Process); the roles, rights, and responsibilities of United States citizens (Citizenship); the structure and functions of state and local governments (State and Local Government); the different political and economic systems in the world (Political and Economic Systems); and the political and economic relationship of the US and its citizens with other nations (International Relations).

Democracy does not simply exist; it is participatory. As students progress through the curriculum and master the civics standards, they will have the skills necessary to meet the demands required of a 21st century U.S. citizen.

NOTE: These standards make use of the terms *including*, *such as*, and *for example*. These words and phrases have been used in specific ways. *Including* is used to indicate specific topics or ideas to be learned by students. Items that follow *including* are considered vital to the understanding of the topic. However, the study of the content in benchmarks is not limited to what follows *including*. *Such as* and *for example* are used to indicate suggestions or examples to provide guidance and understanding. Two examples from the Civics standards:

7.5.1

List the characteristics of a nation-state, including:

- self-rule
- territory
- population
- organized government

Self-rule, territory, population, and organized government are essential to an understanding of the characteristics of a nation-state and the teaching and learning of this particular topic would not be complete without them. However, there are other terms and ideas that would add to a student’s understanding of the topic and would be appropriate if added into the lesson, but self-rule, territory, population, and organized government should not be neglected.

8.8.4

List and describe non-governmental international organizations, such as the World Bank, Amnesty International, and the International Red Cross.

Items that follow these terms should not be considered mandatory or part of a potential assessment. Here, the World Bank, Amnesty International, and the International Red Cross are not the only examples of non-governmental organizations and may or may not be included in the lesson. Other examples may be appropriate in the teaching of this concept.

Civics

Content Standard 1.0: Rules and Law: *Students know why society needs rules, laws, and governments.*

K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Students know and are able to:	Students know and are able to:	Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:
Rules and Law 1.2.1 Identify and follow classroom and school rules that guide behavior and establish order to accomplish tasks.		Rules and Law 1.3.1 Identify examples of rules, laws, and authorities that keep people safe and property secure.			Rules and Law 1.5.1 Describe the effects on society of the absence of law.	
					Documents 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.	

Constitution: Body of fundamental law, setting out the basic principles, structures, processes, and functions of a government, and placing limits upon its actions.

Democracy: A form of government in which political control is exercised by all the people, either directly or through their elected representatives.

Natural rights: The belief that individuals are naturally endowed with basic human rights as opposed to rights conferred by law.

Rule of law: The principle that every member of a society, even a ruler, must follow the law.

Rule of man: The ability of government officials and others to govern by their personal whim or desire.

Social contract: Agreement of all the people in a society to give up part of their freedom to a government in return for protection of their natural rights.

Civics

Content Standard 1.0: Rules and Law: *Students know why society needs rules, laws, and governments.*

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Students know and are able to:	Students know and are able to:	Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:
Democratic Participation 1.2.4 Participate in class decision making.		Democratic Participation 1.3.4 Explain that democracy involves voting, majority rule, and setting rules	.		Democratic Participation 1.5.4 Describe the operation of representative government , including the rights of political minorities.	

Citizen: One who owes allegiance to a nation and is entitled to its protection.

Popular sovereignty: A principle of government in which the vote of the citizens is considered the final authority.

Representative government: A form of government in which power is held by the people and exercised indirectly through elected representatives who make decisions.

Civics

Content Standard 2.0: The U.S. Government: *Students know the United States Constitution and the government it creates.*

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Students know and are able to:	Students know and are able to:	Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:
					The U.S. Constitution 2.5.1 Identify the three branches of government (as set forth in the U.S. Constitution).	
					The Legislative Structure and Process 2.5.2 Name the two houses of the U.S. Congress.	
					Legislative Powers 2.5.3 Identify the powers of the U.S. Congress, such as power to tax, declare war, impeach the President.	
		The Executive Branch 2.3.4 Name the current President of the United States.			The Executive Branch 2.5.4 Identify the duties of the President.	

Enumerated power: Those powers specifically stated in the U.S. Constitution.

Implied powers: Those powers of the government inferred from the enumerated powers: those ‘necessary and proper’ to carry out the expressed powers.

Civics**Content Standard 2.0: The U.S. Government:** *Students know the United States Constitution and the government it creates*

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Students know and are able to:	Students know and are able to:	Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:
				The Judicial Branch 2.4.5 Identify the Supreme Court as the highest court in the land.		
				The Jury System 2.4.6 Describe the purpose of a judge and jury in a trial as it relates to resolving disputes.		

Civics

Content Standard 3.0: National and State Government: *Students can explain the relationship between the states and national government.*

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Students know and are able to:	Students know and are able to:	Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:

Federalism (or federal system): A form of political organization in which governmental power is divided between a central government and territorial subdivisions (for example states).

Concurrent powers: Any powers that may be exercised by both the federal government and state governments.

Delegated powers: Those powers the U.S. Constitution grants or delegates to the national government, such as expressed powers, implied powers, and inherent powers.

Reserved powers: The powers not delegated to the national government by the U.S. Constitution, nor prohibited to the states, are reserved to the states, or the people.

Supremacy Clause: Article VI, Section 2 of the U.S. Constitution, which states that the U.S. Constitution, laws passed by U.S. Congress, and the treaties of the United States “shall be the supreme law of the land,” and binding on the states.

Civics

Content Standard 4.0: The Political Process: *Students describe the roles of political parties, interest groups, and public opinion in the democratic process.*

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Students know and are able to:	Students know and are able to:	Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:
				Leaders and Elections 4.5.1 List the qualities of a leader.		
				Political Parties 4.5.2 Name the two major political parties .		
			Interest Groups 4.3.3 Discuss why people form groups.	Interest Groups 4.5.3 Give examples of interest groups .		
				Formation of Public Opinion 4.5.4 Identify sources of information people use to form an opinion.		

Interest group: Organized body of individuals who share some goals and try to influence public policy to meet those goals.

Political party: A group of people with broad common interests who organize to win elections, control government, and influence government policies.

Public policy: All decisions and actions of government.

Civics

Content Standard 4.0: The Political Process: *Students describe the roles of political parties, interest groups, and public opinion in the democratic process.*

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Students know and are able to:	Students know and are able to:	Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:

Civics

Content Standard 5.0: Citizenship: *Students know the roles, rights, and responsibilities of United States citizens and the symbols of our country.*

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Students know and are able to:	Students know and are able to:	Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:
Citizenship 5.3.1 Recognize the Pledge of Allegiance.					Citizenship 5.5.1 Describe the difference between a natural-born and a naturalized citizen of the United States.	
		Symbols 5.2.3 Name a traditional U.S. patriotic activity, holiday, or symbol, such as the Fourth of July.		Symbols 5.5.3 Describe the symbolic importance of the Fourth of July and the Pledge of Allegiance		
		Individual Rights 5.3.4 Explain why we have patriotic holidays.				
			Individual Rights 5.3.4 Identify an individual's rights within the classroom.		Individual Rights 5.5.4 Identify the Bill of Rights.	

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Content Standard 5.0: Citizenship: *Students know the roles, rights, and responsibilities of United States citizens and the symbols of our country.*

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Students know and are able to:	Students know and are able to:	Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:
			<p>Conflict and Resolution 5.3.6 Identify conflicts in the school and discuss peaceful resolution</p>	<p>Conflict and Resolution 5.5.6 Identify ways conflicts can be resolved in a peaceful manner that respects individual rights.</p>		<p>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</p>

Civics

Content Standard 6.0: State and Local Government: *Students know the structure and functions of state and local governments.*

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Students know and are able to:	Students know and are able to:	Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:
			Structure of State, Local, and Tribal Government 6.3.1 Name the current governor of Nevada	Structure of State, Local, and Tribal Government 6.5.1 Explain why local governments are created within states.		
				Structure of State, Local, and Tribal Government 6.5.3 Name the three branches of state government.		
				Court Systems 6.5.4 Know that there are different types of courts.		

Local government: A county and/or municipal government that may include special districts.

Civil court: A court that handles cases relating to disputes between two or more individuals or organizations.

Criminal court: A court that handles cases relating to the violation of law.

Juvenile court: A court that handles cases specifically relating to minors.

Local government: A county and/or municipal government that may include special districts.

Tribal government (or Tribe): A political entity with the right to self-government.

Civics

Content Standard 7.0: Political and Economic Systems: *Students explain the different political and economic systems in the world.*

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Students know and are able to:	Students know and are able to:	Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:
					Comparative Political Systems 7.5.1 List the characteristics of a nation-state , including: <ul style="list-style-type: none"> • self-rule • territory • population organized government	

Capitalism: An economic system in which all or most of the means of production, distribution, and exchange are privately owned and operated for profit..

Command economy: An economic system in which the government makes economic decisions.

Communism: An economic and political system in which property and goods are owned by the government and products are shared by all.

Mixed economy: An economic system in which the government both supports and regulates free enterprise.

Monarchy: A government where a king, queen, or emperor exercises supreme powers.

Nation-state: A political community that occupies a definite territory and has an organized government with the power to make and enforce laws without approval from any higher authority.

Parliamentary system: A form of government that gives governmental authority to a legislature that selects the executive from its own members.

Presidential system: A government where voters elect the president, or chief executive, for a fixed term of office. Voters also elect members of the legislative branch.

Socialism: An economic system in which the government owns the basic means of production, determines the use of resources, distributes products and wages, and provides social services such as education, health care, and welfare.

Totalitarianism (or dictatorship): A system of government in which a single leader or group has complete authority to rule.

Civics

Content Standard 8.0: International Relations: *Students know the political and economic relationship of the United States and its citizens to other nations.*

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Students know and are able to:	Students know and are able to:	Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:
From Individual to the World 8.2.1 Name their school and community.		From Individual to the World 8.3.1 Identify their county, state, and country.	From Individual to the World 8.5.1 Identify the countries bordering the United States.			
					Foreign Policy 8.5.2 Explain ways in which nations interact	