

Subject	Target Name	Target Description
Arts and Humanities	<b>Arts in World Cultures [NS: H1.0, H2.0]</b>	To integrate the study of literature, painting, sculpture, drama, fashion, architecture, music, history, philosophy, and religion as they relate to world cultures.
Arts and Humanities	<b>Concepts and Vocabulary [NS: H1.0, H2.0, H3.0, H4.0, C13.0, C14.0, C15.0, C16.0]</b>	To understand the unique concepts and vocabulary of the humanities.
Arts and Humanities	<b>Contributions of Art To evaluate the contributions of the arts to the quality of life and their effects on civilizations in all cultures.</b>	To evaluate the contributions of the arts to the quality of life and their effects on civilizations in all cultures.
Arts and Humanities	<b>Critical Thinking [NS: H1.0, H2.0, H3.0, H4.0, G6.0, G7.0, E9.0, E10.0, E11.0, C13.0, C14.0, C15.0, C16.0]</b>	To use information, media, and technology literacy skills necessary to conduct research, communicate, and demonstrate critical thinking.
Arts and Humanities	<b>Disciplines of the Humanities [NS: H1.0]</b>	To understand the interrelationship among various disciplines of the humanities.
Arts and Humanities	<b>Great Ideas in World Civilization [NS: H1.0, H2.0]</b>	To explore great ideas in world civilizations with an emphasis on Western civilization.
Arts and Humanities	<b>Humanities and You [NS: H1.0, H3.0]</b>	To investigate how the humanities affect one's own life.
Arts and Humanities	<b>Interrelations in Cultures [NS: H1.0, H2.0, H3.0, H4.0, G7.0, C16]</b>	To understand how human beings interrelate in their own cultures and with other cultures.
Arts and Humanities	<b>Literacy Skills [NS: H1.0, H3.0]</b>	To apply the content literacy skills necessary to analyze historical documents, artifacts, and concepts.

Subject	Target Name	Target Description
Computer Applications	<b>Acceptable Use [NS: BE 11.12]</b>	To model acceptable security, legal, and ethical practices as outlined in the Clark County School District's Acceptable Use Policy.
Computer Applications	<b>Basic Skills in Computer Apps [NS: BE 11.6; CT 2.0, 3.0; IT 5.1]</b>	To apply basic skills to word processing, spreadsheet, database, multimedia, desktop publishing, and electronic digital communications applications.
Computer Applications	<b>Careers [NS: BE 13.6]</b>	To research career opportunities that utilize computer skills.
Computer Applications	<b>Ergonomic Practices [NS: CT 2.0]</b>	To model ergonomic practices while using a computer.
Computer Applications	<b>Keyboarding [NS: CT 2.0]</b>	To develop proper touch keyboarding skills.
Computer Applications	<b>Parts of a Computer [NS: BE 11.2]</b>	To identify the major parts of a computer system.
Computer Applications	<b>Proofreading and Editing [NS: BE 13.2]</b>	To refine proofreading and editing skills.
Computer Applications	<b>Skills for Employment [NS: BE 3.4, 8.4, 8.7, 13.5, 13.6; IT 8.3, 8.4, 8.6]</b>	To develop appropriate personal and employability skills.
Computer Applications	<b>Speech Recognition [NS: BE 11.2]</b>	To develop basic speech recognition commands and techniques.

Subject		
Subject	Target Name	Target Description
Computer Applications	Vocabulary [NS: CT 3.0, 6.0]	To learn computer terminology.

Subject	Target Name	Target Description
Computer Literacy 6	<b>Career Opportunities</b>	To investigate computer-related career opportunities.
Computer Literacy 6	<b>CCSDAUP</b>	To practice and model acceptable security, legal, and ethical issues as outlined in the Clark County School District's Acceptable Use Policy.
Computer Literacy 6	<b>Components of a Computer System</b>	To identify the major components of a computer system.
Computer Literacy 6	<b>Computer Terminology</b>	To know and be able to apply common computer terminology.
Computer Literacy 6	<b>Databases</b>	To develop basic skills in database applications.
Computer Literacy 6	<b>Ergonomic Practices</b>	To model ergonomic practices while using a computer.
Computer Literacy 6	<b>Keyboarding Skills</b>	To learn proper keyboarding skills.
Computer Literacy 6	<b>Multi-media Presentations and Telecommunications</b>	To develop basic skills in multi-media presentations and telecommunications.
Computer Literacy 6	<b>Safe Internet Use</b>	To practice and demonstrate safe use of the Internet.

Subject Target Name Target Description		
Computer Literacy 6	<b>Spreadsheets</b>	To develop basic skills in spreadsheet applications.
Computer Literacy 6	<b>Word Processing</b>	To develop basic skills in word processing.

Subject	Target Name	Target Description
Leadership MS	<b>Communication Skills</b>	To develop and demonstrate effective communication skills.
Leadership MS	<b>Group Processes</b>	To increase understanding of group processes.
Leadership MS	<b>Importance of Promoting a Positive School and Community Climate</b>	To develop an understanding of the importance of promoting a positive school and community climate.
Leadership MS	<b>Managerial Skills for Projects</b>	To gain an understanding of managerial skills needed to plan and implement projects.
Leadership MS	<b>Problem Solving Skills</b>	To develop skills in problem solving.
Leadership MS	<b>Understanding and Awareness of Abilities</b>	To increase understanding and awareness of self and one's abilities.
Leadership MS	<b>Citizenship, Service, Personal Responsibility and Accomplishment</b>	To instill in students the value of citizenship, service, personal responsibility and a sense of accomplishment.
Leadership MS	<b>Communication Skills</b>	To develop communication skills including but not limited to: active and accurate listening, public speaking, giving and receiving messages and effective writing.

Subject	Target Name	Target Description
Leadership MS	<b>Group Dynamics</b>	To illustrate group dynamics, how and why groups form, and how members interact.
Leadership MS	<b>Leadership Obstacles</b>	To recognize and overcome leadership obstacles.
Leadership MS	<b>Leadership Skills</b>	To demonstrate leadership skills learned in class by developing and executing a service project at the school.
Leadership MS	<b>Personal Strengths, Weaknesses and Abilities</b>	To discuss the importance of knowing personal strengths, weaknesses, and abilities.
Leadership MS	<b>Recognize, Analyze and Effectively use Resources</b>	To recognize, analyze, and effectively use available resources to complete goals.
Leadership MS	<b>Respect</b>	To recognize the importance of respecting self and others.
Leadership MS	<b>SMART Model</b>	To define and demonstrate goal setting using the SMART (specific, measurable, attainable, realistic, time bound) model.
Leadership MS	<b>Teamwork, Evaluationg, Delegating, Planning and Initiative</b>	To define and demonstrate leadership concepts such as teamwork, evaluating, delegating, planning and initiative.
Leadership MS	<b>Time Management</b>	To implement effective time management skills.

Subject	Target Name	Target Description
Lifetime Sports	<b>Activities [NS: 1.0, 2.0, 4.0]</b>	To identify the types of activities that will enable students to achieve and maintain lifelong physical fitness.
Lifetime Sports	<b>Attitudes and Interests [NS: 4.0, 5.0]</b>	To cultivate desirable attitudes and interests that will be valuable in current and future sports and recreational pursuits.
Lifetime Sports	<b>Career Opportunities [NS: 5.0]</b>	To research career opportunities in the field of recreation and lifetime sports.
Lifetime Sports	<b>Courtesies and Rules of Sports and Recreational Activities [NS: 5.0]</b>	To understand and apply the courtesies and rules of sports and recreational activities.
Lifetime Sports	<b>High Level of Fitness [NS: 2.0, 4.0]</b>	To develop and maintain a high level of fitness as related to adult living.
Lifetime Sports	<b>Lifelong Health Habits [NS: 1.0, 2.0, 4.0]</b>	To develop desirable lifelong health habits through sports and recreational activities.
Lifetime Sports	<b>Opportunities to Participate [NS: 3.0, 4.0]</b>	To recognize and seek opportunities to participate in a variety of lifetime sports and recreational activities during leisure time.
Lifetime Sports	<b>Physical, Mental, Emotional and Social Well-Being [NS: 1.0, 5.0]</b>	To acquire strategies to maintain or increase physical, mental, emotional, and social well-being through participation in lifetime sports and recreational activities.
Lifetime Sports	<b>Player Positions for Offensive/Defensive Strategies [NS: 1.0, 2.0, 5.0]</b>	To identify different player positions and offensive/defensive strategies in lifetime sports.



Subject	Target Name	Target Description
Lifetime Sports	<b>Safety Guidelines [NS: 5.0]</b>	To apply safety guidelines for lifetime sports and recreational activities.
Lifetime Sports	<b>Scoring and Officiating of Successful Game Play</b>	To further develop an awareness of scoring and officiating for successful game play.
Lifetime Sports	<b>Scoring and Personal Compliance of Rules and Boundaries [NS: 5.0]</b>	To develop an awareness of scoring and personal compliance of rules and boundaries for a successful game.
Lifetime Sports	<b>Sport and Recreational Equipment [NS: 5.0]</b>	To become familiar with sport and recreational equipment and various playing areas.
Lifetime Sports	<b>Understanding Activities that Will Help Achieve Physical Fitness</b>	To further develop an understanding of the activities that will enable the student to achieve and maintain physical fitness.

Subject	Target Name	Target Description
PE 6	<b>Character, Ethics, and Manners</b>	To develop an understanding of character, ethics, and manners as appropriate for this course.
PE 6	<b>Confidence and Positive Self-Image</b>	To develop confidence and a positive self-image through participation in physical activity.
PE 6	<b>Different Cultures [NS: 3.0, 5.0]</b>	To develop an appreciation of different cultures through participation in multicultural rhythms, dance, and sports-related activities.
PE 6	<b>Knowledge of Playing Areas, Equipment, Positions, Strategies and Requirments</b>	To become knowledgeable about various playing areas, equipment, positions, strategies, and safety requirements.
PE 6	<b>Knowledge, Skills and Benefits [NS: 4.0]</b>	To develop fundamental knowledge, skills, and benefits of physical activity.
PE 6	<b>Learning the Rules, Terminology and Scoring of Various Games [NS: 1.0, 2.0]</b>	To demonstrate knowledge of the rules, terminology, scoring, and strategies of various sports, dance/rhythms, recreational, and fitness activities.
PE 6	<b>Lifetime Wellness [NS: 4.0]</b>	To analyze the implications of personal choices and behaviors as they relate to lifetime wellness.
PE 6	<b>Motor Skills [NS: 1.0, 2.0, 4.0]</b>	To acquire and maintain efficient and effective motor skills in a wide range of activities.
PE 6	<b>Movement Concepts [NS: 1.0, 2.0]</b>	To examine movement concepts as they relate to fitness, rhythmic movement, sports, and recreational activities.

Subject	Target Name	Target Description
PE 6	<b>Personal Attributes and Behavior [NS: 5.0]</b>	To develop personal attributes and behaviors which facilitate effective social relationships, self-control, fair play, respect, personal responsibility, and cooperation.
PE 6	<b>Playing Areas, Equipment, Rules and Safety [NS: 5.0]</b>	To understand the similarities and differences in playing areas, equipment, rules, and safety requirements for a variety of sports and fitness activities
PE 6	<b>Self-Image [NS: 5.0]</b>	To examine the relationship between a positive self-image and participation in physical activity.
PE 6	<b>Self Management [NS: 4.0]</b>	To acquire and use self-management skills to participate in lifelong physical activity.

Subject	Target Name	Target Description
PE 7	<b>Appreciation of PE through Rhythmic Movement, Dance and Related Activities</b>	To develop an appreciation of culture, social interaction, and lifetime fitness by the acquisition of skills through participation in rhythmic movement, dance, and related activities.
PE 7	<b>Different Cultures [NS: 3.0, 5.0]</b>	To develop an appreciation of different cultures through participation in multicultural rhythms, dance, and sports-related activities.
PE 7	<b>Knowledge, Skills and Benefits of PE [NS: 4.0]</b>	To develop fundamental knowledge, skills, and benefits of physical activity.
PE 7	<b>Lifetime Wellness [NS: 4.0]</b>	To analyze the implications of personal choices and behaviors as they relate to lifetime wellness.
PE 7	<b>Motor Skills [NS: 1.0, 2.0, 4.0]</b>	To develop and maintain efficient and effective motor skills in a wide range of activities.
PE 7	<b>Motor Skills</b>	To acquire motor skills resulting in efficient use of the body and serving as a basis for present and future participation in lifetime recreational activities.
PE 7	<b>Movement [NS: 1.0, 2.0]</b>	To examine movement concepts as they relate to fitness, rhythmic movement, sports, and recreational activities.
PE 7	<b>Personal Attributes and Behaviors [NS: 5.0]</b>	To develop personal attributes and behaviors which facilitate effective social relationships, self-control, fair play, respect, personal responsibility, and cooperation.
PE 7	<b>Playing Areas, Equipments, Rules and Safety [NS: 5.0]</b>	To understand the similarities and differences in playing areas, equipment, rules, and safety requirements for a variety of sports and fitness activities.

Subject		
Subject	Target Name	Target Description
PE 7	<b>Rules and Regulations</b>	To develop an understanding of physical education department rules and regulations.
PE 7	<b>Rules, Terminology, and Scoring of Sports [NS: 1.0, 2.0]</b>	To demonstrate knowledge of the rules, terminology, scoring, and strategies of various sports, dance/rhythms, recreational, and fitness activities.
PE 7	<b>Self-Image [NS: 5.0]</b>	To examine the relationship between a positive self-image and participation in physical activity.
PE 7	<b>Self Management [NS: 4.0]</b>	To acquire and use self-management skills to participate in lifelong physical activity.

Subject	Target Name	Target Description
PE 8	<b>Different Cultures [NS: 3.0, 5.0]</b>	To develop an appreciation of different cultures through participation in multicultural rhythms, dance, and sports-related activities.
PE 8	<b>Knowledge of Rules, Terminology, Scoring and Strategies [NS: 1.0, 2.0]</b>	To demonstrate knowledge of the rules, terminology, scoring, and strategies of various sports, dance/rhythms, recreational, and fitness activities.
PE 8	<b>Knowledge, Skills, and Benefits of Physical Activity [NS: 4.0]</b>	To develop fundamental knowledge, skills, and benefits of physical activity.
PE 8	<b>Lifetime Wellness [NS: 4.0]</b>	To analyze the implications of personal choices and behaviors as they relate to lifetime wellness.
PE 8	<b>Motor Skills [NS: 1.0, 2.0, 4.0]</b>	To acquire and maintain efficient and effective motor skills in a wide range of activities.
PE 8	<b>Movement Skills [NS: 1.0, 2.0]</b>	To examine movement concepts as they relate to fitness, rhythmic movement, sports, and recreational activities.
PE 8	<b>Personal Attributes and Behaviors [NS: 5.0]</b>	To develop personal attributes and behaviors which facilitate effective social relationships, self-control, fair play, respect, personal responsibility, and cooperation.
PE 8	<b>Playing Areas, Equipment, Rules and Safety [NS: 5.0]</b>	To understand the similarities and differences in playing areas, equipment, rules, and safety requirements for a variety of sports and fitness activities.
PE 8	<b>Positive Self-Image and Participation [NS: 5.0]</b>	To examine the relationship between a positive self-image and participation in physical activity.

Subject	Target Name	Target Description
PE 8	<b>Rules and Regulations</b>	To develop an understanding of physical education department rules and regulations.
PE 8	<b>Self-Management Skills [NS: 4.0]</b>	To acquire and use self-management skills to participate in lifelong physical activity.
PE 8	<b>To Learn About Various Playing Areas, Equipment, Positions, Strategies and Requirements</b>	To become knowledgeable about various playing areas, equipment, positions, strategies, and safety requirements.
PE 8	<b>To Learn the Rules, Terminology and Scoring of Various Sports</b>	To develop knowledge of the rules, terminology, and scoring of the various sports and activities from the viewpoint of the participant as well as the spectator.

Subject	Target Name	Target Description
PE I	<b>Biomechanical Movement [NS: 1.0, 2.0]</b>	To examine biomechanical movement concepts as they relate to fitness and sports related activities.
PE I	<b>Different Cultures [NS: 3.0, 5.0]</b>	To develop an appreciation of different cultures through participation in multicultural dances and activities.
PE I	<b>Knowledge and Benefits of Physical Activity [NS: 4.0]</b>	To understand and apply knowledge about the benefits of physical activity as it relates to personal health and wellness.
PE I	<b>Motor Skills for Activities [NS: 1.0, 2.0, 4.0]</b>	To develop and maintain efficient and effective motor skills in a wide range of activities.
PE I	<b>Nutrition and Physical Conditioning [NS: 4.0]</b>	To understand how proper nutrition and physical conditioning affect body composition.
PE I	<b>Patterns of Behavior [NS: 5.0]</b>	To develop patterns of behavior which allow for more effective social relationships, self-control, sense of fair play, respect for others, responsibility, cooperation, and courtesy.
PE I	<b>Personal Fitness Plan [NS: 1.0, 2.0, 4.0, 5.0]</b>	To develop a personal fitness plan and continually monitor progress.
PE I	<b>Physical Fitness through Goals [NS: 4.0, 5.0]</b>	To evaluate different methods in achieving and maintaining physical fitness through personal goal setting.
PE I	<b>Playing Areas, Equipment, Positions, Strategies and Safety Requirments</b>	To become knowledgeable about various playing areas, equipment, positions, strategies, and safety requirements.



Subject	Target Name	Target Description
PE I	<b>Playing Areas, Equipment, Rules and Safety Requirements [NS: 5.0]</b>	To understand the similarities and differences in playing areas, equipment, rules, and safety requirements for a variety of sports and fitness activities.
PE I	<b>Rules and Regulations</b>	To develop an understanding of the physical education department rules and regulations.
PE I	<b>Rules, Terminology, and Scoring in Various Sports</b>	To develop knowledge of the rules, terminology, and scoring of the various sports and activities from the viewpoint of the participant as well as the spectator.
PE I	<b>Self-Management Skills [NS: 4.0, 5.0]</b>	To acquire and use self-management skills to participate in lifelong physical activity.
PE I	<b>Skills and Health Related Components [NS: 4.0]</b>	To understand both the skill and health related components of physical fitness.

Subject	Target Name	Target Description
PE II	<b>Appreciation and Need for PE in Life</b>	To develop an appreciation for the enjoyment and the necessity of physical activity throughout life.
PE II	<b>Career Opportunities</b>	To become aware of career opportunities associated with sports, physical education, and recreational activities.
PE II	<b>Character, Ethics and Manners</b>	To develop an understanding of character, ethics, and manners as appropriate for this course.
PE II	<b>Culture, Social Interaction and Lifetime Interaction Through Dance and Related Activities</b>	To develop an appreciation of culture, social interaction, and lifetime fitness by the acquisition of skills through participation in dance and related activities.
PE II	<b>Developing and Maintaining an Optimal Level of Physical Fitness/Wellness</b>	To develop and maintain an optimal level of physical fitness/wellness.
PE II	<b>Developing Confident and Positive Self Image</b>	To develop confidence and a positive self-image through participation in physical activity.
PE II	<b>Knowledge, Skills and Benefits of PE</b>	To develop fundamental knowledge, skills, and benefits of physical activity.
PE II	<b>Motor Skills</b>	To develop and maintain efficient and effective motor skills in a wide range of activities.
PE II	<b>Motor Skills for the Future</b>	To acquire motor skills resulting in efficient use of the body and serving as a basis for present and future participation in lifetime recreational activities.

<b>Subject</b>	<b>Target Name</b>	<b>Target Description</b>
PE II	<b>Personal Qualities and Behaviors</b>	To develop personal qualities and patterns of behavior which make possible more effective social relationships, self-control, fair play, respect for others, responsibility, loyalty, cooperation, and courtesy.
PE II	<b>Playing Areas, Equipment, Positions and Strategies</b>	To become knowledgeable about various playing areas, equipment, positions, strategies, and safety requirements.
PE II	<b>Rules and Terminology</b>	To develop knowledge of the rules, terminology, and scoring of the various sports and activities from the viewpoint of the participant as well as the spectator.
PE II	<b>Stress Management</b>	To become acquainted with a variety of experiences and techniques for stress management.

Subject	Target Name	Target Description
Personal Wellness	<b>Assessing Individual Fitness Levels [NS: 4.0]</b>	To gain skills in individual fitness levels based on pre- and post-physical fitness assessments.
Personal Wellness	<b>Career Opportunities</b>	To identify and become aware of career opportunities associated with wellness.
Personal Wellness	<b>Concept of Wellness [NS: 1.0, 4.0]</b>	To develop an understanding of the concept of wellness.
Personal Wellness	<b>Confidence and Positive Self-Image [NS: 4.0]</b>	To develop confidence and positive self-image through participation in physical activity.
Personal Wellness	<b>Consumer Issues</b>	To study consumer issues related to wellness.
Personal Wellness	<b>Desire for Self-Improvement</b>	To develop a desire for self-improvement.
Personal Wellness	<b>Five Components of Health-Related Fitness [NS: 4.0]</b>	To improve physical fitness through the five components of health-related fitness.
Personal Wellness	<b>Fundamental Components of Physical Wellness [NS: 1.0]</b>	To explore the fundamental components of physical fitness.
Personal Wellness	<b>Health Problems Associated with Inadequate Fitness [NS: 4.0]</b>	To become knowledgeable of health problems associated with inadequate fitness.

Subject	Target Name	Target Description
Personal Wellness	<b>Individual Fitness Levels [NS: 4.0]</b>	To recognize individual differences in fitness levels set personal fitness goals..
Personal Wellness	<b>Lifelong Wellness Habits [NS: 4.0, 5.0]</b>	To pursue lifelong wellness habits and a desire for self-improvement.
Personal Wellness	<b>Motor Skills for Physical Activity [NS: 1.0]</b>	To develop and maintain motor skills necessary to participate in physical activity.
Personal Wellness	<b>Nutritional Needs [NS: 5.0]</b>	To become aware of proper individual nutritional needs.
Personal Wellness	<b>Personal Qualities and Patters to Improve Lifestyle [NS: 4.0, 5.0]</b>	To develop personal qualities and patterns of behavior which make possible more effective social relationships, self-control, respect for self and others, and responsibility.
Personal Wellness	<b>Relationship Between Stress and Physical Fitness [NS: 4.0]</b>	To gain an understanding of the relationship between stress and physical fitness.
Personal Wellness	<b>Safety Skills [NS: 5.0]</b>	To acquire safety skills associated with physical fitness.
Personal Wellness	<b>Substance Abuse [NS: 5.0]</b>	To become aware of the implications of substance abuse on wellness.

Subject	Target Name	Target Description
Principles of Leadership	<b>Club and Organization Activities</b>	To support club and organization activities.
Principles of Leadership	<b>Communicaion Skills</b>	To develop and demonstrate communication skills.
Principles of Leadership	<b>Knowledge and Skills [NS: C 1.12.4]</b>	To transfer knowledge and skills learned in class to school and communities.
Principles of Leadership	<b>Meeting Procecedures [NS: C 1.12.1]</b>	To recognize and apply basic knowledge of meeting procedures.
Principles of Leadership	<b>Peforming in Small Groups [NS: C 1.12.1]</b>	To perform effectively in small groups in class and during activities.
Principles of Leadership	<b>Personal and Organizational Goals</b>	To develop personal goals and organizational goals.
Principles of Leadership	<b>Personal Skills [NS: C 4.12.1]</b>	To develop personal skills necessary for leadership positions.
Principles of Leadership	<b>Positive School Climate [NS: C 1.12.4, 5.12.2]</b>	To promote a positive school climate.
Principles of Leadership	<b>Problem Solving [NS: C 1.12.4, 5.12.2]</b>	To develop skills in problem solving as they apply to student government, school, and community projects.

<b>Subject</b>	<b>Target Name</b>	<b>Target Description</b>
Principles of Leadership	<b>Public Relation Skills [NS: C 4.12.6]</b>	To develop and apply public relations skills.
Principles of Leadership	<b>Time Management</b>	To plan and implement time management skills.

Subject	Target Name	Target Description
Student Aide	<b>Aide</b>	To assist teachers in classroom management.
Student Aide	<b>Assising in a Lab</b>	To utilize technical skills in laboratory assistance.
Student Aide	<b>Clerical Duties</b>	To improve and apply business and organizational skills in assigned clerical duties such as filing, answering the phone, signing in students, etc.
Student Aide	<b>Communication</b>	To cultivate the ability to communicate with authority figures through cooperative endeavors.
Student Aide	<b>Cooperating with Others</b>	To develop a cooperative attitude toward supervising teacher, classmates, and staff members.
Student Aide	<b>Habits</b>	To develop acceptable personal and work habits.
Student Aide	<b>Working Independently</b>	To work independently at tasks without repeated instructions from supervising teacher.



Subject		
Subject	Target Name	Target Description
Student Tutor	<b>Communication</b>	To improve the ability to communicate with students, parents, and school personnel.
Student Tutor	<b>Help students with instructions</b>	To help academically weak students with special instructions.
Student Tutor	<b>Job Experience</b>	To experience the occupational activity of the teaching or social service professions.
Student Tutor	<b>Organizational Skills</b>	To develop organizational skills through the use of an observation notebook.
Student Tutor	<b>Sharing Academic Strengths</b>	To share academic strengths with other students.
Student Tutor	<b>Working with the Teacher &amp; Students</b>	To develop a cooperative attitude toward the supervising teacher and students.

Subject	Target Name	Target Description
US Nevada History 7	<b>Changed from the American Revolution through WWII [NS: H1.0, H2.0, H3.0, H4.0, E9.0, E10.0, E11.0, C13.0, C14.0, C15.0, C16.0]</b>	To evaluate the significant social, cultural, economic, and political changes in the United States and Nevada from the American Revolution through World War II.
US Nevada History 7	<b>Citizenship [NS: H2.0, H3.0, C13.0, C15.0]</b>	To investigate the value of responsible citizenship
US Nevada History 7	<b>Critical Thinking [NS: H1.0, H2.0, H3.0, H4.0, G6.0, G7.0, E9.0, E10.0, E11.0, C13.0, C14.0, C15.0, C16.0]</b>	To use information, media, and technology literacy skills necessary to research, communicate, and demonstrate critical thinking.
US Nevada History 7	<b>Diverse Cultures [NS: H1.0, G6.0, G7.0]</b>	To summarize the contributions made by diverse cultures to the United States and Nevada.
US Nevada History 7	<b>Evidence [NS: H 2.0, H4.0, C13.0, C14.0]</b>	To cite evidence supporting the development of the state of Nevada and its unique features.
US Nevada History 7	<b>Literacy Skills [NS: H1.0, H2.0, H3.0, H4.0, G6.0, G7.0, E9.0, E10.0, E11.0, C13.0, C14.0, C15.0, C16.0]</b>	To apply the content literacy skills necessary to analyze historical documents, artifacts, and concepts
US Nevada History 7	<b>Social, Cultural, Economic, and Political Changes</b>	To understand the significant social, cultural, economic, and political changes in the United States.
US Nevada History 7	<b>Technological Advances and thier Impact</b>	To become familiar with the technological advances and their impact upon the United States.
US Nevada History 7	<b>Technology in US and Nevada [NS: H2.0, H3.0, G8.0]</b>	To explain the effects of new technologies on the development of the United States and Nevada

Subject	Target Name	Target Description
US Nevada History 7	<b>Tolerance and Respect [NS: H1.0, H2.0, H3.0, H4.0, C13.0, C15.0]</b>	To examine the concepts of tolerance and respect.

Subject	Target Name	Target Description
World Geography 8	<b>Critical Thinking</b> [NS: H1.0, H2.0, H3.0, H4.0, G5.0, G6.0, G7.0, G8.0, E9.0, E11.0, C16.0]	To use information, media, and technology literacy skills necessary to research, communicate, and demonstrate critical thinking.
World Geography 8	<b>Economic, Political and Cultural Processes</b> [NS: H1.0, H2.0, H3.0, H4.0, G7.0, E9.0, E11.0, E12.0]	To evaluate how economic, political, and cultural processes interact to shape patterns of human migration and settlement, influence and interdependence, and conflict and cooperation
World Geography 8	<b>Interactions between Human and Physical Systems</b> [NS: G8.0]	To summarize and predict the effects of interactions between human and physical systems on the resources of the world
World Geography 8	<b>Literacy Skills</b> [NS: H1.0, H2.0, H3.0, H4.0, G5.0, G6.0, G7.0, G8.0, E9.0, E11.0, C16.0]	To apply the content literacy skills necessary to analyze historical documents, artifacts, and concepts
World Geography 8	<b>Locating and Extrapolating Information</b> [NS: G5.0]	To use maps, globes, and other geographic tools and technologies to locate and extrapolate information about people, places, and environments.
World Geography 8	<b>People and Cultures</b> [NS: H1.0, H2.0, H3.0, H4.0, G6.0]	To cite evidence of the contributions of people and their diverse cultures.
World Geography 8	<b>Physical and Human Features</b> [NS: H1.0, G6.0]	To explain the physical and human features of places and use this information to define and study regions including patterns of change.
World Geography 8	<b>Political Systems</b> [NS: C16.0]	To compare the different political systems in the world and how those systems relate to the United States and its citizens