

North Dakota

Content and Achievement Standards: Social Studies

Grades K-12

December 2007

North Dakota Department of Public Instruction

Dr. Wayne G. Sanstead, State Superintendent

600 East Boulevard Avenue, Dept. 201

Bismarck, North Dakota 58505-0440

www.dpi.state.nd.us



Copyright © 2007 by the North Dakota Department of Public Instruction, 600 East Boulevard Avenue, Bismarck ND 58505-0440.

Permission to reproduce this material is granted for home, classroom, and workshop use. For all other purposes, please request permission in writing from the North Dakota Department of Public Instruction.

The publication of this work is funded wholly or in part by funds provided under the Elementary and Secondary Education Act and administered by the U.S. Department of Education. Its contents do not necessarily reflect the views or policies of the U.S. Department of Education or of any other agency of the U.S. Government.

No person shall, on the basis of race, sex, color, national origin, religion, age or disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.

Publication Availability

An electronic version of the *North Dakota Social Studies Content and Achievement Standards* is available online at the North Dakota Department of Public Instruction website: <http://www.dpi.state.nd.us/standards/content.shlm>.

NORTH DAKOTA SOCIAL STUDIES CONTENT STANDARDS WRITING TEAM

Kathy Ahmann
Lewis & Clark Elementary School
Williston

Julie Costello
Agassiz Middle School
Fargo

Sharon Espeland-Anderson
Century High School
Bismarck

Debbie Fenlason
Central Cass Elementary School
Casselton

Kristal Fields
A.L. Hagen Junior High School
Dickinson

Sherry Haveman
Viking Elementary School
Grand Forks

Arlene Hondl
Trinity Elementary East
Dickinson

Cindy Jelle-Ray
Oberon Elementary School
Oberon

Joy-el Johnsen
Madison Elementary School
Fargo

Phyllis Kupitz
Lakota Elementary School
Lakota

Nancy Lach
Lewis & Clark Elementary School
Mandan

Elise Larson
HMB High School
Hazelton

Chad E. Litton
University of Mary
Bismarck

Jason Marotzke
Milnor School District
Milnor

Chantel McKay
Hebron School District
Hebron

Donna Schmitt
Kenmare Elementary School
Kenmare

Colleen Schumacher
Emerado School District
Emerado

Nancy Selby
Rickard Elementary School
Williston

Joy Shirek
Magic City Campus
Minot

Mari Stilwell
Roosevelt Elementary School
Jamestown

Jeff Stotts
Devils Lake High School
Devils Lake

Sherry Warner-Seefeld
Fargo South High School
Fargo

Cindy Welch
Lincoln Elementary School
Dickinson

Project Consultants

Ceri Dean, Ph. D.
Mid-continent Research for Education and Learning
4601 DTC Blvd, Suite 500
Denver, CO 80237-2596
(303) 632-5514
cdean@mcrel.org
<http://www.mcrel.org>

John D. Ristvey, Jr.
Mid-continent Research for Education and Learning
4601 DTC Blvd, Suite 500
Denver, CO 80237-2596
(303) 632-5620
jristvey@mcrel.org
<http://www.mcrel.org>

Project Evaluator

John Kendall
Mid-continent Research for Education and Learning
4601 DTC Blvd, Suite 500
Denver, CO 80237-2596
(303) 632-5527
jkendall@mcrel.org
<http://www.mcrel.org>

Project Coordinators

Greg Gallagher, Director
Standards and Achievement
North Dakota Department of Public Instruction
600 East Boulevard Avenue, Dept. 201
Bismarck, ND 58505-0440
(701) 328-1838
ggallagher@nd.gov
<http://www.dpi.state.nd.us>

Heidi Bergland, Administrative Assistant
Standards and Achievement
North Dakota Department of Public Instruction
600 East Boulevard Avenue, Dept. 201
Bismarck, ND 58505-0440
(701) 328-2317
hbergland@nd.gov
<http://www.dpi.state.nd.us>

Table of Contents

| | |
|--|----|
| Publication Availability | 2 |
| Writing Team Members | 3 |
| Project Staff | 4 |
| Table of Contents | 5 |
| Forward | 6 |
| Introduction | 8 |
| Definition of Verbs Used in Benchmark Expectations | 12 |
| Content Standard 1: | 13 |
| Content Standard 2: | 21 |
| Content Standard 3: | 35 |
| Content Standard 4: | 40 |
| Content Standard 5: | 47 |
| Content Standard 6: | 53 |
| Glossary | 58 |
| References | 63 |

FOREWORD

By Dr. Wayne G. Sanstead,
State Superintendent

There is perhaps no greater responsibility for a community than to provide for the care and education of its citizens. We stand together, committed to the advancement of quality education for all our students. It is toward this aim that I am pleased to issue this document, the *North Dakota Social Studies Content and Achievement Standards*. This document represents an important step in defining and implementing what constitutes a quality education for North Dakota citizens.

The State's Protocols for Developing Standards

As a matter of public policy, the North Dakota Department of Public Instruction believes that public education stakeholders must define "what students should know and be able to do." State law (NDCC 15.1-02-04.3) places responsibility for the writing of state academic standards with the State Superintendent. State law (NDCC 15.1-02-04.4; 15.1-21-08) also places responsibility with the State Superintendent for the supervision of State assessments that are based on the State's academic standards. To this end, the Department of Public Instruction has worked closely with the State's educators, through a clearly articulated process, to develop academic standards and aligned assessments that reflect the profession's best insights into what constitutes a quality education for every citizen.

The North Dakota State content and achievement standards offer guidance in core curriculum areas while, at the same time, they allow for, indeed *encourage*, a dynamic and living curriculum created at the local school district level. To ensure educational relevance, the North Dakota State content and achievement standards are (1) based on academic standards developed nationally by various professional education associations, (2) periodically revised as suggested by classroom and community experiences and expectations, and (3) widely supported by state and national education policymakers.

While the North Dakota State content and achievement standards represent an official, statewide reference point for content and proficiency, local school districts are encouraged to use the State's content and achievement standards as guides in the development of local, customized curriculum in the core content areas. Put another way, standards-based education requires that a community agree upon what skills and abilities students should have upon leaving high school and

what an appropriate K-12 educational experience should look like in the classroom. The Department seeks to engage stakeholders in the development and performance reporting of a valid and reliable educational accountability system. To ensure that the State's accountability system engenders confidence among constituents, the Department has established a system of prescribed activities that are designed to assure procedural validity and reliability, product quality, and systemic integrity. The Department, with the assistance of professional educators from across the State, has established process and content protocols to articulate the governing rules for the development of State content and achievement standards and assessments.

I encourage all citizens to familiarize themselves with the process used to define, review, and implement the State's challenging content and achievement standards. The *North Dakota Standards and Assessment Development Protocols* (refer to the following website: <http://www.dpi.state.nd.us/standard/protocols.pdf>) identify the procedures Department staff and statewide educator design teams follow regarding the staffing, design process, formatting, and content of all documents. These protocols ensure that quality assurance measures are observed and that the process and its resulting product are valid. The *North Dakota Social Studies Content and Achievement Standards* document has been developed with care and attention to the requirements of the State standards protocols.

State's Accountability for Every Student

Article VIII of the State's Constitution places a high-level responsibility on the State to ensure the literacy of every citizen. A high-quality education is the right of every student.

Assuring comparable educational opportunity is a primary responsibility of the State's education system. The State's challenging content and achievement standards define what students should know and be able to do. In a sense, these standards represent a state contract with our students.

I urge school districts to build their respective curricula upon these worthy standards. A school's curriculum encompasses that collection of textbooks, media, experiences, and instruction that guide a student's exposure to the standards. The standards define the "what" and the curriculum defines the "how" of education.

To hold itself accountable for the educational services it provides through its schools, the State has developed an assessment system that is designed to measure student performance in terms of these State standards. By measuring student achievement in terms of the State's challenging standards, as we currently do in reading, mathematics, and science, we are able to monitor growth, address deficiencies, and ensure comparability of educational opportunity statewide.

The State's academic assessments are aligned to the State's challenging content and achievement standards. Results are analyzed based on overall student achievement and on the performance of student subgroups. The State issues annual reports on the progress students make toward overall proficiency in terms of the State's standards. I invite all educators and citizens to learn more about the State's Accountability Plan which details this annual report.: <http://www.dpi.state.nd.us/grants/acctwb.pdf>. Although Social Studies are not included in the state's current assessment system, we must prepare ourselves accordingly in the event that such testing becomes a possibility.

I assure you that our State's accountability system exists to protect the interests of every student—every student.

Continuing Tradition of Improvement and Excellence

The legacy of the North Dakota educational system is represented by the quality of the students it graduates every year. Every student who graduates at the proficient level from a North Dakota school testifies to the strength of the families, communities, and schools that nurtured and educated that student.

Yet, as long as there are students who graduate from a North Dakota school scoring at levels less than proficient—or who do not graduate at all, then evidence exists of our need to improve. School improvement requires a healthy network of families, communities, and schools, working together, to achieve the ultimate aim set forth within the State Constitution.

The State standards, by their very nature, define the measure of success we seek to achieve. We cannot summarily claim success as long as any of our students fall below the proficient level as defined by

our achievement standards. Proficiency of every student is our mission. This is why we do what we do. Each and every student, in every subgroup, is that important.

North Dakota schools embody a long-standing tradition to build on success and improve where necessary. These standards establish our measures for success. These standards anchor us and guide us. If we, indeed, are to continue to improve as an educational system, then it is these standards that will lead us ultimately to our goal. The North Dakota content and achievement standards are that important to us all.


Gratitude to a Dedicated Profession

We stand on the shoulders of those educators who have preceded us. Whatever measure of success we have experienced to date rests in large measure on their efforts and dedication. Each passing generation stands as a testament to the spirit of excellence that exists within the education community. Each generation builds upon the strengths of its predecessors in order to secure a better future for those who follow.

The work of developing and implementing the State Social Studies standards finds its origins in many past efforts. The contributions of countless educators are astounding and inspiring. It is now for our generation to harvest the best of the past, to incorporate our best insights based on current research, and to restate our mission for future learners.

I wish to recognize each individual team member and the hundreds of reactors who contributed to the writing of this important document. We must be mindful of the many months and iterations of background research, discussions, drafting, reflective analysis, debating, and ultimate resolution that have been invested in this document. No words of gratitude can ever do justice to the quality of work or the commitment found within this document.

Now, the work rests with us. Our current and future students depend on us. Let us go forth and touch the future together.



INTRODUCTION

A high-quality Social Studies program is essential for all students. It provides a foundation for intelligent and precise thinking. Social Studies should also prepare every student to contribute to society as an informed citizen. To be a responsible and productive member of today's society, a student needs to have a broad, connected, and useful knowledge of Social Studies.

The *North Dakota Social Studies Content and Achievement Standards* document provides a framework for the skills and knowledge that students in grades K-12 are expected to attain in Social Studies. Based on its predecessor, the *2000 North Dakota Social Studies Content Standards*, this document includes standards and benchmarks and defines levels of achievement at each grade level. In addition to referencing previous state content standards, these current state standards reference the National Social Studies Education Standards, as well as standards documents from other states.

The standards in this document provide clear, concise, and measurable expectations in Social Studies for all students. The standards set targets and expectations for what teachers need to teach and students need to master by the end of each grade level. Parents, community members, and state and local policy makers play an integral part in helping students attain these expectations. This document is a useful resource for school districts as they align their Social Studies curriculum to meet future state assessments.

The standards focus on essential content. Maintaining high expectations for all students is a component of equity in education. "All students" include those with diverse cultural backgrounds, limited English proficiency, or disabilities; those who have high intellectual ability; and those from differing socioeconomic backgrounds. It includes students who, after high school, choose to enter the workforce, pursue technical career preparation, or attend college.

This document is organized around a core of fundamental Social Studies standards that is a baseline for all students in the State of North Dakota. Grade level expectations are identified for every classroom, kindergarten through high school. These statements reflect what every student should know and be able to do at the end of each educational level but does not limit the scope of classroom or district curriculum.

Definitions and Document Components

The *North Dakota Social Studies Content and Achievement Standards* contains the following organizational components:

- **Content standard:** A broad description of what students should know and be able to do within social studies.
- **Topic:** A category within a content standard that associates or aids in the organization of related benchmark expectations and that may carry across grade levels.
- **Grade-level benchmark expectation:** A statement of what students should know and be able to do at specified grade levels. It clearly specifies and itemizes the content of a standard at a specific grade level. When found within a benchmark, "i.e." means "these specific items, these and no other, namely," and "e.g." means "for example, for instance." Grade level expectations are benchmarked to indicate a higher level of knowledge and skills as the student progresses through the curriculum.
- **Achievement descriptors:** A description of what a student knows and can do to demonstrate a level of achievement on a content standard. Descriptors for achievement are set at four levels and are defined as follows:
 - **Advanced Proficient:** Demonstrates exemplary understanding or skill and exceeds expected level of performance.
 - **Proficient:** Demonstrates understanding or skill and meets expected level of performance.
 - **Partially Proficient:** Demonstrates an emerging or developing level of understanding and performance.

- **Novice:** Attempt made; however, lack of understanding and performance is evident

State Content Standards Format

Each content standard is presented according to the following format.

- **Heading.** A standard is introduced by an overall page heading that identifies the standard's number within the subject and a short descriptive title (e.g., *"Standard 1: Skills and Resources"*).
- **Content Standards Description.** The standard is defined succinctly in terms of students' expected knowledge or skill (e.g., *"Standard 1: Students apply Social Studies skills and resources"*).
- **Numbering.** The numerical order of the content standards does not imply any particular judgments regarding their relative importance or teaching priority. Each standard conforms to the following prescribed numbering system.
 1. *Content Standard.* A standard is identified uniquely by a prescribed two-digit nomenclature (e.g., "6.3"). The first digit refers to the grade level (e.g., *grade 6*). The second digit refers to the standard's listing within the subject (e.g., *standard #3*).
 2. *Grade-level benchmark expectation.* A benchmark expectation is identified uniquely by a prescribed three-digit nomenclature (e.g., "6.3.2"). The first digit refers to the grade level (e.g., *grade 6*). The second digit refers to the standard's listing within the subject (e.g., *standard #3*). The third digit refers to the benchmark's listing within the standard (e.g., *the second benchmark within the third standard*).
 3. *Topics.* Since topics only organize benchmark expectations within a standard and identify no specific knowledge or skill, topics will carry no uniquely identifiable number.

State Achievement Standard Descriptors Format

State achievement standard descriptors have been developed for all content standards. An achievement descriptor is a description of what a student knows and can do to demonstrate a level of achievement on a content standard.

Achievement descriptors guide one's interpretation regarding "how well a student demonstrates knowledge or skill within a content standard." As such, achievement descriptors aid in defining performance and in establishing "grading" parameters. Achievement descriptors identify four categories or levels of student achievement: (1) *novice*, (2) *partially proficient*, (3) *proficient*, and (4) *advanced*. The *proficient* level represents how well a student should minimally demonstrate achievement within social studies at a particular grade level.

All State assessments report overall student achievement, school achievement, district achievement, and statewide achievement in terms of the four achievement levels. In the event that Social Studies is included within the state's assessment system in the future, student achievement will be reported similarly.

The State achievement descriptors express the characteristics of each of the four achievement levels for all content standards. Achievement descriptors are presented for individual benchmark expectations.

To develop an achievement descriptor, the writing team first identified the focus of student performance for that benchmark. The focus of performance reflects the nature of the benchmark. A focus of performance might be related to the degree of error in the performance, the speed or fluency of the performance, the variety of examples provided, the quality of the performance, the significance of details provided, or the consistency of the performance. For example, the focus of performance for benchmarks that require students to explain a concept, principle, or generalization generally might be expressed through the significance of details or the degree of error.

For consistency, writers used a limited set of descriptors for each focus to describe the levels of performance (i.e., advanced, proficient, partially proficient, novice). For example, for the “quality” focus, descriptors for the four levels included, among others, insightful, relevant, obvious, and irrelevant, respectively. Teachers in a school or district should come to consensus on the meaning of these terms, perhaps through professional dialogue and examination of student work.

Teachers also will need to help students understand what is meant by these terms by providing examples of student work at each performance level.

State Standards and Local Curriculum Development

State content standards broadly define what a student should know and be able to do. State content standards become the basis upon which local school districts define their local curriculum. School districts choose those instructional materials and practices that will ensure a rich Social Studies curriculum for all students. And clear content standards define all that will be assessed at a grade level. Quality education begins with and springs from challenging content standards.

Social Studies instruction should reflect what both educational research and best practices reveal about the teaching and learning of Social Studies. It should focus on the multiple-intelligences of students and utilize diverse Social Studies resources.

Integrating Social Studies Standards Across the Curriculum

Social Studies prepares students to be functioning members of society. Accordingly, the instruction of Social Studies should be integrated throughout the curriculum and not be restricted to the instruction that occurs during the confines of a Social Studies course. Social Studies constitutes foundational knowledge and carries content that touches on a wide variety of other disciplines. In the development of a school's overall curriculum, attention should be given to ensure that content linkages are designed across disciplines. Students will optimize their learning whenever direct connections are made within the wider curriculum.

Organization of the Document

The expectations for the knowledge and skills that students should acquire are defined in this document using several levels of specificity. First there is a standard that presents a general theme that students need to understand. The standards are written around the following themes: skills and resources, historical events, economic concepts government and citizenship, concepts of geography, and human development and behavior. There is no significance to the order in which the standards are presented nor is there an assumption that each standard should receive the same amount of time in the curriculum. The amount of time spent on any given standard is a local decision and depends on the nature and scope of the knowledge and skills that students must acquire.

Each standard is followed by a set of benchmarks and achievement descriptors that address specific areas of concentration with regard to the theme. The benchmarks and proficiency descriptors address what students should know and be able to do in the area of Social Studies education by the end of grades K, 1, 2, 3, 4, 5, 6, 7, 8, and 9-12. Because course offerings and requirements vary from district to district, local districts may choose to write grade or course-specific benchmarks for grades 9-12.

Use of the Document

Use of the standards in this document is not mandated; however, any future state assessments may be organized around these state standards. Although benchmarks may be introduced early within the curriculum, these benchmarks should be mastered by students at the grade level indicated and subsequently reviewed as needed. Educators take on the responsibility of providing students with necessary prior knowledge to meet achievement levels at their appropriate grade levels.

This document serves as a guide for local districts in developing curriculum. Any local curriculum should provide meaningful linkage of the standards to other external events; for example,

Federal law **has mandated that Constitution Day (September 18th) be observed in all grade levels.** Incorporating the content of the state standards on the U.S. Constitution may provide an appropriate means to commemorate this day.

It is strongly recommended that a district team be convened to align and/or write curriculum from these state standards, considering local values, developmental level of students, and educational goals. Furthermore, it is recommended that school districts consider and advocate an amount of time necessary to teach the Social Studies curriculum utilizing these standards in grades K-12.

This document is intended to help districts design a Social Studies education curriculum that provides students with information and skills for becoming responsible citizens.

Personalizing Education: Differentiated Instruction and Alternate Assessment

All students are to be taught to the State's challenging standards. This is a fundamental principle to ensure that every student will be offered a comparable and equitable opportunity for a quality education. In the course of instruction, it is appropriate to personalize or differentiate instruction for students based on their individual programming. All students should be introduced to the content, including the language or vocabulary inherent in the standards. Students should be allowed to explore new or unique expressions of the standards that better allow them access to the breadth and depth of the standards. Students should be encouraged to internalize and rearticulate the standards in a manner that advances each student's appreciation, integration, and generalization of the standards' meaning. Students should understand that their education is an ongoing, rich exploration and incorporation of the standards.

In the course of instruction of students with significant cognitive disabilities, it will be appropriate, indeed necessary, to personalize or differentiate instruction to meet their unique needs. Teachers, other educational support staff, and parents of a student with a significant cognitive disability may, within the context of an individualized education program (IEP) team,

determine it necessary to interpret a standard to meet the needs of the learner. Educators might consider what a given grade level benchmark expectation would look like for a given student with a significant disability. Highly qualified special educators will realize that the scientific method, for example, can be taught, but with different teaching strategies and modified expectations. Any such instructional strategies and modified expectations should be referenced within the student's individualized education program.

As a matter of policy, no State content or achievement standards document may develop, reference, or otherwise encourage modified benchmark expectations that alter, in any manner, the breadth or depth of the State's challenging standards. The differentiation of any instruction is limited solely to a local individualized education program team and allowed only for students with significant cognitive disabilities. Educators and parents are encouraged to consult the State's guidance on the development of a student's individualized education program. Refer to the following website for additional information concerning the development of individualized education programs:
<http://www.dpi.state.nd.us/speced/guide/iep/index.shtm>

Definition of Verbs Used in Benchmark Expectations

The Social Studies Standards Writing Team members selected specific verbs in writing the benchmark expectations. The definitions of these verbs are included here to help teachers and others who use this document better understand what is expected of students.

Analyze: to break down in order to understand the relationship or individual parts

Apply: to make use of as relevant, suitable, or pertinent

Compare: to point out similarities between objects

Describe: to tell or depict in written or spoken words; give an account of

Explain: to make plain, to clarify; know not only what but how and why

Evaluate: to consider the merits of, to appraise, to judge

Identify: to distinguish one or more things or people from a larger number

Interpret: to set forth the meaning of; explain; to construe or understand in a particular way

Standard 1: Skills and Resources

| Standard 1: Students apply Social Studies skills and resources. | | | | |
|---|---|---|--|---|
| Benchmark Expectations | ACHIEVEMENT DESCRIPTORS | | | |
| | ADVANCED PROFICIENT | PROFICIENT | PARTIALLY PROFICIENT | NOVICE |
| Kindergarten | | | | |
| MAP SKILLS | | | | |
| K.1.1 Identify land and water on a map or globe | Students identify land and water on a map or globe with few, if any, errors. | Students identify land and water on a map or globe with no significant errors. | Students identify land and water on a map or globe with limited significant errors. | Students identify land and water on a map or globe with many significant errors. |
| Grade 1 | | | | |
| MAP SKILLS | | | | |
| 1.1.1 Identify basic components of maps and globes (i.e., cardinal directions, map key, symbols) | Students identify basic components of maps and globes with few, if any errors. | Students identify basic components of maps and globes with no significant errors. | Students identify basic components of maps and globes with limited significant errors. | Students identify basic components of maps and globes with many significant errors. |
| RESOURCES | | | | |
| 1.1.2 Identify current event sources (e.g., news publications, Internet, radio, TV) | Students identify current event sources with few, if any, errors. | Students identify current event sources with no significant errors. | Students identify current event sources with limited significant errors. | Students identify current event sources with many significant errors. |
| Grade 2 | | | | |
| MAP SKILLS | | | | |
| 2.1.1 Use the basic components of a map key and compass rose | Students use the basic components of a map key and compass rose with few, if any, errors. | Students use the basic components of a map key and compass rose with no significant errors. | Students use the basic components of a map key and compass rose with limited significant errors. | Students use the basic components of a map key and compass rose with many significant errors. |
| 2.1.2 Apply map skills (i.e., cardinal directions, map key, symbols) to read a simple map | Students apply map skills to read a simple map with few, if any, errors. | Students apply map skills to read a simple map with no significant errors. | Students apply map skills to read a simple map with limited significant errors. | Students apply map skills to read a simple map with many significant errors. |
| RESOURCES | | | | |
| 2.1.3 Use a resource (e.g., books, picture, graph, chart, video, Internet, guest speaker, TV) to gather information | Students easily use a resource to gather information. | Students use with minimal difficulty a resource to gather information. | Students use with difficulty a resource to gather information. | Students use with little to no success a resource to gather information. |

Standard 1: Students apply Social Studies skills and resources.

| Benchmark Expectations | ACHIEVEMENT DESCRIPTORS | | | |
|---|--|---|--|---|
| | ADVANCED PROFICIENT | PROFICIENT | PARTIALLY PROFICIENT | NOVICE |
| TIME LINES 2.1.4 Identify events on a simple time line | Students identify events on a simple time line with few, if any, errors. | Students identify events on a simple time line with no significant errors. | Students identify events on a simple time line with limited significant errors. | Students identify events on a simple time line with many significant errors. |
| Grade 3 | | | | |
| MAP SKILLS 3.1.1 Use labels, symbols, compass rose (i.e., intermediate directions), and legends to locate physical features on a map | Students use labels, symbols, compass rose, and legends to locate physical features on a map with few, if any, errors. | Students use labels, symbols, compass rose, and legends to locate physical features on a map with no significant errors. | Students use labels, symbols, compass rose, and legends to locate physical features on a map with limited significant errors. | Students use labels, symbols, compass rose, and legends to locate physical features on a map with many significant errors. |
| 3.1.2 Create a mental map that demonstrates understanding of the relative location, direction, size and shape of the local community (e.g., school, hospital, post office, stores, landmarks, home) | Students create a mental map that demonstrates understanding of the relative location, direction, size and shape of the local community with substantial detail. | Students create a mental map that demonstrates understanding of the relative location, direction, size and shape of the local community with sufficient detail. | Students create a mental map that demonstrates understanding of the relative location, direction, size and shape of the local community with sketchy detail. | Students create a mental map that demonstrates understanding of the relative location, direction, size and shape of the local community with little or no detail. |
| RESOURCES 3.1.3 Use a variety of resources (e.g., maps, charts, bar graphs, Internet, books) to gather information about people, places, and events | Students use a variety of insightful resources to gather information about people, places, and events. | Students use a variety of relevant resources to gather information about people, places, and events. | Students use a variety of superficial resources to gather information about people, places, and events. | Students use a variety of irrelevant resources to gather information about people, places, and events. |
| 3.1.4 Describe current events using print and electronic media (e.g., newspaper, children's news magazines, television, internet) | Students describe current events in substantial detail using print and electronic media. | Students describe current events in sufficient detail using print and electronic media. | Students describe current events in superficial detail using print and electronic media. | Students describe current events in minimal detail using print and electronic media. |
| TIME LINES 3.1.5 Construct time lines (i.e. periods in their own lives and the lives of their family members) | Students construct time lines with few, if any, errors. | Students construct time lines with no significant errors. | Students construct time lines with limited significant errors. | Students construct time lines with many significant errors. |
| 3.1.6 Interpret simple time lines (e.g., identify the time at which events occurred, the sequence in which events developed, and what else was occurring at the time) | Students provide an insightful interpretation of simple time lines. | Students provide a relevant interpretation of simple time lines. | Students provide a superficial interpretation of simple time lines. | Students provide an irrelevant interpretation of simple time lines. |

Standard 1: Students apply Social Studies skills and resources.

| Benchmark Expectations | ACHIEVEMENT DESCRIPTORS | | | |
|---|---|---|--|---|
| | ADVANCED PROFICIENT | PROFICIENT | PARTIALLY PROFICIENT | NOVICE |
| SPATIAL TERMS 3.1.7 Use spatial terms to describe the world (i.e., equator, hemispheres) | Students use spatial terms to describe the world with few, if any, errors. | Students use spatial terms to describe the world with no significant errors. | Students use spatial terms to describe the world with limited significant errors. | Students use spatial terms to describe the world with many significant errors. |
| Grade 4 | | | | |
| MAP SKILLS 4.1.1 Interpret and compare maps (e.g., political, physical, thematic) of North Dakota | Students interpret and compare maps of North Dakota with substantial detail. | Students interpret and compare maps of North Dakota with sufficient detail. | Students interpret and compare maps of North Dakota with superficial detail. | Students interpret and compare maps of North Dakota with little or no detail. |
| 4.1.2 Use map scales to locate physical features and estimate distance on a map | Students use map scales to locate physical features and estimate distance on a map with few, if any, errors. | Students use map scales to locate physical features and estimate distance on a map with no significant errors. | Students use map scales to locate physical features and estimate distance on a map with limited significant errors. | Students use map scales to locate physical features and estimate distance on a map with many significant errors. |
| 4.1.3 Create a mental map that demonstrates understanding of the relative location, direction, size and shape of the United States. (e.g., states, major cities, capitals, major landforms) | Students create a mental map with substantial detail of the relative location, direction, size and shape of the United States. | Students create a mental map with sufficient detail of the relative location, direction, size and shape of the United States. | Students create a mental map with superficial detail of the relative location, direction, size and shape of the United States. | Students create a mental map with little or no detail of the relative location, direction, size and shape of the United States. |
| RESOURCES 4.1.4 Interpret current events using print and electronic media (e.g., newspaper, children's news magazines, television, Internet) | Students provide an insightful interpretation of current events using print and electronic. | Students provide a relevant interpretation of current events using print and electronic media. | Students provide a superficial interpretation of current events using print and electronic media. | Students provide an irrelevant interpretation of current events using print and electronic media. |
| TIME LINES 4.1.5 Construct a North Dakota time line and compare with existing United States time lines of concurring events | Students construct a North Dakota time line and compare with existing United States time lines of concurring events with few, if any, errors. | Students construct a North Dakota time line and compare with existing United States time lines of concurring events with no significant errors. | Students construct a North Dakota time line and compare with existing United States time lines of concurring events with limited significant errors. | Students construct a North Dakota time line and compare with existing United States time lines of concurring events with many significant errors. |

Standard 1: Students apply Social Studies skills and resources.

| Benchmark Expectations | | ACHIEVEMENT DESCRIPTORS | | | |
|------------------------|--|--|--|---|--|
| | | ADVANCED PROFICIENT | PROFICIENT | PARTIALLY PROFICIENT | NOVICE |
| Grade 5 | | | | | |
| MAP SKILLS | | | | | |
| 5.1.1 | Interpret and compare maps of the United States (i.e., political, physical, thematic) | Students interpret and compare maps of the United States with few, if any, errors. | Students interpret and compare maps of the United States with no significant errors. | Students interpret and compare maps of the United States with limited significant errors. | Students interpret and compare maps of the United States with many significant errors. |
| RESOURCES | | | | | |
| 5.1.2 | Identify differences between primary and secondary resources (e.g., maps, charts, line and bar graphs, Internet, atlases, journals, letters, photographs, interviews, periodicals) | Students identify differences between primary and secondary resources with few, if any, errors. | Students identify differences between primary and secondary resources with no significant errors. | Students identify differences between primary and secondary resources with limited significant errors. | Students identify differences between primary and secondary resources with many significant errors. |
| 5.1.3 | Evaluate current events using print and electronic media (e.g., newspaper, children's news magazines, television, Internet) | Students provide an insightful evaluation of current events using print and electronic media. | Students provide a relevant evaluation of current events using print and electronic media. | Students provide a superficial evaluation of current events using print and electronic media. | Students provide an irrelevant evaluation of current events using print and electronic media. |
| TIME LINES | | | | | |
| 5.1.4 | Construct and interpret time lines of key events in United States history | Students construct and interpret time lines of key events in United States history with few, if any, errors. | Students construct and interpret time lines of key events in United States history with no significant errors. | Students construct and interpret time lines of key events in United States history with limited significant errors. | Students construct and interpret time lines of key events in United States history with many significant errors. |
| SPATIAL TERMS | | | | | |
| 5.1.5 | Use spatial terms to describe the world (i.e., Tropic of Cancer, Tropic of Capricorn, International Dateline, Arctic Circle, Antarctic Circle) | Students use spatial terms to describe the world with few, if any, errors. | Students use spatial terms to describe the world with no significant errors. | Students use spatial terms to describe the world with limited significant errors. | Students use spatial terms to describe the world with many significant errors. |
| Grade 6 | | | | | |
| RESOURCES | | | | | |
| 6.1.1 | Use a variety of primary and secondary resources (e.g., magazines, journals, artifacts, interviews) to gather and interpret information | Students use a variety of insightful primary and secondary resources to gather and interpret information. | Students use a variety of relevant primary and secondary resources to gather and interpret information. | Students use a variety of superficial primary and secondary resources to gather and interpret information. | Students use a variety of irrelevant primary and secondary resources to gather and interpret information. |

| Standard 1: Students apply Social Studies skills and resources. | | | | |
|--|--|--|---|--|
| Benchmark Expectations | ACHIEVEMENT DESCRIPTORS | | | |
| | ADVANCED PROFICIENT | PROFICIENT | PARTIALLY PROFICIENT | NOVICE |
| TIME LINES 6.1.2 Construct, compare, and interpret complex time lines (e.g., multiple time lines) | Students construct, compare, and interpret complex time lines with ease. | Students construct, compare, and interpret complex time lines with minimal difficulty. | Students construct, compare, and interpret complex time lines with difficulty. | Students construct, compare, and interpret complex time lines with great difficulty. |
| GEOGRAPHIC TOOLS 6.1.3 Use geographic tools (e.g., maps, globes, graphs, diagrams, almanacs, GIS) and concepts to locate and describe physical features of places | Students use geographic tools and concepts to locate and describe physical features of places with few, if any, errors. | Students use geographic tools and concepts to locate and describe physical features of places with no significant errors. | Students use geographic tools and concepts to locate and describe physical features of places with limited significant errors. | Students use geographic tools and concepts to locate and describe physical features of places with many significant errors. |
| Grade 7 | | | | |
| MAP SKILLS 7.1.1 Explain different uses of maps (e.g., political, physical, topographical, thematic, cartograms) | Students provide an insightful explanation for different uses of maps. | Students provide a relevant explanation for different uses of maps. | Students provide a superficial explanation for different uses of maps. | Students provide an irrelevant explanation for different uses of maps. |
| 7.1.2 Identify purposes, distinguishing characteristics, and limitations of different map projections (e.g., Mercator, conic, polar) | Students identify the purposes, distinguishing characteristics, and limitations of different map projections with few, if any, errors. | Students identify the purposes, distinguishing characteristics, and limitations of different map projections with no significant errors. | Students identify the purposes, distinguishing characteristics, and limitations of different map projections with limited significant errors. | Students identify the purposes, distinguishing characteristics, and limitations of different map projections with many significant errors. |
| 7.1.3. Interpret world maps, charts, graphs, and diagrams to acquire information about people, places, and environments | Students interpret world maps, charts, graphs, and diagrams to acquire information about people, places, and environments with few, if any, errors. | Students interpret world maps, charts, graphs, and diagrams to acquire information about people, places, and environments with no significant errors. | Students interpret world maps, charts, graphs, and diagrams to acquire information about people, places, and environments with limited significant errors. | Students interpret world maps, charts, graphs, and diagrams to acquire information about people, places, and environments with many significant errors. |
| 7.1.4. Construct world maps (e.g., topographical, political, thematic, physical), charts, graphs, and diagrams to illustrate understanding of people, places, and environments | Students construct world maps, charts, graphs, and diagrams to illustrate understanding of people, places and environments with few, if any, errors. | Students construct world maps, charts, graphs, and diagrams to illustrate understanding of people, places and environments with no significant errors. | Students construct world maps, charts, graphs, and diagrams to illustrate understanding of people, places and environments with limited significant errors. | Students construct world maps, charts, graphs, and diagrams to illustrate understanding of people, places and environments with many significant errors. |

Standard 1: Students apply Social Studies skills and resources.

| Benchmark Expectations | | ACHIEVEMENT DESCRIPTORS | | | |
|------------------------|--|---|--|---|---|
| | | ADVANCED PROFICIENT | PROFICIENT | PARTIALLY PROFICIENT | NOVICE |
| 7.1.5 | Create mental maps of the world that demonstrate understanding of relative location, direction, size, and shape (e.g., freehand maps) | Students create mental maps of the world that demonstrate understanding of relative location, direction, size, and shape with substantial detail. | Students create mental maps of the world that demonstrate understanding of relative location, direction, size, and shape with sufficient detail. | Students create mental maps of the world that demonstrate understanding of relative location, direction, size, and shape with superficial detail. | Students create mental maps of the world that demonstrate understanding of relative location, direction, size, and shape with minimal detail. |
| 7.1.6 | Use maps to find location, calculate scale, and distinguish other geographic relationships (e.g., latitude and longitude, population density) | Students use maps to find location, calculate scale, and distinguish other geographic relationships with few, if any, errors. | Students use maps to find location, calculate scale, and distinguish other geographic relationships with no significant errors. | Students use maps to find location, calculate scale, and distinguish other geographic relationships with limited significant errors. | Students use maps to find location, calculate scale, and distinguish other geographic relationships with many significant errors. |
| RESOURCES | | | | | |
| 7.1.7 | Interpret and analyze primary and secondary sources (e.g., artifacts, journals, interviews, books, magazines, photographs) to understand people, places, and environments. | Students provide insightful interpretations and analysis of primary and secondary sources to understand people, places, and environments. | Students provide relevant interpretations and analysis of primary and secondary sources to understand people, places, and environments. | Students provide typical interpretations and analysis of primary and secondary sources to understand people, places, and environments. | Students provide irrelevant interpretations and analysis of primary and secondary sources to understand people, places, and environments. |
| 7.1.8 | Apply research skills (e.g., ask questions; acquire, organize, and analyze information) to answer questions | Students apply research skills to answer questions with ease. | Students apply research skills to answer questions with minimal difficulty. | Students apply research skills to answer questions with difficulty. | Students apply research skills to answer questions with little to no success. |
| Grade 8 | | | | | |
| MAP SKILLS | | | | | |
| 8.1.1 | Interpret current North Dakota thematic maps (e.g., soils, climate, vegetation, water, climate) to identify where people live and work, and how land is used | Students interpret North Dakota thematic maps to identify where people live and work, and how land is used with few, if any, errors. | Students interpret North Dakota thematic maps to identify where people live and work, and how land is used with no significant errors. | Students interpret North Dakota thematic maps to identify where people live and work, and how land is used with limited significant errors. | Students interpret North Dakota thematic maps to identify where people live and work, and how land is used with many significant errors. |

| Standard 1: Students apply Social Studies skills and resources. | | | | |
|--|--|--|---|--|
| Benchmark Expectations | ACHIEVEMENT DESCRIPTORS | | | |
| | ADVANCED PROFICIENT | PROFICIENT | PARTIALLY PROFICIENT | NOVICE |
| RESOURCES 8.1.2 Use various primary and secondary resources (e.g., historical maps, diaries, speeches, pictures, charts, graphs, diagrams, time lines specific to North Dakota) to analyze, and interpret information. | Students use various primary and secondary resources to analyze and interpret information with ease. | Students use various primary and secondary resources to analyze and interpret information with minimal difficulty. | Students use various primary and secondary resources to analyze and interpret information with difficulty. | Students use various primary and secondary resources to appropriately analyze and interpret information with little to no success. |
| Grades 9–12 | | | | |
| VISUAL REPRESENTATIONS 9–12.1.1 Interpret and evaluate a variety of visual representations (e.g. charts, graphs, time lines, graphic organizers, maps, flow charts) of data | Students provide an insightful interpretation and evaluation of a variety of visual representations of data. | Students provide a relevant interpretation and evaluation of a variety of visual representations of data. | Students provide a superficial interpretation and evaluation of a variety of visual representations of data. | Students provide an irrelevant interpretation and evaluation of a variety of visual representations of data. |
| RESOURCES 9–12.1.2 Interpret and evaluate documents (e.g., primary and secondary sources, fact, fiction, or opinion) to enhance the understanding of social studies content. | Students provide an insightful interpretation and evaluation of documents to enhance the understanding of social studies content | Students provide a relevant interpretation and evaluation of documents to enhance the understanding of social studies content. | Students provide a superficial interpretation and evaluation of documents to enhance the understanding of social studies content. | Students provide an irrelevant interpretation and evaluation of documents to enhance the understanding of social studies content.. |
| RESEARCH PROCESSES 9–12.1.3 Draw conclusions based on the research processes (e.g., collect, organize, evaluate, and synthesize information) | Students provide insightful conclusions based on the research process. | Students provide relevant conclusions based on the research process. | Students provide superficial conclusions based on the research process. | Students provide irrelevant conclusions based on the research process. |
| 9–12.1.4 Use media (e.g., oral, written, websites, computer simulations, multimedia resources) to access, record, analyze, and communicate information relating to social studies | Students use media to access, record, analyze, and communicate information related to social studies with ease. | Students use media to access, record, analyze, and communicate information related to social studies with minimal difficulty. | Students use media to access, record, analyze, and communicate information related to social studies with difficulty. | Students use media to access, record, analyze, and communicate information related to social studies with little to no success. |

Standard 1: Students apply Social Studies skills and resources.

| Benchmark Expectations | ACHIEVEMENT DESCRIPTORS | | | |
|---|--|--|---|--|
| | ADVANCED PROFICIENT | PROFICIENT | PARTIALLY PROFICIENT | NOVICE |
| 9–12.1.5 Apply social studies skills (e.g., recognize cause and effect, trends, multiple perspectives, change) in real-life contexts (e.g., backtracking current global issues, Model U.N., mock trials, simulated congressional hearings, parliamentary debates, comparative statistical analysis, mental maps, GPS, GIS). | Students apply social studies skills with ease. | Students apply social studies skills with minimal difficulty. | Students apply social studies skills with difficulty. | Students apply social studies skills with little to no success. |
| BIAS AND PREJUDICE 9–12.1.6 Analyze the impact of bias and prejudice in historical and contemporary media | Students provide insightful analysis of the impact of bias and prejudice in historical and contemporary. | Students provide relevant analysis of the impact of bias and prejudice in historical and contemporary media. | Students provide superficial analysis of the impact of bias and prejudice in historical and contemporary media. | Students provide irrelevant analysis of the impact of bias and prejudice in historical and contemporary media. |

Standard 2: Important Historical Events

Standard 2: Students understand important historical events.

| Benchmark Expectations | ACHIEVEMENT DESCRIPTORS | | | |
|--|---|---|--|---|
| | ADVANCED PROFICIENT | PROFICIENT | PARTIALLY PROFICIENT | NOVICE |
| Kindergarten | | | | |
| SYMBOLS | | | | |
| K.2.1 Identify symbols of the United States (e.g., the flag, bald eagle, Statue of Liberty, patriotic songs, Pledge of Allegiance) | Students identify symbols of the United States with few, if any, errors. | Students identify symbols of the United States with no significant errors. | Students identify symbols of the United States with limited significant errors. | Students identify symbols of the United States with many significant errors. |
| PEOPLE AND EVENTS | | | | |
| K.2.2 Identify United States holidays (e.g., Independence Day, Thanksgiving, Veterans' Day, Memorial Day, Presidents' Day, Martin Luther King, Jr. Day) | Students identify United States holidays with few, if any, errors. | Students identify United States holidays with no significant errors. | Students identify United States holidays with limited significant errors. | Students identify United States holidays with many significant errors. |
| K.2.3 Identify Native Americans as the original inhabitants of North America | Students identify Native Americans as the original inhabitants of North America with few, if any, errors. | Students identify Native Americans as the original inhabitants of North America with no significant errors. | Students identify Native Americans as the original inhabitants of North America with limited significant errors. | Students identify Native Americans as the original inhabitants of North America with many significant errors. |
| Grade 1 | | | | |
| FAMILY HISTORY | | | | |
| 1.2.1 Compare past and present family life (e.g., housing, transportation, technology) over time | Students compare past and present family with substantial detail. | Students compare past and present family life with sufficient detail. | Students compare past and present family life with superficial detail. | Students compare past and present family life with little or no detail. |
| CONCEPTS OF TIME | | | | |
| 1.2.2 Define chronological terms for broad categories of historical time (i.e., long ago, yesterday, today, tomorrow) | Students define chronological terms for broad categories of historical time with few, if any, errors. | Students define chronological terms for broad categories of historical time with no significant errors. | Students define chronological terms for broad categories of historical time with limited significant errors. | Students define chronological terms for broad categories of historical time with many significant errors. |
| PEOPLE AND EVENTS | | | | |
| 1.2.3 Identify the people and events honored in United States holidays (e.g., Thanksgiving, Independence Day, Veteran's Day, Martin Luther King Jr. Day, President's Day, Memorial Day, Columbus Day, Labor Day) | Students identify people and events honored in United States holidays with few, if any, errors. | Students identify people and events honored in United States holidays with no significant errors. | Students identify people and events honored in United States holidays with limited significant errors. | Students identify people and events honored in United States holidays with many significant errors. |

| Standard 2: Students understand important historical events. | | | | | |
|--|--|--|---|--|---|
| Benchmark Expectations | | ACHIEVEMENT DESCRIPTORS | | | |
| | | ADVANCED PROFICIENT | PROFICIENT | PARTIALLY PROFICIENT | NOVICE |
| 1.2.4 | Describe the interaction (e.g., survival, First Thanksgiving) of Native Americans with the Pilgrims | Students provide an insightful description of the interaction of Native Americans with the Pilgrims. | Students provide a sufficient description of the interaction of Native Americans with the Pilgrims. | Students provide a superficial description of the interaction of Native Americans with the Pilgrims. | Students provide a minimal description of the interaction of Native Americans with the Pilgrims. |
| Grade 2 | | | | | |
| FAMILY HISTORY | | | | | |
| 2.2.1 | Compare individual family histories (e.g., origins, jobs, traditions) | Students compare individual family histories with substantial detail. | Students compare individual family histories with sufficient detail. | Students compare individual family histories in with superficial detail. | Students compare individual family histories in minimal detail. |
| CONCEPTS OF TIME | | | | | |
| 2.2.2 | Define chronological terms for broad categories of historical time (i.e., past, present, future) | Students define chronological terms for broad categories of historical time with few, if any, errors. | Students define chronological terms for broad categories of historical time with no significant errors. | Students define chronological terms for broad categories of historical time with limited significant errors. | Students define chronological terms for broad categories of historical time with many significant errors. |
| PEOPLE AND EVENTS | | | | | |
| 2.2.3 | Identify historic United States figures (e.g., George Washington, Benjamin Franklin, Susan B. Anthony, Abraham Lincoln, Harriet Tubman, Martin Luther King Jr., Rosa Parks, Cesar Chavez, Sacagawea) and link them with their contributions. | Students identify historic United States figures and link them with their contributions with few, if any, errors. | Students identify historic United States figures and link them with their contributions with no significant errors. | Students identify historic United States figures and link them with their contributions with limited significant errors. | Students identify historic United States figures and link them with their contributions with many significant errors. |
| 2.2.4 | Describe the exchange of ideas, culture, and goods between the Native Americans and the white settlers (e.g., the Pilgrims, Wampanoag, explorers) | Students describe the exchange of ideas, culture, and goods between the Native Americans and white settlers with substantial detail. | Students describe the exchange of ideas, culture, and goods between the Native Americans and white settlers with sufficient detail. | Students describe the exchange of ideas, culture, and goods between the Native Americans and white settlers with sketchy detail. | Students describe the exchange of ideas, culture, and goods between the Native Americans and white settlers with little or no detail. |
| Grade 3 | | | | | |
| PEOPLE AND EVENTS | | | | | |
| 3.2.1 | Explain the importance of the accomplishments of scientists and inventors (e.g., light bulb, automobile, discovery of electricity, computer, telephone) | Students provide an insightful explanation of the importance of the accomplishments of scientists and inventors. | Students provide a relevant explanation of the importance of the accomplishments of scientists and inventors. | Students provide a superficial explanation of the importance of the accomplishments of scientists and inventors. | Students provide an irrelevant explanation of the importance of the accomplishments of scientists and inventors. |

| Standard 2: Students understand important historical events. | | | | | |
|--|--|--|---|--|---|
| Benchmark Expectations | | ACHIEVEMENT DESCRIPTORS | | | |
| | | ADVANCED PROFICIENT | PROFICIENT | PARTIALLY PROFICIENT | NOVICE |
| 3.2.2 | Describe how community life has changed from past (i.e., pioneer and tribal) to the present | Students identify how community life has changed from past to present with substantial detail. | Students identify how community life has changed from past to present with sufficient detail. | Students identify how community life has changed from past to present with superficial detail. | Students identify how community life has changed from past to present with little or no detail. |
| Grade 4 | | | | | |
| SYMBOLS | | | | | |
| 4.2.1 | Identify the symbols (i.e., bird, flower, flag, tree) that represent North Dakota | Students identify the symbols that represent North Dakota with few, if any, errors. | Students identify the symbols that represent North Dakota with no significant errors. | Students identify the symbols that represent North Dakota with limited significant errors. | Students identify the symbols that represent North Dakota with many significant errors. |
| CONCEPTS OF TIME | | | | | |
| 4.2.2 | Use chronological terms (i.e., decade, century, generation) | Students use chronological terms with few, if any, errors. | Students use chronological terms with no significant errors. | Students use chronological terms with limited significant errors. | Students use chronological terms with many significant errors. |
| 4.2.3 | Identify similarities and differences between past events and current events in North Dakota (e.g., in the lives of people from different cultures past and present) | Students identify similarities and differences between past events and current events with substantial detail. | Students identify similarities and differences between past events and current events with sufficient detail. | Students identify similarities and differences between past events and current events with superficial detail. | Students identify similarities and differences between past events and current events with little or no detail. |
| 4.2.4 | Use chronological order and sequence to describe the cause-and-effect relationships of historical events and periods in North Dakota (e.g., how the railroads led to settlements in the state) | Students use chronological order and sequence to describe the cause-and-effect relationships of historical events and periods in North Dakota with substantial detail. | Students use chronological order and sequence to describe the cause-and-effect relationships of historical events and periods in North Dakota with sufficient detail. | Students use chronological order and sequence to describe the cause-and-effect relationships of historical events and periods in North Dakota with superficial detail. | Students use chronological order and sequence to describe the cause-and-effect relationships of historical events and periods in North Dakota with little or no detail. |
| PEOPLE AND EVENTS | | | | | |
| 4.2.5 | Identify the contributions of prominent individuals (e.g., Teddy Roosevelt, La Verendrye, Rough Rider Award winners) to North Dakota | Students identify the contributions of prominent individuals to North Dakota with substantial detail. | Students identify the contributions of prominent individuals to North Dakota with sufficient detail. | Students identify the contributions of prominent individuals to North Dakota with sketchy detail. | Students identify the contributions of prominent individuals to North Dakota with little or no detail. |
| EXPLORATION | | | | | |
| 4.2.6 | Describe the daily lives (e.g., roles, shelter, significance of buffalo) of the first inhabitants of North Dakota | Students describe the daily lives of the first inhabitants of North Dakota with substantial detail. | Students describe the daily lives of the first inhabitants of North Dakota with sufficient detail. | Students describe the daily lives of the first inhabitants of North Dakota with sketchy detail. | Students describe the daily lives of the first inhabitants of North Dakota with little or no detail. |

| Standard 2: Students understand important historical events. | | | | |
|--|--|--|---|--|
| Benchmark Expectations | ACHIEVEMENT DESCRIPTORS | | | |
| | ADVANCED PROFICIENT | PROFICIENT | PARTIALLY PROFICIENT | NOVICE |
| 4.2.7 Explain the significance of fur trading in North Dakota (e.g., Hudson Bay, Charbonneau, American Fur Company, LaVerendrye) | Students provide an insightful explanation of the significance of fur trading in North Dakota. | Students provide a relevant explanation of the significance of fur trading in North Dakota. | Students provide a superficial explanation of the significance of fur trading in North Dakota. | Students provide an irrelevant explanation of the significance of fur trading in North Dakota. |
| 4.2.8 Explain the significance of the Lewis and Clark expeditions (e.g., Corps of Discovery, Sacagawea) in North Dakota history | Students provide an insightful explanation of the significance of the Lewis and Clark expeditions. | Students provide a relevant explanation of the significance of the Lewis and Clark expeditions. | Students provide a superficial explanation of the significance of the Lewis and Clark expeditions. | Students provide an irrelevant explanation of the significance of the Lewis and Clark expeditions. |
| COLONIZATION | | | | |
| 4.2.9 Explain reasons for settlement in North Dakota (e.g., railroads, Bonanza farms, Homestead Act) | Students explain reasons for settlement in North Dakota with substantial detail. | Students explain reasons for settlement in North Dakota with sufficient detail. | Students explain reasons for settlement in North Dakota with superficial detail. | Students explain reasons for settlement in North Dakota with minimal detail. |
| EXPANSION | | | | |
| 4.2.10 Explain the significance of agriculture in North Dakota history (e.g., immigration, railroads) | Students provide an insightful explanation of the significance of agriculture in North Dakota history. | Students provide a relevant explanation of the significance of agriculture in North Dakota history. | Students provide a superficial explanation of the significance of agriculture in North Dakota history. | Students provide an irrelevant explanation of the significance of agriculture in North Dakota history. |
| 4.2.11 Describe the effects of changes in industry, agriculture, and technology in North Dakota (e.g., energy production, transportation, farming methods) | Students describe the effects of changes in industry, agriculture, and technology in North Dakota with substantial detail. | Students describe the effects of changes in industry, agriculture, and technology in North Dakota with sufficient detail. | Students describe the effects of changes in industry, agriculture, and technology in North Dakota with superficial detail. | Students describe the effects of changes in industry, agriculture, and technology in North Dakota with little or no detail. |
| Grade 5 | | | | |
| SYMBOLS | | | | |
| 5.2.1 Explain the significance of America's symbols (e.g., Pledge of Allegiance, Statue of Liberty, Liberty Bell, American flag, Star Spangled Banner) | Students provide an insightful explanation of the significance of America's symbols. | Students provide a relevant explanation of the significance of America's symbols. | Students provide a superficial explanation of the significance of America's symbols. | Students provide an irrelevant explanation of the significance of America's symbols. |
| CONCEPTS OF TIME | | | | |
| 5.2.2 Use chronological order and sequence to describe cause-and-effect relationships of U.S. historical events (e.g., how Columbian Exchange impacted local people) | Students use chronological order and sequence to describe cause-and-effect relationships of U.S. historical with substantial detail. | Students use chronological order and sequence to describe cause-and-effect relationships of U.S. historical events with sufficient detail. | Students use chronological order and sequence to describe cause-and-effect relationships of U.S. historical events with superficial detail. | Students use chronological order and sequence to describe cause-and-effect relationships of U.S. historical events with little or no detail. |

Standard 2: Students understand important historical events.

| Benchmark Expectations | | ACHIEVEMENT DESCRIPTORS | | | |
|---------------------------|---|--|---|--|---|
| | | ADVANCED PROFICIENT | PROFICIENT | PARTIALLY PROFICIENT | NOVICE |
| 5.2.2 | Describe similarities and differences between past events and current events in U.S. history (e.g., in the lives of people from different cultures past and present) | Students describe similarities and differences between past events and current events in U.S. history with substantial detail. | Students describe similarities and differences between past events and current events in U.S. history with sufficient detail. | Students describe similarities and differences between past events and current events in U.S. history with superficial detail. | Students describe similarities and differences between past events and current events in U.S. history with little or no detail. |
| PEOPLE AND EVENTS | | | | | |
| 5.2.4 | Explain the significance of scientists, inventors, and historical figures (e.g., Christopher Columbus, Juan Ponce De Leon, Benjamin Franklin, George Washington, Paul Revere, Benjamin Rush, David Rittenhouse, Thomas Paine) | Students provide an insightful explanation of the significance of scientists, inventors, and historical figures. | Students provide a relevant explanation of the significance of scientists, inventors, and historical figures. | Students provide a superficial explanation of the significance of scientists, inventors, and historical figures. | Students provide an irrelevant explanation of the significance of scientists, inventors, and historical figures. |
| EXPLORATION AND MIGRATION | | | | | |
| 5.2.5 | Describe the migration patterns of people from Asia to the Americas during the Ice Age (e.g., regional patterns, migration and settlement of the first Americans in the Western Hemisphere) | Students describe the migration patterns of people from Asia to the Americas during the Ice Age with few, if any, errors. | Students describe the migration patterns of people from Asia to the Americas during the Ice Age with no significant errors. | Students describe the migration patterns of people from Asia to the Americas during the Ice Age with limited significant errors. | Students describe the migration patterns of people from Asia to the Americas during the Ice Age with many significant errors. |
| 5.2.6 | Explain how regional Native American groups influenced U.S. history (e.g., historical events, development of the U. S.) | Students provide an insightful explanation how regional Native American groups influenced U. S. history. | Students provide a relevant explanation how regional Native American groups influenced U. S. history. | Students provide a superficial explanation how regional Native American groups influenced U. S. history. | Students provide an irrelevant explanation how regional Native American groups influenced U. S. history. |
| 5.2.7 | Explain reasons for early exploration (e.g., search for Northwest passage, "gold, glory, and God," riches, trade) | Students provide an insightful explanation of the reasons for early exploration. | Students provide a relevant explanation of the reasons for early exploration. | Students provide a superficial explanation of the reasons for early exploration. | Students provide an irrelevant explanation of the reasons for early exploration. |
| COLONIZATION | | | | | |
| 5.2.8 | Explain reasons for early colonization (e.g., religious freedom, economic opportunity) | Students explain reasons for early colonization with substantial detail. | Students explain reasons for early colonization with sufficient detail. | Students explain reasons for early colonization with superficial detail. | Students explain reasons for early colonization with little or no detail. |

Standard 2: Students understand important historical events.

| Benchmark Expectations | | ACHIEVEMENT DESCRIPTORS | | | |
|--|---|---|--|---|---|
| | | ADVANCED PROFICIENT | PROFICIENT | PARTIALLY PROFICIENT | NOVICE |
| 5.2.9 | Explain how conflicts and cooperation between the Native Americans and Europeans (e.g., French and Indian Wars, trade) influenced colonial events | Students provide an insightful explanation how conflicts and cooperation between the Native Americans and Europeans influenced colonial events. | Students provide a relevant explanation how conflicts and cooperation between the Native Americans and Europeans influenced colonial events. | Students provide a superficial explanation how conflicts and cooperation between the Native Americans and Europeans influenced colonial events. | Students provide an irrelevant explanation how conflicts and cooperation between the Native Americans and Europeans influenced colonial events. |
| 5.2.10 | Describe the daily lives of people from different social groups (e.g., large landowners, farmers, artisans, women, slaves) in colonial America | Students describe the daily lives of people from different social groups in colonial America with substantial detail. | Students describe the daily lives of people from different social groups in colonial America with sufficient detail. | Students describe the daily lives of people from different social groups in colonial America with sketchy detail. | Students describe the daily lives of people from different social groups in colonial America with little or no detail. |
| 5.2.10 | Identify the reasons (e.g., Boston Tea Party, the Stamp Act, English Laws) for conflict between England and the American colonies and the key people (e.g., George Washington, King George III, John Adams, Paul Revere) involved | Students identify an extensive variety of reasons for conflict between England and the American colonies and the key people involved. | Students identify a representative variety of reasons for conflict between England and the American colonies and the key people involved. | Students identify a limited variety of reasons for conflict between England and the American colonies and the key people involved. | Students identify an insufficient variety or no reasons for conflict between England and the American colonies and the key people involved. |
| 5.2.11 | Analyze the events and consequences of the Revolutionary War (e.g., Lexington, Concord, Bunker Hill, Benedict Arnold, Valley Forge) | Students provide an insightful analysis of the events and consequences of the Revolutionary War. | Students provide an insightful analysis of the events and consequences of the Revolutionary War with relevant interpretation. | Students provide a superficial analysis of the events and consequences of the Revolutionary War. | Students provide an irrelevant analysis of the events and consequences of the Revolutionary War. |
| Grade 6 | | | | | |
| WORLD HISTORY : PREHISTORY TO RENAISSANCE | | | | | |
| 6.2.1 | Investigate and explain scientific evidence and discoveries related to early hominid development (e.g., evidence about daily life, major anthropological discoveries and their locations, key people associated with major anthropological discoveries) | Students investigate and explain scientific evidence and discoveries related to early hominid development with substantial detail. | Students investigate and explain scientific evidence and discoveries related to early hominid development with sufficient detail. | Students investigate and explain scientific evidence and discoveries related to early hominid development with superficial detail. | Students investigate and explain scientific evidence and discoveries related to early hominid development with little or no detail. |
| 6.2.2 | Identify the features and accomplishments (e.g., development of tools, use of fire, adaptation to the natural environment, location in continental regions) of hunter-gatherer communities | Students identify features and accomplishments of hunter-gatherer communities with substantial detail. | Students identify features and accomplishments of hunter-gatherer communities with sufficient detail. | Students identify features and accomplishments of hunter-gatherer communities with superficial detail. | Students identify features and accomplishments of hunter-gatherer communities with little or no detail. |

Standard 2: Students understand important historical events.

| Benchmark Expectations | ACHIEVEMENT DESCRIPTORS | | | |
|---|---|--|---|--|
| | ADVANCED PROFICIENT | PROFICIENT | PARTIALLY PROFICIENT | NOVICE |
| 6.2.3 Trace the emergence of agriculture and its effect (e.g., climate changes, the impact of irrigation techniques, the domestication of plants and animals) on early human communities | Students trace the emergence of agriculture and its effect on early human with substantial detail. | Students trace the emergence of agriculture and its effect on early human communities with sufficient detail. | Students trace the emergence of agriculture and its effect on early human with superficial detail. | Students trace the emergence of agriculture and its effect on early human communities with little or no detail. |
| 6.2.4 Identify the features of Mesopotamian civilization and its contributions to the modern world (e.g., early villages, specialization of labor, irrigation) | Students identify features of Mesopotamian civilization and its contributions to the modern world with substantial detail. | Students identify features of Mesopotamian civilization and its contributions to the modern world with sufficient detail. | Students identify features of Mesopotamian civilization and its contributions to the modern world with superficial detail. | Students identify features of Mesopotamian civilization and its contributions to the modern world with little or no detail. |
| 6.2.5 Identify the features (e.g., religion, hierarchy of society) of Egyptian civilization and its contributions (e.g., trade networks) to the modern world | Students identify features of Egyptian civilization and its contributions to the modern world with sufficient detail. | Students identify features of Egyptian civilization and its contributions to the modern world with sufficient detail. | Students identify features of Egyptian civilization and its contributions to the modern world with superficial detail. | Students identify features of Egyptian civilization and its contributions to the modern world with little or no. |
| 6.2.6 Identify the features (e.g., the caste system, the role of Buddhism, the Mauryan Empire) of Indian civilization and its contributions (e.g., literature, art, mathematics) to the modern world | Students identify features of Indian civilization and its contributions to the modern world with substantial detail. | Students identify features of Indian civilization and its contributions to the modern world with sufficient detail. | Students identify features of Indian civilization and its contributions to the modern world with superficial detail. | Students identify features of Indian civilization and its contributions to the modern world with little or no. |
| 6.2.7 Identify the features (e.g., daily life during the early imperial dynasties of the Zhou, Qin and Han, the significance and impact of the Silk Roads, the role of Confucianism and Taoism) of classical Chinese civilization and its contributions to the modern world | Students identify features of classical Chinese civilization and its contributions to the modern world with substantial detail. | Students identify features of classical Chinese civilization and its contributions to the modern world with sufficient detail. | Students identify features of classical Chinese civilization and its contributions to the modern world with superficial detail. | Students identify features of classical Chinese civilization and its contributions to the modern world with little or no detail. |
| 6.2.8 Identify the features (e.g., class structures, religious customs and beliefs, government) of Central American (e.g., Aztec, Mayan, Incan) civilizations and their contributions (e.g., achievements in mathematics, astronomy, and architecture) to the modern world | Students identify features of Central American civilizations and their contributions to the modern world with substantial detail. | Students identify features of Central American civilizations and their contributions to the modern world with sufficient detail. | Students identify features of Central American civilizations and their contributions to the modern world with superficial detail. | Students identify features of Central American civilizations and their contributions to the modern world with little or no detail. |
| 6.2.9 Identify the features (e.g., early democratic government, Olympics) and accomplishments of classical Greek civilization (e.g., contributions to art, literature, science, and philosophy; the development of the concepts of citizenship) | Students identify features and accomplishments of classical Greek civilization with substantial detail. | Students identify features and accomplishments of classical Greek civilization with sufficient detail. | Students identify features and accomplishments of classical Greek civilization with superficial detail. | Students identify features and accomplishments of classical Greek civilization with little or no detail. |

Standard 2: Students understand important historical events.

| Benchmark Expectations | | ACHIEVEMENT DESCRIPTORS | | | |
|-------------------------------|---|---|--|---|---|
| | | ADVANCED PROFICIENT | PROFICIENT | PARTIALLY PROFICIENT | NOVICE |
| 6.2.10 | Compare the emergence, central leaders, beliefs, and traditions of major religions and philosophies (e.g., Judaism, Christianity, Islam, Buddhism, Hinduism, Confucianism and Taoism) | Students provide an insightful comparison of the emergence, central leaders, beliefs, and traditions of major religions and philosophies. | Students provide a relevant comparison of the emergence, central leaders, beliefs, and traditions of major religions and philosophies. | Students provide a superficial comparison of the emergence, central leaders, beliefs, and traditions of major religions and philosophies. | Students provide an irrelevant comparison of the emergence, central leaders, beliefs, and traditions of major religions and philosophies. |
| 6.2.11 | Identify the accomplishments (e.g., political and economic reasons for growth; contributions to art, literature, and architecture; citizenship, laws, and government; aqueducts) of Roman civilization, and the factors that led to its decline (e.g., Vandals and religious controversy, economic and military policies, lead) | Students identify the accomplishments of Roman civilization and the factors that led to its decline with substantial detail. | Students identify the accomplishments of Roman civilization and the factors that led to its decline with sufficient detail. | Students identify the accomplishments of Roman civilization and the factors that led to its decline with superficial detail. | Students identify the accomplishments of Roman civilization and the factors that led to its decline with little or no detail. |
| 6.2.12 | Describe the social, political, and economic characteristics of life in the Middle Ages (e.g., daily lives of peasants and serfs; the impact of the plague on Central Asia, China, the Middle East, and Europe; feudalism and manorialism; the economy under the feudal/manorial system) | Students describe the social, political, and economic characteristics of life in the Middle Ages with substantial detail. | Students the social, political, and economic characteristics of life in the Middle Ages with sufficient detail. | Students describe the social, political, and economic characteristics of life in the Middle Ages with superficial detail. | Students describe the social, political, and economic characteristics of life in the Middle Ages with little or no detail. |
| 6.2.13 | Describe the influences of the Roman Catholic Church and its effect on the structure of society (e.g., role in spreading Christianity, how monasteries preserved ancient language and learning) | Students describe the influences of the Roman Catholic Church and its effect on the structure of society with substantial detail. | Students describe the influences of the Roman Catholic Church and its effect on the structure of society with sufficient detail. | Students describe the influences of the Roman Catholic Church and its effect on the structure of society with superficial detail. | Students describe the influences of the Roman Catholic Church and its effect on the structure of society with little or no detail. |
| 6.2.13 | Describe the causes and effects (e.g., their role in spreading Christianity and introducing Muslim ideas and products to Europe) of the Crusades | Students provide an insightful description of the causes and effects of the Crusades. | Students provide a relevant description of the causes and effects of the Crusades. | Students provide a superficial description of the causes and effects of the Crusades. | Students provide an irrelevant description of the causes and effects of the Crusades. |

Standard 2: Students understand important historical events.

| Benchmark Expectations | ACHIEVEMENT DESCRIPTORS | | | |
|--|---|--|---|--|
| | ADVANCED PROFICIENT | PROFICIENT | PARTIALLY PROFICIENT | NOVICE |
| Grade 7 | | | | |
| HISTORICAL AND CURRENT EVENTS— REGIONAL/GLOBAL | | | | |
| 7.2.1 Identify major historical events and issues (e.g., conflicts and resolutions, natural resources) within regions of the world and their impact | Students identify major historical events and issues within regions of the world and their impact with substantial detail. | Students identify major historical events and issues within regions of the world and their impact with sufficient detail. | Students identify major historical events and issues within regions of the world and their impact with superficial detail. | Students identify major historical events and issues within regions of the world and their impact with little or no detail. |
| 7.2.2 Describe events and issues (e.g., natural resources, energy resources, wars/conflicts, religion) affecting the world today | Students provide insightful description of events and issues affecting the world today. | Students provide relevant description of events and issues affecting the world today. | Students provide superficial description of events and issues affecting the world today. | Students provide irrelevant description of events and issues affecting the world today. |
| Grade 8 | | | | |
| U. S. HISTORY: DAWN OF A NEW NATION THROUGH IMPERIALISM | | | | |
| 8.2.1 ^{TUA} Analyze the transformation of the nation (e.g., Imperialism, industrialization, immigration, political/social reformers, urbanization, mechanization of agriculture, changing business environment) | Students provide an insightful analysis of the transformation of the nation. | Students provide a relevant analysis of the transformation of the nation. | Students provide superficial analysis of the transformation of the nation. | Students provide an irrelevant analysis of the transformation of the nation. |
| 8.2.2 Explain how political parties developed to resolve issues (e.g., payment of debt, establishment of a national bank, strict or loose interpretation of the Constitution, support for England or France) in the early years of the United States | Students explain how political parties developed to resolve issues in the early years of the United States with substantial detail. | Students explain how political parties developed to resolve issues in the early years of the United States with sufficient detail. | Students explain how political parties developed to resolve issues in the early years of the United States with superficial detail. | Students explain how political parties developed to resolve issues in the early years of the United States with little or no detail. |
| 8.2.3 Explain how political leaders (e.g., Andrew Jackson, William Henry Harrison, Martin Van Buren, John Tyler) dictated national policy (e.g., States' rights, closure of National Bank, Indian Removal Act) | Students explain how political leaders dictated national policy with substantial detail. | Students explain how political leaders dictated national policy with sufficient detail. | Students explain how political leaders dictated national policy with superficial detail. | Students explain how political leaders dictated national policy with little or no detail. |
| 8.2.4 Explain how the concept of Manifest Destiny impacted national policy (e.g., War with Mexico, Gadsden Purchase,, imperialism, Gold Rush, foreign policy) | Students explain how the concept of Manifest Destiny impacted national policy with substantial detail. | Students explain how the concept of Manifest Destiny impacted national policy with sufficient detail. | Students explain how the concept of Manifest Destiny impacted national policy with superficial detail. | Students explain how the concept of Manifest Destiny impacted national policy with little or no detail. |

Standard 2: Students understand important historical events.

| Benchmark Expectations | | ACHIEVEMENT DESCRIPTORS | | | |
|------------------------|---|---|---|--|---|
| | | ADVANCED PROFICIENT | PROFICIENT | PARTIALLY PROFICIENT | NOVICE |
| 8.2.5 | Explain how reform efforts led to major changes in society (e.g., abolitionists, women's movement, temperance, education) | Students provide an insightful explanation how reform efforts led to major changes in society. | Students provide a relevant explanation how reform efforts led to major changes in society. | Students provide a superficial explanation how reform efforts led to major changes in society. | Students provide an irrelevant explanation how reform efforts led to major changes in society. |
| 8.2.6 | Explain the causes (e.g., states' rights, slavery, differences in Northern and Southern economies) of the Civil War | Students explain the causes of the Civil War with substantial detail. | Students explain the causes of the Civil War with sufficient detail. | Students explain the causes of the Civil War with superficial detail. | Students explain the causes of the Civil War with little or no detail. |
| 8.2.7 | Explain the course and consequences of the Civil War (e.g., contributions of key individuals, key battles, The Emancipation Proclamation) | Students explain the course and consequences of the Civil War with substantial detail. | Students explain the course and consequences of the Civil War with sufficient detail. | Students explain the course and consequences of the Civil War with superficial detail. | Students explain the course and consequences of the Civil War with little or no detail. |
| 8.2.8 | Trace the social, economic, political, and cultural factors of Reconstruction (e.g., Jim Crow Laws, election of 1876, black codes, rise of Ku Klux Klan) | Students trace the factors of Reconstruction with substantial detail. | Students trace the factors of Reconstruction with sufficient detail. | Students trace the factors of Reconstruction with superficial detail. | Students trace the factors of Reconstruction with little or no detail. |
| 8.2.9 | Analyze the impact of immigration on the United States (e.g., labor pools, ghettos) | Students provide an insightful analysis of the impact of immigration on the United States with insightful interpretation. | Students provide a relevant analysis of the impact of immigration on the United States. | Students provide a superficial analysis of the impact of immigration on the United States, | Students provide an irrelevant analysis of the impact of immigration on the United States. |
| 8.2.10 | Analyze the rationale for western expansion and how it affected minorities (e.g. reservations, Indian Removal Act, treaties, Chinese Exclusion Act, Dawes Act, Manifest Destiny, Homestead Act) | Students provide an insightful analysis of the rationale for western expansion and how it affected minorities. | Students provide a relevant analysis of the rationale for western expansion and how it affected minorities. | Students provide a superficial analysis of the rationale for western expansion and how it affected minorities. | Students provide an irrelevant analysis of the rationale for western expansion and how it affected minorities. |
| 8.2.11 | Explain the significance of key events (e.g., settlement and homesteading, statehood, reservations) and people (e.g., Roughrider Recipients) in North Dakota and tribal history | Students explain the significance of key events and people in North Dakota and tribal history with substantial detail. | Students explain the significance of key events and people in North Dakota and tribal history with sufficient detail. | Students explain the significance of key events and people in North Dakota and tribal history with superficial detail. | Students explain the significance of key events and people on North Dakota and tribal history with little or no detail. |

Standard 2: Students understand important historical events.

| Benchmark Expectations | ACHIEVEMENT DESCRIPTORS | | | |
|---|---|--|---|---|
| | ADVANCED PROFICIENT | PROFICIENT | PARTIALLY PROFICIENT | NOVICE |
| Grades 9–12 | | | | |
| TRIBAL GOVERNANCE | | | | |
| 9–12.2.1 Analyze Federal policy and action regarding American Indians (e.g. Dawes Act, changes in federal and state Indian policies, civil rights movement; current issues surrounding gaming, housing, distribution of wealth, and healthcare, Indian Reorganization Act, Bureau of Indian Affairs, Indian Civil Rights Act, Indian Child Welfare Act, American Indian Religious Freedom Act, Indian Gaming Regulatory Act, Citizenship, American Indian Movement) | Students provide an insightful analysis of Federal policy and action regarding American Indians from Reconstruction to present. | Students provide a relevant analysis of Federal policy and action regarding American Indians from Reconstruction to present. | Students provide a superficial analysis of Federal policy and action regarding American Indians from Reconstruction to present. | Students provide an irrelevant analysis of Federal policy and action regarding American Indians from Reconstruction to present. |
| U.S. PERIODS, EVENTS, FIGURES, MOVEMENTS TO INCLUDE BUT NOT LIMITED TO INDUSTRIALIZATION TO PRESENT | | | | |
| 9–12.2.2 Evaluate the impact of various factors that led to the transformation of the nation (e.g., imperialism, industrialization, immigration, political/social reformers, urbanization, mechanization of agriculture, changing business environment) | Students provide an insightful evaluation of the transformation of the nation. | Students provide a relevant evaluation of the transformation of the nation. | Students provide a superficial evaluation of the transformation of the nation. | Students provide an irrelevant evaluation of the transformation of the nation. |
| 9–12.2.3 Trace the causes, course, and legacy of the United States' involvement in World War I at home and abroad (e.g., neutrality, military technologies, isolationism, Zimmerman Note, Lusitania, home front, Wilson's Fourteen Points) | Students trace the causes, course, and legacy of the United States' involvement in World War I at home and abroad with substantial detail. | Students trace the causes, course, and legacy of the United States' involvement in World War I at home and abroad with sufficient detail. | Students trace the causes, course, and legacy of the United States' involvement in World War I at home and abroad with superficial detail. | Students trace the causes, course, and legacy of the United States' involvement in World War I at home and abroad with little or no detail. |
| 9–12.2.4 Analyze the major political, economic, and social developments that occurred between World War I and World War II (e.g. Red Scare, Roaring 20's, Great Depression, New Deal) | Students provide an insightful analysis of the major political, economic, and social developments that occurred between World War I and World War II. | Students provide a relevant analysis of the major political, economic, and social developments that occurred between World War I and World War II. | Students provide a superficial analysis of the major political, economic, and social developments that occurred between World War I and World War II. | Students provide an irrelevant analysis of the major political, economic, and social developments that occurred between World War I and World War II. |

Standard 2: Students understand important historical events.

| Benchmark Expectations | | ACHIEVEMENT DESCRIPTORS | | | |
|------------------------|--|---|--|---|---|
| | | ADVANCED PROFICIENT | PROFICIENT | PARTIALLY PROFICIENT | NOVICE |
| 9–12.2.5 | Trace the causes, course, and legacy of World War II (e.g., totalitarian regimes; Pacific theater, European theater, home front) | Students trace the causes, course, and legacy of World War II with substantial detail. | Students trace the causes, course, and legacy of World War II with sufficient detail. | Students trace the causes, course, and legacy of World War II with superficial detail. | Students trace the causes, course, and legacy of World War II with little or no detail. |
| 9–12.2.6 | Analyze the economic boom and social transformation of post WWII America (e.g., popular culture, changing women's roles, technological developments) | Students provide an insightful analysis of the economic boom and social transformation of post-WWII America. | Students provide a relevant analysis of the economic boom and social transformation of post-WWII America. | Students provide a superficial analysis of the economic boom and social transformation of post-WWII America. | Students provide an irrelevant analysis of the economic boom and social transformation of post-WWII America. |
| 9–12.2.7 | Analyze the origins, foreign policy, events, and domestic consequences of the Cold War (e.g., containment policy, arms race, fear of communism) | Students provide an insightful analysis of the origins, foreign policy events, and domestic consequences of the Cold War. | Students provide a relevant analysis of the origins, foreign policy events, and domestic consequences of the Cold War. | Students provide a superficial analysis of the origins, foreign policy events, and domestic consequences of the Cold War. | Students provide an irrelevant analysis of the origins, foreign policy events, and domestic consequences of the Cold War. |
| 9–12.2.8 | Analyze the struggle for equal opportunity (e.g., Civil Rights Movement, Martin Luther King, Jr., Malcolm X, civil rights legislation and court cases, civil rights organizations, National Organization for Women, Equal Rights Amendment, American Indian Movement, Caesar Chavez) | Students analyze the development of equal opportunity with insightful interpretation. | Students analyze the development of equal opportunity with relevant interpretation. | Students analyze the development of equal opportunity with superficial interpretation. | Students analyze the development of equal opportunity with irrelevant interpretation. |
| 9–12.2.9 | Analyze the key events and political/social effects of the Vietnam conflict (e.g., Gulf of Tonkin Resolution and the Tet Offensive; protests and opposition; presidential policies, War Powers Act) | Students provide an insightful analysis of the key events and political and social effects of the Vietnam conflict. | Students provide a relevant analysis of the key events and political and social effects of the Vietnam conflict. | Students provide a superficial analysis of the key events and political and social effects of the Vietnam conflict. | Students provide an irrelevant analysis of the key events and political and social effects of the Vietnam conflict. |
| 9–12.2.10 | Analyze the key events, and foreign and domestic policies of contemporary presidential administrations (e.g., Great Society, Watergate, relations with the Middle East; the Iranian hostage crisis; energy crisis; Reaganomics, Persian Gulf War) | Students provide an insightful analysis of presidential administrations. | Students provide a relevant analysis of presidential administrations. | Students provide a superficial analysis of presidential administrations. | Students provide an irrelevant analysis of presidential administrations. |
| 9–12.2.11 | Analyze the major social issues and popular culture of contemporary US (e.g., immigration, environment, poverty, terrorism, and discrimination) | Students provide an insightful analysis of the major social issues and popular culture issues of contemporary US. | Students provide a relevant analysis of the major social issues and popular culture issues of contemporary US. | Students provide a superficial analysis of the major social issues and popular culture issues of contemporary US. | Students provide an irrelevant analysis of the major social issues popular culture issues of contemporary US. |

Standard 2: Students understand important historical events.

| Benchmark Expectations | ACHIEVEMENT DESCRIPTORS | | | |
|--|--|---|--|--|
| | ADVANCED PROFICIENT | PROFICIENT | PARTIALLY PROFICIENT | NOVICE |
| GLOBAL PERIODS, EVENTS, FIGURES, AND MOVEMENTS INCLUDING BUT NOT LIMITED TO RENAISSANCE TO PRESENT | | | | |
| 9–12.2.12 Analyze the ideas, events and global impacts of the Renaissance, Reformation, Scientific Revolution, and the Enlightenment | Students provide an insightful analysis of the Renaissance, Reformation, Scientific Revolution, and the Enlightenment. | Students provide a relevant analysis of the Renaissance, Reformation, Scientific Revolution, and the Enlightenment. | Students provide a superficial analysis of the Renaissance, Reformation, Scientific Revolution, and the Enlightenment. | Students provide an irrelevant analysis of the Renaissance, Reformation, Scientific Revolution, and the Enlightenment. |
| 9–12.2.13 Explain the growth and expansion of global economies and their impact on world regions (e.g., mercantilism, slavery, colonialism, Silk Road, salt trade) | Students provide an insightful explanation of the growth and expansion of global economies and their impact on world regions. | Students provide a relevant explanation of the growth and expansion of global economies and their impact on world regions. | Students provide a superficial explanation of the growth and expansion of global economies and their impact on world regions. | Students provide an irrelevant explanation of the growth and expansion of global economies and their impact on world regions. |
| 9–12.2.14 Compare the political, social, and industrial revolutions from the late 18 th to the early 20 th century (e.g., revolutions in the Americas and France; significant events and impacts of the Agricultural and the Industrial Revolution, Boer Wars, Boxer Rebellion, Sepoy rebellion) | Students provide an insightful comparison of the political, social, and industrial revolutions from the late 18 th to the early 20 th century. | Students provide a relevant comparison of the political, social, and industrial revolutions from the late 18 th to the early 20 th century. | Students provide a superficial comparison of the political, social, and industrial revolutions from the late 18 th to the early 20 th century. | Students provide and irrelevant comparison the political, social, and industrial revolutions from the late 18 th to the early 20 th century. |
| 9–12.2.15 Analyze the global causes, course, and consequences of World War I (e.g. imperialism, militarism, nationalism, alliance system; ethnic conflicts and assassination of Arch Duke Franz Ferdinand; Russian Revolution of 1917; Treaty of Versailles and League of Nations) | Students provide an insightful analysis of the global causes, course, and consequences of WW I. | Students provide a relevant analysis of the global causes, course, and consequences of WW I. | Students provide a superficial analysis of the global causes, course, and consequences of WW I. | Students provide an irrelevant analysis of the global causes, course, and consequences of WW I. |
| 9–12.2.16 Analyze the global causes, course, and consequences of World War II and the post-war events (e.g., worldwide depression, totalitarian and militaristic regimes, Holocaust, political and social change in the Middle East, development of the United Nations, Cold War) | Students provide an insightful analysis of the global causes, course, and consequences of WW II and post-war events. | Students provide a relevant analysis of the global causes, course, and consequences of WW II and post-war events. | Students provide a superficial analysis of the global causes, course, and consequences of WW II and post-war events. | Students provide an irrelevant analysis of the global causes, course, and consequences of WW II and post-war events. |

Standard 2: Students understand important historical events.

| Benchmark Expectations | ACHIEVEMENT DESCRIPTORS | | | |
|--|---|---|--|---|
| | ADVANCED PROFICIENT | PROFICIENT | PARTIALLY PROFICIENT | NOVICE |
| 9–12.2.17 Explain nationalist and revolutionary movements and attempts by colonial countries to achieve independence after World War II (e.g., revolutionary movements in China, Vietnam, Korea, Kenya, Pakistan, Indonesia, India, Northern Ireland, Chile) | Students explain nationalist and revolutionary movements and attempts by colonial countries to achieve independence after WW II with insightful interpretation. | Students explain nationalist and revolutionary movements and attempts by colonial countries to achieve independence after WW II with relevant interpretation. | Students explain nationalist and revolutionary movements and attempts by colonial countries to achieve independence after WW II with superficial interpretation. | Students explain nationalist and revolutionary movements and attempts by colonial countries to achieve independence after WW II with irrelevant interpretation. |
| 9–12.2.18 Explain events in the development of the Cold War (e.g., Berlin Blockade; nuclear arms and space race; Cuban Missile Crisis; political and economic transformation of Western and Eastern Europe; Korean Conflict, Vietnam Conflict; collapse of Warsaw Pact Nations) | Students explain events in the development of the Cold War with substantial detail. | Students explain events in the development of the Cold War with sufficient detail. | Students explain events in the development of the Cold War with superficial detail. | Students explain events in the development of the Cold War with little or no detail. |
| 9–12.2.19 Analyze political and social change in the Middle East and Asia from 1948 – present (e.g., Camp David Accords, Tiananmen Square, conflicts in Middle East, Soviet invasion of Afghanistan, Persian Gulf War, War in Iraq) | Students provide an insightful analysis of the social and political changes in the Middle East from 1948 – present interpretation. | Students provide a relevant analysis of the social and political changes in the Middle East from 1948 – present. | Students provide a superficial analysis of the social and political changes in the Middle East from 1948 –present. | Students provide an irrelevant analysis of the social and political changes in the Middle East from 1948 – present. |
| 9–12.2.20 Explain contemporary issues and events in an interdependent world (e.g., trends in science, technology, and communication; religious conflicts; environmentalism; human rights and regional conflicts; apartheid, ethnic cleansing, role of United Nations and other international organizations such as UNICEF, GATT, NATO, OAS, World Bank, International Monetary Fund) | Students provide an insightful explanation of contemporary issues and events in an interdependent world. | Students provide a relevant explanation of contemporary issues and events in an interdependent world. | Students provide a superficial explanation of contemporary issues and events in an interdependent world. | Students provide an irrelevant explanation of contemporary issues and events in an interdependent world. |

Standard 3: Economic Concepts

| Standard 3: Students understand economic concepts and the characteristics of various economic systems. | | | | |
|--|---|---|--|---|
| Benchmark Expectations | ACHIEVEMENT DESCRIPTORS | | | |
| | ADVANCED PROFICIENT | PROFICIENT | PARTIALLY PROFICIENT | NOVICE |
| Kindergarten | | | | |
| COMMUNITY WORKERS | | | | |
| K.3.1 Identify community workers (e.g., librarian, doctor, teacher, police officer, fire fighter, custodian) | Students identify community workers with few, if any, errors. | Students identify community workers with no significant errors. | Students identify community workers with limited significant errors. | Students identify community workers with many significant errors. |
| Grade 1 | | | | |
| PERSONAL FINANCES | | | | |
| 1.3.1 Differentiate between wants and needs | Students differentiate between wants and needs with few, if any, errors. | Students differentiate between wants and needs with no significant errors. | Students differentiate between wants and needs with a limited significant errors. | Students differentiate between wants and needs with many significant errors. |
| 1.3.2 Describe ways (e.g., money, bartering) wants and needs are met | Students describe ways that wants and needs are met with substantial detail. | Students describe ways that wants and needs are met with sufficient detail. | Students describe ways that wants and needs are met with superficial detail. | Students describe ways that wants and needs are met with little or no detail. |
| Grade 2 | | | | |
| PERSONAL FINANCES | | | | |
| 2.3.1 Differentiate between goods and services, consumers and producers | Students differentiate between goods and services, consumers and producers with few, if any, errors. | Students differentiate between goods and services, consumers and producers with no significant errors. | Students differentiate between goods and services, consumers and producers with limited significant errors. | Students differentiate between goods and services, consumers and producers with many significant errors. |
| 2.3.2 Identify community businesses and workers, and the goods and services they provide (e.g., restaurant/food, service station/gas, salon/haircut) | Students identify community businesses and workers, and the goods and services they provide with few, if any, errors. | Students identify community businesses and workers, and the goods and services they provide with no significant errors. | Students identify community businesses and workers, and the goods and services they provide with limited significant errors. | Students identify community businesses and workers, and the goods and services they provide with many significant errors. |
| Grade 3 | | | | |
| PERSONAL FINANCES | | | | |
| 3.3.1 Identify ways families and communities cooperate and compromise (e.g., fundraisers, food pantries, living within your means) to meet needs and wants | Students identify an extensive variety of ways families and communities compromise to meet needs and wants. | Students identify a representative variety of ways families and communities compromise to meet needs and wants. | Students identify a limited variety of ways families and communities compromise to meet needs and wants. | Students identify an insufficient variety or no ways families and communities compromise to meet needs and wants. |

| Standard 3: Students understand economic concepts and the characteristics of various economic systems. | | | | | |
|--|--|--|---|--|---|
| Benchmark Expectations | | ACHIEVEMENT DESCRIPTORS | | | |
| | | ADVANCED PROFICIENT | PROFICIENT | PARTIALLY PROFICIENT | NOVICE |
| 3.3.2 | Explain how supply and demand affect personal economic choices (e.g., how scarcity forces people to decide which goods and services to obtain, what is given up in economic choices) | Students provide an insightful explanation how supply and demand affect personal economic choices. | Students provide a relevant explanation how supply and demand affect personal economic choices. | Students provide a superficial explanation how supply and demand affect personal economic choices. | Students provide an irrelevant explanation how supply and demand affect personal economic choices. |
| 3.3.3 | Explain the differences among natural and human resources, and how they are used locally | Students provide an insightful explanation of the differences among natural and human resources and how they are used locally. | Students provide a relevant explanation of the differences among natural and human resources and how they are used locally. | Students provide a superficial explanation of the differences among natural and human resources and how they are used locally. | Students provide an irrelevant explanation of the differences among natural and human resources and how they are used locally. |
| Grade 4 | | | | | |
| PERSONAL FINANCES | | | | | |
| 4.3.1 | Describe the impact of education, training, and health care on personal income | Students describe the impact of education, training, and health care on personal income with substantial detail. | Students describe the impact of education, training, and health care on personal income with sufficient detail. | Students describe the impact of education, training, and health care on personal income with superficial detail. | Students describe the impact of education, training, and health care on personal income with little to no detail. |
| STATE ECONOMICS | | | | | |
| 4.3.2 | Identify ways that natural resources (e.g., soil, minerals, trees, fish, people) contribute to the economy of the local community and North Dakota | Students identify ways that natural resources contribute to the economy of the local community and North Dakota with substantial detail. | Students identify ways that natural resources contribute to the economy of the local community and North Dakota with sufficient detail. | Students identify ways that natural resources contribute to the economy of the local community and North Dakota with superficial detail. | Students identify ways that natural resources contribute to the economy of the local community and North Dakota with little to no detail. |
| 4.3.3 | Explain the impact of tourism on North Dakota's economy (e.g. revenue for our state, jobs created, tourist sites--Fort Lincoln, Peace Gardens, Medora, Lake Sakakawea, Devils Lake) | Students explain the impact of tourism on North Dakota's economy with substantial detail. | Students explain the impact of tourism on North Dakota's economy with sufficient detail. | Students explain the impact of tourism on North Dakota's economy with superficial detail. | Students explain the impact of tourism on North Dakota's economy with little or no detail. |
| 4.3.4 | Identify principal exports of North Dakota (e.g., crops, energy, livestock) | Students identify principal exports of North Dakota with few, if any, errors. | Students identify principal exports of North Dakota with no significant errors. | Students identify principal exports of North Dakota with limited significant errors. | Students identify principal exports of North Dakota with many significant errors. |

| Standard 3: Students understand economic concepts and the characteristics of various economic systems. | | | | |
|---|---|---|--|---|
| Benchmark Expectations | ACHIEVEMENT DESCRIPTORS | | | |
| | ADVANCED PROFICIENT | PROFICIENT | PARTIALLY PROFICIENT | NOVICE |
| Grade 5 | | | | |
| PERSONAL FINANCES | | | | |
| 5.3.1 Describe how various non-economic factors (e.g., culture, values, interests) can influence economic behaviors and decision making | Students describe how various non-economic factors can influence economic behaviors and decision making with substantial detail. | Students describe how various non-economic factors can influence economic behaviors and decision making with sufficient detail. | Students describe how various non-economic factors can influence economic behaviors and decision making with limited detail. | Students describe how various non-economic factors can influence economic behaviors and decision making with minimal detail. |
| EARLY U.S. ECONOMICS | | | | |
| 5.3.2 Explain the relationships between scarcity and resources (e.g., home building materials, food, clothing, hunting) | Students provide an insightful explanation of the relationships between scarcity and resources. | Students provide a relevant explanation of the relationships between scarcity and resources. | Students provide a superficial explanation of the relationships between scarcity and resources. | Students provide an irrelevant explanation of the relationships between scarcity and resources. |
| 5.3.3 Describe the concept of competition and its relationship to price (e.g., market based economy) | Students describe the concept of competition and its relationship to price with substantial detail. | Students describe the concept of competition and its relationship to price with sufficient detail. | Students describe the concept of competition and its relationship to price with superficial detail. | Students describe the concept of competition and its relationship to price with little to no detail. |
| 5.3.4 Describe the basic concepts of imports, exports, and international trade | Students describe the basic concepts of imports, exports, and international trade with substantial detail. | Students describe the basic concepts of imports, exports, and international trade with sufficient detail. | Students describe the basic concepts of imports, exports, and international trade with superficial detail. | Students describe the basic concepts of imports, exports, and international trade with little to no detail. |
| Grade 6 | | | | |
| EARLY ECONOMIES | | | | |
| 6.3.1 Explain how non-economic factors (e.g., culture, values, interest, abilities) influenced economic behaviors and decision making (e.g., building of pyramids, Olympic games) | Students provide an insightful explanation how non-economic factors influenced economic behaviors and decision making. | Students provide a relevant explanation how non-economic factors influenced economic behaviors and decision making. | Students provide a superficial explanation how non-economic factors influenced economic behaviors and decision making. | Students provide an irrelevant explanation how non-economic factors influenced economic behaviors and decision making. |
| 6.3.2 Trace the development of civilizations from hunting/gathering based societies (e.g., hunting and gathering – cultivation and domestication) to trading/economy-based societies (e.g., surplus of food – specialization – trade/barter system) | Students trace the evolution of civilizations from hunting/gathering based societies to trading/economy-based societies with few, if any, errors. | Students trace the evolution of civilizations from hunting/gathering based societies to trading/economy-based societies with no significant errors. | Students trace the evolution of civilizations from hunting/gathering based societies to trading/economy-based societies with limited significant errors. | Students trace the evolution of civilizations from hunting/gathering based societies to trading/economy-based societies with many significant errors. |
| 6.3.3 Describe how advances in technology (e.g., irrigation, development of tools, specialization) impacted productivity | Students describe how advances in technology impacted productivity with substantial detail. | Students describe how advances in technology impacted productivity with sufficient detail. | Students describe how advances in technology impacted productivity with superficial detail. | Students describe how advances in technology impacted productivity with little to no detail. |

| Standard 3: Students understand economic concepts and the characteristics of various economic systems. | | | | |
|--|--|---|--|---|
| Benchmark Expectations | ACHIEVEMENT DESCRIPTORS | | | |
| | ADVANCED PROFICIENT | PROFICIENT | PARTIALLY PROFICIENT | NOVICE |
| Grade 7 | | | | |
| GLOBAL INTERDEPENDENCE | | | | |
| 7.3.1 Identify how people organize for the production, distribution, and consumption of goods and services (e.g., economic systems; i.e., capitalism, socialism, communism) | Students identify how people organize for production, distribution, and consumption of goods and services with substantial detail. | Students identify how people organize for production, distribution, and consumption of goods and services with sufficient detail. | Students identify how people organize for production, distribution, and consumption of goods and services with superficial detail. | Students identify how people organize for production, distribution, and consumption of goods and services with little or no detail. |
| 7.3.2 Differentiate among currency values and their exchange rates | Students differentiate among currency values and their exchange rates with few, if any, errors. | Students differentiate among currency values and their exchange rates with no significant errors. | Students differentiate among currency values and their exchange rates with a few significant errors. | Students differentiate among currency values and their exchange rates with many significant errors. |
| 7.3.3 Explain patterns and networks (e.g., patterns of trade, human migration, cultural and political alliances/sanctions) of economic and global interdependence in a changing world | Students provide an insightful explanation of patterns and networks of economic and global interdependence in a changing world. | Students provide a relevant explanation of patterns and networks of economic and global interdependence in a changing world. | Students provide a superficial explanation of patterns and networks of economic and global interdependence in a changing world. | Students provide an irrelevant explanation of patterns and networks of economic and global interdependence in a changing world. |
| 7.3.4 Identify ways (e.g., GNP, GDP, literacy rate, industrialization) to measure economic progress | Students identify ways to measure economic progress with substantial detail. | Students identify ways to measure economic progress with sufficient detail. | Students identify ways to measure economic progress with superficial detail. | Students identify ways to measure economic progress with little to no detail. |
| Grade 8 | | | | |
| EARLY UNITED STATES ECONOMY | | | | |
| 8.3.1 Explain the purpose and effects of trade barriers (e.g., imposed trade barriers such as tariffs enacted before the Civil War, natural trade barriers such as mountains) | Students provide an insightful explanation of the purpose and effects of trade barriers. | Students provide a relevant explanation of the purpose and effects of trade barriers. | Students provide a superficial explanation of the purpose and effects of trade barriers. | Students provide an irrelevant explanation of the purpose and effects of trade barriers. |
| 8.3.2 Describe how technological advances (e.g., cotton gin, steel plow, McCormick reaper, steamboat, steam locomotives) and industrialization impacted regions of the United States prior to the Civil War. | Students describe how technological advances and industrialization impacted regions of the United States prior to the Civil War with substantial detail. | Students describe how technological advances and industrialization impacted regions of the United States prior to the Civil War with sufficient detail. | Students describe how technological advances and industrialization impacted regions of the United States prior to the Civil War with superficial detail. | Students describe how technological advances and industrialization impacted regions of the United States prior to the Civil War with little to no detail. |
| 8.3.2 Evaluate how economic opportunities (e.g., manufacturing, agricultural, business) impact North Dakota and other regions (e.g., Midwest, Northeast) | Students provide an insightful evaluation how economic opportunities impact regions. | Students provide a relevant evaluation how economic opportunities impact regions. | Students provide a superficial evaluation how economic opportunities impact regions. | Students provide an irrelevant evaluation how economic opportunities impact regions. |

| Standard 3: Students understand economic concepts and the characteristics of various economic systems. | | | | |
|--|---|--|---|---|
| Benchmark Expectations | ACHIEVEMENT DESCRIPTORS | | | |
| | ADVANCED PROFICIENT | PROFICIENT | PARTIALLY PROFICIENT | NOVICE |
| 8.3.4 Describe factors (e.g., climate, population, tax laws, natural resources) governing economic decision making in North Dakota and other regions (e.g., Midwest, Southeast) | Students describe the factors governing economic decision making with substantial detail. | Students describe the factors governing economic decision making with sufficient detail. | Students describe the factors governing economic decision making with superficial detail. | Students describe the factors governing economic decision making with little to no detail. |
| Grades 9–12 | | | | |
| CONCEPTS | | | | |
| 9–12.3.1 Analyze basic micro and macro economic concepts (e.g., scarcity, opportunity cost, trade offs, markets, business organizations, factors of production, supply and demand, and personal finance) | Students provide an insightful analysis of basic micro and macro economic concepts. | Students provide a relevant analysis of basic micro and macro economic concepts. | Students provide a superficial analysis of basic micro and macro economic concepts. | Students provide an irrelevant analysis of basic micro and macro economic concepts. |
| STRUCTURE AND FUNCTION | | | | |
| 9–12.3.2 Explain the role of money and the role of financial institutions in a market economy (e.g., basic functions of money, composition of money supply, role of banks and other financial institutions, federal reserve, credit savings) | Students explain the role of money and the role of financial institutions in a market economy with substantial detail. | Students explain the role of money and the role of financial institutions in a market economy with sufficient detail. | Students explain the role of money and the role of financial institutions in a market economy with superficial detail. | Students explain the role of money and the role of financial institutions in a market economy with little to no detail. |
| 9–12.3.3 Describe the difference between the structure and operation of market economies and centrally planned or command economies (e.g., security, freedom, equity, efficiency, stability, growth) | Students describe the difference between market economies and central planned or command economies with substantial detail. | Students describe the difference between market economies and central planned or command economies with sufficient detail. | Students describe the difference between market economies and central planned or command economies with superficial detail. | Students describe the difference between market economies and central planned or command economies with little to no detail. |
| 9–12.3.4 Analyze the role government plays in an economy (e.g., provision of public goods and services, taxes, protection of property rights, resolution of market failures) | Students provide an insightful analysis of the role government plays in an economy. | Students provide a relevant analysis of the role government plays in an economy. | Students provide a superficial analysis of the role government plays in an economy. | Students provide an irrelevant analysis of the role government plays in an economy. |
| IMPACT | | | | |
| 9–12.3.5 Interpret the concepts of exchange and trade and the impacts and implications of a global economy for individuals and nations | Students provide an insightful interpretation of the concepts of exchange and trade and the impacts and implications of a global economy for individuals and nations. | Students provide a relevant interpretation of the concepts of exchange and trade and the impacts and implications of a global economy for individuals and nations. | Students provide a superficial interpretation of the concepts of exchange and trade and the impacts and implications of a global economy for individuals and nations. | Students provide an irrelevant interpretation of the concepts of exchange and trade and the impacts and implications of a global economy for individuals and nations. |

Standard 4: Government and Citizenship

| Standard 4: Students understand the development, functions, and forms of various political institutions and the role of the citizen in government and society. | | | | |
|--|---|---|--|---|
| Benchmark Expectations | ACHIEVEMENT DESCRIPTORS | | | |
| | ADVANCED PROFICIENT | PROFICIENT | PARTIALLY PROFICIENT | NOVICE |
| Kindergarten | | | | |
| CITIZENSHIP | | | | |
| K.4.1 Identify membership in different groups (e.g., family, school, community) | Students identify membership in an extensive variety of groups. | Students identify membership in a representative variety of groups. | Students identify membership in a limited variety of groups. | Students identify membership in an insufficient variety or no groups. |
| K.4.2 Identify school rules and appropriate behavior | Students identify school rules and appropriate behavior with few, if any, errors. | Students identify school rules and appropriate behavior with no significant errors. | Students identify school rules and appropriate behavior with limited significant errors. | Students identify school rules and appropriate behavior with many significant errors. |
| K.4.3 Identify examples of good citizenship (e.g., honesty, cooperation, respect, responsibility) | Students identify examples of good citizenship with few, if any, errors. | Students identify examples of good citizenship with no significant errors. | Students identify examples of good citizenship with limited significant errors. | Students identify examples of good citizenship with many significant errors. |
| Grade 1 | | | | |
| CITIZENSHIP | | | | |
| 1.4.1 Apply good citizenship (e.g., respect, cooperation, honesty, responsibility) in the school environment | Students almost always apply good citizenship in the school environment. | Students consistently apply good citizenship in the school environment. | Students inconsistently apply good citizenship in the school environment. | Students rarely apply good citizenship in the school environment. |
| 1.4.2 Explain the purpose for rules in home, school, and community | Students explain the purpose for rules in the home, school, and community with few, if any, errors. | Students explain the purpose for rules in the home, school, and community with no significant errors. | Students explain the purpose for rules in the home, school, and community with limited significant errors. | Students explain the purpose for rules in the home, school, and community with many significant errors. |
| Grade 2 | | | | |
| CITIZENSHIP | | | | |
| 2.4.1 Identify roles and responsibilities of leaders in the home, school, and community (e.g., parents, teachers, principal, mayor, governor, president) | Students identify an extensive variety of roles and responsibilities of leaders in the home, school, and community. | Students identify a representative variety of roles and responsibilities of leaders in the home, school, and community. | Students identify a limited variety of roles and responsibilities of leaders in the home, school, and community. | Students identify an insufficient variety or no roles and responsibilities of leaders in the home, school, and community. |

| Standard 4: Students understand the development, functions, and forms of various political institutions and the role of the citizen in government and society. | | | | |
|--|--|--|---|--|
| Benchmark Expectations | ACHIEVEMENT DESCRIPTORS | | | |
| | ADVANCED PROFICIENT | PROFICIENT | PARTIALLY PROFICIENT | NOVICE |
| 2.4.2 Compare the relationship between rules and laws in home, school, and community (e.g., hitting/assault, stealing/larceny) | Students compare the relationship between rules and laws in home, school, and community with substantial detail. | Students compare the relationship between rules and laws in home, school, and community with sufficient detail. | Students compare the relationship between rules and laws in home, school, and community with sketchy detail. | Students compare the relationship between rules and laws in home, school, and community with minimal detail. |
| Grade 3 | | | | |
| CITIZENSHIP | | | | |
| 3.4.1 Identify the roles, rights, and responsibilities of a citizen in a community (e.g., obedience to laws, the right to vote, service to the common good) | Students identify an extensive variety of roles, rights, and responsibilities of a citizen in a community. | Students identify a representative variety of roles, rights, and responsibilities of a citizen in a community. | Students identify a limited variety of roles, rights, and responsibilities of a citizen in a community. | Students identify an insufficient variety or no roles, rights, and responsibilities of a citizen in a community. |
| GOVERNMENT SYSTEM | | | | |
| 3.4.2 Identify the three branches of local government (i.e., Executive, Legislative, Judicial) | Students identify the three branches of local government with no errors. | Students identify the three branches of local government with no significant errors. | Students identify the three branches of local government with limited significant errors. | Students identify the three branches of local government with many significant errors. |
| 3.4.3 Explain the rule-making process and its purpose in the school | Students explain the rule-making process and its purpose in the school with few, if any, errors. | Students explain the rule-making process and its purpose in the school with no significant errors. | Students explain the rule-making process and its purpose in the school with limited significant errors. | Students explain the rule-making process and its purpose in the school with many significant errors. |
| Grade 4 | | | | |
| CITIZENSHIP | | | | |
| 4.4.1 Identify the roles, rights, and responsibilities of a citizen in North Dakota (e.g., obedience to laws, the right to vote) | Students identify the roles, rights, and responsibilities of a citizen in North Dakota with few, if any, errors. | Students identify the roles, rights, and responsibilities of a citizen in North Dakota with no significant errors. | Students identify the roles, rights, and responsibilities of a citizen in North Dakota with limited significant errors. | Students identify the roles, rights, and responsibilities of a citizen in North Dakota with many significant errors. |
| GOVERNMENT SYSTEMS | | | | |
| 4.4.2 Identify the basic roles of the three branches of North Dakota government (i.e., Executive, Legislative, Judicial) | Students identify the basic roles of the three branches of North Dakota's government with no errors. | Students identify the basic roles of the three branches of North Dakota's government with no significant errors. | Students identify the basic roles of the three branches of North Dakota's government with limited significant errors. | Students identify the basic roles of the three branches of North Dakota's government with many significant errors. |

| Standard 4: Students understand the development, functions, and forms of various political institutions and the role of the citizen in government and society. | | | | |
|---|---|--|---|--|
| Benchmark Expectations | ACHIEVEMENT DESCRIPTORS | | | |
| | ADVANCED PROFICIENT | PROFICIENT | PARTIALLY PROFICIENT | NOVICE |
| 4.4.3 Identify the characteristics of a sovereign nation in terms of tribal government in North Dakota | Students identify the characteristics of a sovereign nation in terms of tribal government in North Dakota with few, if any, errors. | Students identify the characteristics of a sovereign nation in terms of tribal government in North Dakota with no significant errors. | Students identify the characteristics of a sovereign nation in terms of tribal government in North Dakota with limited significant errors. | Students identify the characteristics of a sovereign nation in terms of tribal government in North Dakota with many significant errors. |
| Grade 5 | | | | |
| CITIZENSHIP | | | | |
| 5.4.1 Identify the roles, rights, and responsibilities of U.S. citizens in a democratic society (e.g., the responsibility to pay taxes, the responsibility to sit on a jury) | Students identify an extensive variety of roles, rights, and responsibilities of U.S. citizens in a democratic society. | Students identify a representative variety of roles, rights, and responsibilities of U.S. citizens in a democratic society. | Students identify a limited variety of roles, rights, and responsibilities of U.S. citizens in a democratic society. | Students identify an insufficient variety or no roles, rights, and responsibilities of U.S. citizens in a democratic society. |
| GOVERNMENT SYSTEMS | | | | |
| 5.4.2 Identify the duties of the executive, judicial, and legislative branches of the Federal government (e.g., checks and balances) | Students identify an extensive variety of duties of the executive, judicial, and legislative branches of the Federal government. | Students identify a representative variety of duties of the executive, judicial, and legislative branches of the Federal government. | Students identify a limited variety of duties of the executive, judicial, and legislative branches of the Federal government. | Students identify an insufficient variety or no duties of the executive, judicial, and legislative branches of the Federal government. |
| 5.4.3 Identify the purpose and importance behind documents leading up to the writing of the United States Constitution and the Bill of Rights (e.g., Magna Carta, English common law, English Bill of Rights, Declaration of Independence, Articles of Confederation) | Students identify the purpose and importance behind documents leading up to the writing of the United States Constitution and the Bill of Rights with substantial detail. | Students identify the purpose and importance behind documents leading up to the writing of the United States Constitution and the Bill of Rights with sufficient detail. | Students identify the purpose and importance behind documents leading up to the writing of the United States Constitution and the Bill of Rights with sketchy detail. | Students identify the purpose and importance behind documents leading up to the writing of the United States Constitution and the Bill of Rights with little or no detail. |
| 5.4.4 Explain why the United States government is necessary (e.g., government helps secure people's lives, liberty, and property through law and military protection; groups can accomplish things collectively that individuals cannot) | Students explain why the United States government is necessary with substantial detail. | Students explain why the United States government is necessary with sufficient detail. | Students explain why the United States government is necessary with superficial detail. | Students explain why the United States government is necessary with little or no detail. |

| Standard 4: Students understand the development, functions, and forms of various political institutions and the role of the citizen in government and society. | | | | |
|--|---|--|---|--|
| Benchmark Expectations | ACHIEVEMENT DESCRIPTORS | | | |
| | ADVANCED PROFICIENT | PROFICIENT | PARTIALLY PROFICIENT | NOVICE |
| GOVERNMENT SYSTEMS | | | | |
| 6.4.1 Explain why government became necessary in ancient civilizations (e.g., need for hierarchy of power to prevent chaos, power of groups) | Students provide insightful explanations as to why government became necessary in ancient civilizations. | Students provide relevant explanations as to why government became necessary in ancient civilizations. | Students provide superficial explanations as to why government became necessary in ancient civilizations. | Students provide irrelevant explanations as to why government became necessary in ancient civilizations. |
| 6.4.2 Describe how different forms of government (i.e., monarchy, oligarchy, aristocracy, democracy) distributed power within ancient societies. | Students describe how different forms of government distributed power within ancient societies with substantial detail. | Students describe how different forms of government distributed power within ancient societies with sufficient detail. | Students describe how different forms of government distributed power within ancient societies with superficial detail. | Students describe how different forms of government distributed power within ancient societies with negligible detail. |
| Grade 7 | | | | |
| CITIZENSHIP | | | | |
| 7.4.1 Compare the rights and responsibilities of citizens from a variety of countries (e.g. United States, Indonesia, Iran, Australia, India, China, Germany, Poland, Brazil, Ghana) | Students compare with substantial detail the rights and responsibilities of citizens from a variety of countries. | Students compare with sufficient detail the rights and responsibilities of citizens from a variety of countries. | Students compare with superficial detail the rights and responsibilities of citizens from a variety of countries. | Students compare with little or no detail the rights and responsibilities of citizens from a variety of countries. |
| GOVERNMENT SYSTEMS | | | | |
| 7.4.2 Explain how people create and change structures of power (e.g., force, elections, wars, reactions to economic conditions and natural disasters) | Students explain with substantial detail how people create and change structures of power. | Students explain with sufficient detail how people create and change structures of power. | Students explain with superficial detail how people create and change structures of power. | Students explain with little or no detail how people create and change structures of power. |
| Grade 8 | | | | |
| CITIZENSHIP | | | | |
| 8.4.1 Explain the connections between the rights and responsibilities of citizenship (e.g., voting and staying informed on issues; being tried by a jury and serving on juries; having rights and respecting the rights of others) | Students provide an insightful explanation of the connections between the rights and responsibilities of citizenship. | Students provide a relevant explanation of the connections between the rights and responsibilities of citizenship. | Students provide a superficial explanation of the connections between the rights and responsibilities of citizenship. | Students provide an irrelevant explanation of the connections between the rights and responsibilities of citizenship. |

Standard 4: Students understand the development, functions, and forms of various political institutions and the role of the citizen in government and society.

| Benchmark Expectations | ACHIEVEMENT DESCRIPTORS | | | |
|--|--|--|--|--|
| | ADVANCED PROFICIENT | PROFICIENT | PARTIALLY PROFICIENT | NOVICE |
| GOVERNMENT SYSTEMS | | | | |
| 8.4.2 Explain factors (e.g., lack of economic power, lack of central government, no court systems) that contributed to the demise of the Articles of Confederation and explain how they led to the creation of the US Constitution. | Students provide an insightful explanation of factors that contributed to the demise of the Articles of Confederation and how they led to the creation of the US Constitution. | Students provide a relevant explanation of factors that contributed to the demise of the Articles of Confederation and how they led to the creation of the US Constitution. | Students provide a superficial explanation of factors that contributed to the demise of the Articles of Confederation and how they led to the creation of the US Constitution. | Students an irrelevant explanation of factors that contributed to the demise of the Articles of Confederation and how they led to the creation of the US Constitution. |
| 8.4.3 Explain how the United States Constitution and Amendments influence society (e.g., voting rights, equal protection, due process) | Students provide an insightful explanation how the United States Constitution and Amendments influence society. | Students provide a relevant explanation how the United States Constitution and Amendments influence society. | Students provide a superficial explanation how the United States Constitution and Amendments influence society. | Students provide an irrelevant explanation how the United States Constitution and Amendments influence society. |
| 8.4.4 Explain the political party process at the local, state, and national level (e.g., the structure and functions of political parties, electoral college, how campaigns are run and who participates in them, the role of the media in the election process, various kinds of elections) | Students explain with substantial detail the political party process at the local, state, and national level. | Students explain with sufficient detail the political party process at the local, state, and national level. | Students explain with superficial detail the political party process at the local, state, and national level. | Students explain with little or no detail the political party process at the local, state, and national level. |
| 8.4.5 Describe the relationship (e.g., power, responsibility, influence) among the executive, judicial, and legislative branches of the government at the local, state (i.e., North Dakota), and national level | Students describe with substantial detail the relationship among the executive, judicial, and legislative branches of the government at the local, state, and national level. | Students describe with sufficient detail the relationship among the executive, judicial, and legislative branches of the government at the local, state, and national level. | Students describe with superficial detail the relationship among the executive, judicial, and legislative branches of the government at the local, state, and national level. | Students describe with little or no detail the relationship among the executive, judicial, and legislative branches of the government at the local, state, and national level. |
| 8.4.6 Compare the functions and structure of local, state, tribal, and federal governments within North Dakota | Students compare the functions and structure of local, state, tribal, and federal governments within North Dakota with few, if any, errors. | Students compare the functions and structure of local, state, tribal, and federal governments within North Dakota with no significant errors. | Students compare the functions and structure of local, state, tribal, and federal governments within North Dakota with limited significant errors. | Students compare the functions and structure of local, state, tribal, and federal governments within North Dakota with many significant errors. |

Standard 4: Students understand the development, functions, and forms of various political institutions and the role of the citizen in government and society.

| Benchmark Expectations | ACHIEVEMENT DESCRIPTORS | | | |
|--|---|--|---|--|
| | ADVANCED PROFICIENT | PROFICIENT | PARTIALLY PROFICIENT | NOVICE |
| Grades 9–12 | | | | |
| TRIBAL SOVEREIGNTY | | | | |
| 9–12.4.1 Explain how political and economic forces have affected the sovereignty of tribal nations (e.g., constitutional provisions; Supreme Court cases; laws used in forming the basis of the federal-tribal relationship; political and economic forces affecting sovereignty of tribal nations) | Students provide an insightful explanation of how political and economic forces have affected the sovereignty of tribal nations. | Students provide a relevant explanation of how political and economic forces have affected the sovereignty of tribal nations. | Students provide a superficial explanation of how political and economic forces have affected the sovereignty of tribal nations. | Students provide an irrelevant explanation of how political and economic forces have affected the sovereignty of tribal nations. |
| HISTORICAL AND PHILOSOPHICAL FOUNDATIONS | | | | |
| 9–12.4.2 Compare the nature and source of various types of political entities past and present throughout the world (e.g., ancient Greek and Roman political thought; classical republicans; philosophy of natural rights; limited and unlimited governments; constitutional governments; representative democracy; con-federal, federal, unitary systems of government, and international organizations) | Students compare the nature and source of various types of political entities past and present throughout the world with substantial detail. | Students compare the nature and source of various types of political entities past and present throughout the world with sufficient detail. | Students compare the nature and source of various types of political entities past and present throughout the world with sketchy detail. | Students compare the nature and source of various types of political entities past and present throughout the world with little or no detail. |
| 9–12.4.3 Analyze the content and context of documents, events, and organizations that influenced and established the United States (e.g., Magna Carta; English common law; Petition of Right; English Bill of Rights; 1 st and 2 nd Continental Congresses; Common Sense; Declaration of Independence, American Revolution Articles of Confederation; Constitutional Convention; Federalist Papers, Anti-Federalist Papers; U.S. Constitution, Bill of Rights) | Students provide an insightful analysis of the content and context of documents, events, and organizations that influenced and established the United States. | Students provide a relevant analysis of the content and context of documents, events, and organizations that influenced and established the United States. | Students provide a superficial analysis of the content and context of documents, events, and organizations that influenced and established the United States. | Students provide a irrelevant analysis of the content and context of documents, events, and organizations that influenced and established the United States. |

| Standard 4: Students understand the development, functions, and forms of various political institutions and the role of the citizen in government and society. | | | | |
|--|---|--|---|---|
| Benchmark Expectations | ACHIEVEMENT DESCRIPTORS | | | |
| | ADVANCED PROFICIENT | PROFICIENT | PARTIALLY PROFICIENT | NOVICE |
| HISTORICAL AND CONTEMPORARY POLITICAL PROCESSES | | | | |
| 9–12.4.4 Evaluate the effectiveness of structures, operations, and influences of political systems and constitutional governments (e.g., federalism; separation of powers; checks and balances; media and special interest groups) | Students provide an insightful evaluation of the effectiveness of structures, operations, and influences of political systems and constitutional governments. | Students provide a relevant evaluation of the effectiveness of structures, operations, and influences of political systems and constitutional governments. | Students provide a superficial evaluation of the effectiveness of structures, operations, and influences of political systems and constitutional governments. | Students provide an irrelevant evaluation of the effectiveness of structures, operations, and influences of political systems and constitutional governments. |
| 9–12.4.5 Analyze historical and contemporary examples of civil liberties and civil rights in the U.S. (e.g., incorporation of the Bill of Rights, amendments, key legislation, and landmark Supreme Court cases) | Students provide an insightful analysis of historical and contemporary examples of civil liberties and civil rights in the United States. | Students provide a relevant analysis of historical and contemporary examples of civil liberties and civil rights in the United States. | Students provide a superficial analysis of historical and contemporary examples of civil liberties and civil rights in the United States. | Students provide an irrelevant analysis of historical and contemporary examples of civil liberties and civil rights in the United States. |
| RIGHTS AND RESPONSIBILITIES OF CITIZENS | | | | |
| 9–12.4.6 Evaluate the rights and responsibilities of citizenship and civic participation (e.g., election system and process; naturalization; political activism) | Students provide an insightful evaluation of the rights and responsibilities of citizenship and civic participation with substantial detail. | Students provide a relevant evaluation of the rights and responsibilities of citizenship and civic participation. | Students provide a superficial evaluation of the rights and responsibilities of citizenship and civic participation. | Students provide an irrelevant evaluation of the rights and responsibilities of citizenship and civic participation. |

Standard 5: Concepts of Geography

Standard 5: Students understand and apply concepts of geography.

| Benchmark Expectations | ACHIEVEMENT DESCRIPTORS | | | |
|--|---|---|--|---|
| | ADVANCED PROFICIENT | PROFICIENT | PARTIALLY PROFICIENT | NOVICE |
| Kindergarten | | | | |
| <i>No benchmark expectations at this level.</i> | | | | |
| Grade 1 | | | | |
| PHYSICAL GEOGRAPHY 1.5.1 Identify Earth's geographical landforms (e.g., islands, mountains, plains, hills, bodies of water) | Students identify an extensive variety of Earth's geographical landforms. | Students identify a representative variety of Earth's geographical landforms. | Students identify a limited variety of Earth's geographical landforms. | Students identify an insufficient variety or none of Earth's geographical landforms. |
| Grade 2 | | | | |
| PHYSICAL GEOGRAPHY 2.5.1 Identify North America, South America, the United States, Mexico, Canada, Atlantic Ocean and Pacific Ocean on a map or globe | Students identify North America, South America, the United States, Mexico, Canada, Atlantic Ocean and Pacific Ocean on a map or globe with no errors. | Students identify North America, South America, the United States, Mexico, Canada, Atlantic Ocean and Pacific Ocean on a map or globe with no significant errors. | Students identify North America, South America, the United States, Mexico, Canada, Atlantic Ocean and Pacific Ocean on a map or globe with limited significant errors. | Students identify North America, South America, the United States, Mexico, Canada, Atlantic Ocean and Pacific Ocean on a map or globe with many significant errors. |
| Grade 3 | | | | |
| PHYSICAL GEOGRAPHY 3.5.1 Identify the physical characteristics (e.g., landforms, bodies of water, vegetation, wildlife and climate) of the local community | Students identify the physical characteristics of the local community with few, if any, errors. | Students identify the physical characteristics of the local community with no significant errors. | Students identify the physical characteristics of the local community with limited significant errors. | Students identify the physical characteristics of the local community with many significant errors. |
| 3.5.2 Identify the seven continents, four oceans, and major nations of the world (i.e., United States, Canada, Mexico; e.g., China, Brazil, Russia) | Students identify the seven continents, four oceans, and major nations of the world with no errors. | Students identify the seven continents, four oceans, and major nations of the world with no significant errors. | Students identify the seven continents, four oceans, and major nations of the world with limited significant errors. | Students identify the seven continents, four oceans, and major nations of the world with many significant errors. |

Standard 5: Students understand and apply concepts of geography.

| Benchmark Expectations | ACHIEVEMENT DESCRIPTORS | | | |
|---|--|--|---|--|
| | ADVANCED PROFICIENT | PROFICIENT | PARTIALLY PROFICIENT | NOVICE |
| HUMAN GEOGRAPHY 3.5.3 Describe ways (e.g., the development of transportation, communication, industry, and land use) geography has affected the development of the local community over time | Students describe an extensive variety of ways geography has affected the development of the local community over time. | Students describe a representative variety of ways geography has affected the development of the local community over time. | Students describe a limited variety of ways geography has affected the development of the local community over time. | Students describe an insufficient variety or no ways geography has affected the development of the local community over time. |
| Grade 4 | | | | |
| PHYSICAL GEOGRAPHY 4.5.1 Identify the physical features and relative locations of the major land forms (i.e., Rocky Mountains, Appalachian Mountains, Great Lakes, Gulf of Mexico, Mississippi River, Grand Canyon) of the regions of the United States | Students identify the physical features and relative locations of the major land forms of the regions of the United States with few, if any, errors. | Students identify the physical features and relative locations of the major land forms of the regions of the United States with no significant errors. | Students identify the physical features and relative locations of the major land forms of the regions of the United States with limited significant errors. | Students identify the physical features and relative locations of the major land forms of the regions of the United States with many significant errors. |
| 4.5.2 Identify the political regions of the United States (e.g., Midwest, Northeast) and their relative locations | Students identify the political regions of the United States and their relative locations with few, if any, errors. | Students identify the political regions of the United States and their relative locations with no significant errors. | Students identify the political regions of the United States and their relative locations with limited significant errors. | Students identify the political regions of the United States and their relative locations with many significant errors. |
| 4.5.3 Identify the location and characteristics of significant features of North Dakota (e.g., landforms, river systems, climate, regions, major cities) | Students identify the location and characteristics of significant features of North Dakota with few, if any, errors. | Students identify the location and characteristics of significant features of North Dakota with no significant errors. | Students identify the location and characteristics of significant features of North Dakota with limited significant errors. | Students identify the location and characteristics of significant features of North Dakota with many significant errors. |
| HUMAN GEOGRAPHY 4.5.4 Explain how the physical environment (e.g., rainfall, climate, natural hazards) affects human activity in North Dakota | Students explain how the physical environment affects human activity with substantial detail. | Students explain how the physical environment affects human activity with sufficient detail. | Students explain how the physical environment affects human activity with superficial detail. | Students explain how the physical environment affects human activity with little or no detail. |
| 4.5.5 Identify different patterns of land use in North Dakota (e.g., land use in urban, suburban, and rural areas, mining, agriculture, manufacturing) | Students identify different patterns of land use in North Dakota with few, if any, errors. | Students identify different patterns of land use in North Dakota with no significant errors. | Students identify different patterns of land use in North Dakota with limited significant errors. | Students identify different patterns of land use in North Dakota with many significant errors. |

Standard 5: Students understand and apply concepts of geography.

| Benchmark Expectations | | ACHIEVEMENT DESCRIPTORS | | | |
|------------------------|---|--|---|--|--|
| | | ADVANCED PROFICIENT | PROFICIENT | PARTIALLY PROFICIENT | NOVICE |
| 4.5.6 | Describe ways geography has affected the development (e.g., the development of transportation, communication, industry, and land use) of the state over time | Students describe an extensive variety of ways geography has affected the development of the state over time. | Students describe a representative variety of ways geography has affected the development of the state over time. | Students describe a limited variety of ways geography has affected the development of the state over time. | Students describe an insufficient variety or no ways geography has affected the development of the state over time. |
| Grade 5 | | | | | |
| HUMAN GEOGRAPHY | | | | | |
| 5.5.1 | Explain the impact of climate, geography, and available resources on the daily lives of Native Americans (e.g., dwellings, clothes, food and crops, technology, tools, cultural traditions) | Students explain the impact of climate, geography, and available resources on the daily lives of Native Americans in great detail. | Students explain the impact of climate, geography, and available resources on the daily lives of Native Americans with adequate detail. | Students explain the impact of climate, geography, and available resources on the daily lives of Native Americans with some detail. | Students explain the impact of climate, geography, and available resources on the daily lives of Native Americans with minimal detail. |
| 5.5.2 | Explain the impact of geography on western exploration and westward migration in the early nineteenth century (e.g., Northwest passage, colonization, Appalachian Mountains) | Students provide an insightful explanation of the impact of geography on western exploration and westward migration in the early nineteenth century. | Students provide a relevant explanation of the impact of geography on western exploration and westward migration in the early nineteenth century. | Students provide a superficial explanation of the impact of geography on western exploration and westward migration in the early nineteenth century. | Students provide an irrelevant explanation of the impact of geography on western exploration and westward migration in the early nineteenth century. |
| 5.5.3 | Explain how human activity (e.g., settlement patterns, migration) affects the physical environment (e.g., soil uses, economy, pollution, use of energy sources) | Students explain how human activity affects the physical environment with substantial detail. | Students explain how human activity affects the physical environment with sufficient detail. | Students explain how human activity affects the physical environment with superficial detail. | Students explain how human activity affects the physical environment with little or no detail. |
| Grade 6 | | | | | |
| HUMAN GEOGRAPHY | | | | | |
| 6.5.1 | Identify geographic similarities of early civilizations (e.g., the significance of river valleys from the beginning of civilization, mountains created isolated cultures) | Students identify geographic similarities of early civilizations with few, if any, errors. | Students identify geographic similarities of early civilizations with no significant errors. | Students identify geographic similarities of early civilizations with limited significant errors. | Students identify geographic similarities of early civilizations with many significant errors. |
| 6.5.2 | Explain the factors (e.g., trade routes, goods available, location) that influenced the growth of cities | Students explain with substantial detail the factors that influenced the growth of cities. | Students explain with sufficient detail the factors that influenced the growth of cities. | Students explain with superficial detail the factors that influenced the growth of cities. | Students explain with little or no detail the factors that influenced the growth of cities. |

Standard 5: Students understand and apply concepts of geography.

| Benchmark Expectations | ACHIEVEMENT DESCRIPTORS | | | |
|---|---|--|---|---|
| | ADVANCED | PROFICIENT | PARTIALLY PROFICIENT | NOVICE |
| Grade 7 | | | | |
| PHYSICAL GEOGRAPHY | | | | |
| 7.5.1 Identify current countries and principal physical features (e.g., ecosystems, mountain ranges, bodies of water) of the world | Students identify an extensive variety of countries and principal physical features of the world. | Students identify a representative variety of countries and principal physical features of the world. | Students identify a limited variety of countries and principal physical features of the world. | Students identify an insufficient variety of countries and principal physical features of the world. |
| 7.5.2 Use geographic tools [e.g., Geographic Information Systems (GIS), maps, graphs, charts] to interpret the past (e.g., cooperation/conflict, migrations of people, goods, and ideas), understand the present (e.g., demographic changes, resource distribution, weather cycles), and plan for the future (e.g., geopolitical changes) | Students use geographic tools to interpret the past, understand the present, and plan for the future with few, if any, errors. | Students use geographic tools to interpret the past, understand the present, and plan for the future with no significant errors. | Students use geographic tools to interpret the past, understand the present, and plan for the future with limited significant errors. | Students use geographic tools to interpret the past, understand the present, and plan for the future with many significant errors. |
| 7.5.3 Explain how physical processes (e.g., wind and water erosion, climatic changes, plate tectonics) create, maintain, and modify Earth's physical features and environments | Students provide an insightful explanation of how physical processes create, maintain, and modify Earth's physical features and environments. | Students provide a relevant explanation of how physical processes create, maintain, and modify Earth's physical features and environments. | Students provide a sketchy explanation of how physical processes create, maintain, and modify Earth's physical features and environments. | Students provide an irrelevant explanation of how physical processes create, maintain, and modify Earth's physical features and environments. |
| HUMAN GEOGRAPHY | | | | |
| 7.5.4 Explain how and why maps and regions change (e.g., physical, political, and perceptual changes) | Students provide an insightful explanation as to how and why maps and regions change. | Students provide a relevant explanation as to how and why maps and regions change. | Students provide a sketchy explanation as to how and why maps and regions change. | Students provide an irrelevant explanation as to how and why maps and regions change. |
| 7.5.5 Explain how human modifications affect the physical environment (e.g., damming of rivers, pollution, urbanization) | Students provide an insightful explanation how human modifications affect the physical environment. | Students provide a relevant explanation how human modifications affect the physical environment. | Students provide a superficial explanation how human modifications affect the physical environment. | Students provide an irrelevant explanation how human modifications affect the physical environment. |

Standard 5: Students understand and apply concepts of geography.

| Benchmark Expectations | | ACHIEVEMENT DESCRIPTORS | | | |
|---------------------------|---|--|---|--|--|
| | | ADVANCED PROFICIENT | PROFICIENT | PARTIALLY PROFICIENT | NOVICE |
| 7.5.6 | Explain how physical systems affect human systems (e.g., Where do people live and why?) | Students explain with substantial detail how physical systems affect human systems. | Students explain with sufficient detail how physical systems affect human systems. | Students explain with superficial detail how physical systems affect human systems. | Students explain with little or no detail how physical systems affect human systems. |
| 7.5.7 | Explain changes (e.g., the value placed on land, water, wind energy, and fossil fuels) that occur in the meaning, use, distribution, and importance of resources | Students provide an insightful explanation of changes that occur in the meaning, use, distribution, and importance of resources. | Students provide a relevant explanation of changes that occur in the meaning, use, distribution, and importance of resources. | Students provide a superficial explanation of changes that occur in the meaning, use, distribution, and importance of resources. | Students provide an irrelevant explanation of changes that occur in the meaning, use, distribution, and importance of resources. |
| Grade 8 | | | | | |
| PHYSICAL GEOGRAPHY | | | | | |
| 8.5.1 | Describe the location and characteristics of the three regions of North Dakota including the Red River Valley, the Drift Prairie, and the Missouri Plateau | Students describe with substantial detail the location and characteristics of the three regions of North Dakota including the Red River Valley, the Drift Prairie, and the Missouri Plateau. | Students describe with sufficient detail the location and characteristics of the three regions of North Dakota including the Red River Valley, the Drift Prairie, and the Missouri Plateau. | Students describe with superficial detail the location and characteristics of the three regions of North Dakota including the Red River Valley, the Drift Prairie, and the Missouri Plateau. | Students describe with minimal detail the location and characteristics of the three regions of North Dakota including the Red River Valley, the Drift Prairie, and the Missouri Plateau. |
| HUMAN GEOGRAPHY | | | | | |
| 8.5.2 | Describe the characteristics, distribution, and effects of human migration within the United States during different time periods (e.g., Westward Expansion, post Civil War, Industrialization, urbanization) | Students describe with substantial detail the characteristics, distribution, and effects of human migration within the United States during different time periods. | Students describe with sufficient detail the characteristics, distribution, and effects of human migration within the United States during different time periods. | Students describe with superficial detail the characteristics, distribution, and effects of human migration within the United States during different time periods. | Students describe with little or no detail the characteristics, distribution, and effects of human migration within the United States during different time periods. |
| 8.5.3 | Compare human characteristics (e.g., population distribution, land use) of places and regions (i.e. North Dakota) | Students make insightful comparisons about human characteristics of places and regions. | Students make relevant comparisons about human characteristics of places and regions. | Students make superficial comparisons about human characteristics of places and regions. | Students make irrelevant comparisons about human characteristics of places and regions. |

Standard 5: Students understand and apply concepts of geography.

| Benchmark Expectations | ACHIEVEMENT DESCRIPTORS | | | |
|--|---|--|---|---|
| | ADVANCED | PROFICIENT | PARTIALLY PROFICIENT | NOVICE |
| Grades 9–12 | | | | |
| HUMAN GEOGRAPHY | | | | |
| 9–12.5.1 Analyze the Earth's human systems (e.g., population, culture, settlement, economic interdependence) | Students provide an insightful analysis of the Earth's human systems. | Students provide a relevant analysis of the Earth's human systems. | Students provide a superficial analysis of the Earth's human systems. | Students provide an irrelevant analysis of the Earth's human systems. |
| 9–12.5.2 Interpret the relationships between physical environments and society (e.g., humans modify environment, environment modifies society, and use, distribution, and importance of resources) | Students provide an insightful interpretation of the relationships between physical environments and society. | Students provide a relevant interpretation of the relationships between physical environments and society. | Students provide a superficial interpretation of the relationships between physical environments and society. | Students provide an irrelevant interpretation of the relationships between physical environments and society. |

Standard 6: Human Development and Behavior

Standard 6: Students understand the importance of culture, individual identity, and group identity.

| Benchmark Expectations | ACHIEVEMENT DESCRIPTORS | | | |
|---|---|---|--|---|
| | ADVANCED PROFICIENT | PROFICIENT | PARTIALLY PROFICIENT | NOVICE |
| Kindergarten | | | | |
| IDENTITY | | | | |
| K.6.1 State personal information (e.g., full name, age, telephone number) | Students state personal information with no errors. | Students state personal information with no significant errors. | Students state personal information with limited significant errors. | Students state personal information with many significant errors. |
| K.6.2 Identify characteristics that contribute to personal identity (e.g., physical characteristics, interests) | Students identify an extensive variety of characteristics that contribute to personal identity. | Students identify a representative variety of characteristics that contribute to personal identity. | Students identify a limited variety of characteristics that contribute to personal identity. | Students identify an insufficient variety or no characteristics that contribute to personal identity. |
| K.6.3 Identify ways people are alike and different | Students identify an extensive variety of ways people are alike and different. | Students identify a representative variety of ways people are alike and different. | Students identify a limited variety of ways people are alike and different. | Students identify an insufficient variety or no ways people are alike and different. |
| Grade 1 | | | | |
| CULTURE | | | | |
| 1.6.1 Identify the similarities and differences (e.g., family members, clothes, food, style of homes, jobs, celebrations) among families around the world | Students identify an extensive variety of similarities and differences among families around the world. | Students identify a representative variety of similarities and differences among families around the world. | Students identify a limited variety of similarities and differences among families around the world. | Students identify an insufficient variety or no similarities and differences among families around the world. |
| Grade 2 | | | | |
| IDENTITY | | | | |
| 2.6.1 State the city, state, and country in which they live | Students state the city, state, and country in which they live with no errors. | Students state the city, state, and country in which they live with no significant errors. | Students state the city, state, and country in which they live with limited significant errors. | Students state the city, state, and country in which they live with many significant errors. |
| CULTURE | | | | |
| 2.6.2 Identify the basic elements (e.g., language, food, dress) that make up a culture | Students identify the basic elements that make up a culture with few, if any, errors. | Students identify the basic elements that make up a culture with no significant errors. | Students identify the basic elements that make up a culture with limited significant errors. | Students identify the basic elements that make up a culture with many significant errors. |
| 2.6.3 Identify ways (e.g., stories, journals, scrapbooks, folklore, myths, pictures) traditions are passed between generations | Students identify an extensive variety of ways traditions are passed between generations. | Students identify a representative variety of ways traditions are passed between generations. | Students identify a limited variety of ways traditions are passed between generations. | Students identify an insufficient variety or no ways traditions are passed between generations. |

| Standard 6: Students understand the importance of culture, individual identity, and group identity. | | | | |
|--|---|---|--|---|
| Benchmark Expectations | ACHIEVEMENT DESCRIPTORS | | | |
| | ADVANCED PROFICIENT | PROFICIENT | PARTIALLY PROFICIENT | NOVICE |
| IDENTITY 3.6.1 Identify the varying roles (e.g., parent, teacher, brother/sister, student, girl/boy scout, community volunteer) that individuals play in various groups (i.e., family, school, and communities) | Students identify an extensive variety of roles that individuals play in various groups. | Students identify a representative variety of roles that individuals play in various groups. | Students identify a limited variety of roles that individuals play in various groups. | Students identify an insufficient variety or no roles that individuals play in various groups. |
| CULTURE 3.6.2 Identify examples of how different groups, societies, and cultures are similar and different (e.g., in beliefs, traditions, family relationships, celebrations, institutions, folklore) | Students identify an extensive variety of examples of similarities and differences among groups, societies, and cultures. | Students identify a representative variety of examples of similarities and differences among groups, societies, and cultures. | Students identify a limited variety of examples of similarities and differences among groups, societies, and cultures. | Students identify an insufficient variety or no examples of similarities and differences among groups, societies, and cultures. |
| Grade 4 CULTURE 4.6.1 Explain how background and history influence people's actions (e.g., farming methods, hunting methods, economic decisions) | Students explain with substantial detail how background and history influence people's actions. | Students explain with sufficient detail how background and history influence people's actions. | Students explain with superficial detail how background and history influence people's actions. | Students explain with little or no detail how background and history influence people's actions. |
| 4.6.2 Explain the contributions of various ethnic groups (e.g., Native Americans, immigrants) to the history of North Dakota (e.g., food, traditions, languages, celebrations) | Students explain the contributions of various ethnic groups to the history of North Dakota with substantial detail. | Students explain the contributions of various ethnic groups to the history of North Dakota with sufficient detail. | Students explain the contributions of various ethnic groups to the history of North Dakota with sketchy detail. | Students explain the contributions of various ethnic groups to the history of North Dakota with little or no detail. |
| Grade 5 CULTURE 5.6.1 Identify examples of conflict (e.g., slavery, war, gender roles) and cooperation (e.g., settlements) that occurred among cultures (e.g., gender, ethnic groups, religious groups, immigrant groups, socio-economic status) | Students identify examples of conflict and cooperation that occurred among cultures in great detail. | Students identify examples of conflict and cooperation that occurred among cultures with adequate detail. | Students identify examples of conflict and cooperation that occurred among cultures with some detail. | Students identify examples of conflict and cooperation that occurred among cultures with minimal detail. |

| Standard 6: Students understand the importance of culture, individual identity, and group identity. | | | | |
|--|--|---|--|---|
| Benchmark Expectations | ACHIEVEMENT DESCRIPTORS | | | |
| | ADVANCED PROFICIENT | PROFICIENT | PARTIALLY PROFICIENT | NOVICE |
| 5.6.2 Explain the cultural differences (e.g., traditions, celebrations, food) in the regions of the United States today | Students explain the cultural differences in the regions of the United States with substantial detail. | Students explain the cultural differences in the regions of the United States with sufficient detail. | Students explain the cultural differences in the regions of the United States with some detail. | Students explain the cultural differences in the regions of the United States with minimal detail. |
| Grade 6 | | | | |
| CULTURE | | | | |
| 6.6.1 Compare how culture influences relationships, religion, and social institutions in various societies (e.g., different family structures, world religions, rituals, government structures, social policies) | Students compare how culture influences relationships, religion, and social institutions in various societies with substantial detail. | Students compare how culture influences relationships, religion, and social institutions in various societies with sufficient detail. | Students compare how culture influences relationships, religion, and social institutions in various societies with superficial detail. | Students compare how culture influences relationships, religion, and social institutions in various societies with little or no detail. |
| 6.6.2 Explain how differences among cultures (e.g., differences in beliefs and governments) often result in conflict | Students provide an insightful explanation as to why cultural differences often result in conflict. | Students provide an irrelevant explanation as to why cultural differences often result in conflict. | Students provide a superficial explanation as to why cultural differences often result in conflict. | Students provide an irrelevant explanation as to why cultural differences often result in conflict. |
| Grade 7 | | | | |
| CULTURE | | | | |
| 7.6.1 Identify principles governing individual and group behavior (e.g., cooperation, collaboration, power, conflict) within social dynamics (e.g., familial, political, religious) | Students identify an extensive variety of principles governing individual and group behavior within social dynamics. | Students identify a representative variety of principles governing individual and group behavior within social dynamics. | Students identify a limited variety of principles governing individual and group behavior within social dynamics. | Students identify an insufficient variety or no principles governing individual and group behavior within social dynamics. |
| 7.6.2 Explain how individuals and institutions influence one another (e.g., social processes, peaceful and violent demonstrations, picketing, protests, petitions, group affiliation, citizenship, voting) | Students provide an insightful explanation of how individuals and institutions influence one another. | Students provide a relevant explanation of how individuals and institutions influence one another. | Students provide an obvious explanation of how individuals and institutions influence one another. | Students provide an irrelevant explanation of how individuals and institutions influence one another. |
| 7.6.3 Compare how cultures throughout the world meet human needs and concerns (e.g., religion, sense of belonging, celebrations) | Students make an insightful comparison of how cultures throughout the world meet human needs and concerns. | Students make a relevant comparison of how cultures throughout the world meet human needs and concerns. | Students make a superficial comparison of how cultures throughout the world meet human needs and concerns. | Students make an irrelevant comparison of how cultures throughout the world meet human needs and concerns. |

| Standard 6: Students understand the importance of culture, individual identity, and group identity. | | | | |
|--|--|---|--|--|
| Benchmark Expectations | ACHIEVEMENT DESCRIPTORS | | | |
| | ADVANCED PROFICIENT | PROFICIENT | PARTIALLY PROFICIENT | NOVICE |
| 7.6.4 Explain how “push” (e.g., war, famine) and “pull” (e.g., economics, safety, family) factors rearrange and create new human landscapes (e.g., modify existing cultures) | Students provide an insightful explanation of how “push” and “pull” factors rearrange and create new human landscapes. | Students provide a relevant explanation of how “push” and “pull” factors rearrange and create new human landscapes. | Students provide an obvious explanation of how “push” and “pull” factors rearrange and create new human landscapes. | Students provide an irrelevant explanation of how “push” and “pull” factors rearrange and create new human landscapes. |
| 7.6.5 Explain how rivalry and tension between cultures contribute to world conflict | Students provide an insightful explanation of how rivalry and tension between cultures contribute to world conflict. | Students provide a relevant explanation of how rivalry and tension between cultures contribute to world conflict. | Students provide a superficial explanation of how rivalry and tension between cultures contribute to world conflict. | Students provide an irrelevant explanation of how rivalry and tension between cultures contribute to world conflict. |
| Grade 8 | | | | |
| CULTURE | | | | |
| 8.6.1 Explain ways technology contributes to the spread of ideas, values, and behavioral patterns between societies and regions (e.g., how transportation and communication technologies contribute to the diffusion of culture) | Students provide an insightful explanation of ways technology contributes to the spread of ideas, values, and behavioral patterns between societies and regions. | Students provide a relevant explanation of ways technology contributes to the spread of ideas, values, and behavioral patterns between societies and regions. | Students provide a superficial explanation of ways technology contributes to the spread of ideas, values, and behavioral patterns between societies and regions. | Students provide an irrelevant explanation of ways technology contributes to the spread of ideas, values, and behavioral patterns between societies and regions. |
| 8.6.2 Explain how culture influences gender roles, ethics, and beliefs | Students provide an insightful explanation of how culture influences gender roles, ethics, and beliefs. | Students provide a relevant explanation of how culture influences gender roles, ethics, and beliefs. | Students provide a superficial explanation of how culture influences gender roles, ethics, and beliefs. | Students provide an irrelevant explanation of how culture influences gender roles, ethics, and beliefs. |
| Grades 9–12 | | | | |
| GROUP INTERACTION | | | | |
| 9–12.6.1 Explain how group and cultural influences contribute to human development, identity, and behavior (e.g., religion, education, media, government, and economy) | Students provide an insightful explanation of group and cultural influences as they contribute to human development, identity, and behavior. | Students provide a relevant explanation of group and cultural influences as they contribute to human development, identity, and behavior. | Students provide a superficial explanation of group and cultural influences as they contribute to human development, identity, and behavior. | Students provide an irrelevant explanation of group and cultural influences as they contribute to human development, identity, and behavior. |

| Standard 6: Students understand the importance of culture, individual identity, and group identity. | | | | | |
|---|--|--|---|--|--|
| Benchmark Expectations | | ACHIEVEMENT DESCRIPTORS | | | |
| | | ADVANCED PROFICIENT | PROFICIENT | PARTIALLY PROFICIENT | NOVICE |
| 9–12.6.2 | Explain the various purposes of social groups, general implications of group membership, and different ways that groups function (e.g., minority groups, cliques, counterculture, family relations and political groups) | Students explain the various meanings of social groups, general implications of group membership, and different ways that groups function with substantial detail. | Students explain the various meanings of social groups, general implications of group membership, and different ways that groups function with sufficient detail. | Students explain the various meanings of social groups, general implications of group membership, and different ways that groups function with sketchy detail. | Students explain the various meanings of social groups, general implications of group membership, and different ways that groups function with minimal detail. |
| 9–12.6.3 | Relate elements of socio-cultural development with other factors (e.g., individual differences, personality and assessment, psychological disorders and treatments) | Students relate elements of socio-cultural development with other factors with substantial detail. | Students relate elements of socio-cultural development with other factors with sufficient detail. | Students relate elements of socio-cultural development with other factors with sketchy detail. | Students relate elements of socio-cultural development with other factors with little or no detail. |
| 9–12.6.4 | Analyze conflict, cooperation, and interdependence among individuals, groups, and institutions (e.g., gender roles, social stratification, racial/ethnic bias) | Students provide an insightful analysis of conflict, cooperation, and interdependence among individuals, groups, and institutions. | Students provide a relevant analysis of conflict, cooperation, and interdependence among individuals, groups, and institutions. | Students provide a cursory analysis of conflict, cooperation, and interdependence among individuals, groups, and institutions. | Students provide an irrelevant analysis of conflict, cooperation, and interdependence among individuals, groups, and institutions. |
| INDIVIDUAL DEVELOPMENT AND BEHAVIOR | | | | | |
| 9–12.6.5 | Describe how genetic, cognitive and physical development affect human behavior (e.g., inherited traits, development of self, deviant behavior and personality disorders) | Students describe how genetic, cognitive and physical development affects human behavior with substantial detail. | Students describe how genetic, cognitive and physical development affects human behavior with sufficient detail. | Students describe how genetic, cognitive and physical development affects human behavior with sketchy detail. | Students describe how genetic, cognitive and physical development affects human behavior with minimal detail. |

Glossary

Alliances – a formal agreement or treaty between two or more nations to cooperate for specific purposes

Allegiance - devotion or loyalty

Anthropology - the science that deals with the origins, physical and cultural development, biological characteristics, and social customs and beliefs of humankind

Aristocracy - a government or state ruled by an aristocracy, elite, or privileged upper class

Artifacts - objects made by humans and used by archaeologists and historians to recreate a picture of the past

Atmosphere - the gaseous envelope surrounding the earth; the air

Bias - an unfair act or policy resulting from prejudice

Biopsychology - branch of psychology that studies the biological foundations of behavior, emotions and mental processes

Biosphere - the ecosystem comprising the entire earth and the living organisms that inhabit it

Capitalism - economic system characterized by the following: private property ownership exists; individuals and companies are allowed to compete for their own economic gain; and free market forces determine the prices of goods and services

Cartograms - A presentation of statistical data in geographical distribution on a map

Caste system - Divisions in society based on differences of wealth, inherited rank, privilege, profession, or occupation

Caste system - Divisions in society based on differences of wealth, inherited rank, privilege, profession, or occupation

Central planned economy – an economic system in which the state or government controls the factors of production and makes all decisions about their use and about the distribution of income

Chaos - a state of utter confusion or disorder; a total lack of organization or order

Citizenship - status of being a member of a state, one who owes allegiance to the government and is entitled to its protection and to political rights

Classical republican – the theory that the best kind of society is one that promotes the common good instead of the interest of only one class of citizens

Collaborate - to work, one with another; cooperate

Colonization – to settle in a colony

Command Economy - an economy in which resources and business activity are controlled by the government

Common good - involves individual citizens having the commitment and motivation (that they accept as their obligation) to promote the welfare of the community and to work together with other members for the greater benefit of all

Communism - the final state of social evolution according to Marx, in which the state has withered away and economic goods are distributed according to need

Compass rose - a figure displaying the orientation of the cardinal directions, north, south, east and west on a map or nautical chart

Confederal government - a direct opposite of the unitary. In such a system, the states are autonomous to make laws as they see fit within their boundaries, i.e., without much regard to national laws. Hence, states are powerful; national government is weak.

Conflict - an open clash between two opposing groups, individuals, or nations regarding an ideology or a course of action

Conic - having the form of, resembling, or pertaining to a cone

Consumption - the using up of goods and services having an exchangeable value

Cooperation - an act or instance of working or acting together for a common purpose or benefit; joint action

Culture - learned behavior of people, which includes their belief systems and languages, their social relationships, their institutions and organizations, and their material goods (food, clothing, buildings, tools, and machines)

Demand - the desire and ability of individuals to purchase economic goods or services at the market price; along with supply, one of the two key determinants of price

Demise - termination of existence or operation

Democratic/democracy - a system of government in which political authority is held by the people; typically feature constitutional governments where the majority rules, a belief in individual liberty and in equal rights for all people, freedom of expression, political freedom, and freedom of choice

Demographic - a single vital or social statistic of a human population, as the number of births or deaths

Differentiate - to perceive the difference in or between

Diffusion - the transmission of elements or features of one culture to another

Distribution - the delivery of merchandise to retail stores

Domestic - of one's own country; not foreign

Economic systems - the way a society organizes the production, consumption, and distribution of goods and services

Economics - 1. having to do with the production, distribution, and consumption of goods and services. 2. the management of the income, supplies, and expenses of household, government, etc.

Economy - the management of the resources of a community, country, etc., especially with a view to its productivity

Ecosystems - system formed by the interaction of all living organisms (plants, animals, and humans) with each other and with the physical and chemical factors of the environment in which they live

Electoral college - the group of people selected by each state that elect the president and Vice President of the United States. The number of votes each state receives in the electoral college is determined by the number of representatives the state has in Congress (the number of the state's representatives plus its two senators)

Emergence - the appearance of new properties or species in the course of development

Environmentalism - the movement, especially in politics and consumer affairs, that works toward protecting the natural world from harmful human activities

Ethics - standards of right and wrong; morals

Ethnic - belonging to or deriving from the cultural, racial, religious, or linguistic traditions of a people or country

Executive Branch - the branch of the Federal government that carries out and enforces laws to protect individual rights and promote the common good

Export - goods or services produced in one nation but sold to buyers in another nation

Factors of production - resources used by businesses to produce goods and services; natural resources, labor, capital and entrepreneurship

Federal government - the central government of a federation

Feudalism - A political and economic system of Europe from the 9th to about the 15th century, based on the holding of all land in fief or fee and the resulting relation of lord to vassal and characterized by homage, legal and military service of tenants, and forfeiture

Fluctuations - continual change from one point or condition to another

GDP - Gross Domestic Product - the total dollar value of all final goods and services produced in a country in a given year equals the total consumer, investment and government spending, plus the value of exports minus the value of imports

Geographic tools - tools and technologies consist primarily of reference works such as almanacs, gazetteers, geographic dictionaries, statistical abstracts, and other data compilations. Geographic representations consist primarily of maps, and also include globes, graphs, diagrams, aerial and other photographs, and satellite-produced images

Geopolitical - the combination of geographic and political factors influencing or delineating a country or region

Ghettos - a section of a city, especially a thickly populated slum area, inhabited predominantly by members of an ethnic or other minority group, often as a result of social or economic restrictions, pressures, or hardships

GIS (Geographic Information Software) - a collection of computer hardware, software, and geographic data for capturing, managing, analyzing, and displaying all forms of geographically referenced information

GNP – (Gross National Product) – gross domestic product adjusted to include the value of goods and services produced for a country during one year

Goods - objects that can be held or touched that can satisfy people's wants.

GPS (Global Positioning System) - a radio navigation system that allows land, sea, and airborne users to determine their exact location, velocity, and time 24 hours a day, in all weather conditions, anywhere in the world

Hierarchy - any system of persons or things ranked one above another

Homesteading - to acquire or settle on (land) as a homestead

Hominid - any of the modern or extinct bipedal primates of the family Hominidae, including all species of the genera *Homo* and *Australopithecus*

Human resources - quantity and quality of human effort directed toward producing goods and services (also called labor)

Hunter-gatherer - a member of a group of people who subsist by hunting, fishing, or foraging in the wild

Hydrosphere: the aqueous envelope of the earth including bodies of water and aqueous vapor in the atmosphere

Identity-the condition of being oneself or itself, and not another

Imperialism – the policy of extending the rule or authority of an empire or nation over foreign countries, or of acquiring and holding colonies and dependencies.

Imports - goods and services that one country buys from another country

Individual identity – personal identity - of or pertaining to a particular person; relating to, or affecting, an individual, or each of many individuals; peculiar or proper to private concerns; not public or general; as, personal comfort; personal desire

Industrialization - to introduce industry into (an area) on a large scale

Inequities - lack of equity; unfairness; favoritism or bias

Interchangeable parts - components of any device designed to specifications which insure that they will fit within any device of the same type. This streamlines the manufacturing process, since all pieces are guaranteed to fit with all others, and it similarly creates the opportunity for replacement parts.

Interdependence- people relying on each other in different places or in the same place for ideas, goods, and services

Isolationism - a government policy based on the belief that national interests are best served by avoiding economic and political alliances with other countries

Judicial Branch -the Branch of the Federal government responsible for interpreting laws. The Supreme Court heads the judicial branch. A major responsibility is to protect individual rights and settle conflicts or disputes.

Labor pools - the source of trained people from which workers can be hired

Latitude - the angular distance north or south from the equator of a point on the earth's surface, measured on the meridian of the point

Legislative Branch – the Branch of the Federal government that passes laws to protect individual rights and promote the common good

Limited government - lacking a full range of powers, especially because of constitutional or legal limitations

Literacy rate – the number of people that are literate

Lithosphere - the crust and upper mantle of the earth

Longitude - angular distance east or west on the earth's surface, measured by the angle contained between the meridian of a particular place and some prime meridian, as that of Greenwich, England, and expressed either in degrees or by some corresponding difference in time

Manifest Destiny - the belief or doctrine, held chiefly in the middle and latter part of the 19th century, that it was the destiny of the U.S. to expand its territory over the whole of North America and to extend and enhance its political, social, and economic influences

Manorialism – in medieval times, the organization of rural economy and society by three classes of manors: demesne, serf or villein holdings, and free peasant land

Markets - the place where buyers and sellers come together to make transactions of goods and services

Mental maps - a map that represents the mental image a person has of an area, including knowledge of features and spatial relationships as well as the individual's perceptions and attitudes regarding the place

Mercantilism - mercantile practices or spirit; commercialism

Mercator projection - a conformal projection on which any rhumb line is represented as a straight line, used chiefly in navigation, though the scale varies with latitude and areal size and the shapes of large areas are greatly distorted

Migration - to move from one place to settle in another

Militarism - the tendency to regard military efficiency as the supreme ideal of the state and to subordinate all other interests to those of the military

Monarchy - a system of government in which the head of state, usually a royal figure (king, queen) is a hereditary position

Monasteries - a house or place of residence occupied by a community of persons, especially monks, living in seclusion under religious vows

Monopolies - exclusive control of a commodity or service in a particular market, or a control that makes possible the manipulation of prices

Nationalism - the desire to achieve political independence, especially by a country under foreign control or by a people with a separate identity and culture but no state of their own; proud loyalty and devotion to a nation

Natural resources - anything from the natural environment that people use to meet their needs. Natural resources are "gifts of nature" that are present without human intervention.

Oligarchy - a government controlled by a small group to serve their own purposes

Opportunity cost - the cost of a commercial decision regarded as the value of the alternative that is foregone

Perceptual - of, pertaining to, or involving perception

Perception - the act or faculty of apprehending by means of the senses or of the mind; cognition; understanding

Personal identity - of or pertaining to a particular person; relating to, or affecting, an individual, or each of many individuals; peculiar or proper to private concerns; not public or general; as, personal comfort; personal desire

Philosophy of natural rights - are universal rights that are seen as inherent in the nature of people and not contingent on human actions or beliefs

Physical features - natural characteristics of the earth's surface such as land forms, climate, winds, and ocean currents

Physical or natural characteristics of place - the natural environment of a place such as water, minerals, land, and timber

Physical system - a system that is comprised of matter and energy, which we can learn about using the tools of physics

Picketing - to post a picket or pickets during a strike or demonstration

Polar - located at or near or coming from the earth's poles; "polar diameter"; "polar zone"; "a polar air mass"; "Antarctica is the only polar continent"

Political - of, pertaining to, or concerned with politics:

Political parties - political organizations that seek to attain political power within a government, usually by participating in electoral campaigns. Parties often espouse a certain ideology and vision, but may also represent a coalition among disparate interests.

Population density - the number of people living per unit of area (e.g., per square mile); the number of people relative to the space occupied by them

Pre-Columbian - of or pertaining to the Americas before the arrival of Columbus

Prejudice - holding unreasonable preconceived judgments or convictions especially pertaining to irrational suspicion or hatred of a particular group, race, or religion

Primary source - original artifacts that help us learn about people or events (e.g., letters, diaries, maps, drawings and artifacts)

Production - the act of making or manufacturing goods and services

Productivity - the amount of output per unit of input

Progressivism – 1. the principles and practices of progressives; 2. the political orientation of those who favor progress toward better conditions in government and society

Projections - the act of projecting or the condition of being projected

Pull factor - a feature or event that attracts a person to move to another area

Push factor - feature or event that pushes a person away from or encourages a person to leave his or her current residence (especially the parental home), city, state or country (especially of origin), organization, or religion

Rationale - the fundamental reason; the why's and wherefore's

Reconstruction - the process by which the Southern states after the Civil War were reorganized and their relations with the national government were reestablished

Representative democracy - allowing people to vote for somebody to represent them in a legislative body such as the Congress in the United States or the House of Commons in the United Kingdom; composed of elected or authorized people

Reservations - land set aside for a special purpose. The government has set apart Indian reservations.

Ritual - a formal practice or custom

Sanction – solemn ratification, express permission, or approval, legal use of force to secure obedience to law

Scale - the relationship or ratio between a linear measurement on a map and the corresponding distance on the Earth's surface

Scarcity - the condition that occurs because people's wants and needs are unlimited, while the resources needed to produce goods and services to meet these wants and needs are limited

Secondary source - summaries and interpretations of original artifacts

Serfs - a peasant in the feudal system midway between a freeman and a slave; vassal

Services - an intangible act, which satisfies the wants or needs of consumers such as medical advice and education

Social stratification – relating to human society and how it is organized; relating to the way people in groups behave and interact; relating to or thought appropriate to a particular rank in society, especially the upper classes

Social structure – patterned social relations; those regular and repetitive aspects of the interactions between the members of a given social entity

Socialism - a theory or system of social organization by which the major means of production and distribution are owned, managed, or controlled by the government (state socialism), by associations of workers (guild socialism), or by the community as a whole. (SYN) collectivism

Society - all the people; human beings living together as a group; a group of persons joined together for a common purpose or by a common interest

Socio-cultural development - of or having to do with both society and culture; social and cultural at the same time

Sovereignty – supreme and independent power or authority in government as possessed or claimed by a state or community. (see tribal sovereignty)

Spatial elements – pertains to space on Earth's surface

Specialization – the concentration or production of fewer kinds of goods and services than are consumed

Supply - the quantities of a good or service that a firm is willing and able to make available for sale at different prices (economic concept of supply and demand).

Tariffs - a list of duties or taxes that a government charges on imports or exports; the system of duties

Thematic map – a portrayal on a flat surface of geographic topic (e.g. emigration routes, resource locations, population densities)

Time line – graphical representation of events placed in chronological order

Topography – 1. the science of making an accurate and detailed description or drawing of places or their surface features. 2. the surface features of a place or region. The topography of a region includes hills, valleys, streams, lakes, bridges, tunnels, and roads.

Totalitarianism - relating to or operating a centralized government system in which a single party without opposition rules over political, economic, social, and cultural life

Trade barriers - anything that hinders or restricts international trade, such as tariffs or embargoes.

Tribal sovereignty - the inherent authority of indigenous tribes to govern themselves; federal policy in the United States recognizes this sovereignty and stresses cooperation between Washington and the American Indian tribes.

Unitary government – of or based on a system of government in which authority is centralized

Unlimited government - government without limits, restrictions, or controls

Urbanization – 1. the process of making or becoming urban. 2. the social process whereby cities grow and societies become more urban

References for Glossary Entries

Webster's Revised Unabridged Dictionary. Retrieved March 29, 2007, from Dictionary.com website:
[http://dictionary.reference.com/browse/Personal Identity](http://dictionary.reference.com/browse/Personal%20Identity)

Dictionary.com Unabridged (v 1.1). Retrieved March 29, 2007, from Dictionary.com website:
<http://dictionary.reference.com/browse/Perception>

Webster's New Millennium™ Dictionary of English, Preview Edition (v 0.9.6). Retrieved March 29, 2007, from Dictionary.com website:
[http://dictionary.reference.com/browse/population density](http://dictionary.reference.com/browse/population%20density)

Wikipedia

WordNet® 2.1. Retrieved March 29, 2007, from Dictionary.com website: [http://dictionary.reference.com/browse/labor pool](http://dictionary.reference.com/browse/labor%20pool)

Online Etymology Dictionary. Retrieved March 29, 2007, from Dictionary.com website:
<http://dictionary.reference.com/browse/Mercator>