

North Dakota Standards and Benchmarks

Content Standards

Social Studies

2000

North Dakota Department of Public Instruction
Dr. Wayne G. Sanstead, State Superintendent
600 E. Boulevard Avenue, Dept. 201
Bismarck, North Dakota 58505-0440
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of Public Instruction.

PROJECT DIRECTOR

Ann Clapper
Department of Public Instruction
600 E. Boulevard Avenue
Bismarck, ND 58505
Phone: 701-328-2260
Fax: 701-328-4770

CONSULTANTS

Eric Clausen
North Dakota Geographic Alliance
Minot State University
Minot, ND 58707
Phone: 701-858-3587
Fax: 701-858-3165
Email: clausen@warp6.misu.comp.edu

Curt Eriksmoen
Department of Public Instruction
600 E. Boulevard Avenue
Bismarck, ND 58505
Phone: 701-231-6062
Fax: 701- 231-6052
Email: ceriksmo@sendit.nodak.edu

Ceri B. Dean
Mid-Continent Research for Education and Learning
2550 S. Parker Rd., Suite 500
Aurora, CO 80014
Phone: (303) 632-5514
Fax: (303) 337-3005
E-mail: cdean@mcrel.org

North Dakota Social Studies Content Standards Writing Team

Debi Ahmann
Bel Air Elementary
Minot

Jack Berkey
Discovery Junior High
Fargo

Mike Bisenias
South Middle School
Grand Forks

Tom Christen
Williston High School
Williston

Debby Dawley
Munich Elementary
Munich

Karen Gallagher
Kelly Elementary
Grand Forks

Al Henry
Central Middle School
Devils Lake

Ruth Johnson
Prairie Junior High
Fairfield

Darlene Kautzman
Mandan High School
Mandan

Dina Laskowski
Jamestown College
Jamestown

Erin Mowers
Centennial Elementary
Fargo

Arlys Netland
Valley City Junior High
Valley City

Alice Nix
Century High School
Bismarck

Jim Sheehan
University of North Dakota
Grand Forks

Maxine Trotter
Prairie Junior High
Fairfield

Dan Vainonen
Jamestown High School
Jamestown

Lenore Alberts White Lightning
Little Hoop Community College
(Candeska Cikana)
Fort Totten

Paul Whitney
Central Cass High School
Casselton

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Components of the Document

Content Standards – general statements that describe what students should know and the skills they should have in a specific content area.

Benchmarks – statements of knowledge and skill that define a standard at a given developmental level (e.g., 4th grade, 8th grade, 12th grade).

Examples of Specific Knowledge – facts, vocabulary, principles, generalizations, relationships, concepts, step-by-step procedures, strategies, or processes that describe the specific information or skills that students should acquire to meet a standard.

Examples of Activities – instructional activities that students could do to acquire the knowledge and skills described in the standard and benchmarks.

Introduction

Development of the Document

The social studies standards for the state of North Dakota were developed by a diverse team of educators, kindergarten through higher education, during 1997-1999. The purpose of these new standards is to provide a framework from which teachers of North Dakota can design their social studies curriculum. The standards in this document are based on previous North Dakota standards, national standards, and standards from other states. Through discussion of the various sources and a consensus process, the writing team defined nine standards that reflect the various disciplines and the unique nature of North Dakota.

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: history, political institutions, economic systems, social studies resources, citizenship, geography, cultures, sociology, psychology, and sovereignty.

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 that address specific areas of concentration with regard to the theme. The benchmarks are followed by examples of specific knowledge that students should know. Finally, suggested activities are presented which integrate the specific knowledge, benchmarks, and broad theme. Please note that these activities are suggestions only – they are not mandates. The intent of the examples of specific knowledge and activities is to provide clarity about the expected knowledge and skills that students should acquire.

Format of the Standards and Benchmarks

The standards and benchmarks in this document are written in a format that indicates the type of knowledge that the standard requires: 1) information or ideas (i.e., facts, vocabulary, time sequences, cause-effect relationships, principles, generalizations, and concepts) or 2) skills or processes. Information/idea standards begin with the word “know” or “understand” (e.g., “Students understand the significant events, issues, and major forces affecting United States history.”). Standards and benchmarks that address skills or processes begin with a verb that is appropriate for the skill or process (e.g., “Students use primary and secondary sources to gather information about people and events.”).

Standards and benchmarks in this document are not written in terms of activities or processes for acquiring or demonstrating knowledge (e.g., compare, analyze, evaluate). The decision about how to instruct or assess students in these standards and benchmarks is left to teachers and districts.

Helping Students Reach Standards

Although the benchmarks defined in this document are written as expectations for students at the end of grades 4, 8, and 12, this document is designed for use by all educators in grades K –

12. Everyone has a responsibility to provide students with opportunities to acquire the knowledge and skills defined by the standards and benchmarks. How to distribute these opportunities across the grade levels is a decision left to local districts.

Goals of Social Studies Program

One reason for teaching social studies is to transfer and extend knowledge about the principles upon which this country was founded, including the idea of liberty and justice for all, the uniqueness of freedom, and the opportunities provided in a democracy. In addition to supporting these ideas, we believe that the standards and benchmarks in this document address the following goals for the teaching of social studies:

Provide students with a better understanding of the contributions of various cultures and decrease stereotypes.

Overcome “presentism” and give students a sense of their place in time and enable them to adapt to societal changes that will occur in their lifetime.

Enhance students’ understanding of the world, whether the world is defined as “self” or the local, state, tribal, regional, national, or international community.

We hope that this document will prove useful in the teaching of social studies in the state.

North Dakota Social Studies Content Standards

Standard 1: NATURE AND SCOPE OF HISTORY

Students understand the nature and scope of history.

Standard 2: POLITICAL INSTITUTIONS

Students understand how political institutions develop and function.

Standard 3: ECONOMIC SYSTEMS

Students understand the structure of different types of economic systems and the principles that govern them.

Standard 4: SOCIAL STUDIES RESOURCES

Students use social studies resources for a variety of purposes.

Standard 5: ROLE OF THE CITIZEN

Students understand the role of the citizen in society.

Standard 6: GEOGRAPHY

Students understand geographic elements as applied to social studies.

Standard 7: CULTURE*

Students understand the importance of culture*.

Standard 8: SOCIOLOGY* AND PSYCHOLOGY*

Students understand the basic concepts of sociology* and psychology*.

Standard 9: SOVEREIGNTY

Students understand the concept of sovereignty* in relation to the tribal nations of North Dakota.

Summary of Grades K – 4 Benchmarks

Standard 1 NATURE AND SCOPE OF HISTORY

Students understand the nature and scope of history.

- | | |
|-------|--|
| 4.1.1 | Know key events, people, and ideas and understand their contribution to the history of the United States. |
| 4.1.2 | Know key events, people, and ideas and understand their contribution to the history of North Dakota. |
| 4.1.3 | Understand the role of and use chronological order, sequences, and relationships to describe historical events and periods of history. |

Standard 2 POLITICAL INSTITUTIONS

Students understand how political institutions develop and function.

- | | |
|-------|---|
| 4.2.1 | Know the basic roles of the three branches of government in the United States. |
| 4.2.2 | Know the basic functions that government performs in one's school, community, state, tribal nation, and nation. |

Standard 3 ECONOMIC SYSTEMS

Students understand the structure of different types of economic systems and the principles that govern them.

- | | |
|-------|--|
| 4.3.1 | Understand the relationship between supply and demand. |
| 4.3.2 | Understand how various factors influence economic decisions. |
| 4.3.3 | Understand the role of currency in everyday life. |

Standard 4 SOCIAL STUDIES RESOURCES

Students use social studies resources for a variety of purposes.

- | | |
|-------|---|
| 4.4.1 | Understand and use maps, graphs, charts, globes, atlases, and computer programs to locate and organize information about people, places, and events |
| 4.4.2 | Use primary and secondary resources to gather, interpret, or evaluate information about people, places, and events. |
| 4.4.3 | Use printed and electronic media to gather, organize, and interpret information about current events. |

Standard 5 THE ROLE OF THE CITIZEN

Students understand the role of the citizen in society.

- | | |
|-------|--|
| 4.5.1 | Understand the role of laws in helping people live and work in society. |
| 4.5.2 | Know the roles, rights, and responsibilities of a citizen in a democratic society. |

Standard 6 GEOGRAPHY

Students understand geographic elements as applied to social studies.

- | | |
|-------|---|
| 4.6.1 | Read maps and understand how to use them. |
| 4.6.2 | Understand the characteristics of various types of places and regions. |
| 4.6.3 | Understand how physical systems shape the earth. |
| 4.6.4 | Understand the characteristics of human systems. |
| 4.6.5 | Understand the interactions between the physical environment and human systems. |
| 4.6.6 | Understand the uses of geography. |

Standard 7

Students understand the importance of culture.*

- | | |
|-------|--|
| 4.7.1 | Understand the importance of valuing cultures* different from one's own. |
| 4.7.2 | Understand the role of language, customs, and traditions in cultures*. |
| 4.7.3 | Understand how different groups, societies, and cultures* are similar in terms of their wants and needs. |

Standard 8

Students understand the basic concepts of sociology and psychology*.*

- | | |
|-------|---|
| 4.8.1 | Understand the characteristics of individual and group behavior and interaction. |
| 4.8.2 | Understand how various types of institutions are formed and what controls and influences each |

Standard 9

Students understand the concept of sovereignty in relation to the tribal nations of North Dakota.*

- | | |
|-------|--|
| 4.9.1 | Know the rights guaranteed by sovereignty*. |
| 4.9.2 | Know names, locations, and key features of the tribal nations in North Dakota. |
| 4.9.3 | Understand the relationship of tribal governments to the North Dakota and United States governments. |

Standard 1: NATURE AND SCOPE OF HISTORY

Students understand the nature and scope of history.

Benchmarks

- 4.1.1 Know key events, people, and ideas and understand their contribution to the history of the United States.
- 4.1.2 Know key events, people, and ideas and understand their contribution to the history of North Dakota.
- 4.1.3 Understand the role of and use chronological order, sequences, and relationships to describe historical events and periods of history.

Examples of Specific Knowledge that Support the Standard and Benchmarks

- 4.1.1 Historical events such as the Declaration of Independence, influence of the Iroquois Confederacy on representative government, Mayflower, Revolutionary War (e.g., treaties with tribal governments, Paul Revere, Boston Tea Party, 13 Colonies), inventors (e.g., Alexander Graham Bell, Thomas Edison, Eli Whitney), Civil War (e.g., Battle of Gettysburg and Gettysburg address, Emancipation Proclamation, state's rights, freedom trains), changes in methods of transportation and communication, symbols of democracy, folklore and cultural contributions to national heritage
- 4.1.2 Family ancestors and the role of immigration, community and city growth (e.g., railroads and Dakota Boom), development (e.g., Bonanza farming, Homestead Act, discoveries in science and technology), smallpox epidemic and Native peoples, effects of the Garrison Dam
- 4.1.3 Definition of chronological; concept of past, present and future; personal and historical timelines (i.e., pre-European to present day)

Examples of Activities that Support the Standards and Benchmarks

- 4.1.1 Students interview an older person in the community about an historical building or event of significance to the community. They summarize what they learned by making a visual presentation that highlights the key information about the building or event.
- 4.1.2 Students gather materials to create a "history box" (i.e., a collection of artifacts) of their community. They include pictures or invite speakers to be part of the presentation of the history box.
- 4.1.3 Students research and create historical timelines from pre-European times to present day. The timelines could also demonstrate Native thriving existence.

Standard 2: POLITICAL INSTITUTIONS

Students understand how political institutions develop and function.

Benchmarks

- 4.2.1 Know the basic roles of the three branches of government in the United States.
- 4.2.2 Know the basic functions that government performs in one's school, community, state, tribal nation, and nation.

Examples of Specific Knowledge that Support the Standard and Benchmarks

- 4.2.1 Names of the branches of government (i.e., legislative, executive, judicial), basic roles of each branch (i.e., make laws, enforce laws, interpret laws)
- 4.2.2 Responsibilities of each level of government (e.g., providing services, regulating business)

Examples of Activities that Support the Standard and Benchmarks

- 4.2.1 Students work in groups representing the three branches of government. Each group summarizes the responsibilities of its assigned branch. Then students role – play the responsibility of their branch (i.e., making a law, enforcing a law, or bringing a law before the court) for the rest of the class.
- 4.2.2 Students write or discuss job descriptions, including a discussion of powers, for various members of government (e.g., President, tribal chair person, senator, judge, Senate Majority Leader, legislator, governor, mayor).

Standard 3: ECONOMIC SYSTEMS

Students understand the structure of different types of economic systems and the principles that govern them.

Benchmarks

- 4.3.1 Understand the relationship between supply and demand.
- 4.3.2 Understand how various factors influence economic decisions.
- 4.3.3 Understand the role of currency in everyday life.

Examples of Specific Knowledge that Support the Standard and Benchmarks

- 4.3.1 Definitions for supply, demand, need/want, producer, consumer
- 4.3.2 Types and availability of jobs, availability of resources (i.e., human, financial, and environmental)
- 4.3.3 Types of currency (e.g., corn, paper, credit), money, goods and services, bartering

Examples of Activities that Support the Standard and Benchmarks

- 4.3.1 Students discuss a need or want for a “mini society” in their classroom. They develop a plan to produce a product that meets this mini society’s need or want. Students decide whether this product is a need or a want and explain why.
- 4.3.1 As a class, students discuss the differences between consumers and producers. In pairs, the students create a grocery list of foods they would like to buy and identify who produces the foods on their list.
- 4.3.2 Students research the supply and demand of jobs in their community.
- 4.3.3 Students set up a classroom store or trading post and role-play purchasing items using the barter system. They discuss how using a barter system is different from using currency. They role-play how Native American barter systems operated prior to the time when Europeans arrived in the area now known as the United States.

Standard 4: SOCIAL STUDIES RESOURCES

Students use social studies resources for a variety of purposes.

Benchmarks

- 4.4.1 Understand and use maps, graphs, charts, globes, atlases, and computer programs to locate and organize information about people, places, and events.
- 4.4.2 Use primary and secondary resources to gather, interpret, or evaluate information about people, places, and events.
- 4.4.3 Use printed and electronic media to gather, organize, and interpret information about current events

Examples of Specific Knowledge that Support the Standard and Benchmarks

- 4.4.1 Types of maps, types of charts, types of graphs (i.e., line, bar), types of atlases, Geosafari* (a computer program)
- 4.4.2 Definition of primary and secondary sources, types of primary and secondary sources (e.g., journals, letters, interviews, county history books), how to use primary and secondary sources
- 4.4.3 How to use the Internet, newspapers, and books to find or record information

Examples of Activities that Support the Standard and Benchmarks

- 4.4.1 Students trace their bare feet and use the shape to create a map of a fictitious continent. They label landforms using a foot theme (e.g., Bunion Bay, Hangnail Lake, Big Toe Peninsula).
- 4.4.2 Students use tombstone epitaphs as a primary resource to reconstruct and interpret a person's life.
- 4.4.3 Students choose a current event and use multimedia resources to locate and record oral, written or illustrated details about the event. They present their record to other members of the class.

Standard 5: ROLE OF THE CITIZEN

Students understand the role of the citizen in society.

Benchmarks

- | | |
|-------|--|
| 4.5.1 | Understand the role of laws in helping people live and work in society. |
| 4.5.2 | Know the roles, rights, and responsibilities of a citizen in a democratic society. |

Examples of Specific Knowledge that Support the Standard and Benchmarks

- | | |
|-------|---|
| 4.5.1 | Importance of rules in home and classroom, types of conflicts (i.e., man vs. self, man vs. man, man vs. environment) and how laws and conflict resolution relate to each, possible consequences if there were no laws |
| 4.5.2 | Definition of citizen, importance of elections and representation, process of government, power in a democracy, responsibilities of a citizen (e.g., obey laws, vote, pay taxes, sit on a jury), qualities of good citizenship (e.g., honesty, courage, patriotism), Pledge of Allegiance |

Examples of Activities that Support the Standard and Benchmarks

- | | |
|-------|--|
| 4.5.1 | Students define rules and make a list of rules for the classroom and school. They role-play situations that demonstrate appropriate behaviors for home and school. |
| 4.5.1 | Students engage in a class discussion to determine rules that would safeguard the rights and property of all students in the class. Individual students create a picture or poster that shows a situation in which the rules might protect someone, and then explain the theory behind that picture and why that safeguard is important. |
| 4.5.1 | After students have been grouped according to eye color (i.e., blue, brown, etc.), they are assigned privileges based arbitrarily on their group (e.g., blue eyes get to eat candy while the other colors don't). Students discuss the problems this situation creates and suggest possible solutions. |
| 4.5.1 | Students simulate a situation where there are no rules (e.g., no traffic rules, no school rules) and show the consequences of the absence of the rules. |

Examples of Activities that Support the Standard and Benchmarks

- | | |
|-------|--|
| 4.5.2 | Students simulate an election in their classroom by acting as candidates, preparing and presenting campaign speeches. The students then vote and discuss the results of the election. |
| 4.5.2 | Students organize and/or participate in a public service event (e.g., Earth Day, senior citizen visits, school or community clean-up, food drive). They explain how participation in such events is related to good citizenship. |
| 4.5.2 | Students choose an elected city, state, or tribal official and use various media to gather information about where that person stands on a particular issue. They write a letter to the official stating why they agree or disagree with his/her position. |

Standard 6: GEOGRAPHY

Students understand geographic elements as applied to social studies.

Benchmarks

- 4.6.1 Read maps and understand how to use them.
- 4.6.2 Understand the characteristics of various types of places and regions.
- 4.6.3 Understand how physical systems shape the earth.
- 4.6.4 Understand the characteristics of human systems.
- 4.6.5 Understand the interactions between the physical environment and human systems.
- 4.6.6 Understand the uses of geography.

Examples of Specific Knowledge that Support the Standard and Benchmarks

- 4.6.1 Mental maps*, spatial elements* (i.e., point, line, area, volume), types of maps
- 4.6.2 Human characteristics (e.g., built environment including houses, earth lodges, tepees, dams), physical characteristics (e.g., landforms, bodies of water, soil, vegetation, weather, climate), regions (e.g., formal – state boundary, functional – shopping mall, perceptual – feelings and attitudes about an area)
- 4.6.3 Definition of atmosphere, lithosphere, hydrosphere; ecosystems; cycles (e.g., soil, water); physical processes (e.g., mountain building, basic concepts of plate tectonics*)
- 4.6.4 Characteristics of culture* (e.g., land, institutions, beliefs, technology, language, and people)
- 4.6.5 Physical environment, human interaction and connection to the environment, natural resources
- 4.6.6 Geographic questions regarding one’s neighborhood, state, nation and the world (e.g., Where is it? Why is it there? What is significant about that location? How is its location related to the locations of other people?)

Examples of Activities that Support the Standard and Benchmarks

- 4.6.1 Students use labels from clothes, canned goods and other consumer items and identify where the items were manufactured and map these locations. They suggest reasons for any patterns that they find.
- 4.6.2 Students use clay to create a model of a region, showing the physical and human characteristics.

Examples of Activities that Support the Standard and Benchmarks

- 4.6.3 In pairs, students create a mural of some forces that cause erosion and other changes to the physical environment. Each pair selects a different factor (e.g., freezing/thawing, wind, soil building processes, gravity) to draw on a large sheet of paper.
- 4.6.4 Students state positive and negative reasons for developing or not developing land. They discuss how the development or lack of development affects human migration.

- | | |
|-------|---|
| 4.6.5 | Students describe the characteristics of their community's physical environment that first attracted settlers. They decide what opportunities the people today see the environment offering and role-play key scenes from the point of view of the people today. Students discuss how the point of view has changed. |
| 4.6.6 | Students illustrate a timeline showing how transportation (e.g., foot, horse, wagon, railroads, cars, boats, airplanes) and communication (e.g., smoke signals, telegraph, telephone, computer) in the student's neighborhood or state have developed over the years. They explain the role of geography in this development. |

Standard 7: CULTURE*

Students understand the importance of culture.*

Benchmarks

- 4.7.1 Understand the importance of valuing cultures* different from one's own.
- 4.7.2 Understand the role of language, customs, and traditions in cultures*.
- 4.7.3 Understand how different groups, societies, and cultures* are similar in terms of their wants and needs.

Examples of Specific Knowledge that Support the Standard and Benchmarks

- 4.7.1 Features that distinguish cultural groups; artistic, political, scientific, and social contributions of various cultures*; human rights
- 4.7.2 Role of religion, spirituality and prayer; examples of cultural traditions (e.g., preparation of foods; celebrations of holidays, weddings, and funerals) and customs; why language is important to cultures*
- 4.7.3 Cultural components (e.g., beliefs, institutions, celebrations, folklore), commonalities across cultures* (e.g., family relationships; celebrations at different points in life – birth, weddings, passage to adulthood; games)

Examples of Activities that Support the Standard and Benchmarks

- 4.7.1 Students identify the number of nationalities in the state and graph the results using various criteria (e.g., language, country of origin, tribe).
- 4.7.2 Students read stories about various cultures*. They compare aspects of their culture* with the cultures* in the stories. They prepare and sample different types of foods; make and/or wear clothing representative of other cultures*; or demonstrate songs, dances, games, or celebrations of other cultures*.
- 4.7.3 Students use a graphic organizer (e.g., Venn diagram) to show the similarities among all cultures*.

Standard 8: SOCIOLOGY* AND PSYCHOLOGY*

Students understand the basic concepts of sociology and psychology*.*

Benchmarks

- 4.8.1 Understand the characteristics of individual and group behavior and interaction.
- 4.8.2 Understand how various types of institutions are formed and what controls and influences each.

Examples of Specific Knowledge that Support the Standard and Benchmarks

- 4.8.1 An individual's background and history influence his or her actions and reactions in various situations; individuals have different family and social roles; examples of basic human behavior, including the meaning of learning
- 4.8.2 Individuals may be part of various institutions (e.g., school, government, family, community); institutions are a means of socialization*; groups within institutions influence one another

Examples of Activities that Support the Standard and Benchmarks

- 4.8.1 Students identify individuals and/or groups within their community who work for the common good on a voluntary basis (e.g., civic associations, booster clubs, hospital volunteers, church charities, volunteer fire and rescue workers) and describe the contributions made and the reasons people volunteer their time.
- 4.8.1 Students choose a career of a family member and place items relating to that career in a paper bag. They present their "Career in a Bag" to the class. The class tries to identify the career represented by the items in the bag.
- 4.8.2 Students identify types of institutions (e.g., family, school, community, church, government, political parties), the roles of the people in those particular institutions, and how they influence one another.
- 4.8.2 Students interview members of their school staff (e.g., principal, cook, janitor), asking questions about the person's role in the school and how they influence or are influenced by others in the school.

Standard 9: SOVEREIGNTY*

Students understand the concept of sovereignty and its relation to the tribal nations of North Dakota.*

Benchmarks

- 4.9.1 Know the rights guaranteed by sovereignty*.
- 4.9.2 Know names, locations, and key features of the tribal nations in North Dakota.
- 4.9.3 Understand the relationship of tribal governments to the North Dakota and United States governments.

Examples of Specific Knowledge that Support the Standard and Benchmarks

- 4.9.1 Rights guaranteed (e.g., right to vote, right to tax, right to govern, right to determine membership); concept of dual citizenship*
- 4.9.2 The five tribal nations of North Dakota (i.e., Hidatsa, Dakota, Arikara, Chippewa, Mandan), locations, languages, government structures (i.e., councils/legislatures), definition of reservation and why reservations exist
- 4.9.3 Tribal governments are separate from state and national governments; how tribal, state, and federal governments interact

Examples of Activities that Support the Standard and Benchmarks

- 4.9.1 Students use a Venn diagram or other representation to show how the rights of sovereignty* for tribal nations are similar to and different from the rights of sovereignty* of the United States.
- 4.9.2 Students locate and label the reservations for each tribal nation in North Dakota on a map of the state. Students tell about or construct models of traditional dwellings of the five tribal nations and compare them, including a discussion of the different symbols that would be found on the dwellings. They discuss the extent to which the traditional dwellings and symbols exist on the reservations today.
- 4.9.3 Students use a visual representation to show how tribal governments operate independently of the state and federal government

Summary of Grades 5 – 8 Benchmarks

Standard 1: NATURE AND SCOPE OF HISTORY

Students understand the nature and scope of history.

| | |
|-------|---|
| 8.1.1 | Understand the role of chronology and perspective in describing historical events and periods of history. |
| 8.1.2 | Understand how key events, people, and ideas contributed to North Dakota history. |
| 8.1.3 | Understand how key events, people, and ideas contributed to United States history. |
| 8.1.4 | Understand how key events, people, and ideas contributed to world history. |

Standard 2: POLITICAL INSTITUTIONS

Students understand how political institutions develop and function.

| | |
|-------|--|
| 8.2.1 | Understand the structure, function, and purposes of political processes at the local, state, tribal, and federal levels. |
| 8.2.2 | Understand the basic principles of the Constitution and related significant documents. |
| 8.2.3 | Understand the powers of the legislative, executive, and judicial branches and the concept of checks and balances*. |
| 8.2.4 | Understand the structure, function, purpose, and role of the local, state, tribal, and federal governments. |

Standard 3: ECONOMIC SYSTEMS

Students understand the structure of different types of economic systems and the principles that govern them.

| | |
|-------|--|
| 8.3.1 | Understand the principles governing economic decision making at the state, national, and international levels. |
| 8.3.2 | Understand the structure of the United States economic system. |
| 8.3.3 | Know the key features of the various kinds of specialized institutions that exist in market economies. |
| 8.3.4 | Understand the importance of management of personal finances. |

Standard 4: SOCIAL STUDIES RESOURCES

Students use social studies resources for a variety of purposes.

| | |
|-------|--|
| 8.4.1 | Use various map forms, tools, and technologies to acquire, process and report information related to social studies. |
| 8.4.2 | Use primary and secondary sources to gather, interpret, analyze, and evaluate information related to social studies. |
| 8.4.3 | Use technology to gather, organize, record, interpret, and evaluate information related to social studies. |

Standard 5: THE ROLE OF THE CITIZEN

Students understand the role of the citizen in society.

- | | |
|-------|---|
| 8.5.1 | Know the rights and responsibilities of an effective American citizen. |
| 8.5.2 | Understand the necessity of citizen participation in the political process. |

Standard 6: GEOGRAPHY

Students understand geographic elements as applied to social studies.

- | | |
|-------|---|
| 8.6.1 | Understand how to use geographic tools* to describe and locate physical features and places. |
| 8.6.2 | Understand the relationship between the characteristics of various world places and regions and historical events and people. |
| 8.6.3 | Understand how Earth's physical system influences human systems. |
| 8.6.4 | Understand how human activity affects the physical environment. |
| 8.6.5 | Understand how geographic methods and tools* are used to interpret the past, understand the present, and plan for the future. |

Standard 7: CULTURE*

Students understand the importance of culture.*

- | | |
|-------|---|
| 8.7.1 | Understand the relationship between socio-economics and culture*. |
| 8.7.2 | Understand how culture* influences gender roles, ethics, and ideology. |
| 8.7.3 | Understand how culture* influences family relationships, religion, and social institutions. |

Standard 8: SOCIOLOGY* AND PSYCHOLOGY*

Students understand the basic concepts of sociology and psychology*.*

- | | |
|-------|---|
| 8.8.1 | Understand the process of emerging personality growth and development. |
| 8.8.2 | Understand the principles governing individual and group behavior within social structures. |
| 8.8.3 | Understand how individuals and institutions influence each other. |

Standard 9: SOVEREIGNTY*

Students understand the concept of sovereignty in relation to the tribal nations of North Dakota.*

- | | |
|-------|---|
| 8.9.1 | Know the significant events and people in the history of tribal nations in North Dakota as sovereign governments. |
| 8.9.2 | Understand how political, social, and economic forces have affected the sovereignty* of tribal nations in North Dakota. |

Standard 1: NATURE AND SCOPE OF HISTORY

Students understand the nature and scope of history.

Benchmarks

- 8.1.1 Understand the role of chronology and perspective in describing historical events and periods of history.
- 8.1.2 Understand how key events, people, and ideas contributed to North Dakota history.
- 8.1.3 Understand how key events, people, and ideas contributed to United States history.
- 8.1.4 Understand how key events, people, and ideas contributed to world history.

Examples of Specific Knowledge that Support the Standard and Benchmarks

- 8.1.1 Timelines, cause and effect, points of view, push/pull* factors, cycles, biographies, interviews
- 8.1.2 Settlement patterns; Native groups; explorers; role of immigrants; role of railroads; role of political parties and state government; influence of agriculture and industry on state's growth and development; role of cooperatives; role of natural resources and geography; recent immigration patterns, chronological order of events in state history, historical conditions that influenced the formation of the state
- 8.1.3 Pre-Colombian Era, colonization, Revolutionary Era, growth of democracy, development of the Constitution, sectionalism, Westward Expansion, Industrial Revolution, Scientific Revolution, Civil War, Reconstruction Era, immigration, civil rights, Allotment Acts
- 8.1.4 Ancient and classical civilizations, mound builders, feudalism, Crusades, exploration, Renaissance, Reformation, Enlightenment, nationalism, world conflicts (e.g., World War I and World War II), globalism, interdependence

Examples of Activities that Support the Standard and Benchmarks

- 8.1.1 Students create a timeline comparing state, national, world, and tribal historical events.
- 8.1.1 Students create a personal timeline in conjunction with major national and world historical events

Examples of Activities that Support the Standard and Benchmarks

- 8.1.2 Students interview community members about events in their lives (e.g., involvement with the Civilian Conservation Corps, Work Projects Administration, the Great Depression, World War II, Pick-Sloan Project) and create a document that includes information about transportation, recreation, clothing styles, economics, occupations, etc. during the community members' lives.
- 8.1.2 Students read individual letters and accounts of historical events written by North Dakotans. They write a responding letter based on what they know about the event
- 8.1.3 Students give speeches and role-play significant figures from the Reconstruction Era. Following discussion, the class selects a Reconstruction policy.
- 8.1.4 Students design a map of a feudal manor, including a design of the castle and the land surrounding it. They explain the purposes of the key features of the design and how the design reflects the relationship between the land owner and the serfs.

Standard 2: POLITICAL INSTITUTIONS

Students understand how political institutions develop and function.

Benchmarks

- 8.2.1 Understand the structure, function, and purposes of political processes at the local, state, tribal, and federal levels.
- 8.2.2 Understand the basic principles of the Constitution and related significant documents.
- 8.2.3 Understand the powers of the legislative, executive, and judicial branches and the concept of checks and balances*.
- 8.2.4 Understand the structure, function, purpose, and role of the local, state, tribal, and federal governments.

Examples of Specific Knowledge that Support the Standard and Benchmarks

- 8.2.1 Political parties, suffrage, elections, Electoral College, voter registration, poll taxes, census, referendum, initiative, recall, voter restrictions, tribal governance
- 8.2.2 Rights of Englishmen, Iroquois Confederacy, Articles of Confederation, Preamble to the Constitution, Declaration of Independence, the Constitutional Convention, ratification, articles of the Constitution, the Bill of Rights, Constitutional Amendments, elastic clause
- 8.2.3 Qualifications for federal office; how laws are made; executive, legislative, and judicial duties and responsibilities; legislative committees and hearings; veto; judicial review; impeachment
- 8.2.4 City government, county government, court system, school boards, components and powers of the state system of governments, components and powers of the federal system of government, town meetings, unicameral and bicameral* government, presidential cabinet, tribal sovereignty*, branches of government, checks and balances*, Supreme Court, different types of government, relationship of the United States to other nations in world affairs

Examples of Activities that Support the Standard and Benchmark

- 8.2.1 Students design flow charts showing the steps in the process of becoming candidates for local, state, and national offices.
- 8.2.2 Students select one member of the Constitutional Convention and prepare and deliver a biographical monologue or report on that person that includes facts about the person, the issues, and the Constitutional Convention.
- 8.2.2 Students research the Articles of Confederation and describe its connection to the structure of the Iroquois Confederacy.
- 8.2.2 Students read the Bill of Rights and discuss the rights and duties of each individual, restating in a way that is meaningful to them. Students then write a Bill of Rights for their classroom and/or school.
- 8.2.2 Students write a paragraph explaining why the country needs a constitution.
- 8.2.3 Students construct mobiles, showing the powers of the three branches of the federal government. The mobile must display the checks and balances*, complete with explanations, and must balance when hung.
- 8.2.4 Students attend a meeting of elected officials. They write minutes of the meeting and report on agenda issues and the resolutions. If they are unable to attend a meeting in person, they may watch proceedings of legislative bodies on television.
- 8.2.4 Students role-play a situation (e.g., impeachment) where each branch of government needs to check and balance the others.

Standard 3: ECONOMIC SYSTEMS

Students understand the structure of different types of economic systems and the principles that govern them.

Benchmarks

- 8.3.1 Understand the principles governing economic decision-making at the state, national, and international levels.
- 8.3.2 Understand the structure of the United States economic system.
- 8.3.3 Know the key features of various kinds of specialized institutions that exist in market economies.
- 8.3.4 Understand the importance of management of personal finances.

Examples of Specific Knowledge that Support the Standard and Benchmarks

- 8.3.1 Supply, demand, choice, decision, balance of trade, deficit, surplus, GNP*, revenue, markets, opportunity costs*, advertising, role of government
- 8.3.2 Role of management and labor; concept of asset and liability; stocks, bonds, mutual funds, and certificates of deposit (CD); role of industry, service, and agrarian sectors; market structures and exchange
- 8.3.3 Types of institutions and their features (e.g., bank, credit union, financial institution, insurance companies, credit card companies, stock brokerage firms)
- 8.3.4 Budgets and examples of expenses, paychecks, how to use want ads and other features of newspapers in budget management, concept of cash flow, how a checking account works, use of credit versus cash including advantages and disadvantages, savings mechanisms, concept of interest

Examples of Activities that Support the Standard and Benchmarks

- 8.3.1 Students research rates charged by types of transportation (i.e., airlines, railroads, trucking) carrying North Dakota products or people out of state.
- 8.3.2 Students assume the role of investors in the U.S. Stock Market. They select five stocks and track daily price fluctuations as they attempt to make money.
- 8.3.3 Students compare and contrast information about financial institutions following presentations by institution representatives.
- 8.3.4 Students brainstorm and list advantages and disadvantages of using credit or cash for economic growth.

Standard 4: SOCIAL STUDIES RESOURCES

Students use social studies resources for a variety of purposes.

Benchmarks

- 8.4.1 Use various map forms, tools, and technologies to acquire, process and report information related to social studies.
- 8.4.2 Use primary and secondary sources to gather, interpret, analyze, and evaluate information related to social studies.
- 8.4.3 Use technology to gather, organize, record, interpret, and evaluate information related to social studies.

Examples of Specific Knowledge that Support the Standard and Benchmarks

- 8.4.1 Map projections, computer-generated special purpose maps, terminology associated with the various tools (e.g., Mercator projection, scale, topographical lines), proportion, scale of miles, physical maps, political maps, topographical maps, satellite images, Landsat* photography
- 8.4.2 Sources (e.g., letters, journals, cash flow records, newspaper, textbook, encyclopedia, diaries, Internet, media center resources, government documents, magazines, speeches, historical fiction), features of the various sources and how to use them
- 8.4.3 Word processing, graphing, spread sheets, computer encyclopedias, Internet information, CD-ROM, multimedia presentations, photography

Examples of Activities that Support the Standard and Benchmarks

- 8.4.1 Students select a country or Indian lands and make political, physical, ethnic, language, and religion maps on overhead transparencies. They present their transparencies and their analysis of the culture* of the selected country or group to the class.
- 8.4.2 Students read a selection from the Lewis and Clark journals. They compare content and style with their history text report of the Lewis and Clark expedition and make note of which people mentioned in the journals are neglected in the history book. They also map the native cultures encountered.
- 8.4.3 Students use information gathered from the Internet to compare and contrast different perspectives on current issues. They use a word processing program to present their results, including a photo of a person or event related to the issue. Alternatively, results may be presented through a debate, monologue, editorial, cartoon, role-play, speech, etc.

Standard 5: THE ROLE OF THE CITIZEN

Students understand the role of the citizen in society.

Benchmarks

- 8.5.1 Know the rights and responsibilities of an effective American citizen.
- 8.5.2 Understand the necessity of citizen participation in the political process.

Examples of Specific Knowledge that Support the Standard and Benchmarks

- 8.5.1 Responsibilities (e.g., perform jury duty, defend the country, pay taxes, obey laws, vote, participate in community service), Bill of Rights, dual citizenship*
- 8.5.2 Constituents, lobbying, petition, election process, role of special interest groups

Examples of Activities that Support the Standard and Benchmarks

- 8.5.1 Students prepare questions relating to one or more of the responsibilities of a citizen and invite one or more guest speakers (e.g., judge, tax accountant or IRS agent, military recruiter, lawyer, sheriff, United Way representative) to speak to the class. They ask the questions and prepare reports based on their findings.
- 8.5.1 Students read the Indian Bill of Rights (i.e., 1968 Civil Rights Act) and list the rights given to Native Americans. They compare these rights to the rights given in the United States Bill of Rights.
- 8.5.2 Students choose a current local, regional, or national issue that has relevance to them and write to a public official or a newspaper to express their opinions about the issue. They suggest how their ideas might be incorporated into policy.

Standard 6: GEOGRAPHY

Students understand geographic elements as applied to social studies.

Benchmarks

- 8.6.1 Understand how to use geographic tools* to describe and locate physical features and places.
- 8.6.2 Understand the relationship between the characteristics of various world places and regions and historical events and people.
- 8.6.3 Understand how Earth's physical system influences human systems.
- 8.6.4 Understand how human activity affects the physical environment.
- 8.6.5 Understand how geographic methods and tools* are used to interpret the past, understand the present, and plan for the future.

Examples of Specific Knowledge that Support the Standard and Benchmarks

- 8.6.1 Focus on geographic questions (i.e., Where is it? Why is it there?), mental maps*, maps, globes, graphs, diagrams, almanacs, geographic tools*, Prime Meridian, parallels, meridians, scale, location, distance, direction
- 8.6.2 Physical characteristics (e.g., landforms, bodies of water, soil, vegetation, weather, climate), human characteristics (e.g., built environment, population distribution, ethnicity, perceptions, demographics)
- 8.6.3 Atmosphere, lithosphere, hydrosphere, biosphere, plate tectonics*, soil formation, ecosystem, niche, population, community, settlement patterns, migration, economy, transportation, demographics, cultural landscapes
- 8.6.4 Characteristics of culture*, population, basic settlement patterns, human migration, economy, need/want, how culture* changes, transportation, communication, pollution, energy sources
- 8.6.5 Demographic changes, resource distribution, weather cycles and phenomena, geopolitical changes, natural features, migration, cooperation vs. conflict

Examples of Activities that Support the Standard and Benchmarks

- 8.6.1 Students create a model of the community, locating key places, and discuss why some locations are more desirable than others. They use labels of clothing, canned goods, and other consumer items to map the relationships of consumer goods to their respective areas of production and consumption.
- 8.6.2 Students analyze the effects of different types of technology on places (e.g., impact of railroads in the nineteenth century and satellite communications in the twentieth century).
- 8.6.3 Students research violent weather phenomena and report and map out patterns of violent weather. They include implications for life and housing in their report.
- 8.6.4 Students rank natural hazards based on the severity of their impact on humans (e.g., length of event, total loss of life, total economic impact, social effects, long term impacts, incidence of associated hazards).
- 8.6.5 Students predict the future population age, medical services, education, and employment for North Dakota based on a study of current demographic information.
- 8.6.5 Students research the populations of the five dominant plains tribes and the four other tribes who lived in what is now North Dakota. They gather data on numbers before and after the smallpox epidemics of the late 1800's and prepare computer graphs showing their data.

Standard 7: CULTURE*

Students understand the importance of culture.*

Benchmarks

- 8.7.1 Understand the relationship between socio-economics and culture*.
- 8.7.2 Understand how culture* influences gender roles, ethics, and ideology.
- 8.7.3 Understand how culture* influences family relationships, religion, and social institutions.

Examples of Specific Knowledge that Support the Standard and Benchmarks

- 8.7.1 Social class, social stratification*, caste* system, social mobility*; role of education; relationship between culture* and occupation; points of view on wealth, poverty, and power; relationship between religion and economics; elements that contribute to the development of culture*; distinctive patterns of behavior in each culture*; relationship between cultural views on gender roles and economics
- 8.7.2 Gender roles and views on what constitutes sexual harassment, work ethic, values (e.g., honesty, respect, prejudice, views on freedom), Civil Rights Movement, discrimination, assimilation*, minority cultures*
- 8.7.3 Views on divorce, family structures, world religions, rituals, structure of government, tolerance, education, social policies (e.g., welfare), literacy, political parties, suffrage, age demographics

Examples of Activities that Support the Standard and Benchmarks

- 8.7.1 Students use almanacs or other appropriate sources to determine the relationships that exist between the level of education attained and the amount of salary and/or lifetime earnings and graph or chart their findings. Then they prepare a survey, listing no fewer than twenty occupations, and give it to their classmates to rank according to social prestige. Extend this activity to include several cultures*.
- 8.7.2 Students compare and contrast Native American beliefs regarding land ownership, ceremonies, music, etc. with mainstream cultural beliefs.
- 8.7.2 Students compare and contrast gender roles in various cultures*.
- 8.7.3 Students select individuals, from throughout history, who acted as agents for change within their culture* because of their religious or philosophical beliefs. They make a "hall of fame," with biographical sketches, pictures if possible, and a statement of how the person's actions changed the course of history or could have changed history in other cultures*.

Standard 8: SOCIOLOGY* AND PSYCHOLOGY*

Students understand the basic concepts of sociology and psychology*.*

Benchmarks

- | | |
|-------|---|
| 8.8.1 | Understand the process of emerging personality growth and development. |
| 8.8.2 | Understand the principles governing individual and group behavior within social structures. |
| 8.8.3 | Understand how individuals and institutions influence each other. |

Examples of Specific Knowledge that Support the Standard and Benchmarks

- | | |
|-------|---|
| 8.8.1 | Factors influencing personality; brain development; life cycle; self, individual, group; collective, cooperation, collaboration, conflict; goal setting; organization, family; stimulus, response, how learning occurs and elements that influence learning |
| 8.8.2 | Cooperation, collaboration, power, conflict, roles, the relationship between behavior and context (e.g., home, school, family, community, formal institutions) |
| 8.8.3 | Social processes, peaceful and violent demonstration, picket lines, protests, petition, group affiliation, citizenship, voting |

Examples of Activities that Support the Standard and Benchmarks

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|-------|--|
| 8.8.1 | Students design a poster showing stages of brain development. |
| 8.8.2 | Students list the functions of various groups to which they belong and compare them in terms of the types of behaviors that are appropriate for each. They include a discussion of the role of collaboration, cooperation, and conflict in each group. |
| 8.8.3 | Students select an individual or institution from the Civil Rights Movement and investigate and explain the role he/she/it played in effecting change. |

Standard 9: SOVEREIGNTY*

Students understand the concept of sovereignty in relation to the tribal nations of North Dakota.*

Benchmarks

- 8.9.1 Know the significant events and people in the history of tribal nations in North Dakota as sovereign governments.
- 8.9.2 Understand how political, social, and economic forces have affected the sovereignty* of tribal nations in North Dakota.

Examples of Specific Knowledge that Support the Standard and Benchmarks

- 8.9.1 Resident vs. citizen, tribal enrollment, distinctions among types of governments, membership
- 8.9.2 Treaties, Snyder Act, Wheeler-Howard Act (i.e., Indian Reorganization Act), Pick-Sloan Project, Louisiana Purchase, Constitutional provisions as they apply to Indians, the Northwest Ordinance of 1787

Examples of Activities that Support the Standard and Benchmarks

- 8.9.1 Students identify some of the important attributes that define a sovereign nation. They discuss the concept of Indian tribes as nations and then examine treaties the U.S. government has made with Indians and with other nations (e.g., Treaty of Guadalupe-Hidalgo of 1848 that established the U.S. border with Mexico). Based on their examination, they compare the rights afforded Indian tribes and the other nation.
- 8.9.1 Students locate books and newspaper articles about issues, such as taxes, railroads, and aboriginal rights (e.g., water, land), that affect the sovereignty* of North Dakota tribal nations. They prepare an oral or written report on how rights have changed or remained the same from a historical to a contemporary context.
- 8.9.2 Students examine copies of the McCumber Agreement (also known as the “Ten Cent Treaty”), an agreement that was made between the United States and the Turtle Mountain Band of Chippewa, and the Garrison Unit Joint Tribal Advisory Committee (JTAC) Report, a report on the effects of the Pick-Sloan Missouri River Basin Program and its impact on the Fort Berthold Reservation. They identify key players and issues and discuss how these events affected tribal sovereignty*. They relate what they have read to the concept of “just compensation.”

Summary of Grades 9 – 12 Benchmarks

Standard 1: NATURE AND SCOPE OF HISTORY

Students understand the nature and scope of history.

- | | |
|--------|---|
| 12.1.1 | Understand the role of chronological thinking in describing and investigating historical events and time periods. |
| 12.1.2 | Understand the principles governing historical analysis and interpretation. |
| 12.1.3 | Understand the development and influence of world civilizations. |
| 12.1.4 | Understand how key events, people, and ideas affected United States History. |
| 12.1.5 | Understand how key events, people, and ideas affected world history. |

Standard 2: POLITICAL INSTITUTIONS

Students understand how political institutions develop and function.

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|--------|--|
| 12.2.1 | Understand the structures and purposes of governments. |
| 12.2.2 | Understand the foundations, operations, and structures of the American political system. |
| 12.2.3 | Understand the role of American political institutions in international affairs. |

Standard 3: ECONOMIC SYSTEMS

Students understand the structure of different types of economic systems and the principles that govern them.

- | | |
|--------|--|
| 12.3.1 | Understand the principles and problems of traditional, command, market, and mixed economies. |
| 12.3.2 | Understand how major economic forces and institutions influence individual decisions of producers, consumers, and investors. |
| 12.3.3 | Understand how interdependence affects the global marketplace. |

Standard 4: SOCIAL STUDIES RESOURCES

Students use social studies resources for a variety of purposes.

- | | |
|--------|---|
| 12.4.1 | Use primary sources to analyze, interpret, evaluate, or synthesize information related to social studies. |
| 12.4.2 | Interpret and evaluate the credibility of primary and secondary sources. |
| 12.4.3 | Use technology to access, record, and analyze information related to social studies. |

Standard 5: THE ROLE OF THE CITIZEN

Students understand the role of the citizen in society.

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|--------|---|
| 12.5.1 | Understand the benefits and challenges of the rights of citizenship. |
| 12.5.2 | Understand the responsibilities of citizenship and the components of civic participation. |

Standard 6: GEOGRAPHY

Students understand geographic elements as applied to social studies.

| | |
|--------|---|
| 12.6.1 | Understand the relationship between geographic elements and concepts in history, government, and economics. |
| 12.6.2 | Understand the interactions of geography and the physical and human environment. |
| 12.6.3 | Know the characteristics and uses of geographic tools* and use these tools to organize and communicate information. |

Standard 7: CULTURE*

Students understand the importance of culture.*

| | |
|--------|---|
| 12.7.1 | Understand how variations in the elements of culture* lead to diversity among cultures*. |
| 12.7.2 | Understand the role of the humanities, religion, and beliefs in defining and preserving culture*. |

Standard 8: SOCIOLOGY* AND PSYCHOLOGY*

Students understand the basic concepts of sociology and psychology*.*

| | |
|--------|---|
| 12.8.1 | Understand the process of personality growth and development. |
| 12.8.2 | Understand the principles governing human behavior within social structures. |
| 12.8.3 | Understand how experimental methods are applied to the study of the basic concepts of sociology* and psychology*. |

Standard 9: SOVEREIGNTY*

Students understand the concept of sovereignty in relation to the tribal nations of North Dakota.*

| | |
|--------|--|
| 12.9.1 | Understand the role of constitutional provisions, Supreme Court cases, and laws in forming the basis of the federal-Indian relationship. |
| 12.9.2 | Understand the historical role of treaty making in the relationship between the United States government and the Indian nations. |
| 12.9.3 | Understand the significance of major issues, events, and conflicts in tribal history. |
| 12.9.4 | Understand how political and economic forces have affected the sovereignty* of tribal nations in North Dakota. |
| 12.9.5 | Understand tribal concerns within the tribal community and outside the reservation. |

Standard 1: NATURE AND SCOPE OF HISTORY

Students understand the nature and scope of history.

Benchmarks

- | | |
|--------|---|
| 12.1.1 | Understand the role of chronological thinking in describing and investigating historical events and time periods. |
| 12.1.2 | Understand the principles governing historical analysis and interpretation. |
| 12.1.3 | Understand the development and influence of world civilizations. |
| 12.1.4 | Understand how key events, people, and ideas affected United States History. |
| 12.1.5 | Understand how key events, people, and ideas affected world history. |

Examples of Specific Knowledge that Support the Standard and Benchmarks

- | | |
|--------|---|
| 12.1.1 | Timelines, sequencing, dates, changes, historical eras |
| 12.1.2 | Consequences of political, social, and economic activities; questions for inquiry and analysis; differing sets of ideas; historical fiction; different portrayals of historic figures; illustrations in historical stories; multiple perspectives; historical inevitability; influence of the past |
| 12.1.3 | Role of agriculture and irrigation, hunting and gathering, rise of cities, rise of empires, political unity, class and caste*, trade, industrialization, specific civilizations (e.g., ancient civilizations – Egypt, Mesopotamia, Indus Valley, China, India; classic civilizations – Greece, Rome; Mesoamerican civilizations – Incan, Mayan, Aztec; African civilizations) |
| 12.1.4 | Sectionalism, nationalism, revolution, conflicts and foreign policies, isolationism, internationalism, Native American groups, exploration, colonization, Revolutionary Era, Development of Constitution, Early Republic Era, Jacksonian Democracy, Westward Expansion, Reconstruction, industrialization, emergence of modern America, Populism, Progressivism, America’s wars, the Great Depression, Cold War, Post Cold War Era, minority rights, population diversity, racism |
| 12.1.5 | Earliest Human, early communities, agricultural societies, emergence of civilizations, emergence of major religions, great empires (e.g., Roman and British), colonialism, imperialism, assimilation*, acculturation*, migration, revolutions (e.g., French), Reformation, technology, global conflict, human rights, hemispheric interactions, peace-keeping efforts |

Examples of Activities that Support the Standard and Benchmarks

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|--------|---|
| 12.1.1 | Students create a timeline for any appropriate period of history and explain the importance of events chosen. |
| 12.1.2 | Students write essays to trace a particular theme such as reform, immigration or expansion. |
| 12.1.2 | Students participate in a simulation to demonstrate understanding of cause and effect relationships, for example World War I or World War II. |
| 12.1.3 | Students create maps of world civilizations, colonization, trade routes, etc. They should include such features as capitals, ports, names of countries, rivers, etc. |
| 12.1.4 | Students write a letter or essay as a person (e.g., soldier, immigrant, native person, settler, merchant, student) experiencing something such as life in a new country, westward migration, forced removal, disease, slavery, etc. |

| | |
|--------|--|
| 12.1.5 | Students create a newspaper, using such elements as a front page, cartoons, or editorials, that highlights certain historical topics (e.g., Napoleon's battles, the fall of the Berlin Wall, World War I). |
| 12.1.5 | Students research a current global issue, its historical roots, and present effects and propose a solution. |

Standard 2: POLITICAL INSTITUTIONS

Students understand how political institutions develop and function.

Benchmarks

- 12.2.1 Understand the structures and purposes of governments.
- 12.2.2 Understand the foundations, operations, and structures of the American political system.
- 12.2.3 Understand the role of American political institutions in international affairs.

Examples of Specific Knowledge that Support the Standard and Benchmarks

- 12.2.1 Rule of law* and enforcement; common defense; role of state; unitary, federal, and confederate; preserve order; sovereignty*
- 12.2.2 Liberty, equality, natural rights, political parties, three branches, federalism, interest groups and public opinion, English foundations, Declaration of Independence, the Northwest Ordinance of 1787, Constitutional law, Bill of Rights, amendments, public policy
- 12.2.3 Diplomacy, international bodies, trade, humanitarian aid, military involvement

Examples of Activities that Support the Standard and Benchmarks

- 12.2.1 Students create a bill and simulate the process of law making.
- 12.2.1 Students chart characteristics of the three forms of government and select the one they feel is most important and explain their choice.
- 12.2.2 Students attend government meetings or visit courts, the state capitol, or city/county offices. They ask questions about the structures, functions, or operation of the system and summarize their findings in an oral or written presentation.
- 12.2.2 Students listen to commercials, collect campaign literature, compile election news articles and make a collage. They analyze their samples for bias, accuracy, or believability.
- 12.2.2 Students explain how the U.S. Constitution is a living document by analyzing its evolution through amendments, Supreme Court interpretation, and decisions.
- 12.2.3 Students debate the various global positions on an issue such as human rights, environment, or military involvement.
- 12.2.3 Students describe the purpose or functions of major international organizations such as the United Nations, North Atlantic Treaty Organization, World Court, Organization of American States.

Standard 3: ECONOMIC SYSTEMS

Students understand the structure of different types of economic systems and the principles that govern them.

Benchmarks

- | | |
|--------|--|
| 12.3.1 | Understand the principles and problems of traditional, command, market, and mixed economies. |
| 12.3.2 | Understand how major economic forces and institutions influence individual decisions of producers, consumers, and investors. |
| 12.3.3 | Understand how interdependence affects the global marketplace. |

Examples of Specific Knowledge that Support the Standard and Benchmark

- | | |
|--------|---|
| 12.3.1 | Individual roles as producers/consumers/workers/savers/investors; role of government allocation of resources; decision making |
| 12.3.2 | Scarcity, opportunity cost*, monetary policy, fiscal policy, supply and demand, stock market, cost-benefit concept, credit, financial institutions, inflation, deflation, unemployment, environment, competition, productivity, economic indicators, role of government in economics |
| 12.3.3 | Comparative/absolute advantage*, specialization, balance of payments, North American Free Trade Association, World Trade Organization, European Union, International Monetary Fund, Global-7, multinationals, trade policies – Most Favored Nation, foreign exchange rates, environmental and child labor issues, market structure and exchange |

Examples of Activities that Support the Standard and Benchmarks

- | | |
|--------|---|
| 12.3.1 | Students research and debate the positive and negative aspects of the various economic systems. |
| 12.3.2 | Students participate in stock market simulation, conducting research and preparing reports on their companies. |
| 12.3.2 | Students create graphs on supply and demand and/or other economic principles. |
| 12.3.3 | In cooperative groups, students create posters or newspapers that compare different nations' economies, exchange rates, education, and trade relationships. |

Standard 4: SOCIAL STUDIES RESOURCES

Students use social studies resources for a variety of purposes.

Benchmarks

- 12.4.1 Use primary sources to analyze, interpret, evaluate, or synthesize information related to social studies.
- 12.4.2 Interpret and evaluate the credibility of primary and secondary sources.
- 12.4.3 Use technology to access, record, and analyze information related to social studies.

Examples of Specific Knowledge that Support the Standard and Benchmarks

- 12.4.1 Maps, diaries, letters, cartoons, magazines, newspapers, paintings, music, documents, artifacts, photos, journals, eyewitness accounts, film
- 12.4.2 Secondary narratives, literature, biographies, newspapers, magazines, film, historical fiction
- 12.4.3 Computer literacy, website sources, computer simulations, multimedia presentations

Examples of Activities that Support the Standard and Benchmarks

- 12.4.1 Students design political commercials or engage in historical reenactments or role-plays by using a variety of sources (e.g., Internet, information brochures, newspapers).
- 12.4.1 Students interview parents, local leaders, political leaders, neighbors, etc. to construct oral histories that provide a perspective on the history of their community.
- 12.4.2 Students compare and analyze various sources to determine the author's perspectives and biases and to draw conclusions about historical accuracy.
- 12.4.3 Students use the Internet to research and construct multimedia presentations on an historical event (e.g., Civil War, World War I, World War II, Battle of the Big Horn).

Standard 5: THE ROLE OF THE CITIZEN

Students understand the role of the citizen in society.

Benchmarks

- 12.5.1 Understand the benefits and challenges of the rights of citizenship.
- 12.5.2 Understand the responsibilities of citizenship and the components of civic participation.

Examples of Specific Knowledge that Support the Standard and Benchmarks

- 12.5.1 Freedom of association, movement, and conscience; due process and equal protection; suffrage; naturalization; limits on rights; economic freedoms; freedom of speech, press, assembly, religion, and petition
- 12.5.2 Self-discipline, respect for individual worth and dignity, tolerance, compromise, rule of law*, ethical behavior, voting, jury duty, armed forces, pay taxes, volunteerism, knowledge of political philosophies/platforms, public service

Examples of Activities that Support the Standard and Benchmarks

- 12.5.1 Students analyze Supreme Court cases dealing with Bill of Rights issues such as those specific to education.
- 12.5.2 Students participate in simulations or mock elections.
- 12.5.2 Students form an interest group or political party and campaign for issues or candidates.
- 12.5.2 Students write a letter to their representative in the state legislature, editor of the local paper, or tribal leader addressing a current political, economic, or social issue.

Standard 6: GEOGRAPHY

Students understand geographic elements as applied to social studies.

Benchmarks

- 12.6.1 Understand the relationship between geographic elements and concepts in history, government, and economics.
- 12.6.2 Understand the interactions of geography and the physical and human environment.
- 12.6.3 Know the characteristics and uses of geographic tools* and use these tools to organize and communicate information.

Examples of Specific Knowledge that Support the Standard and Benchmarks

- 12.6.1 Spatial terms, places and regions, physical systems, human systems and structures, environment and society
- 12.6.2 Natural changes that shape the environment, destruction/modification of ecosystem, urbanization, population movement, limits of growth, commodity movements*, information flow, human adaptation to climate and topography, role of technology
- 12.6.3 Maps, graphs, charts, tables, mental mapping, globes, diagrams, photographs, atlas, film

Examples of Activities that Support the Standard and Benchmarks

- 12.6.1 Students sketch a map from memory and identify major landforms and resources that contributed to economic and historical development of a city, country or region.
- 12.6.1 Students design a travel brochure for a country that includes the geographical settings.
- 12.6.2 Students compare how city structures around the world serve their populations.
- 12.6.2 Students compare ways in which their local community historically has modified its environment to meet economic, geographic, and social needs.
- 12.6.3 Students gather and examine demographic information (e.g., national census data) and apply it to a local region.

Standard 7: CULTURE*

Students understand the importance of culture.*

Benchmarks

- 12.7.1 Understand how variations in the elements of culture* lead to diversity among cultures*.
- 12.7.2 Understand the role of the humanities, religion, and beliefs in defining and preserving culture*.

Examples of Specific Knowledge that Support the Standard and Benchmarks

- 12.7.1 Marriage, family, death, diet, time, possession, gender role, language, dress, customs, morals, beliefs, values, behavior patterns, cultural shock, influence of cultural beliefs on values and behaviors of people, social distinctions, material culture* (i.e., observable) and deep culture* (i.e., belief systems, behaviors, world view)
- 12.7.2 Art, architecture, literature, music, drama, popular culture*, Judaism, Christianity, Islam, Hinduism, Buddhism

Examples of Activities that Support the Standard and Benchmarks

- 12.7.1 Students use a graphic organizer (e.g., Venn diagram) to show similarities and differences among music, literature, and art from different cultures*.
- 12.7.1 Students compare the elements of diverse cultures* as they relate to marriage and family.
- 12.7.1 Using Native and non-Native primary sources, students compare Native and non-Native views regarding land, family, beliefs, or stereotypes. They chart the views and analyze the perspectives.
- 12.7.2 Students match musical selections and other forms of artistic expression to historical periods or cultures*.
- 12.7.2 Students compare the major fundamental tenets of world religions and explain how religion defines the culture* and how the tenets preserve culture*.

Standard 8: SOCIOLOGY* AND PSYCHOLOGY*

Students understand the basic concepts of sociology and psychology*.*

Benchmarks

- | | |
|--------|---|
| 12.8.1 | Understand the process of personality growth and development. |
| 12.8.2 | Understand the principles governing human behavior within social structures. |
| 12.8.3 | Understand how experimental methods are applied to the study of the basic concepts of sociology* and psychology*. |

Examples of Specific Knowledge that Support the Standard and Benchmarks

- | | |
|--------|--|
| 12.8.1 | Personality disorders, behavior disorder, mental health, heredity, nurture vs. nature*, emotions, motivation, sexuality, conflicts, types of learning, levels of human development |
| 12.8.2 | Family, ethnicity, socioeconomic status, social stratification*, nationality, socialization*, deviance, social control, stereotyping, influences on behavior, conflict |
| 12.8.3 | Problem identification, observation, hypothesis, prediction, experimentation, evaluation, survey, inquiry, case studies, psychological theories |

Examples of Activities that Support the Standard and Benchmarks

- | | |
|--------|--|
| 12.8.1 | Students discuss reactions to various media presentations on behavior and personality disorders. |
| 12.8.1 | Students participate in personality self-assessments in order to understand personality growth and development. They write an essay reflecting on the results, explaining what they learned about themselves and whether they agree with the results. (Students also could research how personality self-assessments are developed.) |
| 12.8.2 | Students examine the relationships between social stratification* and other characteristics such as income levels, education, and family. |
| 12.8.2 | Students identify different subgroups within their school and explain the subgroups' development and roles. |
| 12.8.3 | Students apply the elements of scientific method to study a social issue such as teen smoking or drinking. |

Standard 9: SOVEREIGNTY*

Students understand the concept of sovereignty and its relation to the tribal nations of North Dakota.*

Benchmarks

- 12.9.1 Understand the role of constitutional provisions, Supreme Court cases and laws in forming the basis of the federal-Indian relationship.
- 12.9.2 Understand the historical role of treaty making in the relationship between the United States government and the Indian nations.
- 12.9.3 Understand the significance of major issues, events, and conflicts in tribal history.
- 12.9.4 Understand how political and economic forces have affected the sovereignty* of tribal nations in North Dakota.
- 12.9.5 Understand tribal concerns within the tribal community and outside the reservation.

Examples of Specific Knowledge that Support the Standard and Benchmarks

- 12.9.1 Constitutional provisions relating to Indians, Northwest Ordinance of 1787, Constitutional articles (e.g., Article I, Section 8, Clause 3 – Commerce Clause; Article II, Section 2, Clause 2 – Treaty Clause; Article VI, Clause 2 – Supremacy Clause), the Marshall Trilogy (e.g., *Johnson v. McIntosh* – 1823, *Cherokee Nation v. State of Georgia* – 1831, and *Worcester v. State of Georgia* – 1832)
- 12.9.2 Treaties, peace and friendship, manifest destiny, land cessions, Indian removal, good faith, trading system, annuities
- 12.9.3 Interaction with other tribes and non-Indian groups, treaties and the reservation system, federal laws (e.g., Dawes Act, Snyder Act or Indian Citizenship Act of 1924, Wheeler-Howard Act known as the Indian Reorganization Act, Public Law 280, House Concurrent Resolution 108), projects (e.g., Pick-Sloan Project)
- 12.9.4 Leadership, elections, courts, lawmaking process, treaty rights, jurisdictional issues, natural resources and environmental issues
- 12.9.5 Gaming, housing, education, treaty rights, health, distribution of wealth

Examples of Activities that Support the Standard and Benchmark

- 12.9.1 Using copies of treaties, students identify constitutionally derived attributes (e.g., trade, right and availability to govern). They analyze how treaties survive as the “supreme law of the land” and how treaties function in a contemporary setting.
- 12.9.2 Students, working alone or in groups, choose a topic from the list that follows to research. They use a variety of media to report their findings. The topics are: how the trading post system promoted treaty making; the effects of annuities and whether they accomplished their original objectives; Indian land cessions, their associated treaties, and current disposition of the land; major conflicts surrounding Indian removals (i.e., why U.S. government sought removal, why Indians resisted, the process of acquisition of Indian land in North Dakota); and the historical background of the reservation system.

- 12.9.3 Working in groups, students choose a federal Indian policy and formulate a position paper. They present a report that includes the impact of the policies and laws on Indians, examining how federal Indian policy advanced or hindered the livelihood of Indian peoples. The following policies are some examples from which students may choose: (1) Document 2-97, Court of Indian Offenses, pp.71-73, *History and Culture of the Standing Rock Oyate* (Barrett, Red Eagle, Taken Alive, & Billingsley, 1995); (2) Document 3-27- D.D.C. Atkins – The English Language in Indian Schools, pp.75-80, *History and Culture of the Standing Rock Oyate* (Barrett et al., 1995); (3) Document 4 – Ritual of Admission of Indians to Full American Citizenship, pp.81-82, *History and Culture of the Standing Rock Oyate* (Barrett et.al., 1995).
- 12.9.4 Students examine contemporary conflicts (e.g., Wounded Knee, Makaw Fishing Conflict) between American Indians and non-Indian groups
- 12.9.4 Students research and discuss specific misconceptions and stereotypes about rights of native peoples under treaties (e.g., payment/non-payment of taxes, free access to higher education, monthly subsistence payments).
- 12.9.5 Students prepare questions about a major historical or contemporary tribal issue or event to ask a Native American speaker. They summarize what they learned in a journal entry or other format.

Summary of Benchmarks by Standard

Standard 1: NATURE AND SCOPE OF HISTORY

Students understand the nature and scope of history.

Grades K-4 Benchmarks

| | |
|-------|--|
| 4.1.1 | Know key events, people, and ideas and understand their contribution to the history of the United States. |
| 4.1.2 | Know key events, people, and ideas and understand their contribution to the history of North Dakota. |
| 4.1.3 | Understand the role of and use chronological order, sequences, and relationships to describe historical events and periods of history. |

Grades 5-8 Benchmarks

| | |
|-------|---|
| 8.1.1 | Understand the role of chronology and perspective in describing historical events and periods of history. |
| 8.1.2 | Understand how key events, people, and ideas contributed to North Dakota history. |
| 8.1.3 | Understand how key events, people, and ideas contributed to United States history. |
| 8.1.4 | Understand how key events, people, and ideas contributed to world history. |

Grades 9 – 12 Benchmarks

| | |
|--------|---|
| 12.1.1 | Understand the role of chronological thinking in describing and investigating historical events and time periods. |
| 12.1.2 | Understand the principles governing historical analysis and interpretation. |
| 12.1.3 | Understand the development and influence of world civilizations. |
| 12.1.4 | Understand how key events, people, and ideas affected United States History. |
| 12.1.5 | Understand how key events, people, and ideas affected world history. |

Standard 2: POLITICAL INSTITUTIONS

Students understand how political institutions develop and function.

Grades K-4 Benchmarks

- | | |
|-------|---|
| 4.2.1 | Know the basic roles of the three branches of government in the United States. |
| 4.2.2 | Know the basic functions that government performs in one's school, community, state, tribal nation, and nation. |

Grades 5-8 Benchmarks

- | | |
|-------|--|
| 8.2.1 | Understand the structure, function, and purposes of political processes at the local, state, tribal, and federal levels. |
| 8.2.2 | Understand the basic principles of the Constitution and related significant documents. |
| 8.2.3 | Understand the powers of the legislative, executive, and judicial branches and the concept of checks and balances*. |
| 8.2.4 | Understand the structure, function, purpose, and role of the local, state, tribal, and federal governments. |

Grades 9 – 12 Benchmarks

- | | |
|--------|--|
| 12.2.1 | Understand the structures and purposes of governments. |
| 12.2.2 | Understand the foundations, operations, and structures of the American political system. |
| 12.2.3 | Understand the role of American political institutions in international affairs. |

Standard 3: ECONOMIC SYSTEMS

Students understand the structure of different types of economic systems and the principles that govern them.

Grades K-4 Benchmarks

- | | |
|-------|--|
| 4.3.1 | Understand the relationship between supply and demand. |
| 4.3.2 | Understand how various factors influence economic decisions. |
| 4.3.3 | Understand the role of currency in everyday life. |

Grades 5-8 Benchmarks

- | | |
|-------|--|
| 8.3.1 | Understand the principles governing economic decision making at the state, national, and international levels. |
| 8.3.2 | Understand the structure of the United States economic system. |
| 8.3.3 | Know the key features of the various kinds of specialized institutions that exist in market economies. |
| 8.3.4 | Understand the importance of management of personal finances. |

Grades 9 – 12 Benchmarks

- | | |
|--------|--|
| 12.3.1 | Understand the principles and problems of traditional, command, market, and mixed economies. |
| 12.3.2 | Understand how major economic forces and institutions influence individual decisions of producers, consumers, and investors. |
| 12.3.3 | Understand how interdependence affects the global marketplace. |

Standard 4: SOCIAL STUDIES RESOURCES

Students use social studies resources for a variety of purposes.

Grades K-4 Benchmarks

| | |
|-------|--|
| 4.4.1 | Understand and use maps, graphs, charts, globes, atlases, and computer programs to locate and organize information about people, places, and events. |
| 4.4.2 | Use primary and secondary resources to gather, interpret, or evaluate information about people, places, and events. |
| 4.4.3 | Use printed and electronic media to gather, organize, and interpret information about current events. |

Grades 5-8 Benchmarks

| | |
|-------|--|
| 8.4.1 | Use various map forms, tools, and technologies to acquire, process and report information related to social studies. |
| 8.4.2 | Use primary and secondary sources to gather, interpret, analyze, and evaluate information related to social studies. |
| 8.4.3 | Use technology to gather, organize, record, interpret, and evaluate information related to social studies. |

Grades 9 – 12 Benchmarks

| | |
|--------|---|
| 12.4.1 | Use primary sources to analyze, interpret, evaluate, or synthesize information related to social studies. |
| 12.4.2 | Interpret and evaluate the credibility of primary and secondary sources. |
| 12.4.3 | Use technology to access, record, and analyze information related to social studies. |

Standard 5: THE ROLE OF THE CITIZEN

Students understand the role of the citizen in society.

Grades K-4 Benchmarks

- | | |
|-------|--|
| 4.5.1 | Understand the role of laws in helping people live and work in society. |
| 4.5.2 | Know the roles, rights, and responsibilities of a citizen in a democratic society. |

Grades 5-8 Benchmarks

- | | |
|-------|---|
| 8.5.1 | Know the rights and responsibilities of an effective American citizen. |
| 8.5.2 | Understand the necessity of citizen participation in the political process. |

Grades 9 – 12 Benchmarks

- | | |
|--------|---|
| 12.5.1 | Understand the benefits and challenges of the rights of citizenship. |
| 12.5.2 | Understand the responsibilities of citizenship and the components of civic participation. |

Standard 6: GEOGRAPHY

Students understand geographic elements as applied to social studies.

Grades K-4 Benchmarks

| | |
|-------|---|
| 4.6.1 | Read maps and understand how to. |
| 4.6.2 | Understand the characteristics of various types of places and regions. |
| 4.6.3 | Understand how physical systems shape the earth. |
| 4.6.4 | Understand the characteristics of human systems. |
| 4.6.5 | Understand the interactions between the physical environment and human systems. |
| 4.6.6 | Understand the uses of geography |

Grades 5-8 Benchmarks

| | |
|-------|---|
| 8.6.1 | Understand how to use geographic tools* to describe and locate physical features and places. |
| 8.6.2 | Understand the relationship between the characteristics of various world places and regions and historical events and people. |
| 8.6.3 | Understand how Earth's physical system influences human systems. |
| 8.6.4 | Understand how human activity affects the physical environment. |
| 8.6.5 | Understand how geographic methods and tools* are used to interpret the past, understand the present, and plan for the future. |

Grades 9 – 12 Benchmarks

| | |
|--------|---|
| 12.6.1 | Understand the relationship between geographic elements and concepts in history, government, and economics. |
| 12.6.2 | Understand the interactions of geography and the physical and human environment. |
| 12.6.3 | Know the characteristics and uses of geographic tools* and use these tools to organize and communicate information. |

Standard 7: CULTURE*

Students understand the importance of culture.*

Grades K-4 Benchmarks

- | | |
|-------|--|
| 4.7.1 | Understand the importance of valuing cultures* different from one's own. |
| 4.7.2 | Understand the role of language, customs, and traditions in cultures. |
| 4.7.3 | Understand how different groups, societies, and cultures* are similar in terms of their wants and needs. |

Grades 5-8 Benchmarks

- | | |
|-------|---|
| 8.7.1 | Understand the relationship between socio-economics and culture*. |
| 8.7.2 | Understand how culture* influences gender roles, ethics, and ideology. |
| 8.7.3 | Understand how culture* influences family relationships, religion, and social institutions. |

Grades 9 – 12 Benchmarks

- | | |
|--------|---|
| 12.7.1 | Understand how variations in the elements of culture* lead to diversity among cultures*. |
| 12.7.2 | Understand the role of the humanities, religion, and beliefs in defining and preserving culture*. |

Standard 8: SOCIOLOGY* AND PSYCHOLOGY*

Students understand the basic concepts of sociology and psychology*.*

Grades K-4 Benchmarks

| | |
|-------|--|
| 4.8.1 | Understand the characteristics of individual and group behavior and interaction. |
| 4.8.2 | Understand how various types of institutions are formed and what controls and influences each. |

Grades 5-8 Benchmarks

| | |
|-------|---|
| 8.8.1 | Understand the process of emerging personality growth and development. |
| 8.8.2 | Understand the principles governing individual and group behavior within social structures. |
| 8.8.3 | Understand how individuals and institutions influence each other. |

Grades 9 – 12 Benchmarks

| | |
|--------|---|
| 12.8.1 | Understand the process of personality growth and development. |
| 12.8.2 | Understand the principles governing human behavior within social structures. |
| 12.8.3 | Understand how experimental methods are applied to the study of the basic concepts of sociology* and psychology*. |

Standard 9: SOVEREIGNTY*

Students understand the concept of sovereignty in relation to the tribal nations of North Dakota.*

Grades K-4 Benchmarks

- | | |
|-------|--|
| 4.9.1 | Know the rights guaranteed by sovereignty*. |
| 4.9.2 | Know names, locations, and key features of the tribal nations in North Dakota. |
| 4.9.3 | Understand the relationship of tribal governments to the North Dakota and United States governments. |

Grades 5-8 Benchmarks

- | | |
|-------|---|
| 8.9.1 | Know the significant events and people in the history of tribal nations in North Dakota as sovereign governments. |
| 8.9.2 | Understand how political, social, and economic forces have affected the sovereignty* of tribal nations in North Dakota. |

Grades 9 – 12 Benchmarks

- | | |
|--------|--|
| 12.9.1 | Understand the role of constitutional provisions, Supreme Court cases, and laws in forming the basis of the federal-Indian relationship. |
| 12.9.2 | Understand the historical role of treaty making in the relationship between the United States government and the Indian nations. |
| 12.9.3 | Understand the significance of major issues, events, and conflicts in tribal history. |
| 12.9.4 | Understand how political and economic forces have affected the sovereignty* of tribal nations in North Dakota. |
| 12.9.5 | Understand tribal concerns within the tribal community and outside the reservation. |

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RESOURCES

Agencies/Organizations

Federal Reserve Bank of Minneapolis
90 Hennepin Avenue
P.O. Box 291
Minneapolis, MN 55480-0291
Phone: (602) 204-5000
<http://woodrow.mpls.frb.fed.us/>

Local Economic Development Agencies (see yellow pages of phone book)

Local historical societies (see yellow pages of phone book)

National Council for the Social Studies
3501 Newark Street, NW
Washington, DC 20016
Phone: (202) 966-7840
Fax: (202) 966-2061
<http://www.ncss.org>

National Geographic Society
1145 17th Street NW
Washington, DC 20036-4688
Phone: (800) 647-5463
<http://www.nationalgeographic.com>

North Dakota Department of Agriculture
600 E. Boulevard Avenue Dept 602
Bismarck, ND 58505-0020
Phone: (701) 328-2231 or 800-242-7535
Fax: (701) 328-4567
ndda@state.nd.us
<http://www.state.nd.us/agr>

North Dakota Department of Tourism
604 E. Boulevard Avenue Dept 740
Bismarck, ND 58505-0825
Phone: (701) 328-2525
Fax: (701) 328-4878

North Dakota Economic Development and Finance
1833 E. Bismarck Expressway
Bismarck, ND 58504
Phone: (701) 328-5300
Fax: (701) 328-5320
<http://www.growingnd.com>

North Dakota Geographic Alliance
Minot State University
500 University Avenue West
Minot, ND 58707
Phone: (701) 858-3063
Fax: (701) 858-3165
<http://www.masu.nodak.edu/hssdiv/meartz/ndga0.htm>

North Dakota Legislative Council
600 E. Boulevard Avenue, 2nd Floor
Bismarck, ND 58505-0360
Phone: (701) 328-2916
Fax: (701) 328-3615

North Dakota Office of Attorney General
600 E. Boulevard Avenue Dept 125
Bismarck, ND 58505-0040
Phone: (701) 328-2210
Fax: (701) 328-2226
<http://www.ag.state.nd.us/ndag>

North Dakota Supreme Court
Judicial Wing, First Floor, State Capitol
Bismarck, ND 58505-0530
Phone: (701) 328-2221
Fax: (701) 328-4480
<http://www.court.state.nd.us/>

North Dakota Tax Department
600 E. Boulevard Avenue
Bismarck, ND 58505-0599
Phone: (701) 328-2770
Fax: (701) 328-3700

State Historical Society of North Dakota
North Dakota Heritage Center
612 E. Boulevard Avenue
Bismarck, ND 58505-0830
Phone: (701) 328-2666
<http://www.state.nd.us/hist/hcenter.htm>

United States Census Bureau
4700 Silver Hill Road
Suitland, MD 20746
Phone: (301) 457-4608
<http://www.census.gov>

Mailing address

United States Census Bureau
Washington, DC 20233

Print Resources

Barrett, C., Red Eagle, C., Taken Alive, J., & Billingsley, K. (1995). *The history and culture of the Standing Rock Oyate*. Bismarck, ND: North Dakota Department of Public Instruction.

Garcia, L., Alberts, L., Lambert, V., Little, P., Sevigny, D., McKay, I., & Greybear, L. (1997). *The history and culture of the Mni Wakan Oyate (Spirit Lake Nation)*. Bismarck, ND: North Dakota Department of Public Instruction.

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GLOSSARY

Acculturation – The process of adopting the traits of a cultural group.

Assimilation – The acceptance, by one culture group or community, of cultural traits normally associated with another.

Bicameral government – A government that has two legislative branches.

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

Checks and balances – Constitutional mechanisms that authorize each branch of government to share powers with the other branches and thereby check their activities. For example, the president may veto legislation passed by Congress, the Senate must confirm major executive appointments, and the courts may declare acts of Congress unconstitutional.

Commodity movements – The movement of a physical substance, such as food, grains, and metals, which is interchangeable with other products of the same type, and which investors buy or sell, usually through future contracts.

Comparative/absolute advantage – The specialization by a given area in the production of one or a few commodities for which it has particular advantage, such as labor or production costs.

Dual citizenship - Each country defines the nationality status of its own citizens. As the laws of different countries do not necessarily coincide, it is often possible for a person to acquire two or more nationalities, either at the time of birth or through subsequent action.

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.

Geosafari – A CD-ROM computer game for grades three and up where students travel the world for a challenge on everything from currencies, flags, and world landmarks to U.S. states and capitals. Contains fifteen games that help teach geography and includes print-out worksheets and certificates, a fact list, and a glossary.

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

Landsat – Refers to the Landsat Program, the longest running enterprise for acquisition of imagery of the earth from space, or the satellites that acquire the images. The first Landsat satellite was launched in 1972; the most recent, Landsat 7, was launched on April 15, 1999. The millions of images acquired by the Landsat satellites are archived in the United States and at Landsat receiving stations around the world. They are a unique resource for global change research and applications in agriculture, geology, forestry, regional planning, education and national security.

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.

Nurture v. nature – Two positions on human development are the naturalist and the nurturist positions. Naturalists believe that humans are largely the product of biological predisposition. Nurturists believe humans are largely the product of social experiences and social nurturing.

Opportunity costs – The highest valued alternative that must be given up when another option is chosen.

Plate tectonics – The theory that Earth's surface is composed of rigid slabs or plates. The divergence, convergence, and slipping side-by-side of the different plates is responsible for present-day configuration of continents, ocean basins, and major mountain ranges and valley systems.

Push/pull factors – In migration theory, the social, political, economic, and environmental forces that either drive or attract people from their previous location to new ones.

Psychology – The science that involves the study of behavior and mental processes.

Rule of law – Principle that every member of society, even a ruler, must follow the law.

Social mobility - Movement by an individual or group from one social stratum to another.

Social stratification - The existence of structured inequalities in life chances between groups in a society.

Socialization – The processes whereby humans learn to behave according to the norms of their culture.

Sociology – The scientific study of human societies and human behavior in the groups that make up a society.

Sovereignty – Supreme and independent power or authority in government as possessed or claimed by a state or community.

Spatial elements – Pertains to space on Earth's surface.