

North Dakota

Content and Achievement Standards: Social Studies

Kindergarten

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North Dakota Department of Public Instruction

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Standard 1: Skills and Resources

Standard 1: Students apply Social Studies skills and resources.				
Benchmark Expectations	ACHIEVEMENT DESCRIPTORS			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Kindergarten				
MAP SKILLS				
K.1.1 Identify land and water on a map or globe	Students identify land and water on a map or globe with few, if any, errors.	Students identify land and water on a map or globe with no significant errors.	Students identify land and water on a map or globe with limited significant errors.	Students identify land and water on a map or globe with many significant errors.

Standard 2: Important Historical Events

Standard 2: Students understand important historical events.				
Benchmark Expectations	ACHIEVEMENT DESCRIPTORS			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Kindergarten				
SYMBOLS				
K.2.1 Identify symbols of the United States (e.g., the flag, bald eagle, Statue of Liberty, patriotic songs, Pledge of Allegiance)	Students identify symbols of the United States with few, if any, errors.	Students identify symbols of the United States with no significant errors.	Students identify symbols of the United States with limited significant errors.	Students identify symbols of the United States with many significant errors.
PEOPLE AND EVENTS				
K.2.2 Identify United States holidays (e.g., Independence Day, Thanksgiving, Veterans' Day, Memorial Day, Presidents' Day, Martin Luther King, Jr. Day)	Students identify United States holidays with few, if any, errors.	Students identify United States holidays with no significant errors.	Students identify United States holidays with limited significant errors.	Students identify United States holidays with many significant errors.
K.2.3 Identify Native Americans as the original inhabitants of North America	Students identify Native Americans as the original inhabitants of North America with few, if any, errors.	Students identify Native Americans as the original inhabitants of North America with no significant errors.	Students identify Native Americans as the original inhabitants of North America with limited significant errors.	Students identify Native Americans as the original inhabitants of North America with many significant errors.

Standard 3: Economic Concepts

Standard 3: Students understand economic concepts and the characteristics of various economic systems.				
Benchmark Expectations	ACHIEVEMENT DESCRIPTORS			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Kindergarten				
COMMUNITY WORKERS K.3.1 Identify community workers (e.g., librarian, doctor, teacher, police officer, fire fighter, custodian)	Students identify community workers with few, if any, errors.	Students identify community workers with no significant errors.	Students identify community workers with limited significant errors.	Students identify community workers with many significant errors.

Standard 4: Government and Citizenship

Standard 4: Students understand the development, functions, and forms of various political institutions and the role of the citizen in government and society.				
Benchmark Expectations	ACHIEVEMENT DESCRIPTORS			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Kindergarten				
CITIZENSHIP				
K.4.1 Identify membership in different groups (e.g., family, school, community)	Students identify membership in an extensive variety of groups.	Students identify membership in a representative variety of groups.	Students identify membership in a limited variety of groups.	Students identify membership in an insufficient variety or no groups.
K.4.2 Identify school rules and appropriate behavior	Students identify school rules and appropriate behavior with few, if any, errors.	Students identify school rules and appropriate behavior with no significant errors.	Students identify school rules and appropriate behavior with limited significant errors.	Students identify school rules and appropriate behavior with many significant errors.
K.4.3 Identify examples of good citizenship (e.g., honesty, cooperation, respect, responsibility)	Students identify examples of good citizenship with few, if any, errors.	Students identify examples of good citizenship with no significant errors.	Students identify examples of good citizenship with limited significant errors.	Students identify examples of good citizenship with many significant errors.

Standard 5: Concepts of Geography

Standard 5: Students understand and apply concepts of geography.				
Benchmark Expectations	ACHIEVEMENT DESCRIPTORS			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Kindergarten				
<i>No benchmark expectations at this level.</i>				

Standard 6: Human Development and Behavior

Standard 6: Students understand the importance of culture, individual identity, and group identity.				
Benchmark Expectations	ACHIEVEMENT DESCRIPTORS			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Kindergarten				
IDENTITY				
K.6.1 State personal information (e.g., full name, age, telephone number)	Students state personal information with no errors.	Students state personal information with no significant errors.	Students state personal information with limited significant errors.	Students state personal information with many significant errors.
K.6.2 Identify characteristics that contribute to personal identity (e.g., physical characteristics, interests)	Students identify an extensive variety of characteristics that contribute to personal identity.	Students identify a representative variety of characteristics that contribute to personal identity.	Students identify a limited variety of characteristics that contribute to personal identity.	Students identify an insufficient variety or no characteristics that contribute to personal identity.
K.6.3 Identify ways people are alike and different	Students identify an extensive variety of ways people are alike and different.	Students identify a representative variety of ways people are alike and different.	Students identify a limited variety of ways people are alike and different.	Students identify an insufficient variety or no ways people are alike and different.