

North Dakota

Content and Achievement Standards: Social Studies

Standard 1

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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.

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Benchmark Expectations	ACHIEVEMENT DESCRIPTORS			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Grade 1				
MAP SKILLS				
1.1.1 Identify basic components of maps and globes (i.e., cardinal directions, map key, symbols)	Students identify basic components of maps and globes with few, if any errors.	Students identify basic components of maps and globes with no significant errors.	Students identify basic components of maps and globes with limited significant errors.	Students identify basic components of maps and globes with many significant errors.
RESOURCES				
1.1.2 Identify current event sources (e.g., news publications, Internet, radio, TV)	Students identify current event sources with few, if any, errors.	Students identify current event sources with no significant errors.	Students identify current event sources with limited significant errors.	Students identify current event sources with many significant errors.

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Grade 2				
MAP SKILLS				
2.1.1 Use the basic components of a map key and compass rose	Students use the basic components of a map key and compass rose with few, if any, errors.	Students use the basic components of a map key and compass rose with no significant errors.	Students use the basic components of a map key and compass rose with limited significant errors.	Students use the basic components of a map key and compass rose with many significant errors.
2.1.2 Apply map skills (i.e., cardinal directions, map key, symbols) to read a simple map	Students apply map skills to read a simple map with few, if any, errors.	Students apply map skills to read a simple map with no significant errors.	Students apply map skills to read a simple map with limited significant errors.	Students apply map skills to read a simple map with many significant errors.
RESOURCES				
2.1.3 Use a resource (e.g., books, picture, graph, chart, video, Internet, guest speaker, TV) to gather information	Students easily use a resource to gather information.	Students use with minimal difficulty a resource to gather information.	Students use with difficulty a resource to gather information.	Students use with little to no success a resource to gather information.
TIME LINES				
2.1.4 Identify events on a simple time line	Students identify events on a simple time line with few, if any, errors.	Students identify events on a simple time line with no significant errors.	Students identify events on a simple time line with limited significant errors.	Students identify events on a simple time line with many significant errors.

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Grade 3				
MAP SKILLS				
3.1.1 Use labels, symbols, compass rose (i.e., intermediate directions), and legends to locate physical features on a map	Students use labels, symbols, compass rose, and legends to locate physical features on a map with few, if any, errors.	Students use labels, symbols, compass rose, and legends to locate physical features on a map with no significant errors.	Students use labels, symbols, compass rose, and legends to locate physical features on a map with limited significant errors.	Students use labels, symbols, compass rose, and legends to locate physical features on a map with many significant errors.
3.1.2 Create a mental map that demonstrates understanding of the relative location, direction, size and shape of the local community (e.g., school, hospital, post office, stores, landmarks, home)	Students create a mental map that demonstrates understanding of the relative location, direction, size and shape of the local community with substantial detail.	Students create a mental map that demonstrates understanding of the relative location, direction, size and shape of the local community with sufficient detail.	Students create a mental map that demonstrates understanding of the relative location, direction, size and shape of the local community with sketchy detail.	Students create a mental map that demonstrates understanding of the relative location, direction, size and shape of the local community with little or no detail.
RESOURCES				
3.1.3 Use a variety of resources (e.g., maps, charts, bar graphs, Internet, books) to gather information about people, places, and events	Students use a variety of insightful resources to gather information about people, places, and events.	Students use a variety of relevant resources to gather information about people, places, and events.	Students use a variety of superficial resources to gather information about people, places, and events.	Students use a variety of irrelevant resources to gather information about people, places, and events.
3.1.4 Describe current events using print and electronic media (e.g., newspaper, children's news magazines, television, internet)	Students describe current events in substantial detail using print and electronic media.	Students describe current events in sufficient detail using print and electronic media.	Students describe current events in superficial detail using print and electronic media.	Students describe current events in minimal detail using print and electronic media.

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	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Grade 3				
TIME LINES				
3.1.5 Construct time lines (i.e. periods in their own lives and the lives of their family members)	Students construct time lines with few, if any, errors.	Students construct time lines with no significant errors.	Students construct time lines with limited significant errors.	Students construct time lines with many significant errors.
3.1.6 Interpret simple time lines (e.g., identify the time at which events occurred, the sequence in which events developed, and what else was occurring at the time)	Students provide an insightful interpretation of simple time lines.	Students provide a relevant interpretation of simple time lines.	Students provide a superficial interpretation of simple time lines.	Students provide an irrelevant interpretation of simple time lines.
SPATIAL TERMS				
3.1.7 Use spatial terms to describe the world (i.e., equator, hemispheres)	Students use spatial terms to describe the world with few, if any, errors.	Students use spatial terms to describe the world with no significant errors.	Students use spatial terms to describe the world with limited significant errors.	Students use spatial terms to describe the world with many significant errors.

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

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

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Grade 6				
RESOURCES				
6.1.1 Use a variety of primary and secondary resources (e.g., magazines, journals, artifacts, interviews) to gather and interpret information	Students use a variety of insightful primary and secondary resources to gather and interpret information.	Students use a variety of relevant primary and secondary resources to gather and interpret information.	Students use a variety of superficial primary and secondary resources to gather and interpret information.	Students use a variety of irrelevant primary and secondary resources to gather and interpret information.
TIME LINES				
6.1.2 Construct, compare, and interpret complex time lines (e.g., multiple time lines)	Students construct, compare, and interpret complex time lines with ease.	Students construct, compare, and interpret complex time lines with minimal difficulty.	Students construct, compare, and interpret complex time lines with difficulty.	Students construct, compare, and interpret complex time lines with great difficulty.
GEOGRAPHIC TOOLS				
6.1.3 Use geographic tools (e.g., maps, globes, graphs, diagrams, almanacs, GIS) and concepts to locate and describe physical features of places	Students use geographic tools and concepts to locate and describe physical features of places with few, if any, errors.	Students use geographic tools and concepts to locate and describe physical features of places with no significant errors.	Students use geographic tools and concepts to locate and describe physical features of places with limited significant errors.	Students use geographic tools and concepts to locate and describe physical features of places with many significant errors.

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Grade 7				
MAP SKILLS				
7.1.1 Explain different uses of maps (e.g., political, physical, topographical, thematic, cartograms)	Students provide an insightful explanation for different uses of maps.	Students provide a relevant explanation for different uses of maps.	Students provide a superficial explanation for different uses of maps.	Students provide an irrelevant explanation for different uses of maps.
7.1.2 Identify purposes, distinguishing characteristics, and limitations of different map projections (e.g., Mercator, conic, polar)	Students identify the purposes, distinguishing characteristics, and limitations of different map projections with few, if any, errors.	Students identify the purposes, distinguishing characteristics, and limitations of different map projections with no significant errors.	Students identify the purposes, distinguishing characteristics, and limitations of different map projections with limited significant errors.	Students identify the purposes, distinguishing characteristics, and limitations of different map projections with many significant errors.
7.1.3. Interpret world maps, charts, graphs, and diagrams to acquire information about people, places, and environments	Students interpret world maps, charts, graphs, and diagrams to acquire information about people, places, and environments with few, if any, errors.	Students interpret world maps, charts, graphs, and diagrams to acquire information about people, places, and environments with no significant errors.	Students interpret world maps, charts, graphs, and diagrams to acquire information about people, places, and environments with limited significant errors.	Students interpret world maps, charts, graphs, and diagrams to acquire information about people, places, and environments with many significant errors.
7.1.4. Construct world maps (e.g., topographical, political, thematic, physical), charts, graphs, and diagrams to illustrate understanding of people, places, and environments	Students construct world maps, charts, graphs, and diagrams to illustrate understanding of people, places and environments with few, if any, errors.	Students construct world maps, charts, graphs, and diagrams to illustrate understanding of people, places and environments with no significant errors.	Students construct world maps, charts, graphs, and diagrams to illustrate understanding of people, places and environments with limited significant errors.	Students construct world maps, charts, graphs, and diagrams to illustrate understanding of people, places and environments with many significant errors.
7.1.5 Create mental maps of the world that demonstrate understanding of relative location, direction, size, and shape (e.g., freehand maps)	Students create mental maps of the world that demonstrate understanding of relative location, direction, size, and shape with substantial detail.	Students create mental maps of the world that demonstrate understanding of relative location, direction, size, and shape with sufficient detail.	Students create mental maps of the world that demonstrate understanding of relative location, direction, size, and shape with superficial detail.	Students create mental maps of the world that demonstrate understanding of relative location, direction, size, and shape with minimal detail.

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Grade 7				
7.1.6 Use maps to find location, calculate scale, and distinguish other geographic relationships (e.g., latitude and longitude, population density)	Students use maps to find location, calculate scale, and distinguish other geographic relationships with few, if any, errors.	Students use maps to find location, calculate scale, and distinguish other geographic relationships with no significant errors.	Students use maps to find location, calculate scale, and distinguish other geographic relationships with limited significant errors.	Students use maps to find location, calculate scale, and distinguish other geographic relationships with many significant errors.
RESOURCES				
7.1.7 Interpret and analyze primary and secondary sources (e.g., artifacts, journals, interviews, books, magazines, photographs) to understand people, places, and environments.	Students provide insightful interpretations and analysis of primary and secondary sources to understand people, places, and environments.	Students provide relevant interpretations and analysis of primary and secondary sources to understand people, places, and environments.	Students provide typical interpretations and analysis of primary and secondary sources to understand people, places, and environments.	Students provide irrelevant interpretations and analysis of primary and secondary sources to understand people, places, and environments.
7.1.8 Apply research skills (e.g., ask questions; acquire, organize, and analyze information) to answer questions	Students apply research skills to answer questions with ease.	Students apply research skills to answer questions with minimal difficulty.	Students apply research skills to answer questions with difficulty.	Students apply research skills to answer questions with little to no success.

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Grade 8				
MAP SKILLS				
8.1.1 Interpret current North Dakota thematic maps (e.g., soils, climate, vegetation, water, climate) to identify where people live and work, and how land is used	Students interpret North Dakota thematic maps to identify where people live and work, and how land is used with few, if any, errors.	Students interpret North Dakota thematic maps to identify where people live and work, and how land is used with no significant errors.	Students interpret North Dakota thematic maps to identify where people live and work, and how land is used with limited significant errors.	Students interpret North Dakota thematic maps to identify where people live and work, and how land is used with many significant errors.
RESOURCES				
8.1.2 Use various primary and secondary resources (e.g., historical maps, diaries, speeches, pictures, charts, graphs, diagrams, time lines specific to North Dakota) to analyze, and interpret information.	Students use various primary and secondary resources to analyze and interpret information with ease.	Students use various primary and secondary resources to analyze and interpret information with minimal difficulty.	Students use various primary and secondary resources to analyze and interpret information with difficulty.	Students use various primary and secondary resources to appropriately analyze and interpret information with little to no success.

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Grades 9–12				
VISUAL REPRESENTATIONS				
9–12.1.1 Interpret and evaluate a variety of visual representations (e.g. charts, graphs, time lines, graphic organizers, maps, flow charts) of data	Students provide an insightful interpretation and evaluation of a variety of visual representations of data.	Students provide a relevant interpretation and evaluation of a variety of visual representations of data.	Students provide a superficial interpretation and evaluation of a variety of visual representations of data.	Students provide an irrelevant interpretation and evaluation of a variety of visual representations of data.
RESOURCES				
9–12.1.2 Interpret and evaluate documents (e.g., primary and secondary sources, fact, fiction, or opinion) to enhance the understanding of social studies content.	Students provide an insightful interpretation and evaluation of documents to enhance the understanding of social studies content	Students provide a relevant interpretation and evaluation of documents to enhance the understanding of social studies content.	Students provide a superficial interpretation and evaluation of documents to enhance the understanding of social studies content.	Students provide an irrelevant interpretation and evaluation of documents to enhance the understanding of social studies content..
RESEARCH PROCESSES				
9–12.1.3 Draw conclusions based on the research processes (e.g., collect, organize, evaluate, and synthesize information)	Students provide insightful conclusions based on the research process.	Students provide relevant conclusions based on the research process.	Students provide superficial conclusions based on the research process.	Students provide irrelevant conclusions based on the research process.
9–12.1.4 Use media (e.g., oral, written, websites, computer simulations, multimedia resources) to access, record, analyze, and communicate information relating to social studies	Students use media to access, record, analyze, and communicate information related to social studies with ease.	Students use media to access, record, analyze, and communicate information related to social studies with minimal difficulty.	Students use media to access, record, analyze, and communicate information related to social studies with difficulty.	Students use media to access, record, analyze, and communicate information related to social studies with little to no success.
9–12.1.5 Apply social studies skills (e.g., recognize cause and effect, trends, multiple perspectives, change) in real-life contexts (e.g., backtracking current global issues, Model U.N., mock trials, simulated congressional hearings, parliamentary debates, comparative statistical analysis, mental maps, GPS, GIS).	Students apply social studies skills with ease.	Students apply social studies skills with minimal difficulty.	Students apply social studies skills with difficulty.	Students apply social studies skills with little to no success.

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	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Grades 9–12				
BIAS AND PREJUDICE 9–12.1.6 Analyze the impact of bias and prejudice in historical and contemporary media	Students provide insightful analysis of the impact of bias and prejudice in historical and contemporary.	Students provide relevant analysis of the impact of bias and prejudice in historical and contemporary media.	Students provide superficial analysis of the impact of bias and prejudice in historical and contemporary media.	Students provide irrelevant analysis of the impact of bias and prejudice in historical and contemporary media.