

# North Dakota

## Content and Achievement Standards: Social Studies

### Standard 2

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North Dakota Department of Public Instruction

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## Standard 2: Important Historical Events

Standard 2: Students understand important historical events.				
Benchmark Expectations	ACHIEVEMENT DESCRIPTORS			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<b>Kindergarten</b>				
<b>SYMBOLS</b>				
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.
<b>PEOPLE AND EVENTS</b>				
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.

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	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<b>Grade 1</b>				
<b>FAMILY HISTORY</b>				
1.2.1 Compare past and present family life (e.g., housing, transportation, technology) over time	Students compare past and present family with substantial detail.	Students compare past and present family life with sufficient detail.	Students compare past and present family life with superficial detail.	Students compare past and present family life with little or no detail.
<b>CONCEPTS OF TIME</b>				
1.2.2 Define chronological terms for broad categories of historical time (i.e., long ago, yesterday, today, tomorrow)	Students define chronological terms for broad categories of historical time with few, if any, errors.	Students define chronological terms for broad categories of historical time with no significant errors.	Students define chronological terms for broad categories of historical time with limited significant errors.	Students define chronological terms for broad categories of historical time with many significant errors.
<b>PEOPLE AND EVENTS</b>				
1.2.3 Identify the people and events honored in United States holidays (e.g., Thanksgiving, Independence Day, Veteran's Day, Martin Luther King Jr. Day, President's Day, Memorial Day, Columbus Day, Labor Day)	Students identify people and events honored in United States holidays with few, if any, errors.	Students identify people and events honored in United States holidays with no significant errors.	Students identify people and events honored in United States holidays with limited significant errors.	Students identify people and events honored in United States holidays with many significant errors.
1.2.4 Describe the interaction (e.g., survival, First Thanksgiving) of Native Americans with the Pilgrims	Students provide an insightful description of the interaction of Native Americans with the Pilgrims.	Students provide a sufficient description of the interaction of Native Americans with the Pilgrims.	Students provide a superficial description of the interaction of Native Americans with the Pilgrims.	Students provide a minimal description of the interaction of Native Americans with the Pilgrims.

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<b>Grade 2</b>				
<b>FAMILY HISTORY</b>				
2.2.1 Compare individual family histories (e.g., origins, jobs, traditions)	Students compare individual family histories with substantial detail.	Students compare individual family histories with sufficient detail.	Students compare individual family histories in with superficial detail.	Students compare individual family histories in minimal detail.
<b>CONCEPTS OF TIME</b>				
2.2.2 Define chronological terms for broad categories of historical time (i.e., past, present, future)	Students define chronological terms for broad categories of historical time with few, if any, errors.	Students define chronological terms for broad categories of historical time with no significant errors.	Students define chronological terms for broad categories of historical time with limited significant errors.	Students define chronological terms for broad categories of historical time with many significant errors.
<b>PEOPLE AND EVENTS</b>				
2.2.3 Identify historic United States figures (e.g., George Washington, Benjamin Franklin, Susan B. Anthony, Abraham Lincoln, Harriet Tubman, Martin Luther King Jr., Rosa Parks, Cesar Chavez, Sacagawea) and link them with their contributions.	Students identify historic United States figures and link them with their contributions with few, if any, errors.	Students identify historic United States figures and link them with their contributions with no significant errors.	Students identify historic United States figures and link them with their contributions with limited significant errors.	Students identify historic United States figures and link them with their contributions with many significant errors.
2.2.4 Describe the exchange of ideas, culture, and goods between the Native Americans and the white settlers (e.g., the Pilgrims, Wampanoag, explorers)	Students describe the exchange of ideas, culture, and goods between the Native Americans and white settlers with substantial detail.	Students describe the exchange of ideas, culture, and goods between the Native Americans and white settlers with sufficient detail.	Students describe the exchange of ideas, culture, and goods between the Native Americans and white settlers with sketchy detail.	Students describe the exchange of ideas, culture, and goods between the Native Americans and white settlers with little or no detail.

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<b>Grade 3</b>				
<b>PEOPLE AND EVENTS</b>				
3.2.1 Explain the importance of the accomplishments of scientists and inventors (e.g., light bulb, automobile, discovery of electricity, computer, telephone)	Students provide an insightful explanation of the importance of the accomplishments of scientists and inventors.	Students provide a relevant explanation of the importance of the accomplishments of scientists and inventors.	Students provide a superficial explanation of the importance of the accomplishments of scientists and inventors.	Students provide an irrelevant explanation of the importance of the accomplishments of scientists and inventors.
3.2.2 Describe how community life has changed from past (i.e., pioneer and tribal) to the present	Students identify how community life has changed from past to present with substantial detail.	Students identify how community life has changed from past to present with sufficient detail.	Students identify how community life has changed from past to present with superficial detail.	Students identify how community life has changed from past to present with little or no detail.

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<b>Grade 4</b>				
<b>SYMBOLS</b>				
4.2.1 Identify the symbols (i.e., bird, flower, flag, tree) that represent North Dakota	Students identify the symbols that represent North Dakota with few, if any, errors.	Students identify the symbols that represent North Dakota with no significant errors.	Students identify the symbols that represent North Dakota with limited significant errors.	Students identify the symbols that represent North Dakota with many significant errors.
<b>CONCEPTS OF TIME</b>				
4.2.2 Use chronological terms (i.e., decade, century, generation)	Students use chronological terms with few, if any, errors.	Students use chronological terms with no significant errors.	Students use chronological terms with limited significant errors.	Students use chronological terms with many significant errors.
4.2.3 Identify similarities and differences between past events and current events in North Dakota (e.g., in the lives of people from different cultures past and present)	Students identify similarities and differences between past events and current events with substantial detail.	Students identify similarities and differences between past events and current events with sufficient detail.	Students identify similarities and differences between past events and current events with superficial detail.	Students identify similarities and differences between past events and current events with little or no detail.
4.2.4 Use chronological order and sequence to describe the cause-and-effect relationships of historical events and periods in North Dakota (e.g., how the railroads led to settlements in the state)	Students use chronological order and sequence to describe the cause-and-effect relationships of historical events and periods in North Dakota with substantial detail.	Students use chronological order and sequence to describe the cause-and-effect relationships of historical events and periods in North Dakota with sufficient detail.	Students use chronological order and sequence to describe the cause-and-effect relationships of historical events and periods in North Dakota with superficial detail.	Students use chronological order and sequence to describe the cause-and-effect relationships of historical events and periods in North Dakota with little or no detail.

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	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<b>Grade 4</b>				
<b>PEOPLE AND EVENTS</b>				
4.2.5 Identify the contributions of prominent individuals (e.g., Teddy Roosevelt, La Verendrye, Rough Rider Award winners) to North Dakota	Students identify the contributions of prominent individuals to North Dakota with substantial detail.	Students identify the contributions of prominent individuals to North Dakota with sufficient detail.	Students identify the contributions of prominent individuals to North Dakota with sketchy detail.	Students identify the contributions of prominent individuals to North Dakota with little or no detail.
<b>EXPLORATION</b>				
4.2.6 Describe the daily lives (e.g., roles, shelter, significance of buffalo) of the first inhabitants of North Dakota	Students describe the daily lives of the first inhabitants of North Dakota with substantial detail.	Students describe the daily lives of the first inhabitants of North Dakota with sufficient detail.	Students describe the daily lives of the first inhabitants of North Dakota with sketchy detail.	Students describe the daily lives of the first inhabitants of North Dakota with little or no detail.
4.2.7 Explain the significance of fur trading in North Dakota (e.g., Hudson Bay, Charbonneau, American Fur Company, LaVerendrye)	Students provide an insightful explanation of the significance of fur trading in North Dakota.	Students provide a relevant explanation of the significance of fur trading in North Dakota.	Students provide a superficial explanation of the significance of fur trading in North Dakota.	Students provide an irrelevant explanation of the significance of fur trading in North Dakota.
4.2.8 Explain the significance of the Lewis and Clark expeditions (e.g., Corps of Discovery, Sacagawea) in North Dakota history	Students provide an insightful explanation of the significance of the Lewis and Clark expeditions.	Students provide a relevant explanation of the significance of the Lewis and Clark expeditions.	Students provide a superficial explanation of the significance of the Lewis and Clark expeditions.	Students provide an irrelevant explanation of the significance of the Lewis and Clark expeditions.
<b>COLONIZATION</b>				
4.2.9 Explain reasons for settlement in North Dakota (e.g., railroads, Bonanza farms, Homestead Act)	Students explain reasons for settlement in North Dakota with substantial detail.	Students explain reasons for settlement in North Dakota with sufficient detail.	Students explain reasons for settlement in North Dakota with superficial detail.	Students explain reasons for settlement in North Dakota with minimal detail.

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<b>Grade 4</b>				
<b>EXPANSION</b>				
4.2.10 Explain the significance of agriculture in North Dakota history (e.g., immigration, railroads)	Students provide an insightful explanation of the significance of agriculture in North Dakota history.	Students provide a relevant explanation of the significance of agriculture in North Dakota history.	Students provide a superficial explanation of the significance of agriculture in North Dakota history.	Students provide an irrelevant explanation of the significance of agriculture in North Dakota history.
4.2.11 Describe the effects of changes in industry, agriculture, and technology in North Dakota (e.g., energy production, transportation, farming methods)	Students describe the effects of changes in industry, agriculture, and technology in North Dakota with substantial detail.	Students describe the effects of changes in industry, agriculture, and technology in North Dakota with sufficient detail.	Students describe the effects of changes in industry, agriculture, and technology in North Dakota with superficial detail.	Students describe the effects of changes in industry, agriculture, and technology in North Dakota with little or no detail.

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<b>Grade 5</b>				
<b>SYMBOLS</b>				
5.2.1 Explain the significance of America's symbols (e.g., Pledge of Allegiance, Statue of Liberty, Liberty Bell, American flag, Star Spangled Banner)	Students provide an insightful explanation of the significance of America's symbols.	Students provide a relevant explanation of the significance of America's symbols.	Students provide a superficial explanation of the significance of America's symbols.	Students provide an irrelevant explanation of the significance of America's symbols.
<b>CONCEPTS OF TIME</b>				
5.2.2 Use chronological order and sequence to describe cause-and-effect relationships of U.S. historical events (e.g., how Columbian Exchange impacted local people)	Students use chronological order and sequence to describe cause-and-effect relationships of U.S. historical with substantial detail.	Students use chronological order and sequence to describe cause-and-effect relationships of U.S. historical events with sufficient detail.	Students use chronological order and sequence to describe cause-and-effect relationships of U.S. historical events with superficial detail.	Students use chronological order and sequence to describe cause-and-effect relationships of U.S. historical events with little or no detail.
5.2.2 Describe similarities and differences between past events and current events in U.S. history (e.g., in the lives of people from different cultures past and present)	Students describe similarities and differences between past events and current events in U.S. history with substantial detail.	Students describe similarities and differences between past events and current events in U.S. history with sufficient detail.	Students describe similarities and differences between past events and current events in U.S. history with superficial detail.	Students describe similarities and differences between past events and current events in U.S. history with little or no detail.
<b>PEOPLE AND EVENTS</b>				
5.2.4 Explain the significance of scientists, inventors, and historical figures (e.g., Christopher Columbus, Juan Ponce De Leon, Benjamin Franklin, George Washington, Paul Revere, Benjamin Rush, David Rittenhouse, Thomas Paine)	Students provide an insightful explanation of the significance of scientists, inventors, and historical figures.	Students provide a relevant explanation of the significance of scientists, inventors, and historical figures.	Students provide a superficial explanation of the significance of scientists, inventors, and historical figures.	Students provide an irrelevant explanation of the significance of scientists, inventors, and historical figures.

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	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<b>Grade 5</b>				
<b>EXPLORATION AND MIGRATION</b>				
5.2.5 Describe the migration patterns of people from Asia to the Americas during the Ice Age (e.g., regional patterns, migration and settlement of the first Americans in the Western Hemisphere)	Students describe the migration patterns of people from Asia to the Americas during the Ice Age with few, if any, errors.	Students describe the migration patterns of people from Asia to the Americas during the Ice Age with no significant errors.	Students describe the migration patterns of people from Asia to the Americas during the Ice Age with limited significant errors.	Students describe the migration patterns of people from Asia to the Americas during the Ice Age with many significant errors.
5.2.6 Explain how regional Native American groups influenced U.S. history (e.g., historical events, development of the U. S.)	Students provide an insightful explanation how regional Native American groups influenced U. S. history.	Students provide a relevant explanation how regional Native American groups influenced U. S. history.	Students provide a superficial explanation how regional Native American groups influenced U. S. history.	Students provide an irrelevant explanation how regional Native American groups influenced U. S. history.
5.2.7 Explain reasons for early exploration (e.g., search for Northwest passage, “gold, glory, and God,” riches, trade)	Students provide an insightful explanation of the reasons for early exploration.	Students provide a relevant explanation of the reasons for early exploration.	Students provide a superficial explanation of the reasons for early exploration.	Students provide an irrelevant explanation of the reasons for early exploration.
<b>COLONIZATION</b>				
5.2.8 Explain reasons for early colonization (e.g., religious freedom, economic opportunity)	Students explain reasons for early colonization with substantial detail.	Students explain reasons for early colonization with sufficient detail.	Students explain reasons for early colonization with superficial detail.	Students explain reasons for early colonization with little or no detail.

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<b>Grade 5</b>					
5.2.9	Explain how conflicts and cooperation between the Native Americans and Europeans (e.g., French and Indian Wars, trade) influenced colonial events	Students provide an insightful explanation how conflicts and cooperation between the Native Americans and Europeans influenced colonial events.	Students provide a relevant explanation how conflicts and cooperation between the Native Americans and Europeans influenced colonial events.	Students provide a superficial explanation how conflicts and cooperation between the Native Americans and Europeans influenced colonial events.	Students provide an irrelevant explanation how conflicts and cooperation between the Native Americans and Europeans influenced colonial events.
5.2.10	Describe the daily lives of people from different social groups (e.g., large landowners, farmers, artisans, women, slaves) in colonial America	Students describe the daily lives of people from different social groups in colonial America with substantial detail.	Students describe the daily lives of people from different social groups in colonial America with sufficient detail.	Students describe the daily lives of people from different social groups in colonial America with sketchy detail.	Students describe the daily lives of people from different social groups in colonial America with little or no detail.
5.2.10	Identify the reasons (e.g., Boston Tea Party, the Stamp Act, English Laws) for conflict between England and the American colonies and the key people (e.g., George Washington, King George III, John Adams, Paul Revere) involved	Students identify an extensive variety of reasons for conflict between England and the American colonies and the key people involved.	Students identify a representative variety of reasons for conflict between England and the American colonies and the key people involved.	Students identify a limited variety of reasons for conflict between England and the American colonies and the key people involved.	Students identify an insufficient variety or no reasons for conflict between England and the American colonies and the key people involved.
5.2.11	Analyze the events and consequences of the Revolutionary War (e.g., Lexington, Concord, Bunker Hill, Benedict Arnold, Valley Forge)	Students provide an insightful analysis of the events and consequences of the Revolutionary War.	Students provide an insightful analysis of the events and consequences of the Revolutionary War with relevant interpretation.	Students provide a superficial analysis of the events and consequences of the Revolutionary War.	Students provide an irrelevant analysis of the events and consequences of the Revolutionary War.

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<b>Grade 6</b>				
<b>WORLD HISTORY : PREHISTORY TO RENAISSANCE</b>				
6.2.1 Investigate and explain scientific evidence and discoveries related to early hominid development (e.g., evidence about daily life, major anthropological discoveries and their locations, key people associated with major anthropological discoveries)	Students investigate and explain scientific evidence and discoveries related to early hominid development with substantial detail.	Students investigate and explain scientific evidence and discoveries related to early hominid development with sufficient detail.	Students investigate and explain scientific evidence and discoveries related to early hominid development with superficial detail.	Students investigate and explain scientific evidence and discoveries related to early hominid development with little or no detail.
6.2.2 Identify the features and accomplishments (e.g., development of tools, use of fire, adaptation to the natural environment, location in continental regions) of hunter-gatherer communities	Students identify features and accomplishments of hunter-gatherer communities with substantial detail.	Students identify features and accomplishments of hunter-gatherer communities with sufficient detail.	Students identify features and accomplishments of hunter-gatherer communities with superficial detail.	Students identify features and accomplishments of hunter-gatherer communities with little or no detail.
6.2.3 Trace the emergence of agriculture and its effect (e.g., climate changes, the impact of irrigation techniques, the domestication of plants and animals) on early human communities	Students trace the emergence of agriculture and its effect on early human with substantial detail.	Students trace the emergence of agriculture and its effect on early human communities with sufficient detail.	Students trace the emergence of agriculture and its effect on early human with superficial detail.	Students trace the emergence of agriculture and its effect on early human communities with little or no detail.
6.2.4 Identify the features of Mesopotamian civilization and its contributions to the modern world (e.g., early villages, specialization of labor, irrigation)	Students identify features of Mesopotamian civilization and its contributions to the modern world with substantial detail.	Students identify features of Mesopotamian civilization and its contributions to the modern world with sufficient detail.	Students identify features of Mesopotamian civilization and its contributions to the modern world with superficial detail.	Students identify features of Mesopotamian civilization and its contributions to the modern world with little or no detail.
6.2.5 Identify the features (e.g., religion, hierarchy of society) of Egyptian civilization and its contributions (e.g., trade networks) to the modern world	Students identify features of Egyptian civilization and its contributions to the modern world with sufficient detail.	Students identify features of Egyptian civilization and its contributions to the modern world with sufficient detail.	Students identify features of Egyptian civilization and its contributions to the modern world with superficial detail.	Students identify features of Egyptian civilization and its contributions to the modern world with little or no.

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<b>Grade 6</b>				
6.2.6 Identify the features (e.g., the caste system, the role of Buddhism, the Mauryan Empire) of Indian civilization and its contributions (e.g., literature, art, mathematics) to the modern world	Students identify features of Indian civilization and its contributions to the modern world with substantial detail.	Students identify features of Indian civilization and its contributions to the modern world with sufficient detail.	Students identify features of Indian civilization and its contributions to the modern world with superficial detail.	Students identify features of Indian civilization and its contributions to the modern world with little or no.
6.2.7 Identify the features (e.g., daily life during the early imperial dynasties of the Zhou, Qin and Han, the significance and impact of the Silk Roads, the role of Confucianism and Taoism) of classical Chinese civilization and its contributions to the modern world	Students identify features of classical Chinese civilization and its contributions to the modern world with substantial detail.	Students identify features of classical Chinese civilization and its contributions to the modern world with sufficient detail.	Students identify features of classical Chinese civilization and its contributions to the modern world with superficial detail.	Students identify features of classical Chinese civilization and its contributions to the modern world with little or no detail.
6.2.8 Identify the features (e.g., class structures, religious customs and beliefs, government) of Central American (e.g., Aztec, Mayan, Incan) civilizations and their contributions (e.g., achievements in mathematics, astronomy, and architecture) to the modern world	Students identify features of Central American civilizations and their contributions to the modern world with substantial detail.	Students identify features of Central American civilizations and their contributions to the modern world with sufficient detail.	Students identify features of Central American civilizations and their contributions to the modern world with superficial detail.	Students identify features of Central American civilizations and their contributions to the modern world with little or no detail.
6.2.9 Identify the features (e.g., early democratic government, Olympics) and accomplishments of classical Greek civilization (e.g., contributions to art, literature, science, and philosophy; the development of the concepts of citizenship)	Students identify features and accomplishments of classical Greek civilization with substantial detail.	Students identify features and accomplishments of classical Greek civilization with sufficient detail.	Students identify features and accomplishments of classical Greek civilization with superficial detail.	Students identify features and accomplishments of classical Greek civilization with little or no detail.
6.2.10 Compare the emergence, central leaders, beliefs, and traditions of major religions and philosophies (e.g., Judaism, Christianity, Islam, Buddhism, Hinduism, Confucianism and Taoism)	Students provide an insightful comparison of the emergence, central leaders, beliefs, and traditions of major religions and philosophies.	Students provide a relevant comparison of the emergence, central leaders, beliefs, and traditions of major religions and philosophies.	Students provide a superficial comparison of the emergence, central leaders, beliefs, and traditions of major religions and philosophies.	Students provide an irrelevant comparison of the emergence, central leaders, beliefs, and traditions of major religions and philosophies.

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<b>Grade 6</b>				
6.2.11 Identify the accomplishments (e.g., political and economic reasons for growth; contributions to art, literature, and architecture; citizenship, laws, and government; aqueducts) of Roman civilization, and the factors that led to its decline (e.g., Vandals and religious controversy, economic and military policies, lead)	Students identify the accomplishments of Roman civilization and the factors that led to its decline with substantial detail.	Students identify the accomplishments of Roman civilization and the factors that led to its decline with sufficient detail.	Students identify the accomplishments of Roman civilization and the factors that led to its decline with superficial detail.	Students identify the accomplishments of Roman civilization and the factors that led to its decline with little or no detail.
6.2.12 Describe the social, political, and economic characteristics of life in the Middle Ages (e.g., daily lives of peasants and serfs; the impact of the plague on Central Asia, China, the Middle East, and Europe; feudalism and manorialism; the economy under the feudal/manorial system)	Students describe the social, political, and economic characteristics of life in the Middle Ages with substantial detail.	Students describe the social, political, and economic characteristics of life in the Middle Ages with sufficient detail.	Students describe the social, political, and economic characteristics of life in the Middle Ages with superficial detail.	Students describe the social, political, and economic characteristics of life in the Middle Ages with little or no detail.
6.2.13 Describe the influences of the Roman Catholic Church and its effect on the structure of society (e.g., role in spreading Christianity, how monasteries preserved ancient language and learning)	Students describe the influences of the Roman Catholic Church and its effect on the structure of society with substantial detail.	Students describe the influences of the Roman Catholic Church and its effect on the structure of society with sufficient detail.	Students describe the influences of the Roman Catholic Church and its effect on the structure of society with superficial detail.	Students describe the influences of the Roman Catholic Church and its effect on the structure of society with little or no detail.
6.2.13 Describe the causes and effects (e.g., their role in spreading Christianity and introducing Muslim ideas and products to Europe) of the Crusades	Students provide an insightful description of the causes and effects of the Crusades.	Students provide a relevant description of the causes and effects of the Crusades.	Students provide a superficial description of the causes and effects of the Crusades.	Students provide an irrelevant description of the causes and effects of the Crusades.

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<b>Grade 7</b>				
<b>HISTORICAL AND CURRENT EVENTS— REGIONAL/GLOBAL</b>				
7.2.1 Identify major historical events and issues (e.g., conflicts and resolutions, natural resources) within regions of the world and their impact	Students identify major historical events and issues within regions of the world and their impact with substantial detail.	Students identify major historical events and issues within regions of the world and their impact with sufficient detail.	Students identify major historical events and issues within regions of the world and their impact with superficial detail.	Students identify major historical events and issues within regions of the world and their impact with little or no detail.
7.2.2 <b>DESCRIBE</b> events and issues (e.g., natural resources, energy resources, wars/conflicts, religion) affecting the world today	Students provide insightful description of events and issues affecting the world today.	Students provide relevant description of events and issues affecting the world today.	Students provide superficial description of events and issues affecting the world today.	Students provide irrelevant description of events and issues affecting the world today.

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<b>Grade 8</b>					
<b>U. S. HISTORY: DAWN OF A NEW NATION THROUGH IMPERIALISM</b>					
8.2.1	Analyze the transformation of the nation (e.g., Imperialism, industrialization, immigration, political/social reformers, urbanization, mechanization of agriculture, changing business environment)	Students provide an insightful analysis of the transformation of the nation.	Students provide a relevant analysis of the transformation of the nation.	Students provide superficial analysis of the transformation of the nation.	Students provide an irrelevant analysis of the transformation of the nation.
8.2.2	Explain how political parties developed to resolve issues (e.g., payment of debt, establishment of a national bank, strict or loose interpretation of the Constitution, support for England or France) in the early years of the United States	Students explain how political parties developed to resolve issues in the early years of the United States with substantial detail.	Students explain how political parties developed to resolve issues in the early years of the United States with sufficient detail.	Students explain how political parties developed to resolve issues in the early years of the United States with superficial detail.	Students explain how political parties developed to resolve issues in the early years of the United States with little or no detail.
8.2.3	Explain how political leaders (e.g., Andrew Jackson, William Henry Harrison, Martin Van Buren, John Tyler) dictated national policy (e.g., States' rights, closure of National Bank, Indian Removal Act)	Students explain how political leaders dictated national policy with substantial detail.	Students explain how political leaders dictated national policy with sufficient detail.	Students explain how political leaders dictated national policy with superficial detail.	Students explain how political leaders dictated national policy with little or no detail.
8.2.4	Explain how the concept of Manifest Destiny impacted national policy (e.g., War with Mexico, Gadsden Purchase,, imperialism, Gold Rush, foreign policy)	Students explain how the concept of Manifest Destiny impacted national policy with substantial detail.	Students explain how the concept of Manifest Destiny impacted national policy with sufficient detail.	Students explain how the concept of Manifest Destiny impacted national policy with superficial detail.	Students explain how the concept of Manifest Destiny impacted national policy with little or no detail.

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	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<b>Grade 8</b>				
8.2.5 Explain how reform efforts led to major changes in society (e.g., abolitionists, women's movement, temperance, education)	Students provide an insightful explanation how reform efforts led to major changes in society.	Students provide a relevant explanation how reform efforts led to major changes in society.	Students provide a superficial explanation how reform efforts led to major changes in society.	Students provide an irrelevant explanation how reform efforts led to major changes in society.
8.2.6 Explain the causes (e.g., states' rights, slavery, differences in Northern and Southern economies) of the Civil War	Students explain the causes of the Civil War with substantial detail.	Students explain the causes of the Civil War with sufficient detail.	Students explain the causes of the Civil War with superficial detail.	Students explain the causes of the Civil War with little or no detail.
8.2.7 Explain the course and consequences of the Civil War (e.g., contributions of key individuals, key battles, The Emancipation Proclamation)	Students explain the course and consequences of the Civil War with substantial detail.	Students explain the course and consequences of the Civil War with sufficient detail.	Students explain the course and consequences of the Civil War with superficial detail.	Students explain the course and consequences of the Civil War with little or no detail.
8.2.8 Trace the social, economic, political, and cultural factors of Reconstruction (e.g., Jim Crow Laws, election of 1876, black codes, rise of Ku Klux Klan)	Students trace the factors of Reconstruction with substantial detail.	Students trace the factors of Reconstruction with sufficient detail.	Students trace the factors of Reconstruction with superficial detail.	Students trace the factors of Reconstruction with little or no detail.
8.2.9 Analyze the impact of immigration on the United States (e.g., labor pools, ghettos)	Students provide an insightful analysis of the impact of immigration on the United States with insightful interpretation.	Students provide a relevant analysis of the impact of immigration on the United States.	Students provide a superficial analysis of the impact of immigration on the United States,	Students provide an irrelevant analysis of the impact of immigration on the United States.

**Standard 2: Students understand important historical events.**

Benchmark Expectations	ACHIEVEMENT DESCRIPTORS			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<b>Grade 8</b>				
8.2.10 Analyze the rationale for western expansion and how it affected minorities (e.g. reservations, Indian Removal Act, treaties, Chinese Exclusion Act, Dawes Act, Manifest Destiny, Homestead Act)	Students provide an insightful analysis of the rationale for western expansion and how it affected minorities.	Students provide a relevant analysis of the rationale for western expansion and how it affected minorities.	Students provide a superficial analysis of the rationale for western expansion and how it affected minorities.	Students provide an irrelevant analysis of the rationale for western expansion and how it affected minorities.
8.2.11 Explain the significance of key events (e.g., settlement and homesteading, statehood, reservations) and people (e.g., Roughrider Recipients) in North Dakota and tribal history	Students explain the significance of key events and people in North Dakota and tribal history with substantial detail.	Students explain the significance of key events and people in North Dakota and tribal history with sufficient detail.	Students explain the significance of key events and people in North Dakota and tribal history with superficial detail.	Students explain the significance of key events and people on North Dakota and tribal history with little or no detail.

## Standard 2: Important Historical Events

Standard 2: Students understand important historical events.				
Benchmark Expectations	ACHIEVEMENT DESCRIPTORS			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<b>Grades 9–12</b>				
<b>TRIBAL GOVERNANCE</b> 9–12.2.1 Analyze Federal policy and action regarding American Indians (e.g. Dawes Act, changes in federal and state Indian policies, civil rights movement; current issues surrounding gaming, housing, distribution of wealth, and healthcare, Indian Reorganization Act, Bureau of Indian Affairs, Indian Civil Rights Act, Indian Child Welfare Act, American Indian Religious Freedom Act, Indian Gaming Regulatory Act, Citizenship, American Indian Movement)	Students provide an insightful analysis of Federal policy and action regarding American Indians from Reconstruction to present.	Students provide a relevant analysis of Federal policy and action regarding American Indians from Reconstruction to present.	Students provide a superficial analysis of Federal policy and action regarding American Indians from Reconstruction to present.	Students provide an irrelevant analysis of Federal policy and action regarding American Indians from Reconstruction to present.
<b>U.S. PERIODS, EVENTS, FIGURES, MOVEMENTS TO INCLUDE BUT NOT LIMITED TO INDUSTRIALIZATION TO PRESENT</b> 9–12.2.2 Evaluate the impact of various factors that led to the transformation of the nation (e.g., imperialism, industrialization, immigration, political/social reformers, urbanization, mechanization of agriculture, changing business environment)	Students provide an insightful evaluation of the transformation of the nation.	Students provide a relevant evaluation of the transformation of the nation.	Students provide a superficial evaluation of the transformation of the nation.	Students provide an irrelevant evaluation of the transformation of the nation.

Standard 2: Students understand important historical events.				
Benchmark Expectations	ACHIEVEMENT DESCRIPTORS			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<b>Grades 9–12</b>				
9–12.2.3 Trace the causes, course, and legacy of the United States' involvement in World War I at home and abroad (e.g., neutrality, military technologies, isolationism, Zimmerman Note, Lusitania, home front, Wilson's Fourteen Points)	Students trace the causes, course, and legacy of the United States' involvement in World War I at home and abroad with substantial detail.	Students trace the causes, course, and legacy of the United States' involvement in World War I at home and abroad with sufficient detail.	Students trace the causes, course, and legacy of the United States' involvement in World War I at home and abroad with superficial detail.	Students trace the causes, course, and legacy of the United States' involvement in World War I at home and abroad with little or no detail.
9–12.2.4 Analyze the major political, economic, and social developments that occurred between World War I and World War II (e.g. Red Scare, Roaring 20's, Great Depression, New Deal)	Students provide an insightful analysis of the major political, economic, and social developments that occurred between World War I and World War II.	Students provide a relevant analysis of the major political, economic, and social developments that occurred between World War I and World War II.	Students provide a superficial analysis of the major political, economic, and social developments that occurred between World War I and World War II.	Students provide an irrelevant analysis of the major political, economic, and social developments that occurred between World War I and World War II.
9–12.2.5 Trace the causes, course, and legacy of World War II (e.g., totalitarian regimes; Pacific theater, European theater, home front)	Students trace the causes, course, and legacy of World War II with substantial detail.	Students trace the causes, course, and legacy of World War II with sufficient detail.	Students trace the causes, course, and legacy of World War II with superficial detail.	Students trace the causes, course, and legacy of World War II with little or no detail.
9–12.2.6 Analyze the economic boom and social transformation of post WWII America (e.g., popular culture, changing women's roles, technological developments)	Students provide an insightful analysis of the economic boom and social transformation of post-WWII America.	Students provide a relevant analysis of the economic boom and social transformation of post-WWII America.	Students provide a superficial analysis of the economic boom and social transformation of post-WWII America.	Students provide an irrelevant analysis of the economic boom and social transformation of post-WWII America.
9–12.2.7 Analyze the origins, foreign policy, events, and domestic consequences of the Cold War (e.g., containment policy, arms race, fear of communism)	Students provide an insightful analysis of the origins, foreign policy events, and domestic consequences of the Cold War.	Students provide a relevant analysis of the origins, foreign policy events, and domestic consequences of the Cold War.	Students provide a superficial analysis of the origins, foreign policy events, and domestic consequences of the Cold War.	Students provide an irrelevant analysis of the origins, foreign policy events, and domestic consequences of the Cold War.

**Standard 2: Students understand important historical events.**

Benchmark Expectations	ACHIEVEMENT DESCRIPTORS			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<b>Grades 9–12</b>				
9–12.2.8 Analyze the struggle for equal opportunity (e.g., Civil Rights Movement, Martin Luther King, Jr., Malcolm X, civil rights legislation and court cases, civil rights organizations, National Organization for Women, Equal Rights Amendment, American Indian Movement, Caesar Chavez)	Students analyze the development of equal opportunity with insightful interpretation.	Students analyze the development of equal opportunity with relevant interpretation.	Students analyze the development of equal opportunity with superficial interpretation.	Students analyze the development of equal opportunity with irrelevant interpretation.
9–12.2.9 Analyze the key events and political/social effects of the Vietnam conflict (e.g., Gulf of Tonkin Resolution and the Tet Offensive; protests and opposition; presidential policies, War Powers Act)	Students provide an insightful analysis of the key events and political and social effects of the Vietnam conflict.	Students provide a relevant analysis of the key events and political and social effects of the Vietnam conflict.	Students provide a superficial analysis of the key events and political and social effects of the Vietnam conflict.	Students provide an irrelevant analysis of the key events and political and social effects of the Vietnam conflict.
9–12.2.10 Analyze the key events, and foreign and domestic policies of contemporary presidential administrations (e.g., Great Society, Watergate, relations with the Middle East; the Iranian hostage crisis; energy crisis; Reaganomics, Persian Gulf War)	Students provide an insightful analysis of presidential administrations.	Students provide a relevant analysis of presidential administrations.	Students provide a superficial analysis of presidential administrations.	Students provide an irrelevant analysis of presidential administrations.
9–12.2.11 Analyze the major social issues and popular culture of contemporary US (e.g., immigration, environment, poverty, terrorism, and discrimination)	Students provide an insightful analysis of the major social issues and popular culture issues of contemporary US.	Students provide a relevant analysis of the major social issues and popular culture issues of contemporary US.	Students provide a superficial analysis of the major social issues and popular culture issues of contemporary US.	Students provide an irrelevant analysis of the major social issues and popular culture issues of contemporary US.
<b>GLOBAL PERIODS, EVENTS, FIGURES, AND MOVEMENTS INCLUDING BUT NOT LIMITED TO RENAISSANCE TO PRESENT</b>				

**Standard 2: Students understand important historical events.**

Benchmark Expectations	ACHIEVEMENT DESCRIPTORS			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<b>Grades 9–12</b>				
9–12.2.12 Analyze the ideas, events and global impacts of the Renaissance, Reformation, Scientific Revolution, and the Enlightenment	Students provide an insightful analysis of the Renaissance, Reformation, Scientific Revolution, and the Enlightenment.	Students provide a relevant analysis of the Renaissance, Reformation, Scientific Revolution, and the Enlightenment.	Students provide a superficial analysis of the Renaissance, Reformation, Scientific Revolution, and the Enlightenment.	Students provide an irrelevant analysis of the Renaissance, Reformation, Scientific Revolution, and the Enlightenment.
9–12.2.13 Explain the growth and expansion of global economies and their impact on world regions (e.g., mercantilism, slavery, colonialism, Silk Road, salt trade)	Students provide an insightful explanation of the growth and expansion of global economies and their impact on world regions.	Students provide a relevant explanation of the growth and expansion of global economies and their impact on world regions.	Students provide a superficial explanation of the growth and expansion of global economies and their impact on world regions.	Students provide an irrelevant explanation of the growth and expansion of global economies and their impact on world regions.
9–12.2.14 Compare the political, social, and industrial revolutions from the late 18 <sup>th</sup> to the early 20 <sup>th</sup> century (e.g., revolutions in the Americas and France; significant events and impacts of the Agricultural and the Industrial Revolution, Boer Wars, Boxer Rebellion, Sepoy rebellion)	Students provide an insightful comparison of the political, social, and industrial revolutions from the late 18 <sup>th</sup> to the early 20 <sup>th</sup> century.	Students provide a relevant comparison of the political, social, and industrial revolutions from the late 18 <sup>th</sup> to the early 20 <sup>th</sup> century.	Students provide a superficial comparison of the political, social, and industrial revolutions from the late 18 <sup>th</sup> to the early 20 <sup>th</sup> century.	Students provide an irrelevant comparison of the political, social, and industrial revolutions from the late 18 <sup>th</sup> to the early 20 <sup>th</sup> century.
9–12.2.15 Analyze the global causes, course, and consequences of World War I (e.g. imperialism, militarism, nationalism, alliance system; ethnic conflicts and assassination of Arch Duke Franz Ferdinand; Russian Revolution of 1917; Treaty of Versailles and League of Nations)	Students provide an insightful analysis of the global causes, course, and consequences of WW I.	Students provide a relevant analysis of the global causes, course, and consequences of WW I.	Students provide a superficial analysis of the global causes, course, and consequences of WW I.	Students provide an irrelevant analysis of the global causes, course, and consequences of WW I.

**Standard 2: Students understand important historical events.**

Benchmark Expectations	ACHIEVEMENT DESCRIPTORS			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<b>Grades 9–12</b>				
9–12.2.16 Analyze the global causes, course, and consequences of World War II and the post-war events (e.g., worldwide depression, totalitarian and militaristic regimes, Holocaust, political and social change in the Middle East, development of the United Nations, Cold War)	Students provide an insightful analysis of the global causes, course, and consequences of WW II and post-war events.	Students provide a relevant analysis of the global causes, course, and consequences of WW II and post-war events.	Students provide a superficial analysis of the global causes, course, and consequences of WW II and post-war events.	Students provide an irrelevant analysis of the global causes, course, and consequences of WW II and post-war events.
9–12.2.17 Explain nationalist and revolutionary movements and attempts by colonial countries to achieve independence after World War II (e.g., revolutionary movements in China, Vietnam, Korea, Kenya, Pakistan, Indonesia, India, Northern Ireland, Chile)	Students explain nationalist and revolutionary movements and attempts by colonial countries to achieve independence after WW II with insightful interpretation.	Students explain nationalist and revolutionary movements and attempts by colonial countries to achieve independence after WW II with relevant interpretation.	Students explain nationalist and revolutionary movements and attempts by colonial countries to achieve independence after WW II with superficial interpretation.	Students explain nationalist and revolutionary movements and attempts by colonial countries to achieve independence after WW II with irrelevant interpretation.
9–12.2.18 Explain events in the development of the Cold War (e.g., Berlin Blockade; nuclear arms and space race; Cuban Missile Crisis; political and economic transformation of Western and Eastern Europe; Korean Conflict, Vietnam Conflict; collapse of Warsaw Pact Nations)	Students explain events in the development of the Cold War with substantial detail.	Students explain events in the development of the Cold War with sufficient detail.	Students explain events in the development of the Cold War with superficial detail.	Students explain events in the development of the Cold War with little or no detail.
9–12.2.19 Analyze political and social change in the Middle East and Asia from 1948 – present (e.g., Camp David Accords, Tiananmen Square, conflicts in Middle East, Soviet invasion of Afghanistan, Persian Gulf War, War in Iraq)	Students provide an insightful analysis of the social and political changes in the Middle East from 1948 – present interpretation.	Students provide a relevant analysis of the social and political changes in the Middle East from 1948 – present.	Students provide a superficial analysis of the social and political changes in the Middle East from 1948 –present.	Students provide an irrelevant analysis of the social and political changes in the Middle East from 1948 – present.

**Standard 2: Students understand important historical events.**

Benchmark Expectations	ACHIEVEMENT DESCRIPTORS			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<b>Grades 9–12</b>				
9–12.2.20 Explain contemporary issues and events in an interdependent world (e.g., trends in science, technology, and communication; religious conflicts; environmentalism; human rights and regional conflicts; apartheid, ethnic cleansing, role of United Nations and other international organizations such as UNICEF, GATT, NATO, OAS, World Bank, International Monetary Fund)	Students provide an insightful explanation of contemporary issues and events in an interdependent world.	Students provide a relevant explanation of contemporary issues and events in an interdependent world.	Students provide a superficial explanation of contemporary issues and events in an interdependent world.	Students provide an irrelevant explanation of contemporary issues and events in an interdependent world.