

North Dakota

Content and Achievement Standards: Social Studies

Standard 3

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North Dakota Department of Public Instruction

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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.

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	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Grade 1				
PERSONAL FINANCES				
1.3.1 Differentiate between wants and needs	Students differentiate between wants and needs with few, if any, errors.	Students differentiate between wants and needs with no significant errors.	Students differentiate between wants and needs with a limited significant errors.	Students differentiate between wants and needs with many significant errors.
1.3.2 Describe ways (e.g., money, bartering) wants and needs are met	Students describe ways that wants and needs are met with substantial detail.	Students describe ways that wants and needs are met with sufficient detail.	Students describe ways that wants and needs are met with superficial detail.	Students describe ways that wants and needs are met with little or no detail.

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	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Grade 2				
PERSONAL FINANCES				
2.3.1 Differentiate between goods and services, consumers and producers	Students differentiate between goods and services, consumers and producers with few, if any, errors.	Students differentiate between goods and services, consumers and producers with no significant errors.	Students differentiate between goods and services, consumers and producers with limited significant errors.	Students differentiate between goods and services, consumers and producers with many significant errors.
2.3.2 Identify community businesses and workers, and the goods and services they provide (e.g., restaurant/food, service station/gas, salon/haircut)	Students identify community businesses and workers, and the goods and services they provide with few, if any, errors.	Students identify community businesses and workers, and the goods and services they provide with no significant errors.	Students identify community businesses and workers, and the goods and services they provide with limited significant errors.	Students identify community businesses and workers, and the goods and services they provide with many significant errors.

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Grade 3				
PERSONAL FINANCES				
3.3.1 Identify ways families and communities cooperate and compromise (e.g., fundraisers, food pantries, living within your means) to meet needs and wants	Students identify an extensive variety of ways families and communities compromise to meet needs and wants.	Students identify a representative variety of ways families and communities compromise to meet needs and wants.	Students identify a limited variety of ways families and communities compromise to meet needs and wants.	Students identify an insufficient variety or no ways families and communities compromise to meet needs and wants.
3.3.2 Explain how supply and demand affect personal economic choices (e.g., how scarcity forces people to decide which goods and services to obtain, what is given up in economic choices)	Students provide an insightful explanation how supply and demand affect personal economic choices.	Students provide a relevant explanation how supply and demand affect personal economic choices.	Students provide a superficial explanation how supply and demand affect personal economic choices.	Students provide an irrelevant explanation how supply and demand affect personal economic choices.
3.3.3 Explain the differences among natural and human resources, and how they are used locally	Students provide an insightful explanation of the differences among natural and human resources and how they are used locally.	Students provide a relevant explanation of the differences among natural and human resources and how they are used locally.	Students provide a superficial explanation of the differences among natural and human resources and how they are used locally.	Students provide an irrelevant explanation of the differences among natural and human resources and how they are used locally.

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Grade 4				
PERSONAL FINANCES				
4.3.1 Describe the impact of education, training, and health care on personal income	Students describe the impact of education, training, and health care on personal income with substantial detail.	Students describe the impact of education, training, and health care on personal income with sufficient detail.	Students describe the impact of education, training, and health care on personal income with superficial detail.	Students describe the impact of education, training, and health care on personal income with little to no detail.
STATE ECONOMICS				
4.3.2 Identify ways that natural resources (e.g., soil, minerals, trees, fish, people) contribute to the economy of the local community and North Dakota	Students identify ways that natural resources contribute to the economy of the local community and North Dakota with substantial detail.	Students identify ways that natural resources contribute to the economy of the local community and North Dakota with sufficient detail.	Students identify ways that natural resources contribute to the economy of the local community and North Dakota with superficial detail.	Students identify ways that natural resources contribute to the economy of the local community and North Dakota with little to no detail.
4.3.3 Explain the impact of tourism on North Dakota's economy (e.g. revenue for our state, jobs created, tourist sites--Fort Lincoln, Peace Gardens, Medora, Lake Sakakawea, Devils Lake)	Students explain the impact of tourism on North Dakota's economy with substantial detail.	Students explain the impact of tourism on North Dakota's economy with sufficient detail.	Students explain the impact of tourism on North Dakota's economy with superficial detail.	Students explain the impact of tourism on North Dakota's economy with little or no detail.
4.3.4 Identify principal exports of North Dakota (e.g., crops, energy, livestock)	Students identify principal exports of North Dakota with few, if any, errors.	Students identify principal exports of North Dakota with no significant errors.	Students identify principal exports of North Dakota with limited significant errors.	Students identify principal exports of North Dakota with many significant errors.

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Grade 5				
PERSONAL FINANCES				
5.3.1 Describe how various non-economic factors (e.g., culture, values, interests) can influence economic behaviors and decision making	Students describe how various non-economic factors can influence economic behaviors and decision making with substantial detail.	Students describe how various non-economic factors can influence economic behaviors and decision making with sufficient detail.	Students describe how various non-economic factors can influence economic behaviors and decision making with limited detail.	Students describe how various non-economic factors can influence economic behaviors and decision making with minimal detail.
EARLY U.S. ECONOMICS				
5.3.2 Explain the relationships between scarcity and resources (e.g., home building materials, food, clothing, hunting)	Students provide an insightful explanation of the relationships between scarcity and resources.	Students provide a relevant explanation of the relationships between scarcity and resources.	Students provide a superficial explanation of the relationships between scarcity and resources.	Students provide an irrelevant explanation of the relationships between scarcity and resources.
5.3.3 Describe the concept of competition and its relationship to price (e.g., market based economy)	Students describe the concept of competition and its relationship to price with substantial detail.	Students describe the concept of competition and its relationship to price with sufficient detail.	Students describe the concept of competition and its relationship to price with superficial detail.	Students describe the concept of competition and its relationship to price with little to no detail.
5.3.4 Describe the basic concepts of imports, exports, and international trade	Students describe the basic concepts of imports, exports, and international trade with substantial detail.	Students describe the basic concepts of imports, exports, and international trade with sufficient detail.	Students describe the basic concepts of imports, exports, and international trade with superficial detail.	Students describe the basic concepts of imports, exports, and international trade with little to no detail.

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Grade 6				
EARLY ECONOMIES				
6.3.1 Explain how non-economic factors (e.g., culture, values, interest, abilities) influenced economic behaviors and decision making (e.g., building of pyramids, Olympic games)	Students provide an insightful explanation how non-economic factors influenced economic behaviors and decision making.	Students provide a relevant explanation how non-economic factors influenced economic behaviors and decision making.	Students provide a superficial explanation how non-economic factors influenced economic behaviors and decision making.	Students provide an irrelevant explanation how non-economic factors influenced economic behaviors and decision making.
6.3.2 Trace the development of civilizations from hunting/gathering based societies (e.g., hunting and gathering – cultivation and domestication) to trading/economy-based societies (e.g., surplus of food – specialization – trade/barter system)	Students trace the evolution of civilizations from hunting/gathering based societies to trading/economy-based societies with few, if any, errors.	Students trace the evolution of civilizations from hunting/gathering based societies to trading/economy-based societies with no significant errors.	Students trace the evolution of civilizations from hunting/gathering based societies to trading/economy-based societies with limited significant errors.	Students trace the evolution of civilizations from hunting/gathering based societies to trading/economy-based societies with many significant errors.
6.3.3 Describe how advances in technology (e.g., irrigation, development of tools, specialization) impacted productivity	Students describe how advances in technology impacted productivity with substantial detail.	Students describe how advances in technology impacted productivity with sufficient detail.	Students describe how advances in technology impacted productivity with superficial detail.	Students describe how advances in technology impacted productivity with little to no detail.

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Grade 7				
GLOBAL INTERDEPENDENCE				
7.3.1 Identify how people organize for the production, distribution, and consumption of goods and services (e.g., economic systems; i.e., capitalism, socialism, communism)	Students identify how people organize for production, distribution, and consumption of goods and services with substantial detail.	Students identify how people organize for production, distribution, and consumption of goods and services with sufficient detail.	Students identify how people organize for production, distribution, and consumption of goods and services with superficial detail.	Students identify how people organize for production, distribution, and consumption of goods and services with little or no detail.
7.3.2 Differentiate among currency values and their exchange rates	Students differentiate among currency values and their exchange rates with few, if any, errors.	Students differentiate among currency values and their exchange rates with no significant errors.	Students differentiate among currency values and their exchange rates with a few significant errors.	Students differentiate among currency values and their exchange rates with many significant errors.
7.3.3 Explain patterns and networks (e.g., patterns of trade, human migration, cultural and political alliances/sanctions) of economic and global interdependence in a changing world	Students provide an insightful explanation of patterns and networks of economic and global interdependence in a changing world.	Students provide a relevant explanation of patterns and networks of economic and global interdependence in a changing world.	Students provide a superficial explanation of patterns and networks of economic and global interdependence in a changing world.	Students provide an irrelevant explanation of patterns and networks of economic and global interdependence in a changing world.
7.3.4 Identify ways (e.g., GNP, GDP, literacy rate, industrialization) to measure economic progress	Students identify ways to measure economic progress with substantial detail.	Students identify ways to measure economic progress with sufficient detail.	Students identify ways to measure economic progress with superficial detail.	Students identify ways to measure economic progress with little to no detail.

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Grade 8				
EARLY UNITED STATES ECONOMY				
8.3.1 Explain the purpose and effects of trade barriers (e.g., imposed trade barriers such as tariffs enacted before the Civil War, natural trade barriers such as mountains)	Students provide an insightful explanation of the purpose and effects of trade barriers.	Students provide a relevant explanation of the purpose and effects of trade barriers.	Students provide a superficial explanation of the purpose and effects of trade barriers.	Students provide an irrelevant explanation of the purpose and effects of trade barriers.
8.3.2 Describe how technological advances (e.g., cotton gin, steel plow, McCormick reaper, steamboat, steam locomotives) and industrialization impacted regions of the United States prior to the Civil War.	Students describe how technological advances and industrialization impacted regions of the United States prior to the Civil War with substantial detail.	Students describe how technological advances and industrialization impacted regions of the United States prior to the Civil War with sufficient detail.	Students describe how technological advances and industrialization impacted regions of the United States prior to the Civil War with superficial detail.	Students describe how technological advances and industrialization impacted regions of the United States prior to the Civil War with little to no detail.
8.3.2 Evaluate how economic opportunities (e.g., manufacturing, agricultural, business) impact North Dakota and other regions (e.g., Midwest, Northeast)	Students provide an insightful evaluation how economic opportunities impact regions.	Students provide a relevant evaluation how economic opportunities impact regions.	Students provide a superficial evaluation how economic opportunities impact regions.	Students provide an irrelevant evaluation how economic opportunities impact regions.
8.3.4 Describe factors (e.g., climate, population, tax laws, natural resources) governing economic decision making in North Dakota and other regions (e.g., Midwest, Southeast)	Students describe the factors governing economic decision making with substantial detail.	Students describe the factors governing economic decision making with sufficient detail.	Students describe the factors governing economic decision making with superficial detail.	Students describe the factors governing economic decision making with little to no detail.

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Grades 9–12				
CONCEPTS				
9–12.3.1 Analyze basic micro and macro economic concepts (e.g., scarcity, opportunity cost, trade offs, markets, business organizations, factors of production, supply and demand, and personal finance)	Students provide an insightful analysis of basic micro and macro economic concepts.	Students provide a relevant analysis of basic micro and macro economic concepts.	Students provide a superficial analysis of basic micro and macro economic concepts.	Students provide an irrelevant analysis of basic micro and macro economic concepts.
STRUCTURE AND FUNCTION				
9–12.3.2 Explain the role of money and the role of financial institutions in a market economy (e.g., basic functions of money, composition of money supply, role of banks and other financial institutions, federal reserve, credit savings)	Students explain the role of money and the role of financial institutions in a market economy with substantial detail.	Students explain the role of money and the role of financial institutions in a market economy with sufficient detail.	Students explain the role of money and the role of financial institutions in a market economy with superficial detail.	Students explain the role of money and the role of financial institutions in a market economy with little to no detail.
9–12.3.3 Describe the difference between the structure and operation of market economies and centrally planned or command economies (e.g., security, freedom, equity, efficiency, stability, growth)	Students describe the difference between market economies and central planned or command economies with substantial detail.	Students describe the difference between market economies and central planned or command economies with sufficient detail.	Students describe the difference between market economies and central planned or command economies with superficial detail.	Students describe the difference between market economies and central planned or command economies with little to no detail.

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Grades 9–12				
9–12.3.4 Analyze the role government plays in an economy (e.g., provision of public goods and services, taxes, protection of property rights, resolution of market failures)	Students provide an insightful analysis of the role government plays in an economy.	Students provide a relevant analysis of the role government plays in an economy.	Students provide a superficial analysis of the role government plays in an economy.	Students provide an irrelevant analysis of the role government plays in an economy.
IMPACT				
9–12.3.5 Interpret the concepts of exchange and trade and the impacts and implications of a global economy for individuals and nations	Students provide an insightful interpretation of the concepts of exchange and trade and the impacts and implications of a global economy for individuals and nations.	Students provide a relevant interpretation of the concepts of exchange and trade and the impacts and implications of a global economy for individuals and nations.	Students provide a superficial interpretation of the concepts of exchange and trade and the impacts and implications of a global economy for individuals and nations.	Students provide an irrelevant interpretation of the concepts of exchange and trade and the impacts and implications of a global economy for individuals and nations.