

North Dakota

Content and Achievement Standards: Social Studies

Standard 4

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North Dakota Department of Public Instruction

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Standard 4: Government and Citizenship

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

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	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Grade 1				
CITIZENSHIP				
1.4.1 Apply good citizenship (e.g., respect, cooperation, honesty, responsibility) in the school environment	Students almost always apply good citizenship in the school environment.	Students consistently apply good citizenship in the school environment.	Students inconsistently apply good citizenship in the school environment.	Students rarely apply good citizenship in the school environment.
1.4.2 Explain the purpose for rules in home, school, and community	Students explain the purpose for rules in the home, school, and community with few, if any, errors.	Students explain the purpose for rules in the home, school, and community with no significant errors.	Students explain the purpose for rules in the home, school, and community with limited significant errors.	Students explain the purpose for rules in the home, school, and community with many significant errors.

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Grade 2				
CITIZENSHIP				
2.4.1 Identify roles and responsibilities of leaders in the home, school, and community (e.g., parents, teachers, principal, mayor, governor, president)	Students identify an extensive variety of roles and responsibilities of leaders in the home, school, and community.	Students identify a representative variety of roles and responsibilities of leaders in the home, school, and community.	Students identify a limited variety of roles and responsibilities of leaders in the home, school, and community.	Students identify an insufficient variety or no roles and responsibilities of leaders in the home, school, and community.
2.4.2 Compare the relationship between rules and laws in home, school, and community (e.g., hitting/assault, stealing/larceny)	Students compare the relationship between rules and laws in home, school, and community with substantial detail.	Students compare the relationship between rules and laws in home, school, and community with sufficient detail.	Students compare the relationship between rules and laws in home, school, and community with sketchy detail.	Students compare the relationship between rules and laws in home, school, and community with minimal detail.

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Grade 3				
CITIZENSHIP				
3.4.1 Identify the roles, rights, and responsibilities of a citizen in a community (e.g., obedience to laws, the right to vote, service to the common good)	Students identify an extensive variety of roles, rights, and responsibilities of a citizen in a community.	Students identify a representative variety of roles, rights, and responsibilities of a citizen in a community.	Students identify a limited variety of roles, rights, and responsibilities of a citizen in a community.	Students identify an insufficient variety or no roles, rights, and responsibilities of a citizen in a community.
GOVERNMENT SYSTEM				
3.4.2 Identify the three branches of local government (i.e., Executive, Legislative, Judicial)	Students identify the three branches of local government with no errors.	Students identify the three branches of local government with no significant errors.	Students identify the three branches of local government with limited significant errors.	Students identify the three branches of local government with many significant errors.
3.4.3 Explain the rule-making process and its purpose in the school	Students explain the rule-making process and its purpose in the school with few, if any, errors.	Students explain the rule-making process and its purpose in the school with no significant errors.	Students explain the rule-making process and its purpose in the school with limited significant errors.	Students explain the rule-making process and its purpose in the school with many significant errors.

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Grade 4				
CITIZENSHIP				
4.4.1 Identify the roles, rights, and responsibilities of a citizen in North Dakota (e.g., obedience to laws, the right to vote)	Students identify the roles, rights, and responsibilities of a citizen in North Dakota with few, if any, errors.	Students identify the roles, rights, and responsibilities of a citizen in North Dakota with no significant errors.	Students identify the roles, rights, and responsibilities of a citizen in North Dakota with limited significant errors.	Students identify the roles, rights, and responsibilities of a citizen in North Dakota with many significant errors.
GOVERNMENT SYSTEMS				
4.4.2 Identify the basic roles of the three branches of North Dakota government (i.e., Executive, Legislative, Judicial)	Students identify the basic roles of the three branches of North Dakota's government with no errors.	Students identify the basic roles of the three branches of North Dakota's government with no significant errors.	Students identify the basic roles of the three branches of North Dakota's government with limited significant errors.	Students identify the basic roles of the three branches of North Dakota's government with many significant errors.
4.4.3 Identify the characteristics of a sovereign nation in terms of tribal government in North Dakota	Students identify the characteristics of a sovereign nation in terms of tribal government in North Dakota with few, if any, errors.	Students identify the characteristics of a sovereign nation in terms of tribal government in North Dakota with no significant errors.	Students identify the characteristics of a sovereign nation in terms of tribal government in North Dakota with limited significant errors.	Students identify the characteristics of a sovereign nation in terms of tribal government in North Dakota with many significant errors.

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Grade 5				
CITIZENSHIP				
5.4.1 Identify the roles, rights, and responsibilities of U.S. citizens in a democratic society (e.g., the responsibility to pay taxes, the responsibility to sit on a jury)	Students identify an extensive variety of roles, rights, and responsibilities of U.S. citizens in a democratic society.	Students identify a representative variety of roles, rights, and responsibilities of U.S. citizens in a democratic society.	Students identify a limited variety of roles, rights, and responsibilities of U.S. citizens in a democratic society.	Students identify an insufficient variety or no roles, rights, and responsibilities of U.S. citizens in a democratic society.
GOVERNMENT SYSTEMS				
5.4.2 Identify the duties of the executive, judicial, and legislative branches of the Federal government (e.g., checks and balances)	Students identify an extensive variety of duties of the executive, judicial, and legislative branches of the Federal government.	Students identify a representative variety of duties of the executive, judicial, and legislative branches of the Federal government.	Students identify a limited variety of duties of the executive, judicial, and legislative branches of the Federal government.	Students identify an insufficient variety or no duties of the executive, judicial, and legislative branches of the Federal government.
5.4.3 Identify the purpose and importance behind documents leading up to the writing of the United States Constitution and the Bill of Rights (e.g., Magna Carta, English common law, English Bill of Rights, Declaration of Independence, Articles of Confederation)	Students identify the purpose and importance behind documents leading up to the writing of the United States Constitution and the Bill of Rights with substantial detail.	Students identify the purpose and importance behind documents leading up to the writing of the United States Constitution and the Bill of Rights with sufficient detail.	Students identify the purpose and importance behind documents leading up to the writing of the United States Constitution and the Bill of Rights with sketchy detail.	Students identify the purpose and importance behind documents leading up to the writing of the United States Constitution and the Bill of Rights with little or no detail.

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5.4.4	Explain why the United States government is necessary (e.g., government helps secure people's lives, liberty, and property through law and military protection; groups can accomplish things collectively that individuals cannot)	Students explain why the United States government is necessary with substantial detail.	Students explain why the United States government is necessary with sufficient detail.	Students explain why the United States government is necessary with superficial detail.	Students explain why the United States government is necessary with little or no detail.

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Grade 6				
GOVERNMENT SYSTEMS				
6.4.1 Explain why government became necessary in ancient civilizations (e.g., need for hierarchy of power to prevent chaos, power of groups)	Students provide insightful explanations as to why government became necessary in ancient civilizations.	Students provide relevant explanations as to why government became necessary in ancient civilizations.	Students provide superficial explanations as to why government became necessary in ancient civilizations.	Students provide irrelevant explanations as to why government became necessary in ancient civilizations.
6.4.2 Describe how different forms of government (i.e., monarchy, oligarchy, aristocracy, democracy) distributed power within ancient societies.	Students describe how different forms of government distributed power within ancient societies with substantial detail.	Students describe how different forms of government distributed power within ancient societies with sufficient detail.	Students describe how different forms of government distributed power within ancient societies with superficial detail.	Students describe how different forms of government distributed power within ancient societies with negligible detail.

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Grade 7				
CITIZENSHIP				
7.4.1 Compare the rights and responsibilities of citizens from a variety of countries (e.g. United States, Indonesia, Iran, Australia, India, China, Germany, Poland, Brazil, Ghana)	Students compare with substantial detail the rights and responsibilities of citizens from a variety of countries.	Students compare with sufficient detail the rights and responsibilities of citizens from a variety of countries.	Students compare with superficial detail the rights and responsibilities of citizens from a variety of countries.	Students compare with little or no detail the rights and responsibilities of citizens from a variety of countries.
GOVERNMENT SYSTEMS				
7.4.2 Explain how people create and change structures of power (e.g., force, elections, wars, reactions to economic conditions and natural disasters)	Students explain with substantial detail how people create and change structures of power.	Students explain with sufficient detail how people create and change structures of power.	Students explain with superficial detail how people create and change structures of power.	Students explain with little or no detail how people create and change structures of power.

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Grade 8				
CITIZENSHIP				
8.4.1 Explain the connections between the rights and responsibilities of citizenship (e.g., voting and staying informed on issues; being tried by a jury and serving on juries; having rights and respecting the rights of others)	Students provide an insightful explanation of the connections between the rights and responsibilities of citizenship. <i>Apply relevance</i>	Students provide a relevant explanation of the connections between the rights and responsibilities of citizenship.	Students provide a superficial explanation of the connections between the rights and responsibilities of citizenship.	Students provide an irrelevant explanation of the connections between the rights and responsibilities of citizenship.
GOVERNMENT SYSTEMS				
8.4.2 Explain factors (e.g., lack of economic power, lack of central government, no court systems) that contributed to the demise of the Articles of Confederation and explain how they led to the creation of the US Constitution.	Students provide an insightful explanation of factors that contributed to the demise of the Articles of Confederation and how they led to the creation of the US Constitution.	Students provide a relevant explanation of factors that contributed to the demise of the Articles of Confederation and how they led to the creation of the US Constitution.	Students provide a superficial explanation of factors that contributed to the demise of the Articles of Confederation and how they led to the creation of the US Constitution.	Students an irrelevant explanation of factors that contributed to the demise of the Articles of Confederation and how they led to the creation of the US Constitution.
8.4.3 Explain how the United States Constitution and Amendments influence society (e.g., voting rights, equal protection, due process)	Students provide an insightful explanation how the United States Constitution and Amendments influence society.	Students provide a relevant explanation how the United States Constitution and Amendments influence society.	Students provide a superficial explanation how the United States Constitution and Amendments influence society.	Students provide an irrelevant explanation how the United States Constitution and Amendments influence society.

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Grade 8				
8.4.4 Explain the political party process at the local, state, and national level (e.g., the structure and functions of political parties, electoral college, how campaigns are run and who participates in them, the role of the media in the election process, various kinds of elections)	Students explain with substantial detail the political party process at the local, state, and national level.	Students explain with sufficient detail the political party process at the local, state, and national level.	Students explain with superficial detail the political party process at the local, state, and national level.	Students explain with little or no detail the political party process at the local, state, and national level.
8.4.5 Describe the relationship (e.g., power, responsibility, influence) among the executive, judicial, and legislative branches of the government at the local, state (i.e., North Dakota), and national level	Students describe with substantial detail the relationship among the executive, judicial, and legislative branches of the government at the local, state, and national level.	Students describe with sufficient detail the relationship among the executive, judicial, and legislative branches of the government at the local, state, and national level.	Students describe with superficial detail the relationship among the executive, judicial, and legislative branches of the government at the local, state, and national level.	Students describe with little or no detail the relationship among the executive, judicial, and legislative branches of the government at the local, state, and national level.
8.4.6 Compare the functions and structure of local, state, tribal, and federal governments within North Dakota	Students compare the functions and structure of local, state, tribal, and federal governments within North Dakota with few, if any, errors.	Students compare the functions and structure of local, state, tribal, and federal governments within North Dakota with no significant errors.	Students compare the functions and structure of local, state, tribal, and federal governments within North Dakota with limited significant errors.	Students compare the functions and structure of local, state, tribal, and federal governments within North Dakota with many significant errors.

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Grades 9–12				
TRIBAL SOVEREIGNTY				
9–12.4.1 Explain how political and economic forces have affected the sovereignty of tribal nations (e.g., constitutional provisions; Supreme Court cases; laws used in forming the basis of the federal-tribal relationship; political and economic forces affecting sovereignty of tribal nations)	Students provide an insightful explanation of how political and economic forces have affected the sovereignty of tribal nations.	Students provide a relevant explanation of how political and economic forces have affected the sovereignty of tribal nations.	Students provide a superficial explanation of how political and economic forces have affected the sovereignty of tribal nations.	Students provide an irrelevant explanation of how political and economic forces have affected the sovereignty of tribal nations.
HISTORICAL AND PHILOSOPHICAL FOUNDATIONS				
9–12.4.2 Compare the nature and source of various types of political entities past and present throughout the world (e.g., ancient Greek and Roman political thought; classical republicans; philosophy of natural rights; limited and unlimited governments; constitutional governments; representative democracy; con-federal, federal, unitary systems of government, and international organizations)	Students compare the nature and source of various types of political entities past and present throughout the world with substantial detail.	Students compare the nature and source of various types of political entities past and present throughout the world with sufficient detail.	Students compare the nature and source of various types of political entities past and present throughout the world with sketchy detail.	Students compare the nature and source of various types of political entities past and present throughout the world with little or no detail.

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Grades 9–12				
<p>9–12.4.3 Analyze the content and context of documents, events, and organizations that influenced and established the United States (e.g., Magna Carta; English common law; Petition of Right; English Bill of Rights; 1st and 2nd Continental Congresses; Common Sense; Declaration of Independence; American Revolution Articles of Confederation; Constitutional Convention; Federalist Papers, Anti-Federalist Papers; U.S. Constitution, Bill of Rights)</p> <p>HISTORICAL AND CONTEMPORARY POLITICAL PROCESSES</p>	<p>Students provide an insightful analysis of the content and context of documents, events, and organizations that influenced and established the United States.</p>	<p>Students provide a relevant analysis of the content and context of documents, events, and organizations that influenced and established the United States.</p>	<p>Students provide a superficial analysis of the content and context of documents, events, and organizations that influenced and established the United States.</p>	<p>Students provide an irrelevant analysis of the content and context of documents, events, and organizations that influenced and established the United States.</p>
<p>9–12.4.4 Evaluate the effectiveness of structures, operations, and influences of political systems and constitutional governments (e.g., federalism; separation of powers; checks and balances; media and special interest groups)</p>	<p>Students provide an insightful evaluation of the effectiveness of structures, operations, and influences of political systems and constitutional governments.</p>	<p>Students provide a relevant evaluation of the effectiveness of structures, operations, and influences of political systems and constitutional governments.</p>	<p>Students provide a superficial evaluation of the effectiveness of structures, operations, and influences of political systems and constitutional governments.</p>	<p>Students provide an irrelevant evaluation of the effectiveness of structures, operations, and influences of political systems and constitutional governments.</p>
<p>9–12.4.5 Analyze historical and contemporary examples of civil liberties and civil rights in the U.S. (e.g., incorporation of the Bill of Rights, amendments, key legislation, and landmark Supreme Court cases)</p>	<p>Students provide an insightful analysis of historical and contemporary examples of civil liberties and civil rights in the United States.</p>	<p>Students provide a relevant analysis of historical and contemporary examples of civil liberties and civil rights in the United States.</p>	<p>Students provide a superficial analysis of historical and contemporary examples of civil liberties and civil rights in the United States.</p>	<p>Students provide an irrelevant analysis of historical and contemporary examples of civil liberties and civil rights in the United States.</p>

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Grades 9–12				
RIGHTS AND RESPONSIBILITIES OF CITIZENS				
9–12.4.6 Evaluate the rights and responsibilities of citizenship and civic participation (e.g., election system and process; naturalization; political activism)	Students provide an insightful evaluation of the rights and responsibilities of citizenship and civic participation with substantial detail.	Students provide a relevant evaluation of the rights and responsibilities of citizenship and civic participation.	Students provide a superficial evaluation of the rights and responsibilities of citizenship and civic participation.	Students provide an irrelevant evaluation of the rights and responsibilities of citizenship and civic participation.