

# North Dakota

## Content and Achievement Standards: Social Studies

### Standard 5

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## North Dakota Department of Public Instruction

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## Standard 5: Concepts of Geography

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

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Benchmark Expectations	ACHIEVEMENT DESCRIPTORS			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<b>Grade 1</b>				
<b>PHYSICAL GEOGRAPHY</b> 1.5.1 Identify Earth's geographical landforms (e.g., islands, mountains, plains, hills, bodies of water)	Students identify an extensive variety of Earth's geographical landforms.	Students identify a representative variety of Earth's geographical landforms.	Students identify a limited variety of Earth's geographical landforms.	Students identify an insufficient variety or none of Earth's geographical landforms.

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<b>Grade 2</b>				
<b>PHYSICAL GEOGRAPHY</b> 2.5.1 Identify North America, South America, the United States, Mexico, Canada, Atlantic Ocean and Pacific Ocean on a map or globe	Students identify North America, South America, the United States, Mexico, Canada, Atlantic Ocean and Pacific Ocean on a map or globe with no errors.	Students identify North America, South America, the United States, Mexico, Canada, Atlantic Ocean and Pacific Ocean on a map or globe with no significant errors.	Students identify North America, South America, the United States, Mexico, Canada, Atlantic Ocean and Pacific Ocean on a map or globe with limited significant errors.	Students identify North America, South America, the United States, Mexico, Canada, Atlantic Ocean and Pacific Ocean on a map or globe with many significant errors.

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<b>Grade 3</b>				
<b>PHYSICAL GEOGRAPHY</b>				
3.5.1 Identify the physical characteristics (e.g., landforms, bodies of water, vegetation, wildlife and climate) of the local community	Students identify the physical characteristics of the local community with few, if any, errors.	Students identify the physical characteristics of the local community with no significant errors.	Students identify the physical characteristics of the local community with limited significant errors.	Students identify the physical characteristics of the local community with many significant errors.
3.5.2 Identify the seven continents, four oceans, and major nations of the world (i.e., United States, Canada, Mexico; e.g., China, Brazil, Russia)	Students identify the seven continents, four oceans, and major nations of the world with no errors.	Students identify the seven continents, four oceans, and major nations of the world with no significant errors.	Students identify the seven continents, four oceans, and major nations of the world with limited significant errors.	Students identify the seven continents, four oceans, and major nations of the world with many significant errors.
<b>HUMAN GEOGRAPHY</b>				
3.5.3 Describe ways (e.g., the development of transportation, communication, industry, and land use) geography has affected the development of the local community over time	Students describe an extensive variety of ways geography has affected the development of the local community over time.	Students describe a representative variety of ways geography has affected the development of the local community over time.	Students describe a limited variety of ways geography has affected the development of the local community over time.	Students describe an insufficient variety or no ways geography has affected the development of the local community over time.

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<b>Grade 4</b>				
<b>PHYSICAL GEOGRAPHY</b>				
4.5.1 Identify the physical features and relative locations of the major land forms (i.e., Rocky Mountains, Appalachian Mountains, Great Lakes, Gulf of Mexico, Mississippi River, Grand Canyon) of the regions of the United States	Students identify the physical features and relative locations of the major land forms of the regions of the United States with few, if any, errors.	Students identify the physical features and relative locations of the major land forms of the regions of the United States with no significant errors.	Students identify the physical features and relative locations of the major land forms of the regions of the United States with limited significant errors.	Students identify the physical features and relative locations of the major land forms of the regions of the United States with many significant errors.
4.5.2 Identify the political regions of the United States (e.g., Midwest, Northeast) and their relative locations	Students identify the political regions of the United States and their relative locations with few, if any, errors.	Students identify the political regions of the United States and their relative locations with no significant errors.	Students identify the political regions of the United States and their relative locations with limited significant errors.	Students identify the political regions of the United States and their relative locations with many significant errors.
4.5.3 Identify the location and characteristics of significant features of North Dakota (e.g., landforms, river systems, climate, regions, major cities)	Students identify the location and characteristics of significant features of North Dakota with few, if any, errors.	Students identify the location and characteristics of significant features of North Dakota with no significant errors.	Students identify the location and characteristics of significant features of North Dakota with limited significant errors.	Students identify the location and characteristics of significant features of North Dakota with many significant errors.
<b>HUMAN GEOGRAPHY</b>				

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		ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<b>Grade 4</b>					
4.5.5	Identify different patterns of land use in North Dakota (e.g., land use in urban, suburban, and rural areas, mining, agriculture, manufacturing)	Students identify different patterns of land use in North Dakota with few, if any, errors.	Students identify different patterns of land use in North Dakota with no significant errors.	Students identify different patterns of land use in North Dakota with limited significant errors.	Students identify different patterns of land use in North Dakota with many significant errors.

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<b>Grade 5</b>				
<b>HUMAN GEOGRAPHY</b>				
5.5.1 Explain the impact of climate, geography, and available resources on the daily lives of Native Americans (e.g., dwellings, clothes, food and crops, technology, tools, cultural traditions)	Students explain the impact of climate, geography, and available resources on the daily lives of Native Americans in great detail.	Students explain the impact of climate, geography, and available resources on the daily lives of Native Americans with adequate detail.	Students explain the impact of climate, geography, and available resources on the daily lives of Native Americans with some detail.	Students explain the impact of climate, geography, and available resources on the daily lives of Native Americans with minimal detail.
5.5.2 Explain the impact of geography on western exploration and westward migration in the early nineteenth century (e.g., Northwest passage, colonization, Appalachian Mountains)	Students provide an insightful explanation of the impact of geography on western exploration and westward migration in the early nineteenth century.	Students provide a relevant explanation of the impact of geography on western exploration and westward migration in the early nineteenth century.	Students provide a superficial explanation of the impact of geography on western exploration and westward migration in the early nineteenth century.	Students provide an irrelevant explanation of the impact of geography on western exploration and westward migration in the early nineteenth century.
5.5.3 Explain how human activity (e.g., settlement patterns, migration) affects the physical environment (e.g., soil uses, economy, pollution, use of energy sources)	Students explain how human activity affects the physical environment with substantial detail.	Students explain how human activity affects the physical environment with sufficient detail.	Students explain how human activity affects the physical environment with superficial detail.	Students explain how human activity affects the physical environment with little or no detail.

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<b>Grade 6</b>				
<b>HUMAN GEOGRAPHY</b>				
6.5.1 Identify geographic similarities of early civilizations (e.g., the significance of river valleys from the beginning of civilization, mountains created isolated cultures)	Students identify geographic similarities of early civilizations with few, if any, errors.	Students identify geographic similarities of early civilizations with no significant errors.	Students identify geographic similarities of early civilizations with limited significant errors.	Students identify geographic similarities of early civilizations with many significant errors.
6.5.2 Explain the factors (e.g., trade routes, goods available, location) that influenced the growth of cities	Students explain with substantial detail the factors that influenced the growth of cities.	Students explain with sufficient detail the factors that influenced the growth of cities.	Students explain with superficial detail the factors that influenced the growth of cities.	Students explain with little or no detail the factors that influenced the growth of cities.

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<b>Grade 7</b>				
<b>PHYSICAL GEOGRAPHY</b>				
7.5.1 Identify current countries and principal physical features (e.g., ecosystems, mountain ranges, bodies of water) of the world	Students identify an extensive variety of countries and principal physical features of the world.	Students identify a representative variety of countries and principal physical features of the world.	Students identify a limited variety of countries and principal physical features of the world.	Students identify an insufficient variety of countries and principal physical features of the world.
7.5.2 Use geographic tools [e.g., Geographic Information Systems (GIS), maps, graphs, charts] to interpret the past (e.g., cooperation/conflict, migrations of people, goods, and ideas), understand the present (e.g., demographic changes, resource distribution, weather cycles), and plan for the future (e.g., geopolitical changes)	Students use geographic tools to interpret the past, understand the present, and plan for the future with few, if any, errors.	Students use geographic tools to interpret the past, understand the present, and plan for the future with no significant errors.	Students use geographic tools to interpret the past, understand the present, and plan for the future with limited significant errors.	Students use geographic tools to interpret the past, understand the present, and plan for the future with many significant errors.
7.5.3 Explain how physical processes (e.g., wind and water erosion, climatic changes, plate tectonics) create, maintain, and modify Earth's physical features and environments	Students provide an insightful explanation of how physical processes create, maintain, and modify Earth's physical features and environments.	Students provide a relevant explanation of how physical processes create, maintain, and modify Earth's physical features and environments.	Students provide a sketchy explanation of how physical processes create, maintain, and modify Earth's physical features and environments.	Students provide an irrelevant explanation of how physical processes create, maintain, and modify Earth's physical features and environments.
<b>HUMAN GEOGRAPHY</b>				
7.5.4 Explain how and why maps and regions change (e.g., physical, political, and perceptual changes)	Students provide an insightful explanation as to how and why maps and regions change.	Students provide a relevant explanation as to how and why maps and regions change.	Students provide a sketchy explanation as to how and why maps and regions change.	Students provide an irrelevant explanation as to how and why maps and regions change.

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<b>Grade 7</b>					
7.5.5	Explain how human modifications affect the physical environment (e.g., damming of rivers, pollution, urbanization)	Students provide an insightful explanation how human modifications affect the physical environment.	Students provide a relevant explanation how human modifications affect the physical environment.	Students provide a superficial explanation how human modifications affect the physical environment.	Students provide an irrelevant explanation how human modifications affect the physical environment.
7.5.6	Explain how physical systems affect human systems (e.g., Where do people live and why?)	Students explain with substantial detail how physical systems affect human systems.	Students explain with sufficient detail how physical systems affect human systems.	Students explain with superficial detail how physical systems affect human systems.	Students explain with little or no detail how physical systems affect human systems.
7.5.7	Explain changes (e.g., the value placed on land, water, wind energy, and fossil fuels) that occur in the meaning, use, distribution, and importance of resources	Students provide an insightful explanation of changes that occur in the meaning, use, distribution, and importance of resources.	Students provide a relevant explanation of changes that occur in the meaning, use, distribution, and importance of resources.	Students provide a superficial explanation of changes that occur in the meaning, use, distribution, and importance of resources.	Students provide an irrelevant explanation of changes that occur in the meaning, use, distribution, and importance of resources.

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<b>Grade 8</b>				
<b>PHYSICAL GEOGRAPHY</b>				
8.5.1 Describe the location and characteristics of the three regions of North Dakota including the Red River Valley, the Drift Prairie, and the Missouri Plateau	Students describe with substantial detail the location and characteristics of the three regions of North Dakota including the Red River Valley, the Drift Prairie, and the Missouri Plateau.	Students describe with sufficient detail the location and characteristics of the three regions of North Dakota including the Red River Valley, the Drift Prairie, and the Missouri Plateau.	Students describe with superficial detail the location and characteristics of the three regions of North Dakota including the Red River Valley, the Drift Prairie, and the Missouri Plateau.	Students describe with minimal detail the location and characteristics of the three regions of North Dakota including the Red River Valley, the Drift Prairie, and the Missouri Plateau.
<b>HUMAN GEOGRAPHY</b>				
8.5.2 Describe the characteristics, distribution, and effects of human migration within the United States during different time periods (e.g., Westward Expansion, post Civil War, Industrialization, urbanization)	Students describe with substantial detail the characteristics, distribution, and effects of human migration within the United States during different time periods.	Students describe with sufficient detail the characteristics, distribution, and effects of human migration within the United States during different time periods.	Students describe with superficial detail the characteristics, distribution, and effects of human migration within the United States during different time periods.	Students describe with little or no detail the characteristics, distribution, and effects of human migration within the United States during different time periods.
8.5.3 Compare human characteristics (e.g., population distribution, land use) of places and regions (i.e. North Dakota)	Students make insightful comparisons about human characteristics of places and regions.	Students make relevant comparisons about human characteristics of places and regions.	Students make superficial comparisons about human characteristics of places and regions.	Students make irrelevant comparisons about human characteristics of places and regions.

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<b>Grades 9–12</b>				
<b>HUMAN GEOGRAPHY</b>				
9–12.5.1 Analyze the Earth's human systems (e.g., population, culture, settlement, economic interdependence)	Students provide an insightful analysis of the Earth's human systems.	Students provide a relevant analysis of the Earth's human systems.	Students provide a superficial analysis of the Earth's human systems.	Students provide an irrelevant analysis of the Earth's human systems.
9–12.5.2 Interpret the relationships between physical environments and society (e.g., humans modify environment, environment modifies society, and use, distribution, and importance of resources)	Students provide an insightful interpretation of the relationships between physical environments and society.	Students provide a relevant interpretation of the relationships between physical environments and society.	Students provide a superficial interpretation of the relationships between physical environments and society.	Students provide an irrelevant interpretation of the relationships between physical environments and society.