

North Dakota

Content and Achievement Standards: Social Studies

Standard 6

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North Dakota Department of Public Instruction

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Standard 6: Human Development and Behavior

Standard 6: Students understand the importance of culture, individual identity, and group identity.				
Benchmark Expectations	ACHIEVEMENT DESCRIPTORS			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Kindergarten				
IDENTITY				
K.6.1 State personal information (e.g., full name, age, telephone number)	Students state personal information with no errors.	Students state personal information with no significant errors.	Students state personal information with limited significant errors.	Students state personal information with many significant errors.
K.6.2 Identify characteristics that contribute to personal identity (e.g., physical characteristics, interests)	Students identify an extensive variety of characteristics that contribute to personal identity.	Students identify a representative variety of characteristics that contribute to personal identity.	Students identify a limited variety of characteristics that contribute to personal identity.	Students identify an insufficient variety or no characteristics that contribute to personal identity.
K.6.3 Identify ways people are alike and different	Students identify an extensive variety of ways people are alike and different.	Students identify a representative variety of ways people are alike and different.	Students identify a limited variety of ways people are alike and different.	Students identify an insufficient variety or no ways people are alike and different.

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Grade 1				
CULTURE				
1.6.1 Identify the similarities and differences (e.g., family members, clothes, food, style of homes, jobs, celebrations) among families around the world	Students identify an extensive variety of similarities and differences among families around the world.	Students identify a representative variety of similarities and differences among families around the world.	Students identify a limited variety of similarities and differences among families around the world.	Students identify an insufficient variety or no similarities and differences among families around the world.

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Grade 2				
IDENTITY				
2.6.1 State the city, state, and country in which they live	Students state the city, state, and country in which they live with no errors.	Students state the city, state, and country in which they live with no significant errors.	Students state the city, state, and country in which they live with limited significant errors.	Students state the city, state, and country in which they live with many significant errors.
CULTURE				
2.6.2 Identify the basic elements (e.g., language, food, dress) that make up a culture	Students identify the basic elements that make up a culture with few, if any, errors.	Students identify the basic elements that make up a culture with no significant errors.	Students identify the basic elements that make up a culture with limited significant errors.	Students identify the basic elements that make up a culture with many significant errors.
2.6.3 Identify ways (e.g., stories, journals, scrapbooks, folklore, myths, pictures) traditions are passed between generations	Students identify an extensive variety of ways traditions are passed between generations.	Students identify a representative variety of ways traditions are passed between generations.	Students identify a limited variety of ways traditions are passed between generations.	Students identify an insufficient variety or no ways traditions are passed between generations.

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Grade 3				
IDENTITY				
3.6.1 Identify the varying roles (e.g., parent, teacher, brother/sister, student, girl/boy scout, community volunteer) that individuals play in various groups (i.e., family, school, and communities)	Students identify an extensive variety of roles that individuals play in various groups.	Students identify a representative variety of roles that individuals play in various groups.	Students identify a limited variety of roles that individuals play in various groups.	Students identify an insufficient variety or no roles that individuals play in various groups.
CULTURE				
3.6.2 Identify examples of how different groups, societies, and cultures are similar and different (e.g., in beliefs, traditions, family relationships, celebrations, institutions, folklore)	Students identify an extensive variety of examples of similarities and differences among groups, societies, and cultures.	Students identify a representative variety of examples of similarities and differences among groups, societies, and cultures.	Students identify a limited variety of examples of similarities and differences among groups, societies, and cultures.	Students identify an insufficient variety or no examples of similarities and differences among groups, societies, and cultures.

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Grade 4				
CULTURE				
4.6.1 Explain how background and history influence people's actions (e.g., farming methods, hunting methods, economic decisions)	Students explain with substantial detail how background and history influence people's actions.	Students explain with sufficient detail how background and history influence people's actions.	Students explain with superficial detail how background and history influence people's actions.	Students explain with little or no detail how background and history influence people's actions.
4.6.2 Explain the contributions of various ethnic groups (e.g., Native Americans, immigrants) to the history of North Dakota (e.g., food, traditions, languages, celebrations)	Students explain the contributions of various ethnic groups to the history of North Dakota with substantial detail.	Students explain the contributions of various ethnic groups to the history of North Dakota with sufficient detail.	Students explain the contributions of various ethnic groups to the history of North Dakota with sketchy detail.	Students explain the contributions of various ethnic groups to the history of North Dakota with little or no detail.

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Grade 5				
CULTURE				
5.6.1 Identify examples of conflict (e.g., slavery, war, gender roles) and cooperation (e.g., settlements) that occurred among cultures (e.g., gender, ethnic groups, religious groups, immigrant groups, socio-economic status)	Students identify examples of conflict and cooperation that occurred among cultures in great detail.	Students identify examples of conflict and cooperation that occurred among cultures with adequate detail.	Students identify examples of conflict and cooperation that occurred among cultures with some detail.	Students identify examples of conflict and cooperation that occurred among cultures with minimal detail.
5.6.2 Explain the cultural differences (e.g., traditions, celebrations, food) in the regions of the United States today	Students explain the cultural differences in the regions of the United States with substantial detail.	Students explain the cultural differences in the regions of the United States with sufficient detail.	Students explain the cultural differences in the regions of the United States with some detail.	Students explain the cultural differences in the regions of the United States with minimal detail.

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Grade 6				
CULTURE				
6.6.1 Compare how culture influences relationships, religion, and social institutions in various societies (e.g., different family structures, world religions, rituals, government structures, social policies)	Students compare how culture influences relationships, religion, and social institutions in various societies with substantial detail.	Students compare how culture influences relationships, religion, and social institutions in various societies with sufficient detail.	Students compare how culture influences relationships, religion, and social institutions in various societies with superficial detail.	Students compare how culture influences relationships, religion, and social institutions in various societies with little or no detail.
6.6.2 Explain how differences among cultures (e.g., differences in beliefs and governments) often result in conflict	Students provide an insightful explanation as to why cultural differences often result in conflict.	Students provide an irrelevant explanation as to why cultural differences often result in conflict.	Students provide a superficial explanation as to why cultural differences often result in conflict.	Students provide an irrelevant explanation as to why cultural differences often result in conflict.

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Grade 7				
CULTURE				
7.6.1 Identify principles governing individual and group behavior (e.g., cooperation, collaboration, power, conflict) within social dynamics (e.g., familial, political, religious)	Students identify an extensive variety of principles governing individual and group behavior within social dynamics.	Students identify a representative variety of principles governing individual and group behavior within social dynamics.	Students identify a limited variety of principles governing individual and group behavior within social dynamics.	Students identify an insufficient variety or no principles governing individual and group behavior within social dynamics.
7.6.2 Explain how individuals and institutions influence one another (e.g., social processes, peaceful and violent demonstrations, picketing, protests, petitions, group affiliation, citizenship, voting)	Students provide an insightful explanation of how individuals and institutions influence one another.	Students provide a relevant explanation of how individuals and institutions influence one another.	Students provide an obvious explanation of how individuals and institutions influence one another.	Students provide an irrelevant explanation of how individuals and institutions influence one another.
7.6.3 Compare how cultures throughout the world meet human needs and concerns (e.g., religion, sense of belonging, celebrations)	Students make an insightful comparison of how cultures throughout the world meet human needs and concerns.	Students make a relevant comparison of how cultures throughout the world meet human needs and concerns.	Students make a superficial comparison of how cultures throughout the world meet human needs and concerns.	Students make an irrelevant comparison of how cultures throughout the world meet human needs and concerns.
7.6.4 Explain how “push” (e.g., war, famine) and “pull” (e.g., economics, safety, family) factors rearrange and create new human landscapes (e.g., modify existing cultures)	Students provide an insightful explanation of how “push” and “pull” factors rearrange and create new human landscapes.	Students provide a relevant explanation of how “push” and “pull” factors rearrange and create new human landscapes.	Students provide an obvious explanation of how “push” and “pull” factors rearrange and create new human landscapes.	Students provide an irrelevant explanation of how “push” and “pull” factors rearrange and create new human landscapes.
7.6.5 Explain how rivalry and tension between cultures contribute to world conflict	Students provide an insightful explanation of how rivalry and tension between cultures contribute to world conflict.	Students provide a relevant explanation of how rivalry and tension between cultures contribute to world conflict.	Students provide a superficial explanation of how rivalry and tension between cultures contribute to world conflict.	Students provide an irrelevant explanation of how rivalry and tension between cultures contribute to world conflict.

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Grade 8				
CULTURE				
8.6.1 Explain ways technology contributes to the spread of ideas, values, and behavioral patterns between societies and regions (e.g., how transportation and communication technologies contribute to the diffusion of culture)	Students provide an insightful explanation of ways technology contributes to the spread of ideas, values, and behavioral patterns between societies and regions.	Students provide a relevant explanation of ways technology contributes to the spread of ideas, values, and behavioral patterns between societies and regions.	Students provide a superficial explanation of ways technology contributes to the spread of ideas, values, and behavioral patterns between societies and regions.	Students provide an irrelevant explanation of ways technology contributes to the spread of ideas, values, and behavioral patterns between societies and regions.
8.6.2 Explain how culture influences gender roles, ethics, and beliefs	Students provide an insightful explanation of how culture influences gender roles, ethics, and beliefs.	Students provide a relevant explanation of how culture influences gender roles, ethics, and beliefs.	Students provide a superficial explanation of how culture influences gender roles, ethics, and beliefs.	Students provide an irrelevant explanation of how culture influences gender roles, ethics, and beliefs.

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Grades 9–12				
GROUP INTERACTION				
9–12.6.1 Explain how group and cultural influences contribute to human development, identity, and behavior (e.g., religion, education, media, government, and economy)	Students provide an insightful explanation of group and cultural influences as they contribute to human development, identity, and behavior.	Students provide a relevant explanation of group and cultural influences as they contribute to human development, identity, and behavior.	Students provide a superficial explanation of group and cultural influences as they contribute to human development, identity, and behavior.	Students provide an irrelevant explanation of group and cultural influences as they contribute to human development, identity, and behavior.
9–12.6.2 Explain the various purposes of social groups, general implications of group membership, and different ways that groups function (e.g., minority groups, cliques, counterculture, family relations and political groups)	Students explain the various meanings of social groups, general implications of group membership, and different ways that groups function with substantial detail.	Students explain the various meanings of social groups, general implications of group membership, and different ways that groups function with sufficient detail.	Students explain the various meanings of social groups, general implications of group membership, and different ways that groups function with sketchy detail.	Students explain the various meanings of social groups, general implications of group membership, and different ways that groups function with minimal detail.
9–12.6.3 Relate elements of socio-cultural development with other factors (e.g., individual differences, personality and assessment, psychological disorders and treatments)	Students relate elements of socio-cultural development with other factors with substantial detail.	Students relate elements of socio-cultural development with other factors with sufficient detail.	Students relate elements of socio-cultural development with other factors with sketchy detail.	Students relate elements of socio-cultural development with other factors with little or no detail.
9–12.6.4 Analyze conflict, cooperation, and interdependence among individuals, groups, and institutions (e.g., gender roles, social stratification, racial/ethnic bias)	Students provide an insightful analysis of conflict, cooperation, and interdependence among individuals, groups, and institutions.	Students provide a relevant analysis of conflict, cooperation, and interdependence among individuals, groups, and institutions.	Students provide a cursory analysis of conflict, cooperation, and interdependence among individuals, groups, and institutions.	Students provide an irrelevant analysis of conflict, cooperation, and interdependence among individuals, groups, and institutions.

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Grades 9–12				
INDIVIDUAL DEVELOPMENT AND BEHAVIOR 9–12.6.5 Describe how genetic, cognitive and physical development affect human behavior (e.g., inherited traits, development of self, deviant behavior and personality disorders)	Students describe how genetic, cognitive and physical development affects human behavior with substantial detail.	Students describe how genetic, cognitive and physical development affects human behavior with sufficient detail.	Students describe how genetic, cognitive and physical development affects human behavior with sketchy detail.	Students describe how genetic, cognitive and physical development affects human behavior with minimal detail.