

**North Dakota**  
**Content and Achievement Standards:**  
**Social Studies**

Grade 1

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**North Dakota Department of Public Instruction**

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## Standard 1: Skills and Resources

Standard 1: Students apply Social Studies skills and resources.				
Benchmark Expectations	ACHIEVEMENT DESCRIPTORS			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<b>Grade 1</b>				
<b>MAP SKILLS</b>				
1.1.1 Identify basic components of maps and globes (i.e., cardinal directions, map key, symbols)	Students identify basic components of maps and globes with few, if any errors.	Students identify basic components of maps and globes with no significant errors.	Students identify basic components of maps and globes with limited significant errors.	Students identify basic components of maps and globes with many significant errors.
<b>RESOURCES</b>				
1.1.2 Identify current event sources (e.g., news publications, Internet, radio, TV)	Students identify current event sources with few, if any, errors.	Students identify current event sources with no significant errors.	Students identify current event sources with limited significant errors.	Students identify current event sources with many significant errors.

## Standard 2: Important Historical Events

Standard 2: Students understand important historical events.				
Benchmark Expectations	ACHIEVEMENT DESCRIPTORS			
	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.

### 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
<b>Grade 1</b>				
<b>PERSONAL FINANCES</b>				
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.

## Standard 4: Government and Citizenship

Standard 4: Students understand the development, functions, and form of various political systems and the role of the citizen in government and society.				
Benchmark Expectations	ACHIEVEMENT DESCRIPTORS			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<b>Grade 1</b>				
<b>CITIZENSHIP</b>				
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.

## Standard 5: Concepts of Geography

Standard 5: Students understand and apply concepts of geography.				
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.

## 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
<b>Grade 1</b>				
<b>CULTURE</b>				
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.