

North Dakota

Content and Achievement Standards: Social Studies

Grade 5

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North Dakota Department of Public Instruction

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Standard 1: Skills and Resources

Standard 1: Students use Social Studies skills and resources.				
Benchmark Expectations	ACHIEVEMENT DESCRIPTORS			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Grade 5				
MAP SKILLS				
5.1.1 Interpret and compare maps of the United States (i.e., political, physical, thematic)	Students interpret and compare maps of the United States with few, if any, errors.	Students interpret and compare maps of the United States with no significant errors.	Students interpret and compare maps of the United States with limited significant errors.	Students interpret and compare maps of the United States with many significant errors.
RESOURCES				
5.1.2 Identify differences between primary and secondary resources (e.g., maps, charts, line and bar graphs, Internet, atlases, journals, letters, photographs, interviews, periodicals)	Students identify differences between primary and secondary resources with few, if any, errors.	Students identify differences between primary and secondary resources with no significant errors.	Students identify differences between primary and secondary resources with limited significant errors.	Students identify differences between primary and secondary resources with many significant errors.
5.1.3 Evaluate current events using print and electronic media (e.g., newspaper, children's news magazines, television, Internet)	Students provide an insightful evaluation of current events using print and electronic media.	Students provide a relevant evaluation of current events using print and electronic media.	Students provide a superficial evaluation of current events using print and electronic media.	Students provide an irrelevant evaluation of current events using print and electronic media.
TIME LINES				
5.1.4 Construct and interpret time lines of key events in United States history	Students construct and interpret time lines of key events in United States history with few, if any, errors.	Students construct and interpret time lines of key events in United States history with no significant errors.	Students construct and interpret time lines of key events in United States history with limited significant errors.	Students construct and interpret time lines of key events in United States history with many significant errors.
SPATIAL TERMS				
5.1.5 Use spatial terms to describe the world (i.e., Tropic of Cancer, Tropic of Capricorn, International Dateline, Arctic Circle, Antarctic Circle)	Students use spatial terms to describe the world with few, if any, errors.	Students use spatial terms to describe the world with no significant errors.	Students use spatial terms to describe the world with limited significant errors.	Students use spatial terms to describe the world 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
Grade 5				
SYMBOLS				
5.2.1 Explain the significance of America's symbols (e.g., Pledge of Allegiance, Statue of Liberty, Liberty Bell, American flag, Star Spangled Banner)	Students provide an insightful explanation of the significance of America's symbols.	Students provide a relevant explanation of the significance of America's symbols.	Students provide a superficial explanation of the significance of America's symbols.	Students provide an irrelevant explanation of the significance of America's symbols.
CONCEPTS OF TIME				
5.2.2 Use chronological order and sequence to describe cause-and-effect relationships of U.S. historical events (e.g., how Columbian Exchange impacted local people)	Students use chronological order and sequence to describe cause-and-effect relationships of U.S. historical with substantial detail.	Students use chronological order and sequence to describe cause-and-effect relationships of U.S. historical events with sufficient detail.	Students use chronological order and sequence to describe cause-and-effect relationships of U.S. historical events with superficial detail.	Students use chronological order and sequence to describe cause-and-effect relationships of U.S. historical events with little or no detail.
5.2.2 Describe similarities and differences between past events and current events in U.S. history (e.g., in the lives of people from different cultures past and present)	Students describe similarities and differences between past events and current events in U.S. history with substantial detail.	Students describe similarities and differences between past events and current events in U.S. history with sufficient detail.	Students describe similarities and differences between past events and current events in U.S. history with superficial detail.	Students describe similarities and differences between past events and current events in U.S. history with little or no detail.
PEOPLE AND EVENTS				
5.2.4 Explain the significance of scientists, inventors, and historical figures (e.g., Christopher Columbus, Juan Ponce De Leon, Benjamin Franklin, George Washington, Paul Revere, Benjamin Rush, David Rittenhouse, Thomas Paine)	Students provide an insightful explanation of the significance of scientists, inventors, and historical figures.	Students provide a relevant explanation of the significance of scientists, inventors, and historical figures.	Students provide a superficial explanation of the significance of scientists, inventors, and historical figures.	Students provide an irrelevant explanation of the significance of scientists, inventors, and historical figures.

Standard 2: Students understand important historical events.

Benchmark Expectations	ACHIEVEMENT DESCRIPTORS			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Grade 5				
EXPLORATION AND MIGRATION				
5.2.5 Describe the migration patterns of people from Asia to the Americas during the Ice Age (e.g., regional patterns, migration and settlement of the first Americans in the Western Hemisphere)	Students describe the migration patterns of people from Asia to the Americas during the Ice Age with few, if any, errors.	Students describe the migration patterns of people from Asia to the Americas during the Ice Age with no significant errors.	Students describe the migration patterns of people from Asia to the Americas during the Ice Age with limited significant errors.	Students describe the migration patterns of people from Asia to the Americas during the Ice Age with many significant errors.
5.2.6 Explain how regional Native American groups influenced U.S. history (e.g., historical events, development of the U. S.)	Students provide an insightful explanation how regional Native American groups influenced U. S. history.	Students provide a relevant explanation how regional Native American groups influenced U. S. history.	Students provide a superficial explanation how regional Native American groups influenced U. S. history.	Students provide an irrelevant explanation how regional Native American groups influenced U. S. history.
5.2.7 Explain reasons for early exploration (e.g., search for Northwest passage, “gold, glory, and God,” riches, trade)	Students provide an insightful explanation of the reasons for early exploration.	Students provide a relevant explanation of the reasons for early exploration.	Students provide a superficial explanation of the reasons for early exploration.	Students provide an irrelevant explanation of the reasons for early exploration.
COLONIZATION				
5.2.8 Explain reasons for early colonization (e.g., religious freedom, economic opportunity)	Students explain reasons for early colonization with substantial detail.	Students explain reasons for early colonization with sufficient detail.	Students explain reasons for early colonization with superficial detail.	Students explain reasons for early colonization with little or no detail.
5.2.9 Explain how conflicts and cooperation between the Native Americans and Europeans (e.g., French and Indian Wars, trade) influenced colonial events	Students provide an insightful explanation how conflicts and cooperation between the Native Americans and Europeans influenced colonial events.	Students provide a relevant explanation how conflicts and cooperation between the Native Americans and Europeans influenced colonial events.	Students provide a superficial explanation how conflicts and cooperation between the Native Americans and Europeans influenced colonial events.	Students provide an irrelevant explanation how conflicts and cooperation between the Native Americans and Europeans influenced colonial events.
5.2.10 Describe the daily lives of people from different social groups (e.g., large landowners, farmers, artisans, women, slaves) in colonial America	Students describe the daily lives of people from different social groups in colonial America with substantial detail.	Students describe the daily lives of people from different social groups in colonial America with sufficient detail.	Students describe the daily lives of people from different social groups in colonial America with sketchy detail.	Students describe the daily lives of people from different social groups in colonial America with little or no detail.

Standard 2: Students understand important historical events.

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	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Grade 5				
5.2.10 Identify the reasons (e.g., Boston Tea Party, the Stamp Act, English Laws) for conflict between England and the American colonies and the key people (e.g., George Washington, King George III, John Adams, Paul Revere) involved	Students identify an extensive variety of reasons for conflict between England and the American colonies and the key people involved.	Students identify a representative variety of reasons for conflict between England and the American colonies and the key people involved.	Students identify a limited variety of reasons for conflict between England and the American colonies and the key people involved.	Students identify an insufficient variety or no reasons for conflict between England and the American colonies and the key people involved.
5.2.11 Analyze the events and consequences of the Revolutionary War (e.g., Lexington, Concord, Bunker Hill, Benedict Arnold, Valley Forge)	Students provide an insightful analysis of the events and consequences of the Revolutionary War.	Students provide an insightful analysis of the events and consequences of the Revolutionary War with relevant interpretation.	Students provide a superficial analysis of the events and consequences of the Revolutionary War.	Students provide an irrelevant analysis of the events and consequences of the Revolutionary War.

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
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.

Standard 4: Government and Citizenship

Standard 4: Students understand the development, functions, and forms of various political systems and the role of the citizen in government and society.				
Benchmark Expectations	ACHIEVEMENT DESCRIPTORS			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
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.
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.

Standard 5: Concepts of Geography

Standard 5: Students understand and apply concepts of geography.				
Benchmark Expectations	ACHIEVEMENT DESCRIPTORS			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Grade 5				
HUMAN GEOGRAPHY				
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.

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
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.