

# North Dakota

## Content and Achievement Standards: Social Studies

Grade 6

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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 6</b>				
<b>RESOURCES</b>				
6.1.1 Use a variety of primary and secondary resources (e.g., magazines, journals, artifacts, interviews) to gather and interpret information	Students use a variety of insightful primary and secondary resources to gather and interpret information.	Students use a variety of relevant primary and secondary resources to gather and interpret information.	Students use a variety of superficial primary and secondary resources to gather and interpret information.	Students use a variety of irrelevant primary and secondary resources to gather and interpret information.
<b>TIME LINES</b>				
6.1.2 Construct, compare, and interpret complex time lines (e.g., multiple time lines)	Students construct, compare, and interpret complex time lines with ease.	Students construct, compare, and interpret complex time lines with minimal difficulty.	Students construct, compare, and interpret complex time lines with difficulty.	Students construct, compare, and interpret complex time lines with great difficulty.
<b>GEOGRAPHIC TOOLS</b>				
6.1.3 Use geographic tools (e.g., maps, globes, graphs, diagrams, almanacs, GIS) and concepts to locate and describe physical features of places	Students use geographic tools and concepts to locate and describe physical features of places with few, if any, errors.	Students use geographic tools and concepts to locate and describe physical features of places with no significant errors.	Students use geographic tools and concepts to locate and describe physical features of places with limited significant errors.	Students use geographic tools and concepts to locate and describe physical features of places 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 6</b>				
<b>WORLD HISTORY : PREHISTORY TO RENAISSANCE</b>				
6.2.1 Investigate and explain scientific evidence and discoveries related to early hominid development (e.g., evidence about daily life, major anthropological discoveries and their locations, key people associated with major anthropological discoveries)	Students investigate and explain scientific evidence and discoveries related to early hominid development with substantial detail.	Students investigate and explain scientific evidence and discoveries related to early hominid development with sufficient detail.	Students investigate and explain scientific evidence and discoveries related to early hominid development with superficial detail.	Students investigate and explain scientific evidence and discoveries related to early hominid development with little or no detail.
6.2.2 Identify the features and accomplishments (e.g., development of tools, use of fire, adaptation to the natural environment, location in continental regions) of hunter-gatherer communities	Students identify features and accomplishments of hunter-gatherer communities with substantial detail.	Students identify features and accomplishments of hunter-gatherer communities with sufficient detail.	Students identify features and accomplishments of hunter-gatherer communities with superficial detail.	Students identify features and accomplishments of hunter-gatherer communities with little or no detail.
6.2.3 Trace the emergence of agriculture and its effect (e.g., climate changes, the impact of irrigation techniques, the domestication of plants and animals) on early human communities	Students trace the emergence of agriculture and its effect on early human with substantial detail.	Students trace the emergence of agriculture and its effect on early human communities with sufficient detail.	Students trace the emergence of agriculture and its effect on early human with superficial detail.	Students trace the emergence of agriculture and its effect on early human communities with little or no detail.
6.2.4 Identify the features of Mesopotamian civilization and its contributions to the modern world (e.g., early villages, specialization of labor, irrigation)	Students identify features of Mesopotamian civilization and its contributions to the modern world with substantial detail.	Students identify features of Mesopotamian civilization and its contributions to the modern world with sufficient detail.	Students identify features of Mesopotamian civilization and its contributions to the modern world with superficial detail.	Students identify features of Mesopotamian civilization and its contributions to the modern world with little or no detail.
6.2.5 Identify the features (e.g., religion, hierarchy of society) of Egyptian civilization and its contributions (e.g., trade networks) to the modern world	Students identify features of Egyptian civilization and its contributions to the modern world with sufficient detail.	Students identify features of Egyptian civilization and its contributions to the modern world with sufficient detail.	Students identify features of Egyptian civilization and its contributions to the modern world with superficial detail.	Students identify features of Egyptian civilization and its contributions to the modern world with little or no.
6.2.6 Identify the features (e.g., the caste system, the role of Buddhism, the Mauryan Empire) of Indian civilization and its contributions (e.g., literature, art, mathematics) to the modern world	Students identify features of Indian civilization and its contributions to the modern world with substantial detail.	Students identify features of Indian civilization and its contributions to the modern world with sufficient detail.	Students identify features of Indian civilization and its contributions to the modern world with superficial detail.	Students identify features of Indian civilization and its contributions to the modern world with little or no.

**Standard 2: Students understand important historical events.**

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<b>Grade 6</b>				
6.2.7 Identify the features (e.g., daily life during the early imperial dynasties of the Zhou, Qin and Han, the significance and impact of the Silk Roads, the role of Confucianism and Taoism) of classical Chinese civilization and its contributions to the modern world	Students identify features of classical Chinese civilization and its contributions to the modern world with substantial detail.	Students identify features of classical Chinese civilization and its contributions to the modern world with sufficient detail.	Students identify features of classical Chinese civilization and its contributions to the modern world with superficial detail.	Students identify features of classical Chinese civilization and its contributions to the modern world with little or no detail.
6.2.8 Identify the features (e.g., class structures, religious customs and beliefs, government) of Central American (e.g., Aztec, Mayan, Incan) civilizations and their contributions (e.g., achievements in mathematics, astronomy, and architecture) to the modern world	Students identify features of Central American civilizations and their contributions to the modern world with substantial detail.	Students identify features of Central American civilizations and their contributions to the modern world with sufficient detail.	Students identify features of Central American civilizations and their contributions to the modern world with superficial detail.	Students identify features of Central American civilizations and their contributions to the modern world with little or no detail.
6.2.9 Identify the features (e.g., early democratic government, Olympics) and accomplishments of classical Greek civilization (e.g., contributions to art, literature, science, and philosophy; the development of the concepts of citizenship)	Students identify features and accomplishments of classical Greek civilization with substantial detail.	Students identify features and accomplishments of classical Greek civilization with sufficient detail.	Students identify features and accomplishments of classical Greek civilization with superficial detail.	Students identify features and accomplishments of classical Greek civilization with little or no detail.
6.2.10 Compare the emergence, central leaders, beliefs, and traditions of major religions and philosophies (e.g., Judaism, Christianity, Islam, Buddhism, Hinduism, Confucianism and Taoism)	Students provide an insightful comparison of the emergence, central leaders, beliefs, and traditions of major religions and philosophies.	Students provide a relevant comparison of the emergence, central leaders, beliefs, and traditions of major religions and philosophies.	Students provide a superficial comparison of the emergence, central leaders, beliefs, and traditions of major religions and philosophies.	Students provide an irrelevant comparison of the emergence, central leaders, beliefs, and traditions of major religions and philosophies.
6.2.11 Identify the accomplishments (e.g., political and economic reasons for growth; contributions to art, literature, and architecture; citizenship, laws, and government; aqueducts) of Roman civilization, and the factors that led to its decline (e.g., Vandals and religious controversy, economic and military policies, lead)	Students identify the accomplishments of Roman civilization and the factors that led to its decline with substantial detail.	Students identify the accomplishments of Roman civilization and the factors that led to its decline with sufficient detail.	Students identify the accomplishments of Roman civilization and the factors that led to its decline with superficial detail.	Students identify the accomplishments of Roman civilization and the factors that led to its decline with little or no detail.

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<b>Grade 6</b>				
6.2.12 Describe the social, political, and economic characteristics of life in the Middle Ages (e.g., daily lives of peasants and serfs; the impact of the plague on Central Asia, China, the Middle East, and Europe; feudalism and manorialism; the economy under the feudal/manorial system)	Students describe the social, political, and economic characteristics of life in the Middle Ages with substantial detail.	Students the social, political, and economic characteristics of life in the Middle Ages with sufficient detail.	Students describe the social, political, and economic characteristics of life in the Middle Ages with superficial detail.	Students describe the social, political, and economic characteristics of life in the Middle Ages with little or no detail.
6.2.13 Describe the influences of the Roman Catholic Church and its effect on the structure of society (e.g., role in spreading Christianity, how monasteries preserved ancient language and learning)	Students describe the influences of the Roman Catholic Church and its effect on the structure of society with substantial detail.	Students describe the influences of the Roman Catholic Church and its effect on the structure of society with sufficient detail.	Students describe the influences of the Roman Catholic Church and its effect on the structure of society with superficial detail.	Students describe the influences of the Roman Catholic Church and its effect on the structure of society with little or no detail.
6.2.13 Describe the causes and effects (e.g., their role in spreading Christianity and introducing Muslim ideas and products to Europe) of the Crusades	Students provide an insightful description of the causes and effects of the Crusades.	Students provide a relevant description of the causes and effects of the Crusades.	Students provide a superficial description of the causes and effects of the Crusades.	Students provide an irrelevant description of the causes and effects of the Crusades.

### 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 6</b>				
<b>EARLY ECONOMIES</b>				
6.3.1 Explain how non-economic factors (e.g., culture, values, interest, abilities) influenced economic behaviors and decision making (e.g., building of pyramids, Olympic games)	Students provide an insightful explanation how non-economic factors influenced economic behaviors and decision making.	Students provide a relevant explanation how non-economic factors influenced economic behaviors and decision making.	Students provide a superficial explanation how non-economic factors influenced economic behaviors and decision making.	Students provide an irrelevant explanation how non-economic factors influenced economic behaviors and decision making.
6.3.2 Trace the development of civilizations from hunting/gathering based societies (e.g., hunting and gathering – cultivation and domestication) to trading/economy-based societies (e.g., surplus of food – specialization – trade/barter system)	Students trace the evolution of civilizations from hunting/gathering based societies to trading/economy-based societies with few, if any, errors.	Students trace the evolution of civilizations from hunting/gathering based societies to trading/economy-based societies with no significant errors.	Students trace the evolution of civilizations from hunting/gathering based societies to trading/economy-based societies with limited significant errors.	Students trace the evolution of civilizations from hunting/gathering based societies to trading/economy-based societies with many significant errors.
6.3.3 Describe how advances in technology (e.g., irrigation, development of tools, specialization) impacted productivity	Students describe how advances in technology impacted productivity with substantial detail.	Students describe how advances in technology impacted productivity with sufficient detail.	Students describe how advances in technology impacted productivity with superficial detail.	Students describe how advances in technology impacted productivity 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
<b>Grade 6</b>				
<b>GOVERNMENT SYSTEMS</b>				
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.

## 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 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.

## 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 6</b>				
<b>CULTURE</b>				
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.