

# North Dakota

## Content and Achievement Standards: Social Studies

Grades 9-12

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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>Grades 9–12</b>				
<b>VISUAL REPRESENTATIONS</b>				
9–12.1.1 Interpret and evaluate a variety of visual representations (e.g. charts, graphs, time lines, graphic organizers, maps, flow charts) of data	Students provide an insightful interpretation and evaluation of a variety of visual representations of data.	Students provide a relevant interpretation and evaluation of a variety of visual representations of data.	Students provide a superficial interpretation and evaluation of a variety of visual representations of data.	Students provide an irrelevant interpretation and evaluation of a variety of visual representations of data.
<b>RESOURCES</b>				
9–12.1.2 Interpret and evaluate documents (e.g., primary and secondary sources, fact, fiction, or opinion) to enhance the understanding of social studies content.	Students provide an insightful interpretation and evaluation of documents to enhance the understanding of social studies content	Students provide a relevant interpretation and evaluation of documents to enhance the understanding of social studies content.	Students provide a superficial interpretation and evaluation of documents to enhance the understanding of social studies content.	Students provide an irrelevant interpretation and evaluation of documents to enhance the understanding of social studies content..
<b>RESEARCH PROCESSES</b>				
9–12.1.3 Draw conclusions based on the research processes (e.g., collect, organize, evaluate, and synthesize information)	Students provide insightful conclusions based on the research process.	Students provide relevant conclusions based on the research process.	Students provide superficial conclusions based on the research process.	Students provide irrelevant conclusions based on the research process.
9–12.1.4 Use media (e.g., oral, written, websites, computer simulations, multimedia resources) to access, record, analyze, and communicate information relating to social studies	Students use media to access, record, analyze, and communicate information related to social studies with ease.	Students use media to access, record, analyze, and communicate information related to social studies with minimal difficulty.	Students use media to access, record, analyze, and communicate information related to social studies with difficulty.	Students use media to access, record, analyze, and communicate information related to social studies with little to no success.
9–12.1.5 Apply social studies skills (e.g., recognize cause and effect, trends, multiple perspectives, change) in real-life contexts (e.g., backtracking current global issues, Model U.N., mock trials, simulated congressional hearings, parliamentary debates, comparative statistical analysis, mental maps, GPS, GIS).	Students apply social studies skills with ease.	Students apply social studies skills with minimal difficulty.	Students apply social studies skills with difficulty.	Students apply social studies skills with little to no success.

**Standard 1: Students apply Social Studies skills and resources.**

Benchmark Expectations	ACHIEVEMENT DESCRIPTORS			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<b>Grades 9–12</b>				
<b>BIAS AND PREJUDICE</b> 9–12.1.6 Analyze the impact of bias and prejudice in historical and contemporary media	Students provide insightful analysis of the impact of bias and prejudice in historical and contemporary.	Students provide relevant analysis of the impact of bias and prejudice in historical and contemporary media.	Students provide superficial analysis of the impact of bias and prejudice in historical and contemporary media.	Students provide irrelevant analysis of the impact of bias and prejudice in historical and contemporary media.

## Standard 2: Important Historical Events

Standard 2: Students understand important historical events.				
Benchmark Expectations	ACHIEVEMENT DESCRIPTORS			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<b>Grades 9–12</b>				
<b>TRIBAL GOVERNANCE</b>				
9–12.2.1 Analyze Federal policy and action regarding American Indians (e.g. Dawes Act, changes in federal and state Indian policies, civil rights movement; current issues surrounding gaming, housing, distribution of wealth, and healthcare, Indian Reorganization Act, Bureau of Indian Affairs, Indian Civil Rights Act, Indian Child Welfare Act, American Indian Religious Freedom Act, Indian Gaming Regulatory Act, Citizenship, American Indian Movement)	Students provide an insightful analysis of Federal policy and action regarding American Indians from Reconstruction to present.	Students provide a relevant analysis of Federal policy and action regarding American Indians from Reconstruction to present.	Students provide a superficial analysis of Federal policy and action regarding American Indians from Reconstruction to present.	Students provide an irrelevant analysis of Federal policy and action regarding American Indians from Reconstruction to present.
<b>U.S. PERIODS, EVENTS, FIGURES, MOVEMENTS TO INCLUDE BUT NOT LIMITED TO INDUSTRIALIZATION TO PRESENT</b>				
9–12.2.2 Evaluate the impact of various factors that led to the transformation of the nation (e.g., imperialism, industrialization, immigration, political/social reformers, urbanization, mechanization of agriculture, changing business environment)	Students provide an insightful evaluation of the transformation of the nation.	Students provide a relevant evaluation of the transformation of the nation.	Students provide a superficial evaluation of the transformation of the nation.	Students provide an irrelevant evaluation of the transformation of the nation.
9–12.2.3 Trace the causes, course, and legacy of the United States' involvement in World War I at home and abroad (e.g., neutrality, military technologies, isolationism, Zimmerman Note, Lusitania, home front, Wilson's Fourteen Points)	Students trace the causes, course, and legacy of the United States' involvement in World War I at home and abroad with substantial detail.	Students trace the causes, course, and legacy of the United States' involvement in World War I at home and abroad with sufficient detail.	Students trace the causes, course, and legacy of the United States' involvement in World War I at home and abroad with superficial detail.	Students trace the causes, course, and legacy of the United States' involvement in World War I at home and abroad with little or no detail.

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

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	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<b>Grades 9–12</b>				
9–12.2.4 Analyze the major political, economic, and social developments that occurred between World War I and World War II (e.g. Red Scare, Roaring 20’s, Great Depression, New Deal)	Students provide an insightful analysis of the major political, economic, and social developments that occurred between World War I and World War II.	Students provide a relevant analysis of the major political, economic, and social developments that occurred between World War I and World War II.	Students provide a superficial analysis of the major political, economic, and social developments that occurred between World War I and World War II.	Students provide an irrelevant analysis of the major political, economic, and social developments that occurred between World War I and World War II.
9–12.2.5 Trace the causes, course, and legacy of World War II (e.g., totalitarian regimes; Pacific theater, European theater, home front)	Students trace the causes, course, and legacy of World War II with substantial detail.	Students trace the causes, course, and legacy of World War II with sufficient detail.	Students trace the causes, course, and legacy of World War II with superficial detail.	Students trace the causes, course, and legacy of World War II with little or no detail.
9–12.2.6 Analyze the economic boom and social transformation of post WWII America (e.g., popular culture, changing women’s roles, technological developments)	Students provide an insightful analysis of the economic boom and social transformation of post-WWII America.	Students provide a relevant analysis of the economic boom and social transformation of post-WWII America.	Students provide a superficial analysis of the economic boom and social transformation of post-WWII America.	Students provide an irrelevant analysis of the economic boom and social transformation of post-WWII America.
9–12.2.7 Analyze the origins, foreign policy, events, and domestic consequences of the Cold War (e.g., containment policy, arms race, fear of communism)	Students provide an insightful analysis of the origins, foreign policy events, and domestic consequences of the Cold War.	Students provide a relevant analysis of the origins, foreign policy events, and domestic consequences of the Cold War.	Students provide a superficial analysis of the origins, foreign policy events, and domestic consequences of the Cold War.	Students provide an irrelevant analysis of the origins, foreign policy events, and domestic consequences of the Cold War.
9–12.2.8 Analyze the struggle for equal opportunity (e.g., Civil Rights Movement, Martin Luther King, Jr., Malcolm X, civil rights legislation and court cases, civil rights organizations, National Organization for Women, Equal Rights Amendment, American Indian Movement, Caesar Chavez)	Students analyze the development of equal opportunity with insightful interpretation.	Students analyze the development of equal opportunity with relevant interpretation.	Students analyze the development of equal opportunity with superficial interpretation.	Students analyze the development of equal opportunity with irrelevant interpretation.
9–12.2.9 Analyze the key events and political/social effects of the Vietnam conflict (e.g., Gulf of Tonkin Resolution and the Tet Offensive; protests and opposition; presidential policies, War Powers Act)	Students provide an insightful analysis of the key events and political and social effects of the Vietnam conflict.	Students provide a relevant analysis of the key events and political and social effects of the Vietnam conflict.	Students provide a superficial analysis of the key events and political and social effects of the Vietnam conflict.	Students provide an irrelevant analysis of the key events and political and social effects of the Vietnam conflict.

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	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<b>Grades 9–12</b>				
9–12.2.10 Analyze the key events, and foreign and domestic policies of contemporary presidential administrations (e.g., Great Society, Watergate, relations with the Middle East; the Iranian hostage crisis; energy crisis; Reaganomics, Persian Gulf War)	Students provide an insightful analysis of presidential administrations.	Students provide a relevant analysis of presidential administrations.	Students provide a superficial analysis of presidential administrations.	Students provide an irrelevant analysis of presidential administrations.
9–12.2.11 Analyze the major social issues and popular culture of contemporary US (e.g., immigration, environment, poverty, terrorism, and discrimination)	Students provide an insightful analysis of the major social issues and popular culture issues of contemporary US.	Students provide a relevant analysis of the major social issues and popular culture issues of contemporary US.	Students provide a superficial analysis of the major social issues and popular culture issues of contemporary US.	Students provide an irrelevant analysis of the major social issues popular culture issues of contemporary US.
<b>GLOBAL PERIODS, EVENTS, FIGURES, AND MOVEMENTS INCLUDING BUT NOT LIMITED TO RENAISSANCE TO PRESENT</b>				
9–12.2.12 Analyze the ideas, events and global impacts of the Renaissance, Reformation, Scientific Revolution, and the Enlightenment	Students provide an insightful analysis of the Renaissance, Reformation, Scientific Revolution, and the Enlightenment.	Students provide a relevant analysis of the Renaissance, Reformation, Scientific Revolution, and the Enlightenment.	Students provide a superficial analysis of the Renaissance, Reformation, Scientific Revolution, and the Enlightenment.	Students provide an irrelevant analysis of the Renaissance, Reformation, Scientific Revolution, and the Enlightenment.
9–12.2.13 Explain the growth and expansion of global economies and their impact on world regions (e.g., mercantilism, slavery, colonialism, Silk Road, salt trade)	Students provide an insightful explanation of the growth and expansion of global economies and their impact on world regions.	Students provide a relevant explanation of the growth and expansion of global economies and their impact on world regions.	Students provide a superficial explanation of the growth and expansion of global economies and their impact on world regions.	Students provide an irrelevant explanation of the growth and expansion of global economies and their impact on world regions.
9–12.2.14 Compare the political, social, and industrial revolutions from the late 18 <sup>th</sup> to the early 20 <sup>th</sup> century (e.g., revolutions in the Americas and France; significant events and impacts of the Agricultural and the Industrial Revolution, Boer Wars, Boxer Rebellion, Sepoy rebellion)	Students provide an insightful comparison of the political, social, and industrial revolutions from the late 18 <sup>th</sup> to the early 20 <sup>th</sup> century.	Students provide a relevant comparison of the political, social, and industrial revolutions from the late 18 <sup>th</sup> to the early 20 <sup>th</sup> century.	Students provide a superficial comparison of the political, social, and industrial revolutions from the late 18 <sup>th</sup> to the early 20 <sup>th</sup> century.	Students provide and irrelevant comparison the political, social, and industrial revolutions from the late 18 <sup>th</sup> to the early 20 <sup>th</sup> century.

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

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<b>Grades 9–12</b>				
9–12.2.15 Analyze the global causes, course, and consequences of World War I (e.g. imperialism, militarism, nationalism, alliance system; ethnic conflicts and assassination of Arch Duke Franz Ferdinand; Russian Revolution of 1917; Treaty of Versailles and League of Nations)	Students provide an insightful analysis of the global causes, course, and consequences of WW I.	Students provide a relevant analysis of the global causes, course, and consequences of WW I.	Students provide a superficial analysis of the global causes, course, and consequences of WW I.	Students provide an irrelevant analysis of the global causes, course, and consequences of WW I.
9–12.2.16 Analyze the global causes, course, and consequences of World War II and the post-war events (e.g., worldwide depression, totalitarian and militaristic regimes, Holocaust, political and social change in the Middle East, development of the United Nations, Cold War)	Students provide an insightful analysis of the global causes, course, and consequences of WW II and post-war events.	Students provide a relevant analysis of the global causes, course, and consequences of WW II and post-war events.	Students provide a superficial analysis of the global causes, course, and consequences of WW II and post-war events.	Students provide an irrelevant analysis of the global causes, course, and consequences of WW II and post-war events.
9–12.2.17 Explain nationalist and revolutionary movements and attempts by colonial countries to achieve independence after World War II (e.g., revolutionary movements in China, Vietnam, Korea, Kenya, Pakistan, Indonesia, India, Northern Ireland, Chile)	Students explain nationalist and revolutionary movements and attempts by colonial countries to achieve independence after WW II with insightful interpretation.	Students explain nationalist and revolutionary movements and attempts by colonial countries to achieve independence after WW II with relevant interpretation.	Students explain nationalist and revolutionary movements and attempts by colonial countries to achieve independence after WW II with superficial interpretation.	Students explain nationalist and revolutionary movements and attempts by colonial countries to achieve independence after WW II with irrelevant interpretation.
9–12.2.18 Explain events in the development of the Cold War (e.g., Berlin Blockade; nuclear arms and space race; Cuban Missile Crisis; political and economic transformation of Western and Eastern Europe; Korean Conflict, Vietnam Conflict; collapse of Warsaw Pact Nations)	Students explain events in the development of the Cold War with substantial detail.	Students explain events in the development of the Cold War with sufficient detail.	Students explain events in the development of the Cold War with superficial detail.	Students explain events in the development of the Cold War with little or no detail.
9–12.2.19 Analyze political and social change in the Middle East and Asia from 1948 – present (e.g., Camp David Accords, Tiananmen Square, conflicts in Middle East, Soviet invasion of Afghanistan, Persian Gulf War, War in Iraq)	Students provide an insightful analysis of the social and political changes in the Middle East from 1948 – present interpretation.	Students provide a relevant analysis of the social and political changes in the Middle East from 1948 – present.	Students provide a superficial analysis of the social and political changes in the Middle East from 1948 –present.	Students provide an irrelevant analysis of the social and political changes in the Middle East from 1948 – present.

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

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	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<b>Grades 9–12</b>				
9–12.2.20 Explain contemporary issues and events in an interdependent world (e.g., trends in science, technology, and communication; religious conflicts; environmentalism; human rights and regional conflicts; apartheid, ethnic cleansing, role of United Nations and other international organizations such as UNICEF, GATT, NATO, OAS, World Bank, International Monetary Fund)	Students provide an insightful explanation of contemporary issues and events in an interdependent world.	Students provide a relevant explanation of contemporary issues and events in an interdependent world.	Students provide a superficial explanation of contemporary issues and events in an interdependent world.	Students provide an irrelevant explanation of contemporary issues and events in an interdependent world.

### 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>Grades 9–12</b>				
<b>CONCEPTS</b>				
9–12.3.1 Analyze basic micro and macro economic concepts (e.g., scarcity, opportunity cost, trade offs, markets, business organizations, factors of production, supply and demand, and personal finance)	Students provide an insightful analysis of basic micro and macro economic concepts.	Students provide a relevant analysis of basic micro and macro economic concepts.	Students provide a superficial analysis of basic micro and macro economic concepts.	Students provide an irrelevant analysis of basic micro and macro economic concepts.
<b>STRUCTURE AND FUNCTION</b>				
9–12.3.2 Explain the role of money and the role of financial institutions in a market economy (e.g., basic functions of money, composition of money supply, role of banks and other financial institutions, federal reserve, credit savings)	Students explain the role of money and the role of financial institutions in a market economy with substantial detail.	Students explain the role of money and the role of financial institutions in a market economy with sufficient detail.	Students explain the role of money and the role of financial institutions in a market economy with superficial detail.	Students explain the role of money and the role of financial institutions in a market economy with little to no detail.
9–12.3.3 Describe the difference between the structure and operation of market economies and centrally planned or command economies (e.g., security, freedom, equity, efficiency, stability, growth)	Students describe the difference between market economies and central planned or command economies with substantial detail.	Students describe the difference between market economies and central planned or command economies with sufficient detail.	Students describe the difference between market economies and central planned or command economies with superficial detail.	Students describe the difference between market economies and central planned or command economies with little to no detail.
9–12.3.4 Analyze the role government plays in an economy (e.g., provision of public goods and services, taxes, protection of property rights, resolution of market failures)	Students provide an insightful analysis of the role government plays in an economy.	Students provide a relevant analysis of the role government plays in an economy.	Students provide a superficial analysis of the role government plays in an economy.	Students provide an irrelevant analysis of the role government plays in an economy.
<b>IMPACT</b>				

**Standard 3: Students understand economic concepts and the characteristics of various economic systems.**

Benchmark Expectations	ACHIEVEMENT DESCRIPTORS			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<b>Grades 9–12</b>				
9–12.3.5 Interpret the concepts of exchange and trade and the impacts and implications of a global economy for individuals and nations	Students provide an insightful interpretation of the concepts of exchange and trade and the impacts and implications of a global economy for individuals and nations.	Students provide a relevant interpretation of the concepts of exchange and trade and the impacts and implications of a global economy for individuals and nations.	Students provide a superficial interpretation of the concepts of exchange and trade and the impacts and implications of a global economy for individuals and nations.	Students provide an irrelevant interpretation of the concepts of exchange and trade and the impacts and implications of a global economy for individuals and nations.

## 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>Grades 9–12</b>				
<b>TRIBAL SOVEREIGNTY</b>				
9–12.4.1 Explain how political and economic forces have affected the sovereignty of tribal nations (e.g., constitutional provisions; Supreme Court cases; laws used in forming the basis of the federal-tribal relationship; political and economic forces affecting sovereignty of tribal nations)	Students provide an insightful explanation of how political and economic forces have affected the sovereignty of tribal nations.	Students provide a relevant explanation of how political and economic forces have affected the sovereignty of tribal nations.	Students provide a superficial explanation of how political and economic forces have affected the sovereignty of tribal nations.	Students provide an irrelevant explanation of how political and economic forces have affected the sovereignty of tribal nations.
<b>HISTORICAL AND PHILOSOPHICAL FOUNDATIONS</b>				
9–12.4.2 Compare the nature and source of various types of political entities past and present throughout the world (e.g., ancient Greek and Roman political thought; classical republicans; philosophy of natural rights; limited and unlimited governments; constitutional governments; representative democracy; con-federal, federal, unitary systems of government, and international organizations)	Students compare the nature and source of various types of political entities past and present throughout the world with substantial detail.	Students compare the nature and source of various types of political entities past and present throughout the world with sufficient detail.	Students compare the nature and source of various types of political entities past and present throughout the world with sketchy detail.	Students compare the nature and source of various types of political entities past and present throughout the world with little or no detail.
9–12.4.3 Analyze the content and context of documents, events, and organizations that influenced and established the United States (e.g., Magna Carta; English common law; Petition of Right; English Bill of Rights; 1 <sup>st</sup> and 2 <sup>nd</sup> Continental Congresses; Common Sense; Declaration of Independence, American Revolution Articles of Confederation; Constitutional Convention; Federalist Papers, Anti-Federalist Papers; U.S. Constitution, Bill of Rights)	Students provide an insightful analysis of the content and context of documents, events, and organizations that influenced and established the United States.	Students provide a relevant analysis of the content and context of documents, events, and organizations that influenced and established the United States.	Students provide a superficial analysis of the content and context of documents, events, and organizations that influenced and established the United States.	Students provide an irrelevant analysis of the content and context of documents, events, and organizations that influenced and established the United States.

**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>Grades 9–12</b>				
<b>HISTORICAL AND CONTEMPORARY POLITICAL PROCESSES</b>				
9–12.4.4 Evaluate the effectiveness of structures, operations, and influences of political systems and constitutional governments (e.g., federalism; separation of powers; checks and balances; media and special interest groups)	Students provide an insightful evaluation of the effectiveness of structures, operations, and influences of political systems and constitutional governments.	Students provide a relevant evaluation of the effectiveness of structures, operations, and influences of political systems and constitutional governments.	Students provide a superficial evaluation of the effectiveness of structures, operations, and influences of political systems and constitutional governments.	Students provide an irrelevant evaluation of the effectiveness of structures, operations, and influences of political systems and constitutional governments.
9–12.4.5 Analyze historical and contemporary examples of civil liberties and civil rights in the U.S. (e.g., incorporation of the Bill of Rights, amendments, key legislation, and landmark Supreme Court cases)	Students provide an insightful analysis of historical and contemporary examples of civil liberties and civil rights in the United States.	Students provide a relevant analysis of historical and contemporary examples of civil liberties and civil rights in the United States.	Students provide a superficial analysis of historical and contemporary examples of civil liberties and civil rights in the United States.	Students provide an irrelevant analysis of historical and contemporary examples of civil liberties and civil rights in the United States.
<b>RIGHTS AND RESPONSIBILITIES OF CITIZENS</b>				
9–12.4.6 Evaluate the rights and responsibilities of citizenship and civic participation (e.g., election system and process; naturalization; political activism)	Students provide an insightful evaluation of the rights and responsibilities of citizenship and civic participation with substantial detail.	Students provide a relevant evaluation of the rights and responsibilities of citizenship and civic participation.	Students provide a superficial evaluation of the rights and responsibilities of citizenship and civic participation.	Students provide an irrelevant evaluation of the rights and responsibilities of citizenship and civic participation.

## 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>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.

## 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>Grades 9–12</b>				
<b>GROUP INTERACTION</b>				
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.
<b>INDIVIDUAL DEVELOPMENT AND BEHAVIOR</b>				
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.