



Instructional Support Tools for North Dakota Content and Achievement Standards and Common Core Literacy Standards

Social Studies (2013)

What is the purpose of this document?

This document is designed to help Mandan Public School educators teach the North Dakota Content and Achievement Standards and the Common Core ELA Literacy Content Standards in History/Social Studies. The most recent North Dakota standards were adopted in 2007. The Common Core Content Literacy Standards will be effective in North Dakota beginning with the 2013-14 school year. The contents of this document have been aligned to the North Dakota Content and Achievement Standards and the Common Core Content Literacy Standards for History/Social Studies.

Additionally, this document is intended to facilitate student learning by ensuring educators, students, and parents understand specifically what the content standards mean. This is expressed in terms of “I Can” statements which should reflect what it is that the student must know, understand, and be able to do. This document indicates minimum content standards for a grade level or subject and is not intended to restrict the instruction in other relevant content deemed appropriate by the teacher, grade level team, department, or school district.

What is in the document?

Each standard is broken down into benchmark expectations by grade level. Each benchmark is accompanied by at least one “I Can” statement that is intended to answer a simple question “What does this standard mean that a student must know and be able to do?” and to ensure that the description is helpful, specific, and comprehensive for educators.

- **North Dakota Content Standards Definitions (2007):**
 - Standard 1: Skills and Resources
 - Standard 2: Important Historical Events
 - Standard 3: Economic Concepts
 - Standard 4: Government and Citizenship
 - Standard 5: Concepts of Geography
 - Standard 6: Human Development and Behavior
- **Common Core Content Literacy Standards (2012)**
 - History/Social Studies

Definition of Verbs Used in Benchmark Expectations

The Social Studies Standards Writing Team members selected specific verbs in writing the benchmark expectations. The definitions of verbs are included here to help teachers and others who use this document better understand what is expected of students.

Analyze: to break down in order to understand the relationship or individual parts

Apply: to make use of as relevant, suitable, or pertinent

Compare: to point out similarities between objects

Describe: to tell or depict in written or spoken words; give an account of

Explain: to make plain, to clarify; know not only what but how and why

Evaluate: to consider the merits of, to appraise, to judge

Identify: to distinguish one or more things or people from a larger number

Interpret: to set forth the meaning of; explain; to construe or understand in a particular way

Standard	Standard Statement	Grade	Benchmark	Benchmark Expectations	I CAN.....	Course
1	Students apply Social Studies skills and resources	0	K.1.1	MAP SKILLS--Identify land and water on a map or globe.	identify land on a map or globe. identify water on a map or globe.	
2	Important Historical Events	0	K.2.1	SYMBOLS--Identify symbols of the United States (e.g., the flag, bald eagle, Statue of Liberty, patriotic songs, Pledge of Allegiance)	identify symbols of the United States.	
2	Important Historical Events	0	K.2.2	PEOPLE AND EVENTS--Identify United States holidays (e.g., Independence Day, Thanksgiving, Veterans' Day, Memorial Day, Presidents Day, Martin Luther King Jr. Day)	identify United States holidays.	
2	Important Historical Events	0	K.2.3	PEOPLE AND EVENTS--Identify Native Americans as the original inhabitants of North America	identify Native Americans as the original inhabitants of North America.	
3	Economic Concepts	0	K.3.1	COMMUNITY WORKERS--Identify community workers (e.g., librarian, doctor, teacher, police officer, fire fighter, custodian)	identify community workers	
4	Government and Citizenship	0	K.4.1	CITIZENSHIP--Identify membership in different groups (e.g., family, school, community)	identify membership in different groups	
4	Government and Citizenship	0	K.4.2	CITIZENSHIP--Identify school rules and appropriate behavior	identify school rules and appropriate behavior	
4	Government and Citizenship	0	K.4.3	CITIZENSHIP--Identify examples of good citizenship (e.g., honesty, cooperation, respect, responsibility)	identify examples of good citizenship	
5	Concepts of Geography	0	K.5.1	None		
6	Human Development and Behavior	0	K.6.1	IDENTITY--State personal information (e.g., full name, age, telephone number)	state my personal information.	
6	Human Development and Behavior	0	K.6.2	IDENTITY--Identify characteristics that contribute to personal identity (e.g., physical characteristics, interests)	identify characteristics that contribute to personal identity.	
6	Human Development and Behavior	0	K.6.3	IDENTITY--Identify ways people are alike and different	identify ways people are alike and different.	
1	Students apply Social Studies skills and resources	1	1.1.1	MAP SKILLS--Identify basic components of maps and globes (i.e., cardinal directions, map key, symbols)	identify the compass rose on a map or globe. identify a map key on a map or globe. identify symbols on a map or globe.	
1	Students apply Social Studies skills and resources	1	1.1.2	RESOURCES--Identify current events sources (e.g., news publications, internet, radio, TV)	share current events sources (news publications, internet, radio, TV)	
2	Important Historical Events	1	1.2.1	FAMILY HISTORY--Compare past and present family life (e.g., housing, transportation, technology) over time.	compare past and present family life over time.	
2	Important Historical Events	1	1.2.2	CONCEPT OF TIME--Define chronological terms for broad categories of historical time (i.e., long ago, yesterday, today, tomorrow)	define chronological terms for broad categories of historical time.	
2	Important Historical Events	1	1.2.3	PEOPLE AND EVENTS--Identify the people and events honored in United States holidays (e.g., Thanksgiving, Independence Day, Veterans' Day, Martin Luther King Jr. Day, President's Day, Memorial Day, Columbus Day, Labor Day)	identify the people and events honored in United States holidays.	
2	Important Historical Events	1	1.2.4	PEOPLE AND EVENTS--Describe the interaction (e.g., survival, First Thanksgiving) of Native Americans with the Pilgrims	describe the interaction of Native Americans with the Pilgrims.	
3	Economic Concepts	1	1.3.1	PERSONAL FINANCES--Differentiate between wants and needs	differentiate between wants and needs	
3	Economic Concepts	1	1.3.2	PERSONAL FINANCES--Describe ways (e.g., money, bartering) wants and needs are met	describe ways wants and needs are met	
4	Government and Citizenship	1	1.4.1	CITIZENSHIP--Apply good citizenship (e.g., respect, cooperation, honesty, responsibility) in the school environment	apply good citizenship in the school environment	
4	Government and Citizenship	1	1.4.2	CITIZENSHIP--Explain the purpose for rules in home, school, and community	explain the purpose for rules in home, school, and community	
5	Concepts of Geography	1	1.5.1	PHYSICAL GEOGRAPHY--Identify Earth's geographical landforms (e.g., islands, mountains, plains, hills, bodies of water)	identify Earth's geographical landforms.	
6	Human Development and Behavior	1	1.6.1	CULTURE--Identify the similarities and differences (e.g., family members, clothes, food, style of homes, jobs, celebrations) among families around the world	identify the similarities and differences among families around the world.	
1	Students apply Social Studies skills and resources	2	2.1.1	MAP SKILLS--Use the basic components of a map key and compass rose	use a map key. use a compass rose. apply map skills to read a simple map.	
1	Students apply Social Studies skills and resources	2	2.1.2	MAP SKILLS--Apply map skills (i.e., cardinal directions, map key, symbols) to read a simple map.	apply map skills to read a simple map.	
1	Students apply Social Studies skills and resources	2	2.1.3	RESOURCES--Use a resource (e.g., books, picture, graph, chart, video, internet, guest speaker, TV) to gather information.	use a resource to gather information.	
1	Students apply Social Studies skills and resources	2	2.1.4	TIME LINES--Identify events on a simple time line.	identify events on a simple time line.	

Standard	Standard Statement	Grade	Benchmark	Benchmark Expectations	I CAN.....	Course
2	Important Historical Events	2	2.2.1	FAMILY HISTORY--Compare individual family histories (e.g., origins, jobs, traditions)	compare individual family histories.	
2	Important Historical Events	2	2.2.2	CONCEPTS OF TIME--Define chronological terms for broad categories of historical time (i.e., past, present, future)	define chronological terms for broad categories of historical time.	
2	Important Historical Events	2	2.2.3	PEOPLE AND EVENTS--Identify historic United States figures (e.g., George Washington, Benjamin Franklin, Susan B. Anthony, Abraham Lincoln, Harriet Tubman, Martin Luther King Jr., Rosa Parks, Cesar Chavez, Sacagawea) and link them with their contributions	identify historic United States figures.	
2	Important Historical Events	2	2.2.4	PEOPLE AND EVENTS--Describe the exchange of ideas, culture, and goods between the Native Americans and the white settlers (e.g., the Pilgrims, Wampanoag, explorers)	describe the exchange of ideas, culture, and goods between the Native Americans and the white settlers.	
3	Economic Concepts	2	2.3.1	PERSONAL FINANCES--Differentiate between goods and services, consumers and producers	differentiate goods and services, consumers and producers	
3	Economic Concepts	2	2.3.2	PERSONAL FINANCES--Identify community businesses and workers, and the goods and services they provide (e.g., restaurant/food, service station/gas, salon/haircut)	identify community businesses and workers, and the goods and services they provide	
4	Government and Citizenship	2	2.4.1	CITIZENSHIP--Identify roles and responsibilities of leaders in the home, school, and community (e.g., parents, teachers, principal, mayor, governor, president)	identify roles and responsibilities of leaders in the home, school, and community	
4	Government and Citizenship	2	2.4.2	CITIZENSHIP--Compare the relationship between rules and laws in home, school, and community (e.g., hitting/assault, stealing/larceny)	compare the relationship between rules and laws in home, school, and community	
5	Concepts of Geography	2	2.5.1	PHYSICAL GEOGRAPHY--Identify North America, South America, the United States, Mexico, Canada, Atlantic Ocean and Pacific Ocean on a map or globe	identify North America, South America, the United States, Mexico, Canada, Atlantic Ocean and Pacific Ocean on a map or globe.	
6	Human Development and Behavior	2	2.6.1	IDENTITY--State the city, state, and country in which they live	state the city, state, and country in which I live.	
6	Human Development and Behavior	2	2.6.2	CULTURE--Identify the basic elements (e.g., language, food, dress) that make up a culture	identify the basic elements that make up a culture.	
6	Human Development and Behavior	2	2.6.3	CULTURE--Identify ways (e.g., stories, journals, scrapbooks, folklore, myths, pictures) traditions are passed between generations	identify ways traditions are passed between generations.	
1	Students apply Social Studies skills and resources	3	3.1.1	MAP SKILLS--Use labels, symbols, compass rose (e.g., intermediate directions) and legends to locate physical features on a map	use labels, symbols, compass rose and legends to locate physical features on a map.	
1	Students apply Social Studies skills and resources	3	3.1.2	MAP SKILLS--Create a mental map that demonstrates understanding of the relative locations, direction, size and shape of the local community (e.g., school, hospital, post office, stores, landmarks, home)	demonstrate understanding of relative location, direction, size and shape of the local community.	
1	Students apply Social Studies skills and resources	3	3.1.3	RESOURCES--Use a variety of resources (e.g., maps, charts, bar graphs, internet, books) to gather information about people, places and events.	use a variety of resources to gather information about people, places and events	
1	Students apply Social Studies skills and resources	3	3.1.4	RESOURCES--Describe current events using print and electronic media (e.g., newspapers, children's news magazines, television, internet)	describe current events using print and electronic media.	
1	Students apply Social Studies skills and resources	3	3.1.5	TIME LINES--Construct time lines (i.e., periods in their own lives and the lives of their family members)	construct a time line.	
1	Students apply Social Studies skills and resources	3	3.1.6	TIME LINES--Interpret simple time lines (e.g., identify the time at which events occurred, the sequence in which events developed, and what else was occurring at the time)	interpret a simple time line.	
1	Students apply Social Studies skills and resources	3	3.1.7	SPACIAL TERMS--Use spatial terms to describe the world (i.e., equator, hemispheres)	use spatial terms to describe the world.	
2	Important Historical Events	3	3.2.1	PEOPLE AND EVENTS--Explain the importance of the accomplishments of scientists and inventors (e.g., light bulb, automobile, discovery of electricity, computer, telephone)	explain the importance of the accomplishments of scientists and inventors.	
2	Important Historical Events	3	3.2.2	PEOPLE AND EVENTS--Describe how community life has changed from past (i.e., pioneer and tribal) to the present	describe how community life has changed from past to the present.	
3	Economic Concepts	3	3.3.1	PERSONAL FINANCES--Identify ways families and communities cooperate and compromise (e.g., fundraiser, food pantries, living within your means) to meet needs and wants	identify ways families and communities cooperate and compromise to meet needs and wants	
3	Economic Concepts	3	3.3.2	PERSONAL FINANCES--Explain how supply and demand affect personal economic choices (e.g., how scarcity forces people to decide with goods and services to obtain, what is given up in economic choices)	explain how supply and demand affect personal economic choices	

Standard	Standard Statement	Grade	Benchmark	Benchmark Expectations	I CAN.....	Course
3	Economic Concepts	3	3.3.3	PERSONAL FINANCES--Explain the differences among natural and human resources, and how they are used locally	explain the differences among natural and human resources, and how they are used locally	
4	Government and Citizenship	3	3.4.1	CITIZENSHIP--Identify roles and responsibilities of a citizen in a community (e.g., obedience to laws, the right to vote, service to the common good)	identify roles and responsibilities of a citizen in a community	
4	Government and Citizenship	3	3.4.2	GOVERNMENT SYSTEM--Identify the three branches of local government (i.e., Executive, Legislative, Judicial)	identify the three branches of local government	
4	Government and Citizenship	3	3.4.3	GOVERNMENT SYSTEM--Explain the rule-making process and its purpose in the school	explain the rule-making process and its purpose in school	
5	Concepts of Geography	3	3.5.1	PHYSICAL GEOGRAPHY--Identify the physical characteristics (e.g., landforms, bodies of water, vegetation, wildlife and climate) of the local community	identify the physical characteristics of the local community.	
5	Concepts of Geography	3	3.5.2	PHYSICAL GEOGRAPHY--Identify the seven continents, five oceans, and major nations of the world (i.e., United States, Canada, Mexico; e.g., China, Brazil, Russia)	identify the seven continents, five oceans, and major nations of the world.	
5	Concepts of Geography	3	3.5.3	HUMAN GEOGRAPHY--Describe ways (e.g., the development of transportation, communication, industry, and land use) geography has affected the development of the local community over time	describe ways geography has affected the development of the local community over time.	
6	Human Development and Behavior	3	3.6.1	IDENTITY--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)	identify the varying roles that individuals play in various groups.	
6	Human Development and Behavior	3	3.6.2	CULTURE--Identify examples of how different groups, societies, and cultures are similar and different (e.g., in beliefs, traditions, family relationships, celebrations, institutions, folklore)	identify examples of how different groups, societies, and cultures are similar and different.	
1	Students apply Social Studies skills and resources	4	4.1.1	MAP SKILLS--Interpret and compare maps (e.g., political, physical, thematic) of North Dakota	interpret maps of North Dakota. compare maps of North Dakota.	
1	Students apply Social Studies skills and resources	4	4.1.2	MAP SKILLS--Use map scales to locate physical features and estimate distance on a map	use map scales to locate physical features on a map. use map scales to estimate distance on a map.	
1	Students apply Social Studies skills and resources	4	4.1.3	MAP SKILLS--Create a mental map that demonstrates understanding of the relative location, direction, size and shape of the United States (e.g., states, major cities, capitals, major landforms)	demonstrate understanding of the relative location, size and shape of the United States.	
1	Students apply Social Studies skills and resources	4	4.1.4	RESOURCES--Interpret current events using print and electronic media (e.g., newspaper, children's news magazines, television, internet)	interpret current events using print and electronic media.	
1	Students apply Social Studies skills and resources	4	4.1.5	TIME LINES--Construct a North Dakota time line and compare with existing United States time lines of concurring events	construct a North Dakota time line of concurring events. compare my time line with existing United States time lines of concurring events.	
2	Important Historical Events	4	4.2.1	SYMBOLS--Identify the symbols (i.e., bird, flower, flag, tree) that represent North Dakota	identify the symbols that represent North Dakota.	
2	Important Historical Events	4	4.2.10	EXPANSION--Explain the significance of agriculture in North Dakota history (e.g., immigration, railroads)	explain the significance of agriculture in North Dakota history.	
2	Important Historical Events	4	4.2.11	EXPANSION--Describe the effects of changes in industry, agriculture, and technology in North Dakota (e.g., energy production, transportation, farming methods)	describe the effects of changes in industry, agriculture, and technology in North Dakota.	
2	Important Historical Events	4	4.2.2	CONCEPTS OF TIME--Use chronological terms (i.e., decade, century, generation	use chronological terms.	
2	Important Historical Events	4	4.2.3	CONCEPTS OF TIME--Identify similarities and differences between past events and current events in North Dakota (e.g., in the lives of people from different cultures past and present)	identify similarities and differences between past events and current events in North Dakota.	
2	Important Historical Events	4	4.2.4	CONCEPTS OF TIME--Use chronological order and sequence to describe the cause-and-effect relationships of historic events and periods in North Dakota (e.g., how the railroads led to the settlements in the state)	use chronological order and sequence to describe the cause-and-effect relationships of historic events and periods in North Dakota.	
2	Important Historical Events	4	4.2.5	PEOPLE AND EVENTS--Identify the contributions of prominent individuals (e.g., Teddy Roosevelt, LaVerendrye, Rough Rider Award winners) to North Dakota	identify the contributions of prominent individuals.	
2	Important Historical Events	4	4.2.6	EXPLORATION--Describe the daily lives (e.g., roles, shelter, significance of buffalo) of the first inhabitants of North Dakota	describe the daily lives of the first inhabitants of North Dakota.	
2	Important Historical Events	4	4.2.7	EXPLORATION--Explain the significance of fur trading in North Dakota (e.g., Hudson Bay, Charbonneau, American Fur Company, LaVerendrye)	explain the significance of fur trading in North Dakota.	
2	Important Historical Events	4	4.2.8	EXPLORATION--Explain the significance of the Lewis and Clark expeditions (e.g., corps of Discovery, Sacagawea)	explain the significance of the Lewis and Clark expeditions.	

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2	Important Historical Events	4	4.2.9	COLONIZATION--Explain reasons for settlement in North Dakota (e.g., railroads, Bonanza farms, Homestead Act)	explain reasons for settlement in North Dakota.	
3	Economic Concepts	4	4.3.1	PERSONAL FINANCES--Describe the impact of education, training, and health care on personal finance	describe the impact of education, training, and health care on personal finance	
3	Economic Concepts	4	4.3.2	PERSONAL FINANCES--Identify ways that natural resources (e.g., soil, minerals, trees, fish, people) contribute to the economy of the local community and North Dakota	identify ways that natural resources contribute to the economy of the local community and North Dakota	
3	Economic Concepts	4	4.3.3	PERSONAL FINANCES--Explain the impact of tourism on North Dakota's economy (e.g., revenue for our state, jobs created, tourist sites - Fort Lincoln, Peace Gardens, Medora, Lake Sakakawea, Devils Lake)	explain the impact of tourism on North Dakota's economy	
3	Economic Concepts	4	4.3.4	PERSONAL FINANCES--Identify principal exports of North Dakota (e.g., crops, energy, livestock, oil)	identify principal exports of North Dakota	
4	Government and Citizenship	4	4.4.1	CITIZENSHIP--Identify the roles, rights, and responsibilities of a citizen in North Dakota (e.g., obedience to laws, the right to vote)	identify the roles, rights, and responsibilities of a citizen in North Dakota	
4	Government and Citizenship	4	4.4.2	GOVERNMENT SYSTEMS--Identify the basic roles of the three branches of North Dakota government (i.e., Executive, Legislative, Judicial)	identify the basic roles of the three branches of North Dakota government	
4	Government and Citizenship	4	4.4.3	GOVERNMENT SYSTEMS--Identify the characteristics of a sovereign nation in terms of tribal government in North Dakota	identify the characteristics of a sovereign nation in terms of tribal government in North Dakota	
5	Concepts of Geography	4	4.5.1	PHYSICAL GEOGRAPHY--Identify the physical features and relative locations of the major land forms (i.e., Rocky Mountains, Great Lakes, Gulf of Mexico, Mississippi River, Grand Canyon) of the regions of the United States	identify the physical features and relative locations of the major land forms of the regions of the United States.	
5	Concepts of Geography	4	4.5.2	PHYSICAL GEOGRAPHY--Identify the political regions of the United States (e.g., Midwest, Northeast) and their relative locations	identify the political regions of the United States and their relative locations.	
5	Concepts of Geography	4	4.5.3	PHYSICAL GEOGRAPHY--Identify the location and characteristics of significant features of North Dakota (e.g., landforms, river systems, climate, regions, major cities)	identify the location and characteristics of significant features of North Dakota.	
5	Concepts of Geography	4	4.5.4	HUMAN GEOGRAPHY--Explain how the physical environment (e.g., rainfall, climate, natural hazards) affects human activity in North Dakota	explain how the physical environment affects human activity in North Dakota.	
6	Human Development and Behavior	4	4.6.1	CULTURE--Explain how background and history influence people's actions (e.g., farming methods, hunting methods, economic decisions)	explain how background and history influence people's actions.	
6	Human Development and Behavior	4	4.6.2	CULTURE--Explain the contributions of various ethnic groups (e.g., Native Americans, immigrants) to the history of North Dakota (e.g., food, traditions, languages, celebrations)	explain the contributions of various ethnic groups to the history of North Dakota.	
1	Students apply Social Studies skills and resources	5	5.1.1	MAP SKILLS--Interpret and compare maps of the United States (i.e., political, physical, thematic)	interpret maps of the United States. compare maps of the United States	
1	Students apply Social Studies skills and resources	5	5.1.2	RESOURCES--Identify differences between primary and secondary sources (e.g., maps, charts, line and bar graphs, internet, atlases, journals, letters, photographs, interviews, periodicals)	identify differences between primary and secondary sources.	
1	Students apply Social Studies skills and resources	5	5.1.3	RESOURCES--Evaluate current events using print and electronic media (e.g., newspaper, children's news magazines, television, internet)	evaluate current events using print and electronic media.	
1	Students apply Social Studies skills and resources	5	5.1.4	TIME LINES--Construct and interpret time lines of key events in United States history	construct and interpret time lines of key events in United States history.	
1	Students apply Social Studies skills and resources	5	5.1.5	SPATIAL TERMS--Use spatial terms to describe the world (i.e., Tropic of Cancer, Tropic of Capricorn, International Dateline, Arctic Circle, Antarctic Circle)	use spatial terms to describe the world.	
2	Important Historical Events	5	5.2.1	SYMBOLS--Explain the significance of America's symbols (e.g., Pledge of Allegiance, Statue of Liberty, Liberty Bell, American flag, Star Spangled Banner)	explain the significance of America's symbols.	
2	Important Historical Events	5	5.2.10	COLONIZATION--Describe the daily lives of people from different social groups (e.g., large landowners, farmers, artisans, women, slaves) in colonial America	describe the daily lives of people from different social groups in colonial America.	
2	Important Historical Events	5	5.2.11	COLONIZATION--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., Lexington, Concord, Bunker Hill, Benedict Arnold, Valley Forge)	identify the reasons for conflict between England and the American colonies and the key people involved.	
2	Important Historical Events	5	5.2.12	COLONIZATION--Analyze the events and consequences of the Revolutionary War (e.g., Lexington, Concord, Bunker Hill, Benedict Arnold, Valley Forge)	analyze the events and consequences of the Revolutionary War.	

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2	Important Historical Events	5	5.2.2	CONCEPTS OF TIME--Use chronological order and sequence to describe cause- and-effect relationships of United States historical events (e.g., how Columbian Exchange impacted local people)	use chronological order and sequence to describe cause -and-effect relationships of U.S. historical events.	
2	Important Historical Events	5	5.2.3	CONCEPTS OF TIME--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)	describe similarities and differences between past events and current events in U.S. history.	
2	Important Historical Events	5	5.2.4	PEOPLE AND EVENTS--Explain the significance of scientists, inventors, and historical figures (e.g., Christopher Columbus, Juan Ponce De Leon, Ben Franklin, George Washington, Paul Revere, Benjamin Rush, David Rittenhouse, Thomas Paine)	explain the significance of scientists, inventors, and historical figures.	
2	Important Historical Events	5	5.2.5	EXPLORATION AND MIGRATION--Describe the migration patterns of people from Asia to the Americas during the Ice Age (e.g., regional patterns, migration and settlement of	describe the migration patterns of people from Asia to the Americas during the Ice Age.	
2	Important Historical Events	5	5.2.6	EXPLORATION AND MIGRATION--Explain how regional Native American groups influenced U.S. history (e.g., historical events, development of the U.S.)	explain how regional Native American groups influenced U.S. history.	
2	Important Historical Events	5	5.2.7	EXPLORATION AND MIGRATION--Explain reasons for early exploration (e.g., search for Northwest passage "gold, glory, and God," riches, trade)	explain reasons for early exploration.	
2	Important Historical Events	5	5.2.8	COLONIZATION--Explain reasons for early colonization (e.g., religious freedom, economic opportunity)	explain reasons for early colonization.	
2	Important Historical Events	5	5.2.9	COLONIZATION--Explain how conflicts and cooperation between the Native Americans and Europeans (e.g., French and Indian Wars, trade) influenced colonial events	explain how conflicts and cooperation between the Native Americans and Europeans influenced colonial events.	
3	Economic Concepts	5	5.3.1	PERSONAL FINANCE--Describe how various non-economic factors (e.g., culture, values, interests) can influence economic behaviors and decision making	describe how various non-economic factors can influence economic behaviors and decision making	
3	Economic Concepts	5	5.3.2	EARLY U.S. ECONOMICS--Explain the relationships between scarcity and resources (e.g., home building materials, food, clothing, hunting)	explain the relationships between scarcity and resources	
3	Economic Concepts	5	5.3.3	EARLY U.S. ECONOMICS--Describe the concept of competition and its relationship to price (e.g., market based economy)	describe the concept of competition and its relationship to price	
3	Economic Concepts	5	5.3.4	EARLY U.S. ECONOMICS--Describe the basic concepts of imports, exports, and the international trade	describe the concept of competition and its relationship to price	
4	Government and Citizenship	5	5.4.1	CITIZENSHIP--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)	identify the roles, rights, and responsibilities of a U.S. citizen in a democratic society	
4	Government and Citizenship	5	5.4.2	GOVERNMENT SYSTEMS--Identify the duty of the executive, judicial, and legislative branches of the Federal government (i.e., checks and balances)	identify the duties of the executive, judicial, and legislative branches of the Federal government	
4	Government and Citizenship	5	5.4.3	GOVERNMENT SYSTEMS--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)	identify the purpose and importance behind documents leading up to the writing of the United States Constitution and the Bill of Rights	
5	Concepts of Geography	5	5.5.1	HUMAN GEOGRAPHY--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)	explain the impact of climate, geography, and available resources on the daily lives of Native Americans.	
5	Concepts of Geography	5	5.5.2	HUMAN GEOGRAPHY--Explain the impact of geography on western exploration and westward migration in the early nineteenth century (e.g., Northwest passage, colonization, Appalachian Mountains)	explain the impact of geography on western exploration and westward migration in the early nineteenth century.	
5	Concepts of Geography	5	5.5.3	Human Geography--Explain how human activity (e.g., settlement patterns, migration) affects the physical environment (e.g., soil uses, economy, pollution, use of energy sources)	explain how human activity affects the physical environment.	
6	Human Development and Behavior	5	5.6.1	CULTURE--Identify examples of conflict (e.g., slavery, war, gender roles) and cooperation (e.g., settlements) that occurred among cultures (e.g., gender, ethnic groups, socio-economic status)	identify examples of conflict and cooperation that occurred among cultures.	
6	Human Development and Behavior	5	5.6.2	CULTURE--Explain the cultural differences (e.g., traditions, celebrations, food) in the regions of the United States today	explain the cultural differences in the regions of the United States today.	
1	Students apply Social Studies skills and resources	6	6.1.1	RESOURCES - Use a variety of primary and secondary resources (e.g., magazines, journals, artifacts, interviews) to gather and interpret information	use a variety of relevant primary and secondary resources to gather and interpret information.	

Standard	Standard Statement	Grade	Benchmark	Benchmark Expectations	I CAN.....	Course
1	Students apply Social Studies skills and resources	6	6.1.2	TIMELINES - Construct, compare, and interpret complex time lines (e.g., multiple time lines)	construct, compare, and interpret complex time lines with minimal difficulty.	
1	Students apply Social Studies skills and resources	6	6.1.3	GEOGRAPHIC TOOLS - Use geographic tools (e.g., maps, globes, graphs, diagrams, almanacs, GIS) and concepts to locate and describe physical features of places	use geographic tools and concepts to locate and describe physical features of places with no significant errors.	
2	Important Historical Events	6	6.2.1	WORLD HISTORY: PREHISTORY TO RENAISSANCE - 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)	investigate and explain scientific evidence and discoveries related to early hominid development with sufficient detail.	
2	Important Historical Events	6	6.2.10	WORLD HISTORY: PREHISTORY TO RENAISSANCE - Compare the emergence, central leaders, beliefs, and traditions of major religions and philosophies (e.g., Judaism, Christianity, Islam, Buddhism, Hinduism, Confucianism and Taoism)	provide a relevant comparison of the emergence, central leaders, beliefs, and traditions of major religions and philosophies.	
2	Important Historical Events	6	6.2.11	WORLD HISTORY: PREHISTORY TO RENAISSANCE - 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)	identify the accomplishments of Roman civilization and the factors that led to its decline with sufficient detail	
2	Important Historical Events	6	6.2.12	WORLD HISTORY: PREHISTORY TO RENAISSANCE - 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)	describe the social, political, and economic characteristics of life in the Middle Ages with sufficient detail.	
2	Important Historical Events	6	6.2.13	WORLD HISTORY: PREHISTORY TO RENAISSANCE - 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)	describe the influences of the Roman Catholic Church and its effect on the structure of society with sufficient detail.	
2	Important Historical Events	6	6.2.14	WORLD HISTORY: PREHISTORY TO RENAISSANCE - Describe the causes and effects (e.g., their role in spreading Christianity and introducing Muslim ideas and products to Europe) of the Crusades	provide a relevant description of the causes and effects of the Crusades.	
2	Important Historical Events	6	6.2.2	WORLD HISTORY: PREHISTORY TO RENAISSANCE - 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	identify features and accomplishments of hunter-gatherer communities with sufficient detail.	
2	Important Historical Events	6	6.2.3	WORLD HISTORY: PREHISTORY TO RENAISSANCE - 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	trace the emergence of agriculture and its effect on early human communities with sufficient detail.	
2	Important Historical Events	6	6.2.4	WORLD HISTORY: PREHISTORY TO RENAISSANCE - Identify the features of Mesopotamian civilization and its contributions to the modern world (e.g., early villages, specialization of labor, irrigation)	identify features of Mesopotamian civilization and its contributions to the modern world with sufficient detail.	
2	Important Historical Events	6	6.2.5	WORLD HISTORY: PREHISTORY TO RENAISSANCE - Identify the features (e.g., religion, hierarchy of society) of Egyptian civilization and its contributions (e.g., trade networks) to the modern world	identify features of Egyptian civilization and its contributions to the modern world with sufficient detail.	
2	Important Historical Events	6	6.2.6	WORLD HISTORY: PREHISTORY TO RENAISSANCE - 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	identify features of Indian civilization and its contributions to the modern world with sufficient detail.	
2	Important Historical Events	6	6.2.7	WORLD HISTORY: PREHISTORY TO RENAISSANCE - 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	identify features of classical Chinese civilization and its contributions to the modern world with sufficient detail.	

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2	Important Historical Events	6	6.2.8	WORLD HISTORY: PREHISTORY TO RENAISSANCE - 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	identify features of Central American civilizations and their contributions to the modern world with sufficient detail.	
2	Important Historical Events	6	6.2.9	WORLD HISTORY: PREHISTORY TO RENAISSANCE - Identify the features (e.g., early	identify features and accomplishments of classical Greek civilization	
3	Economic Concepts	6	6.3.1	EARLY ECONOMIES - Explain how non-economic factors (e.g., culture, values, interest, abilities) influenced economic behaviors and decision making (e.g., building of pyramids, Olympic games)	provide a relevant explanation how non-economic factors influenced economic behaviors and decision making.	
3	Economic Concepts	6	6.3.2	EARLY ECONOMIES - Trace the development of civilizations from hunting/gathering	trace the evolution of civilizations from hunting/gathering based	
3	Economic Concepts	6	6.3.3	EARLY ECONOMIES - Describe how advances in technology (e.g., irrigation, development of tools, specialization) impacted productivity	describe how advances in technology impacted productivity with sufficient detail.	
4	Government and Citizenship	6	6.4.1	GOVERNMENT SYSTEMS - Explain why government became necessary in ancient civilizations (e.g., need for hierarchy of power to prevent chaos, power of groups)	provide relevant explanations as to why government became necessary in ancient civilizations.	
4	Government and Citizenship	6	6.4.2	GOVERNMENT SYSTEMS - Describe how different forms of government (i.e., monarchy, oligarchy, aristocracy, democracy) distributed power within ancient societies.	describe how different forms of government distributed power within ancient societies with sufficient detail.	
5	Concepts of Geography	6	6.5.1	HUMAN GEOGRAPHY - Identify geographic similarities of early civilizations (e.g., the significance of river valleys from the beginning of civilization, mountains created isolated cultures)	identify geographic similarities of early civilizations with no significant errors.	
5	Concepts of Geography	6	6.5.2	HUMAN GEOGRAPHY - Explain the factors (e.g., trade routes, goods available, location) that influenced the growth of cities	explain with sufficient detail the factors that influenced the growth of cities.	
6	Human Development and Behavior	6	6.6.1	CULTURE - Compare how culture influences relationships, religion, and social institutions in various societies (e.g., different family structures, world religions, rituals, government structures, social policies)	compare how culture influences relationships, religion, and social institutions in various societies with sufficient detail.	
6	Human Development and Behavior	6	6.6.2	CULTURE - Explain how differences among cultures (e.g., differences in beliefs and governments) often result in conflict	provide an irrelevant explanation as to why cultural differences often result in conflict.	
1	Students apply Social Studies skills and resources	7	7.1.1	MAP SKILLS--Explain different uses of maps	provide relevant explanations for different uses of maps (e.g., political, physical, topographical, thematic, and cartograms)	
1	Students apply Social Studies skills and resources	7	7.1.2	MAP SKILLS--Identifying purposes, distinguishing characteristics, and limitations of different map projections	identify purposes, distinguishing characteristics, and limitations of different map projections with no significant errors	
1	Students apply Social Studies skills and resources	7	7.1.3	MAP SKILLS--Interpret world maps, charts, graphs, and diagrams to acquire information about people, places, and environments	interpret world maps, charts, graphs and diagrams to acquire information about people, places and environments with no significant errors.	
1	Students apply Social Studies skills and resources	7	7.1.4	MAP SKILLS--Construct world maps (e.g. topographical, political, thematic, and physical) charts, graphs and diagrams to illustrate understanding of people, places, and environments	construct world maps, charts, diagrams, and graphs to illustrate understanding of people, places and environments with no significant errors.	
1	Students apply Social Studies skills and resources	7	7.1.5	MAP SKILLS--Create mental maps of the world that demonstrate understanding of relative location, directions, size and shape (e.g., freehand maps)	create mental maps of the world that demonstrate understanding of relative locations, direction, size and shape with no significant errors.	
1	Students apply Social Studies skills and resources	7	7.1.6	MAP SKILLS--Use maps to find location, calculate scale, and distinguish other geographic relationships (e.g., latitude and longitude, population density)	use maps to find location, calculate scale, and distinguish other geographic relationships with no significant errors.	
1	Students apply Social Studies skills and resources	7	7.1.7	MAP SKILLS--Interpret and analyze primary and secondary sources (e.g., artifacts, journals, interviews, books, magazines, photographs) to understand people, places, and environment	provide relevant interpretations and analysis of primary and secondary sources to understand people, places and environment.	
1	Students apply Social Studies skills and resources	7	7.1.8	MAP SKILLS--Apply research skills (e.g., ask questions; acquire, organize, and analyze information) to answer questions	apply research skills to answer questions with minimal difficulty.	
2	Important Historical Events	7	7.2.1	HISTORICAL AND CURRENT EVENTS-REGIONAL/GLOBAL--Identify major historical events and issues (e.g., conflicts and resolutions, natural resources) within regions of the world and their impact	identify major historical events and issues within regions of the world and their impact with sufficient detail.	
2	Important Historical Events	7	7.2.2	HISTORICAL AND CURRENT EVENTS-REGIONAL/GLOBAL--Describe events and issues (e.g., natural resources, energy resources, wars/conflicts, religion) affecting the world today	provide relevant descriptions of events and issues affecting the world today.	

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3	Students understand economic concepts and the characteristics of various economic systems	7	7.3.1	GLOBAL INTERDEPENDENCE--Identify how people organize for the production, distribution, and consumption of goods and services (e.g. economic systems, i.e. , capitalism, socialism, communism)	identify how people organize for productions, distributions, and consumption of goods and services with sufficient detail	
3	Students understand economic concepts and the characteristics of various economic systems	7	7.3.2	GLOBAL INTERDEPENDENCE--Differentiate among currency vales and their exchange rates	differentiate among currency values and their exchange rates with no significant errors	
3	Students understand economic concepts and the characteristics of various economic systems	7	7.3.3	GLOBAL INTERDEPENDENCE--Explain patterns and networks (e.g. patterns of trade, human migration, cultural and political alliances/sanctions) of economic and global interdependence in a changing world	provide a relevant explanation of patterns and networks of economic and global interdependence in a changing world	
3	Students understand economic concepts and the characteristics of various economic systems	7	7.3.4	GLOBAL INTERDEPENDENCE--Identify ways (e.g. GNP, GDP, literacy rate, industrialization) to measure economic progress	identify ways to measure economic progress with sufficient detail	
4	Government and Citizenship	7	7.4.1	CITIZENSHIP--Compare the rights and responsibilities of citizens from a variety of countries (e.g., United States, Latin America, & Western Europe)	compare with sufficient detail the rights and responsibilities of citizens from a variety of countries.	
4	Government and Citizenship	7	7.4.2	CITIZENSHIP--Explain how people create and change structures of power (e.g., force, elections, wars, reactions to economic conditions and natural disasters)	explain with sufficient detail how people create and change structures of power.	
5	Concepts of Geography	7	7.5.1	PHYSICAL GEOGRAPHY--Identify current countries and principal physical features (e.g., ecosystems, mountain ranges, bodies of water) of the world	identify a representative variety of countries and principal physical features of the world.	
5	Concepts of Geography	7	7.5.2	PHYSICAL GEOGRAPHY--Use geographic tools (e.g., GIS, maps, graphs, charts) to interpret the past (e.g., cooperation/conflict, migrations of people, goods, and ideas) understand the present (e.g., demographic changes, resource distribution, weather cycles) and plan for the future (e.g., geopolitical changes)	use geographic tools to interpret the past, understand the present, and plan for the future with no significant errors.	
5	Concepts of Geography	7	7.5.3	PHYSICAL GEOGRAPHY--Explain how physical processes (e.g., wind and water erosion, climatic changes, plate tectonics) create, maintain, and modify Earth's physical features and environment)	provide a relevant explanation of how physical processes create, maintain, and modify Earth's physical features and environment.	
5	Concepts of Geography	7	7.5.4	HUMAN GEOGRAPHY--Explain how and why maps and regions change (e.g., physical, political and perceptual changes)	provide a relevant explanation as to how and why maps and regions change.	
5	Concepts of Geography	7	7.5.5	HUMAN GEOGRAPHY--Explain how human modifications affect the physical environment (e.g., damming of rivers, pollutions, urbanization)	provide a relevant explanation how human modifications affect the physical environment.	
5	Concepts of Geography	7	7.5.6	HUMAN GEOGRAPHY--Explain how physical systems affect human systems (e.g., Where do people live and why?)	explain with sufficient detail how physical systems affect human systems.	
5	Concepts of Geography	7	7.5.7	HUMAN GEOGRAPHY--Explain changes (e.g., the value placed on land, water, wind energy and fossil fuels) that occur in the meaning, use, distribution and importance of resources	provide a relevant explanation of changes that occur in the meaning, use, distribution and importance of resources.	
6	Human Development and Behavior	7	7.6.1	CULTURE--Identify principles governing individual and group behavior (e.g., cooperation, collaboration, power, conflict) within social dynamics (e.g., familial, political, religious)	identify a representative variety of principles governing individual and group behavior within social dynamics.	
6	Human Development and Behavior	7	7.6.2	CULTURE--Explain how individuals and institutions influence one another (e.g., social processes, peaceful and violent demonstrations, picketing, protests, petitions, group affiliation, citizenship, voting)	provide a relevant explanation of how individuals and institutions influence one another.	
6	Human Development and Behavior	7	7.6.3	CULTURE--Compare how cultures throughout the world meet human needs and concerns (e.g., religion, sense of belonging, celebrations)	make a relevant comparison of how cultures throughout the world meet human needs and concerns.	
6	Human Development and Behavior	7	7.6.4	CULTURE--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)	provide a relevant explanation of how "push" and "pull" factors rearrange and create new human landscapes.	
6	Human Development and Behavior	7	7.6.5	CULTURE--Explain how rivalry and tension between cultures contribute to world conflict	provide a relevant explanation of how rivalry and tension between cultures contribute to world conflict.	
1	Students apply Social Studies skills and resources	8	8.1.1	MAP SKILLS--Interpret current North Dakota thematic maps (e.g., soils, climate, vegetation, water, climate) to identify where people live and work, and how land is used	interpret North Dakota thematic maps to identify where people live and work, and how land is used with no significant errors.	

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1	Students apply Social Studies skills and resources	8	8.1.2	RESOURCES--Use various primary and secondary resources (e.g., historical maps, diaries, speeches, pictures, charts, graphs, diagrams, time lines specific to North Dakota) to analyze, and interpret information	use various primary and secondary resources to analyze and interpret information with minimal difficulty.	
2	Important Historical Events	8	8.2.1	U.S. HISTORY: DAWN OF A NEW NATION THROUGH IMPERIALISM--Analyze the transformation of the nation (e.g., imperialism, industrialization, immigration, political/social reformers, urbanization, mechanization of agriculture, changing business environment)	provide a relevant analysis of the transformation of the nation.	
2	Important Historical Events	8	8.2.10	U.S. HISTORY: DAWN OF A NEW NATION THROUGH IMPERIALISM--Analyze the rationale for western expansion and how it affected minorities (e.g., reservations, Indian Removal Act, treaties, Chinese Exclusion Act, Dawes Act, Manifest Destiny, Homestead Act)	provide a relevant analysis of the rationale for western expansion and how it affected minorities.	
2	Important Historical Events	8	8.2.11	U.S. HISTORY: DAWN OF A NEW NATION THROUGH IMPERIALISM--Explain the significance of key events (e.g., settlement and homesteading, statehood, reservations) and people (e.g., Roughrider Recipients) in North Dakota and tribal history	explain the significance of key events and people in North Dakota and tribal history with sufficient detail.	
2	Important Historical Events	8	8.2.2	U.S. HISTORY: DAWN OF A NEW NATION THROUGH IMPERIALISM--Explain how political parties developed to resolve issues (e.g., payment of debt, establishment of a national bank, strict or loose interpretation of the Constitution, support for England or	explain how political parties developed to resolve issues in the early years of the United States with sufficient detail.	
2	Important Historical Events	8	8.2.3	U.S. HISTORY: DAWN OF A NEW NATION THROUGH IMPERIALISM--Explain how political leaders (e.g., Andrew Jackson, William Henry Harrison, Martin Van Buren, John Tyler) dictated national policy (e.g., states rights, closure of National Bank, Indian Removal Act)	explain how political leaders dictated national policy with sufficient detail.	
2	Important Historical Events	8	8.2.4	U.S. HISTORY: DAWN OF A NEW NATION THROUGH IMPERIALISM--Explain how the concept of Manifest Destiny impacted national policy (e.g., War with Mexico, Gadsden Purchase, imperialism, Gold Rush, foreign policy)	explain how the concept of Manifest Destiny impacted national policy with sufficient detail.	
2	Important Historical Events	8	8.2.5	U.S. HISTORY: DAWN OF A NEW NATION THROUGH IMPERIALISM--Explain how reform efforts led to major changes in society (e.g., abolitionists, women's movement, temperance, education)	provide a relevant explanation how reform efforts led to major changes in society.	
2	Important Historical Events	8	8.2.6	U.S. HISTORY: DAWN OF A NEW NATION THROUGH IMPERIALISM--Explain the causes (e.g., states' rights, slavery, differences in Northern and Southern economies) of the Civil War	explain the causes of the Civil War with sufficient detail.	
2	Important Historical Events	8	8.2.7	U.S. HISTORY: DAWN OF A NEW NATION THROUGH IMPERIALISM--Explain the course and consequences of the Civil War (e.g., contributions of key individuals, key battles, The Emancipation Proclamation)	explain the course and consequences of the Civil War with sufficient detail.	
2	Important Historical Events	8	8.2.8	U.S. HISTORY: DAWN OF A NEW NATION THROUGH IMPERIALISM--Trace the social, economic, political, and cultural factors of Reconstruction (e.g., Jim Crow Laws, Election of 1876, black codes, rise of Ku Klux Klan)	trace the factors of Reconstruction with sufficient detail.	
2	Important Historical Events	8	8.2.9	U.S. HISTORY: DAWN OF A NEW NATION THROUGH IMPERIALISM--Analyze the impact of immigration on the United States (e.g., labor pools, ghettos)	provide a relevant analysis of the impact of immigration on the United States.	
3	Economic Concepts	8	8.3.1	EARLY UNITED STATES ECONOMY--Explain the purpose and effects of trade barriers (e.g., imposed trade barriers such as tariffs enacted before the Civil War, natural trade barriers such as mountains)	provide a relevant explanation of the purpose and effects of trade barriers.	
3	Economic Concepts	8	8.3.2	EARLY UNITED STATES ECONOMY--Describe how technological advances (e.g., cotton gin, steel plow, McCormick reaper, steamboat, steam locomotives) and industrialization impacted regions of the United States prior to the Civil War	describe how technological advances and industrialization impacted regions of the United States prior to the Civil War with sufficient detail.	
3	Economic Concepts	8	8.3.3	EARLY UNITED STATES ECONOMY--Evaluate how economic opportunities (e.g., manufacturing, agricultural, business) impact North Dakota and other regions (e.g., Midwest, Northeast)	provide a relevant evaluation how economic opportunities impact regions.	
4	Government and Citizenship	8	8.4.1	CITIZENSHIP--Explain the connections between the rights and responsibilities of citizenship (e.g., voting and staying informed on issues; being tried by a jury and serving on juries; having rights and respecting the rights of others)	provide a relevant explanation of the connections between the rights and responsibilities of citizenship.	
4	Government and Citizenship	8	8.4.2	GOVERNMENT SYSTEMS--Explain factors (e.g., lack of economic power, no court systems) that contributed to the demise of the Articles of Confederation and explain how they led to the creation of the US Constitution	provide a relevant explanation of factors that contributed to the demise of the Articles of Confederation and how they led to the creation of the US Constitution.	

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4	Government and Citizenship	8	8.4.3	GOVERNMENT SYSTEMS--Explain how the United States Constitution and Amendments influence society (e.g., voting rights, equal protection, due process)	provide a relevant explanation how the United States Constitution and Amendments influence society.	
4	Government and Citizenship	8	8.4.4	GOVERNMENT SYSTEMS--Explain the political party process at the local, state, and national level (e.g., the structure and functions of political parties, electoral college, how campaigns are run and who participates in them, the role of the media in the	explain with sufficient detail the political party process at the local, state, and national level.	
5	Concepts of Geography	8	8.5.1	PHYSICAL GEOGRAPHY--Describe the location and characteristics of the three regions of North Dakota including the Red River Valley, the Drift Prairie, and the Missouri Plateau	describe with sufficient detail the location and characteristics of the three regions of North Dakota including the Red River Valley, the Drift Prairie, and the Missouri Plateau.	
5	Concepts of Geography	8	8.5.2	HUMAN GEOGRAPHY--Describe the characteristics, distribution, and effects of human migration within the United States during different time periods (e.g., Westward Expansion, post Civil War, industrialization, urbanization)	describe with sufficient detail the characteristics, distribution, and effects of human migration within the United States during different time periods.	
5	Concepts of Geography	8	8.5.3	HUMAN GEOGRAPHY--Compare human characteristics (e.g., population distribution, land use) of places and regions (i.e., North Dakota)	make relevant comparisons about human characteristics of places and regions.	
6	Human Development and Behavior	8	8.6.1	CULTURE--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)	provide a relevant explanation of ways technology contributes to the spread of ideas, values, and behavioral patterns between societies and regions.	
6	Human Development and Behavior	8	8.6.2	CULTURE--Explain how culture influences gender roles, ethics, and beliefs	provide a relevant explanation of how culture influences gender roles, ethics, and beliefs.	
1	Students apply Social Studies skills and resources	9-12	9-12.1.6	BIAS AND PREJUDICE - Analyze the impact of bias and prejudice in historical and contemporary media	provide a relevant analysis of bias and prejudice in historical and contemporary media.	Sociology
1	Students apply Social Studies skills and resources	9-12		Use Media (e.g., oral, written, websites, computer simulations, multimedia resources) to access, record, analyze, and communicate information relating to social studies.	Use media to access, record, analyze, and communicate information related to Social studies.	Current Issues
1	Students apply Social Studies skills and resources	9-12		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).	Apply social studies skills.	Current Issues
1	Students apply Social Studies skills and resources	9-12		MAP SKILLS - Interpret current North Dakota thematic maps (e.g., soils, climate, vegetation, water, climate) to identify where people live and work, and how land is used	interpret North Dakota thematic maps to identify where people live and work, and how land is used.	North Dakota Studies
1	Students apply Social Studies skills and resources	9-12		MAP SKILLS - Use map scales to locate physical features and estimate distance on a map	use map scales to locate physical features and estimate distance on a map.	North Dakota Studies
1	Students apply Social Studies skills and resources	9-12		MAP SKILLS = Create a mental map that demonstrates understanding of the relative location, direction, size and shape of the United States. (e.g., states, major cities, capitals, major landforms)	create a mental map with sufficient detail of the relative location, direction, size and shape of the United States.	North Dakota Studies
1	Students apply Social Studies skills and resources	9-12		RESOURCES - Interpret current events using print and electronic media (e.g., newspaper, news magazines, television, Internet)	provide a relevant interpretation of current events using print and electronic media.	North Dakota Studies
1	Students apply Social Studies skills and resources	9-12		TIME LINES - Construct a North Dakota time line and compare with existing United States time lines of concurring events	construct a North Dakota time line and compare with existing United States time lines of concurring events with no significant errors.	North Dakota Studies
2	Important Historical Events	9-12	9-12.2.10	U.S. PERIODS, EVENTS, FIGURES, MOVEMENTS TO INCLUDE BUT NOT LIMITED TO INDUSTRIALIZATION TO PRESENT - 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)	provide a relevant analysis of presidential administrations	U.S. History
2	Important Historical Events	9-12	9-12.2.11	U.S. PERIODS, EVENTS, FIGURES, MOVEMENTS TO INCLUDE BUT NOT LIMITED TO INDUSTRIALIZATION TO PRESENT - Analyze the major social issues and popular culture of contemporary US (e.g., immigration, environment, poverty, terrorism, and discrimination)	provide a relevant analysis of the major social issues and popular culture issues of contemporary US.	U.S. History
2	Important Historical Events	9-12	9-12.2.12	GLOBAL PERIODS, EVENTS, FIGURES, AND MOVEMENTS INCLUDING BUT NOT LIMITED TO RENAISSANCE TO PRESENT - Analyze the ideas, events and global impacts of the Renaissance, Reformation, Scientific Revolution, and the Enlightenment	provide a relevant analysis of the Renaissance, Reformation, Scientific Revolution, and the Enlightenment.	World History

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2	Important Historical Events	9-12	9-12.2.13	GLOBAL PERIODS, EVENTS, FIGURES, AND MOVEMENTS INCLUDING BUT NOT LIMITED TO RENAISSANCE TO PRESENT - Explain the growth and expansion of global economies and their impact on world regions (e.g., mercantilism, slavery, colonialism, Silk Road, salt trade)	provide a relevant explanation of the growth and expansion of global economies and their impact on world regions.	World History
2	Important Historical Events	9-12	9-12.2.14	GLOBAL PERIODS, EVENTS, FIGURES, AND MOVEMENTS INCLUDING BUT NOT LIMITED TO RENAISSANCE TO PRESENT - Compare the political, social, and industrial revolutions from the late 18th to the early 20th 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)	provide a relevant comparison of the political, social, and industrial revolutions from the late 18th to the early 20th century.	World History
2	Important Historical Events	9-12	9-12.2.15	GLOBAL PERIODS, EVENTS, FIGURES, AND MOVEMENTS INCLUDING BUT NOT LIMITED TO RENAISSANCE TO PRESENT - 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)	provide a relevant analysis of the global causes, course, and consequences of WW I.	World History
2	Important Historical Events	9-12	9-12.2.16	GLOBAL PERIODS, EVENTS, FIGURES, AND MOVEMENTS INCLUDING BUT NOT LIMITED TO RENAISSANCE TO PRESENT - 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)	provide a relevant analysis of the global causes, course, and consequences of WW II and post-war events.	World History
2	Important Historical Events	9-12	9-12.2.17	GLOBAL PERIODS, EVENTS, FIGURES, AND MOVEMENTS INCLUDING BUT NOT LIMITED TO RENAISSANCE TO PRESENT - 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)	explain nationalist and revolutionary movements and attempts by colonial countries to achieve independence after WW II with relevant interpretation.	World History
2	Important Historical Events	9-12	9-12.2.18	GLOBAL PERIODS, EVENTS, FIGURES, AND MOVEMENTS INCLUDING BUT NOT LIMITED TO RENAISSANCE TO PRESENT - 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)	explain events in the development of the Cold War with sufficient detail.	World History
2	Important Historical Events	9-12	9-12.2.19	GLOBAL PERIODS, EVENTS, FIGURES, AND MOVEMENTS INCLUDING BUT NOT LIMITED TO RENAISSANCE TO PRESENT - Analyze political and social change in the Middle East and Asia from 1948 – present (e.g., Camp David Accords, Tiananmen Square, conflicts in U.S. PERIODS, EVENTS, FIGURES, MOVEMENTS TO INCLUDE BUT NOT LIMITED TO	provide a relevant analysis of the social and political changes in the Middle East from 1948 – present.	World History
2	Important Historical Events	9-12	9-12.2.2	INDUSTRIALIZATION TO PRESENT - 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)	provide a relevant evaluation of the transformation of the nation.	U.S. History
2	Important Historical Events	9-12	9-12.2.20	GLOBAL PERIODS, EVENTS, FIGURES, AND MOVEMENTS INCLUDING BUT NOT LIMITED TO RENAISSANCE TO PRESENT - 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)	provide a relevant explanation of contemporary issues and events in an interdependent world	World History
2	Important Historical Events	9-12	9-12.2.3	U.S. PERIODS, EVENTS, FIGURES, MOVEMENTS TO INCLUDE BUT NOT LIMITED TO INDUSTRIALIZATION TO PRESENT - 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)	trace the causes, course, and legacy of the United States' involvement in World War I at home and abroad.	U.S. History
2	Important Historical Events	9-12	9-12.2.4	U.S. PERIODS, EVENTS, FIGURES, MOVEMENTS TO INCLUDE BUT NOT LIMITED TO INDUSTRIALIZATION TO PRESENT - 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)	provide a relevant analysis of the major political, economic, and social developments that occurred between World War I and World War II.	U.S. History

Standard	Standard Statement	Grade	Benchmark	Benchmark Expectations	I CAN.....	Course
2	Important Historical Events	9-12	9–12.2.5	U.S. PERIODS, EVENTS, FIGURES, MOVEMENTS TO INCLUDE BUT NOT LIMITED TO INDUSTRIALIZATION TO PRESENT - Trace the causes, course, and legacy of World War II (e.g., totalitarian regimes; Pacific theater, European theater, home front)	trace the causes, course, and legacy of World War II.	U.S. History
2	Important Historical Events	9-12	9–12.2.6	U.S. PERIODS, EVENTS, FIGURES, MOVEMENTS TO INCLUDE BUT NOT LIMITED TO INDUSTRIALIZATION TO PRESENT - Analyze the economic boom and social transformation of post WWII America (e.g., popular culture, changing women's roles, technological developments)	provide a relevant analysis of the economic boom and social transformation of post-WWII America.	U.S. History
2	Important Historical Events	9-12	9–12.2.7	U.S. PERIODS, EVENTS, FIGURES, MOVEMENTS TO INCLUDE BUT NOT LIMITED TO INDUSTRIALIZATION TO PRESENT - Analyze the origins, foreign policy, events, and domestic consequences of the Cold War (e.g., containment policy, arms race, fear of communism)	provide a relevant analysis of the origins, foreign policy events, and domestic consequences of the Cold War.	U.S. History
2	Important Historical Events	9-12	9–12.2.8	U.S. PERIODS, EVENTS, FIGURES, MOVEMENTS TO INCLUDE BUT NOT LIMITED TO INDUSTRIALIZATION TO PRESENT - 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)	analyze the development of equal opportunity with relevant interpretation.	U.S. History
2	Important Historical Events	9-12	9–12.2.9	U.S. PERIODS, EVENTS, FIGURES, MOVEMENTS TO INCLUDE BUT NOT LIMITED TO INDUSTRIALIZATION TO PRESENT - Analyze the key events and political/social effects of	provide a relevant analysis of the key events and political and social effects of the Vietnam conflict.	U.S. History
2	Important Historical Events	9-12		DAWN OF A NEW NATION THROUGH IMPERIALISM - Analyze the transformation of the nation (e.g., Imperialism, industrialization, immigration, political/social reformers, urbanization, mechanization of agriculture, changing business environment)	provide a relevant analysis of the transformation of the nation.	U.S. History (AP)
2	Important Historical Events	9-12		DAWN OF A NEW NATION THROUGH IMPERIALISM - Explain how political parties developed to resolve issues (e.g., payment of debt, establishment of a national bank, strict or loose interpretation of the Constitution, support for England or France) in the early years of the United States	explain how political parties developed to resolve issues in the early years of the United States with sufficient detail.	U.S. History (AP)
2	Important Historical Events	9-12		DAWN OF A NEW NATION THROUGH IMPERIALISM - Explain how political leaders (e.g., Andrew Jackson, William Henry Harrison, Martin Van Buren, John Tyler) dictated national policy (e.g., States' rights, closure of National Bank, Indian Removal Act)	explain how political leaders dictated national policy with sufficient detail.	U.S. History (AP)
2	Important Historical Events	9-12		DAWN OF A NEW NATION THROUGH IMPERIALISM - Explain how the concept of Manifest Destiny impacted national policy (e.g., War with Mexico, Gadsden Purchase,, imperialism, Gold Rush, foreign policy)	explain how the concept of Manifest Destiny impacted national policy with sufficient detail.	U.S. History (AP)
2	Important Historical Events	9-12		DAWN OF A NEW NATION THROUGH IMPERIALISM - Explain how reform efforts led to major changes in society (e.g., abolitionists, women's movement, temperance, education)	provide a relevant explanation how reform efforts led to major changes in society.	U.S. History (AP)
2	Important Historical Events	9-12		DAWN OF A NEW NATION THROUGH IMPERIALISM - Explain the causes (e.g., states' rights, slavery, differences in Northern and Southern economies) of the Civil War	explain the causes of the Civil War with sufficient detail.	U.S. History (AP)
2	Important Historical Events	9-12		DAWN OF A NEW NATION THROUGH IMPERIALISM - Explain the course and consequences of the Civil War (e.g., contributions of key individuals, key battles, The Emancipation Proclamation)	explain the course and consequences of the Civil War with sufficient detail.	U.S. History (AP)
2	Important Historical Events	9-12		DAWN OF A NEW NATION THROUGH IMPERIALISM - Trace the social, economic, political, and cultural factors of Reconstruction (e.g., Jim Crow Laws, election of 1876, black codes, rise of Ku Klux Klan)	trace the factors of Reconstruction with sufficient detail.	U.S. History (AP)
2	Important Historical Events	9-12		DAWN OF A NEW NATION THROUGH IMPERIALISM - Analyze the impact of immigration on the United States (e.g., labor pools, ghettos)	provide a relevant analysis of the impact of immigration on the United States.	U.S. History (AP)
2	Important Historical Events	9-12		DAWN OF A NEW NATION THROUGH IMPERIALISM - Analyze the rationale for western expansion and how it affected minorities (e.g. reservations, Indian Removal Act, treaties, Chinese Exclusion Act, Dawes Act, Manifest Destiny, Homestead Act)	provide a relevant analysis of the rationale for western expansion and how it affected minorities.	U.S. History (AP)
2	Important Historical Events	9-12		EARLY UNITED STATES ECONOMY - Explain the purpose and effects of trade barriers (e.g., imposed trade barriers such as tariffs enacted before the Civil War, natural trade barriers such as mountains)	provide a relevant explanation of the purpose and effects of trade barriers.	U.S. History (AP)

Standard	Standard Statement	Grade	Benchmark	Benchmark Expectations	I CAN.....	Course
2	Important Historical Events	9-12		EARLY UNITED STATES ECONOMY - Describe how technological advances (e.g., cotton gin, steel plow, McCormick reaper, steamboat, steam locomotives) and industrialization impacted regions of the United States prior to the Civil War.	describe how technological advances and industrialization impacted regions of the United States prior to the Civil War with sufficient detail.	U.S. History (AP)
2	Important Historical Events	9-12		GOVERNMENT SYSTEMS - Explain factors (e.g., lack of economic power, lack of central government, no court systems) that contributed to the demise of the Articles of Confederation and explain how they led to the creation of the US Constitution.	provide a relevant explanation of factors that contributed to the demise of the Articles of Confederation and how they led to the creation of the US Constitution.	U.S. History (AP)
2	Important Historical Events	9-12		GOVERNMENT SYSTEMS - Explain how the United States Constitution and Amendments influence society (e.g., voting rights, equal protection, due process)	provide a relevant explanation how the United States Constitution and Amendments influence society.	U.S. History (AP)
2	Important Historical Events	9-12		GOVERNMENT SYSTEMS - Explain the political party process at the local, state, and national level (e.g., the structure and functions of political parties, electoral college, how campaigns are run and who participates in them, the role of the media in the election process, various kinds of elections)	explain with sufficient detail the political party process at the local, state, and national level.	U.S. History (AP)
2	Important Historical Events	9-12		HUMAN GEOGRAPHY - Describe the characteristics, distribution, and effects of human migration within the United States during different time periods (e.g., Westward Expansion, post Civil War, Industrialization, urbanization)	describe with sufficient detail the characteristics, distribution, and effects of human migration within the United States during different time periods.	U.S. History (AP)
2	Important Historical Events	9-12		U.S PERIODS, EVNETS, FIGURES, MOVEMENTS TO INCLUDE BUT NOT IMITED TO INDUSTRIALIZATION TO PRESENT - 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)	provide a relevant evaluation of the transformation of the nation.	U.S. History (AP)
2	Important Historical Events	9-12		U.S PERIODS, EVNETS, FIGURES, MOVEMENTS TO INCLUDE BUT NOT IMITED TO INDUSTRIALIZATION TO PRESENT - 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)	trace the causes, course, and legacy of the United States' involvement in World War I at home and abroad.	U.S. History (AP)
2	Important Historical Events	9-12		U.S PERIODS, EVNETS, FIGURES, MOVEMENTS TO INCLUDE BUT NOT IMITED TO INDUSTRIALIZATION TO PRESENT - 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)	provide a relevant analysis of the major political, economic, and social developments that occurred between World War I and World War II.	U.S. History (AP)
2	Important Historical Events	9-12		U.S PERIODS, EVNETS, FIGURES, MOVEMENTS TO INCLUDE BUT NOT IMITED TO INDUSTRIALIZATION TO PRESENT - Trace the causes, course, and legacy of World War II (e.g., totalitarian regimes; Pacific theater, European theater, home front)	trace the causes, course, and legacy of World War II.	U.S. History (AP)
2	Important Historical Events	9-12		U.S PERIODS, EVNETS, FIGURES, MOVEMENTS TO INCLUDE BUT NOT IMITED TO INDUSTRIALIZATION TO PRESENT - Analyze the economic boom and social transformation of post WWII America (e.g., popular culture, changing women's roles, technological developments)	provide a relevant analysis of the economic boom and social transformation of post-WWII America.	U.S. History (AP)
2	Important Historical Events	9-12		U.S PERIODS, EVNETS, FIGURES, MOVEMENTS TO INCLUDE BUT NOT IMITED TO INDUSTRIALIZATION TO PRESENT - Analyze the origins, foreign policy, events, and domestic consequences of the Cold War (e.g., containment policy, arms race, fear of communism)	provide a relevant analysis of the origins, foreign policy events, and domestic consequences of the Cold War.	U.S. History (AP)
2	Important Historical Events	9-12		U.S PERIODS, EVNETS, FIGURES, MOVEMENTS TO INCLUDE BUT NOT IMITED TO INDUSTRIALIZATION TO PRESENT - 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)	analyze the development of equal opportunity with relevant interpretation.	U.S. History (AP)
2	Important Historical Events	9-12		U.S PERIODS, EVNETS, FIGURES, MOVEMENTS TO INCLUDE BUT NOT IMITED TO INDUSTRIALIZATION TO PRESENT - 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)	provide a relevant analysis of the key events and political and social effects of the Vietnam conflict.	U.S. History (AP)

Standard	Standard Statement	Grade	Benchmark	Benchmark Expectations	I CAN.....	Course
2	Important Historical Events	9-12		U.S PERIODS, EVNETS, FIGURES, MOVEMENTS TO INCLUDE BUT NOT IMITED TO INDUSTRIALIZATION TO PRESENT - 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;	provide a relevant analysis of presidential administrations.	U.S. History (AP)
2	Important Historical Events	9-12		U.S PERIODS, EVNETS, FIGURES, MOVEMENTS TO INCLUDE BUT NOT IMITED TO INDUSTRIALIZATION TO PRESENT - Analyze the major social issues and popular culture of contemporary US (e.g., immigration, environment, poverty, terrorism, and discrimination)	provide a relevant analysis of the major social issues and popular culture issues of contemporary US.	U.S. History (AP)
2	Important Historical Events	9-12		Analyze the origins, foreign policy, events, and domestic consequences of the Cold War (e.g., containment policy, arms race, fear of communism)	provide a relevant analysis of the origins, foreign policy events, and domestic consequences of the Cold War.	International Relations
2	Important Historical Events	9-12		Analyze the key events and political effects of the Vietnam conflict (e.g., Gulf of Tonkin Resolution and the Tet Offensive; protests and opposition; presidential policies, War Powers Act)	provide a relevant analysis of the key events and political and social effects of the Vietnam conflict.	International Relations
2	Important Historical Events	9-12		Analyze the key events and foreign 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)	provide a relevant analysis of presidential administrations.	International Relations
2	Important Historical Events	9-12		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)	provide a relevant analysis of the global causes, course, and consequences of WW II and post-war events.	International Relations
2	Important Historical Events	9-12		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)	explain events in the development of the Cold War	International Relations
2	Important Historical Events	9-12		Analyze political 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)	provide a relevant analysis of the political changes in the Middle East from 1948 – present.	International Relations
2	Important Historical Events	9-12		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)	provide a relevant explanation of contemporary issues and events in an interdependent world.	International Relations
2	Important Historical Events	9-12		Analyze the social transformation of post WWII America (e.g., popular culture, changing women’s roles, technological developments)	Provide a relevant analysis of the social transformation of post-WWII America.	Current Issues
2	Important Historical Events	9-12		Analyze the struggle for equal opportunity	analyze the development of equal opportunity with relevant	Current Issues
2	Important Historical Events	9-12		Analyze the domestic policies of contemporary presidential administrations	provide a relevant analysis of presidential administrations.	Current Issues
2	Important Historical Events	9-12		Analyze the major social issues and popular culture of contemporary US	provide a relevant analysis of the major social issues and popular culture issues of contemporary US.	Current Issues
2	Important Historical Events	9-12		Explain contemporary issues and events in an interdependent world	provide a relevant explanation of contemporary issues and events in an interdependent world.	Current Issues
2	Important Historical Events	9-12		SYMBOLS - Identify the symbols (i.e., bird, flower, flag, tree) that represent North Dakota	identify the symbols that represent North Dakota.	North Dakota Studies
2	Important Historical Events	9-12		CONCEPTS OF TIME - Identify similarities and differences between past events and current events in North Dakota (e.g., in the lives of people from different cultures past and present)	identify similarities and differences between past events and current events.	North Dakota Studies
2	Important Historical Events	9-12		CONCEPTS OF TIME - Use chronological order and sequence to describe the cause-and-effect relationships of historical events and periods in North Dakota (e.g., how the railroads led to settlements in the state)	use chronological order and sequence to describe the cause-and-effect relationships of historical events and periods in North Dakota.	North Dakota Studies
2	Important Historical Events	9-12		PEOPLE AND EVENTS - Identify the contributions of prominent individuals (e.g., Teddy Roosevelt, La Verendrye, Rough Rider Award winners) to North Dakota	identify the contributions of prominent individuals to North Dakota.	North Dakota Studies
2	Important Historical Events	9-12		EXPLORATION - Describe the daily lives (e.g., roles, shelter, significance of buffalo) of the first inhabitants of North Dakota	describe the daily lives of the first inhabitants of North Dakota.	North Dakota Studies

Standard	Standard Statement	Grade	Benchmark	Benchmark Expectations	I CAN.....	Course
2	Important Historical Events	9-12		EXPLORATION - Explain the significance of fur trading in North Dakota (e.g., Hudson Bay, Charbonneau, American Fur Company, LaVerendrye)	provide a relevant explanation of the significance of fur trading in North Dakota.	North Dakota Studies
2	Important Historical Events	9-12		EXPLORATION - Explain the significance of the Lewis and Clark expeditions (e.g., Corps of Discovery, Sacagawea) in North Dakota history	provide a relevant explanation of the significance of the Lewis and Clark expeditions.	North Dakota Studies
2	Important Historical Events	9-12		COLONIZATION - Explain reasons for settlement in North Dakota (e.g., railroads, Bonanza farms, Homestead Act)	explain reasons for settlement in North Dakota.	North Dakota Studies
2	Important Historical Events	9-12		EXPANSION - Explain the significance of agriculture in North Dakota history (e.g., immigration, railroads)	provide a relevant explanation of the significance of agriculture in North Dakota history.	North Dakota Studies
2	Important Historical Events	9-12		EXPANSION - Describe the effects of changes in industry, agriculture, and technology in North Dakota (e.g., energy production, transportation, farming methods)	describe the effects of changes in industry, agriculture, and technology in North Dakota.	North Dakota Studies
2	Important Historical Events	9-12		EXPANSION - Explain the significance of key events (e.g., settlement and homesteading, statehood, reservations) and people (e.g., Roughrider Recipients) in North Dakota and tribal history	explain the significance of key events and people in North Dakota and tribal history.	North Dakota Studies
3	Economic Concepts	9-12	9-12.3.1	CONCEPTS - Analyze basic micro and macro economic concept (e.g. scarcity, opportunity cost, trade offs, markets, business organizations, factors of production, supply and demand, and personal finance)	provide a relevant analysis of basic micro and macro economic concepts. provide a relevant analysis of basic personal finance concepts (e.g. checkbook mechanics, savings and investment, credit, earning power, college costs, budgeting, mortgages)	Problems of Democracy I
3	Economic Concepts	9-12	9-12.3.2	STRUCTURE AND FUNCTION - 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)	can explain the role of money and the role of financial institutions in a market economy with sufficient detail.	Problems of Democracy I
3	Economic Concepts	9-12	9-12.3.3	STRUCTURE AND FUNCTION - 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)	describe the difference between market economies and central planned or command economies with sufficient detail.	Problems of Democracy I
3	Economic Concepts	9-12	9-12.3.4	STRUCTURE AND FUNCTION - Analyze the role government plays in an economy (e.g. provisions of public goods and services, taxes, protection of property rights, resolution of market failures)	provide a relevant analysis of the role government plays in an economy.	Problems of Democracy I
3	Economic Concepts	9-12	9-12.3.5	STRUCTURE AND FUNCTION - Interpret the concepts of exchange and trade and the impacts and implications of a global economy for individuals and nations	provide a relevant interpretation of the concepts of exchange and trade and the impacts and implications of a global economy for individuals and nations.	Problems of Democracy I
3	Economic Concepts	9-12		Interpret the concepts of exchange and trade and the impacts and implications of a global economy for individuals and nations	provide a relevant interpretation of the concepts of exchange and trade and the impacts and implications of a global economy for individuals and nations.	International Relations
3	Economic Concepts	9-12		Identify ways that natural resources (e.g., soil, minerals, trees, fish, people) contribute to the economy of the local community and North Dakota	identify ways that natural resources contribute to the economy of the local community and North Dakota.	North Dakota Studies
3	Economic Concepts	9-12		STATE ECONOMICS - Evaluate how economic opportunities (e.g., manufacturing, agricultural, business) impact North Dakota and other regions (e.g., Midwest, Northeast)	provide a relevant evaluation how economic opportunities impact regions.	North Dakota Studies
3	Economic Concepts	9-12		STATE ECONOMICS - Describe factors (e.g., climate, population, tax laws, natural resources) governing economic decision making in North Dakota and other regions (e.g., Midwest, Southeast)	describe the factors governing economic decision making.	North Dakota Studies
3	Economic Concepts	9-12		STATE ECONOMICS - Explain the impact of tourism on North Dakota's economy (e.g. revenue for our state, jobs created, tourist sites--Fort Lincoln, Peace Gardens, Medora, Lake Sakakawea, Devils Lake)	explain the impact of tourism on North Dakota's economy	North Dakota Studies
3	Economic Concepts	9-12		STATE ECONOMICS - Identify principal exports of North Dakota (e.g., crops, energy, livestock)	identify principal exports of North Dakota.	North Dakota Studies
4	Government and Citizenship	9-12	9-12.2.4	HISTORICAL AND CONTEMPORARY POLITICAL PROCESSES - 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)	provide a relevant evaluation of the effectiveness of structures, operations, and influences of political systems and constitutional governments.	Problems of Democracy II

Standard	Standard Statement	Grade	Benchmark	Benchmark Expectations	I CAN.....	Course
4	Government and Citizenship	9-12	9-12.4.1	TRIBAL SOVEREIGNTY - 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)	provide a relevant explanation of how political and economic forces have affected the sovereignty of tribal nations.	Problems of Democracy II
4	Government and Citizenship	9-12	9-12.4.3	HISTORICAL AND PHILOSOPHICAL FOUNDATIONS - 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; 1st and 2nd 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)	provide a relevant analysis of the content and context of documents, events, and organizations that influenced and established the United States.	Problems of Democracy II
4	Government and Citizenship	9-12	9-12.4.5	HISTORICAL AND CONTEMPORARY POLITICAL PROCESSES -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)	provide a relevant analysis of historical and contemporary examples of civil liberties and civil rights in the United States.	Problems of Democracy II
4	Government and Citizenship	9-12	9-12.4.6	RIGHTS AND RESPONSIBILITIES OF CITIZENS - Evaluate the rights and responsibilities of citizenship and civic participation (e.g., election system and process; naturalization; political activism)	provide a relevant evaluation of the rights and responsibilities of citizenship and civic participation.	Problems of Democracy II
4	Government and Citizenship	9-12		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)	provide a relevant analysis of historical and contemporary examples of civil liberties and civil rights in the United States.	Current Issues
4	Government and Citizenship	9-12		Evaluate the rights and responsibilities of citizenship and civic participation (e.g., election system and process; naturalization; political activism)	provide a relevant evaluation of the rights and responsibilities of citizenship and civic participation.	Current Issues
4	Government and Citizenship	9-12		CITIZENSHIP - Identify the roles, rights, and responsibilities of a citizen in North Dakota (e.g., obedience to laws, the right to vote)	identify the roles, rights, and responsibilities of a citizen in North Dakota.	North Dakota Studies
4	Government and Citizenship	9-12		GOVERNMENT SYSTEMS - Identify the basic roles of the three branches of North Dakota government (i.e., Executive, Legislative, Judicial)	identify the basic roles of the three branches of North Dakota's government.	North Dakota Studies
4	Government and Citizenship	9-12		GOVERNMENT SYSTEMS -Identify the characteristics of a sovereign nation in terms of tribal government in North Dakota	identify the characteristics of a sovereign nation in terms of tribal government in North Dakota.	North Dakota Studies
4	Government and Citizenship	9-12		GOVERNMENT SYSTEMS - Describe the relationship (e.g., power, responsibility, influence) among the executive, judicial, and legislative branches of the government at the local, state (i.e., North Dakota), and national level	describe the relationship among the executive, judicial, and legislative branches of the government at the local, state, and national level.	North Dakota Studies
4	Government and Citizenship	9-12		GOVERNMENT SYSTEMS -Compare the functions and structure of local, state, tribal, and federal governments within North Dakota	compare the functions and structure of local, state, tribal, and federal governments within North Dakota.	North Dakota Studies
5	Concepts of Geography	9-12		PHYSICAL GEOGRAPHY - Identify the location and characteristics of significant features of North Dakota (e.g., landforms, river systems, climate, regions, major cities)	identify the location and characteristics of significant features of North Dakota.	North Dakota Studies
5	Concepts of Geography	9-12		HUMAN GEOGRAPHY - Explain how the physical environment (e.g., rainfall, climate, natural hazards) affects human activity in North Dakota	explain how the physical environment affects human activity.	North Dakota Studies
5	Concepts of Geography	9-12		HUMAN GEOGRAPHY -Identify different patterns of land use in North Dakota (e.g., land use in urban, suburban, and rural areas, mining, agriculture, manufacturing)	identify different patterns of land use in North Dakota.	North Dakota Studies
5	Concepts of Geography	9-12		HUMAN GEOGRAPHY -Describe ways geography has affected the development (e.g., the development of transportation, communication, industry, and land use) of the state over time	describe a representative variety of ways geography has affected the development of the state over time.	North Dakota Studies
6	Human Development and Behavior	9-12	9-12.6.1	GROUP INTERACTION - Explain how group and cultural influences contribute to human development, identity, and behavior (e.g., religion, education, media, government, and economy)	provide a relevant analysis of group and cultural influences on human development, identity, and behavior.	Sociology
6	Human Development and Behavior	9-12	9-12.6.2	GROUP INTERACTION - 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)	explain the various meanings of social groups, general implications of group membership, and different ways that groups function with sufficient detail.	Sociology

Standard	Standard Statement	Grade	Benchmark	Benchmark Expectations	I CAN.....	Course
6	Human Development and Behavior	9-12	9-12.6.3	GROUP INTERACTION - Relate elements of socio-cultural development with other factors (e.g., individual differences, personality and assessment, psychological disorders and treatments)	relate elements of socio-cultural development with individual differences, personality and assessment, psychological disorders and treatments	Psychology
6	Human Development and Behavior	9-12	9-12.6.4	GROUP INTERACTION - Analyze conflict, cooperation, and interdependence among individuals, groups, and institutions (e.g., gender roles, social stratification, racial/ethnic bias)	provide a relevant analysis of conflict, cooperation, and interdependence among individuals, groups, and institutions.	Sociology