NORTH DAKOTA
DEPARTMENT OF
PUBLIC INSTRUCTION

NORTH DAKOTA

SOCIAL STUDIES CONTENT STANDARDS

GRADES K-12

DRAFT 3

Note: The standards in this draft are under revision. There are portions that have not been completed at this point of publication. Additionally, the writing committee has not yet worked on standards alignment.

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DOCUMENT REVISION LOG

Date Revised	Description of Revision	Page(s)

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SUPERINTENDENT'S FOREWORD

INTRODUCTION

Social studies education prepares North Dakota students for college, career, and civic life by developing the knowledge and skills necessary to understand the past, engage with the present, and contribute to the future. In developing these standards, the committee considered an essential question: What knowledge and skills does a North Dakota student need upon graduating from high school? This question guided the development of a purposeful progression of learning across grades K–12 designed to prepare knowledgeable, thoughtful, and engaged North Dakota graduates.

The philosophy behind the standards is grounded in relevance, inquiry, and the application of knowledge. Social studies is an integrated field that brings together multiple disciplines to help students understand connections among people, places, events, ideas, cultures, institutions, systems, and environments. The standards integrate essential content knowledge with disciplinary skills that encourage students to ask meaningful questions, analyze and evaluate evidence, consider multiple perspectives, make connections, communicate conclusions, and apply their learning. Through these experiences, students develop an understanding about how social studies connects to their lives and their roles within their communities, state, nation, and world.

The North Dakota Social Studies Content Standards establish what students should know and be able to do; standards are not curriculum. The standards provide a common statewide framework for rigorous and relevant learning while preserving local control over how those expectations are taught. Curriculum, instructional materials, resources, sequencing, and instructional approaches remain the responsibility of local school districts and educators, providing the flexibility to respond to student needs, local contexts, and communities.

The development of the North Dakota Social Studies Content Standards was a multi-phase process. State Superintendent of Public Instruction Levi Bachmeier established, through an application process, a statewide committee that included teachers, administrators, and higher education faculty. Over five multi-day sessions, the committee developed a new set of standards. The committee began by reviewing North Dakota state statutes, information from North Dakota History, North Dakota Court Systems, the Teachings of Our Elders, and state and national standards. Drawing from the information gained from those documents and current research and instructional practices, the committee drafted revisions to the content standards. Review by the content standard review committee and input from public comments were used to inform the development of the new standards. The committee began their work in March 2026 and completed the development of the new standards in February 2027.

ORGANIZATION OF THE STANDARDS

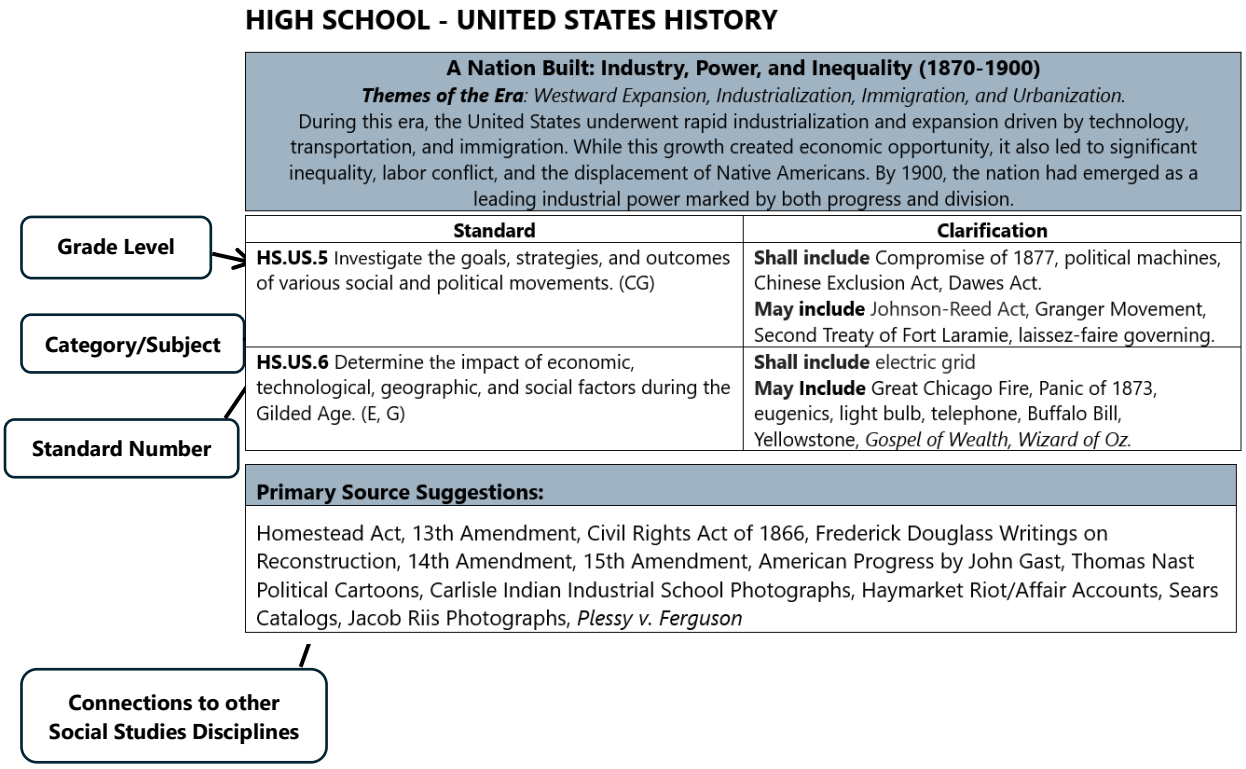
The content standards are divided into individual grade levels in grades K-5. The middle and high school content is divided into separate course-related areas. The content within each level is arranged in categories and subcategories.

The standards contain a section within each area outlining skills that should be embedded within content instruction. These skills include critical thinking, research, analysis of evidence and data representing multiple perspectives, analyzing chronology, and determining the historical relevance of ideas and events.

The content standards contain "clarifications" that identify topics that would be covered within the standard. These clarifications include "shall include" items that must be included when teaching the standard and "may include" items that provide optional topics that could be included when teaching the standard. The clarifications also identify opportunities to make state and local connections to the standard and include suggested primary sources that could be used to support the standards and used to meet the skill of analyzing primary and secondary sources.

After the content standards, an outline of the progression of skills and content is found. This portion of the document shows how the skills and content develop through grades K-12 and how the different areas of social studies connect.

HOW TO READ THIS DOCUMENT



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K-12 SOCIAL STUDIES CONTENT STANDARDS

KINDERGARTEN

Social Studies Skills				
Research & Inquiry	**Compare and Contrast**	**Cause and Effect**	**Evidence-Based Reasoning**	**Historical Relevance**
• Ask questions about people, places, events, and the world around you. • Gather information from pictures, stories, and classroom sources.	• Identify basic similarities and differences between people, places, objects, or experiences.	• Recognize that actions and events can lead to results and changes.	• Share ideas, observations, experiences, and information from sources.	• Recognize important people, places, and events. • Identify past and present.

Civics and Government	
Standard	**Clarification**
K.CG.1 Identify rules at home and school and explain how each rule helps keep people safe.	
K.CG.2 Identify personal responsibilities at home and school and explain how completing them helps the group.	
K.CG.3 Identify examples of authority figures and helpers in the school and at home.	
K.CG.4 Recognize national symbols and the values they represent.	**Shall include** the bald eagle and American flag and how they represent the United States and freedom.

Geography	
Standard	**Clarification**
K.G.1 Identify the similarities and differences between a map and a globe.	
K.G.2 Identify locations on a picture map using positional words.	**May include** up, down, near, far, left, right, in front of, and behind.
K.G.3 Recall and state the name of the learner's school and city/town.	

Economics	
Standard	**Clarifications**
K.E.1 Identify needs and wants. (Financial Literacy K.FA.FD.1)	
K.E.2 Explain the difference between saving and spending money. (Financial Literacy K.MM.S.1)	
K.E.3 Identify the reasons people need to work. (Financial Literacy K.FA.EE.1)	
K.E.4 Identify goods and services. (Financial Literacy K.FA.FD.3)	

KINDERGARTEN

History	
Standard	**Clarifications**
K.H.1 Identify national holidays or days of observance in the United States.	**May include** Martin Luther King, Jr. Day, Presidents' Day, Memorial Day, Independence Day, Labor Day, Veterans Day, Thanksgiving Day.
K.H.2 Recognize past and present personal experiences.	**May include** school year, daily schedule, life events.
K.H.3 Identify and describe a current event in the local community or world.	

GRADE 1

Social Studies Skills				
Research & Inquiry	**Compare and Contrast**	**Cause and Effect**	**Evidence-Based Reasoning**	**Historical Relevance**
• Ask questions and use simple sources to find information about familiar topics.	• Describe similarities and differences between communities, traditions, or events.	• Identify simple causes and effects in stories, communities, and everyday events.	• Use details from sources to explain ideas and answers.	• Identify why people and events are remembered. • Explain events chronologically.

Civics and Government	
Standard	**Clarification**
1.CG.1 Explain that rules and laws help keep the community safe and fair.	
1.CG.2 Describe personal rights and responsibilities in a community.	*Connect a right to a responsibility* (e.g., right to learn → everyone's responsibility to listen.)
1.CG.3 Identify examples of authority figures and helpers in a community.	
1.CG.4 Identify important patriotic traditions.	**Shall include** the Pledge of Allegiance and the national anthem, which show respect for our country.

Geography	
Standard	**Clarifications**
1.G.1 Use map symbols to identify places.	**Shall include** references to land, water, cities, and roads.
1.G.2 Label cardinal directions on a compass rose.	**Shall include** north, south, east, and west.
1.G.3 Locate North Dakota and the United States on a map.	

Economics	
Standard	**Clarifications**
1.E.1 Distinguish between needs and wants. (Financial Literacy 1.FA.FD.1)	
1.E.2 Discuss reasons one may choose to save money rather than spend it. (Financial Literacy 1.MM.S.1)	Example: Saving money helps to reach financial goals.
1.E.3 Identify jobs people do. (Financial Literacy 1.FA.EE.1)	**May include** farming, ranching, energy-related work, and teaching.
1.E.4 Identify and distinguish goods and services. (Financial Literacy 1.FA.T.1 and 1.FA.FD.3)	Goods are physical. Services are something being done for you. Goods **may include** toys, candy, and clothes. Services **may include** a haircut, a babysitter, and/or a doctor's appointment.

History	
Standard	**Clarifications**
1.H.1 Explain why national holidays or days of observance in the United States are celebrated.	**May include** Martin Luther King, Jr. Day, Presidents' Day, Memorial Day, Independence Day, Labor Day, Veterans Day, Thanksgiving Day.
1.H.2 Explain a sequence of events from one's life or community using chronological terms.	Chronological terms **may include** before, after, and next.
1.H.3 Describe a current event and explain why it is important to people in the community.	

GRADE 2

Social Studies Skills				
Research & Inquiry	**Compare and Contrast**	**Cause and Effect**	**Evidence-Based Reasoning**	**Historical Relevance**
• Develop questions and gather information from sources to learn about people, communities, and events.	• Compare people, places, and ideas using specific characteristics or details.	• Explain relationships between causes and effects in historical events and community changes.	• Support thinking with facts and information from sources.	• Explain why a historical person or event is important. • Use a timeline to sequence events.

Civics and Government	
Standard	**Clarification**
2.CG.1 Explain that government makes laws and provides services to support safety and fairness.	Example: Speed limit laws.
2.CG.2 Compare rights and responsibilities of citizens.	**Right**: Something you are allowed to have or do (right to learn). **Responsibility**: Something you should do to help yourself and others (responsibility to listen and do my best).
2.CG.3 Compare and contrast the role(s) of authority figures and helpers in a community.	
2.CG.4 Explain the values of patriotic traditions.	**Shall include** Pledge of Allegiance (unity), national anthem (respect).

Geography	
Standard	**Clarification**
2.G.1 Use map elements to interpret and communicate information on a map.	**Shall include** the map elements of key/legend and scale. **May include** constructing a map.
2.G.2 Use cardinal directions to identify and communicate locations on a map.	**Shall include** north, east, south, and west.
2.G.3 Locate the seven continents and the five oceans.	**Shall include** **Continents** - Asia, Africa, North America, South America, Europe, Antarctica, Australia. **Oceans** - Atlantic, Pacific, Indian, Arctic, Southern (Antarctic).
2.G.4 Locate North America, the countries of North America, and the bordering oceans.	**Shall include** Canada, Mexico, and the United States.

GRADE 2

Economics	
Standard	**Clarifications**
2.E.1 Identify consumer decisions and the difference between needs and wants. (Financial Literacy 2.FA.FD.1)	
2.E.2 Recognize that choosing not to spend money leads to accumulated savings. (Financial Literacy 2.MM.S.1)	Saving money helps reach financial goals.
2.E.3 Explain how people earn income. (Financial Literacy 2.FA.EE.1)	Examples of ways to earn income **may include** employment, selling items, gifts, etc.
2.E.4 Recognize how money measures the value of goods and services. (Financial Literacy 2.FA.FD.3)	Price reflects the value/worth of an item.
2.E.5 Explain that people trade goods and services to meet needs and wants.	**May include** examples of trading in school or community settings.
History	
Standard	**Clarifications**
2.H.1 Explain the reason national holidays or days of observance are celebrated in the United States.	**May include** Martin Luther King, Jr. Day, Presidents' Day, Memorial Day, Independence Day, Labor Day, Veterans Day, Thanksgiving Day.
2.H.2 Compare ways that people lived in the past versus how they live in the present.	**May include** shelter, transportation, school, technology.
2.H.3 Describe a current event and explain how it affects people, places, or communities.	
2.H.4 Identify individuals who have influenced historical changes.	**May include** George Washington, Sakakawea, Abraham Lincoln, Theodore Roosevelt, Rosa Parks, Martin Luther King, Jr.

GRADE 3

Social Studies Skills				
Research & Inquiry	**Compare and Contrast**	**Cause and Effect**	**Evidence-Based Reasoning**	**Historical Relevance**
• Generate questions, locate information from sources, and organize information to explain social studies topics.	• Analyze similarities and differences among events, cultures, and regions.	• Describe causes and effects of events and how they influence people and places.	• Use evidence from sources to support claims and conclusions.	• Describe the impact of historical events and people. • Create a timeline to illustrate the sequence of events.

Civics and Government	
Standard	**Clarification**
3.CG.1 Identify the levels of government and their purpose.	**Shall include** local, state, tribal, and federal. **Local government** makes decisions for communities (e.g., providing police and fire services). **State government** makes laws and provides services for the state (e.g., education, traffic laws). **Federal government** makes laws and handles issues affecting the entire country (national defense, working with other countries).
3.CG.2 Provide examples of personal and civic rights and responsibilities.	**Personal responsibilities** (finishing homework). **Civic responsibilities** (pay taxes, vote, obey laws). **Personal rights** (privacy, speech, religion). **Civic rights** (vote for leaders, run for office). ***Civic participation****: Students have opportunities to participate in school-wide and classroom decisions.*
3.CG.3 Explain the role of leaders in the local government.	**May include** city, school board, park district, county.
3.CG.4 Identify and explain core American values.	**May include** freedom, rule of law, democracy.

Geography	
Standard	**Clarification**
3.G.1 Identify the geographical terms on a map.	**Shall include** equator, North Pole, South Pole, Prime Meridian, hemisphere, longitude, and latitude. **May include** globes.
3.G.2 Locate the United States, North Dakota, student's own city/town, the state capital, Bismarck, and Washington, D.C., on a map using geographic tools.	**Shall include** cardinal directions, intermediate directions, map scales, keys/legends, grids. **May include** digital tools like Google Earth.
3.G.3 Compare how environmental conditions affect living styles in different parts of the country.	**May include** clothing, housing, transportation, differences tied to climate or landforms. *May use photographs, maps, and images to make comparisons.*
3.G.4 Describe the location of the seven continents and five major oceans in relation to North Dakota.	**Shall include**: **Continents** - Asia, Africa, North America, South America, Europe, Antarctica, Australia. **Oceans** - Atlantic, Pacific, Indian, Arctic, Southern (Antarctic).

GRADE 3

Economics	
Standard	**Clarifications**
3.E.1 Identify factors that impact saving choices. (Financial Literacy 3.FA.FD.1)	
3.E.2 Identify different places where people keep money that is saved. (Financial Literacy 3.MM.S.1)	
3.E.3 Describe the skills and knowledge needed for different jobs. (Financial Literacy 3.FA.EE.1)	**May include** training, college, experience, job related skills, industry knowledge, etc.
3.E.4 Explain why some goods and services are more valuable than others. (Financial Literacy 3.FA.FD.3)	Item quality vs. comparison shopping (price); organic vs. non-organic.
3.E.5 Describe how trading lets people obtain goods and services that cannot be produced locally.	**May include** wants/needs, goods/services, producers/ consumers.
History	
Standard	**Clarifications**
3.H.1 Explain how individuals have made significant historical changes.	**May include** George Washington, Abraham Lincoln, Theodore Roosevelt, Rosa Parks.
3.H.2 Identify and describe historical events in the local community and explain why they are important.	
3.H.3 Describe a current event and identify its causes and effects on people, places, or communities.	

GRADE 4

Social Studies Skills				
Research & Inquiry	**Compare and Contrast**	**Cause and Effect**	**Evidence-Based Reasoning**	**Historical Relevance**
• Develop focused questions and gather relevant information to investigate historical and civic topics.	• Analyze multiple perspectives, regions, events, and historical developments using relevant details and evidence.	• Analyze how multiple factors contribute to historical events, changes, and decisions.	• Select relevant evidence from multiple sources to support claims and reasoning.	• Explain how past events and individuals or groups shaped communities and societies. • Analyze how historical events are connected across time.

Civics and Government	
Standard	**Clarification**
4.CG.1 Compare and contrast the roles and responsibilities of the three branches of North Dakota government.	**Roles** – Who. **Responsibilities** – What the government branch does.
4.CG.2 Explain how citizens can participate in North Dakota or community decision making.	**May include** voting, contacting leaders, attending public meetings, school committees.
4.CG.3 Explain the role of leaders in North Dakota and tribal governments.	
4.CG.4 Recognize North Dakota symbols and the values they represent.	**Shall include** the state seal (represents ND's history, government, agriculture and military heritage), state flag (represents ND's connection to the United States and its military history). **May include** state bird and flower.

Geography	
Standard	**Clarification**
4.G.1 Use geographical tools to locate places in North Dakota.	**Shall include** use of cardinal directions, intermediate directions, key/legends, latitude and longitude. **May include** locating major rivers, landforms, and tribal nations (Three Affiliated Tribes (MHA), Spirit Lake Nation, Standing Rock Sioux Tribe, Turtle Mountain Band of Chippewa, and Sisseton Wahpeton Oyate).
4.G.2 Analyze information using a thematic map of North Dakota.	**May include** thematic maps regarding population, resources, weather, agriculture, or industry.
4.G.3 Identify the three regions of North Dakota and explain how they affect human activity.	**Shall include** the Red River Valley, Missouri Plateau, and Drift Prairie. **May include** population, natural resources, landscape, and economy.

GRADE 4

Economics	
Standard	**Clarifications**
4.E.1 Identify factors that impact spending choices. (Financial Literacy 4.FA.FD.1)	**May include** values, needs, wants, advertisements, social media, peer pressure, and available funds.
4.E.2 Describe reasons people may choose different places to keep money they have saved. (Financial Literacy 4.MM.S.1)	**May include** security, interest, and access.
4.E.3 Explain the reasons different jobs earn different amounts of income. (Financial Literacy 4.FA.EE.1)	Earning potential can be affected by skills, education, and job demand.
4.E.4 Compare the values of various goods and services. (Financial Literacy 4.FA.FD.3)	This standard is comparison shopping but also considers the item's quality. **May include** production and distribution in North Dakota.
4.E.5 Describe key industries in North Dakota in relation to global trade.	**May include** agriculture, energy (oil, coal, and wind) and manufacturing. **May include** concepts such as wants/needs/goods/ services, producers/consumers.
History	
Standard	**Clarifications**
4.H.1 Explain why major events and turning points are significant in North Dakota's history.	**May include** Indigenous communities before European contact, European exploration, fur trade, Louisiana Purchase, Lewis and Clark Expedition, Pembina Settlement, Dakota Territory, Homestead Act, railroad expansion, statehood, and agricultural and energy development.
4.H.2 Sequence major events in North Dakota history and describe one way the state changed over time.	**May include** population growth, settlement patterns, transportation, land use, agriculture, economic development, and cultural interactions. *Students create and interpret timelines using major events.*
4.H.3 Analyze a current event by identifying its causes, effects, and connections to North Dakota and the United States.	
4.H.4 Describe the cultures and contributions of North Dakota's tribal nations and explain the significance of one cultural tradition.	**Shall include** Mandan, Hidatsa, Arikara (Sahnish), Dakota, Lakota, Nakota, Chippewa (Ojibwa). **May include** earth lodge villages, agriculture, trade networks, diplomacy, seasonal lifeways, ceremonies, storytelling, and stewardship of land and natural resources.
4.H.5 Explain why people migrated to and settled in North Dakota and describe how migration shaped communities.	**May include** trade, land availability, transportation, employment, military posts, agriculture, railroads, or cultural ties. **May include** Pembina, Homestead Act, immigration (German Russians, Norwegians) and railroad communities.

GRADE 5

Social Studies Skills				
Research & Inquiry	**Compare and Contrast**	**Cause and Effect**	**Evidence-Based Reasoning**	**Historical Relevance**
• Create research questions, gather and synthesize information from multiple sources and communicate findings using evidence. • Distinguish between primary and secondary sources.	• Analyze connections and differences among historical events, ideas, and perspectives to explain significance.	• Evaluate causes and effects of historical events and explain how they shaped societies over time.	• Determine and defend claims using accurate evidence from multiple sources.	• Analyze the lasting impact of historical events and ideas. • Explain how earlier events influenced later events.

Civics and Government	
Standard	**Clarification**
5.CG.1 Compare and contrast the roles and responsibilities of the three branches of the United States government.	**Shall include** separation of powers, checks and balances, and rule of law. **Roles** – Who. **Responsibilities** – What the individual does.
5.CG.2 Describe ways citizens participate in national civic life.	**May include** voting, petitioning, contacting officials, community service. ***Civic participation****: Students have opportunities to participate in school-wide and/or classroom decisions (e.g., school voting).*
5.CG.3 Explain the role of leaders in the federal government.	**May include** President, Vice President, Senate, House of Representatives, Supreme Court.
5.CG.4 Explain how core American values influence the structure and function of the United States government.	**May include** freedom, equality, justice, democracy.

Geography	
Standard	**Clarification**
5.G.1 Use geographical tools to locate major rivers, lakes, and landforms in the United States.	**Shall include** cardinal directions, legends, latitude and longitude. **May include** paper maps, globes, and digital tools.
5.G.2 Analyze information from different types of maps using geographic tools.	**May include** political, physical, and thematic maps.
5.G.3 Describe the five geographic regions of the United States and how they influenced human activity.	**Shall include** Northeast, Southeast, Southwest, West, and Midwest. Examples of activity include: Northeast - fishing, shipping Southeast - farming, transportation, trade Southwest - mining, ranching West - mining, logging, farming, fishing Midwest - large scale farming, livestock

GRADE 5

Economics	
Standard	**Clarifications**
5.E.1 Identify factors that influence saving and spending choices. (Financial Literacy 5.FA.FD.1)	**May include** values, needs, wants, advertisements, social media, peer pressure, and available funds.
5.E.2 Explain why waiting to spend money can be a good choice. (Financial Literacy 5.MM.S.1)	**May include** a piggy bank, local bank, credit union, etc.
5.E.3 Recognize that different careers have different earning potential. (Financial Literacy 5.FA.EE.1)	Earning potential can be affected by skills, education, and job demand.
5.E.4 Compare the values of various goods and services to support responsible financial decisions. (Financial Literacy 5.FA.FD.3)	This standard is comparison shopping but also considers the item's quality. **May include** production and distribution in North Dakota.
5.E.5 Describe key industries in different regions of the United States in relation to global trade.	**May include** wants/needs, goods/services, producers/ consumers.
History	
Standard	**Clarifications**
5.H.1 Describe characteristics of major Indigenous societies in North America before European contact.	**May include** Ancestral Puebloans, Mississippian culture (Cahokia), Haudenosaunee (Iroquois Confederacy), and Plains peoples. *Describe how geography influenced housing, food sources, trade and ways of life.*
5.H.2 Explain why Europeans explored the Americas and describe major effects of contact among Indigenous peoples, Europeans, and Africans.	**May include** Columbus voyages, Spanish and French exploration, Columbian Exchange, disease, cultural exchange, early trade.
5.H.3 Analyze current events using multiple sources and perspectives to explain their causes, effects, significance, and connections to the United States and the world.	**Shall include** distinguishing between primary and secondary sources.
5.H.4 Compare the New England, Middle, and Southern colonies and explain how geography influenced settlement and economic activity.	**May include** Jamestown, Plymouth, and Mayflower Compact, regional economies, representative government, enslaved labor, and religious diversity.
5.H.5 Describe how interactions among Indigenous peoples, European settlers, and Africans shaped colonial society.	**May include** trade, cooperation, conflict, cultural exchange, and development of slavery.

MIDDLE SCHOOL - WORLD HISTORY

Standards at this level integrate the different categories identified at the middle school level within the standards. These categories are identified in parentheses following the standard using the following abbreviations:

- ***(CG) Civics and Government***
- ***(G) Geography***
- ***(E) Economics***
- ***(H) History***

Social Studies Skills				
Continuity and Change Over Time	**Evidence-Based Reasoning**	**Perspectives**	**Relevance**	**Historical Thinking**
• Explain how societies, governments, economies, belief systems, and cultures changed over time and how some ideas and traditions continued to influence later civilizations.	• Use information from primary and secondary sources to make claims about the past and support conclusions with relevant evidence.	• Explain how the beliefs, experiences, and points of view of different people and groups influenced historical events and shaped societies.	• Explain why historical events, ideas, people, and innovations are important and describe how they continue to influence the world today.	• Ask historical questions, analyze causes and effects, compare people and societies, and use evidence to communicate conclusions about the past.

World History

Prehistory and the Agricultural Revolution

Standard	Clarification
MS.WH.1 Analyze the characteristics of hunter-gatherer societies and how humans adapted to diverse environments. (H, G)	**Shall include** hunter-gatherers, agricultural revolution.
MS.WH.2 Explain the causes and effects of the Neolithic Revolution. (H, G)	**Shall include** the Neolithic Revolution, domestication of plants and animals, barter, irrigation, and Fertile Crescent.
MS.WH.3 Explain the connection between geography and agriculture in influencing early civilizations. (G)	**Shall include** physical geography, climate, adaptations to environments, major rivers, mountain ranges.

Ancient River Valley and Early Belief Systems

Standard	Clarification
MS.WH.4 Compare the origins, characteristics, and contributions of the major river valley civilizations. (H, G, E, CG)	**Shall include** the four major river valley civilizations of Mesopotamia, Egypt, the Indus Valley, and Ancient China.
MS.WH.5 Analyze the development of governments, social hierarchies, and economic systems in the major river civilizations. (CG, G)	**Shall include** social structure, economy, trade, government, Hammurabi's Code, and the Silk Road.
MS.WH.6 Compare the lasting achievements of river civilizations, including writing systems, architecture, science, and technology. (H, G)	**Shall include** scientific advancements, architectural achievements, philosophies.
MS.WH.7 Explain the origins and influences of early belief systems in ancient societies. (H, G)	**Shall include** polytheism, monotheism, Judaism, Hinduism.

MIDDLE SCHOOL - WORLD HISTORY

Classical Civilization and the Rise of World Religions	
Standard	**Clarification**
MS.WH.8 Compare the political, economic, and cultural achievements of classical civilizations. (CG)	**Shall include** Classical Greece, Rome, Gupta Empire, Classical Mesoamerican civilization (Mayans, Olmecs, **may include** Zapotec and Teotihuacan).
MS.WH.9 Analyze the development of governments, citizenship, and philosophies that influenced modern political systems. (CG, G)	**Shall include** social hierarchies, Greek and Roman governments, city-states, Patricians, plebeians, monarchy, oligarchy, democracy, tyranny/dictatorship, republic, citizen.
MS.WH.10 Explain the origins, beliefs, and spread of additional world religions of classical civilizations. (H, G)	**Shall include** Buddhism, Confucianism, Daoism, Christianity, Greek & Roman mythology.
MS.WH.11 Explain how trade networks and cultural interactions promoted the diffusion of ideas, religions, and innovations throughout the classical world. (E, G)	**Shall include** maritime trade and cultural diffusion during the classical world.

The Middle Ages and Global Connections	
Standard	**Clarification**
MS.WH.12 Explain the political, economic, and social structures of Medieval Europe. (CG, E, G)	**Shall include** feudalism, manorialism, and the Magna Carta.
MS.WH.13 Explain how trade routes promoted cultural diffusion and economic exchange in the Middle Ages. (E, G)	**Shall include** global trade routes, Silk Roads, cultural diffusion.
MS.WH.14 Analyze the causes and effects of major events during the Middle Ages and their influence on the transition to the Renaissance. (H)	**Shall include** the Crusades, Islam, Black Death (Bubonic Plague).

MIDDLE SCHOOL - GEOGRAPHY

Social Studies Skills			
Inquiry and Research	**Argumentation and Communication**	**Cause and Effect**	**Perspectives and Civic-Social Understanding**
• Develop discipline appropriate questions about historical events, geographic patterns, civic issues, or ND topics; gather and interpret information from maps, texts, artifacts, and data sets; synthesize evidence into clear findings using teacher-guided research processes.	• Construct clear/ defensible claims answering historical, geographic, or civic questions; support claims with relevant evidence and simple reasoning from datasets or multiple sources; communicate ideas in written, visual, and oral formats, adjusting format to the task and discipline.	• Analyze causes and consequences of historical events, including short and long-term effects at local, national and global levels.	• Analyze how different groups, cultures, and individuals experienced historical/geographic events; recognize how identity, culture, and viewpoint influence interpretation of events, civic decisions, and interactions.

Geography	
Geographic Tools and Spatial Thinking	
Standard	**Clarification**
MS.G.1 Geographic Tools Use geographic tools to demonstrate spatial awareness and understand patterns and relationships in geography.	**Shall include** maps (political, physical, thematic), latitude/longitude, scale, key/legend, compass rose, digital mapping, data interpretation and projection analysis. **May include** GIS or other online mapping programs.
MS.G.2 Geographic Analysis Use geographic inquiry to analyze locations on global, regional, and local scales.	**Shall include** the use of population data and statistics. **May include** global current/historical events.
Physical Geography	
Standard	**Clarification**
MS.G.3 Physical Geography Explain characteristics of major landforms and bodies of water.	**May include** mountains, plains, plateaus, valleys, volcanoes, peninsulas, islands, deserts, canyons, oceans, seas, lakes, rivers, gulfs, bays, straits, glaciers, isthmus, lagoon, reef, delta.
MS.G.4 Identifying Physical Features Identify major physical features on each continent.	**Shall include** the essential landforms and bodies of water on North America, South America, Europe, Asia, Africa, Australia (Oceania). **May include** Antarctica.
MS.G.5 Climate Zones and Natural Disasters Compare and contrast the five major climate zones and different types of natural disasters that occur around the world.	**Shall include** the five major climate zones (Tropical, Arid, Temperate, Continental, and Polar). **May include** changes in climate, sustainability, and environmental challenges.
MS.G.6 Natural Resources Analyze the distribution, use, and management of natural resources in different regions of the world.	**Shall include** both renewable and nonrenewable resources. **May include** fossil fuels, timber, minerals, metals, wind, solar, agricultural goods, scarcity and sustainability.

MIDDLE SCHOOL - GEOGRAPHY

Political and Regional Geography	
Standard	**Clarification**
MS.G.7 Natural Resources and Economy Explain how access to natural resources influences human settlement, economic development, and environmental sustainability. (E)	
MS.G.8 Political Geography Differentiate between a city, state, province, territory, region, country, and continent.	**Shall include** city, county, state, region, country, continent of residence. **May include** international locations.
Human Geography	
Standard	**Clarification**
MS.G.9 Human Culture Examine and interpret patterns of culture around the world. (H)	**Shall include** elements of culture; religion, language, arts, sports, government, economy, holidays, customs, ethnic groups, history and education. **May include** global current/historical events.
MS.G.10 Human Settlement Analyze population patterns and distributions across all continents (excluding Antarctica). (H, CG)	**Shall include** urbanization, urban, rural, suburban, megacities, metro areas.
MS.G.11 Human Migration Explain how geographic factors and push-pull influences shape where people live, migrate, and sustain communities over time. (E)	**Shall include** immigration, emigration, and refugees. **May include** causes such as job opportunities, better education, access to resources, access to healthcare, famine, war, poverty, religious persecution, natural disasters.
MS.G.12 Conflict and Cooperation Analyze conflict and cooperation amongst different groups of people. (H)	**May include** Russia/Ukraine Conflict, Israeli/ Palestine Conflict, India and Pakistan, the European Union, USMCA Agreement, World Trade Organization, NATO, World Health Organization.
MS.G.13 Humans and the Environment Evaluate how humans modify, adapt, and depend on their physical environment and the intended and unintended consequences of those interactions.	**Shall include** deforestation, desertification, canals, irrigation. **May include** bridges and tunnels.

MIDDLE SCHOOL - UNITED STATES HISTORY

Social Studies Skills				
Continuity and Change Over Time	**Evidence-Based Reasoning**	**Perspectives**	**Relevance**	**Historical Thinking**
• Evaluate relationships between causes and effects by examining how historical events, individuals, and ideas influenced societies over time.	• Interpret information from primary and secondary sources to make claims about the past and support conclusions with relevant evidence.	• Explain multiple perspectives by examining how different groups and individuals experienced and responded to historical events.	• Evaluate the historical significance of individuals, events, and ideas by using evidence to analyze how they continue to influence the world today.	• Examine primary and secondary sources and use them as evidence to support interpretations and conclusions about the past.

These standards are still being developed.

U.S. History	
Colonial Period (1607-1775)	
Standard	**Clarification**
MS.US.0 Explain the causes, experiences, and consequences of European exploration and colonization of North America (H, E)	**Shall include** Perspectives and experiences of Indigenous peoples, explorers, and colonists. **May include** Columbus, the Columbian Exchange, Spanish exploration, Roanoke, Jamestown, Plymouth, the New England/Middle/Southern colonies, and Indigenous perspectives.
Revolutionary Period (1775-1783)	
Standard	**Clarification**
MS.US.1 Explain the political, economic, and ideological causes of the American Revolution. (H, E, CG)	**Shall include** French and Indian War, Proclamation of 1763, British actions against the colonies, colonial responses, Boston Massacre, Boston Tea Party, natural rights, social contract, consent of the governed. **May include** Enlightenment ideas and philosophers, British authority vs. colonial rights, strengths and weaknesses of the British soldiers and colonial militias.
MS.US.2 Describe the perspectives and roles of various groups of people during the American Revolution. (H, G)	**Shall include** Patriots, Loyalists, neutral colonists, Indigenous people, women, common soldiers, enslaved people and free African Americans, Declaration of Independence.
MS.US.3 Analyze how the American Revolution led to independence and established the United States. (H, CG)	**Shall include** Declaration of Independence, military turning points, Treaty of Paris (1783), and the Continental Congress. **May include** historical debates over who was included in those ideals, international alliances, *Common Sense*, Olive Branch Petition.

MIDDLE SCHOOL - UNITED STATES HISTORY

Development of the Constitution (1783-1789)	
Standard	**Clarification**
MS.US.4 Evaluate the weaknesses of the Articles of Confederation and how they impacted the development of a new centralized national government and a system of federalism. (CG)	**Shall include** federalism**,** separation of powers, checks and balances, three branches of government, Bill of Rights, Shays' Rebellion, Founding Fathers (George Washington, Thomas Jefferson, Alexander Hamilton, James Madison). **May include** Enlightenment, Northwest Ordinance.
MS.US.5 Explain the Constitutional Convention debates, compromises, and the process of ratification. (CG)	**Shall include** Virginia and New Jersey Plans, Great Compromise, Three-Fifths Compromise, Federalist vs Anti-Federalists, establishment of an executive, Federalist Papers. **May include** republic, democracy.
MS.US.6 Describe how the Constitution functions within local, state, and national governments. (CG)	**Shall include** collection of taxes, voting, Electoral College, federalism, state's powers, federal rights, separation of powers, checks and balances, Bill of Rights, amendments, branches of government, current political representatives, Constitution. **May include** process for amendments, how a bill becomes a law, tribal constitutions.

Early Republic (1789-1820)	
Standard	**Clarification**
MS.US.7 Describe how differences in economic policy, the national bank, and interpretations of the Constitution contributed to political disagreements in the early United States. (CG, E)	**Shall include** regional economic differences, banking debates, strict and loose constitutional interpretations, Washington's Farewell Address. **May include** Whiskey Rebellion.
MS.US.8 Describe how conflicts over domestic and foreign policy and the role of the federal government led to the formation of the two-party system. (CG)	**Shall include** Monroe Doctrine, War of 1812, Embargo Act, Election of 1800, political parties, Alien and Sedition Acts, XYZ Affair. **May include** trade, piracy, creating capital, Washington's Farewell Address.

Era of Expansion and Reform (1800-1860)	
Standard	**Clarification**
MS.US.9 Describe the causes and consequences of westward expansion for the United States and Indigenous nations. (G, H, ND)	**Shall include** Louisiana Purchase, Lewis and Clark Expedition, tribal sovereignty, treaties, trails west, Texas Annexation, Mexican American War, California Gold Rush, Manifest Destiny, authority over territories, statehood process, Trail of Tears. **May include** Donner party, The Alamo, James K. Polk.
MS.US.10 Describe how immigration, migration, and federal policies influenced westward expansion and the growth of new communities in the United States. (G, H, CG)	**Shall include** Indian Removal Act, Homestead Act, Timber Act, Jacksonian Era, Irish and German Immigration. **May include** American Fur Company.

MIDDLE SCHOOL - UNITED STATES HISTORY

Era of Expansion and Reform (1800-1860)	
MS.US.11 Explain the relationship between U.S. expansion and innovations that improved the movement of people, goods, and information. (G, H, ND)	**Shall include** Transcontinental Railroad, steamboats, telegraph, cotton gin. **May include** food preservation, farming innovations, clipper ship, steel-tipped plow.
MS.US.12 Describe the goals, impact, and key leaders of the abolitionist and early women's rights movements during westward expansion. (H)	**Shall include** Seneca Falls Convention, Lucretia Mott, Susan B. Anthony, Elizabeth Cady Stanton, suffrage, abolishing slavery, Frederick Douglass, Underground Railroad, Harriet Tubman, and John Brown. **May include** Second Great Awakening, Transcendentalism.
MS.US.13 Analyze how differences between the North and South and debates over slavery increased sectional tensions and led to the Civil War. (G, H, CG)	**Shall include** Bleeding Kansas, popular sovereignty, Dred Scott, Compromise of 1850, Kansas-Nebraska Act, and Missouri Compromise, the expansion of slavery debates, secession, states' rights. **May include** Uncle Tom's Cabin, The "Gag rule", Lincoln-Douglas Debates, Tallmadge Amendment, Wilmot Proviso, Northwest Ordinance of 1787, John Brown.
Civil War Era (1861-1865)	
Standard	**Clarification**
MS.US.14 Compare the strengths and weaknesses of the Union and Confederacy and how these factors influenced the outcome of the Civil War. (H)	**Shall include** transportation, communication, established government and military, population, industry, leadership, geography (advantages/ disadvantages), and foreign support. **May include** border states.
MS.US.15 Describe the significance of major battles, turning points, and political developments during the Civil War. (H, G)	**Shall include** Emancipation Proclamation, Gettysburg Address, Battle at Fort Sumter, key battles, surrender at Appomattox Courthouse, foreign aid, Anaconda Plan, Lincoln's Second Inaugural Address. **May include** Second battle of Bull Run, Pickett's charge.
MS.US.16 Evaluate the political and economic effects, technological advances, and social effects of the Civil War. (H, E, G, CG)	**Shall include** weapons, medical procedures, war strategies, federal power, preservation of the nation, drafts. **May include** rising national debt, fashions, and photography.
MS.US.17 Analyze how different groups viewed and experienced the Civil War. (H)	**Shall include** Indigenous People, women, African Americans, slaves, immigrants, soldiers, civilians, significant people during the era (Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Stonewall Jackson). **May include** women's roles in society, increased participation in the war, Massachusetts 54th regiment.

MIDDLE SCHOOL - UNITED STATES HISTORY

Reconstruction Era (1865-1877)	
Standard	**Clarification**
MS.US.18 Evaluate the goals and limitations of Reconstruction. (H, E, CG, G)	**Shall include** Lincoln's plan, Johnson's plan, Radical Republican plan, Thirteenth, Fourteenth, and Fifteenth Amendments, Lincoln's assassination, sharecropping, rise of Ku Klux Klan, Jim Crow laws, black codes, civil rights, Freedmen's Bureau, federal and state authority, Andrew Johnson, *Plessy v. Ferguson*. **May include** Buffalo Soldier, Andrew Johnson Impeachment.
MS.US.19 Evaluate outcomes of Reconstruction and how it reshaped the United States. (H, E, CG)	**Shall include** end of slavery, Thirteenth, Fourteenth, and Fifteenth Amendments, lasting racial bias, discrimination, prejudice, rebuilding the South, changing of the national government and economy, Compromise of 1877. **May include** migration, Enforcement Acts, pursuit of Booth.
Supplemental Era: Industrialization (1870-1900) *These eras are optional for districts that choose to teach multiple years of U.S. History in Middle School. Districts choosing to include these eras in Middle School should see the High School Standards and adjust the rigor of those standards for Middle School.*	
Standard	**Clarification**
MS.US.S.1 Explain how industrialization transformed work, production, and economic opportunity in the United States. (E)	**May include** mechanization, factory systems, labor conditions, labor conditions, labor unions, monopolies/ trusts, child labor, transportation networks, business growth and changes in economic opportunity.
MS.US.S.2 Analyze patterns of immigration and internal migration and how they influenced culture, labor, and urban development. (G)	**May include** push/pull factors, settlement patterns, Ellis Island, Angel Island, ethnic neighborhoods, cultural contributions, nativism, labor roles, and demographic change.
MS.US.S.3 Explain how rapid urbanization affected different groups of Americans and evaluate multiple perspectives on the opportunities and challenges created by growing cities. (H, G)	**May include** housing, tenements, infrastructure, public health, political machines, living conditions, the creation of public schools, corruption, and social reform efforts.
Supplemental Era: Progressive Era (1890-1920) *These eras are optional for districts that choose to teach multiple years of U.S. History in Middle School. Districts choosing to include these eras in Middle School should see the High School Standards and adjust the rigor of those standards for Middle School.*	
Standard	**Clarification**
MS.US.S.4 Analyze the causes, goals, and major reforms of the Progressive Era. (E, S, CG)	**May include** Standard Oil, Sherman Antitrust Act, Child Labor, unsafe factories, Pure Food and Drug Act, and Meat Inspection Act.
MS.US.S.5 Evaluate the impact of Progressive Era reform movements on American Society. (H, S)	**May include** 19th Amendment, Settlement House Movement, temperance movement, conservation movement, and founding of the National Association for the Advancement of Colored People (NAACP).

MIDDLE SCHOOL - UNITED STATES HISTORY

Supplemental Era: U.S. Imperialism (1890-1914) *These eras are optional for districts that choose to teach multiple years of U.S. History in Middle School. Districts choosing to include these eras in Middle School should see the High School Standards and adjust the rigor of those standards for Middle School.*	
Standard	**Clarification**
MS.US.S.6 Analyze the political, economic, and strategic motivations for U.S. expansion overseas and its effects on various peoples. (CG, E, H)	**May include** access to markets, strategic interests, territorial expansion, debates over national power, the Monroe Doctrine, the Roosevelt Corollary, the Annexation of Hawaii, and the experiences of peoples affected by U.S. influence.
MS.US.S.7 Explain how global conflicts and international involvement at the turn of the century reshaped the nation's role in the world. (H)	**May include** diplomacy, global competition, international conflict, media influence, Spanish-American War, Philippine-American War, Open Door Policy, Panama Canal and emerging American influence abroad.

Supplemental Era: World War I (1914-1918) *These eras are optional for districts that choose to teach multiple years of U.S. History in Middle School. Districts choosing to include these eras in Middle School should see the High School Standards and adjust the rigor of those standards for Middle School.*	
Standard	**Clarification**
MS.US.S.8 Analyze the causes of World War I and the conditions that led to the United States' entry into the conflict. (H)	**May include** militarism, imperialism, alliances, nationalism, Archduke Franz Ferdinand, isolationism, neutrality, Zimmermann Telegram, sinking of the Lusitania, Allied Powers, Central Powers.
MS.US.S.9 Analyze the contributions of the military, various groups, and the home front to the war effort. (H)	**May include** women working in factories, volunteer organizations, segregated military units, Harlem Hellfighters, the Great Migration, code talkers, war bonds, victory gardens, propaganda campaigns, immigrant discrimination.
MS.US.S.10 Evaluate the impact of military strategies and technological innovations on the course of World War I. (H, G)	**May include** trench warfare, machine guns, tanks, airplanes, conscription, the draft, poison gas, total war, submarines, carrier pigeons.
MS.US.S.11 Analyze the outcomes of World War I and their effects on the United States and the world. (H)	**May include** Treaty of Versailles, Armistice, Wilson's 14 Points, League of Nations.

Supplemental Era: Roaring Twenties (1920-1929) *These eras are optional for districts that choose to teach multiple years of U.S. History in Middle School. Districts choosing to include these eras in Middle School should see the High School Standards and adjust the rigor of those standards for Middle School.*	
Standard	**Clarification**
MS.US.S.12 Analyze how changes in music, literature, technology, and social norms transformed American life during the Roaring Twenties. (G)	**May include** jazz, radio, Charleston, Harlem Renaissance, washing machines, consumer culture, and "flapper lifestyle."

MIDDLE SCHOOL - UNITED STATES HISTORY

Supplemental Era: The Great Depression (1929-1939) *These eras are optional for districts that choose to teach multiple years of U.S. History in Middle School. Districts choosing to include these eras in Middle School should see the High School Standards and adjust the rigor of those standards for Middle School.*	
Standard	**Clarification**
MS.US.S.13 Explain how multiple factors led to the Great Depression and evaluate their importance. (E)	**May include** overproduction, stock market speculation, unequal distribution of wealth, consumer debt, and weakness in the banking system.
MS.US.S.14 Analyze how the Great Depression affected Americans differently based on their location, occupation, and social circumstances. (G, S)	**May include** Impact on individuals, families, communities, laborers, farmers, women, and migrants.
MS.US.S.15 Describe major New Deal programs and assess their effectiveness in addressing the challenges of the Great Depression and their lasting influence on modern American society. (CG, E, G)	**May include** Civilian Conservation Corp, Works Progress administration, Federal Emergency Relief Administration, Agricultural Adjustment Administration, Public Works Administration, Federal Deposit Insurance Corporation, and Social Security Act.

Supplemental Era: World War II (1939-1945) *These eras are optional for districts that choose to teach multiple years of U.S. History in Middle School. Districts choosing to include these eras in Middle School should see the High School Standards and adjust the rigor of those standards for Middle School.*	
Standard	**Clarification**
MS.US.S.16 Describe the political, economic, and social factors that led to World War II in Europe. (CG, E, S, H)	**May include** the Treaty of Versailles, rise of totalitarian leaders, economic instability, militarism, the policies of appeasement.
MS.US.S.17 Examine the events that led to United States involvement in World War II and evaluate the impact of the war on American society. (G, S, H)	**May include** Attack on Pearl Harbor, Lend-Lease Act, American Isolationism, conversion of factories, government spending stimulating the economy, rationing of goods, increased job opportunities, and Japanese American internment camps.
MS.US.S.18 Analyze major events, battles, and turning points of World War II. (G, H)	**May include** Attack on Pearl Harbor, the Holocaust, D-Day, atomic bombings (Hiroshima and Nagasaki).
MS.US.S.19 Evaluate the political, economic, and social consequences of World War II in the United States. (CG, E, S)	**May include** United Nations, Nuremburg Trials, the GI Bill, the Marshall Plan, and the Iron Curtain.

Supplemental Era: The Cold War Era (1945-1991) *These eras are optional for districts that choose to teach multiple years of U.S. History in Middle School. Districts choosing to include these eras in Middle School should see the High School Standards and adjust the rigor of those standards for Middle School.*	
Standard	**Clarification**
MS.US.S.20 Analyze the foundations of the Cold War including ideological differences between the United States and the Soviet Union. (E, G)	**May include** capitalism vs. communism, the Yalta and Potsdam Conferences, containment, the Truman Dotrine, Arms race, and nuclear weapons.
MS.US.S.21 Evaluate the actions taken by the United States to contain the spread of communism and influence international affairs. (G, S)	**May include** Marshall Plan, Berlin Airlift, Korean War, and Vietnam War.

MIDDLE SCHOOL - UNITED STATES HISTORY

Supplemental Era: Civil Rights Era (1954-1990) *These eras are optional for districts that choose to teach multiple years of U.S. History in Middle School. Districts choosing to include these eras in Middle School should see the High School Standards and adjust the rigor of those standards for Middle School.*	
Standard	**Clarification**
MS.US.S.22 Analyze the goals, strategies, and achievements of the Civil Rights movement including the efforts of individuals and groups. (S)	**May include** *Brown v. Board of Education*, Montgomery Bus Boycott, Civil Rights Act of 1964, Voting Rights Act of 1965, United Farm Workers, American Indian Movement, Americans with Disabilities Act, and Disability Rights Movement.
MS.US.S.23 Evaluate the role of federal, state, and local governments in addressing civil rights issues and protecting the constitutional rights of citizens. (CG)	**May include** Little Rock Nine, Freedom Riders, Farm worker strikes and boycotts, the impact of the ADA on American society, March on Washington.

MIDDLE SCHOOL - NORTH DAKOTA STUDIES

Social Studies Skills				
Continuity and Change Over Time	**Evidence-Based Reasoning**	**Perspectives**	**Relevance**	**Historical Thinking**
• Evaluate relationships between causes and effects by examining how historical events, individuals, and ideas influenced societies over time.	• Interpret information from primary and secondary sources to make claims about the past and support conclusions with relevant evidence.	• Explain multiple perspectives by examining how different groups and individuals experienced and responded to historical events.	• Evaluate the historical significance of individuals, events, and ideas by using evidence to analyze how they continue to influence the world today.	• Examine primary and secondary sources and use them as evidence to support interpretations and conclusions about the past.

North Dakota Studies

Statehood and Formation of Government

Standard	Clarification
MS.ND.1 Explain how geography and transportation shaped North Dakota. (G, E, H)	**Shall include** railroad expansion, major waterways, military posts and bases. **May include** airports, interstates, fur trade, and trading posts.
MS.ND.2 Describe the process of North Dakota statehood. (CG, H)	**Shall include** Dakota Territory, impact of statehood, North Dakota Constitution. **May include** perspectives of settlers, territorial leaders, and Indigenous population.
MS.ND.3 Explain how state and tribal governments interact and how citizens can influence government decisions. (CG)	**Shall include** current government officials, local elections, establishment of reservations, establishment of boarding schools, and the role of treaties. **May include** Treaty of Fort Laramie, Treaty of Chippewa, Red Lake, and Pembina Bands, Treaty with Sisseton and Wahpeton Sioux, Turtle Mountain Reservation, Spirit Lake Reservation, Fort Berthold Reservation, Standing Rock Reservation, Sisseton Reservation.

Changes in North Dakota

Standard	Clarification
MS.ND.4 Examine how North Dakotans have worked to change state laws, government, and society over time. (CG, H, E)	**Shall include** Bank of North Dakota, North Dakota Mill and Elevator, state educational institutions. **May include** Non-Partisan League (NPL), women's suffrage, amending the North Dakota Constitution, Blue Laws, commodity prices, rejection of corporate farming, School for the Blind, School for the Deaf and Hard of Hearing.
MS.ND.5 Explain the contributions and perspectives of North Dakotans during major global conflicts and the impact of war on the state. (H)	**Shall include** major wars (WWI, WWII, Vietnam, Cold War), isolationism. **May include** Judge Ronald Davies, Nort Dakota Veterans Cemetery, Minuteman missile silos, Air Force bases, Intercontinental Ballistic Missiles (ICBMs).

MIDDLE SCHOOL - NORTH DAKOTA STUDIES

Agriculture	
Standard	**Clarification**
MS.ND.6 Explain how North Dakota's climate, soils, and geography influence land use and agricultural production. (G, E)	**Shall include** public land, private land, which crops grow well in the climate, three regions of the state. **May include** Breadbasket of the World, impact of blizzards.
MS.ND.7 Describe how and why agricultural practices have changed over time including farming, ranching, and conservation. (H, G)	**Shall include** dust storms, Three Sisters' gardens, crop failures, crop rotation program. **May include** tree line/shelterbelt, GPS, artificial intelligence in farming, genetically modified food, Bankhead Jones Act (national grasslands).
MS.ND.8 Describe how dams, irrigation projects, floods, and other water related events have affected North Dakota communities and land use. (G)	**Shall include** Garrison Dam, Flooding of Fort Berthold. **May include** James River Reservoir, Sheyenne River Reservoir, 1997 Red River Flood, 2011 Minot Flood, F-M Diversion project.

Energy	
Standard	**Clarification**
MS.ND.9 Evaluate the development of the coal and oil industries in North Dakota. (G, E)	**Shall include** coal, oil, natural gas, oil boom. **May include** Bakken, pipeline, energy safety.
MS.ND.10 Explain how North Dakota's natural resources have benefited the state and impacted communities. (E, G)	**Shall include** Legacy Fund and benefits to North Dakota students, and population change. **May include** Common Schools Trust Fund, tax revenue, natural resources.

HIGH SCHOOL - CIVICS AND GOVERNMENT

Standards at this level integrate the different categories identified at the high school level within the standards. These categories are identified in parentheses following the standard using the following abbreviations:

- ***(CG) Civics and Government***
- ***(G) Geography***
- ***(E) Economics***
- ***(WH) World History***
- ***(USH) United States History***
- ***(ND) ND Connections***
- ***(S) Sociology***

Civic Reasoning Skills				
Critical Analysis	**Constitutional and Civic Reasoning**	**Civil Discourse**	**Civic Participation**	**Information and Media Literacy**
• Analyze civic issues, public policies, and governmental actions by evaluating evidence, identifying multiple perspectives, and drawing reasoned conclusions.	• Apply constitutional principles, democratic values, rights, and responsibilities to evaluate civic issues and propose solutions.	• Engage in respectful, evidence-based discussions by listening to diverse perspectives, evaluating arguments, and communicating ideas clearly and constructively.	• Apply civic knowledge and skills to identify public issues, collaborate with others, and take informed action to improve communities.	• Evaluate the credibility, purpose, bias, and relevance of information from multiple sources to make informed civic decisions.

Civics and Government

Learners will examine the foundations, structures, and functions of American government through the study of political philosophy, historical influences, constitutional principles, and civic participation. Students will analyze the Constitution, government institutions, individual rights, and the roles of citizens while developing skills in critical analysis, constitutional reasoning, civil discourse, information literacy, and informed civic engagement.

Philosophical and Historical Foundations of American Government

Learners will examine the philosophical and historical foundations of American government by analyzing the influence of key political thinkers, comparing forms of government, and evaluating the historical traditions and experiences that shaped the American founding. Learners will analyze the significance of the Declaration of Independence and the Articles of Confederation as foundational documents in the development of the United States government and its constitutional system.

Standard	Clarification
HS.CG.1 Evaluate the influence of key political philosophers on the development of government and its functions. (WH)	**Shall include** Aristotle, Cicero, John Locke, Thomas Hobbes, Montesquieu, Rousseau.
HS.CG.2 Evaluate the purposes of government.	**Shall include** functions of government including protection of life, liberty, and property; providing defense and establishing rules of law. *Evaluate the role of government in balancing liberty vs. order, individual rights vs. common good, majority rule vs. minority protection.*

HIGH SCHOOL - CIVICS AND GOVERNMENT

Philosophical and Historical Foundations of American Government	
HS.CG.3 Compare and contrast different types of government by examining at least two characteristics such as citizen participation and power structure. (WH)	**Shall include** representative democracy, direct democracy, anarchy, dictatorship, monarchy, theocracy, authoritarian.
HS.CG.4 Analyze the influence of Athenian democracy and Roman republicanism, and the ideas of the Enlightenment and natural rights philosophy on the development of the U.S. government. (WH)	
HS.CG.5 Evaluate how the colonial experience and the American Revolution shaped the Founders' views of government, liberty, and authority. (USH)	**Shall include** colonial charters, British salutary neglect, French and Indian War, Sugar Act, Stamp Act, Townsend Acts, Intolerable Acts, Continental Congress. *Ensure students read the Declaration of Independence (NDCC 15.1-21-22).*
HS.CG.6 Analyze the structure of the Articles of Confederation by describing its legislative, executive, and judicial powers, and identify strengths and two weaknesses. (USH)	**Shall include** no taxation, no executive enforcement, no regulation of trade, lack of judiciary, multiple currencies, no military. **May include** foreign diplomacy, land ordinances, basic infrastructure.
United States Constitution *Learners will examine the origins, structure, and enduring principles of the United States Constitution by analyzing its creation, ratification, and amendment process. Students will evaluate the constitutional principles that define the American system of government, analyze the significance of the Bill of Rights and subsequent amendments, and examine how constitutional interpretation has expanded and protected individual rights over time.*	
Standard	**Clarification**
HS.CG.7 Evaluate the creation of the Constitution including the compromises that were made at the Convention in 1787 and their long-term interpretations. (USH)	**Shall include** The Great Compromise, Three-Fifths Clause, Electoral College, debates over the role of the executive, and federalism. *September 17th-Constitution Day must include an education program on the U.S. Constitution (Pub. L. No. 108-447, div. J, title I, § 111(b), 118 Stat. 2809, 3344 (2004)).*
HS.CG.8 Analyze the ratification debates, including Federalist and Anti-Federalist arguments, and their influence on the Bill of Rights. (USH)	**Shall include** excerpts from Federalist 10, 39, 51, 70, 78.
HS.CG.9 Analyze the structure and organization of the Constitution and Bill of Rights.	**Shall include** Preamble, Articles, Amendments. *Ensure students have read the United States Constitution and Bill of Rights (NDCC 15.1-21-22).*
HS.CG.10 Outline the importance of each amendment to the U.S. Constitution.	
HS.CG.11 Describe the amendment process to the U.S. Constitution.	
HS.CG.12 Evaluate the core principles of the Constitution.	**Shall include** separation of powers, checks and balances, popular sovereignty, federalism, limited government, republicanism, and individual rights.
HS.CG.13 Explain how the Fourteenth Amendment extended rights to minority groups through the Due Process and Equal Protection Clauses. (USH)	**Shall include** *Dred Scott v. Sandford (1857), Plessy v. Ferguson (1896), Gitlow v. New York (1925), Brown v. Board of Education of Topeka (1954),* incorporation of the Bill of Rights to the states.

HIGH SCHOOL - CIVICS AND GOVERNMENT

Functions and Interaction of the Branches of Government *Learners will examine the structure, powers, and responsibilities of the legislative, executive, and judicial branches of the federal government. Learners will analyze how each branch exercises its constitutional authority, interacts through the system of checks and balances, and adapts to changing political and historical contexts. Learners will also evaluate the role of the federal bureaucracy, the lawmaking process, the Electoral College, and the impact of landmark Supreme Court decisions on constitutional interpretation and the protection of individual rights.*	
Legislative Branch	
Standard	**Clarification**
HS.CG.14 Explain the structure, qualifications, terms, powers, and responsibilities of Congress under Article I and the Seventeenth Amendment.	**Shall include** eligibility for office, roles, length of terms, and election to office for representatives and senators, respectively, and powers including appropriations, declaration of war, commerce, implied powers, confirmations, and the Necessary and Proper Clause.
HS.CG.15 Describe the process of how a bill becomes a law.	**Shall include** introduction, debate, committees, filibuster, and executive actions (veto, pocket veto). **May include** regular order vs. continuing resolutions to Congressional appropriations bills.
Executive Branch	
Standard	**Clarification**
HS.CG.16 Explain the structure, qualifications, succession, powers, and responsibilities of the presidency under Article II and relevant amendments.	**Shall include** appointments, oath of office, commander-in-chief of the military, powers of the president, eligibility for office, succession (25th Amendment), executive orders, treaties, length of term (22nd Amendment).
HS.CG.17 Evaluate how presidential power has evolved over time. (USH)	**Shall include** executive order, war powers, executive agreements, executive privilege, presidential pardon, veto and the presidencies of Abraham Lincoln, Theodore Roosevelt, and Franklin D. Roosevelt.
HS.CG.18 Explain the Electoral College system and compare and contrast arguments for and against it.	
HS.CG.19 Analyze the role of the federal bureaucracy, including executive departments and independent agencies. (USH)	**Shall include** cabinet departments and executive agencies, *Loper Bright Enterprises v. Raimondo (2024)*
Judicial Branch	
Standard	**Clarification**
HS.CG.20 Explain the structure, jurisdiction, and appellate process of the federal judiciary.	
HS.CG.21 Describe the Supreme Court's role in interpreting the Constitution to resolve conflicts. (USH)	**Shall include** strict v. loose interpretation; originalism v. living Constitution; majority, concurring, and dissenting opinions; stare decisis and precedent; *Marbury v. Madison, McColloch v. Maryland.*

HIGH SCHOOL - UNITED STATES GOVERNMENT AND CIVICS

Judicial Branch	
HS.CG.22 Explain how landmark U.S. Supreme Court cases have shaped the Constitutional interpretation of civil liberties and civil rights. (USH)	**May include** *Hernandez v. Texas (1954), Mapp v. Ohio (1961), Gideon v. Wainwright (1963), Miranda v. Arizona (1966), Tinker v. Des Moines (1966), Loving v. Virginia (1967), NY Times v. United States (1971), Roe v. Wade (1973), Texas v. Johnson (1989), D.C. v. Heller (2008), Citizens United v. Federal Election Commission (2010), Shelby County v. Holder (2013), Mahanoy Area School District v. B.L. (2021), Kennedy v. Bremerton (2022), Dobbs v. Jackson (2022).*
Citizenship and Civic Participation	
Standard	**Clarification**
HS.CG.23 Analyze the rights and responsibilities of American citizens.	**Shall include** volunteering for organizations, running for office, being informed on civic issues, serving in the military, obeying the law, paying taxes, voting, jury duty, due process, freedom of assembly, a right to a speedy trial, etc.
HS.CG.24 Analyze the electoral process at the local, state, and national levels, including election laws and systems.	**Shall include** nominations, primaries, caucuses, general and midterm elections.
HS.CG.25 Analyze the expansion of suffrage in American history and its impact on political participation and representation. (USH)	**Shall include** non-property owners, Laura Eisenhuth, women (19th Amendment), Black Americans (Fifteenth Amendment), Native Americans (Indian Citizenship Act 1924), Asian Americans, persons 18 years of age (26th Amendment), disability and accessibility, absentee voter ballot, poll tax (24th Amendment).
HS.CG.26 Explain the role and function of political parties, including their influence on elections, policymaking, and political organization at the national and state levels. (USH)	**Shall include** two-party system, major parties, minority parties.
HS.CG.27 Evaluate the methods citizens use to influence government and public policy.	**Shall include** voting, campaigning, lobbying, filing a legal challenge, demonstrating, petitioning, picketing, running for political office, contacting elected officials.
HS.CG. 28 Analyze the impact of the media from multiple sources on the election process and on forming voter opinion with attention to media bias. (S, USH)	**Shall include** newspapers, radio, television, social media/Internet.

HIGH SCHOOL - UNITED STATES GOVERNMENT AND CIVICS

State, Local, and Tribal Governments *Learners will examine the rights, responsibilities, and roles of American citizens in a democratic society. Learners will analyze the electoral process, the expansion of voting rights, and the influence of political parties, media, and civic engagement on government and public policy. Learners will evaluate how citizens participate in the political process and contribute to the functioning of American democracy at the local, state, and national levels.*	
Standard	**Clarification**
HS.CG.29 Outline how federalism in the United States distributes powers between the national, state, and local governments. (ND)	**Shall include** enumerated federal powers, reserved state powers, and shared powers.
HS.CG.30 Explain the organization, responsibilities and powers of North Dakota State Government. (ND)	**Shall include** North Dakota Constitution, initiative, referendum, referral, and recall.
HS.CG.31 Explain the structure, responsibilities, and powers of North Dakota's executive, legislative, and judicial branches. (ND)	
HS.CG.32 Analyze the concept of tribal sovereignty and its relationship to state and local government in North Dakota. (ND)	**Shall include** Five recognized tribes in ND, treaty rights, reservation system. **May include** Major Crimes Act (1885), Pick-Sloan Act (1944), Indian Child welfare Act (1978), Indian Gaming Regulatory Act (1988), Dakota Access Pipeline (2016), McGirt v. Oklahoma (2020), collaboration during public healthcare emergencies.
HS.CG.33 Describe methods of civic engagement at the state and local levels. (ND)	**Shall include** voting in elections, attending public meetings, testifying at bill hearings, contacting legislators, and how to run for public office.
HS.CG.34 Evaluate how state and federal court rulings have impacted North Dakota. (ND)	**May include** *Swift v. Leach (1920), Quill Corp. v. North Dakota (1992), Birchfield v. North Dakota (2016), Brakebill v. Jaeger (2019), Bergum v. Jaeger (2020), State v. Cooper (2026).*

HIGH SCHOOL - GEOGRAPHY

Social Studies Skills			
Inquiry and Research	**Argumentation and Communication**	**Cause and Effect**	**Perspectives and Civic-Social Understanding**
• Develop discipline appropriate questions about historical events, geographic patterns, civic issues, or ND topics; gather and interpret information from maps, texts, artifacts, and data sets; synthesize evidence into clear findings.	• Construct clear/ defensible claims answering historical, geographic, or civic questions; support claims with relevant evidence and simple reasoning from multiple sources; clearly communicate ideas in written, visual, and oral formats.	• Evaluate the relative significance of causes, and consequences of historical events, including short- and long-term effects at local, national, and global levels.	• Compare how different groups, cultures, and individuals experienced historical/geographic events; explain how identity, culture, and viewpoint influence interpretation of events, civic decisions, and interactions.

Geography	
Geographic Tools and Spatial Thinking	
Standard	**Clarification**
HS.G.1 Use geographic tools and spatial analysis to compare locations on global, regional, and local scales. (H)	**May include** cartograms, globes, maps, mental maps, map projections, and thematic maps.
HS.G.2 Apply geographic inquiry to address a geographic problem or issue and be able to support claims using evidence. (H)	**May include** cartograms, demographic data, GIS, map projections, statistics, and thematic maps.
Physical Geography	
Standard	**Clarification**
HS.G.3 Analyze how physical geography and access to natural resources affect human settlement, economic development, conflict, and interdependence among people, communities, and countries. (E, S)	**May include** landforms, bodies of water, geographic location, resources, scarcity, sustainability, and trade.
Human Geography	
Standard	**Clarification**
HS.G.4 Analyze how culture contributes to development, conflict, and cooperation at global, regional, and local scales. (WH, S)	**May include** cultural diversity, religion, language, arts, sports, holidays, customs, ethnic groups, traditions, and history.
HS.G.5 Analyze how migration and settlement patterns contribute to a place's development and growth. (H, ND)	**May include** push-pull factors, urbanization, urban, suburban, rural, metro areas, and megacities.
HS.G.6 Evaluate the short- and long-term cultural, environmental, political, or social consequences when physical geography affects human systems and when human actions modify the physical environment. (CG, S, H).	**Cultural consequences may include** lifestyles, agricultural practices, and religious beliefs. **Environmental consequences may include** deforestation, changes in climate, resource depletion, and desertification. **Social consequences may include** quality of life, urbanization, community cooperation, and inequality. **Political consequences may include** resource management, environmental laws, disaster response, and international cooperation.

HIGH SCHOOL - ECONOMICS

Economics Skills				
Data Analysis	**Resource Allocation**	**Financial and Quantitative Reasoning**	**Long-Term Economic Planning**	**Economic Decision Making**
• Analyze and interpret charts, graphs, and tables to explain economic trends, relationships, and outcomes. • **May include** supply and demand curves and schedules, price changes over time, gross domestic product (GDP), inflation, and unemployment data, comparative national or regional data.	• Apply principles of scarcity and opportunity cost to allocate resources efficiently in the short term. • **May include** determining how goods, services, and financial resources should be distributed to meet immediate needs; analyzing trade-offs and opportunity costs in budgeting, production, and consumption decisions; applying resource allocation strategies in real-world contexts (e.g. inventory use, project planning, budgeting).	• Apply mathematical reasoning to solve economic and personal finance problems. • **May include** calculating wages, income, and payroll deductions including taxes and benefits; analyzing budgets using percentages, ratios, and proportional reasoning; evaluating financial outcomes using quantitative comparisons (e.g., net income, cost analysis).	• Evaluate how present resource allocation decisions affect future outcomes. • **May include** analyzing trade-offs between current consumption and future benefits; developing strategies for saving, investing, and resource preservation; applying concepts of compound growth and long-term planning to financial and production decisions.	• Apply economic concepts and evidence to make informed decisions as consumers, producers, workers, and citizens. • **May include** using cost benefit analysis to evaluate alternatives; analyzing how incentives influence behavior and decision-making; applying economic reasoning to real-world and policy-based scenarios.

Economics

Fundamental Economic Concepts

Standard	Clarifications
HS.E.1 Analyze the basic concepts of economic thinking.	**Shall include** scarcity, trade-offs, opportunity cost, needs and wants, cost-benefit analysis, and factors of production.

Economic Systems

Standard	Clarifications
HS.E.2 Compare the characteristics of a command/ central planned economy and market economy. (CG)	**Shall include** communism, socialism, capitalism, and mixed economy.
HS.E.3 Analyze how command and market economic systems impact a nation and its citizens. (CG)	**May include** economic decision making, trade-offs (individual freedom vs. security), economic equity, education, healthcare, housing, job opportunity, standard of living, and GDP.

HIGH SCHOOL - ECONOMICS

Markets and Prices	
Standard	**Clarifications**
HS.E.4 Explain the laws of supply and demand.	**Shall include** demand/supply schedules, curves, determinants, and shifts of the curves.
HS.E.5 Evaluate how supply and demand impact prices and the allocation of goods and services.	**Shall include** equilibrium, shortage, and surplus.
Government in the Economy	
Standard	**Clarifications**
HS.E.6 Explain the role of government in an economy. (CG)	**Shall include** taxation, government spending, and national debt programs. **May include** public goods, redistribution of income, protection of property rights, legal regulation, and resolution of market failures.
HS.E.7 Describe the purpose of various government programs. (CG, USH)	**May include** national defense, Social Security, SNAP, Medicare, Medicaid, the Farm Bill, infrastructure (such as the Garrison Dam or Fargo-Moorhead Area Diversion Project), Bank of North Dakota, emergency services, or education.
Money and Banking	
Standard	**Clarifications**
HS.E.8 Explain the functions and role of money in an economy. (USH)	**Shall include** fiat money, representative money, commodity money, the role of financial institutions, and the Federal Reserve's purpose.
Business Organizations	
Standard	**Clarifications**
HS.E.9 Compare and contrast various types of business organizations.	**Shall include** sole proprietorships, partnerships, and cooperations. **May include** ownership, liability, management structure, and taxation.
Macroeconomic Indicators	
Standard	**Clarifications**
HS.E.10 Describe various macroeconomic measurements that determine a country's economic health.	**Shall include** unemployment rate, recession, inflation, nominal vs. real dollars, and gross domestic product (GDP).
Global Economics	
Standard	**Clarifications**
HS.E.11 Describe how globalization impacts economic development, including the effects in North Dakota. (ND)	**Shall include** standard of living, interdependence, tariffs, and benefits and costs of trade. **May include** economic growth such as North Dakota's agricultural and energy production, labor markets, human rights, the environment, resource allocation, and culture.

HIGH SCHOOL - ECONOMICS

Personal Finance
*See the North Dakota Financial Literacy Content Standards. Personal Finance may be covered in an Economics/ Problems of Democracy course **or** in a separate dedicated Personal Finance course. This is district choice. See Appendix B.* *"Each school district shall require each student to complete one-half unit of financial literacy or ensure that its curriculum for either economics or problems of democracy includes the exposure of students to concepts of personal finance" (Cited from NDCC 15.1-21-21).*

HIGH SCHOOL - UNITED STATES HISTORY

Social Studies Skills				
Continuity and Change Over Time	**Evidence-Based Reasoning**	**Perspectives**	**Relevance**	**Historical Thinking**
• Analyze cause and effect of historical events, including economic, political, geographic, and social factors, and evaluate their short- and long-term impacts. • Discuss how periodization and sequencing of events influence the interpretation of history.	• Formulate evidence-based arguments by developing a clear claim, analyzing multiple primary and secondary sources for credible evidence, examining multiple perspectives, and explaining the significance of that evidence. • Analyze various types of sources.	• Examine multiple perspectives by analyzing how different groups and individuals experienced, interpreted, and responded to historical events.	• Evaluate the historical relevance of events, individuals, and ideas by analyzing their significance and impact over time and across communities, regions, and/or the world. • Correlate local, state, and national events to civic, economic, and social concepts.	• Contextualize historical events by explaining how they are shaped by the period in which they occurred, including social, political, and economic factors. • Examine how historical decisions influence civic reasoning.

U.S. History

A Nation Built: Industry, Power, and Inequality (1870-1900)

***Themes of the Era**: Westward Expansion, Industrialization, Immigration, and Urbanization.*

During this era, the United States underwent rapid industrialization and expansion driven by technology, transportation, and immigration. While this growth created economic opportunity, it also led to significant inequality, labor conflict, and the displacement of Native Americans. By 1900, the nation had emerged as a leading industrial power marked by both progress and division.

Standard	Clarification
HS.US.1 Examine the perspectives and experiences of diverse groups in the South, including formerly enslaved people, White Southerners, and other communities. (S)	**Shall include** Reconstruction Amendments, *Plessy v. Ferguson*, Jim Crow Laws. **May include** Black Codes, sharecropping, Exodusters, Ku Klux Klan.
HS.US.2 Compare the opportunities and challenges created by westward expansion and the influence it had on the growth of the United States. (E, G)	**Shall include** Homestead Act, Transcontinental Railroad, American Indian Wars, Bonanza Farming. **May include** Gold Standard, Battle of Wounded Knee, Native American Reservation System, Ghost Dance Movement, Dakota Territory Settlement, North Dakota Statehood, land ownership in the southwest.
HS.US.3 Illustrate how immigration transformed the economic, social, and cultural landscape of the United States. (E, G)	**Shall include** urbanization, push-and-pull factors, Ellis Island, tenement housing, nativism and assimilation. **May include** skyscrapers, Great Columbian Exposition.
HS.US.4 Analyze how industrialization influenced the development of American society and affected different communities and regions. (E)	**Shall include** labor movement, strikes, Robber Barons/ Captains of Industry, monopolies, factory system. **May include** collective bargaining, vertical and horizontal integration, child labor, Standard Oil, U.S. Steel.

HIGH SCHOOL - UNITED STATES HISTORY

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Standard	Clarification
HS.US.5 Investigate the goals, strategies, and outcomes of various social and political movements. (CG)	**Shall include** Compromise of 1877, political machines, Chinese Exclusion Act, Dawes Act. **May include** Johnson-Reed Act, Granger Movement, Second Treaty of Fort Laramie, laissez-faire governing.
HS.US.6 Determine the impact of economic, technological, geographic, and social factors during the Gilded Age. (E, G)	**Shall include** electric grid. **May include** Great Chicago Fire, Panic of 1873, eugenics, light bulb, telephone, Buffalo Bill, *Gospel of Wealth,* Yellowstone, *Wizard of Oz*.

Primary Source Suggestions

Specific Sources: Homestead Act, Thirteenth Amendment, Civil Rights Act of 1866, Frederick Douglass Writings on Reconstruction, Fourteenth Amendment, Fifteenth Amendment, *American Progress* (John Gast), *Plessy v. Ferguson*.

Collections of Sources: Frederick Douglass writings on Reconstruction, Thomas Nast Political Cartoons, Haymarket Riot/Affair Accounts, Carlisle Indian Industrial School Photographs, Sears Catalogs, Jacob Riis Photographs.

HIGH SCHOOL - UNITED STATES HISTORY

A Nation Mobilized: Reform at Home and Abroad (1890-1925)

***Themes of the Era**: Progressivism, U.S. Imperialism, World War I.*

During this era, the United States addressed challenges of industrialization through Progressive reforms while expanding its role in world affairs. These changes increased government involvement at home and marked the nation's emergence as a world power, while also creating debates over rights, reform, and America's role in the world.

Standard	Clarification
HS.US.7 Compare the viewpoints of social and political efforts connected to the Progressive Movement. (CG)	**Shall include** trust-busting, Rise of Consumerism, Social Darwinism, 18th and 19th Amendments. **May include** Lewis Hines, Hull House, John Dewey, Pure Food and Drug Act, Muckrakers, Triangle Shirtwaist Fire, National Park System, Native American Citizenship Act of 1924, Non-Partisan League, International Workers of the World (IWW), Bull Moose Party, 16th and 17th Amendments.
HS.US.8 Trace the development of America's role on the world stage and its impact at home and abroad. (CG)	**Shall include** Yellow Journalism, Imperialism, Spanish-American War. **May include** Open Door Policy, Roosevelt Corollary, Anti-Imperialist League, Great White Fleet, Dollar Diplomacy, Moral Diplomacy.
HS.US.9 Explain the motives and decisions to enter World War I and the effects of that decision. (WH)	**Shall include** Zimmermann Telegram, Wilson's Fourteen Points, Treaty of Versailles, League of Nations, propaganda. **May include** unrestricted submarine warfare, Pancho Villa, mobilization, Selective Service Act, Russian Civil War.
HS.US.10 Evaluate how early 20th century policy decisions influenced the organization, functions, and priorities of the government and its balance between public welfare and individual rights. (CG, E)	**Shall include** immigration quotas, resurgence of the Ku Klux Klan. **May include** Federal Reserve Act, Wilson's federal highway system, Rise of Civil Liberties, Palmer Raids, Non-Partisan League, labor unions, Native American Citizenship Act of 1924, Spanish Flu Epidemic, NAACP, Scope's Trial, *Schenck v. United States.*
HS.US.11 Investigate how technological change, demographic shifts, and infrastructure projects influenced economic growth and transformed early 20th century American society. (E, G)	**Shall include** transformation from Rural to Urban Society. **May include** mechanization of farming, mass transportation, Panama Canal.

Primary Source Suggestions

Specific Sources: *Ten Days in a Mad-House* (Nellie Bly), Roosevelt Corollary, *The Jungle (*Upton Sinclair), *Twenty Years at Hull-House (*Jane Addams), Zimmerman Telegram, Wilson's Fourteen Points, Henry Cabot Lodge Speech(es) on the League of Nations.

Collections of Sources: Lewis Hine photographs, newspaper accounts of the Spanish-American War, women's suffrage propaganda and accounts, World War I propaganda.

HIGH SCHOOL - UNITED STATES HISTORY

A Nation Shaken: From Boom to Bust (1919-1941)

***Themes of the Era**: Roaring Twenties, Great Depression, New Deal*

During this era, the United States moved from economic prosperity in the 1920s to crisis during the Great Depression. While the decade of growth reflected increased consumerism, technological advancement, and cultural change, underlying economic weaknesses contributed to widespread unemployment and hardship after the stock market crash of 1929. In response, the federal government expanded its role through New Deal programs aimed at recovery, relief, and reform, reshaping the relationship between government and society while sparking debates over the effectiveness and limits of government action.

Standard	Clarification
HS.US.12 Determine how American consumerism shaped the character of the period and future impacts. (E)	**Shall include** radio, automobiles, and cinema. **May include** Model T, over-production, *The Great Gatsby*, Art Deco, *Jazz Singer*, Mickey Mouse, Babe Ruth, Charles Lindbergh, household appliances.
HS.US.13 Compare how various groups responded to the social, political, and economic changes within America. (E, CG)	**Shall include** Prohibition, Flappers, and Harlem Renaissance. **May include** Great Migration, Roaring Twenties, Jazz, Speakeasies, Organized Crime, New Woman, Scopes Trial, fundamentalism, traditionalism, modernism, Hoovervilles, Bonus Army, rise of the FBI, Marian Anderson.
HS.US.14 Examine how financial decisions and federal policies contributed to the booms and bust of the United States economy, such as Great Depression. (E, CG)	**Shall include** banking practices, Herbert Hoover, Stock Market Crash, Dust Bowl, bank runs, Franklin D. Roosevelt. **May include** laissez-faire philosophy, buying on credit, Dawes Plan, speculation (land and stock), farming practices, Smoot-Hawley Tariff Act, Eleanor Roosevelt.
HS.US.15 Analyze the responses of local, state, and federal governments to the Great Depression and their impact on American society. (CG)	**Shall include** New Deal, Second New Deal. **May include** local and state relief efforts, fireside Chats, Father Charles Coughlin, Huey Long, rugged individualism, court packing.
HS.US.16 Evaluate how the Great Depression affected U.S. foreign policy priorities and relationships with other nations. (WH)	**Shall include** U.S. Neutrality Acts and Isolationism, Lend-Lease Act. **May include** Kellogg-Briand Pact, Henry Ford, Atlantic Charter, America First Committee.

Primary Source Suggestions

Specific Sources: FDR's Inaugural Address, *The Grapes of Wrath (*John Steinbeck).

Collections of Sources: consumer advertisements, Harlem Renaissance works, jazz music, Charlie Chaplin films, New Deal-era political cartoons, Father Charles Coughlin radio addresses, FDR's Fireside Chats, oral history recordings (WPA), Dorothea Lange photographs.

HIGH SCHOOL - UNITED STATES HISTORY

A Nation Tested: World War and Cold War Rivalries (1939-1962)

***Themes of the Era**: World War II, Holocaust, Cold War through the Kennedy Administration*

During this era, the United States was tested by global conflict and ideological rivalry. During World War II, the nation mobilized its economy and military to achieve victory, emerging as a leading global power. In the years that followed, tensions with the Soviet Union led to the Cold War, marked by political, military, and technological competition. Efforts to contain communism shaped U.S. foreign policy through alliances, conflicts, and international crises, while economic growth at home was accompanied by fears of communism and debates over security and individual rights. These developments defined the Unites States' role as a global leader during a time of ongoing international tension.

Standard	Clarification
HS.US.17 Trace the role of United States as a Global Power through the course of World War II. (WH)	**Shall include** Four Freedoms Speech, Pearl Harbor, wartime alliance with the Soviet Union and Great Britain, Manhattan Project, D-Day, atomic weapons. **May include** Doolittle Raids, Iwo Jima, Okinawa, Yalta, Potsdam, United Nations (UN).
HS.US.18 Compare perspectives of soldiers and civilians during World War II, using evidence to explain differences in experiences. (S)	**Shall include** WWII Homefront, soldier accounts. **May include** Port Chicago, Rosie the Riveter, the Vallero (Project Wetback), Double V Campaign, war bonds, Zoot Suit Riots, Bracero Program, Executive Order 9066, *Korematsu v. U.S.*
HS.US.19 Investigate the United States' response to the Holocaust and other human rights concerns before, during, and after World War II. (WH)	**Shall include** Nuremberg Trials, establishment of Israel. **May include** War Refugee Board, concentration and extermination camps, U.S. Holocaust Memorial Museum, Nanjing Massacre, Bataan March, Tokyo Trials, Universal Declaration of Human Rights.
HS.US.20 Interpret how post-WWII conflicts influenced American society, policy, and daily life. (WH, S)	**Shall include** Second Red Scare, McCarthyism. **May include** Rosenbergs, Duck and Cover drill, Hollywood blacklist, loyalty oaths, National Defense Education Act, Bretton Woods.
HS.US.21 Determine the historical context of global conflict during the Cold War and how the competition between the United States and Soviet Union fueled global struggles. (WH)	**Shall include** Truman Doctrine, Marshall Plan, Domino theory, containment, Berlin Airlift, Korean Conflict, Nuclear Arms Race, Eisenhower Doctrine, Kennedy's Inaugural Speech, Space Race, Bay of Pigs, Cuban Missile Crisis. **May include** NATO, Warsaw Pact, Suez Crisis, U-2 Incident, Berlin Wall, Arab Israeli Conflict, CIA Operations.

Primary Source Suggestions

Specific Sources: Roosevelt's Four Freedoms Speech, FDR's Declaration of War ("Day of Infamy") Speech, United Nations Charter, "Long" Telegram (George Kennan), Winston Churchill's "Iron curtain" Speech, North Atlantic Treaty (NATO), *Duck and Cover* instructional film, John F. Kennedy Inaugural Address.

Collections of Sources: Pearl Harbor photographs, U.S. Government wartime newsreels and responses, "Rosie the Riveter" posters and images, atomic bomb photographs and survivor testimonies, HUAC hearing testimony/ interviews, loyalty oaths and related documents, Cuban missile Crisis telegrams, correspondence, and photographs.

HIGH SCHOOL - UNITED STATES HISTORY

A Nation in Transition: Fight for Freedom at Home and Overseas (1950-1975)

***Themes of the Era**: Civil Rights Movement, 1950s America, Vietnam War, 1960s America*

During this era, the United States experienced significant social, political, and global change as it confronted challenges to freedom at home and abroad. During the Cold War, efforts to contain communism shaped U.S. foreign policy and led to increased international involvement. At the same time, movements for civil rights and equality pushed the nation to address longstanding injustices and expand individual freedoms. These efforts led to major political and social changes while also creating divisions over the role of government, individual rights, and the nation's responsibilities both domestically and globally.

Standard	Clarification
HS.US.22 Contextualize the impact of the Post-War Boom on American Society. (E, S)	**Shall include** the baby boom, television, and Federal interstate legislation. **May include** Rock 'n Roll, consumerism, Affluent Society, *I Love Lucy,* counterculture movement, Car Culture, Disneyland.
HS.US.23 Compare various civil rights movements, perspectives, strategies, and goals to achieve equality. (S)	**Shall include** American Indian Movement (AIM), Delano Grape Boycott. **May include** *Feminist Mystique,* Student Nonviolent Coordinating Committee (SNCC), Black Panther, National Organization of Women (NOW).
HS.US.24 Investigate how individuals, groups, and actions influence political change. (S)	**Shall include** Rosa Parks, Martin Luther King, Letter from a Birmingham Jail, March on Washington. **May include** Medgar Edgers, Malcolm X, Greensboro Sit-Ins, Freedom Rides, Emmett Till, March on Selma, Muhammad Ali.
HS.US.25 Examine the causes and impacts of judicial activism, state and federal legislation, and executive authority. (CG)	**Shall include** *Brown v. Board of Education of Topeka,* Ronald Davies and Little Rock Nine, Civil Rights Act of 1964, Voting Rights Act of 1965, Great Society. **May include** Civil Rights Act of 1968, *Miranda v Arizona, Mendez v Westminster, Loving v. Virginia.*

Primary Source Suggestions

Specific Sources: *Brown v. Board of Education* Decision, *Road to Little Rock Documentary*, Kennedy-Nixon Presidential debate (televised), Zapruder Film, *Letter from a Birmingham Jail,* Martin Luther King Jr.'s "I Have a Dream" Speech, *Life* Magazine (January 31, 1964), Gulf of Tonkin Resolution, Voting Rights Act, Apollo 11 recordings, Pentagon Papers.

Collections of Sources: Redlining maps, Levittown advertisements, 1950s television shows, Rock 'n' Roll music and recordings (from the era), Civil Rights Movement photographs, political campaign advertisements, Vietnam War television and news coverage, Kent State and Jackson State photographs and firsthand accounts.

HIGH SCHOOL - UNITED STATES HISTORY

A Nation Challenged: Political, Cultural, and Economic Shifts (1968-2001)

***Themes of the Era**: Conservatism, End of the Cold War, 1970s and 1980s Economic and Political Crises*

During this era, the United States experienced significant political, cultural, and economic changes that reshaped the nation. Declining trust in government, economic challenges, and debates over rights and values led to new political movements and shifts in policy. In response, changing ideas about government, identity, and economic priorities influenced both domestic policy and the nation's role in global affairs, highlighting ongoing debates about the direction of the country.

Standard	Clarification
HS.US.26 Trace the factors that contributed to the end of the Cold War and evaluate their impact on international relations. (WH)	**Shall include** Berlin Wall, Soviet Union Collapse. **May include** Détente, Strategic Arms Limitation Talks (SALT), Opening of China, Camp David Accords, Helsinki Accords, Reagan Doctrine, Strategic Defense Initiative (SDI), Gorbachev.
HS.US.27 Compare how events and movements during this era shaped modern political divisions. (CG, S)	**Shall include** Political Realignment. **May include** Chicago Seven, 26th Amendment, *Roe v. Wade*, Title IX, Liberalism, the New Right, Moral Majority, Silent Majority, Equal Rights Amendment (ERA), Affirmative Action, media influence, Culture Wars.
HS.US.28 Examine how major political events shaped public confidence in government and elected officials over time. (CG)	**Shall include** Gulf of Tonkin Resolution, Pentagon Papers, War Powers Act, Watergate. **May include** *Daisy* Ad, Tet Offensive, Pentagon Papers, My Lai, Living Room War, Credibility Gap, Vietnam Syndrome, *All the President's Men*, Pardoning of Nixon, Iran-Contra Affair, Clinton Impeachment, *Bush v. Gore*.
HS.US.29 Analyze differing perspectives on political, social, and cultural issues during the 1970s and 1980s. (S)	**Shall include** Medicare, Elementary and Secondary Education Act (ESEA), Anti-War Protests. **May include** Occupy Alcatraz, Chicano Movement, Antiwar Protestors, Green Movement, Silent Spring, Energy Crisis, Iran Hostage Crisis, Public Housing, Public Broadcasting System (PBS), Environmental Protection Act (EPA), Clean Water Act, Three-Mile Island, Kent & Jackson State Protests, Miracle on Ice, Los Angeles Olympics.
HS.US.30 Investigate how geographic and economic challenges influence public policy decisions. (E, G)	**Shall include** Energy Crisis. **May include** inflation, stagflation, speed limits, Reaganomics, deregulation, labor unions, outsourcing of jobs, balanced federal budget.

Primary Source Suggestions

Specific Sources: Nixon resignation speech, War Powers Act, Camp David Accords, Carter's "Malaise" Speech, Reagan's "Evil Empire" Speech, Reagan's "Tear Down this Wall" Speech.

Collections of Sources: Vietnam protest music, Occupy Alcatraz videos, Watergate hearings, OPEC gas lines photos, Phyllis Schlafly and NOW campaign materials, Iran Hostage photos, Three-Mile Island photos, Farm Aid, LIVE Aid, Challenger disaster footage, Fall of Berlin Wall footage, AIDS quilt.

HIGH SCHOOL - UNITED STATES HISTORY

A Nation Redefined: Security, Identity, and Innovation (1990-Present)

***Themes of the Era**: Globalization, Technological Advances, Cultural Shifts and Debates*

During this era, the United States has been reshaped by evolving global challenges, rapid technological innovation, and changing ideas about identity. Following the end of the Cold War, the nation emerged as a leading global power while facing new concerns related to security and international conflict. Advances in technology transformed communication, the economy, and daily life, while globalization increased connections between the United States and the rest of the world. At the same time, cultural shifts and debates over social issues have reflected a diverse and changing society. These developments continue to redefine the United States' role at home and in an increasingly interconnected world.

Standard	Clarification
HS.US.31 Evaluate how globalization influenced the United States' economy, foreign policy, and role in the world. (WH, E)	**May include** multinational corporations, global supply chains, emerging global powers, international cooperation.
HS.US.32 Explore the impact of technological innovation on American society, the economy, government, and civic life. (E, CG, S)	**Shall include** personal computers, Internet. **May include** smartphones, social media, Artificial Intelligence, cybersecurity, digital communication, Dot Com Boom, Transamerica Pipeline, North Dakota Oil Boom, alternative energies.
HS.US.33 Connect how historical and contemporary developments continue to shape American society and the nation's role in the world. (WH, CG)	**Shall include** September 11. **May include** USA PATRIOT Act, Department of Homeland Security, War on Terror, Afghanistan, Iraq, surveillance, civil liberties, intelligence gathering.
HS.US.34 Compare multiple perspectives on major political, economic, and social issues in the twenty-first century, using evidence to explain differing viewpoints. (E, S, CG)	**May include** healthcare, Constitutional rights, climate change, voting rights, economic inequality, privacy and security, citizenship.
HS.US.35 Examine how demographic, cultural, and political changes have influenced American society and civic participation. (G, S, CG)	**May include** immigration, Americans with Disabilities Act, changing demographics, civic activism, No Child Left Behind Act.

Primary Source Suggestions

Specific Sources: Americans with Disabilities Act, PATRIOT Act, 9/11 Commission Report.

Collections of Sources: Persian Gulf War Coverage, Rodney King Materials, FBI Raids, Oklahoma City Bombing Investigation, Reactions to the OJ Simpson Verdict, Columbine Materials, 9/11 Footage, Hurricane Katrina footage.

HIGH SCHOOL - NORTH DAKOTA STUDIES

Social Studies Skills				
Continuity and Change Over Time	**Evidence-Based Reasoning**	**Perspectives**	**Relevance**	**Historical Thinking**
• Analyze cause and effect of historical events, including economic, political, geographic, and social factors, and evaluate their short- and long-term impacts. • Discuss how periodization and sequencing of events influence the interpretation of history.	• Formulate evidence-based arguments by developing a clear claim, analyzing multiple primary and secondary sources for credible evidence, examining multiple perspectives, and explaining the significance of that evidence. • Analyze various types of sources.	• Examine multiple perspectives by analyzing how different groups and individuals experienced, interpreted, and responded to historical events. • Question the roles of individuals as they confront historical, political, social, and economic events.	• Evaluate the historical relevance of events, individuals, and ideas by analyzing their significance and impact over time and across communities, regions, and/or the world. • Correlate local, state, and national events to their civic, economic, and social lives.	• Contextualize historical events by explaining how they are shaped by the period in which they occurred, including social, political, and economic factors. • Examine how historical decisions influence civic reasoning.

North Dakota Studies	
Physical and Human Geography of North Dakota (Cambrian – 1600s)	
Standard	**Clarification**
HS.ND.1 Analyze the three landscape regions of North Dakota and explain the influence of major features and the forces that shaped them. (G)	**Shall include** Cambrian Period, Mesozoic Eras, Cretaceous Period, Western Interior Seaway, Hell Creek Formation, KT boundary Extinction, Paleocene, Savana, Lake Agassiz, Missouri Yellowstone Confluence, Wisconsin Glaciation, Pot and Kettle Formation, Great Ice Age, Couteau, Drift Prairie, Missouri Plateau, Red River Valley.
HS.ND.2 Examine and synthesize current thematic maps to identify where people live and work and how land is used. (G)	**Shall include** historical maps, land usage maps, soil type maps, water usage maps, settlement maps, population density maps, diaries, speeches, pictures, charts, graphs, diagrams, timelines.
HS.ND.3 Explain human migration to North America as it relates to settlement patterns of people and groups in North Dakota. (G, S)	**Shall include** migration, push factors, pull factors, Bearing Straight Land Bridge, Trans-Pacific Migration, Kelp Highway, Paleolithic Era, Neolithic Era, Clovis Points, Paleo-Indians, Plains Archaic People, Plains Woodlands People, Knife River Flint.
HS.ND.4 Examine how the domestication of crops and animals impacts sedentary cultures in North Dakota and the upper Great Plains. (G)	**Shall include** raising corn and grains, functions of horses, practically and culturally, bison hunting.

HIGH SCHOOL - NORTH DAKOTA STUDIES

Physical and Human Geography of North Dakota (Cambrian – 1600s)	
Standard	**Clarification**
HS.ND.5 Analyze the creation, structure, and function of Dakota tribes: Mandan, Arikara, Hidatsa, Dakota, and Chippewa. (G, S, CG)	**Shall include** creation stories, social structures and hierarchies, cultural norms.
HS.ND.6 Analyze the social, political, and cultural interactions among the Dakota tribes prior to European and Anglo-American contact. (CG)	**Shall include** trade networks, marriage practices, seasonal migrations, religious ceremonies, tribal conflicts and alliances, political/governance structures.
HS.ND.7 Analyze the effects of increased tribal interactions, exploration by European and Anglo-American entities, and the Corps of Discovery. (USH)	**Shall include** Three Tribes Alliance, Dakota Trade Empire, Lewis & Clark in the Upper Missouri, Arikara War, Louisiana Purchase, Early US & Canadian fur trade, Corps of Discovery, early contact treaties.

From Territory to Statehood, New Developments	
Standard	**Clarification**
HS.ND.8 Examine the location and function of military forts and trade routes and their impact on people and resources. (E, G, USH)	**Shall include** smallpox epidemics, Fort Mandan, Civil War battles in MN & Dakota Territories, Sully and Sibley, Sitting Bull, Fort Abraham Lincoln, Fort Buford, Fort Rice; Hudson Bay Company; Selkirk Settlement; Fort Pembina; American Fur Company.
HS.ND.9 Examine treaties, conflicts, wars, and legal ramifications from the beginning of the Dakota Territory through 1970s. (USH)	**Shall include** reservation system, Dawes Act, allotment system, Bureau of Indian Affairs, Indian Reorganization Act, boarding school systems, Fort Laramie Treaty 1851 and 1868, Battle of Little Big Horn; Standing Rock Reservation; Spirit Lake Reservation; Turtle Mountain Reservation; Indigenous Citizenship; American Indian Movement.
HS.ND.10 Analyze settlement patterns of immigrants and Anglo-Americans and the effects of settlement and development of the territory/state. (G, USH)	**Shall include** immigration; emigration; push and pull factors; Manifest Destiny; Homestead Act; Land Grants; railroads; religious communities; naturalization and citizenship; assimilation; religion and religious institutions; creation of schools; storytelling and transmission of cultural heritage; bonanza farming.
HS.ND.11 Analyze the process for North Dakota's constitutional convention and the outcomes of statehood. (CG)	**Shall include** ND Constitution, state symbols, Farmer's Alliance, political parties and state composition, John Burke, Alexander McKenzie; Morrill Land Grant.
HS.ND.12 Examine the cause and effects of the Progressive Movements, Nonpartisan League, Suffrage, and the Great Depression Era within North Dakota. (CG, USH)	**Shall include** recall amendment, Governor Frazier, Nonpartisan League origins, elections of 1917 and 1919; Progressivist Movement; Edwin Ladd and Pure Food Movement; Women's Suffrage 1870-1893, 1912-1920; *Swift v. Leach;* WPA; CCC; New Deal; Peace Garden; Dust Bowl; Bank of North Dakota; flour milling.
HS.ND.13 Analyze the role of North Dakota in the Spanish American War, WWI, and WWII, and the impact of these wars on the state and its people. (USH, WH)	**Shall include** Spanish American War; imperial control of the Philippines; North Dakota National Guard; Selective Service; war front; home front; war bonds; influenza/Spanish Flu; German internment camps.

HIGH SCHOOL - NORTH DAKOTA STUDIES

Modern North Dakota	
Standard	**Clarification**
HS.ND.14 Examine the changing physical and political landscape of North Dakota through present day. (G, CG)	**Shall include** Garrison Dam and Diversion, Pick-Sloan Program; eminent domain; "The Taking" (Town of Sanish, ND); Dakota Water Resource Act; state/ regional/national/international economic contributions.
HS.ND.15 Analyze the role of atomic weapons and militarization in North Dakota. (USH)	**Shall include** Intercontinental Ballistic Missiles (ICBMs, Minutemen) and Missile Silo Locations; Air Force bases (Minot and Grand Forks, ND); Cold War military installations: Missile Defense Systems (Stanley R. Mickelsen Safeguard Complex).
HS.ND.16 Examine the role of energy and agriculture production in North Dakota and its function within the state and national economy. (E, G)	**Shall include** energy's importance, energy sources (coal, oil, wind; solar, turbines); oil industry: Bakken Shale Formation; Bakken; boom and bust cycles; data centers; land reclamation processes; economic and current issues: Clean Water and Clean Air Acts; use of biotechnology, Carbon Capture Technology, drones; DAPL Protest/Land sovereignty.
HS.ND.17 Analyze how economic, technological, and demographic changes have shaped modern settlement patterns in North Dakota. (E, G)	**Shall include** brain drain; migrant work and agriculture; school consolidation; ghost towns and depopulation; labor markets; employment fluctuations (seasonal and need based); international job recruitment (custom combining, meatpacking, education, healthcare, etc.); tourism.

HIGH SCHOOL - WORLD HISTORY

Social Studies Skills				
Continuity and Change Over Time	**Evidence-Based Reasoning**	**Perspectives**	**Relevance**	**Historical Thinking**
• Analyze cause and effect of historical events, including economic, political, geographic, and social factors, and evaluate their short- and long-term impacts. • Discuss how periodization and sequencing of events influence the interpretation of history.	• Formulate evidence-based arguments by developing a clear claim, analyzing multiple primary and secondary sources for credible evidence, examining multiple perspectives, and explaining the significance of that evidence. • Analyze various types of sources.	• Examine multiple perspectives by analyzing how different groups and individuals experienced, interpreted, and responded to historical events.	• Evaluate the historical relevance of events, individuals, and ideas by analyzing their significance and impact over time and across communities, regions, and/or the world. • Correlate local, state, and national events to civic, economic, and social concepts.	• Contextualize historical events by explaining how they are shaped by the period in which they occurred, including social, political, and economic factors. • Examine how historical decisions influence civic reasoning.

High School World History

Changes in Thinking: Middle Ages and Enlightenment

***Theme**: The transportation of societies through beliefs, ideas, and power.*

Learners examine how monotheistic religions, feudalism, and the Crusades shaped early civilizations. They then investigated how the Renaissance, Reformation, Scientific Revolution, and Enlightenment challenged traditional authority. Ultimately, learners analyze how changing beliefs, power dynamics, and cultural exchanges gave rise to modern democratic institutions and global interactions.

Standard	Clarification
HS.WH.1 Describe how medieval social, political, and economic systems influenced the development of societies and interactions with Europe and the Middle East. (E, CG)	**Shall include** a review of monotheistic religions (Judaism, Christianity, Islam) and early religious conflicts, causes and consequences of the Jewish Diaspora, the growth and influence of the Catholic church, causes and effects of the Crusades, and cultural and economic exchange between Europe and the Middle East during the Middle Ages. **Primary Source Suggestions**: Excepts from early religious texts, Pope Urban II's call for the First Crusade (1095), Edict of Milan (313 CE), Ibn al Athir's Account of Jerusalem (1099).

HIGH SCHOOL - WORLD HISTORY

High School World History
Changes in Thinking: Middle Ages and Enlightenment ***Theme**: The transportation of societies through beliefs, ideas, and power.* Learners examine how monotheistic religions, feudalism, and the Crusades shaped early civilizations. They then investigated how the Renaissance, Reformation, Scientific Revolution, and Enlightenment challenged traditional authority. Ultimately, learners analyze how changing beliefs, power dynamics, and cultural exchanges gave rise to modern democratic institutions and global interactions.

Standard	Clarification
HS.WH.2 Analyze how developments in art, culture, religion, and human thought during the Renaissance and Protestant Reformation transformed European society, politics, and institutions. (CG)	**Shall include** humanism and the revival of classical learning, key Renaissance figures including artists, thinkers, and patrons, Martin Luther and the 95 Theses, the rise of Protestant movements, secularism and sectarian challenge of church authority, influence of church power on governments, and the Gutenberg Printing Press and spread of ideas. **May include** Medici Family, Leonardo da Vinci, Michelangelo, Machiavelli, Raphael, Donatello, John Calvin, Calvinism, Henry VIII and English Reformation. **Primary Source Suggestions**: Erasmus, The Praise of Folly, examples of Renaissance art, Medici Family Poems and Letters, the Prince, 95 Theses, Act of Supremacy (1534), Magna Carta (1215), Early Printed Indulgences.
HS.WH.3 Analyze how systems of power, social hierarchies, and economic relationships shaped the lives of people during the Middle Ages and Renaissance across Europe, the Middle East, and Asia. (E, CG, S)	**Shall include** a review of feudalism/hierarchy (social, political, financial); decline and transformation of feudal systems in Europe, and Japan or China; transition from Byzantium to Ottoman Empire; influence of Sunni and Shia Islam. **May include** hierarchy of feudal systems, Samurai, Mandate of Heaven, Dynasty, Confucianism, connections to Muhammad, Imams, Caliphs. **Primary Source Suggestions**: Peasant revolt documents (1381), accounts of Black Death, Marco Polo Travels, eyewitness accounts of the fall of Constantinople.
HS.WH.4 Analyze how scientific discoveries and new methods challenged traditional understandings of the natural world and how Enlightenment ideas about reason, rights, and government influenced political thought, constitutional systems, and democratic movement. (CG, USH)	**Shall include** scientific methods and key astronomers, scientists, and mathematicians. Heliocentric vs. geocentric models, impact of Enlightenment Thinkers (John Locke and Thomas Hobbes), natural rights, social contract, influence on government and democracy. **May include** Nicolaus Copernicus, Galileo, Isaac Newton, Kepler, Francis Bacon; Jean-Jacques Rousseau, Montesquieu, Voltaire. **Primary Source Suggestions**: writings of Copernicus, Galileo, and Kepler, Newtons Laws of Motion and Gravity, Two Treatises of Government, Leviathan, The Social Contract, Writings of Voltaire, English Bill of Rights, Virginia Declaration of Rights, Declaration of Independence.

HIGH SCHOOL - WORLD HISTORY

Age of New Imperialism ***Theme**: Global Expansion, Imperialism, and the Rise of Nationalism* Learners investigate how expanding European, Asian, and Middle Eastern powers increased global interaction via trade networks, technology, and cultural exchange. They analyze the political, economic, and social impacts of imperialism on colonized peoples - including exploitation, resistance, and the extraction of resources. Finally, they explore how imperial rule fueled nationalism, inspired independence movements, and reshaped global relationships into the modern world.	
Standard	**Clarification**
HS.WH.5 Explain how changes in political and social ideas led to increased global interaction and exchange among European, Asian, Middle Eastern, and African societies. (CG, E, G)	**Shall include** centralized governments (kings/empires/ power states), age of exploration for trade routes (Silk Road) and wealth, sharing technology, ideas, religion, and culture, new global markets, competition for trade routes and resources, and expansion of the Atlantic Slave Trade. **Primary Source Suggestions**: Accounts from explorers from the Ming Dynasty, *The Travels of Ibn Battuta*. The Canon of Medicine, gunpowder records, medieval maps, Journals from Columbus First Voyage (1493), Vasco da Gama's voyage to India, Treaty of Tordesillas (1494), Dutch East India Company Charter, Slave ship diagrams, The Interesting Narrative of the Life of Olaudah Equiano.
HS.WH.6 Analyze how imperialism transformed societies, economies, and political systems in the Americas, Africa, Asia, and the Pacific by examining imperialistic ideologies and the impacts of cultural imperialism. (E, CG)	**Shall include** Social Darwinism and "White Man's Burden", cultural imperialism, resource extraction, exploitation of Indigenous groups, slavery, slave trade, and resistance movements. **May include** Boxer Rebellion and impacts of the Scramble for Africa. ***National/State Connections**: impacts on Indigenous groups. **Primary Source Suggestions**: Spanish Colonial Laws, Declaration of Rights of Man (1789), Haitian Declaration of Independence (1804), Simon Bolivar Jamaica Letter (1815), Indian Removal Act (1830), Cherokee Nation Documents.
HS.WH.7 Explain how imperialism contributed to the rise of nationalism and helped establish the foundations for revolution and the development of early nation-states. (USH, CG)	**Shall include** expansion of powerful nations; control over land, resources, and people; loss of Indigenous power and self-governance; systems of racial or colonial oppression including apartheid; replacement of language and local tradition; desire for self-rule and independence; economic inequality, limited rights, and growing resentments; colonial resistance. **May include** replacement of language and local tradition, growing resentments, and independence movements. ***National/State Connections**: tribal governments, oppression of Indigenous language and tradition.

HIGH SCHOOL - WORLD HISTORY

Age of Revolutions

***Theme**: Revolution, Change, and the Transformation of Societies*

Learners examine the political, social, and economic examples; conditions that spark revolution, including inequality, challenges to legitimacy; and the spread of new ideas. Using historical like the French, Haitian, and Russian Revolutions—along alongside Crane Brinton's "Fever Model" - learners analyze and compare the stages and outcomes of these movements. Finally, the course investigates how the Industrial and Technological Revolutions transformed societies, demonstrating that revolutionary change occurs through both political upheaval and innovation.

Standard	Clarification
HS.WH.8 Analyze the causes of revolutions and evaluate how they impacted societies, governments and regions. (CG)	**Shall include** stages of a revolution; spread of revolutionary ideas; influence across regions, reform, and reaction cycles; Technological and Industrial Revolutions. **May include** Crane Brinton's "Fever Model."
HS.WH.9 Explain the social and political patterns of revolutions, including their causes and development, across different regions, cultures, and historical periods. (S)	**Shall include** historical revolutions and their outcomes, legitimacy crises, radicalization, socio-economic inequality, and key documents and the Declaration of the Rights of Man. **May include** the French, Russian, Haitian Revolutions. ***National/State Connections**: treatment of oppression of indigenous people, westward expansion, attempts to resist government control over indigenous people.

HIGH SCHOOL - WORLD HISTORY

Shifting Geopolitical Structures, World War I and World War II

***Theme**: Global Conflict, Total War, and Reshaping of the Modern World*

Learners investigate the causes of World War I, the failures of the postwar peace settlement, and the rise of totalitarian regimes leading into World War II. They analyze how industrialization, military strategy, and technological advances changed the nature of global warfare. Finally, they evaluate the structural consequences of these conflicts, including shifting global power, independence movements, and the foundations of the modern international order.

Standard	Clarification
HS.WH.10 Explain the causes of World War I and how (MAIN) militarism, alliances, imperialism, and nationalism contributed to rising tensions among European nations.	**Shall include** MAIN (Militarism, Alliance, Imperialism, Nationalism); collapse of Ottoman Empire; the arms race, Triple Alliance, Triple Entente; conflict in the Balkans (Powder Keg of Europe); European rivalries; the assassination of Archduke Franz Ferdinand triggering the outbreak of WWI. **May include** early events stemming from causes of WWI.
HS.WH.11 Analyze how weaknesses and failures of the Treaty of Versailles and the League of Nations contributed to the rise of dictatorships, and the outbreak of World War II. (E, CG)	**Shall include** economic instability and global recession; Weimar Republic; League of Nations, BRAT (blame-reparations-army reduction-territory loss); rise of totalitarianism (Hitler-Mussolini- Stalin-Hirohito). **May include** events or battles leading to the armistice and end of the war. *__National/State Connections__: Failed treaties with Indigenous people.
HS.WH.12 Explain how the competing geopolitical goals of different nations contributed to the causes of World War II. (CG)	**Shall include** communism, fascism, and Nazi ideology, appeasement, policies of appeasement and isolationism, revisionist powers; Hitler; Chamberlain, Stalin; Non-Aggression Pact. **May include** Munich Conference, Hitler's pursuit of Lebensraum, Mein Kempf.
HS.WH.13 Analyze how technological developments influenced the outcomes of World War II and helped shape its outcomes. (ND, USH)	**Shall include** new weapons, aircraft carriers, and submarines; radar, sonar, codes and codebreaking; Blitzkrieg; industrialization; medical technology; atomic weapons. *__National/State Connections__: North Dakota servicemen in WWII, Code Talkers, German internment camps.
HS.WH.14 Analyze the social, political, economic, geographic, and ideological effects of World War II. (G, CG, E, S)	**Shall include** total war, legacies of WWII, and global independence movements, creation of the state of Israel. **May include** shifting balances of power, famine, rise and fall of governments, democratization, war crimes. *__National/State Connections__: impact of war on North Dakota, recession in North Dakota.

HIGH SCHOOL - WORLD HISTORY

Genocide and the Modern Era

***Theme**: Genocide and the Consequences of Hatred*

Learners utilize the ten stages of genocide framework to analyze how mass atrocities develop over time, applying it directly to the Holocaust and other historical examples. They investigate how Nazi Germany used antisemitism, propaganda, and state power to systematically target and destroy entire groups of people. By comparing these events and evaluating global responses, learners develop an understanding of early warning signs, human rights protection, and the collective responsibility to prevent future atrocities.

Standard	Clarification
HS.WH.15 Describe the ten stages of genocide using relevant historical examples. (USH)	**Shall include** ten stages of genocide (classification, symbolization, discrimination, dehumanization, organization, polarization, persecution, preparation, extermination, denial). *__National/State Connections__: treatment of slaves, immigrants, and Indigenous people.
HS.WH.16 Analyze the historical origins of the Holocaust and other genocides to evaluate the roles of ideology, power, and international response. (USH)	**Shall include** the application of the stages of genocide to other genocides; application of eugenics; history of Antisemitism, stereotypes, and scapegoating; Hitler's targeting the Jews; Aryan, Nuremberg Laws, ghettos, concentration camps, extermination camps. **May include** blame, nationalism, propaganda case studies: Armenian, Cambodian, Rwandan, Bosnian, Honduran, Darfur, Guatemalan, Kurdish, Ukrainian, Uyghur. ***National/State Connections**: Trail of Tears, North Atlantic Slave Trade.

Global Issues and Current Events

***Theme**: Global Ideologies, Geopolitical Conflicts, and Interconnected World*

Learners examine how the post-WWII power vacuum sparked competition among democratic, capitalist, and communist nations for global influence. They analyze how ideological conflict, resource competition, and regional struggles shaped events beyond superpower actions, alongside the impacts of globalization, migration, and modern conflict. Finally, they evaluate how decisions by governments and international organizations continue to shape contemporary political, economic, and social challenges.

Standard	Clarification
HS.WH.17 Analyze the origins of the Cold War and the implications of geopolitical conflict between democratic and communist ideologies and nations beyond the United States from the 1950s through the 1970s. (CG, ND, USH, E)	**Shall include** competing ideologies and views of government (capitalism, communism, democracy, individual rights); power vacuum after WWII; collapse of governments and competition to influence Asia, Africa, the Middle East, and Latin America. *__National/State Connections__: Cold War in North Dakota, Minot Airforce Base.
HS.WH.18 Explain how changes in social, political, and economic systems have shaped modern geopolitical issues and influenced globalization. (CG, E, ND, USH, S)	**Shall include** role of Global Organizations (suggested: UNICEF, UN, World Bank, Doctors Without Borders, etc.) developed vs developing countries; migration and cultural exchange; competition for resources; conflicts in the Middle East, terrorism and 9/11; economic embargoes; causes and impacts of mass migration and refugee movements. ***National/State Connections**: North Dakota trade (agriculture, energy), influential North Dakotans, tariffs, and North Dakota on the world stage.

HIGH SCHOOL - PSYCHOLOGY

Social Science Skills		
Scientific Literacy	**Critical Thinking**	**Real-World Application**
• Understand how psychological knowledge is produced using scientific methods, quantitative research, and qualitative research methods.	• Analyze evidence, recognize bias, and draw evidence-based psychological conclusions.	• Apply scientific literacy and critical thinking to understand the influence of psychology on human behavior and the world around us.

Psychology

Biological Pillar: The Foundations of Behavior

The theme of the Biological Pillar explores how nature and nature work together to shape behavior and mental processes. This includes biological foundations of behavior, the human brain and nervous systems, and genetic influences. Additionally, the biological pillar explores sensation and perception as well as elements of consciousness and dreaming.

Standard	Clarification
HS.P.1 Identify the major divisions and subdivisions of the human brain and their functions.	**Shall include** cerebral cortex, hemispheres, four lobes of the brain, limbic system, thalamus. **May include** motor strip, prefrontal cortex, frontal association, Broca's area, Phineas Gage, sensory strip, Wernicke's Area.
HS.P.2 Identify the parts of the neurons, describe the basic process of neural transmission, and identify the chemicals used in communication.	**Shall include** neurons, axons, neurotransmitters, dendrite, synapse, dopamine, serotonin, acetylcholine, endorphins. **May include** GABA, norepinephrine, glutamate, reuptake.
HS.P.3 Identify the various human nervous systems and their interaction.	**Shall include** central nervous system, peripheral nervous system, and reflexes. **May include** endocrine system, interneurons, autonomic, sympathetic, and parasympathetic nervous systems.
HS.P.4 Describe the interaction of nature and nurture.	**Shall include** heredity, genetics, and epigenetics. **May include** aggression, addiction.
HS.P.5 Identify the major human sensory systems and their basic functions.	**Shall include** vision, audition, gustation, olfaction, cutaneous. **May include** visual system autonomy, audition system autonomy, perception.
HS.P.6 Explain the various states of consciousness.	**Shall include** sleep cycle, circadian rhythm. **May include** levels of consciousness, hypnosis, altered states of consciousness, psychoactive drugs, brain waves.
HS.P.7 Describe the types of sleep disorders.	**Shall include** narcolepsy, insomnia, and apnea. **May include** night terrors, sleepwalking, REM sleep behavior disorders.

HIGH SCHOOL - PSYCHOLOGY

Cognition Pillar: The Processes of the Mind *The theme of the Cognitive Pillar explores how humans process information and use it to understand the world which guides behavior choices. The factors of human memory include storage and retrieval, while intelligence provides problem solving and decision-making skills in everyday life.*	
Standard	**Clarification**
HS.P.8 Explain the processes of encoding, storage, and retrieval into the system of human memory.	**Shall include** sensory, working, and long-term memory, recall, recognition, relearning, priming, interference. **May include** mnemonics, chunking, spacing effect, amnesia, misinformation effect, metacognition.
HS.P.9 Analyze the history of intelligence testing and its uses and misuses.	**Shall include** Stanford Binet Test, Weschler's Intelligence Scales (WISC and WAIS). **May include** standardization, validity, reliability, Howard Gardner's Theory of Multiple Intelligences, Flynn Effect.
HS.P.10 Explain various problem-solving techniques.	**Shall include** heuristics, algorithms, creativity. **May include** insight, functional fixedness, mental set.
Learning Pillar: How One Changes and Develops *The theme of the Learning Pillar explores how experiences and the environment shape behavior including how people acquire knowledge, skills, habits and behaviors across the lifespan.*	
Standard	**Clarification**
HS.P.11 Describe how experiences and environmental factors influence behavior.	**Shall include** classical conditioning, operant conditioning, and observational learning. **May include** research of Pavlov, Skinner, Watson, Bandura.
HS.P.12 Describe major physical, cognitive, emotional, and social changes across the lifespan.	**Shall include** maturation, scaffolding, attachment, and social clock. **May include** research of Piaget, Kohlberg, Erikson, and Freud, parenting styles.
Social and Personality Pillar: Who One is With Others *The Social and Personality Pillar explores how personality and social influences shape human thoughts, feelings, and behavior. Personality examines the traits, experiences, and motivations that make individuals unique, while social psychology explores how relationships, culture, and social situations influence behavior and everyday interactions.*	
Standard	**Clarification**
HS.P.13 Describe major perspectives of personality including trait and psychodynamic.	**Shall include** personality assessment techniques, and defense mechanisms. **May include** MMPI (Minnesota Multiphasic Personality Inventory), Myers-Briggs, projective tests.
HS.P.14 Explain how motivation and individual needs influence behavior.	**Shall include** Maslow's Hierarchy of Needs, intrinsic vs. extrinsic motivation, needs vs. wants. **May include** Type A vs. Type B.
HS.P.15 Explain how social experiences shape individual attitudes, beliefs, and behavior.	**Shall include** conformity, obedience, cognitive dissonance, altruism, stereotype, discrimination. **May include** bias, fundamental attribution error, social norms, attitudes, cognitive dissonance, research of Milgram, Zimbardo, Asch, scapegoat.

HIGH SCHOOL - PSYCHOLOGY

Psychological Health Pillar: Understanding Mental Health *The Psychological Health Pillar explores psychological health and disorders, examining how patterns of thoughts and behaviors can influence daily functioning and well-being. This pillar examines the methods used to assess and diagnose psychological conditions, and evidence-based approaches to treatment and prevention. This increases mental health literacy through the evaluation of psychological information, recognition of the impact of stigma, and understanding of the importance of resilience, coping, and professional support.*	
Standard	**Clarification**
HS.P.16 Describe the symptoms, progression, and challenges of psychological disorders.	**Shall include** ADHD, autism, anxiety disorders, mood disorders, PTSD, Schizophrenia. **May include** DSM-5, disordered eating, personality disorders, dissociative disorders.
HS.P.17 Compare different types of biomedical and psychological treatments.	**Shall include** cognitive, behavioral, humanistic, psychodynamic, group, and biomedical therapy. **May include** David Rosenhan's research, historical use and misuse of treatment, history of treatment in North Dakota, ECT, lobotomy, SSRIs, systematic desensitization, client centered therapy, free association, and psychological careers.
HS.P.18 Explain how coping strategies, resilience, and a growth mindset influences how people respond to challenges, manage stress, and pursue personal growth.	**Shall include** positive psychology, resilience, grit, fight-flight-freeze. **May include** Broaden-Build Theory, Lewin's Conflict Theory, Yerkes-Dodson Law, Likert Scale.

HIGH SCHOOL - SOCIOLOGY

Social Science Skills			
Research Skills	**Evidence-Based Reasoning**	**Data Analysis**	**Comparing Perspectives**
• Investigate social groups, institutions, and cultures by collecting and evaluating information ethically from observations, surveys, interviews, demographic data, and scholarly sources.	• Explain patterns of social behavior and social issues by using evidence from research, demographic data, case studies, and sociological theories.	• Analyze social data such as surveys, census information, demographic trends, interviews, and observations to understand how societies function and change.	• Examine social issues through different sociological perspectives (such as structural functionalism, conflict theory, and symbolic interactionism) while considering the experiences of diverse individuals and groups.

Sociology

Sociological Perspective and Methods of Inquiry

Standard	Clarification
HS.S.1 Define sociology and explore sociological thinking.	**Shall include** sociology, sociological imagination, construction of reality.
HS.S.2 Explain how sociology is used in the scientific field.	**Shall include** sociology and scientific methods. **May include** hypnosis and variables.
HS.S.3 Explain the major methods of sociological research.	**Shall include** research ethics, surveys, and observations.
HS.S.4 Compare and contrast sociological perspectives.	**Shall include** structural functionalism, conflict theory, symbolic interaction.

Social Structures

Standard	Clarification
HS.S.5 Define components of cultures and analyze different norms and values across cultures. (G)	**Shall include** society, culture (non-material and material), deviance, sanctions, norms, values, taboos, folkways, mores, and laws. **May include** theories of deviance, deviant behaviors and crime, criminal case studies, Stanford prison experiment, comparisons between American culture and other cultures.
HS.S.6 Explain social institutions and analyze how they reflect culture. (CG, G, H)	**Shall include** family, government, religion, status, roles, economy, class. **May include** nuclear family, extended family, government structures, comparison of religious practices, different cultures and values, capitalism, socialism, communism.
HS.S.7 Analyze how culture impacts an individual's thoughts and behaviors.	**Shall include** ethnocentrism, cultural relativism, personal values and beliefs. **May include** group think, third wave experiment, culture shock.
HS.S.8 Explain how social institutions and culture change over time. (H)	**Shall include** subculture, counterculture, social movements. **May include** industrialization, revolution, urbanization, globalization, digital age.

HIGH SCHOOL - SOCIOLOGY

Social Relationships	
Standard	**Clarification**
HS.S.9 Describe the process of socialization over the course of one's lifetime.	**Shall include** agents of socialization, aging, nature vs. nurture, social isolation vs. social inclusion. **May include** family, peers, social groups, media, schools, religion, twin studies, Harlow's Monkeys.
HS.S.10 Explain the process of the social construction of the self.	**Shall include** I and me, self-concept, looking-glass self, role-taking, generalized other, and identity.
HS.S.11 Explain the social construction of groups and their role in society.	**Shall include** reference groups, in-groups, out-groups **May include** primary and secondary groups.
Social Stratification and Inequality	
Standard	**Clarification**
HS.S.12 Identify patterns of social inequality across multiple examples.	**Shall include** types of stratifications, inequalities, and social stratification. **May include** privilege, power, racial/ethnic inequality, gender, classes, economic systems, socio-economic, opportunity, global stratification.
HS.S.13 Describe how inequality has affected groups differently over time.	**Shall include** glass ceiling, glass escalator, mandatory retirement, stereotyping, social mobility, discrimination.
HS.S.14 Explain how social institutions relate to inequality. (H, CG)	**Shall include** impact of institutions to produce, reinforce, or challenge inequality. **May include** power distribution, labeling theory, education system, criminal justice system, government.
HS.S.15 Assess responses to inequality on both the group and individual levels. (H, CG)	**Shall include** government actions, social programs, important movements and leaders. **May include** civil rights legislation, criminalization/ decriminalization laws, Red Cross, NGOs, food pantries, welfare programs, civil rights leaders.

ND SOCIAL STUDIES STANDARDS PROGRESSIONS K-12

MIDDLE SCHOOL STANDARDS

Standards at the middle school level integrate the different categories identified at the elementary level within the standards. These categories are identified in parentheses following the standard using the following abbreviations:

- *(CG) Civics and Government*
- *(G) Geography*
- *(E) Economics*
- *(H) History*

HIGH SCHOOL STANDARDS

Standards at the high school level integrate the different categories identified at the elementary level within the standards. These categories are identified in parentheses following the standard using the following abbreviations:

- *(CG) Civics and Government*
- *(G) Geography*
- *(E) Economics*
- *(WH) World History*
- *(USH) United States History*
- *(ND) ND Connections*
- *(S) Sociology*

Social Studies Skills
Inquiry *(The inquiry cycle is foundational. Students begin with questions that provide the purpose for investigation.)*
Kindergarten Research & Inquiry Ask questions about people, places, events, and the world around you. (Basic questioning, curiosity.)
Grade 1 Research & Inquiry Ask questions and use simple sources to find information about familiar topics. (Early research.)
Grade 2 Research & Inquiry Develop questions and gather information from sources to learn about communities, people, and events. (Broader inquiry.)
Grade 3 Research & Inquiry Generate questions, locate information from sources, and organize information to explain social studies topics. (Synthesis.)
Grade 4 Research & Inquiry Develop focused questions and gather relevant information to investigate historical and civic topics. (Investigation.)
Grade 5 Research & Inquiry Create research questions, gather and synthesize information from multiple sources and communicate findings using evidence. (Full inquiry cycle.)
MS.WH Historical Thinking Ask historical questions, analyze causes and effects, compare people and societies, and use evidence to communicate conclusions about the past. (Disciplinary inquiry.)
MS.G Inquiry & Research Develop discipline appropriate questions about historical events, geographic patterns, civic issues, or ND topics; gather and interpret information from maps, texts, artifacts, and data sets; synthesize evidence into clear findings using teacher-guided research processes. (Disciplinary inquiry.)
HS.G Inquiry and Research Develop discipline appropriate questions about historical events, geographic patterns, civic issues, or ND topics; gather and interpret information from maps, texts, artifacts, and data sets; synthesize evidence into clear findings. (Advanced inquiry.)

Information Gathering *(Once questions exist, students need to locate information.)*
Kindergarten Research & Inquiry Gather information from pictures, stories, and classroom sources. (Establishes foundational behavior of information gathering.)
Grade 1 Research & Inquiry Ask questions and use simple sources to find information about familiar topics. (Purposefully gather information in response to questions.)
Grade 2 Research & Inquiry Develop questions and gather information from sources to learn about communities, people, and events. (Gather information with clearer inquiry purpose and apply to social studies context.)
Grade 3 Research & Inquiry Generate questions, locate information from sources, and organize information to explain social studies topics. (Organize information to make it usable.)
Grade 4 Research & Inquiry Develop focused questions and gather relevant information to investigate historical and civic topics. (Determine what information is useful for the inquiry.)
Grade 5 Research & Inquiry Create research questions, gather and synthesize information from multiple sources and communicate findings using evidence. (Gather and synthesize relevant information from multiple primary and secondary sources.)
Use and Evaluate Sources *(Students move from finding information to using it and eventually to evaluating credibility. This includes sourcing, bias detection, corroboration, and reliability checks.)*
Kindergarten Evidence-Based Reasoning Share ideas, observations, experiences, and information from sources. (Use details from sources to explain answers and ideas.)
Grade 1 Evidence-Based Reasoning Use details from sources to explain ideas and answers. (Begin extracting specific information from sources.)
Grade 2 Evidence-Based Reasoning Support thinking with facts and information from sources. (Extract facts and information from sources to support ideas/answers.)
Grade 3 Evidence-Based Reasoning Use evidence from sources to support claims and conclusions. (Move toward using information as evidence.)
Grade 4 Evidence-Based Reasoning Select relevant evidence from multiple sources to support claims and reasoning. (Determine which evidence is relevant.)
Grade 5 Research and Inquiry Distinguish between primary and secondary sources. (Determine the type of source and how that affects the information provided.)
Grade 5 Evidence-Based Reasoning Determine and defend claims using accurate evidence from multiple sources. (Moves into argumentation and use of evidence to support claims.)
MS.WH Evidence-Based Reasoning Use information from primary and secondary sources to make claims about the past and support conclusions with relevant evidence. (Use of a disciplinary source type to make historical claims.)
MS.G Argumentation and Communication Construct clear/defensible claims answering historical, geographic, or civic questions; support claims with relevant evidence and simple reasoning from multiple sources or datasets; communicate ideas in written, visual, and oral formats, adjusting format to the task and discipline. (Introduces datasets.)
MS.US/ND Historical Thinking Examine primary and secondary sources and use them as evidence to support interpretations and conclusions about the past. (Use of historical evidence to support interpretations/conclusions.)
MS.US/ND Evidence-Based Reasoning Interpret information from primary and secondary sources to make claims about the past and support conclusions with relevant evidence. (Use of historical evidence to support interpretations/conclusions.)
HS.WH/US/ND Evidence-Based Reasoning Analyze various types of sources. (Analysis of perspective, purpose, context, evidence, and limitations of various types of sources to determine usefulness for historical inquiry.)
HS.CG Information and Media Literacy Evaluate the credibility, purpose, bias, and relevance of information from multiple sources to make informed civic decisions. (Discipline-specific to Civics/Government; builds Connections between historical source evaluation and media/information literacy.)

Use and Evaluate Sources *(Students move from finding information to using it and eventually to evaluating credibility. This includes sourcing, bias detection, corroboration, and reliability checks.)*
HS.G Argumentation and Communication Construct clear/defensible claims answering historical, geographic, or civic questions; support claims with relevant evidence and simple reasoning from multiple sources; clearly communicate ideas in written, visual, and oral formats. (Use of evidence and simple reasoning from multiple sources to construct and defend claims.)
HS.S Research Skills Investigate social groups, institutions, and cultures by collecting and evaluating information ethically from observations, surveys, interviews, demographic data, and scholarly sources. (Discipline-specific to social sciences and social science research methodologies.)
Data Analysis *(After students can use/evaluate sources, they analyze data, including charts, graphs, and thematic maps.)*
MS.G Inquiry and Research Develop discipline appropriate questions about historical events, geographic patterns, civic issues, or ND topics; gather and interpret information from maps, texts, artifacts, and data sets; synthesize evidence into clear findings using teacher-guided research processes. (Interpretation of maps, charts, graphs, and data representations to identify patterns, relationships, and trends.)
HS.CG Critical Analysis Analyze civic issues, public policies, and governmental actions by evaluating evidence, identifying multiple perspectives, and drawing reasoned conclusions. (Extends analysis to laws, court decisions, historical documents, testimony, statistics, polling, media, reports, and datasets.)
HS.E Data Analysis Analyze and interpret charts, graphs, and tables to explain economic trends, relationships, and outcomes. (Use of data to explain trends, relationships, and outcomes.)
HS.G Inquiry and Research Develop discipline appropriate questions about historical events, geographic patterns, civic issues, or ND topics; gather and interpret information from maps, texts, artifacts, and data sets; synthesize evidence into clear findings. (Analysis of maps, texts, artifacts, and data sets.)
HS.S Data Analysis Analyze social data such as surveys, census information, demographic trends, interviews, and observations to understand how societies function and change. (Broadens data analysis beyond traditional charts and graphs.)
Comparisons and Perspectives *(Perspective-taking requires prior knowledge of sources and data. Students must first understand evidence before analyzing differences among interpretations.)*
Kindergarten Compare and Contrast Identify basic similarities and differences between people, places, objects, or experiences. (Identify basic similarities and differences.)
Grade 1 Compare and Contrast Describe similarities and differences between traditions, communities, or events. (Describe similarities and differences.)
Grade 2 Compare and Contrast Compare people, places, and ideas using specific characteristics or details. (Compare specific characteristics/details adding criteria for comparison.)
Grade 3 Compare and Contrast Analyze similarities and differences among events, cultures, and regions. (Analyze similarities and differences.)
Grade 4 Compare and Contrast Analyze multiple perspectives, regions, events, and historical developments using relevant details and evidence. (Comparison of regions, events, historical developments based on details/evidence. Analyze how different perspectives shape interpretations of events/developments.)
Grade 5 Compare and Contrast Analyze connections and differences among historical events, ideas, and perspectives to explain significance. (Analyze what the similarities and differences mean.)
MS.WH Perspectives Explain how the beliefs, experiences, and points of view of different people and groups influenced historical events and shaped societies. (Determine the influence of perceptions on historical developments.)
MS.G Perspectives and Civic-Social Understanding Analyze how different groups, cultures, and individuals experienced historical/geographic events; recognize how identity, culture, and viewpoint influence interpretation of events, civic decisions, and interactions. (Analyze the influence of identity, culture, and viewpoints on people's response/interpretation of events.)

Comparisons and Perspectives *(Perspective-taking requires prior knowledge of sources and data. Students must first understand evidence before analyzing differences among interpretations.)*
MS.US/ND Perspectives Explain multiple perspectives by examining how different groups and individuals experienced and responded to historical events. (Apply concept to multiple historical narratives representing differing perspectives.)
HS.US/ND/WH Perspectives Examine multiple perspectives by analyzing how different groups and individuals experienced, interpreted, and responded to historical events. (Analyze how experiences shape interpretation and response.)
HS.CG Civil Discourse Engage in respectful, evidence-based discussions by listening to diverse perspectives, evaluating arguments, and communicating ideas clearly and constructively. (Use understanding of perspective to participate in civil discourse.)
HS.G Perspectives and Civic-Social Understanding Compare how different groups, cultures, and individuals experienced historical/geographic events; explain how identity, culture, and viewpoint influence interpretation of events, civic decisions, and interactions. (Compares different perspectives influence interpretations, decisions, and interactions.)
HS.S Comparing Perspectives Examine social issues through different sociological perspectives (such as structural functionalism, conflict theory, and symbolic interactionism) while considering the experiences of diverse individuals and groups. (Discipline-specific; perspective references theoretical frameworks used by sociologists to explain society which is an extension of previous use.)
Chronology *(Chronology provides the foundation for determining sequence. This foundation helps students identify patterns and relationships required to determine causation.)*
Kindergarten Historical Relevance Identify past and present. (Foundation to understand historical chronology.)
Grade 1 Historical Relevance Explain events chronologically. (Moves to understanding ordered events.)
Grade 2 Historical Relevance Use a timeline to sequence events. (Use of a formal representation of chronology.)
Grade 3 Historical Relevance Create a timeline to illustrate the sequence of events. (Create the representation of chronology.)
Grade 4 Historical Relevance Analyze how historical events are connected across time. (Transition to "how events are connected across time" which builds a bridge between causation and continuity/change.)
Grade 5 Historical Relevance Explain how earlier events influenced later events. (Transition from chronology to cause/effect.)
MS.WH Continuity and Change Over Time Explain how societies, governments, economies, belief systems, and cultures changed over time and how some ideas and traditions continued to influence later civilizations. (Moves beyond chronology to analysis of change/continuity and influential factors)
MS.US/ND Continuity and Change Over Time Evaluate relationships between causes and effects by examining how historical events, individuals, and ideas influenced societies over time. (Continuity and change over time and connection to causes/effects.)
HS.US/ND Continuity and Change Over Time Discuss how periodization and sequencing of events influence the interpretation of history. (Moves into periodization and historical interpretation.)
Causes and Effects *(Causation becomes rigorous only when students can compare perspectives and identify patterns. Causation requires both evaluation and comparison to understand complexity.)*
Kindergarten Cause and Effect Recognize that actions and events can lead to results and changes. (Foundation for causation.)
Grade 1 Cause and Effect Identify simple causes and effects in stories, communities, and everyday events. Moves from recognizing events produce results to explicitly identifying cause/effect.)
Grade 2 Cause and Effect Explain relationships between causes and effects in historical events and community changes. (Explore why one event/condition resulted in another.)
Grade 3 Cause and Effect Describe causes and effects of events and how they influence people and places. (Connect causation to consequences for people/places.)
Grade 4 Cause and Effect Analyze how multiple factors contribute to historical events, changes, and decisions. (Start examining factors contributing to events/changes/decisions.)

Causes and Effects *(Causation becomes rigorous only when students can compare perspectives and identify patterns. Causation requires both evaluation and comparison to understand complexity.)*
Grade 5 Cause and Effect Evaluate causes and effects of historical events and explain how they shaped societies over time. (Applies cause/effect to explain how the causal relationship impacted historical change and continuity.)
MS.WH Historical Thinking Ask historical questions, analyze causes and effects, compare people and societies, and use evidence to communicate conclusions about the past. (Analysis of multip0le and interconnected causes/effects of events as supported by evidence about the past.)
MS.G Cause and Effect Analyze causes and consequences of historical events, including short and long-term effects at local, national and global levels. (Bridge from multiple factors to causal analysis.)
MS.US/ND: Continuity and Change Over Time Evaluate relationships between causes and effects by examining how historical events, individuals, and ideas influenced societies over time. (Connects causal reasoning and continuity/change.)
HS.US/ND/WH Continuity and Change Over Time Analyze cause and effect of historical events, including economic, political, geographic, and social factors, and evaluate their short- and long-term impacts. (Evaluates competing/interconnected causes/consequences and explain significance over time.)
HS.E Long-Term Economic Planning Evaluate how present resource allocation decisions affect future outcomes. (Application of causation (present decision, resource allocation, future outcome).
HS.G Cause and Effect Evaluate the relative significance of causes, and consequences of historical events, including short- and long-term effects at local, national, and global levels. (Determine relevance by determining which causes were more/less significant and explaining why.)
Evidence-Based Reasoning *(Students construct historical arguments, defend claims, and synthesize evidence. This skill involves sourcing, corroboration, causation, and perspective analysis.)*
Kindergarten Evidence-Based Reasoning Share ideas, observations, experiences, and information from sources. (Foundational use of sources to communicate ideas.)
Grade 1 Evidence-Based Reasoning Use details from sources to explain ideas and answers. (Use of specific information as support.)
Grade 2 Evidence-Based Reasoning Support thinking with facts and information from sources. (Use of facts/ information to support thinking which is precursor to supporting claims.)
Grade 3 Evidence-Based Reasoning Use evidence from sources to support claims and conclusions. (Move to supporting claims with evidence.)
Grade 4 Evidence-Based Reasoning Select relevant evidence from multiple sources to support claims and reasoning. (Determine which information is relevant and use multiple sources.)
Grade 5 Evidence-Based Reasoning Determine and defend claims using accurate evidence from multiple sources. (Uses sources to justify claims.)
MS.WH Evidence-Based Reasoning Use information from primary and secondary sources to make claims about the past and support conclusions with relevant evidence. (Uses primary and secondary sources to support historical claims.)
MS.G Argumentation and Communication Construct clear/defensible claims answering historical, geographic, or civic questions; support claims with relevant evidence and simple reasoning from multiple sources or datasets; communicate ideas in written, visual, and oral formats, adjusting format to the task and discipline. (Moves into argumentation and communications applying evidence from sources to construct, support and communicate claims in multiple formats.)
MS.US/ND Evidence-Based Reasoning Interpret information from primary and secondary sources to make claims about the past and support conclusions with relevant evidence. (Applies use of primary/secondary sources to historical context of subject.)
HS.US/ND/WH Evidence-Based Reasoning Formulate evidence-based arguments by developing a clear claim, analyzing multiple primary and secondary sources for credible evidence, examining multiple perspectives, and explaining the significance of that evidence.

Evidence-Based Reasoning *(Students construct historical arguments, defend claims, and synthesize evidence. This skill involves sourcing, corroboration, causation, and perspective analysis.)*
HS.P Critical Thinking Analyze evidence, recognize bias, and draw evidence-based psychological conclusions. (Discipline specific application consisting of analysis of evidence, recognition of bias, and use of evidence to draw conclusions.)
HS.S Evidence-Based Reasoning Explain patterns of social behavior and social issues by using evidence from research, demographic data, case studies, and sociological theories. (Discipline specific application researching evidence, demographic data, case studies, and theories to explain social patterns.)
Historical Relevance *(This skill requires deep synthesis to determine why an event mattered, connect past to present, and evaluate significance.)*
Kindergarten Historical Relevance Recognize important people, places and/or events. (Foundational; establishes idea of historical importance.)
Grade 1 Historical Relevance Identify why people and events are remembered. (Moves to identify why people/events have historical importance.)
Grade 2 Historical Relevance Explain why a historical person of event is important. (Explain historical importance.)
Grade 3 Historical Relevance Describe the impact of historical events and people. (Introduces consequences/impact as basis for determining relevance.)
Grade 4 Historical Relevance Explain how past events and individuals or groups shaped communities and societies. (Consider how history changes communities/societies.)
Grade 5 Historical Relevance Analyze the lasting impact of historical events and ideas. (Leads into concept of historical significance over time.)
MS.WH Relevance Explain why historical events, ideas, people, and innovations are important and describe how they continue to influence the world today. (Adds past-to-present connection.)
MS.US/ND Relevance Evaluate the historical significance of events, individuals, and ideas by using evidence to analyze how they continue to influence the world today. (Use of evidence to evaluate significance creating a connection between historical relevance and evidence-based reasoning.)
HS.US/ND/WH Relevance Evaluate the historical relevance of events, individuals, and ideas by analyzing their significance and impact over time and across communities, regions, and/or the world. (Evaluates significance and impact over time and across geographic contexts.)

Civics and Government
Rules and Laws *(Students first understand basic expectations for behavior and safety which are concrete and observable. These foundational civics concept starts in early grades.)*
K.CG.1 Identify rules at home and school and explain how each rule helps keep people safe. (Foundation–rules at home/ school.)
1.CG.1 Explain that rules and laws help keep the community safe and fair. (Move to rules/laws in community.)
2.CG.1 Explain that government makes laws and provides services to support safety and fairness. (Government makes laws.)
MS.WH.5 Analyze the development of governments, social hierarchies, and economic systems in the major river civilizations. (CG, G) (Hammurabi's Code; background for why societies create laws/rules.)
MS.US.4 Evaluate the weaknesses of the Articles of Confederation and how they impacted the development of a new centralized national government and a system of federalism. (CG) (Weaknesses indicated need for stronger lawmaking.)
MS.US.5 Explain the Constitutional convention debates, compromises, and the process of ratification. (CG) (Origins of U.S. legal structure origins of legal structure.)
MS.US.6 Describe how the Constitution functions within local, state and national governments. (CG) (Federalism, Bill of Rights, amendments; how Constitution functions.)
MS.ND.2 Describe the process of North Dakota statehood. (CG, H) (Statehood process, development of ND Constitution.)
MS.ND.4 Examine how North Dakotans have worked to change state laws, government, and society over time. (CG, H, E) (ND specific law development; changes in laws over time, reforms, petitions, amendments.)
HS.CG.7 Evaluate the creation of the Constitution including the compromises that were made at the Convention in 1787 and their long-term interpretations. (USH) (foundational law, Constitution creation.)
HS.CG.9 Analyze the structure and organization of the Constitution and Bill of Rights. (Structure of Constitution/Bill of Rights.)
HS.CG.10 Outline the importance of each amendment to the U.S. Constitution. (Importance of amendments.)
HS.CG.11 Describe the amendment process to the U.S. Constitution. (How laws change, amendment process.)
HS.CG.12 Evaluate the core principles of the Constitution. (Core principles; rule of law, limited government.)
HS.CG.14 Explain the structure, qualifications, terms, powers, and responsibilities of Congress under Article I and the Seventeenth Amendment. (Lawmaking, Congress responsibilities/powers.)
HS.CG.15 Describe the process of how a bill becomes a law. (How bills become laws.)
HS.CG.21 Describe the Supreme Court's role in interpreting the Constitution to resolve conflicts. (USH) (Law interpretation; Supreme Court.)
HS.CG.22 Explain how landmark U.S. Supreme Court cases shaped the Constitutional interpretation of civil liberties and civil rights. (USH) (Landmark cases; impact on civil liberties/civil rights.)
HS.CG.29 Outline how federalism distributes powers between national, state, and local governments (Federalism, distribution of lawmaking authority.)
HS.CG.31 Explain the structure, powers, and responsibilities of North Dakota's executive, legislative, and judicial branches. (ND) (ND branches, state lawmaking/interpretation.)
Rights and Responsibilities *(Builds on rules. Students learn they have rights and obligations in families, schools, and communities. This is the next step in understanding civic life after rules and laws.)*
K.CG.2 Identify personal responsibilities at home and school and explain how completing them helps the group. (Earliest personal responsibility; foundation for civic participation.)
1.CG.2 Describe personal rights and responsibilities in a community. (Introduces relationship between personal rights and responsibilities.)
2.CG.2 Compare rights and responsibilities of citizens. (Connects rights/responsibilities to citizenship.)
3.CG.2 Provide examples of personal and civic rights and responsibilities. (Solidifies dual nature of citizenship; how rights/responsibilities exist in civic contexts.)
5.CG.2 Describe ways citizens participate in national civic life. (Introduces civic responsibilities such as voting, petitioning, service.)

Rights and Responsibilities *(Builds on rules. Students learn they have rights and obligations in families, schools, and communities. This is the next step in understanding civic life after rules and laws.)*
MS.US.1 Explain the political, economic, and ideological causes of the American Revolution. (H, E, CG) (Foundational concepts of natural rights, consent, and representation.)
MS.US.12 Describe the goals, impact, and key leaders of the abolitionist and early women's rights movements during westward expansion. (H) (Expansion of rights; abolition, early women's rights movements.)
MS.US.18 Evaluate the goals and limitations of Reconstruction. (H, E, CG, G) (Core rights content;Thirteenth-Fifteenth Amendments, Black Codes, Jim Crow.)
MS.US.S.20 Analyze the goals, strategies, and achievements of the Civil Rights movement including the efforts of individuals and groups. (S) (Rights expansion, civic advocacy, movement strategies.)
MS.US.S.21 Evaluate the role of federal, state, and local governments in addressing civil rights issues and protecting the constitutional rights of citizens. (CG) (Ties government responsibilities to rights protection.)
MS.ND.3 Explain how state and tribal governments interact and how citizens can influence government decisions. (CG) (Helps understand rights variations across jurisdictions and how legal responsibilities operate across governments.)
MS.ND.4 Examine how North Dakotans have worked to change state laws, government, and society over time. (CG, H, E) (Citizens influencing decisions, interaction of state/tribal governments, responsibilities of civic participation.)
HS.US.23 Compare various civil rights movements, perspectives, strategies, and goals to achieve equality. (S) (Civil rights movements are deeply tied to symbolic national values of equality, justice, and unity.)
HS.CG.9 Analyze the structure and organization of the Constitution and Bill of Rights. (Explicit rights content.)
HS.CG.10 Outline the importance of each amendment to the U.S. Constitution. (Rights.)
HS.CG.12 Evaluate the core principles of the Constitution. (Individual rights.)
HS.CG.13 Explain how the Fourteenth Amendment extended rights to minority groups through the Due Process and Equal Protections Clauses. (USH) (Civil rights expansion in the Fourteenth Amendment.)
HS.CG.23 Analyze the rights and responsibilities of American citizens. (Citizen rights/responsibilities.)
HS.CG.25 Analyze the expansion of suffrage in American history and its impact on political participation and representation. (USH) (Suffrage expansion of rights.)
HS.CG.27 Evaluate the methods citizens use to influence government and public policy. (Outlines responsibility pathways (campaigning, petitioning, contacting officials); action-oriented bridge from rights to responsible citizenship.)
HS.CG.33 Describe methods of civic engagement at the state and local levels. (ND) (Defines responsibilities and means of engagement in ND contexts such as attending hearings, testifying, running for office.)
Symbols, Traditions, Values *(Students connect personal identity to civic identity through patriotic symbols and shared values. These concepts help anchor abstract civic ideas in familiar cultural practices.)*
K.CG.4 Recognize national symbols and the values they represent. (Recognize symbols; anchor for civic identity.)
K.H.1 Identify national holidays or days of observance in the United States. (Holidays are formalized traditions tied to national symbols and shared values.)
1.CG.4 Identify important patriotic traditions. (Patriotic traditions; extends symbolic meaning.)
1.H.1 Explain why national holidays or days of observance in the United States are celebrated. (Meaning links traditions to values.)
2.CG.4 Explain the values of patriotic traditions. (Values behind traditions, introduces meaning making.)
2.H.1 Explain the reason national holidays or days of observance are celebrated in the United States. (Extends the like between symbols, traditions and values and increases understanding of shared civic identity.)
3.CG.4 Identify and explain core American values. (Broadens understanding from traditions to core American values.)
4.CG.4 Recognize North Dakota symbols and the values they represent. (State symbols/values; broadens civic identity.)
5.CG.4 Explain how core American values influence the structure and function of the United States government. (How values influence government.)

Roles of Authorities/Government Leaders *(Introduces the idea that some individuals have roles in keeping communities functioning. Students need to know "who" before understanding systems like levels or branches.)*
K.CG.3 Identify examples of authority figures and helpers in the school and at home. (Earliest concept of authority, leaders, helpers.)
1.CG.3 Identify examples of authority figures and helpers in a community. (Expands concept to community roles.)
2.CG.3 Compare and contrast the role(s) of authority figures and helpers in a community. (Compares leadership roles.)
3.CG.3 Explain the role of leaders in the local government. (Introduces local government leaders.)
4.CG.3 Explain the role of leaders in ND and tribal governments. (Expands to ND and tribal government/ leadership.)
5.CG.3 Explain the role of leaders in the federal government. (Extends to national government/leadership.)
MS.US.5 Explain the Constitutional convention debates, compromises, and the process of ratification. (CG) (Debates negotiating authority and creating formal leadership positions; executive, legislative.)
MS.ND.3 Explain how state and tribal governments interact and how citizens can influence government decisions. (Who holds authority at each level).
HS.US.10 Evaluate how early 20th century policy decisions influenced the organization, functions, and priorities of the government and its balance between public welfare and individual rights. (CG, E) (Analyze policy decisions, how leaders shape government priorities.)
HS.CG.14 Explain the structure, qualifications, terms, powers, and responsibilities of Congress under Article I and the Seventeenth Amendment. (Structure, qualifications, powers, responsibilities of Congress defined.)
HS.CG.16 Explain the structure, qualifications, succession, powers, and responsibilities of the presidency under Article II and relevant amendments. (Structure, qualifications, powers, responsibilities of Presidency defined.)
HS.CG.19 Analyze the role of the federal bureaucracy, including executive departments and independent agencies. (USH) (Leadership within executive departments.)
HS.CG.29 Outline how federalism in the United States distributes powers between the national, state, and local governments. (ND) (Federalism, tribal sovereignty; leadership tied to defined levels of authority.)
HS.CG.30 Explain the organization, powers, and responsibilities of North Dakota State Government. (ND) (ND government, leadership roles within state.)
HS.CG.31 Explain the structure, powers, and responsibilities of North Dakota's executive, legislative, and judicial branches. (ND) (Leadership roles/responsibilities within different branches at state level.)
HS.CG.32 Analyze the concept of tribal sovereignty and its relationship to state and local government in North Dakota. (ND) (Tribal sovereignty; tribal leadership roles.)
Levels of Government (Local, State, Tribal, Federal) *(Students begin recognizing that authority exists at multiple levels with different responsibilities. This prepares learners for deeper structural understanding.)*
3.CG.1 Identify the levels of government and their purpose. (First explicit introduction to levels of government.)
4.CG.1 Compare and contrast the roles and responsibilities of the three branches of ND government. (State branches of government; structure at specific level.)
5.CG.1 Compare and contrast the roles and responsibilities of the three branches of the United States government. (Structural knowledge of government at the federal level.)
MS.US.6 Describe how the Constitution functions within local, state and national governments. (CG) (Constitution at local, state, national levels.)
MS.ND.3 Explain how state and tribal governments interact and how citizens can influence government decisions. (CG) (Interaction between state and tribal governments; tribal sovereignty.)
HS.CG.29 Outline how federalism in the United States distributes powers between the national, state, and local governments. (ND) (Federalism; distribution of power across national, state, and local governments.)
HS.CG.30 Explain the organization, powers, and responsibilities of North Dakota State Government. (ND) (State government powers/responsibilities.)
HS.CG.31 Explain the structure, powers, and responsibilities of North Dakota's executive, legislative, and judicial branches. (ND) (state government structure.)
HS.CG.32 Analyze the concept of tribal sovereignty and its relationship to state and local government in North Dakota. (ND) (Tribal sovereignty; clarifies state, tribal, local layers.)

Purpose of Government *(Defines why government exists (order, safety, rights protection). This is a conceptual bridge from concrete authority figures to abstract institutional design.)*
K.CG.1 Identify rules at home and school and explain how each rule helps keep people safe. (Earliest entry into why rules/governance exist; sets developmental bridge to formal government purposes.)
1.CG.1 Explain that rules and laws help keep the community safe and fair. (Explicit rules to laws transition; names safety/ fairness as the purpose; conceptual precursor to governmental purpose.)
2.CG.1 Explain that government makes laws and provides services to support safety and fairness. (Simplest form of government purpose, foundational anchor.)
5.CG.4 Explain how core American values influence the structure and function of the United States government. (Governments are designed intentionally to reflect values such as freedom, equality, and justice.)
MS.US.4 Evaluate the weaknesses of the Articles of Confederation and how they impacted the development of a new centralized national government and a system of federalism. (CG) (Reasons Articles of Confederation failed to meet core purposes of order, capacity, fairness and why a new design was needed.)
MS.US.5 Explain Constitutional Convention debates, compromises, and ratification. (Debates reveal competing views of governmental purpose (representation, liberty, stability) and how the design balances them.)
HS.US.10 Evaluate how early 20th century policy decisions influenced the organization, functions, and priorities of the government and its balance between public welfare and individual rights. (CG, E) (Debates about government's purposes; balancing welfare, rights and priorities)
HS.US.15 Analyze the responses of local, state, and federal governments to the Great Depression and their impact on American society. (CG) (Crisis response exposes competing conceptions of government purpose and how design operationalizes those purposes.)
HS.CG.1 Evaluate the influence of key political philosophers on the development of government and its functions. (Philosophers outlined what government is for (security, rights, common good); conceptual foundation for purpose.)
HS.CG.2 Evaluate the purposes of government.
HS.CG.4 Analyze influences of Athenian democracy and Roman republicanism, and the ideas of the Enlightenment and natural rights philosophy on the development of the U.S. government. (WH) (Encode government purposes (rule of law, representation, rights) and explain why U.S. structures exist.)
HS.CG.5 Evaluate how the colonial experience and the American Revolution shaped the Founders' views of government, liberty, and authority. (USH) (Connects historical experience to articulated government purposes (liberty, consent, protection).)
HS.CG.7 Evaluate the creation of the Constitution including the compromises that were made at the Convention in 1787 and their long-term interpretations. (USH) (Compromises were driven by purpose (representation, federal capacity, safeguarding rights).)
HS.CG.8 Analyze the ratification debates, including Federalist and Anti-Federalist arguments, and their influence on the Bill of Rights. (USH) (Arguments were about government purpose (power vs. liberty, central vs. local) and culminated in rights protection.)
HS.CG.12 Evaluate the core principles of the Constitution. (Connects structure to purpose.)
Philosophical and Historical Foundations *(This includes natural rights, consent of the governed, Enlightenment thought, and colonial experience. Students cannot understand constitutions or branches without political philosophy and historical context.)*
MS.WH.9 Analyze the development of governments, citizenship, and philosophies that influenced modern political systems. (CG, G) (Greek/Roman government, political philosophy, citizenship; core contributions to modern systems.)
MS.US.1 Explain the political, economic, and ideological causes of the American Revolution. (H, E, CG) (Natural rights, representation, liberty, consent of governed–core philosophical foundations.)
HS.WH.2 Analyze how developments in art, culture, religion, and human thought during the Renaissance and Protestant Reformation transformed European society, politics, and institutions. (CG) (Humanism, secularism, challenges to authority; precursor to Enlightenment political ideas.)

Philosophical and Historical Foundations *(This includes natural rights, consent of the governed, Enlightenment thought, and colonial experience. Students cannot understand constitutions or branches without political philosophy and historical context.)*
HS.WH.4 Analyze how scientific discoveries and new methods challenged traditional understandings of the natural world and how Enlightenment ideas about reason, rights, and government influenced political thought, constitutional systems, and democratic movement. (CG, USH) (Core philosophical foundation of American civics; natural rights, social contract, reason, liberty, separation of powers.)
HS.CG.1 Evaluate the influence of key political philosophers on the development of government and its functions. (WH) Enlightenment and classical political philosophy influencing U.S. Constitution; Locke, Montesquieu, Rousseau.)
HS.CG.12 Evaluate the core principles of the Constitution. (Popular sovereignty, limited government, federalism, separation of powers, individual rights connect to ideas of Locke, Montesquieu, Enlightenment, philosophical bridge from ideas to U.S. constitutional structure.)
Types of Governments *(Once foundational ideals are understood, students can compare systems such as democracy, monarchy, authoritarianism, tribal governance systems, etc.)*
MS.WH.5 Analyze the development of governments, social hierarchies, and economic systems in the major river civilizations. (CG, G) (monarchy, theocracy, priestly authority, city-state governance, centralized authority, early law systems; background for comparing later government types.)
MS.WH.8 Compare the political, economic, and cultural achievements of Classical Civilizations. (CG) (Foundation to understand different structured models; classical democracy, republic, empires.)
MS.WH.9 Analyze the development of governments, citizenship, and philosophies that influenced modern political systems. (Foundation to compare types of governments; philosophies and citizenship, bridge to modern systems.)
HS.WH.1 Describe how medieval social, political, and economic systems influenced the development of societies and interactions with Europe and the Middle East. (E, CG) (feudalism, hereditary monarchy, hierarchical authority; helps understand hereditary rules, aristocratic hierarchy, religious authority, decentralized feudal relationships.)
HS.WH.3 Analyze how systems of power, social hierarchies, and economic relationships shaped lives of people during the Middle Ages and Renaissance across Europe, the Middle East, and Asia. (E, CG, S) (Feudalism, monarchies, aristocracies, imperial systems; different arrangements of authority.)
HS.CG.3 Compare and contrast different types of government by examining at least two characteristics such as citizen participation and power structure. (WH) (Compare characteristics of different types of government.)
Development of Government (General) *(Outlines how governments evolve over time, including global examples and early American governance. This connects philosophical foundations to real world institutional development.)*
MS.WH.5 Analyze the development of governments, social hierarchies, and economic systems in major river civilizations. (CG, G) (Earliest government formation; why systems moved from tribal/kinship to centralized states.)
MS.WH.8 Compare the political, economic, and cultural achievements of Classical Civilizations. (CG) Greek and Roman models (democracy, republic, empire); shows development of governmental structures over time.)
MS.WH.9 Analyze the development of governments, citizenship, and philosophies that influenced modern political systems. (CG, G) (How ideas (law, participation, citizenship) change over time and move into later government forms.)
MS.WH.12 Explain the political, economic, and social structures of Medieval Europe. (CG, E, G) (Shifts in governance after classical systems to Medieval feudalism, monarchy, and church dominance.)
MS.US.4 Evaluate the weaknesses of the Articles of Confederation and how they impacted the development of a new centralized national government and a system of federalism. (CG) (Early U.S. governance development; failure of one government arrangement and development of new national structure and federal system.)
HS.WH.1 Describe how medieval social, political, and economic systems influenced the development of societies and interactions with Europe and the Middle East. (E, CG) (Medieval political systems and interactions shaping societal development.)

Development of Government (General) *(Outlines how governments evolve over time, including global examples and early American governance. This connects philosophical foundations to real world institutional development.)*
HS.WH.11 Analyze how weaknesses and failures of the Treaty of Versailles and the League of Nations contributed to the rise of dictatorships, and the outbreak of World War II. (E, CG) (Rise of dictatorships.)
HS.ND.11 Analyze the process for North Dakota's constitutional convention and the outcomes of statehood. (CG) (Development of state government.)
HS.CG.1 Evaluate the influence of key political philosophers on the development of government and its functions. (WH)
HS.CG.4 Analyze influences of Athenian democracy and Roman republicanism, and the ideas of the Enlightenment and natural rights philosophy on the development of the U.S. government. (WH) (Influences on founding of U.S. Government.)
HS.CG.5 Evaluate how the colonial experience and the American Revolution shaped the Founders' views of government, liberty, and authority. (USH) (Movement from colonial governance to revolution to founding.)
HS.CG.6 Analyze the structure of the Articles of Confederation by describing its legislative, executive, and judicial powers, and identify strengths and two weaknesses. (USH) (Early national government development.)
HS.CG.7 Evaluate the creation of the Constitution including the compromises that were made at the Convention in 1787 and their long-term interpretations. (USH) (U.S. governance development.)
HS.CG.8 Analyze the ratification debates, including Federalist and Anti-Federalist arguments, and their influence on the Bill of Rights. (USH) (Early foundation of constitutional government; negotiation and ideological development and adoption of new governing systems.)
Development of the U.S. Constitution *(This includes the Articles of Confederation, Constitutional Convention debates, and compromises. This content must precede understanding the Constitution's structure.)*
MS.US.1 Explain the political, economic, and ideological causes of the American Revolution. (H, E, CG) (Introduces natural rights, consent of governed, taxation, representation, British governance practices; philosophical/political precursors to U.S. government model, Articles of Confederation, and U.S. Constitution.)
MS.US.3 Analyze how the American Revolution led to independence and established the United States. (H, CG) (Bridges independence to first attempt at national government and eventually Constitution.)
MS.US.4 Evaluate the weaknesses of the Articles of Confederation and how they impacted the development of a new centralized national government and a system of federalism. (CG) (Led to reason "why we need a Constitution"; first step in constitutional development.)
MS.US.5 Explain the Constitutional convention debates, compromises, and the process of ratification. (CG) (Debates and ratification – heart of development.)
HS.CG.4 Analyze influences of Athenian democracy and Roman republicanism, and the ideas of the Enlightenment and natural rights philosophy on the development of the U.S. government. (WH) (Intellectual sources influencing Convention design choices such as rule of law, republicanism, separation of powers.)
HS.CG.5 Evaluate how the colonial experience and the American Revolution shaped the Founders' views of government, liberty, and authority. (USH) (Explains Founder's design goals and suspicions of power; essential to understand Convention debates and compromises.)
HS.CG.6 Analyze the structure of the Articles of Confederation by describing its legislative, executive, and judicial powers, and identify strengths and two weaknesses. (Precursor to Constitutional Convention; context for replacement and Convention debate.)
HS.CG.7 Evaluate the creation of the Constitution including the compromises that were made at the Convention in 1787 and their long-term interpretations. (USH) (Includes the Great Compromise, Three-Fifths Clause, and Electoral College; core development content.)
HS.CG.8 Analyze the ratification debates, including Federalist and Anti-Federalist arguments, and their influence on the Bill of Rights. (USH) (Part of constitutional adoption; central to development.)

U.S. Constitution and Constitutional Amendments *(Includes the structure, powers, Bill of Rights, later amendments, interpretation. This allows students to understand the system they have learned the origins of previously.)*
MS.US.6 Describe how the Constitution functions within local, state, and national governments. (Structure, powers, rights, federalism, checks and balances; introduction to Constitution's functioning.)
HS.CG.9 Analyze the structure and organization of the Constitution and Bill of Rights. (Includes Preamble, Articles, Amendments.)
HS.CG.10 Outline the importance of each amendment to the U.S. Constitution. (Amendment significance.)
HS.CG.11 Describe the amendment process to the U.S. Constitution. (How Amendments are created.)
HS.CG.12 Evaluate the core principles of the Constitution. (Includes separation of powers, checks and balances, popular sovereignty, federalism, limited government, republicanism, and individual rights.)
HS.CG.13 Explain how the Fourteenth Amendment extended rights to minority groups through the Due Process and Equal Protection Clauses. (USH) (Shapes constitutional interpretation, incorporation, equality, and civil rights.)
HS.CG.21 Describe the Supreme Court's role in interpreting the Constitution to resolve conflicts. (USH) (Supreme Court interpretation of the Constitution impacts amendment interpretation/constitutional change.)
ND State Government and ND Constitution *(Students apply constitutional principles within a state context (structure, constitutional processes). This builds upon the understanding of the U.S. Constitution.)*
4.CG.1 Compare and contrast the roles and responsibilities of the three branches of ND government. (ND state government entry point.)
MS.ND.2 Describe the process of North Dakota statehood. (CG, H) (ND Constitutional development.)
HS.CG.29 Outline how federalism in the United States distributes powers between the national, state, and local governments. (ND) (ND Constitution is built within federalism constraints.)
HS.CG.30 Explain the organization, powers, and responsibilities of North Dakota State Government. (ND) (Includes ND Constitution, initiative, referendum, referral, and recall; ND government structure.)
HS.CG.31 Explain the structure, powers, and responsibilities of North Dakota's executive, legislative, and judicial branches. (ND) (ND structure; parallel to federal branches.)
HS.CG.32 Analyze the concept of tribal sovereignty and its relationship to state and local government in North Dakota. (ND) (ND Constitution addresses tribal-state legal interactions; required part of ND civics.)
HS.CG.34 Evaluate how state and federal court rulings have impacted North Dakota. (ND) (Key for applied constitutional interpretation in ND context.)
HS.ND.11 Analyze the process for North Dakota's constitutional convention and the outcomes of statehood. (CG) (Includes ND Constitution, state symbols, political parties, formation of state institutions.)
Branches of State Government *(Includes the legislative, executive, judicial structures and powers at the state level. Students first learn the constitution, then apply structural concepts as they narrow to state-level systems.)*
4.CG.1 Compare and contrast the roles and responsibilities of the three branches of ND government. (Entry point to learn about the branches.)
HS.CG.30 Explain the organization, powers, and responsibilities of North Dakota State Government. (ND) (Connects ND constitutional structure to ND government powers and unique democratic processes in the state.)
HS.CG.31 Explain the structure, powers, and responsibilities of North Dakota's executive, legislative, and judicial branches. (ND)
Branches of Federal Government *(Includes Congress, Presidency, Judiciary, checks and balances. This follows state structures so students can compare and understand federalism.)*
5.CG.1 Compare and contrast the roles and responsibilities of the three branches of the United States government. (Introduction to federal branches, builds foundation.)
HS.CG.14 Explain the structure, qualifications, terms, powers, and responsibilities of Congress under Article I and the Seventeenth Amendment. (Explains legislative branch.)
HS.CG.15 Describe the process of how a bill becomes a law. (Legislative procedure helps understand function and constraints of Congress.)

Branches of Federal Government *(Includes Congress, Presidency, Judiciary, checks and balances. This follows state structures so students can compare and understand federalism.)*
HS.CG.16 Explain the structure, qualifications, succession, powers, and responsibilities of the presidency under Article II and relevant amendments. (Main standard explaining executive branch.)
HS.CG.17 Evaluate how presidential power has evolved over time. (USH) (Presidential power growth is part of checks and balances and Article II interpretation.)
HS.CG.19 Analyze the role of the federal bureaucracy, including executive departments and independent agencies. (USH) (Bureaucracy under the executive branch.)
HS.CG.20 Explain the structure, jurisdiction, and appellate process of the federal judiciary. (Defines judicial institutions and structure/Article III institutions.)
HS.CG.21 Describe the Supreme Court's role in interpreting the Constitution to resolve conflicts. (USH) (Understanding judicial review and interpretation is critical to understanding federal branch powers.)
HS.CG.22 Explain how landmark U.S. Supreme Court cases shaped the Constitutional interpretation of civil liberties and civil rights. (USH) (How judicial decisions shape federal government powers and rights protections; essential for change and application of federal judicial authority.)
Federalism and Tribal Sovereignty *(Includes division of powers, sovereignty, federal-state relationships. Understanding federalism and tribal sovereignty requires understanding of both federal and state structures.)*
3.CG.1 Identify the levels of government and their purpose. (First introduction federalism and multiple governmental levels (local, state, tribal, federal.)
MS.US.6 Describe how the Constitution functions within local, state and national governments. (CG) (MS foundation for federalism; explains enumerated, reserved, and concurrent powers.)
MS.ND.3 Analyze how statehood and settlement impacted Indigenous nations, including the role of treaties, reservations, and tribal sovereignty in ND. (Historical basis for understanding tribal sovereignty; treaty-making, reservation boundaries, jurisdiction, federal-state-tribal tensions.)
HS.CG.12 Evaluate the core principles of the Constitution. (Need to understand why federalism exists before studying application.)
HS.CG.29 Outline how federalism in the United States distributes powers between the national, state, and local governments. (ND) (Need to understand constitutional power distribution before they can understand state-tribal or federal-tribal relationships.)
HS.CG.32 Analyze the concept of tribal sovereignty and its relationship to state and local government in North Dakota. (ND) (How ND interacts with tribal nations under federal law and treaties; direct application of federalism to ND.)
Federal Bureaucracy *(Includes agencies, implementation, administrative processes. Bureaucracy is best understood after one understands the branches of government.)*
HS.CG.16 Explain the structure, qualifications, succession, powers, and responsibilities of the presidency under Article II and relevant amendments. (Bureaucracy is exercised through executive authority; need to understand Article II to understand bureaucracy.)
HS.CG.17 Evaluate how presidential power has evolved over time. (USH) (Expansion of bureaucracy linked to expansion of executive power (executive orders, war powers, executive agreements).
HS.CG.19 Analyze the role of the federal bureaucracy, including executive departments and independent agencies. (USH) (Includes cabinet departments, executive agencies, rulemaking, enforcement, and administrative processes.)
HS.CG.21 Describe the Supreme Court's role in interpreting the Constitution to resolve conflicts. (USH) (Courts limit bureaucracy; determine constitutionality of agency rulemaking, enforcement powers, administrative procedures.)

Electoral Process *(Includes voting procedures, elections, how leaders are chosen. Once students understand structures, they can learn how citizens affect them.)*
5.CG.2 Describe ways citizens participate in national civic life. (Foundational exposure to voting and civic participation.)
HS.CG.18 Explain the Electoral College system and compare and contrast arguments for and against it. (Central component of presidential elections.)
HS.CG.24 Analyze the electoral process at the local, state, and national levels, including election laws and systems. (Includes nominations, primary's, caucuses, general and midterm elections.)
Political Party System *(Includes historical development, functions, ideological shifts. Parties become meaningful once elections and government structures are understood.)*
MS.US.8 Describe how conflicts over domestic and foreign policy and the role of the federal government led to the formation of the two-party system. (Historic foundation for party development.)
HS.CG.24 Analyze the electoral process at the local, state, and national levels, including election laws and systems. (Define primaries and nominations.)
HS.CG.26 Explain the role and function of political parties, including their influence on elections, policymaking, and political organization at the national and state levels. (USH) (Core party system standard.)
Election Influences *(Includes media, interest groups campaign strategies, civic information. Builds on the understanding of elections and political parties.)*
HS.CG.24 Analyze the electoral process at the local, state, and national levels, including election laws and systems. (Election laws shape election outcomes; ballot access, rules.)
HS.CG.26 Explain the role and function of political parties, including their influence on elections, policymaking, and political organization at the national and state levels. (USH) (Political parties influence elections through platforms, messaging, turnout.)
HS.CG.27 Evaluate the methods citizens use to influence government and public policy. (Campaigning, petitioning, advocacy influence elections.)
HS.CG.28 Analyze the impact of the media from multiple sources on the election process and on forming voter opinion with attention to media bias. (S, USH) (Core election influence – voter perception, political messaging, media environments.)
Civic Participation *(Includes advocacy, voting, public discourse, community engagement. Culmination of all prior knowledge so students have the concepts and skills to act meaningfully in civic life.)*
3.CG.2 Provide examples of personal and civic rights and responsibilities. (Elementary foundation for civic decision-making.)
4.CG.2 Explain how citizens can participate in North Dakota or community decision making. (Voting, contacting leaders, attending public meetings, school committees.)
5.CG.2 Describe ways citizens participate in national civic life. (Voting, petitioning, contacting officials, community service; core civic behaviors.)
MS.ND.4 Examine how North Dakotans have worked to change state laws, government, and society over time. (CG, H, E) (Reflects collective civic action; reforms, amendments, social change.)
HS.US.24 Investigate how individuals, groups, and actions influence political change. (S, CG) (Civic action during civil rights era.)
HS.CG.23 Analyze the rights and responsibilities of American citizens. (civic obligations; voting, obeying laws, paying taxes, jury duty.)
HS.CG.27 Evaluate the methods citizens use to influence government and public policy. (Includes voting, campaigning, lobbying, petitioning, picketing, running for office, contacting officials.)
HS.CG.33 Describe methods of civic engagement at the state and local levels. (ND) (Includes voting, attending public meetings, testifying at bill hearings, contacting legislators; direct civic actions.)
HS.ND.12 Examine the cause and effects of the Progressive Movements, Nonpartisan League, Suffrage, and the Great Depression Era within North Dakota. (CG, USH) (Historic ND civic participation.)

Geography
Geographic Tools *(Before geographic thinking can occur, students must learn to use maps, globes, images, and other tools. This includes basic map elements) legend, scale, symbols) and physical/political maps, digital maps, and GIS basics.*
K.G.1 Identify the similarities and differences between a map and a globe. (Core tool introduction.)
1.G.1 Use map symbols to identify places. (Land, water, cities, roads.) (Core cartographic tools.)
2.G.1 Use map elements to interpret and communicate information on a map. (Key/legend, scale, may include constructing a map; tool use.)
5.G.1 Use geographical tools to locate major rivers, lakes, and landforms in the United States. (Cardinal directions, legends, latitude, longitude; paper maps, globes, digital tools.)
MS.G.1 Use geographic tools to demonstrate spatial awareness and understand patterns and relationships. (Maps—political, physical, thematic; latitude/longitude, scale, legend, compass rose, digital mapping, GIS, data interpretation, projection analysis; MS culmination of geographic tools.)
Spatial Awareness *(Once students understand how to use geographic tools, they can think spatially, compare locations, understand distance, and recognize patterns and relationships.) This foundational skill allows students to move beyond recognizing geographic representations to interpreting them.*
K.G.2 Identify locations on a picture map using positional words. (Early spatial concepts.)
1.G.2 Label cardinal directions on a compass rose. (Foundational orientation skills.)
2.G.2 Use cardinal directions to identify and communicate locations on a map. (Begin building technical mapping skills.)
3.G.2 Locate the United States, North Dakota, student's own city/town, the state capital, Bismarck, and Washington, D.C. on a map using geographic tools. (Combines multiple tools; applies spatial literacy.)
4.G.1 Use geographical tools to locate places in North Dakota (including latitude and longitude). (Applies tools within state geography.)
4.G.2 Analyze information using a thematic map of North Dakota. (Interpret spatial data and patterns.)
5.G.2 Analyze information from different types of maps using geographic tools. (Analysis of political, physical, and thematic maps–foundational skill.)
MS.G.1 Use geographic tools to demonstrate spatial awareness and understand patterns and relationships. (Culmination of MS geographic tools.)
MS.G.2 Use geographic inquiry to analyze locations on global, regional, and local scales. (Spatial analysis of increasingly complex scales.)
HS.G.1 Use geographic tools and spatial analysis to compare locations on global, regional, and local scales. (H) (Advanced spatial reasoning applied to real world issues.)
HS.G.2 Apply geographic inquiry to address a geographic problem or issue and be able to support claims using evidence. (H) (Evaluation of spatial patterns supported by evidence.)
HS.ND.1 Analyze the three landscape regions of North Dakota and explain the influence of major features and the forces that shaped them. (G) (Deepen spatial analysis.)
HS.ND.2 Examine and synthesize current thematic maps to identify where people live and work and how land is used. (G) (Deepen spatial analysis.)
Physical Geography: Landforms *(Physical features anchor basic geographic understanding. Students must know the landforms to understand how they influence climate systems and natural resource distribution.)*
2.G.3 Locate the seven continents and the five oceans. (Establishes Earth's largest land/water bodies; foundational for landform study.)
2.G.4 Locate North America, the countries of North America, and the bordering oceans. (Reinforces large scale physical geography.)
4.G.3 Identify the three regions of North Dakota and explain how they affect human activity. (Regions are defined by landforms and physical geography.)
5.G.1 Use geographical tools to locate major rivers, lakes, and landforms in the United States. (National scale reinforcement of physical geography.)

Physical Geography: Landforms *(Physical features anchor basic geographic understanding. Students must know the landforms to understand how they influence climate systems and natural resource distribution.)*
5.G.3 Describe the five geographic regions of the United States and how they influenced human activity. (Links landforms and human activity nationally.)
MS.G.3 Physical Geography Explain characteristics of major landforms and bodies of water. (MS physical geography anchor.)
MS.G.4 Identifying Physical Features Identify major physical features on each continent. (Global landform identification.)
HS.G.3 Analyze how physical geography and access to natural resources affect human settlement, economic development, conflict, and interdependence among people, communities, and countries. (E, S) (Relationship between landforms and settlement.)
HS.ND.1 Analyze the three landscape regions of North Dakota and explain the influence of major features and the forces that shaped them. (G) (Physical geography–glaciation, badlands formation.)
Physical Geography: Climate *(Understanding climate systems depends on physical structures such as elevation, latitude, and landforms that influence weather patterns. Students need to understand the physical features before interpreting atmospheric patterns.*
3.G.3 Compare how environmental conditions affect living styles in different parts of the country. (Includes climate, earliest introduction to climate.)
MS.G.5 Climate Zones and Natural Disasters Compare and contrast the five major climate zones and different types of natural disasters that occur around the world. (Includes climate zones, atmospheric patterns, natural hazards, sustainability; first comprehensive climate standard.)
MS.ND.6 Explain how North Dakota's climate, soils, and geography influence land use and agricultural production. (G, E) (Application of climate to land use, crop suitability, production changes, ND weather/climate impacts.)
MS.ND.8 Describe how dams, irrigation projects, floods, and other water related events have affected North Dakota communities and land use. (G) (Drought, flooding, climate-driven disaster.)
Physical Geography: Natural Resources *(Resource availability is shaped by geology, landforms, climate, and ecosystems. Students need foundational physical geography before understanding resource distribution, production, scarcity, and economic implications.)*
5.G.3 Describe the five geographic regions of the United States and how they influenced human activity. (Regional economies (mining, fishing, logging, farming) depend on natural resource geography.)
MS.G.6 Natural Resources Analyze the distribution, use, and management of natural resources in different regions of the world. (Global distribution and sustainability.)
MS.G.7 Natural Resources and Economy Explain how access to natural resources influences human settlement, economic development, and environmental sustainability. (E) (Explains how access to resources shapes human systems.)
MS.G.13 Humans and the Environment Evaluate how humans modify, adapt, and depend on their physical environment and the intended and unintended consequences of those interactions. (Resource geography is inseparable from human environment modification, sustainability, and ecosystem impacts.)
MS.ND.6 Explain how North Dakota's climate, soils, and geography influence land use and agricultural production. (G, E) (Land use.)
MS.ND.10 Explain how North Dakota's natural resources have benefited the state and impacted communities. (E, G) (management and use of natural resources.)

Physical Geography: Natural Resources *(Resource availability is shaped by geology, landforms, climate, and ecosystems. Students need foundational physical geography before understanding resource distribution, production, scarcity, and economic implications.)*
HS.ND.16 Examine the role of energy and agriculture production in North Dakota and its function within the state and national economy. (E, G) (ND economy relies on natural resources; extraction, agriculture, environmental impact, reclamation.)
Geographic Inquiry and Map Analysis *(Once students understand physical pattens (landforms, climate zones, resources) they are ready to interpret maps, identify spatial patterns, and make comparisons across space.)*
2.G.1 Use map elements to interpret and communicate information on a map. (Begins technical map interpretation.)
4.G.2 Analyze information using a thematic map of North Dakota. (Physical, resource, weather, agriculture, industry, population maps; thematic map analysis.)
5.G.2 Analyze information from different types of maps using geographic tools. (Map analysis.)
MS.G.1 Geographic Tools Use geographic tools to demonstrate spatial awareness and understand patterns and relationships in geography. (Including data interpretation and projection analysis.)
MS.G.2 Geographic Analysis Use geographic inquiry to analyze locations on global, regional, and local scales. (Uses map analysis to compare global/local/regional patterns.)
HS.G.1 Use geographic tools and spatial analysis to compare locations on global, regional, and local scales. (H) (Relies on map interpretation; GIS, projections, thematic maps.)
HS.G.2 Apply geographic tools and spatial analysis to address a geographic problem or issue. (H) (Map-based geographic inquiry requiring spatial evidence and interpretation.)
HS.ND.2 Examine and synthesize current thematic maps to identify where people live and work and how land is used. (G) (Core standard: map analysis of contemporary ND map data.)
Political Geography *(Spatial reasoning provides the skills to understand concepts such as regions, territories, or neighboring countries embedded in political geography. Political geography involves understanding how places relate to each other and identifying and interpreting boundaries and distributions on maps. This concept involves exploring states, countries, borders, or regions.)*
MS.G.2 Geographic Analysis Use geographic inquiry to analyze locations on global, regional, and local scales. (Geopolitical comparisons and boundary/territory analysis.)
MS.G.8 Political Geography Differentiate between a city, state, province, territory, region, country, and continent. (Political units; anchor standard.)
MS.ND.3 Explain how state and tribal governments interact and how citizens can influence government decisions. (CG) (Tribal sovereignty; treaties, reservation establishment; map political units and jurisdictions.)
HS.WH.10 Explain the causes of World War I and how (MAIN) militarism, alliances, imperialism, and nationalism contributed to rising tensions among European nations. (Territorial ambitions, alliances, militarism, imperialism, nationalism – geopolitical drivers.)
HS.WH.12 Explain how the competing geopolitical goals of different nations contributed to the causes of World War II. (CG) (Competing national ambitions, appeasement, non-aggression pacts; geopolitics shaping borders.)
HS.WH.14 Analyze the social, political, economic, geographic, and ideological effects of World War II. (G, CG, E, S) (Post war boundary changes, new political systems, international relationships – political geography outcomes.)
HS.WH.17 Analyze the origins of the Cold War and the implications of geopolitical conflict between democratic and communist ideologies and nations beyond the United States from the 1950s through the 1970s. (CG, ND, USH, E) (Ideological blocs, spheres of influence, Cold War geopolitical competition.)
HS.US.2 Compare the opportunities and challenges created by westward expansion and the influence it had on the growth of the United States. (E, G) (Territorial growth, border creation, reservation system, statehood.)

Political Geography *(Spatial reasoning provides the skills to understand concepts such as regions, territories, or neighboring countries embedded in political geography. Political geography involves understanding how places relate to each other and identifying and interpreting boundaries and distributions on maps. This concept involves exploring states, countries, borders, or regions.)*
HS.US.21 Determine the historical context of global conflict during the Cold War and how the competition between the United States and Soviet Union fueled global struggles. (WH) (Spheres of influence, alliances, arms race, geopolitical blocs mapped across regions.)
HS.ND.14 Examine the changing physical and political landscape of North Dakota through present day. (G, CG) Transformation of physical and jurisdictional space resulting from political decisions, influence of infrastructure projects on sovereignty and control.)
Human Geography: Culture *(Culture is the basic unit of human geography explaining why groups behave differently, make certain choices, and interact with other groups in unique ways. Before students can understand population movement, environmental interaction, and geopolitical conflict, they need to first understand culture (identity, beliefs, values, traditions, language, social norms).*
3.G.3 Compare how environmental conditions affect living styles in different parts of the country. (Environment shapes ways of life; regional cultural differences, foundation for cultural traits.)
4.H.4 Describe the cultures and contributions of ND's tribal nations and explain the significance of one cultural tradition. (ND cultural groups, lifeways, beliefs, traditions, identity formation, worldviews, cultural characteristics.)
5.H.1 Describe characteristics of major Indigenous societies in North America before European contact. (continental cultural geography foundation.)
MS.G.9 Human Culture Examine and interpret patterns of culture around the world. (H) (Core MS cultural geography standard; global cultural patterns, similarities/differences, religion, language, arts, customs.)
HS.G.4 Analyze how culture contributes to development, conflict, and cooperation at global, regional, and local scales. (WH, S) (Cultural impacts on regional/global systems – behavior, development, conflict/cooperation; HS anchor standard.)
HS.S.5 Define components of cultures and analyze different norms and values across cultures. (G) (Vocabulary and constructs strengthening cultural geography analysis – material/non-material culture, norms, values, mores.)
HS.S.6 Explain social institutions and analyze how they reflect culture. (CG, G, H) (Connects culture to institutions and compares across societies.)
HS.S.8 Explain how social institutions and culture change over time. (H) (Analysis of cultural change.)
HS.ND.6 Analyze the social, political, and cultural interactions among the Dakota tribes prior to European and Anglo-American contact. (CG) (Trade, ceremony, alliances/conflict; regional cultural systems in ND.)
Human Geography: Settlement and Migration *(Once students understand how cultural groups differ, they can better understand why people migrate, how groups move and settle, and how they transform culture into new areas.)*
3.G.3 Compare how environmental conditions affect living styles in different parts of the country. (First true geographic cause-effect precursor to migration; environment shapes cultural; practices, groups relocate for climate/resources.)
4.H.5 Explain why people migrated to and settled in North Dakota and describe how migration shaped communities. (First explicit settlement/migration standard; reasons migrate and settle; ways settlement reshapes communities.)
5.H.1 Describe characteristics of major Indigenous societies in North America before European contact. (Pre-contact settlement patterns across regions; introduces migration tied to environment/resources.)
MS.G.10 Human Settlement Analyze population patterns and distributions across all continents (excluding Antarctica). (Analyze population patterns and global settlement trends across continents.)
MS.G.11 Human Migration Explain how geographic factors and push-pull influences shape where people live, migrate, and sustain communities over time. (Push-pull factors, environment, political, economic drivers of movement, shaping of communities.)

Human Geography: Settlement and Migration *(Once students understand how cultural groups differ, they can better understand why people migrate, how groups move and settle, and how they transform culture into new areas.)*
MS.US.10 Analyze settlement patterns of immigrants and Anglo-Americans and the effects of settlement and development of the territory/state. (G, USH) (Push-pull, policy drivers, growth of new communities; outcomes of settlement/migration.)
MS.ND.1 Explain how geography and transportation shaped North Dakota. (G, E, H) Impact of railroads, waterways, and terrain on settlement/movement in ND.)
HS.G.3 Analyze how physical geography and access to natural resources affect human settlement, economic development, conflict, and interdependence.
HS.G.5 Analyze how migration and settlement patterns contribute to a place's development and growth. (H, ND) (Explore how migration reshapes economic opportunity, cultural diversity, and spatial development.)
HS.US.3 Illustrate how immigration transformed the economic, social, and cultural landscape of the United States. (E, G) (Assimilation, nativism, urban culture.)
HS.ND.3 Explain human migration to North America as it relates to settlement patterns of people and groups in North Dakota. (Historical and regional migration and settlement patterns.)
HS.ND.10 Analyze settlement patterns of immigrants and Anglo-Americans and the effects of settlement and development of the territory/state. (G, USH) (Immigration, push-pull factors, cultural change, community development in ND.)
HS.ND.17 Analyze how economic, technological, and demographic changes have shaped modern settlement patterns in North Dakota. (E, G) (Modern settlement patterns, contemporary migration and settlement.)
Human Geography: Humans and the Environment *(Once students understand where people live and why, they can explore how humans interact with their environment. Includes why humans change environments differently across regions, how the environment influences cultural and economic patterns, the relationship between population patterns and environmental impact)*
3.G.3 Compare how environmental conditions affect living styles in different parts of the country. (First explicit standard showing how the environment shapes human behavior.)
4.G.3 Identify the three regions of North Dakota and explain how they affect human activity. (Regional environment connected to human activity.)
5.G.3 Describe the five geographic regions of the United States and how they influenced human activity. (National environment and activity patterns.)
MS.G.7 Natural Resources and Economy Explain how access to natural resources influence human settlement, economic development, and environmental sustainability. (How natural resource access determines settlement/conflict/ regional development.)
MS.G.13 Humans and the Environment Evaluate how humans modify, adapt, and depend on their physical environment and the intended and unintended consequences of those interactions. (Anchor standard; environment, human adaptation, human modification, consequences.)
MS.ND.8 Describe how dams, irrigation projects, floods, and other water related events have affected North Dakota communities and land use. (G) (Demonstrates how mismanagement and drought created soil erosion, migration, and economic disaster.)
HS.G.6 Evaluate the short- and long-term cultural, environmental, political, or social consequences when physical geography affects human systems and when human actions modify the physical environment. (CG, S, H). (Connects environment to conflict, cooperation, laws, cultural behavior, sustainability decisions.)

Human Geography: Human Conflicts and Cooperation *(Students must first understand the drivers (culture, movement, environmental pressures) before analyzing the results (cooperation, competition, conflict). Understanding human conflicts and cooperation integrates every previous concept.*
MS.G.11 Human Migration Explain how geographic factors and push-pull influences shape where people live, migrate, and sustain communities. (Conflict/cooperation often drives migration.)
MS.G.12 Conflict and Cooperation Analyze conflict and cooperation amongst different groups of people. (Conflict/cooperation among groups, alliances, global organizations, international tensions.)
MS.G.13 Humans and the Environment Evaluate how humans modify, adapt, and depend on their physical environment and the intended and unintended consequences of those interactions. (Consequences regularly generate disputes, negotiated cooperation, and shared management which are conflict/cooperation outcomes.)
MS.ND.3 Explain how state and tribal governments interact and how citizens can influence government decisions. (CG) (Treaties, sovereignty, reservation boundaries; conflict/cooperation between groups and governments.)
HS.G.4 Analyze how culture contributes to development, conflict, and cooperation at global, regional, and local scales. (WH, S) (Culture shapes alliances, cooperation, competition, ethnic tension.)
HS.G.6 Evaluate the short- and long-term cultural, environmental, political, or social consequences when physical geography affects human systems and when human actions modify the physical environment. (CG, S, H). (Environmental pressure produces competition/conflict/cooperation.)
HS.WH.10 Explain the causes of World War I and how (MAIN) militarism, alliances, imperialism, and nationalism contributed to rising tensions among European nations. (Global conflict drivers are grounded in geography and geopolitics.)
HS.WH.11 Analyze how weaknesses and failures of the Treaty of Versailles and the League of Nations contributed to the rise of dictatorships, and the outbreak of World War II. (E, CG) (Political geography and conflict resolution.)
HS.WH.17 Analyze the origins of the Cold War and the implications of geopolitical conflict between democratic and communist ideologies and nations beyond the United States from the 1950s through the 1970s. (CG, ND, USH, E) (Competing ideologies, proxy conflict, spheres of influence, alliances; geopolitical conflict/cooperation patterns.)
HS.WH.18 Explain how changes in social, political, and economic systems have shaped modern geopolitical issues and influenced globalization. (CG, E, ND, USH, S) (Mass migration, refugees, global conflict systems, resource competition, international organizations.)
HS.US.9 Explain the motives and decisions to enter World War I and the effects of that decision. (Geopolitical conflict driven by complex alliances, national interests, global tensions.)
HS.G.3 Analyze how physical geography and access to natural resources affect human settlement, economic development, conflict, and interdependence among people, communities, and countries. (E, S) (Impacts conflict/interdependence among people and countries.)
HS.ND.14 Examine the changing physical and political landscape of North Dakota through present day. (G, CG) (displacement, contested land use, negotiated solutions; ND conflict/cooperation.)
HS.ND.16 Examine the role of energy and agriculture production in North Dakota and its function within the state and national economy. (E, G) (ND conflict/cooperation among governments, communities, industries.)

Economics
Basic Economic Concepts *(Students need to understand foundational ideas (e.g., needs, wants, goods, services, scarcity, and choices) before other economic concepts make sense.)*
K.E.1 Identify needs and wants. (Financial Literacy K.FA.FD.1) (Entry point into economics.)
K.E.4 Identify goods and services. (Financial Literacy K.FA.FD.3) (Leads to future development of value, cost, trade.)
1.E.1 Distinguish between needs and wants. (Financial Literacy 1.FA.FD.1) (Prepares for decision making.)
1.E.4 Identify and distinguish goods and services. (Financial Literacy 1.FA.T.1 and 1.FA.FD.3) (Comparison to help classify economic activity in future.)
2.E.1 Identify consumer decisions and the difference between needs and wants. (Financial Literacy 2.FA.FD.1) (Links concepts to decision making for first time; links needs/wants to consumer choices; introduces basic economic behavior and prepares for value-based reasoning.)
2.E.4 Recognize how money measures the value of goods and services. (Financial Literacy 2.FA.FD.3) (Introduces value as a comparative concept; shift from goods/services exist to they have different values.)
3.E.4 Explain why some goods and services are more valuable than others. (Financial Literacy 3.FA.FD.3) (First explicit treatment of comparative value; why goods/services differ in value; informal introduction to supply/demand.)
4.E.4 Compare the values of various goods and services. (Financial Literacy 4.FA.FD.3) (Start using environment-based reasoning for value; start considering context, environment, and production factors as part of value.)
5.E.4 Compare the values of various goods and services to support responsible financial decisions. (Financial Literacy 5.FA.FD.3) (Value becomes a tool for decision making; use value strategically and connect to personal finance choices, bridge to economic thinking.)
HS.E.1 Analyze the basic concepts of economic thinking. (Learn how and why all earlier concept's function.)
Financial Decision Making *(Once basic concepts are understood, they can be applied to choices about saving, spending, and trade-offs. This is the introduction of personal economic behavior.)* ***NOTE: The ND Financial Literacy Content Standards should be referenced when teaching these concepts.***
K.E.2 Explain the difference between saving and spending money. (Financial Literacy K.MM.S.1) (Defines saving.)
1.E.2 Discuss reasons one may choose to save money rather than spend it. (Financial Literacy 1.MM.S.1) (Purpose of saving.)
2.E.2 Recognize that choosing not to spend money leads to accumulated savings. (Financial Literacy 2.MM.S.1) (Introduces time effects of saving.)
3.E.1 Identify factors that impact saving choices. (Financial Literacy 3.FA.FD.1) (Identify influences on behavior.)
3.E.2 Identify different places where people keep money that is saved. (Financial Literacy 3.MM.S.1) (Introduce simple financial tools.)
4.E.1 Identify factors that impact spending choices. (Financial Literacy 4.FA.FD.1) (Evaluate preferences, circumstances, influences, and constraints impacting decisions.)
4.E.2 Describe reasons people may choose different places to keep money they have saved. (Financial Literacy 4.MM.S.1) (Intentional comparison of options.)
5.E.1 Identify factors that influence saving and spending choices. (Financial Literacy 5.FA.FD.1) (Variables and complexity.)
5.E.2 Explain why waiting to spend money can be a good choice. (Financial Literacy 5.MM.S.1) (Explicit introduction to delayed gratification, trade-offs, future benefits, opportunity costs, planning.)
Work, Income, and Productivity *(Once students understand needs, wants, and basic decision making, they are ready to learn why people work, how income is earned, and what affects earnings (skills, productivity, career pathways). Then the understanding of economics shifts decision making from a household view to a labor view.)* ***NOTE: The ND Financial Literacy Content Standards should be referenced when teaching these concepts.***
K.E.3 Identify the reasons people need to work. (Financial Literacy K.FA.EE.1) (Introduces purpose of work; earliest link between labor and consumption.)
1.E.3 Identify jobs people do. (Financial Literacy 1.FA.EE.1) (Different roles in community; prepares for specialization, income, and skills.)
2.E.3 Explain how people earn income. (Financial Literacy 2.FA.EE.1) (Connect work to earnings.)

Work, Income, and Productivity *(Once students understand needs, wants, and basic decision making, they are ready to learn why people work, how income is earned, and what affects earnings (skills, productivity, career pathways). Then the understanding of economics shifts decision making from a household view to a labor view.)* ***NOTE: The ND Financial Literacy Content Standards should be referenced when teaching these concepts.***
3.E.3 Describe the skills and knowledge needed for different jobs. (Financial Literacy 3.FA.EE.1) (Introduces human capital (skills, training, knowledge) needed to perform work.)
4.E.3 Explain the reasons different jobs earn different amounts of income. (Financial Literacy 4.FA.EE.1) (Begin analyzing market factors behind earnings differences.)
5.E.3 Recognize that different careers have different earning potential. (Financial Literacy 5.FA.EE.1) (Builds understanding that income varies based on skills, training, demand, and specialization.)
MS.US.S.1 Explain how industrialization transformed work, production, and economic opportunity in the United States. (E) (Changes in work and mechanization that impacted labor and productivity.)
MS.US.S.2 Analyze patterns of immigration and internal migration and how they influenced culture, labor, and urban development. (G) (Labor supply, urban job markets, workforce composition.)
HS.US.4 Analyze how industrialization influenced the development of American society and affected different communities and regions. (E) (Analyzes how industrial growth changed productivity and the labor transformation.)
HS.E.1 Analyze the basic concepts of economic thinking. (Includes labor (work) and productivity; first time productivity appears explicitly.)
Values, Prices, and Markets *(Understanding work and income prepares students to explore how value is created, how prices are determined, and how markets coordinate buyers and sellers. Students now see how individual decisions and labor fit into larger economic interactions.)*
1.E.4 Identify and distinguish goods and services. (Financial Literacy 1.FA.T.1 and 1.FA.FD.3) (Provides baseline vocabulary for understanding markets.)
2.E.4 Recognize how money measures the value of goods and services. (Financial Literacy 2.FA.FD.3) (Relationship between value and price.)
2.E.5 Explain that people trade goods and services to meet needs and wants. (Introduces trade; specialization as a reason trade occurs.)
3.E.4 Explain why some goods and services are more valuable than others. (Financial Literacy 3.FA.FD.3) (Compare relative value of goods and services.)
3.E.5 Describe how trading lets people obtain goods and services that cannot be produced locally. (Introduces trade as solution to production/consumption problem; extends specialization to regional markets.)
4.E.4 Compare the values of various goods and services. (Financial Literacy 4.FA.FD.3) (Comparison of relative value, preparation to examine how prices differ.)
5.E.4 Compare the values of various goods and services to support responsible financial decisions. (Financial Literacy 5.FA.FD.3) (Moves value comparison to a decision-making skill; builds toward price systems.)
HS.E.1 Analyze the basic concepts of economic thinking. (Apply basic concepts at a theoretical and systems level; scarcity, value, cost-benefit.)
HS.E.4 Explain the laws of supply and demand. (Builds understanding of value, trade, resources, and scarcity impact prices; mathematical/economic core of price formation.)
HS.E.5 Evaluate how supply and demand impact prices and the allocation of goods and services. (Price formation; Moves to applied market analysis.)

Money, Banking, and Financial Institutions *(Once learners understand value and they can understand the role of money, banks, credit, and financial institutions. This is the bridge from personal finance to formal economic structures.)* ***NOTE: The ND Financial Literacy Content Standards should be referenced when teaching these concepts.***
K.E.2 Explain the difference between saving and spending money. (Financial Literacy K.MM.S.1)(First economic behavior involving money.)
2.E.1 Identify consumer decisions and the difference between needs and wants. (Financial Literacy 2.FA.FD.1) (Reason households save or use financial institutions.)
2.E.2 Recognize that choosing not to spend money leads to accumulated savings. (Financial Literacy 2.MM.S.1) (Savings concept, financial institutions that hold savings.)
3.E.2 Identify different places where people keep money that is saved. (Financial Literacy 3.MM.S.1) (First introduction to financial institutions.)
4.E.2 Describe reasons people may choose different places to keep money they have saved. (Financial Literacy 4.MM.S.1) (Compare financial institutions.)
5.E.2 Explain why waiting to spend money can be a good choice. (Financial Literacy 5.MM.S.1) Reinforces savings behavior; mirrors personal finance theory behind institutional saving.)
MS.US.S.13 Explain how multiple factors led to the Great Depression and evaluate their importance. (E) (Introduces financial instability drivers, bank regulation; historical context for bank runs, credit contraction, policy responses.)
MS.US.S.S.15 Describe major New Deal programs and assess their effectiveness in addressing the challenges of the Great Depression and their lasting influence on modern American society. (CG, E, G) (Federal interventions in finance (FDIC, Social Security), public credit, stabilization programs; historical anchor for institutional trust, deposit insurance, government role in financial markets.)
MS.ND.4 Examine how North Dakotans have worked to change state laws, government, and society over time. (CG, H, E) (Bank of ND; case of institution design, public banking, market interventions at state level.)
HS.WH.18 Explain how changes in social, political, and economic systems have shaped modern geopolitical issues and influenced globalization. (CG, E, ND, USH, S) (international financial institutions (IFIs); global finance, development lending, multilateral financial governance.)
HS.US.10 Evaluate how early 20th century policy decisions influenced the organization, functions, and priorities of the government and its balance between public welfare and individual rights. (CG, E) (Federal Reserve Act connected to central banking, money creation, interest-rate tools.)
HS.US.14 Examine how financial decisions and federal policies contributed to the booms and bust of the United States economy, such as Great Depression. (E, CG) (historic study of banking practices, credit cycles, inflation/deflation pressures.)
HS.US.15 Analyze the responses of local, state, and federal governments to the Great Depression and their impact on American society. (CG) (Institutional reforms (FDIS, securities regulation, public credit programs); financial stability structural changes, public confidence, monetary transmission.)
HS.CG.19 Analyze the role of the federal bureaucracy, including executive departments and independent agencies. (USH) (Federal regulations and monetary policy coordination; institutional authority, rulemaking, oversight of banking system.)
HS.E.1 Analyze the basic concepts of economic thinking. (Foundations to understand monetary systems.)
HS.E.8 Explain the functions and role of money in an economy. (USH) (Introduces monetary concepts, the Federal Reserve, financial institution roles.)
HS.E.10 Describe various macroeconomic measurements that determine a country's economic health. (Understand that inflation, nominal vs. real dollars, GDP, unemployment; links to monetary policy, interest rates, banking conditions.)

Government and the Economy *(Once markets and financial systems are understood, students can examine government influences through taxation, spending, regulation, and public programs. The microeconomic knowledge developed earlier is applied as government influences are examined.)*
2.CG.1 Explain that government makes laws and provides services to support safety and fairness. (Earliest introduction to government's role in providing public goods.)
MS.US.7 Describe how differences in economic policy, the national bank, and interpretations of the Constitution contributed to political disagreements in the early United States. (CG, E) (Government's economic role (monetary authority, national bank, constitutional powers.)
HS.US.4 Analyze how industrialization influenced the development of American society and affected different communities and regions. (E) (Connect industrial challenges and policy responses such as tariffs, regulation, antitrust.)
HS.US.14 Examine how financial decisions and federal policies contributed to the booms and bust of the United States economy, such as Great Depression. (E, CG) (Government policies (tariffs, monetary decisions, banking laws) contributed to economic cycles.)
HS.US.15 Analyze the responses of local, state, and federal governments to the Great Depression and their impact on American society. (CG) (Connect economic outcomes with government interventions and policy decisions.)
HS.CG.2 Evaluate the purposes of government. (Role of government in the economy – public goods, regulation, redistribution.)
HS.CG.14 Explain the structure, qualifications, terms, powers, and responsibilities of Congress under Article I and the Seventeenth Amendment. (Responsibilities for appropriations, commerce, taxation, spending, and implied powers (Necessary and Proper Clause.)
HS.CG.29 Outline how federalism in the United States distributes powers between the national, state, and local governments. (ND) (Which level of government controls taxation, regulation, land/resource management, economic policy.)
HS.E.3 Analyze how command and market economic systems impact a nation and its citizens. (CG) (How different governments structure economies.)
HS.E.6 Explain the role of government in an economy. (CG) (Central standard for this area.)
HS.E.7 Describe the purpose of various government programs. (CG, USH) (Safety nets, subsidies, federal insurance – demonstrate economic functions.)
Economic Systems and Ideologies *(Comparing systems (market, command, mixed; capitalism, socialism, communism, etc.) requires understanding how markets work and how governments intervene.)*
MS.WH.12 Explain the political, economic, and social structures of Medieval Europe. (CG, E, G) (Feudalism/manorialism are historic economic systems; introduce alternative structures to markets–tribute, serfdom, guild systems.)
MS.US.7 Describe how differences in economic policy, the national bank, and interpretations of the Constitution contributed to political disagreements in the early United States. (CG, E) (Ideological differences about government economic role; Hamilton vs. Jefferson; early American capitalism debates.)
MS.ND.4 Examine how North Dakotans have worked to change state laws, government, and society over time. (CG, H, E) (Concrete example of mixed economic model; state-run enterprise operating within a market economy.)
HS.WH.17 Analyze the origins of the Cold War and the implications of geopolitical conflict between democratic and communist ideologies and nations beyond the United States from the 1950s through the 1970s. (CG, ND, USH, E) (Historic context to compare capitalism vs. communism and relationship to competing political systems during Cold War.)
HS.WH.18 Explain how changes in social, political, and economic systems have shaped modern geopolitical issues and influenced globalization. (CG, E, ND, USH, S) (How system changes influence global interdependence; privatization, market reforms, state socialism transition.)
HS.US.14 Examine how financial decisions and federal policies contributed to the booms and bust of the United States economy, such as Great Depression. (E, CG) (Ideological consequences of policy choices; laissez-fair to collapse, intervention to stabilization.)

Economic Systems and Ideologies *(Comparing systems (market, command, mixed; capitalism, socialism, communism, etc.) requires understanding how markets work and how governments intervene.)*
HS.US.15 Analyze the responses of local, state, and federal governments to the Great Depression and their impact on American society. (CG) (New Deal; federal involvement in economic and social policy during Great Depression.)
HS.CG.2 Evaluate the purposes of government. (Philosophical tension (individual vs. collective) underpins all economic ideologies – capitalism, socialism, communism.)
HS.E.1 Analyze the basic concepts of economic thinking. (Economic reasoning is required to compare ideologies.)
HS.E.2 Compare the characteristics of a command/central planned economy and market economy. (CG) (framework to compare market and command/centrally planned systems; examines capitalism, socialism, communism, and mixed systems.)
HS.E.3 Analyze how command and market economic systems impact a nation and its citizens. (CG) (Framework to examine impact of systems on incentives, resource allocation, economic outcomes, and relationship between individual/collective decision-making.)
HS.E.6 Explain the role of government in an economy. (CG) (Extends ideological comparison by examining government intervention.)
HS.E.11 Describe how globalization impacts economic development, including the effects in North Dakota. (ND) (Analysis of how global systems affect regions; trade blocks, capitalist global markets, foreign investment); context for ideological comparison, capitalism vs. state-lead systems.)
Global Trade and Interdependence *(Global trade builds on knowledge of markets, systems, and government roles. Students are now able to connect production, exchange, and policy across nations and scale domestic economic principles internationally.)*
3.E.5 Describe how trading lets people obtain goods and services that cannot be produced locally. (Concept trade needed since not all goods/services available locally; core to global interdependence.)
4.E.5 Describe key industries in North Dakota in relation to global trade. (ND industries as part of global supply chains; context for interdependence.)
MS.WH.11 Explain how trade networks and cultural interactions promoted the diffusion of ideas, religions, and innovations throughout the classical world. (E, G) (Ancient trade networks connected societies, spread goods, ideas, innovations; early global economic systems; Silk Road, Mediterranean trade.)
MS.WH.13 Explain how trade routes promoted cultural diffusion and economic exchange in the Middle Ages. (E, G) (Medieval trade fostered interdependence and exchange; trade routes, Silk Road, Trans-Saharan, early global economic systems.)
HS.G.3 Analyze how physical geography and access to natural resources affect human settlement, economic development, conflict, and interdependence among people, communities, and countries. (E, S) (Resource geography is foundation to understand why nations trade and how interdependence develops.)
HS.WH.5 Explain how changes in political and social ideas led to increased global interaction and exchange among European, Asian, Middle Eastern, and African societies. (CG, E, G) (Early global systems; how political/social changes drive global trade.)
HS.WH.6 Analyze how imperialism transformed societies, economies, and political systems in the Americas, Africa, Asia, and the Pacific by examining imperialistic ideologies and the impacts of cultural imperialism. (E, CG) (How empires shaped global trade networks.)
HS.WH.14 Analyze the social, political, economic, geographic, and ideological effects of World War II. (G, CG, E, S) (War economy; include global recovery, economic restructuring, and expanding global ties.)
HS.WH.17 Analyze the origins of the Cold War and the implications of geopolitical conflict between democratic and communist ideologies and nations beyond the United States from the 1950s through the 1970s. (CG, ND, USH, E) (Cold War economic systems and struggles for influence across global economic systems; shaping of global trade blocs/interdependence.)
HS.WH.18 Explain how changes in social, political, and economic systems have shaped modern geopolitical issues and influenced globalization. (CG, E, ND, USH, S) (Modern globalization and interdependence.)

Global Trade and Interdependence *(Global trade builds on knowledge of markets, systems, and government roles. Students are now able to connect production, exchange, and policy across nations and scale domestic economic principles internationally.)*
HS.US.11 Investigate how technological change, demographic shifts, and infrastructure projects influenced economic growth and transformed early 20th century American society. (E, G) (Panama Canal and other infrastructure directly expanded global trade.)
HS.US.12 Determine how American consumerism shaped the character of the period and future impacts. (E) (U.S. consumerism major force shaping global manufacturing/trade networks.)
HS.US.16 Evaluate how the Great Depression affected U.S. foreign policy priorities and relationships with other nations. (WH) (How economic crises create or disrupt global interdependence.)
HS.US.22 Contextualize the impact of the Post-War Boom on American Society. (E, S) (U.S. economic expansion integrated America into global production and trade.)
HS.US.31 Evaluate how globalization influenced the United States' economy, foreign policy, and role in the world. (WH, E) (Globalization; how major economic events influenced global connections and reciprocal dependence.)
HS.E.11 Describe how globalization impacts economic development, including the effects in North Dakota. (ND) (Most explicit standard for global trade and interdependence; covers tariffs, standard of living, costs/benefits.)
Macroeconomic Indicators and the Business Cycle *(Macro concepts (GDP, inflation, unemployment, recessions) require understanding of systems, markets, work, and government. Whole economy thinking is now synthesized.)*
HS.US.11 Investigate how technological change, demographic shifts, and infrastructure projects influenced economic growth and transformed early 20th century American society. (E, G) (Major infrastructure projects (Panama Canal, interstate system, electrification) and demographic shifts (urbanization, immigration) are macroeconomic growth drivers; core components of long-run economic expansion in business cycle modeling.)
HS.US.15 Analyze the responses of local, state, and federal governments to the Great Depression and their impact on American society. (CG) (How government policy responds to severe macroeconomic downturns; core macro stabilization; fiscal stimulus, public works, monetary interventions.)
HS.US.30 Investigate how geographic and economic challenges influence public policy decisions. (E, G) (Geographic challenges influencing policy, use of economic indicators.)
HS.E. Data Analysis Analyze and interpret charts, graphs, and tables to explain economic trends, relationships, and outcomes. (Interpretation of macroeconomic indicators needed to understand recessions, inflation, recoveries.)
HS.E. Financial and Quantitative Reasoning Apply mathematical reasoning to solve economic and personal finance problems. (Skills underline macroeconomic measurement/modeling; ratios, growth rates, real vs. nominal change.)
HS.E.4 Explain the laws of supply and demand. (Market-level foundation needed to understand how changes in production, demand, and prices contribute to broader economic conditions.)
HS.E.5 Evaluate how supply and demand impact prices and the allocation of goods and services. (Analyze how relative price fluctuations connect to inflationary/deflationary pressures and market cycles.)
HS.E.8 Explain the functions and role of money in an economy. (USH) (How Federal Reserve and monetary policy influence interest rates, inflation, and business cycles.)
HS.E.10 Describe various macroeconomic measurements that determine a country's economic health. (Primary macroeconomic standard; directly teaches the business cycle through recession, recovery, and economic growth measures; GDP, unemployment, inflation/CPI.)
HS.ND.16 Examine the role of energy and agriculture production in North Dakota and its function within the state and national economy. (E, G) (ND business cycles driven by commodity prices, population changes, employment swings; macroeconomic applications.)

Data and Quantitative Economic Reasoning *(Interpreting economic data requires all prior conceptual understanding. Analysis of graphs, comparisons of indicators, and evaluations of policy can only occur once fundamentals, personal finance, systems thinking, and macroeconomics are mastered.)*
HS.US.14 Examine how financial decisions and federal policies contributed to the booms and bust of the United States economy, such as Great Depression. (E, CG) (Analysis of historical economic data patterns and effects of policy /financial decisions; unemployment, production, banking and market failure data.)
HS.US.15 Analyze the responses of local, state, and federal governments to the Great Depression and their impact on American society. (CG) (Assess economic recovery data and policy impact.)
HS.US.30 Investigate how geographic and economic challenges influence public policy decisions. (E, G) (Interpret macroeconomic indicators to understand policy choices; inflation shocks, energy crises.)
HS.E Data Analysis Analyze and interpret charts, graphs, and tables to explain economic trends, relationships, and outcomes. (Data analysis for economic indicators and trends; supply/demand graphs, price changes over time, GDP, inflation, unemployment, comparative regional/national data.)
HS.E Financial and Quantitative Reasoning Apply mathematical reasoning to solve economic and personal finance problems. (Toolkit for analyzing indicators and comparing policy alternatives with numbers; growth rates, real vs. nominal, CPI changes.)
HS.E.4 Explain the laws of supply and demand. (Construct and interpret economic graphs; includes demand/supply schedules, curves, determinants, and shifts of the curves.)
HS.E.5 Evaluate how supply and demand impact prices and the allocation of goods and services. (Perform quantitative reasoning using market models and price movements; includes equilibrium, shortage, and surplus.)
HS.E.6 Explain the role of government in an economy. (CG) (Apply quantitative evidence to evaluate economic impacts of government policy (taxation, regulation, public goods).)
HS.E.10 Describe various macroeconomic measurements that determine a country's economic health. (Analyze national indicators and business cycle data; includes macroeconomic measurements such as unemployment rate, recession, inflation, nominal vs. real dollars, and GDP.)
United States History
Personal and Community History Fundamentals *(Beginning with personal and community history gives students a foundation for understanding how people, places, experiences, and events shape the past. These foundational skills and understandings prepare students to expand their perspective from their local communities to the broader history of their state and region.)*
K.H.1 Identify national holidays or days of observance in the United States. (Familiar historical experiences through holidays.)
K.H.2 Recognize past and present personal experiences. (Understanding of personal experiences, and concept of past/ present.)
1.H.1 Explain why national holidays or days of observance in the United States are celebrated. (Connect personal experiences and traditions with community practices.)
1.H.2 Explain a sequence of events from one's life or community using chronological terms. (Sequence events; introduces chronological terms.)
2.H.1 Explain the reason national holidays or days of observance are celebrated in the United States. (Deepens understanding of traditions/holidays and reasons for them.)
2.H.2 Compare ways that people lived in the past versus how they live in the present. (Move from personal/community traditions to recognizing change over time and historical figures.)
2.H.4 Identify individuals who have influenced historical changes. (Introduction of historical figures; expand from community to broader social influences.)
3.H.1 Explain how individuals have made significant historical changes. (Move into formal local historical changes; move from community individuals to local history.)
3.H.2 Identify and describe historical events in the local community and explain why they are important. (Expand to local community historical events; move from community events to local history.)

Current Events
K.H.3 Identify and describe a current event in the local community or world.
1.H.3 Describe a current event and explain why it is important to people in the community.
2.H.3 Describe a current event and explain how it affects people, places, or communities.
3.H.3 Describe a current event and identify its causes and effects on people, places, or communities.
4.H.3 Analyze a current event by identifying its causes, effects, and connections to North Deakota and the United States.
5.H.3 Analyze current events using multiple sources and perspectives to explain their causes, effects, significance, and connections to the United States and the world.
State and Regional History Foundations *(Studying state and regional history builds on students' understanding of their own communities by showing how local experiences are connected to larger geographic, cultural, economic, and political developments. This broader regional context helps students understand the people, places, and events that shaped the early United States and prepares them to examine the nation's founding.)*
3.H.2 Identify and describe historical events in the local community and explain why they are important. (Starting point for state/regional history foundations; local history builds foundation.)
3.H.1 Explain how individuals have made significant historical changes. (Move into formal local historical changes; move from community individuals to local history.)
4.H.1 Explain why major events and turning points are significant in North Dakota's history. (Move from local to state-level events; supports state history foundation – exploration, fur trade, territorial formation, statehood.)
4.H.2 Sequence major events in North Dakota history and describe one way the state changed over time. (Develops chronological understanding of state history; leads into U.S. History.)
4.H.4 Describe the cultures and contributions of North Dakota's tribal nations and explain the significance of one cultural tradition. (Tribal nations are central to regional history; deepens cultural/historical understanding needed to examine regional developments in regional and early U.S. history.)
4.H.5 Explain why people migrated to and settled in North Dakota and describe how migration shaped communities. (Introduces push/pull factors, settlement patterns, community development; foundations to understand early U.S. migration trends.)
Foundations of Early America *(Exploring the foundations of early America helps students understand the Indigenous societies, European exploration and settlement, colonial development, and economic and political systems that shaped the emerging nation. These developments created competing ideas about rights, government, representation, and independence that ultimately contributed to the American Revolution and the creation of founding documents.)*
Early North America (Indigenous Societies)
4.H.4 Describe the cultures and contributions of North Dakota's tribal nations and explain the significance of one cultural tradition.
5.H.1 Describe characteristics of major Indigenous societies in North America before European contact. (Indigenous societies before European contact.)
5.H.2 Explain why Europeans explored the Americas and describe major effects of contact among Indigenous peoples, Europeans, and Africans. (Impacts later early American societies, conflict, settlement patterns, and long-term impacts.)
5.H.5 Describe how interactions among Indigenous peoples, European settlers, and Africans shaped colonial society. (Connects Indigenous and colonial interactions, later colonial unrest, and eventually the Revolution.)
MS.WH.1 Analyze the characteristics of hunter-gatherer societies and how humans adapted to diverse environments. (H, G) (Frames Indigenous subsistence and mobility patterns, environmental adaptation, and technology before agriculture.)
MS.WH.2 Explain the causes and effects of the Neolithic Revolution. (H, G) (Provides global model for how domestication and settled lifeways emerge; May compare maize agriculture, sedentary villages, and horticulture in North America to global pattern.)

Early North America (Indigenous Societies)
MS.WH.3 Explain the connection between geography and agriculture in influencing early civilizations. (G) (Builds basic geographic reasoning to analyze how landforms, climate and waterways shaped North American Indigenous settlement, foodways, and regional diversity.)
HS.ND.3 Explain human migration to North America as it relates to settlement patterns of people and groups in North Dakota. (G, S) (Ice Age migrations, Paleo-Indians; provides regional Indigenous context.)
HS.ND.4 Examine how the domestication of crops and animals impacts sedentary cultures in North Dakota and the upper Great Plains. (G) (Provides regional Indigenous context.)
HS.ND.5 Analyze the creation, structures, and functions of Dakota tribes: Mandan, Arikara, Hidatsa, Dakota, and Chippewa. (G, S, CG) (Provides regional Indigenous context; tribal social structures, governance, cultural patterns.)
HS.ND.6 Analyze the social, political, and cultural interactions among the Dakota tribes prior to European and Anglo-American contact. (CG) (Provides regional Indigenous context; pre-contact tribal interactions such as trade, governance, and alliances.)
Exploration and Global Context
5.H.2 Explain why Europeans explored the Americas and describe major effects of contact among Indigenous peoples, Europeans, and Africans. (European exploration.)
MS.WH.12 Explain the political, economic, and social structures of Medieval Europe. (CG, E, G) (Medieval systems, Crusades, transitions into Renaissance.)
MS.WH.13 Explain how trade routes promoted cultural diffusion and economic exchange in the Middle Ages. (E, G) (Medieval systems, Crusades, transitions into Renaissance.)
MS.WH.14 Analyze the causes and effects of major events during the Middle Ages and their influence on the transition to the Renaissance. (H) (Medieval systems, Crusades, transitions into Renaissance.)
MS.G.6 Natural Resources Analyze the distribution, use, and management of natural resources in different regions of the world. (Supports motives for exploration.)
MS.G.7 Natural Resources and Economy Explain how access to natural resources influences human settlement, economic development, and environmental sustainability. (E) (Supports motives for exploration.)
MS.US.0 Explain the causes, experiences, and consequences of European exploration and colonization of North America (H, E) (European Exploration and early colonization.)
HS.WH.1 Describe how medieval social, political, and economic systems influenced the development of societies and interactions with Europe and the Middle East. (E, CG) (Background of global foundations influencing exploration, colonization, and early American political thought.)
HS.WH.2 Analyze how developments in art, culture, religion, and human thought during the Renaissance and Protestant Reformation transformed European society, politics, and institutions. (CG) (Background of global foundations influencing exploration, colonization, and early American political thought.)
HS.WH.5 Explain how changes in political and social ideas led to increased global interaction and exchange among European, Asian, Middle Eastern, and African societies. (CG, E, G) (Background of global foundations influencing exploration, colonization, and early American political thought.)
Colonial America (Settlement, Society, Regional Development
5.H.4 Compare the New England, Middle, and Southern colonies and explain how geography influenced settlement and economic activity. (Colonial development.)
5.H.5 Describe how interactions among Indigenous peoples, European settlers, and Africans shaped colonial society.
MS.US.0 Explain the causes, experiences, and consequences of European exploration and colonization of North America (H, E) (Early colonization of the United States.)
5.G.3 Describe the five geographic regions of the United States and how they influenced human activity. (Conditions within the five regions impacted settlement.)

Civics Foundations
3.CG.1 Identify the levels of government and their purpose. (Provides background on purposes of local, state, and national government.)
5.CG.4 Explain how core American values influence the structure and function of the United States government. (Identifies colonial and early American values.)
5.H.1 Describe characteristics of major Indigenous societies in North America before European contact. (Indigenous societies before European contact.)
HS.CG.1 Evaluate the influence of key political philosophers on the development of government and its functions. (WH) (Philosophical foundation of colonial thought leading to self-government.)
HS.CG.4 Analyze influences of Athenian democracy and Roman republicanism, and the ideas of the Enlightenment and natural rights philosophy on the development of the U.S. government. (WH) (Global foundations leading to self-government.)
HS.CG.5 Evaluate how the colonial experience and the American Revolution shaped the Founders' views of government, liberty, and authority. (USH) (Colonial governments–representative assemblies, voting practices, local autonomy, rights, limits on authority; Influences of English common law, colonial legal traditions.)
American Revolution and Founding Documents (*Studying the American Revolution allows students to examine how conflicts over representation, rights, government, and independence led to the creation of a new nation and foundational political documents. The principles established during the founding—including liberty, citizenship, representation, and federal government—provide the framework students need to understand the nation's later expansion, conflicts, and efforts to build a functioning democracy.)*
Foundational Intellectual and Philosophical Roots
HS.WH.4 Analyze how scientific discoveries and new methods challenged traditional understandings of the natural world and how Enlightenment ideas about reason, rights, and government influenced political thought, constitutional systems, and democratic movement. (CG, USH) (Enlightenment ideas were foundational for understanding the Declaration of Independence, Revolutionary ideology, and constitutional design.)
HS.WH.2 Analyze how developments in art, culture, religion, and human thought during the Renaissance and Protestant Reformation transformed European society, politics, and institutions. (CG) (Movements weakened absolute authority and supported individual rights – key precursors to the Revolution.)
HS.CG.1 Evaluate the influence of key political philosophers on the development of government and its functions. (WH) (Philosophical foundation of Revolutionary ideology and constitutional design.)
HS.CG.4 Analyze influences of Athenian democracy and Roman republicanism, and the ideas of the Enlightenment and natural rights philosophy on the development of the U.S. government. (WH) (Bridge from global systems to U.S. Founding. structure of Constitution.)
American Revolution and Its Causes
MS.US.1 Explain the political, economic, and ideological causes of the American Revolution. (H, E, CG) (European-Colonial Background leading to Revolution; grievances–rights, taxation, representation.)
MS.US.2 Describe the perspectives and roles of various groups of people during the American Revolution. (H, G) (Essential to understand representation, liberty, and rights; prepares to evaluate constitutional debates between Federalists and Anti-Federalists.)
MS.US.3 Analyze how the American Revolution led to independence and established the United States. (H, CG) (Bridges to Articles of Confederation and Constitution.)
Development of U.S. Constitution
MS.US.4 Evaluate the weaknesses of the Articles of Confederation and how they impacted the development of a new centralized national government and a system of federalism. (CG) (Articles help understand constitutional formation and the need for stronger government.)
MS.US.5 Explain the Constitutional convention debates, compromises, and the process of ratification. (CG) (Debates on representation, fairness, liberty relate to Revolutionary grievances.)
MS.US.6 Describe how the Constitution functions within local, state and national governments. (CG) (Checks/balances, federalism, branches; prepare for constitutional interpretation and rights debates.)

Development of U.S. Constitution
HS.CG.3 Compare and contrast different types of government by examining at least two characteristics such as citizen participation and power structure. (WH) (Comparing monarchy, republic, democracy, dictatorship helps understand what colonists were rebelling against and what was built.)
HS.CG.5 Evaluate how the colonial experience and the American Revolution shaped the Founders' views of government, liberty, and authority. (USH) (Connects colonial experiences and Revolution to constitutional design; fears of power abuse, desire to secure liberty, skepticism of centralized authority.)
HS.CG.6 Analyze the structure of the Articles of Confederation by describing its legislative, executive, and judicial powers, and identify strengths and two weaknesses. (USH) (Deepens understanding of Constitutional Convention solutions when evaluate structural weaknesses of Articles.)
HS.CG.7 Evaluate the creation of the Constitution including the compromises that were made at the Convention in 1787 and their long-term interpretations. (USH) (Constitutional formation; completes bridge from revolution to founding government.)
HS.CG.8 Analyze the ratification debates, including Federalist and Anti-Federalist arguments, and their influence on the Bill of Rights. (USH)) (How rights were secured, and Bill of Rights was added; tensions over representation, rights, authority.)
HS.CG.9 Analyze the structure and organization of the Constitution and Bill of Rights. (Key understanding of Articles, Amendments, and constitutional scaffolding; how founding documents define government authority, rights, and framework for later U.S. history.)
Expansion, Reform and Nation Building *Examining expansion and nation building helps students understand how the United States grew geographically, economically, and politically while also creating conflicts over land, slavery, citizenship, and the rights of different groups. These growing tensions, along with reform movements and competing visions for the nation's future, contributed to the sectional divisions that eventually led to the Civil War and shaped the challenges of Reconstruction.)*
Nation Building and State Formation
MS.US.6 Describe how the Constitution functions within local, state and national governments. (CG) (Reviews the roles of levels of government.)
MS.US.7 Describe how differences in economic policy, the national bank, and interpretations of the Constitution contributed to political disagreements in the early United States. (CG, E) (Early conflicts about the role of government.)
MS.US.8 Describe how conflicts over domestic and foreign policy and the role of the federal government led to the formation of the two-party system (CG) (Early conflicts about the role of government.)
MS.ND.2 Describe the process of North Dakota statehood. (CG, H) (Describes the formation of the state of ND)
HS.ND.11 Analyze the process for North Dakota's constitutional convention and the outcomes of statehood. (CG) (Understanding how states were formed supports nation building concepts.)
Westward Expansion
4.H.5 Explain why people migrated to and settled in North Dakota and describe how migration shaped communities. (Westward movement due to federal land policies, Homestead Act; railroads.)
MS.G.11 Human Migration Explain how geographic factors and push-pull influences shape where people live, migrate, and sustain communities over time. (E) (Explains westward movement, settlement patterns, and Indigenous displacement.)
MS.G.13 Humans and the Environment Evaluate how humans modify, adapt, and depend on their physical environment and the intended and unintended consequences of those interactions. (Explains environmental modification, canals, irrigation, railroads which were key to expansion and national development.)
MS.US.9 Describe the causes and consequences of westward expansion for the United States and Indigenous nations. (G, H, ND) (Central MS expansion standard.)
MS.US.10 Describe how immigration, migration, and federal policies influenced westward expansion and the growth of new communities in the United States (G, H, CG) (Push-pull migration and federal policy (Indian Removal Act; land acts) foundational to expansion.)

Westward Expansion
MS.US.11 Explain the relationship between U.S. expansion and innovations that improved the movement of people, goods, and information. (G, H, ND) (Transportation revolutions (canals, steam power, railroads) key drivers of expansion.)
MS.ND.1 Explain how geography and transportation shaped North Dakota. (G, E, H) (Railroads and transportation mirror national infrastructure growth in this period.)
HS.G.3 Analyze how physical geography and access to natural resources affect human settlement, economic development, conflict, and interdependence among people, communities, and countries. (E, S) (Explain why certain areas became agricultural and industrial centers.)
HS.G.5 Analyze how migration and settlement patterns contribute to a place's development and growth. (H, ND) (Helps explain regional development.)
HS.US.2 Compare the opportunities and challenges created by westward expansion and the influence it had on the growth of the United States. (E, G) (National territorial growth, conflict, and statehood processes.)
HS.ND.9 Examine treaties, conflicts, wars, and legal ramifications from the beginning of the Dakota Territory through 1970s. (USH) (Includes reservation system, Dawes Act, Fort Laramie Treaties.)
HS.ND.10 Analyze settlement patterns of immigrants and Anglo-Americans and the effects of settlement and development of the territory/state. (G, USH) (Parallels national westward expansion pattern.)
Regional Differences and Reform Movements
5.G.3 Describe the five geographic regions of the United States and how they influenced human activity.
MS.G.11 Human Migration Explain how geographic factors and push-pull influences shape where people live, migrate, and sustain communities over time. (E)
MS.US.12 Describe the goals, impact, and key leaders of the abolitionist and early women's rights movements during westward expansion. (H) (Precursors to sectional conflict and 19th century rights debates.)
MS.US.13 Analyze how differences between the North and South and debates over slavery increased sectional tensions and led to the Civil War. (G, H, CG) (Sectionalism leading to Civil War.)
HS.US.5 Investigate the goals, strategies, and outcomes of various social and political movements. (CG) (Granger Movement, Dawes Act, early women's rights were part of expansion-era reforms.)
Civil War and Reconstruction *(Studying the challenges that emerged during expansion helps students understand how they contributed to the sectional tensions that eventually led to the Civil War. The Reconstruction period reshaped labor, citizenship, economic systems, and political conflict leading to future economic and demographic changes in nation. The outcomes of Reconstruction (amendments, political power shifts, regional rebuilding) created conditions for industrial growth, migration and immigration and social reforms.)*
Civil War
MS.US.7 Describe how differences in economic policy, the national bank, and interpretations of the Constitution contributed to political disagreements in the early United States. (CG, E) (Economic policy tensions, banking debates, constitutional interpretations contributed to sectional divides.)
MS.US.8 Describe how conflicts over domestic and foreign policy and the role of the federal government led to the formation of the two-party system (CG) (Alien and Sedition Acts, War of 1812, foreign policy divides create long-term structural conflict between regions.)
MS.US.13 Analyze how differences between the North and South and debates over slavery increased sectional tensions and led to the Civil War. (G, H, CG) (Core causal factors – slavery, economic/cultural differences, territorial expansion, political compromises.)
MS.US.14 Compare the strengths and weaknesses of the Union and Confederacy and how these factors influenced the outcome of the Civil War. (H) (Military, economic, political, and geographic factors shaping the conflict. Builds understanding of how war unfolded and why Union prevailed.)
MS.US.15 Describe the significance of major battles, turning points, and political developments during the Civil War. (H, G) (Fort Sumter, Gettysburg, Emancipation Proclamation, surrender at Appomattox – events to understand war's progression and why their turning points mattered.)
MS.US.16 Evaluate the political and economic effects, technological advances, and social effects of the Civil War. (H, E, G, CG) (How war transformed nation (federal power, medical innovations, social shifts) setting stage for Reconstruction.)
MS.US.17 Analyze how different groups viewed and experienced the Civil War. (H)

Reconstruction
MS.US.18 Evaluate the goals and limitations of Reconstruction. (H, E, CG, G) (Reconstruction plans, Thirteenth-Fifteenth Amendments, civil rights, challenges such as Black Codes, KKK.)
MS.US.19 Evaluate the outcomes of the Reconstruction and how it reshaped the United States. (H, E, CG) (Reconstruction, Compromise of 1877, discrimination, federal vs. state authority and impact on future equality struggles.)
HS.US.1 Examine the perspectives and experiences of diverse groups in the South, including formerly enslaved people, White Southerners, and other communities. (S) (Reconstruction Amendments, Jim Crow laws, sharecropping, discrimination. Essential for understanding social reality of Reconstruction; essential for social, economic, political outcomes.)
HS.US.5 Investigate the goals, strategies, and outcomes of various social and political movements. (CG) (Compromise of 1877 is the formal end of Reconstruction; bridges Reconstruction and Gilded Age.)
HS.CG.13 Explain how the Fourteenth Amendment extended rights to minority groups through the Due Process and Equal Protection Clauses. (USH) (Central Reconstruction amendment foundational to civil rights, citizenship, and later legal equality battles.)
HS.CG.10 Outline the importance of each amendment to the U.S. Constitution. (Reconstruction era amendments (Thirteenth – Fifteenth) are foundational.)
HS.E.6 Explain the role of government in an economy. (CG) (Taxation, federal spending, regulation; wartime mobilization and Reconstruction building.)
HS.E.7 Describe the purpose of various government programs. (CG, USH) (Freedmen's Bureau, reconstruction spending, infrastructure rebuilding.)
HS.S.12 Identify patterns of social inequality across multiple examples. (Reconstruction social realities: Black Codes, Jum Crow, racial stratification.)
Industrialization, Immigration, and Urbanization *(The changes that followed the Civil War transformed the United States through industrial growth, new technologies, immigration, urbanization, and expanding markets, while also creating significant social and economic inequalities. These transformations led to new reform movements and changed America's role in the world, helping students understand the economic instability, social changes, and international connections that shaped the era of global conflict and the Great Depression.)*
Industrialization
MS.US.S.1 Explain how industrialization transformed work, production, and economic opportunity in the United States. (E) (Introduces mechanization, factories, labor change foundation for later industrialization, labor markets, and economic shifts.)
MS.ND.1 Explain how geography and transportation shaped North Dakota. (G, E, H) (Railroads and transportation networks are central to national industrialization and urban growth. Regional example of national trends.)
MS.ND.4 Examine how North Dakotans have worked to change state laws, government, and society over time. (CG, H, E) (Connected to Progressive Era reforms (anti-monopoly, farm protections, public institutions) in response to industrialization.)
MS.ND.7 Describe how and why agricultural practices have changed over time including farming, ranching, and conservation. (H, G) (Impacts of industrialization on agriculture.)
MS.ND.9 Evaluate the development of the coal and oil industries in North Dakota. (G, E) (Energy industries emerged in ND during industrialization and followed national patterns of extraction-based growth.)
HS.G.3 Analyze how physical geography and access to natural resources affect human settlement, economic development, conflict, and interdependence among people, communities, and countries. (E, S) (Resource use, environmental impact.)

Industrialization
HS.US.4 Analyze how industrialization influenced the development of American society and affected different communities and regions. (E) (Includes consequences on labor, economics, technology, and regional development.)
HS.US.6 Determine the impact of economic, technological, geographic, and social factors during the Gilded Age. (E, G) (Gilded Age included peak industrialization, rapid immigration, and explosive urban growth.)
HS.US.11 Investigate how technological change, demographic shifts, and infrastructure projects influenced economic growth and transformed early 20th century American society. (E, G) (Response to industrialization.)
HS.E.1 Analyze the basic concepts of economic thinking. (Helps understand industrial labor and factory growth; labor and production rely on scarcity, opportunity cost, factors of production.)
HS.E.4 Explain the laws of supply and demand. (Industrial markets, labor markets.)
HS.E.5 Evaluate how supply and demand impact prices and the allocation of goods and services. (Key to understanding boom-bust cycles, wages, and monopoly pricing.)
HS.E.6 Explain the role of government in an economy. (CG) (Antitrust, labor regulation, Progressive Era legislation.)
HS.E.8 Explain the functions and role of money in an economy. (USH) (Industrialization depends on capital, banks, credit, corporate finance, and investment.)
HS.E.10 Describe various macroeconomic measurements that determine a country's economic health. (Understanding of recessions like the Panic of 1873, industrial booms and busts, financial crises require GDP, inflation, unemployment, and economic indicators.)
HS.ND.17 Analyze how economic, technological, and demographic changes have shaped modern settlement patterns in North Dakota. (E, G) (Urban growth, labor mitigation, technological change, demographic shifts parallel forces shaping national industrialization and urbanization.)
Immigration and Migration
MS.G.11 Human Migration Explain how geographic factors and push-pull influences shape where people live, migrate, and sustain communities over time. (E) (Immigration drivers, internal migration from rural to urban.)
MS.US.S.2 Analyze patterns of immigration and internal migration and how they influenced culture, labor, and urban development. (G) (Central to urban growth and labor change, includes cultural diversity and demographic shifts.)
HS.G.5 Analyze how migration and settlement patterns contribute to a place's development and growth. (H, ND) (Movement patterns.)
HS.US.3 Illustrate how immigration transformed the economic, social, and cultural landscape of the United States. (E, G) (Full historical treatment of immigration; includes cultural impacts, labor markets, and urban growth.)
HS.G.5 Analyze how migration and settlement patterns contribute to a place's development and growth. (H, ND) (Movement into cities, immigration patterns; How migration shapes cities, regions, social structure.)
Urbanization and Social Change
MS.US.S.3 Explain how rapid urbanization affected different groups of Americans and evaluate multiple perspectives on the opportunities and challenges created by growing cities. (H, G) (How population density transforms American cities socially, politically, and economically.)
MS.US.S.4 Analyze the causes, goals, and major reforms of the Progressive Era. (CG, E, S) (How reform movements emerged from industrial problems such as labor conditions, monopolies, consumer safety, corruption, sanitation, housing.)
MS.US.S.5 Evaluate the impact of Progressive Era reform movements on American Society. (S, E) (Consequences of reforms, successes, failures, societal changes.)
HS.G.5 Analyze how migration and settlement patterns contribute to a place's development and growth. (H, ND) (Movement patterns.)

Urbanization and Social Change
HS.G.6 Evaluate the short- and long-term cultural, environmental, political, or social consequences when physical geography affects human systems and when human actions modify the physical environment. (CG, S, H). (Consequences such as overcrowding and urban infrastructure strain.)
HS.US.5 Investigate the goals, strategies, and outcomes of various social and political movements. (CG) (Major reform movements were direct responses to industrialization and urbanization; populists, labor unions, suffrage, Progressives.)
HS.US.10 Evaluate how early 20th century policy decisions influenced the organization, functions, and priorities of the government and its balance between public welfare and individual rights. (CG, E) (Regulatory structures (FDA, ICC) welfare considerations, labor protections; policy decisions shaping government priorities.)
HS.US.11 Investigate how technological change, demographic shifts, and infrastructure projects influenced economic growth and transformed early 20th century American society. (E, G) (Electricity, transportation, urban growth systems.)
HS.CG.26 Explain the role and function of political parties, including their influence on elections, policymaking, and political organization at the national and state levels. (USH) (Political machines (Tammany Hall), Populists, labor movements.)
HS.CG.27 Evaluate the methods citizens use to influence government and public policy. (Political machines (Tammany Hall), Populists, labor movements.)
HS.ND.17 Analyze how economic, technological, and demographic changes have shaped modern settlement patterns in North Dakota. (E, G) (Urban growth, labor mitigation, technological change, demographic shifts parallel forces shaping national industrialization and urbanization.)
U.S. Global Role
MS.US.S.6 Analyze the political, economic, and strategic motivations for U.S. expansion overseas and its effect on various peoples. (CG, E, H) (U.S. imperialism.)
MS.US.S.7 Explain how global conflicts and international involvement at the turn of the century reshaped the nation's role in the world. (H) (Transition from domestic industrial growth to global involvement at the turn of the century.)
HS.WH.5 Explain how changes in political and social ideas led to increased global interaction and exchange among European, Asian, Middle Eastern, and African societies. (CG, E, G) (Historical precedent for industrial era global systems.)
HS.WH.6 Analyze how imperialism transformed societies, economies, and political systems in the Americas, Africa, Asia, and the Pacific by examining imperialistic ideologies and the impacts of cultural imperialism. (E, CG) (Industrial America depends on global raw materials such as rubber, oil, metals.)
HS.ND.13 Analyze the role of North Dakota in the Spanish American War, WWI, and WWII, and the impact of these wars on the state and its people. (USH, WH) (Spanish American War.)
Global Conflict and Depression *(Industrialization and increasing international connections made the United States more economically and politically connected to events beyond its borders, while domestic inequalities and economic changes contributed to the Great Depression. The Depression and the rise of global conflict challenged American society and government and created conditions that shaped U.S. involvement in World War II and the country's emergence as a global power.)*
World War I
MS.G.12 Conflict and Cooperation Analyze conflict and cooperation amongst different groups of people. (H) (Supports understanding rising global conflicts, alliances, trade disputes, nationalism, geopolitical tensions.)
MS.US.S.8 Analyze the causes of World War I and the conditions that led to the United States' entry into the conflict. (H) (How industrialization transformed warfare, mechanized warfare.)
MS.US.S.9 Analyze the contributions of the military, various groups, and the home front to the war effort. (H) (Treaty of Versailles, League of Nations – essential for understanding failures leading to WWII and global instability.)

World War I
MS.US.S.10 Evaluate the impact of military strategies and technological innovations on the course of World War I. (H, G) (How industrialization transformed warfare and geographic character of the conflict such as trench warfare, machine guns, tanks, aircraft, submarines, poison gas, codes.)
MS.US.S.11 Analyze the outcomes of World War I and their effects on the United States and the world. (H) (Treaty of Versailles, League of Nations, national boundaries, reparations, and unstable postwar order.)
MS.ND.5 Explain the contributions and perspectives of North Dakotans during major global conflicts and the impact of war on the state. (H) (Connects U.S. global conflict to local experience.)
HS.WH.10 Explain the causes of World War I and how (MAIN) militarism, alliances, imperialism, and nationalism contributed to rising tensions among European nations. (Global causes of WWI explain why the conflict became international and impacted U.S. diplomatic choices.)
HS.G.6 Evaluate the short- and long-term cultural, environmental, political, or social consequences when physical geography affects human systems and when human actions modify the physical environment. (CG, S, H). (Consequences/impacts of WWI such as population displacement, environmental damage, political change, social challenges.)
HS.US.9 Explain the motives and decisions to enter World War I and the effects of that decision. (WH) (Connects diplomacy, alliances, propaganda, national mobilization.)
HS.ND.13 Analyze the role of North Dakota in the Spanish American War, WWI, and WWII, and the impact of these wars on the state and its people. (USH, WH) (WWI.)
Roaring Twenties
MS.US.S.12 Analyze how changes in music, literature, technology, and social norms transformed American life during the Roaring Twenties. (G) (Reshaping of American culture creating instability, consumerism, speculation, and cultural divides exposed by Great Depression.)
HS.G.5 Analyze how migration and settlement patterns contribute to a place's development and growth. (H, ND) (Great Migration influences and patterns.)
HS.US.12 Determine how American consumerism shaped the character of the period and future impacts. (E) (Explains economic boom factors that precede the bust and cultural dynamics leading to instability.)
HS.US.13 Compare how various groups responded to the social, political, and economic changes within America. (E, CG) (Illustrates cultural conflicts, migration, modernism/traditionalism, sets stage for crisis.)
HS.CG.25 Analyze the expansion of suffrage in American history and its impact on political participation and representation. (USH) (Related shifts during the 1920s-30s, women's suffrage.)
Great Depression
MS.G.13 Humans and the Environment Evaluate how humans modify, adapt, and depend on their physical environment and the intended and unintended consequences of those interactions. (Great Depression includes Dust Bowl migration, agricultural collapse, environmental crisis – all tied to human-environment systems.)
MS.US.S.13 Explain how multiple factors led to the Great Depression and evaluate their importance. (E) (Core causal background; overproduction, speculation, unequal distribution, debt, banking instability.)
MS.US.S.14 Analyze how the Great Depression affected Americans differently based on their location, occupation, and social circumstances. (G, S) (Impact variation in how Depression affected communities.)
MS.US.S.15 Describe major New Deal programs and assess their effectiveness in addressing the challenges of the Great Depression and their lasting influence on modern American society. (CG, E, G) (Helps understand federal expansion, relief/recovery/reform, long-term impacts.)
HS.WH.11 Analyze how weaknesses and failures of the Treaty of Versailles and the League of Nations contributed to the rise of dictatorships, and the outbreak of World War II. (E, CG) (Essential global background to understand Depression-era geopolitics and WWII causes.)
HS.WH.12 Explain how the competing geopolitical goals of different nations contributed to the causes of World War II. (CG) (Shows how global conflict escalates, connects to later U.S. involvement.)

Great Depression
HS.US.14 Examine how financial decisions and federal policies contributed to the booms and bust of the United States economy, such as Great Depression. (E, CG) (Addresses causes of Depression – speculation, tariffs, stock market crash, farming collapse.)
HS.US.15 Analyze the responses of local, state, and federal governments to the Great Depression and their impact on American society. (CG) (New Deal programs, expanded federal role.)
HS.US.16 Evaluate how the Great Depression affected U.S. foreign policy priorities and relationships with other nations. (WH) (Isolationism, Neutrality Acts, economic strategy.)
HS.E.6 Explain the role of government in an economy. (CG) (New Deal, wartime mobilization, tariffs, wartime production boards, Depression-era intervention are core to this period.)
HS.E.7 Describe the purpose of various government programs. (CG, USH) (New Deal agencies (WPA, CCC), Depression relief, wartime government programs and defense spending.)
HS.E.10 Describe various macroeconomic measurements that determine a country's economic health. (Unemployment, inflation, recession – Great Depression causes and effects.)
HS.CG.17 Evaluate how presidential power has evolved over time. (USH) (WWI, New Deal, WWII dramatically increased executive authority.)
HS.CG.19 Analyze the role of the federal bureaucracy, including executive departments and independent agencies. (USH) (Wartime agencies, New Deal programs, and Depression-era government expansions rely heavily on federal bureaucratic growth.)
HS.CG.21 Describe the Supreme Court's role in interpreting the Constitution to resolve conflicts. (USH) (Depression era cases – such as *Schechter Poultry*, court packing debate – link to government response in crisis.)
HS.CG.26 Explain the role and function of political parties, including their influence on elections, policymaking, and political organization at the national and state levels. (USH) (Depression/New Deal/Isolationism vs. Intervention debates shaped political identities and public involvement.)
HS.CG.27 Evaluate the methods citizens use to influence government and public policy. (Depression/New Deal/ Isolationism vs. Intervention debates shaped political identities and public involvement.)
HS.ND.12 Examine the cause and effects of the Progressive Movements, Nonpartisan League, Suffrage, and the Great Depression Era within North Dakota. (CG, USH) (Reinforces national patterns; connect state and national history.)
World War II and Cold War America *(World War II transformed the United States economically, socially, and politically and established the nation as one of the world's leading powers. The resulting rivalry with the Soviet Union, along with the Cold War, civil rights struggles, technological advances, and changing social expectations, shaped American institutions and society and established many of the issues that continue into modern America.)*
World War II
MS.US.S.16 Describe the political, economic, and social factors that led to World War II in Europe. (CG, E, S, H) WWII precursors such as totalitarianism, militarism, Versailles failures, appeasement.)
MS.US.S.17 Examine the events that led to United States involvement in World War II and evaluate the impact of the war on American society. (G, S, H) (Pearl Harbor, Lend-Lease, mobilization, home-front economic change.)
MS.US.S.18 Analyze major events, battles, and turning points of World War II. (G, H) (D-Day, Pacific theater, Holocaust, atomic bombings.)
MS.US.S.19 Evaluate the political, economic, and social consequences of World War II in the United States. (CG, E, S) (United Nations, Nuremberg Trials, GI Bill, Marshall Plan, Iron Curtain, transitions into Cold War.)
MS.ND.5 Explain the contributions and perspectives of North Dakotans during major global conflicts and the impact of war on the state. (H) (Connects ND to WWII.)
HS.G.6 Evaluate the short- and long-term cultural, environmental, political, or social consequences when physical geography affects human systems and when human actions modify the physical environment. (CG, S, H). (Consequences of war such as displacement, environmental effects, political shifts, refugees.)
HS.WH.11 Analyze how weaknesses and failures of the Treaty of Versailles and the League of Nations contributed to the rise of dictatorships, and the outbreak of World War II. (E, CG) (Builds understanding of global instability and rise of dictatorships leading to WWII.)

World War II
HS.WH.12 Explain how the competing geopolitical goals of different nations contributed to the causes of World War II. (CG) (Communism, fascism, Nazism, appeasement – the ideological roots of the Cold War.)
HS.WH.13 Analyze how technological developments influenced the outcomes of World War II and helped shape its outcomes. (ND, USH) (Radar, sonar, aircraft carriers, atomic weapons.)
HS.WH.14 Analyze the social, political, economic, geographic, and ideological effects of World War II. (G, CG, E, S) (Global independence movements, shifts in power, decolonization – reshaped boundaries.)
HS.US.17 Trace the role of United States as a Global Power through the course of World War II. (WH) (Pearl Harbor, alliances, industrial mobilization, Manhattan Project.)
HS.US.18 Compare perspectives of soldiers and civilians during World War II, using evidence to explain differences in experiences. (S) (Home front, segregation, propaganda, internment, wartime mobilization – social context.)
HS.US.19 Investigate the United States' response to the Holocaust and other human rights concerns before, during, and after World War II. (WH) (Human rights, Nuremberg Trials, international law, global lessons.)
HS.E.2 Compare the characteristics of a command/ central planned economy and market economy. (CG) (Communism, socialism, capitalism.)
HS.ND.13 Analyze the role of North Dakota in the Spanish American War, WWI, and WWII, and the impact of these wars on the state and its people. (USH, WH) (Connects ND WWII service, mobilization, and transitions into Cold War missile systems.)
Cold War
MS.US.S.20 Analyze the foundations of the Cold War including ideological differences between the United States and the Soviet Union. (E, G)
MS.US.S.21 Evaluate the actions taken by the United States to contain the spread of communism and influence international affairs. (G, S)
MS.ND.5 Explain the contributions and perspectives of North Dakotans during major global conflicts and the impact of war on the state. (H) (Connects ND to Cold War military infrastructure bases, missile silos.)
HS.WH.17 Analyze the origins of the Cold War and the implications of geopolitical conflict between democratic and communist ideologies and nations beyond the United States from the 1950s through the 1970s. (CG, ND, USH, E) (Competing ideologies, global power vacuum, global proxy conflicts.)
HS.WH.18 Explain how changes in social, political, and economic systems have shaped modern geopolitical issues and influenced globalization. (CG, E, ND, USH, S) (Bridges late Cold War outcomes to modern global structures/issues.)
HS.US.20 Interpret how post-WWII conflicts influenced American society, policy, and daily life. (WH, S) (How WWII and Cold War influenced each other – Red Scare, McCarthyism, loyalty oaths, domestic-foreign connections, domestic reactions to global conflict.)
HS.US.21 Determine the historical context of global conflict during the Cold War and how the competition between the United States and Soviet Union fueled global struggles. (WH) (Global conflicts fueling Cold War struggles – containment, nuclear rivalry, alliances, Korean Conflict, Cuban Missile Crisis.)
HS.US.22 Contextualize the impact of the Post-War Boom on American Society. (E, S) (Baby boom, suburbanization, consumerism foundations to Cold War domestic life.)
HS.US.26 Trace the factors that contributed to the end of the Cold War and evaluate their impact on international relations. (WH) (Détente, collapse of Soviet Union, new geopolitical priorities.)
HS.US.30 Investigate how geographic and economic challenges influence public policy decisions. (E, G) (Energy crisis, inflation, Cold War spending – economic aspect of Cold War America.)
HS.E.2 Compare the characteristics of a command/ central planned economy and market economy. (CG) (Communism vs. capitalism.)
HS.ND.15 Analyze the role of atomic weapons and militarization in North Dakota. (USH) (ICBMs, Minuteman missile fields, missile defense complexes; Cold War infrastructure.)

Civil Rights Era
MS.US.S.22 Analyze the goals, strategies, and achievements of the Civil Rights movement including the efforts of individuals and groups. (S) (Foundations of Civil Rights Era such as movements, leaders, tactics.)
MS.US.S.23 Evaluate the role of federal, state, and local governments in addressing civil rights issues and protecting the constitutional rights of citizens. (CG) (Builds understanding of federalism vs. constitutional conflict central to civil rights struggles.)
HS.US.23 Compare various civil rights movements, perspectives, strategies, and goals to achieve equality. (S) (Ties civil rights acceleration to Cold War pressures such as global democracy ideals, and ideological competition.)
HS.US.24 Investigate how individuals, groups, and actions influence political change. (S, CG) (Activism, protests, advocacy to Civil Rights.)
HS.US.25 Examine the causes and impacts of judicial activism, state and federal legislation, and executive authority. (CG) (Civil rights Act, Voting Rights Act, Warren Court, *Brown v Board*.)
HS.CG.13 Explain how the Fourteenth Amendment extended rights to minority groups through the Due Process and Equal Protection Clauses. (USH) (Constitutional bedrock for Civil Rights litigation.)
HS.CG.21 Describe the Supreme Court's role in interpreting the Constitution to resolve conflicts. (USH) (Essential during Cold War for civil liberties cases regarding speech and privacy.)
HS.CG.22 Explain how landmark U.S. Supreme Court cases have shaped the Constitutional interpretation of civil liberties and civil rights. (USH) (Free speech, civil liberties, *Tinker, Heller, Mapp, Miranda,* legal context for civil rights movement.)
HS.CG.25 Analyze the expansion of suffrage in American history and its impact on political participation and representation. (USH) (Black voting rights, Native American voting rights, women's political participation in mid-century activism.)
HS.S.15 Assess responses to inequality on both the group and individual levels. (H, CG) (Race, class, gender struggles in Cold War America.)
Modern America and Contemporary Issues *(Studying modern America builds on students' understanding of the political, economic, social, and global changes that developed throughout the twentieth century and shaped the nation students experience today. Examining contemporary issues allows students to apply historical thinking to ongoing questions about democracy, citizenship, economics, technology, cultural change, global relationships, and the responsibilities of individuals and communities.)*
End of Cold War and New Global Order
HS.WH.18 Explain how changes in social, political, and economic systems have shaped modern geopolitical issues and influenced globalization. (CG, E, ND, USH, S) (Global organizations, migration, conflict in Middle East, terrorism, economic exchange, refugee movements.)
HS.US.26 Trace the factors that contributed to the end of the Cold War and evaluate their impact on international relations. (WH) (Détente, Soviet collapse, international relations shifts; anchors transition to Modern America.)
HS.US.33 Connect how historical and contemporary developments continue to shape American society and the nation's role in the world. (WH, CG) (September 11, DHS, War on Terror, civil liberties in modern conflict.)
Globalization, Technology, and Modern Economy
HS.US.31 Evaluate how globalization influenced the United States' economy, foreign policy, and role in the world. (WH, E) (Trade agreements, global supply chains, emerging powers.)
HS.US.32 Explore the impact of technological innovation on American society, the economy, government, and civic life. (E, CG, S) (Internet, computers, cybersecurity, digital communications.)
HS.ND.16 Examine the role of energy and agriculture production in North Dakota and its function within the state and national economy. (E, G) (Modern energy sources, Bakken boom, environmental regulation, biotechnology, carbon capture – supports national debates on energy, climate, technology, and economy.)
HS.ND.17 Analyze how economic, technological, and demographic changes have shaped modern settlement patterns in North Dakota. (E, G) (Workforce shifts, migration, depopulation, labor markets, global job recruitment – aligns with modern immigration, demographic change, and rural/urban restructuring.)
HS.E.11 Describe how globalization impacts economic development, including the effects in North Dakota. (ND) (Tariffs, trade, economic development, globalization impacts.)

Modern Demographic, Cultural, and Political Change
HS.G.5 Analyze how migration and settlement patterns contribute to a place's development and growth. (H, ND) (Modern urbanization, megacities, demographic movement, sunbelt, global migration.)
HS.G.6 Evaluate the short- and long-term cultural, environmental, political, or social consequences when physical geography affects human systems and when human actions modify the physical environment. (CG, S, H). (Climate policy, sustainability, environmental policy, resource law.)
HS.US.27 Compare how events and movements during this era shaped modern political divisions. (CG, S) (Changes in political identities in modern America.)
HS.US.28 Examine how major political events shaped public confidence in government and elected officials over time. (CG) (Watergate through modern skepticism, transparency, surveillance issues.)
HS.US.35 Examine how demographic, cultural, and political changes have influenced American society and civic participation. (G, S, CG) (Immigration, ADA, demographic shifts, activism.)
HS.CG.32 Analyze the concept of tribal sovereignty and its relationship to state and local government in North Dakota. (ND)(Ties to modern civil rights, sovereignty, contemporary political/legal controversies such as treaty rights, government relationships, ICWA, water rights.)
HS.ND.14 Examine the changing physical and political landscapes of North Dakota throughout the present day. (G, CG) (Explains how ND fits into modern federalism, economy, water policy, land use and ties to infrastructure, energy, political shifts, and climate policy.)
Contemporary Rights, Inequality, and Civic Institutions
HS.US.34 Compare multiple perspectives on major political, economic, and social issues in the twenty-first century, using evidence to explain differing viewpoints. (E, S, CG) (Healthcare, climate, voting, inequality, rights debate.)
HS.S.13 Describe how inequality has affected groups differently over time. (Race, class, gender struggles in Cold War America) (glass ceiling, mobility, discrimination.)
HS.S.15 Assess responses to inequality on both the group and individual levels. (H, CG) (Race, class, gender struggles in Cold War America, NGOs, civil rights movements, global activism – ongoing issues.)
North Dakota Studies
ND Geography, Land, Climate, and Natural Resources *(Students learn where ND is, what its physical environment is like, and how people interact with land, water, climate, and resources.)*
Foundational Spatial Skills
K.G.1 Identify the similarities and differences between a map and a globe. (Spatial awareness/basic map concepts.)
K.G.2 Identify locations on a picture map using positional words. (Spatial awareness/basic map concepts.)
K.G.3 Recall and state the name of the learner's school and city/town. (Spatial awareness/basic map concepts.)
1.G.1 Use map symbols to identify places. (Develop map reading and ND location awareness.)
1.G.2 Label cardinal directions on a compass rose. (Develop map reading and ND location awareness.)
1.G.3 Locate ND and the United States on a map. (Develop map reading and ND location awareness.)
2.G.1 Use map elements to interpret and communicate information on a map. (Strengthens map-reading skill, and place relationships.)
2.G.2 Use cardinal directions to identify and communicate locations on a map. (Strengthens map-reading skill, and place relationships.)
2.G.4 Locate North America, the countries of North America, and the bordering oceans. (Strengthens map-reading skill, and place relationships.)
3.G.2 Locate the United States, North Dakota, student's own city/town, the state capital, Bismarck, and Washington, D.C. on a map using geographic tools. (Locates ND locations and ND's place nationally.)
3.G.4 Describe the location of the seven continents and five major oceans in relation to North Dakota. (Preparation to compare ND's geography to larger global contexts.)

ND Landforms, Regions, and Physical Geography
4.G.1 Use geographical tools to locate places in North Dakota.
4.G.2 Analyze information using a thematic map of North Dakota.
4.G.3 Identify the three regions of North Dakota and explain how they affect human activity.
5.G.1 Use geographical tools to locate major rivers, lakes, and landforms in the United States. (ND's river systems– Red River, Missouri.)
MS.G.1 Geographic Tools Use geographic tools to demonstrate spatial awareness and understand patterns and relationships in geography. (ND spatial pattern analysis – transportation, land use.)
MS.G.3 Physical Geography Explain characteristics of major landforms and bodies of water. (Analyze ND's terrain.)
HS.G.3 Analyze how physical geography and access to natural resources affect human settlement, economic development, conflict, and interdependence among people, communities, and countries. (E, S) (ND resource-driven economy – energy, agriculture.)
HS.ND.1 Analyze the three landscape regions of North Dakota and explain the influence of major features and the forces that shaped them. (G) (Glacial history, Badlands erosion, Red River Valley geology.)
Natural Resources, Agriculture, and Energy
MS.G.7 Natural Resources and Economy Explain how access to natural resources influence human settlement, economic development, and environmental sustainability. (E) (Access to resources and impact on settlement and economy.)
MS.ND.6 Explain how North Dakota's climate, soils, and geography influence land use and agricultural production. (G, E) (Impact of climate and soils on agriculture.)
MS.ND.7 Describe how and why agricultural practices have changed over time including farming, ranching, and conservation. (H, G) (Agriculture.)
MS.ND.8 Describe how dams, irrigation projects, floods, and other water related events have affected North Dakota communities and land use. (G) (Impacts on agriculture and energy.)
MS.ND.9 Evaluate the development of the coal and oil industries in North Dakota. (G, E) (Garrison Dam, Red River flooding, FM Diversion.)
MS.ND.10 Explain how North Dakota's natural resources have benefited the state and impacted communities. (E, G) (Impact of natural resources on economy, production, land use.)
Human-Environment Interaction and Settlement Patterns
MS.ND.1 Explain how geography and transportation shaped North Dakota. (G, E, H) (Railroads, highways, pipelines, settlement patterns.)
HS.G.5 Analyze how migration and settlement patterns contribute to a place's development and growth. (H, ND) (ND rural/urban shift and tribal relocation patterns.)
HS.G.6 Evaluate the short- and long-term cultural, environmental, political, or social consequences when physical geography affects human systems and when human actions modify the physical environment. (CG, S, H). (ND droughts, flooding, land use, conservation, resource issues.)
HS.ND.2 Examine and synthesize current thematic maps to identify where people live and work and how land is used. (G) (Settlement patterns, human environment interaction.)

Indigenous History, Culture, and Tribal Nations of ND *(Once geographical context is established, students examine the Indigenous peoples and nations whose histories, cultures, and relationships to the land are foundational to understand the state.)*
ND Tribal Nations, Culture, and Early Indigenous History
4.H.4 Describe the cultures and contributions of North Dakota's tribal nations and explain the significance of one cultural tradition.
4.H.5 Explain why people migrated to and settled in North Dakota and describe how migration shaped communities. (Supports understanding Indigenous continuity and community formation.)
HS.ND.3 Explain human migration to North America as it relates to settlement patterns of people and groups in North Dakota. (G, S) (Paleo to Plains cultures, early migration and settlement, push/pull factors.)
Indigenous History, Sovereignty, and Land
MS.ND.3 Explain how state and tribal governments interact and how citizens can influence government decisions. (CG) (Core standard for sovereignty and policy.)
MS.US.9 Describe the causes and consequences of westward expansion for the United States and Indigenous nations. (G, H, ND) (Tribal sovereignty, treaties, Trail of Tears, conflicts with Plains tribes.)
MS.US.10 Describe how immigration, migration, and federal policies influenced westward expansion and the growth of new communities in the United States (G, H, CG) (Includes Indian Removal Act, Homestead Act, reservation system.)
Tribal Sovereignty, Indigenous History and Land Rights in Modern ND
MS.ND.3 Explain how state and tribal governments interact and how citizens can influence government decisions. (CG) (Tribal sovereignty.)
HS.ND.4 Examine how the domestication of crops and animals impacts sedentary cultures in North Dakota and the upper Great Plains. (G) (Indigenous agricultural innovation, land relationships.)
HS.ND.5 Analyze the creation, structure, and function of Dakota tribes: Mandan, Arikara, Hidatsa, Dakota, and Chippewa. (G, S, CG) (Cultural resilience and kinship systems.)
HS.ND.6 Analyze the social, political, and cultural interactions among the Dakota tribes prior to European and Anglo-American contact. (CG) (Indigenous governance, culture, land relationships, kinship.)
HS.ND.7 Analyze the effects of increased tribal interactions, exploration by European and Anglo-American entities, and the Corps of Discovery. (USH) (Historical impacts, early colonial disruption.)
HS.ND.8 Examine the location and function of military forts and trade routes and their impact on people and resources. (E, G, USH) (Historical change and impact.)
HS.ND.9 Examine treaties, conflicts, wars, and legal ramifications from the beginning of the Dakota Territory through 1970s. (USH) (Evaluation of policies and effects on sovereignty, land loss, culture, resilience, boarding schools.)
HS.ND.14 Examine the changing physical and political landscapes of North Dakota through present day.(G, CG) (Impacts on tribal land, forced relocation, sovereignty.)
HS.US.2 Compare the opportunities and challenges created by westward expansion and the influence it had on the growth of the United States. (E, G) (American Indian Wars, reservation systems, boarding schools, Wounded Knee, land issues.)
HS.US.5 Investigate the goals, strategies, and outcomes of various social and political movements. (CG) (Dawes Act which was foundational policy shaping land loss, cultural suppression, boarding schools, and sovereignty.)
HS.US.18 Compare perspectives of soldiers and civilians during World War II, using evidence to explain differences in experiences. (S) (Code Talkers, discrimination, Indigenous wartime experiences.)
HS.US.23 Compare various civil rights movements, perspectives, strategies, and goals to achieve equality. (S) (American Indian Movement, sovereignty, rights, cultural resilience, activism.)
HS.CG.32 Analyze the concept of tribal sovereignty and its relationship to state and local government in North Dakota. (ND) (Connection of tribal sovereignty and tribal relationships to ND state/local governments.)

Early Settlement, Immigration, and Statehood Development *(Once students understand the Indigenous histories, they study the arrival of settlers and immigrants and examine how these groups shaped the development of ND as a state.)*
Early Historical Thinking Foundations
K.H.2 Recognize past and present personal experiences. (Develop historical thinking to understand settlement over time.)
1.H.2 Explain a sequence of events from one's life or community using chronological terms. (Supports sequencing settlement, immigration, statehood.)
2.H.2 Compare ways that people lived in the past vs how they live in the present. (Comparison foundation to understand lifestyle changes with settlement.)
2.H.4 Identify individuals who have influenced historical changes. (Introduces importance of key figures in ND development.)
3.H.2 Identify and describe historical events in the local community and explain why they are important. (Local context for early settlement and development.)
3.H.1 Explain how individuals have made significant historical changes. (Support understanding of settlers, immigrants, territorial leaders.)
Settlement and Community Formation
4.H.5 Explain why people migrated to and settled in North Dakota and describe how migration shaped communities. (Migration, push-pull factors, settlement, community formation.)
4.H.2 Sequence major events in North Dakota history and describe one way the state changed over time. (Chronological context: early settlement to territorial era to statehood.)
4.G.2 Analyze information using a thematic map of North Dakota. (Early settlement depended on water, resources, population distribution, routes.)
4.G.3 Identify North Dakota's regions and explain how they affect human activity. (Includes push/pull factors for settlers such as fertile soils, river valleys, plateau lands.)
Territorial Development, Immigration, Transportation, and Statehood
MS.ND.1 Explain how geography and transportation shaped North Dakota. (G, E, H) (Settlement expansion – railroads, trails, river routes, wagon roads.)
MS.ND.2 Describe the process of North Dakota statehood. (CG, H) (Statehood development, territorial governance.)
MS.ND.4 Examine how North Dakotans have worked to change state laws, government, and society over time. (CG, H, E) (Political development after settlement and early statehood.)
MS.US.9 Describe the causes and consequences of westward expansion for the United States and Indigenous nations. (G, H, ND) (Push factors for ND settlement, frontier conflicts, homesteading patterns.)
MS.US.10 Describe how immigration, migration, and federal policies influenced westward expansion and the growth of new communities in the United States (G, H, CG) (Homestead Act, immigrant recruitment, federal land policies.)
HS.ND.8 Examine the location and function of military forts and trade routes and their impact on people and resources. (E, G, USH) (Early territorial development, trade networks, settler presence.)
HS.ND.9 Examine treaties, conflicts, wars, and legal ramifications from the beginning of the Dakota Territory through 1970s. (USH) (Territorial government, settlement conflict, federal policy influences.)
HS.ND.10 Analyze settlement patterns of immigrants and Anglo-Americans and the effects of settlement and development of the territory/state. (G, USH) (Immigration, push-pull factors, settlement, cultural interaction.)
HS.ND.11 Analyze the process for North Dakota's constitutional convention and the outcomes of statehood. (CG) (ND's path to statehood.)

Territorial Development, Immigration, Transportation, and Statehood
HS.US.2 Compare the opportunities and challenges created by westward expansion and the influence it had on the growth of the United States. (E, G) (Migration, settlement, territorial development, conflict/cooperation, historical changes; American Indian Wars, reservation systems, Homestead Act, Wounded Knee.)
HS.US.3 Illustrate how immigration transformed the economic, social, and cultural landscape of the United States. (E, G) (Why people immigrated and settled, how different immigrant groups contributed; Ellis Island, push-pull, urbanization, nativism/assimilation.)
HS.US.11 Investigate how technological change, demographic shifts, and infrastructure projects influenced economic growth and transformed early 20th century American society. (E, G) (Railroads, highways, canals leading to ND settlement and growth.)
ND Government, Tribal Government, and Civic Life *(After learning how ND developed, students are prepared to examine the governmental structures, tribal sovereignty, civic institutions, and responsibilities that shape life in the state today.)*
Foundational Civics and Citizenship
K.CG.1 Identify rules at home and school and explain how each rule helps keep people safe. (Foundational governance concept.)
K.CG.2 Identify personal responsibilities at home and school and explain how completing them helps the group. (Foundational governance concept.)
K.CG.3 Identify examples of authority figures and helpers in the school and at home. (Foundational governance concept.)
K.CG.4 Recognize national symbols and the values they represent. (Foundational governance concept.)
1.CG.1 Explain that rules and laws help keep the community safe and fair. (Expands purpose of government.)
1.CG.2 Describe personal rights and responsibilities in a community. (Core civic life concept.)
1.CG.3 Identify examples of authority figures and helpers in a community. (Identifies authority roles.)
2.CG.1 Explain that government makes laws and provides services to support safety and fairness. (Early understanding of public goods.)
2.CG.2 Compare rights and responsibilities of citizens. (Civic rights/responsibilities.)
3.CG.1 Identify the levels of government and their purpose. (First introduction to tribal government.)
3.CG.2 Provide examples of personal and civic rights and responsibilities. (Personal and civic rights/responsibilities.)
3.CG.3 Explain the role of leaders in the local government. (Government leader roles.)
3.CG.4 Identify and explain core American values. (Basic civic identity informs comparison with state/tribal government.)
ND Government
4.CG.1 Compare and contrast the roles and responsibilities of the three branches of North Dakota government. (First detailed ND government standard.)
4.CG.2 Explain how citizens can participate in North Dakota or community decision making. (ND civic participation.)
MS.ND.2 Describe the process of North Dakota statehood. (CG, H) (Statehood and state government structure.)
MS.ND.4 Examine how North Dakotans have worked to change state laws, government, and society over time. (CG, H, E) (Early state political development.)
HS.ND.11 Analyze the process for North Dakota's constitutional convention and the outcomes of statehood. (CG) (Creation of ND Constitution and system of government.)
HS.CG.29 Outline how federalism in the United States distributes powers between the national, state, and local governments. (ND) (Federalism, separation of powers.)

ND Government
HS.CG.30 Explain the organization, powers, and responsibilities of North Dakota State Government. (ND) (Federalism, separation of powers.)
HS.CG.31 Explain the structure, powers, and responsibilities of North Dakota's executive, legislative, and judicial branches. (ND.)
HS.CG.34 Evaluate how state and federal court rulings have impacted North Dakota. (ND) (State-federal interactions and public policy; tribal cases, land rights, water rights, ICWA.)
Tribal Government and Sovereignty
3.CG.1 Identify the levels of government and their purpose. (First introduction to tribal government.)
4.CG.3 Explain the role of leaders in North Dakota and tribal governments.
MS.ND.3 Explain how state and tribal governments interact and how citizens can influence government decisions. (CG) (Tribal government, sovereignty, treaty relationships.)
MS.US.9 Describe the causes and consequences of westward expansion for the United States and Indigenous nations. (G, H, ND) (Treaties, tribe-federal interactions, sovereignty foundations.)
MS.US.10 Describe how immigration, migration, and federal policies influenced westward expansion and the growth of new communities in the United States (G, H, CG) (Treaties, tribe-federal interactions, sovereignty foundations.)
HS.CG.32 Analyze the concept of tribal sovereignty and its relationship to state and local government in North Dakota. (ND) (Tribal governance.)
HS.ND.9 Examine treaties, conflicts, wars, and legal ramifications from the beginning of the Dakota Territory through 1970s. (USH) (Treaties, conflicts laws affecting Indigenous nations, reservation system, sovereignty; tribal government and treaty foundations.)
HS.ND.14 Examine the changing physical and political landscapes of North Dakota throughout the present day. (G, CG) (Garrison Dam, eminent domain, ND public policy decisions, shows practical federal-state-tribal conflicts.)
Civic Life, Participation, and Public Policy
4.CG.2 Explain how citizens can participate in North Dakota or community decision making. (ND civic participation.)
HS.CG.23 Analyze the rights and responsibilities of American citizens. (Civic life and public participation.)
HS.CG.24 Analyze the electoral process at the local, state, and national levels, including election laws and systems. (Civic life and public participation.)
HS.CG.27 Evaluate the methods citizens use to influence government and public policy. (Civic life and public participation.)
HS.CG.28 Analyze the impact of the media from multiple sources on the election process and on forming voter opinion with attention to media bias. (S, USH) (Civic life and public participation.)
HS.CG.29 Outline how federalism in the United States distributes powers between the national, state, and local governments. (ND) (Federalism, separation of powers.)
HS.CG.33 Describe methods of civic engagement at the state and local levels. (ND.)
ND Economic Systems: Agriculture, Energy, Trade, and Industry *(Students apply their understanding of geography, resources, history, and government to explore how ND's major economic systems develop and operate.)*
Foundational Economic Concepts
K.E.3 Identify the reasons people need to work. (Financial Literacy K.FA.EE.1) (Early understanding of labor and its necessity.)
K.E.4 Identify goods and services. (Financial Literacy K.FA.FD.3) (Foundation to analyze ND economic sectors.)
1.E.3 Identify jobs people do. (Financial Literacy 1.FA.EE.1) (Farming, ranching, energy work – first specific ND economic exposure.)
1.E.4 Identify and distinguish goods and services. (Financial Literacy 1.FA.T.1 and 1.FA.FD.3) (Builds foundation for understanding value and production.)

Foundational Economic Concepts
2.E.3 Explain how people earn income. (Financial Literacy 2.FA.EE.1) (Foundation to understand production, value, and trade networks.)
2.E.5 Explain that people trade goods and services to meet needs and wants. (Foundation to understand production, value, and trade networks.)
ND's Economic Sectors
3.E.3 Describe the skills and knowledge needed for different jobs. (Financial Literacy 3.FA.EE.1) (Build understanding of labor in agriculture, industry, and energy.)
3.E.4 Explain why some goods and services are more valuable than others. (Financial Literacy 3.FA.FD.3) (Introduces value which helps understand markets.)
3.E.5 Describe how trading lets people obtain goods and services that cannot be produced locally. (Introduce larger trade networks.)
4.E.3 Explain the reasons different jobs earn different amounts of income. (Financial Literacy 4.FA.EE.1) (Prepare to understand economic inequality and labor markets.)
4.E.4 Compare the values of various goods and services. (Financial Literacy 4.FA.FD.3) (Prepares for market analysis.)
4.E.5 Describe key industries in North Dakota in relation to global trade. (Moves from local/regional to global context.)
5.E.5 Describe key industries in different regions of the United States in relation to global trade. (National context for ND's export driven agriculture/energy/manufacturing.)
Resource Use and Environmental Impact
MS.G.6 Natural Resources Analyze the distribution, use, and management of natural resources in different regions of the world. (Foundation for ND agriculture and energy analysis.)
MS.G.7 Natural Resources and Economy Explain how access to natural resources influence human settlement, economic development, and environmental sustainability. (E) (Connects geography and resources to economic systems.)
MS.ND.7 Describe how and why agricultural practices have changed over time including farming, ranching, and conservation. (H, G) (Key agriculture foundation.)
MS.ND.8 Describe how dams, irrigation projects, floods, and other water related events have affected North Dakota communities and land use. (G)) (Integrates environment and economic decision making; prepare to understand economic vulnerability and adaptation.)
MS.ND.9 Evaluate the development of the coal and oil industries in North Dakota. (G, E) (Garrison Dam; ND infrastructure and environmental-economic interactions.)
MS.ND.10 Explain how North Dakota's natural resources have benefited the state and impacted communities. (E, G) (Coal, oil, Bakken; direct ND energy economy foundation.)
Economic Systems and Global Context
HS.ND.14 Examine the changing physical and political landscapes of North Dakota throughout the present day. (G, CG) (Infrastructure shaping ND economic systems; how geography and policy shape the economy.)
HS.ND.16 Examine the role of energy and agriculture production in North Dakota and its function within the state and national economy. (E, G) (Comprehensive ND economic systems standard; energy, agriculture, technology.)
HS.ND.17 Analyze how economic, technological, and demographic changes have shaped modern settlement patterns in North Dakota. (E, G) (Labor, industry, technology, migration; prepares to understand modern economic systems.)

Economic Systems and Global Context
HS.US.2 Analyze the basic concepts of economic thinking. (Scarcity, trade-offs, opportunity cost, factors of production; theoretical foundation for economic analysis.)
HS.E.4 Explain the laws of supply and demand. (Determinants, curve shifts; prepare for market analysis.)
HS.E.5 Evaluate how supply and demand impact prices and the allocation of goods and services. (Builds understanding of ND's economic systems.)
HS.E.6 Explain the role of government in an economy. (CG) (Includes ND infrastructure; prepares for analysis of public policy and economic systems.)
HS.E.10 Describe various macroeconomic measurements that determine a country's economic health. (GDP, unemployment, inflation, nominal vs. real dollars; prepares for analysis of economic performance.)
HS.E.11 Describe how globalization impacts economic development, including the effects in North Dakota. (ND) (ND agricultural and energy contributions in global context.)
ND Cultural Identity, Continuity, and Change *(Students synthesize their historical, governmental, and economic learning to examine how ND identities and cultures have been maintained, challenged, and transformed over time.)*
Foundations of Cultural Identity
K.H.1 Identify national holidays or days of observance in the United States. (Introduces cultural tradition and shared identity.)
1.H.1 Explain why national holidays or days of observance in the United States are celebrated. (Cultural meaning and heritage.)
4.H.4 Describe the cultures and contributions of North Dakota's tribal nations and explain the significance of one cultural tradition. (Cultural identity, heritage, language, tradition, perspective, resilience.)
4.H.5 Explain why people migrated to and settled in North Dakota and describe how migration shaped communities. (Introduces cultural interactions, diversity, and adaptation.)
Tribal Nations, Sovereignty, and Indigenous Cultural Continuity
4.H.4 Describe the cultures and contributions of North Dakota's tribal nations and explain the significance of one cultural tradition. (Cultural identity, heritage, language, tradition, perspective, resilience.)
MS.ND.3 Explain how state and tribal governments interact and how citizens can influence government decisions. (CG) (Core cultural continuity/change; language, tradition, resilience.)
MS.G.12 Conflict and Cooperation Analyze conflict and cooperation amongst different groups of people. (H) (Critical for understanding tribal settler cultural interaction, resilience, and continuity.)
HS.ND.3 Explain human migration to North America as it relates to settlement patterns of people and groups in North Dakota. (G, S) (Cultural foundations such as identity, language, tradition, cultural diffusion, resilience.)
HS.ND.4 Examine how the domestication of crops and animals impacts sedentary cultures in North Dakota and the upper Great Plains. (G) (Cultural foundations such as identity, language, tradition, cultural diffusion, resilience.)
HS.ND.5 Analyze the creation, structure, and function of Dakota tribes: Mandan, Arikara, Hidatsa, Dakota, and Chippewa. (G, S, CG) (Cultural foundations such as identity, language, tradition, cultural diffusion, resilience.)
HS.ND.6 Analyze the social, political, and cultural interactions among the Dakota tribes prior to European and Anglo-American contact. (CG) (Cultural foundations such as identity, language, tradition, cultural diffusion, resilience.)
HS.ND.7 Analyze the effects of increased tribal interactions, exploration by European and Anglo-American entities, and the Corps of Discovery. (USH) (Cultural foundations such as identity, language, tradition, cultural diffusion, resilience.)
HS.ND.9 Examine treaties, conflicts, wars, and legal ramifications from the beginning of the Dakota Territory through 1970s. (USH) (Cultural resilience, continuity, suppression, revitalization.)
HS.US.2 Compare the opportunities and challenges created by westward expansion and the influence it had on the growth of the United States. (E, G) (Indigenous cultural continuity/change; treaties, identity.)
HS.US.23 Compare various civil rights movements, perspectives, strategies, and goals to achieve equality. (S) (Cultural revitalization and sovereignty movements; AIM.)

Migration, Settlement, and Demographic Change
4.H.5 Explain why people migrated to and settled in North Dakota and describe how migration shaped communities. (Introduces cultural interactions, diversity, and adaptation.)
MS.G.11 Human Migration Explain how geographic factors and push-pull influences shape where people live, migrate, and sustain communities over time. (E) (ND cultural formation, immigration, cultural diffusion, and adaptation.)
HS.G.5 Analyze how migration and settlement patterns contribute to a place's development and growth. (H, ND) (ND's cultural identity is deeply shaped by tribal nations, immigrant groups (German Russians, Norwegian, etc.) and rural settlement patterns.)
HS.ND.10 Analyze settlement patterns of immigrants and Anglo-Americans and the effects of settlement and development of the territory/state. (G, USH) (ND diversity, heritage, identity formation.)
HS.ND.17 Analyze how economic, technological, and demographic changes have shaped modern settlement patterns in North Dakota. (E, G) (Identity in contemporary ND including rural/urban shifts, migration, cultural blending.)
HS.US.3 Illustrate how immigration transformed the economic, social, and cultural landscape of the United States. (E, G) (Origins of ND immigrant communities and cultural diversity.)
ND in National and Global Systems *(Students expand their understanding beyond the state, allowing them to apply what was learned to understand ND's relationships and influence within national and global systems.)*
Geographic Position, Environment, and Global Spatial Systems
1.G.3 Locate ND and the United States on a map. (Where ND fits spatially in larger systems.)
2.G.4 Locate North America, the countries of North America, and the bordering oceans. (Expands spatial awareness to continental scale, location relative to Canada and ocean trade routes prepares for cross border agriculture/energy markets.)
3.G.3 Compare how environmental conditions affect living styles in different parts of the country. (How geography shapes human activity differently across places.)
4.G.2 Analyze information using a thematic map of North Dakota. (Early spatial tools – population, industry; thematic map analysis.)
5.G.3 Describe the five geographic regions of the United States and how they influenced human activity. (Helps understand where ND fits into national/global networks (economic, geographic, cultural patterns.)
MS.G.1 Geographic Tools Use geographic tools to demonstrate spatial awareness and understand patterns and relationships in geography. (Connect ND to global patterns such as trade flows, migration, environmental systems.)
MS.G.2 Geographic Analysis Use geographic inquiry to analyze locations on global, regional, and local scales. (Connect ND to global patterns such as trade flows, migration, environmental systems.)
MS.G.6 Natural Resources Analyze the distribution, use, and management of natural resources in different regions of the world. (How resource access shapes regional/national/global systems.)
MS.G.7 Natural Resources and Economy Explain how access to natural resources influence human settlement, economic development, and environmental sustainability. (E) (How resource access shapes regional/national/global systems.)
MS.G.13 Humans and the Environment Evaluate how humans modify, adapt, and depend on their physical environment and the intended and unintended consequences of those interactions. (Intended/untended consequences of modifying landscapes core to ND agriculture, oil extraction, water management, and environmental regulation.)
MS.ND.7 Describe how and why agricultural practices have changed over time including farming, ranching, and conservation. (H, G) (Resource systems and environmental issues.)
MS.ND.8 Describe how dams, irrigation projects, floods, and other water related events have affected North Dakota communities and land use. (G) (Resource systems and environmental issues.)
MS.ND.9 Evaluate the development of the coal and oil industries in North Dakota. (G, E) (Resource systems and environmental issues.)

Geographic Position, Environment, and Global Spatial Systems
HS.G.1 Use geographic tools and spatial analysis to compare locations on global, regional, and local scales. (H) (Analysis of trade routes, supply chains, climate impacts, energy distribution related to global issues.)
HS.G.2 Apply geographic inquiry to address a geographic problem or issue and be able to support claims using evidence. (H) (Analysis of trade routes, supply chains, climate impacts, energy distribution related to global issues.)
HS.G.3 Analyze how physical geography and access to natural resources affect human settlement, economic development, conflict, and interdependence among people, communities, and countries. (E, S) (analyze how ND's resources (Oil, wind, farmland, water) tie into national/global interdependence; energy markets, agricultural exports, environmental policy.)
HS.G.6 Evaluate the short- and long-term cultural, environmental, political, or social consequences when physical geography affects human systems and when human actions modify the physical environment. (CG, S, H). (Evaluate political, economic, and environmental impacts; water diversion, prairie agriculture, DAPL, carbon capture.)
HS.ND.14 Examine the changing physical and political landscapes of North Dakota throughout the present day. (G, CG) (ND role in regional, national, international systems – trade, water resources, environmental management, economic contributions.)
Trade, Resource Development, Economic Interdependence, and Globalization
2.E.5 Explain that people trade goods and services to meet needs and wants. (Begin to consider interdependence.)
3.E.5 Describe how trading lets people obtain goods and services that cannot be produced locally. (Begin recognizing trade networks beyond the local level.)
4.E.5 Describe key industries in North Dakota in relation to global trade. (Introduction to ND in the global economy.)
5.E.5 Describe key industries in different regions of the United States in relation to global trade. (Compare ND industries with other states to understand supply chains and global markets.)
MS.G.6 Natural Resources Analyze the distribution, use, and management of natural resources in different regions of the world. (How resource access shapes regional/national/global systems.)
MS.G.7 Natural Resources and Economy Explain how access to natural resources influence human settlement, economic development, and environmental sustainability. (E) (How resource access shapes regional/national/global systems.)
MS.US.11 Explain the relationship between U.S. expansion and innovations that improved the movement of people, goods, and information. (G, H, ND) (ND connection to national/global networks; impact on agriculture and energy distribution.)
MS.ND.1 Explain how geography and transportation shaped North Dakota. (G, E, H) (How national systems (railroads, highways, air travel) shape ND's economy, population, and global exports.)
MS.ND.10 Explain how North Dakota's natural resources have benefited the state and impacted communities. (E, G) (Interdependence and global systems.)
HS.US.31 Evaluate how globalization influenced the United States' economy, foreign policy, and role in the world. (WH, E) (ND participation in global markets and national policies; energy exports, agriculture, trade regulations, military installations.)
HS.E.11 Describe how globalization impacts economic development, including the effects in North Dakota. (ND) (Tariffs, trade, interdependence, economic growth, environmental impact.)

Trade, Resource Development, Economic Interdependence, and Globalization
HS.ND.16 Examine the role of energy and agriculture production in North Dakota and its function within the state and national economy. (E, G) (ND's resource based global interdependence (oil fields, wind energy, wheat exports, pipelines, regulations).)
HS.ND.17 Analyze how economic, technological, and demographic changes have shaped modern settlement patterns in North Dakota. (E, G) (Labor markets, international recruitment, migration, population decline, global economic pressures.)
Migration, Conflict, Cooperation, and Global/National Historical Systems
4.H.5 Explain why people migrated to and settled in North Dakota and describe how migration shaped communities. (Connects ND to national/global stories; understand why people move and how those movements connect ND to broader systems.)
MS.G.11 Human Migration Explain how geographic factors and push-pull influences shape where people live, migrate, and sustain communities over time. (E) (Push-pull factors tie ND to global economic, political, and environmental systems.)
MS.US.9 Describe the causes and consequences of westward expansion for the United States and Indigenous nations. (G, H, ND) (Connection to ND – expansion, treaties, sovereignty, federal policy.)
HS.G.5 Analyze how migration and settlement patterns contribute to a place's development and growth. (H, ND) (Understand ND's demographic change within broader national/global migration trends.)
HS.WH.13 Analyze how technological developments influenced the outcomes of World War II and helped shape its outcomes. (ND, USH) (How global conflict reshapes systems; connected to ND military bases, code talkers, internment camps, agricultural shifts.)
HS.US.33 Connect how historical and contemporary developments continue to shape American society and the nation's role in the world. (WH, CG) (Context for ND's modern connections such as 9/11 security, agricultural trade, energy geopolitics, refugee resettlement.)
HS.ND.15 Analyze the role of atomic weapons and militarization in North Dakota. (USH) (ND's role in national security.)
World History
Foundations of Time, Place, and Human Communities *(The foundational concepts and historical thinking skills need to develop to understand people and societies across time and place. They form the tools used to examine how human communities develop, change, interact, and leave evidence of their experiences.)*
Foundations of Time and Historical Thinking
K.H.2 Recognize past and present personal experiences. (Introduces historical time.)
1.H.2 Explain a sequence of events from one's life or community using chronological terms. (Application of simple chronological language; sequencing.)
2.H.2 Compare ways that people lived in the past versus how they live in the present. (Extends chronological thinking to examine how communities change over time; develop continuity/change.)
2.H.4 Identify individuals who have influenced historical changes. (Introduces historical significance.)
3.H.2 Identify and describe historical events in the local community and explain why they are important. (Prepare to understand how communities change over time.)
Foundations of Place and Spatial Geography
K.G.1 Identify the similarities and differences between a map and a globe. (Foundation for locating places and understanding world space.)
K.G.2 Identify locations on a picture map using positional words. (Foundation to locate places historically.)
1.G.1 Use map symbols to identify places. (Builds skill of map interpretation with symbols essential for understanding historical geography.)
1.G.3 Locate ND and the United States on a map. (Begins associating self with larger geographical contexts.)
3.G.3 Compare how environmental conditions affect living styles in different parts of the country. (Introduces human-environment interaction which is core for early civilizations.)
3.G.4 Describe the location of the seven continents and five major oceans in relation to North Dakota. (Solidifies spatial awareness of globe as interconnected system.)

Early Human Communities and Cultural Development
4.H.4 Describe the cultures and contributions of North Dakota's tribal nations and explain the significance of one cultural tradition. (Builds cultural understanding, identity, and community structures prior to global history.)
4.H.5 Explain why people migrated to and settled in North Dakota and describe how migration shaped communities. (Introduces movement of people which is critical to understanding prehistoric and ancient civilizations.)
5.H.1 Describe characteristics of major Indigenous societies in North America before European contact. (First introduction to complex human communities, culture, environment, and adaptation.)
Human Origins, Agriculture, and Early Civilizations *(Understanding of time, place, geography, and human-environment relationships is applied to examine how humans adapted and organized themselves. The development of agriculture and permanent settlements provides the foundation for increasingly complex societies, institutions, economies, and cultural systems.)*
Pre-History (Human Origins, Hunter-Gatherers, Early Migration)
MS.G.11 Human Migration Explain how geographic factors and push-pull influences shape where people live, migrate, and sustain communities over time. (E) (Supports understanding of movement to search for food, settlement, and environmental pressures.)
MS.WH.1 Analyze the characteristics of hunter-gatherer societies and how humans adapted to diverse environments. (H, G) (Human origins, early migration, adaptation.)
5.H.1 Describe characteristics of major Indigenous societies in North America before European contact. (Bridge between Neolithic Revolution and the first major world civilizations.)
Neolithic Revolution (Agriculture, Surplus, Permanent Settlements)
MS.G.3 Physical Geography Explain characteristics of major landforms and bodies of water. (Explains agriculture and reasons crops were planted where they were.)
MS.G.4 Identifying Physical Features Identify major physical features on each continent. (Context for agricultural zones and early civilizations.)
MS.G.6 Natural Resources Analyze the distribution, use, and management of natural resources in different regions of the world. (Surplus emerges from resource use.)
MS.G.7 Natural Resources and Economy Explain how access to natural resources influence human settlement, economic development, and environmental sustainability. (E) (How resources supported agriculture, surplus, and specialization; ties directly to Neolithic agriculture.)
MS.WH.2 Explain the causes and effects of the Neolithic Revolution. (H, G) (Agriculture is a major turning point in human history. This bridges prehistoric societies and the rise of complex civilizations.)
Early Civilizations (Governments, Religion, Economy, Writing, Social Hierarchies)
MS.WH.3 Explain the connection between geography and agriculture on influencing early civilizations. (G) (Why civilizations emerged and where; preparation to compare river valley civilizations.)
MS.WH.4 Compare the origins, characteristics, and contributions of the major river valley civilizations. (H, G, E, CG) (First formal comparison of early civilizations; Mesopotamia, Egypt, Indus, China.)
MS.WH.5 Analyze the development of governments, social hierarchies, and economic systems in the major river civilizations. (CG, G) (Characteristics of civilizations leads into exploration oof institutional complexity; how early societies organized themselves, city-states, kingdoms, law codes.)
MS.WH.6 Compare the lasting achievements of river civilizations, including writing systems, architecture, science, and technology. (H, G) (Technological/intellectual achievements are products of settled, organized societies; sets the stage for classical innovations; cuneiform, pyramids, irrigation.)
MS.WH.7 Explain the origins and influences of early belief systems in ancient societies. (H, G) (Understanding early belief systems prepares to study classical religions and philosophies; polytheism, ritual, religious authority.)
HS.CG.3 Compare and contrast different types of government by examining at least two characteristics such as citizen participation and power structure. (WH) (Monarchy, theocracy, oligarchy began in early civilization; provide historical context for why they persist and reappear in classical and modern governments.)

Early Civilizations (Governments, Religion, Economy, Writing, Social Hierarchies)
HS.S.5 Define components of cultures and analyze different norms and values across cultures. (G) (Conceptual understanding for early cultures – norms, values, cultural rules, foodways and lifeways.)
HS.S.6 Explain social institutions and analyze how they reflect culture. (CG, G, H) (Early state institutions – palaces, courts, temples.)
HS.S.7 Analyze how culture impacts an individual's thoughts and behaviors. (Shared norms and social expectations shaping collective behavior in early civilizations – hunting strategies, gender division of labor, settlement decisions, religious rituals, kinship.)
HS.S.8 Explain how social institutions and culture change over time. (H) (Changes from hunter gatherers to farming villages, to early cities to states, and later empires.)
Classical Civilizations, Beliefs, and Exchange *(Students move from studying the emergence of civilizations to examining how larger and more complex states and empires developed. This allows them to recognize that civilizations were not isolated; trade, migration, conquest, and the exchange of ideas connected societies across regions.)*
Foundations for Classical Study
MS.G.3 Physical Geography Explain characteristics of major landforms and bodies of water. (Mountains, deserts, and seas shape Greek city-states, Roman expansion, and Silk road networks.)
MS.G.4 Identifying Physical Features Identify major physical features on each continent. (Preparation to locate Mediterranean, South Asia, East Asia, and trade corridors.)
MS.G.11 Human Migration Explain how geographic factors and push-pull influences shape where people live, migrate, and sustain communities over time. (E) (Push-pull factors explain Indo-European migrations, colonization, and movement of religious/linguistic groups.)
MS.G.9 Human Culture Examine and interpret patterns of culture around the world. (H) (Need to understand cultural traits to compare Greek, Roman, Gupta, Han, Persian, and Maya/Inca cultural systems.)
MS.G.10 Human Settlement Analyze population patterns and distributions across all continents (excluding Antarctica). (H, CG) (Urbanization patterns (city-states, capitals, imperial centers) depend on classical settlement geography.)
MS.G.12 Conflict and Cooperation Analyze conflict and cooperation amongst different groups of people. (H) (Basis for analyzing wars, diplomacy, alliances (Greece vs. Persia, Han vs. Xiongnu).)
MS.G.13 Humans and the Environment Evaluate how humans modify, adapt, and depend on their physical environment and the intended and unintended consequences of those interactions. (Classical civilizations depended on farming, irrigation, mining, and trade; environmental modification was significant.)
MS.WH.8 Compare the political, economic, and cultural achievements of Classical Civilizations. (CG) (First explicit classical content standard; Greece, Rome, Persia, Maurya, Gupta, Han, Maya.)
MS.WH.9 Analyze the development of governments, citizenship, and philosophies that influenced modern political systems. (CG, G) (Democracy, republicanism, Confucian bureaucracy, caste systems, legal codes.)
MS.WH.10 Explain the origins, beliefs, and spread of additional world religions of Classical Civilizations. (H, G) (Judaism, Christianity, Buddhism, Confucianism, Daoism.)
HS.CG.1 Evaluate the influence of key political philosophers on the development of government and its functions. (WH) (Classical thought (Plato, Aristotle, Cicero) heavily shaped Enlightenment and modern civics.)
HS.CG.3 Compare and contrast different types of government by examining at least two characteristics such as citizen participation and power structure. (WH) (Monarchy, oligarchy, early democracy, imperial administration.)
HS.S.5 Define components of cultures and analyze different norms and values across cultures. (G) (Needed for comparative cultural analysis.)
HS.S.6 Explain social institutions and analyze how they reflect culture. (CG, G, H) (Elements of classical civilizations – Roman law, Greek democracy, Gupta caste and dharma, Confucian bureaucracy, Maya religious-political leadership.)

Foundations for Classical Study
HS.S.8 Explain how social institutions and culture change over time. (H) (Classical processes – spread of Buddhism, Hellenistic cultural diffusion, Romanization, trade network expansion, collapse/transformation of empires.)
HS.S.11 Explain the social construction of groups and their role in society. (Greek/Roman citizenship, class systems, gender roles, military identity, religious training.)
HS.S.13 Describe how inequality has affected groups differently over time. (Inequality and response in classical systems – slavery in Greece/Rome, caste in India, gender inequality, reforms such as Solon, Ashoka.)
Classical Exchange Networks
MS.WH.11 Explain how trade networks and cultural interactions promoted the diffusion of ideas, religions, and innovations throughout the classical world. (E, G) (Analysis of Mediterranean, Silk Road, Indian Ocean networks.)
MS.G.11 Human Migration Explain how geographic factors and push-pull influences shape where people live, migrate, and sustain communities over time. (E) (Human movement drives cultural diffusion.)
MS.G.12 Conflict and Cooperation Analyze conflict and cooperation amongst different groups of people. (H) (Supports understanding of wars, alliances, diplomacy in classical eras.)
MS.G.13 Humans and the Environment Evaluate how humans modify, adapt, and depend on their physical environment and the intended and unintended consequences of those interactions. (Supports analysis of farming systems, empire expansion, resource extraction.)
Medieval and Post-Classical Societies and Global Networks *(Historical perspectives are broadened beyond individual classical civilizations to examine developments across multiple regions at the same time. The emphasis moves toward networks and interactions; to help understand how trade, religion, migration, technology, and political power connect diverse societies.)*
Medieval and Post-Classical Civilizations
MS.WH.12 Explain the political, economic, and social structures of Medieval Europe. (CG, E, G) (Medieval Europe structures; feudalism, manorialism, church authority, post-Roman transformation.)
MS.WH.14 Analyze the causes and effects of major events during the Middle Ages and their influence on the transition to the Renaissance. (H) (Crusades, Islam's spread, Black Death; prepares for Renaissance.)
HS.WH.1 Describe how medieval social, political, and economic systems influenced the development of societies and interactions with Europe and the Middle East. (E, CG) (Connects Europe and Middle East interactions.)
Medieval Global Networks and Exchange Systems
MS.G.3 Physical Geography Explain characteristics of major landforms and bodies of water. (Deserts, mountain passes, seas, monsoon zones; shape network routes.)
MS.G.4 Identifying Physical Features Identify major physical features on each continent. (Supports mapping of Afro-Eurasian trade networks.)
MS.G.5 Climate Zones and Natural Disasters Compare and contrast the five major climate zones and different types of natural disasters that occur around the world. (Climate explains monsoon trade, plague spread, farming systems.)
MS.G.6 Natural Resources Analyze the distribution, use, and management of natural resources in different regions of the world. (Explains regional specializations – salt, gold, metalwork, spices, textiles.)
MS.G.7 Natural Resources and Economy Explain how access to natural resources influence human settlement, economic development, and environmental sustainability. (E) (Explains medieval centers (Baghdad, Timbuktu, Venice, Chang 'an) emergence.)
MS.G.11 Human Migration Explain how geographic factors and push-pull influences shape where people live, migrate, and sustain communities over time. (E) (Supports understanding of Islamic expansion, Bantu migrations, Mongol movement.)
MS.WH.13 Explain how trade routes promoted cultural diffusion and economic exchange in the Middle Ages. (E, G) (Anchors medieval global network analysis.)

Renaissance, Reformation, Exploration, and Global Transformation *(Examining a period of significant intellectual, religious, technological, political, and geographic transformation helps understand the contributions of new technologies and ideas to expanded exploration and increasing global connections. These connections created changes in populations, economies, cultures, and political power.)*
Renaissance, Reformation, Scientific Revolution
MS.WH.8 Compare the political, economic, and cultural achievements of Classical Civilizations. (CG) (Renaissance humanism revived classical learning.)
MS.WH.9 Analyze the development of governments, citizenship, and philosophies that influenced modern political systems. (CG, G) (Explains Enlightenment roots emerging post-Renaissance; government/ philosophies influencing modern systems.)
MS.WH.10 Explain the origins, beliefs, and spread of additional world religions of Classical Civilizations. (H, G) (Reformation grows from Christian traditions; world religions of classical civilizations.)
MS.WH.11 Explain how trade networks and cultural interactions promoted the diffusion of ideas, religions, and innovations throughout the classical world. (E, G) (Early modern global networks expanded from existing Silk Road/ Indian Ocean foundations; diffusion.)
MS.WH.12 Explain the political, economic, and social structures of Medieval Europe. (CG, E, G) (Renaissance emerges after medieval fragmentation; medieval Europe structures.)
MS.WH.13 Explain how trade routes promoted cultural diffusion and economic exchange in the Middle Ages. (E, G) (Shows changes of premodern networks into early modern global exploration, medieval trade routes/diffusion.)
MS.WH.14 Analyze the causes and effects of major events during the Middle Ages and their influence on the transition to the Renaissance. (H) (Transition to Renaissance Era.)
HS.WH.2 Analyze how developments in art, culture, religion, and human thought during the Renaissance and Protestant Reformation transformed European society, politics, and institutions. (CG) (Renaissance and Reformation transformations.)
HS.WH.3 Analyze how systems of power, social hierarchies, and economic relationships shaped the lives of people during the Middle Ages and Renaissance across Europe, the Middle East, and Asia. (E, CG, S) (Bridges medieval structures with Renaissance political/cultural shifts; power systems and hierarchies across Europe, Middle East, Asia.)
HS.WH.4 Analyze how scientific discoveries and new methods challenged traditional understandings of the natural world and how Enlightenment ideas about reason, rights, and government influenced political thought, constitutional systems, and democratic movement. (CG, USH) (Renaissance humanism and Reformation intellectual change set stage for scientific inquiry; Scientific Revolution and Enlightenment.)
HS.WH.5 Explain how changes in political and social ideas led to increased global interaction and exchange among European, Asian, Middle Eastern, and African societies. (CG, E, G) (Exploration and global transformation; core maritime networks and cultural encounters; political and social changes; global interactions.)
HS.CG.1 Evaluate the influence of key political philosophers on the development of government and its functions. (WH) (The reshaping of ideas regarding rights, sovereignty, and governance occurring during the Renaissance, Reformation, Scientific Revolution and Exploration influenced the development of U.S. government.)
HS.CG.2 Evaluate the purposes of government. (Modern debates over liberty and authority descend directly from early modern conflicts in this period.)
Exploration, Columbian Exchange, Imperialism, Global Transformation
MS.G.6 Natural Resources Analyze the distribution, use, and management of natural resources in different regions of the world. (Motivates explorations Europe sought Asian spices, African gold.)
MS.G.7 Natural Resources and Economy Explain how access to natural resources influence human settlement, economic development, and environmental sustainability. (E) (Explains why colonies emerge where they do.)
HS.WH.6 Analyze how imperialism transformed societies, economies, and political systems in the Americas, Africa, Asia, and the Pacific by examining imperialistic ideologies and the impacts of cultural imperialism. (E, CG) (Extends exploration into colonization, global restructuring, and early modern empire formation.)

Exploration, Columbian Exchange, Imperialism, Global Transformation
HS.WH.7 Explain how imperialism contributed to the rise of nationalism and helped establish the foundations for revolution and the development of early nation-states. (USH, CG) (Follows exploration and colonization leading to early modern global transformations.)
HS.E.11 Describe how globalization impacts economic development, including the effects in North Dakota. (ND) (This era created the first global economic networks; trans-Atlantic trade, Columbian Exchange, global commodity networks, early corporate trading companies, early modern imperial economies, forced labor systems (enslavement, encomienda, beginnings of global interdependence).)
Enlightenment, Revolution, Industrialization, and Nationalism *(Students build on earlier transformations by examining how new ideas and technologies reshaped political and economic systems. Enlightenment concepts contributed to political revolutions and new forms of government. Industrialization transformed economies, societies, cities, labor, and relationships among nations.)*
Enlightenment Political Thought and Revolutionary Transformation
MS.WH.9 Analyze the development of governments, citizenship, and philosophies that influenced modern political systems. (CG, G) (Enlightenment rediscovered classical philosophy, revolutions used classical republican models.)
MS.US.1 Explain the political, economic, and ideological causes of the American Revolution. (H, E, CG) (Includes Enlightenment ideas (Locke, Montesquieu), natural rights, social contract, and consent of the governed which come from this era.)
MS.US.3 Analyze how the American Revolution led to independence and established the United States. (H, CG) (Declaration of Independence is grounded in Enlightenment political philosophy (Locke, natural rights, popular sovereignty) making it essential to understand Enlightenment and revolution.)
MS.US.4 Evaluate the weaknesses of the Articles of Confederation and how they impacted the development of a new centralized national government and a system of federalism. (CG) (Design of the Constitution is rooted in enlightenment ideas (checks and balances, republicanism, rights).)
MS.US.5 Explain the Constitutional convention debates, compromises, and the process of ratification. (CG) (Debates about representation, rights, sovereignty, and federalism stemmed from Enlightenment political reasoning.)
MS.US.6 Describe how the Constitution functions within local, state and national governments. (CG) (Constitutional structure and principles are directly tied to Enlightenment ideas such as separation of powers, liberty, and representation.)
HS.WH.4 Analyze how scientific discoveries and new methods challenged traditional understandings of the natural world and how Enlightenment ideas about reason, rights, and government influenced political thought, constitutional systems, and democratic movement. (CG, USH) (Introduces "reason," the scientific method, natural rights and political philosophy which are the ideological foundation for revolutions.)
HS.WH.8 Analyze the causes of revolutions and evaluate how they impacted societies, governments and regions. (CG) (Builds on Enlightenment ideals and nationalism. American, French, and Latin American Revolutions applied Enlightenment political ideas.)
HS.WH.9 Explain the social and political patterns of revolutions, including their causes and development, across different regions, cultures, and historical periods. (S) (Industrialization drove social and political transformations globally including class conflict, economic restructuring, and urbanization.)
HS.CG.1 Evaluate the influence of key political philosophers on the development of government and its functions. (WH) (Enlightenment philosophy was foundational for U.S. Government.)
HS.CG.2 Evaluate the purposes of government. (Enlightenment foundations regarding need for government, natural rights, common good, shared power; Hobbes, Locke, Rousseau, Montesquieu.)
HS.CG.4 Analyze influences of Athenian democracy and Roman republicanism, and the ideas of the Enlightenment and natural rights philosophy on the development of the U.S. government. (WH) (Enlightenment ideas, Roman republicanism revived, English legal tradition, Athenian democracy revived.)

Nationalism, Imperialism, and Global Conflicts
HS.WH.7 Explain how imperialism contributed to the rise of nationalism and helped establish the foundations for revolution and the development of early nation-states. (USH, CG) (National emerged after Enlightenment political thinking and was fueled by revolutions and industrial transformation.)
HS.WH.10 Explain the causes of World War I and how (MAIN) militarism, alliances, imperialism, and nationalism contributed to rising tensions among European nations. (Nationalism, industrialization, and imperial competition were root causes of WWI.)
HS.WH.11 Analyze how weaknesses and failures of the Treaty of Versailles and the League of Nations contributed to the rise of dictatorships, and the outbreak of World War II. (E, CG) (Industrialization is technology driven. Need to understand technological change before moving into world conflicts.)
HS.US.16 Evaluate how the Great Depression affected U.S. foreign policy priorities and relationships with other nations. (WH) (Long-term effects of industrialization and nationalism shaped foreign policy between wars.)
Imperialism, World Wars, and Decolonization *(Understanding of nationalism, industrialization, economic competition, and nation-states helps students examine the causes and consequences of global conflict and imperial expansion. They examine how these conflicts and competing systems reshaped political boundaries, international relationships, and the movement toward independence and self-determination.)*
Imperialism
MS.WH.13 Explain how trade routes promoted cultural diffusion and economic exchange in the Middle Ages. (E, G) (Builds economic and geographic reasoning explaining how contact across regions affects societies; conflicts over resources, borders, trade dominance and imperialism.)
MS.US.S.4 Analyze the causes, goals, and major reforms of the Progressive Era. (CG, E, S) (First explicit introduction to imperialism. (Includes national motives (markets, resources, power); prepares for global perspectives on imperialism.)
MS.US.S.5 Evaluate the impact of Progressive Era reform movements on American Society. (S, E) (U.S. as part of geopolitical rivalry, mirroring European competition in Africa, Asia, and Latin America; helps understand causes of WWI.)
MS.US.S.6 Analyze the political, economic, and strategic motivations for U.S. expansion overseas and its effects on various peoples. (CG, E, H) (U.S. imperialism; frames national power, markets, strategic interests.)
MS.US.S.7 Explain how global conflicts and international involvement at the turn of the century reshaped the nation's role in the world. (H)(Bridges U.S. overseas expansion to rising global competition and diplomatic conflicts setting up WWI environment.)
HS.WH.5 Explain how changes in political and social ideas led to increased global interaction and exchange among European, Asian, Middle Eastern, and African societies. (CG, E, G) (Centralized powers, trade routes, cultural exchange laying groundwork for imperial expansion; why imperialism was possible/desirable to powerful nations.)
HS.WH.6 Analyze how imperialism transformed societies, economies, and political systems in the Americas, Africa, Asia, and the Pacific by examining imperialistic ideologies and the impacts of cultural imperialism. (E, CG) (Core imperialism standard; concepts needed to understand world wars and decolonization such as exploitation, cultural suppression, resource extraction, resource extraction, resistance.)
HS.WH.7 Explain how imperialism contributed to the rise of nationalism and helped establish the foundations for revolution and the development of early nation-states. (USH, CG) (How imperialism created conditions for nationalism, revolution, and independence movements; precursors for WWI, WWII, and decolonization.)
HS.G.3 Analyze how physical geography and access to natural resources affect human settlement, economic development, conflict, and interdependence among people, communities, and countries. (E, S) (Imperialism and world wars revolve around resource acquisition, strategic territory, geographic advantage.)
HS.E.3 Analyze how command and market economic systems impact a nation and its citizens. (CG) (Explains economic conditions producing militarism, revolution, and global competition.)

World War I
MS.US.S.8 Analyze the causes of World War I and the conditions that led to the United States' entry into the conflict. (H) (MAIN factors, U.S. decision making; core connection for global conflict.)
MS.US.S.9 Analyze the contributions of the military, various groups, and the home front to the war effort. (H) (National mobilization and social dynamics in global conflict.)
MS.US.S.10 Evaluate the impact of military strategies and technological innovations on the course of World War I. (H, G) (Industrialization's transformation on warfare; link to global conflict mechanics)
MS.US.S.11 Analyze the outcomes of World War I and their effects on the United States and the world. (H) Anchors postwar settlement, League of Nations, seeds of future conflicts such as the fallout from Treaty of Versailles.)
HS.WH.10 Explain the causes of World War I and how (MAIN) militarism, alliances, imperialism, and nationalism contributed to rising tensions among European nations. (How competing empires fractured global relationships – conceptual bridge from imperialism to global war.)
HS.G.3 Analyze how physical geography and access to natural resources affect human settlement, economic development, conflict, and interdependence among people, communities, and countries. (E, S) (Resource competition, environmental effects of war.)
HS.US.8 Trace the development of America's role on the world stage and its impact at home and abroad. (CG) (U.S. imperialism (Spanish-American War, overseas expansion) and international involvement; connects to imperialism, expansionism, global competition, shifting world power dynamics.)
HS.US.9 Explain the motives and decisions to enter World War I and the effects of that decision. (WH) (WWI and role of nationalism, militarism, alliances, imperialism as foundational causes.)
World War II
MS.US.S.13 Explain how multiple factors led to the Great Depression and evaluate their importance. (E) (Causes of Great Depression, economic collapse, government responses shaped global and domestic politics.)
MS.US.S.14 Analyze how the Great Depression affected Americans differently based on their location, occupation, and social circumstances. (G, S) (Mass hardship, government responses shaped global and domestic politics and helped explain U.S. position leading into WWII.)
MS.US.S.16 Describe the political, economic, and social factors that led to World War II in Europe. (CG, E, S, H) (Rise of expansionist ideologies and failures of post WWI systems which aligned to nationalism/imperialism and eventually war.)
MS.US.S.17 Examine the events that led to United States involvement in World War II and evaluate the impact of the war on American society. (G, S, H)(Connects global conflict to U.S. home front and structural economic/political change.)
MS.US.S.18 Analyze major events, battles, and turning points of World War II. (G, H) (Trace how technology, strategy, and alliances affect outcomes.)
MS.US.S.19 Evaluate the political, economic, and social consequences of World War II in the United States. (CG, E, S) (Links total war's aftermath to institutions (UN), reconstruction, and postwar order.)
HS.WH.11 Analyze how weaknesses and failures of the Treaty of Versailles and the League of Nations contributed to the rise of dictatorships, and the outbreak of World War II. (E, CG) (How failed diplomacy, economic instability, and national resentment after WWI created conditions for WWII, totalitarianism, and later decolonization.)
HS.WH.12 Explain how the competing geopolitical goals of different nations contributed to the causes of World War II. (CG) (Ideological/territorial motives such as fascism, communism, and expansionism echoing earlier motivations behind imperialism.)
HS.WH.13 Analyze how technological developments influenced the outcomes of World War II and helped shape its outcomes. (ND, USH) (Peak of industrialized imperial conflict, technology – key factor shaping global power dynamics and later Cold War competition.)
HS.WH.14 Analyze the social, political, economic, geographic, and ideological effects of World War II. (G, CG, E, S) (Key decolonization bridge; how total war destroyed old empires, reshaped global boundaries, fueled independence movements across Africa, Asia, Pacific.)

World War II
HS.G.3 Analyze how physical geography and access to natural resources affect human settlement, economic development, conflict, and interdependence among people, communities, and countries. (E, S) (Resource competition, environmental effects of war.)
HS.US.17 Trace the role of United States as a Global Power through the course of World War II. (WH) (Core to understand geopolitical power shifts and post-war independence movements.)
HS.ND.13 Analyze the role of North Dakota in the Spanish American War, WWI, and WWII, and the impact of these wars on the state and its people. (USH, WH) (State-level connection to WWII.)
Holocaust and Genocide
HS.WH.15 Describe the ten stages of genocide using relevant historical examples. (USH) (Genocide provides example of nationalism, racism, dehumanization amplified by imperial/totalitarian systems.)
HS.WH.16 Analyze the historical origins of the Holocaust and other genocides to evaluate the roles of ideology, power, and international response. (USH) (How ideology, power, propaganda escalated into atrocities; essential background for analyzing human rights in post WWII and post-colonial world.)
HS.US.19 Investigate the United States' response to the Holocaust and other human rights concerns before, during, and after World War II. (WH) (Connects to genocide, human rights, and post-war moral/political frameworks behind decolonization.)
Decolonization/Cold War/Post-Imperial Global Systems
MS.US.S.20 Analyze the foundations of the Cold War including ideological differences between the United States and the Soviet Union. (E, G) (Foundations of Cold War, ideological differences between the U.S. and USSR.)
MS.US.S.21 Evaluate the actions taken by the United States to contain the spread of communism and influence international affairs. (G, S) (Connects superpower rivalry to geopolitical struggles and post-colonial alignments.)
HS.WH.14 Analyze the social, political, economic, geographic, and ideological effects of World War II. (G, CG, E, S) (Key decolonization bridge; how total war destroyed old empires, reshaped global boundaries, fueled independence movements across Africa, Asia, Pacific.)
HS.WH.17 Analyze the origins of the Cold War and the implications of geopolitical conflict between democratic and communist ideologies and nations beyond the United States from the 1950s through the 1970s. (CG, ND, USH, E) (Shift of geopolitical competition from imperial rivalry to ideological conflict (capitalism vs. communism); reasons independence movements emerged (colonized nations didn't want to be pawns in Cold War politics).)
HS.WH.18 Explain how changes in social, political, and economic systems have shaped modern geopolitical issues and influenced globalization. (CG, E, ND, USH, S) (Connects historical imperialism and world wars to modern globalization, refugee movements, resource struggles, and international organizations.)
HS.US.21 Determine the historical context of global conflict during the Cold War and how the competition between the United States and Soviet Union fueled global struggles. (WH) (Essential to understand Cold War, ideological struggle, and global independence movements accelerated by U.S. – Soviet rivalry.)
HS.US.20 Interpret how post-WWII conflicts influenced American society, policy, and daily life. (WH, S) (Cold War domestic impacts; connects global ideological compet6iotion to experience.)
HS.US.26 Trace the factors that contributed to the end of the Cold War and evaluate their impact on international relations. (WH) (How global structures shifted after decades of geopolitical competition; helps understand modern globalization.)
HS.US.31 Evaluate how globalization influenced the United States' economy, foreign policy, and role in the world. (WH, E) (How decolonization and Cold War outcomes led to contemporary global interdependence.)
HS.E.2 Compare the characteristics of a command/ central planned economy and market economy. (CG) (Communism, socialism, capitalism.)

Globalization and Contemporary Interconnected Systems *(Student synthesize the concepts developed to understand the contemporary world as an interconnected system. Historical pattens of migration, exchange, conflict, technological change, political transformation, and cultural interactions are used to analyze current global relationships and issues.*
Foundations of Global Interdependence
4.E.5 Describe key industries in North Dakota in relation to global trade. (Introduces international trade and economic interdependence bridging understanding to global supply chains and markets.)
5.H.2 Explain why Europeans explored the Americas and describe major effects of contact among Indigenous peoples, Europeans, and Africans. (Establishes patterns of global exchange, migration, and cultural interaction (Columbian Exchange) preceding and foundational to modern globalization.)
5.H.5 Describe how interactions among Indigenous peoples, European settlers, and Africans shaped colonial society. (Extends from contact to long-term social, economic, and cultural change – core dynamics reappearing in contemporary global systems.)
5.E.5 Describe key industries in different regions of the United States in relation to global trade. (U.S. regional industries and global trade.)
MS.G.1 Geographic Tools Use geographic tools to demonstrate spatial awareness and understand patterns and relationships in geography. (Builds map/data literacy needed to analyze global flows of people, goods, and information and spatial interdependence.)
MS.G.2 Geographic Analysis Use geographic inquiry to analyze locations on global, regional, and local scales. (Scale-thinking and evidence used to compare global regions and critical for studying contemporary interconnected systems.)
MS.G.6 Natural Resources Analyze the distribution, use, and management of natural resources in different regions of the world. (Introduces resource geography and scarcity which drive trade, conflict, and cooperation in global systems.)
MS.G.7 Natural Resources and Economy Explain how access to natural resources influence human settlement, economic development, and environmental sustainability. (E) (Links resources, development, and sustainability framing the costs/benefits of global integration.)
MS.G.10 Human Settlement Analyze population patterns and distributions across all continents (excluding Antarctica). (H, CG) (Establishes migration, urbanization pattens underpinning labor markets, megacities, demographic change.)
MS.G.11 Human Migration Explain how geographic factors and push-pull influences shape where people live, migrate, and sustain communities over time. (E) (Provides framework for push-pull migration needed for diaspora networks and global labor mobility.)
MS.G.12 Conflict and Cooperation Analyze conflict and cooperation amongst different groups of people. (H) (International cooperation/conflict (EU, WTO, NATO, WHO) core to global governance and institutions.)
MS.WH.13 Explain how trade routes promoted cultural diffusion and economic exchange in the Middle Ages. (E, G) (Extends diffusion into medieval era reinforcing long-run continuity of global exchange, markets, movement and helps make sense of today's globalization.)
Global Systems: Geography, Economics, Governance, Culture
HS.G.2 Apply geographic inquiry to address a geographic problem or issue and be able to support claims using evidence. (H) (Locations of global nations.)
HS.G.3 Analyze how physical geography and access to natural resources affect human settlement, economic development, conflict, and interdependence among people, communities, and countries. (E, S) (Supplies the spatial and resource logic of globalization – why nations compete, why supply chains form, why environmental constraints generate global conflict/cooperation.)
HS.G.4 Analyze how culture contributes to development, conflict, and cooperation at global, regional, and local scales. (WH, S) (Adds cultural exchange lens (religion, language, traditions) needed to understand global communication, identity, integration, and friction.)

Global Systems: Geography, Economics, Governance, Culture
HS.G.5 Analyze how migration and settlement patterns contribute to a place's development and growth. (H, ND) (Migration underpins demographic change, urbanization, megacities, diaspora networks, and labor mobility.)
HS.G.6 Evaluate the short- and long-term cultural, environmental, political, or social consequences when physical geography affects human systems and when human actions modify the physical environment. (CG, S, H). (Connects globalization to environmental challenges, laws, cooperation, inequality, and shared risks.)
HS.WH.17 Analyze the origins of the Cold War and the implications of geopolitical conflict between democratic and communist ideologies and nations beyond the United States from the 1950s through the 1970s. (CG, ND, USH, E) (Cold War competition is a bridge from WWII to a globalized system. Shows how post-war power vacuums and ideology shape modern interconnected geopolitics.)
HS.WH.18 Explain how changes in social, political, and economic systems have shaped modern geopolitical issues and influenced globalization. (CG, E, ND, USH, S) (Most explicit World History globalization standard. Synthesizing prior eras into the contemporary interconnected system.)
HS.E.11 Describe how globalization impacts economic development, including the effects in North Dakota. (ND) (Core economics standard for globalization that connects world history to how global systems function in markets and policy.)
Psychology
Scientific Inquiry *(Foundation of psychology. Need to know how psychology learns about the mind before learning what psychology knows about the mind.)*
Kindergarten Research and Inquiry Ask questions about people, places, events, and the world around you. (Forms habits of inquiry (observations) required in Psychology.)
Kindergarten Evidence-Based Reasoning Share ideas, observations, experiences, and information from sources. (Forms inquiry required in Psychology.)
Grade 2 Evidence-Based Reasoning Support thinking with facts and information from sources. (Forms habits of inquiry (data, evidence) required in Psychology.)
Grade 3 Research and Inquiry Generate questions, locate information from sources, and organize information to explain social studies topics. (Precursor to psychological research (inquiry).)
Grade 3 Evidence-Based Reasoning Use evidence from sources to support claims and conclusions. (Precursor to psychological research (evidence evaluation; clear communication).)
Grade 4 Evidence-Based Reasoning Select relevant evidence from multiple sources to support claim and reasoning. (Precursor to psychological research (evidence evaluation; clear communication).)
Grade 5 Research and Inquiry Distinguish between primary and secondary sources. (Need to know the difference between the kinds of sources prior to conducting research.)
Grade 5 Research and Inquiry Create research questions, gather and synthesize information from multiple sources and communicate findings using evidence. (Precursor to psychological research (formulate researchable questions).
MS.WH Evidence-Based Reasoning Use information from primary and secondary sources to make claims about the past and support conclusions with relevant evidence. (Core psychology research practices (method selection; work with primary and secondary sources).
MS.US Historical Thinking Examine primary and secondary sources and use them as evidence to support interpretations and conclusions about the past. (Core psychology research practices (method selection, work with primary and secondary sources).
HS.CG Information and Media Literacy Evaluate the credibility, purpose, bias, and relevance of information from multiple sources to make informed civic decisions. (Skills to interpret psychological studies.)
HS.E Data Analysis: Analyze and interpret charts, graphs, and tables to explain economic trends, relationships, and outcomes. Develops the analytical skills used in psychological research and applied behavioral sciences.)
HS.P Scientific Literacy Understand how psychological knowledge is produced using scientific methods, quantitative research, and qualitative research methods.

Scientific Inquiry *(Foundation of psychology. Need to know how psychology learns about the mind before learning what psychology knows about the mind.)*
HS.P Critical Thinking Analyze evidence, recognize bias, and draw evidence-based psychological conclusions.
HS.P Real World Application Apply scientific literacy and critical thinking to understand the influence of psychology on human behavior and the world around us.
HS.S.3 Explain the major methods of sociological research. (Methods of sociological research, surveys, observations, ethics.)
Biological Bases of Behavior *(Once perspectives are applied, scientific thinking is used to understand how biology produces behavior. Biology is now established as the mechanism underlying all later psychological functioning.)*
HS.P.1 Identify the major divisions and subdivisions of the human brain and their functions. (Lobes, hemispheric specialization, lower brain structures.)
HS.P.2 Identify the parts of the neurons, describe the basic process of neural transmission, and identify the chemicals used in communication. (Neuron structure, neurotransmitters, nervous system subdivisions.)
HS.P.3 Identify the various human nervous systems and their interaction. (Nervous System.)
HS.P.4 Describe the interaction of nature and nurture. (Explains biological influence on behavior and how environment affects gene expression.)
HS.P.5 Identify the major structures of human sensory systems and their basic functions. (Connects K-2 sensory recognition.)
HS.P.6 Explain the various states of consciousness. (Connects biological processes and behavior.)
HS.P.7 Describe the types of sleep disorders. (Connects biological processes and behavior.)
Cognition (Thinking, Memory, Intelligence) *(Cognition builds on biology. Mental processes that depend on the brain structures and neural processes learned previously.)*
Kindergarten Compare and Contrast Identify basic similarities and differences between people, places, objects, or experiences. (Foundations of cognitive processing (sort, categorize).)
Grade 2 Compare and Contrast Compare people, places, and ideas using specific characteristics or details. (Early perspective comparison needed to evaluate psychological theories) (Deepens categorization, introduces multi-attribute comparison, supports early abstract thinking.)
Grade 3 Evidence-Based Reasoning Use evidence from sources to support claims and conclusions. (Evidence-based justification strengthens cognitive processes.)
Grade 3 Cause and Effect Describe causes and effects of events and how they influence people and places. (Causal reasoning is central to problem solving and decision-making.)
Grade 4 Compare and Contrast Analyze multiple perspectives, regions, events, and historical developments using relevant details and evidence. (Complex comparative thinking and perspective taking components of critical thinking and advanced cognitive flexibility.)
Grade 4 Evidence-Based Reasoning Select relevant evidence from multiple sources to support claim and reasoning. (Deepens analysis and evaluation of information, supporting memory.)
Grade 5 Evidence-Based Reasoning Determine and defend claims using accurate evidence from multiple sources. (Strengthens logical organization, justification, and argumentation parallel to advanced cognitive processing and metacognition.)
Grade 5 Cause and Effect Evaluate causes and effects of historical events and explain how they shape societies over time. (Complex causal reasoning and long-term impact analysis linked to analytical intelligence and structured problem solving.)
MS.US Historical Thinking Examine primary and secondary sources and use them as evidence to support interpretations and conclusions about the past. (Strengthens memory strategies, interpretation skills, and evidence-based justification mirroring cognitive and metacognitive processes.)
HS.P.8 Explain the processes of encoding, storage, and retrieval into the system of human memory.
HS.P.9 Analyze the history of intelligence testing and its uses and misuses.
HS.P.10 Explain various problem-solving techniques.

Development and Learning *(The concepts of lifespan development, classical/operant/observational learning, and language/cognition rely on understanding the brain's role and mental processes. Understanding how people grow and learn requires understanding how thinking, memory, and perception work.)*
K.H.2 Recognize past and present personal experiences. (Establishes concept of change across time.)
1.H.2 Explain a sequence of events from one's life or community using chronological terms. (Sequence life events which are an early form of understanding development.)
2.H.2 Compare ways that people lived in the past versus how they live in the present. (Identify developmental changes in human lifestyles over time.)
HS.P.11 Describe how experiences and environmental factors influence behavior.
HS.P.12 Describe major physical, cognitive, emotional, and social changes across the lifespan.
Social Behavior and Personality *(Social processes follow development and learning because social behavior cannot be understood until the individual (biology, cognition, development, learning) is understood. The social behavior concepts depend on understanding developmental stages, learning processes, cognitive processes, and biological traits.)*
K.CG.1 Identify rules at home and school and explain how each rule helps keep people safe. (Roles, helpers, authority – earliest foundations to understand social behavior, norms, and interpersonal expectations.)
K.CG.2 Identify personal responsibilities at home and school and explain how completing them helps the group. (Roles, helpers, authority – earliest foundations to understand social behavior, norms, and interpersonal expectations.)
K.CG.3 Identify examples of authority figures and helpers in the school and at home. (Roles, helpers, authority – earliest foundations to understand social behavior, norms, and interpersonal expectations.)
1.CG.1 Explain that rules and laws help keep community safe and fair. (Roles, helpers, authority – earliest foundations to understand social behavior, norms, and interpersonal expectations.)
1.CG.2 Describe personal rights and responsibilities in a community. (Roles, helpers, authority – earliest foundations to understand social behavior, norms, and interpersonal expectations.)
1.CG.3 Identify examples of authority figures and helpers in a community. (Roles, helpers, authority – earliest foundations to understand social behavior, norms, and interpersonal expectations.)
2.CG.2 Compare rights and responsibilities of citizens. (Roles, helpers, authority – earliest foundations to understand social behavior, norms, and interpersonal expectations.)
2.CG.3 Compare and contrast the role(s) of authority figures and helpers in a community. (Roles, helpers, authority – earliest foundations to understand social behavior, norms, and interpersonal expectations.)
3.CG.2 Provide examples of personal and civic rights and responsibilities. (Rights, responsibilities, values – basis for understanding social norms, expectations, and value driven personality development.)
3.CG.4 Identify and explain core American values. (Rights, responsibilities, values – introduces the relationship between socially shared values, norms, and behavior.)
4.CG.2 Explain how citizens can participate in North Dakota or community decision making. (Rights, responsibilities, values – basis for understanding social norms, expectations, and value driven personality development.)
5.CG.2 Describe ways citizens participate in national civic life. (Socially shared values, norms, and behavior.)
MS.WH Perspectives Explain how the beliefs, experiences, and points of view of different people and groups influenced historical events and shaped societies. (Social groups, culture, identity, and intergroup interaction – foundational concepts of social influence, personality formation, and emotional/motivational processes.)
MS.G Perspectives and Civic-Social Understanding Analyze how different groups, cultures, and individuals experienced historical/geographic events; recognize how identity, culture, and viewpoint influence interpretation of events, civic decisions, and interactions. (Social groups, culture, identity, and intergroup interaction – foundational concepts of social influence, personality formation, and emotional/motivational processes.)
MS.US Perspectives Explain multiple perspectives by examining how different groups and individuals experienced and responded to historical events. (Social groups, culture, identity, and intergroup interaction – foundational concepts of social influence, personality formation, and emotional/motivational processes.)

Social Behavior and Personality *(Social processes follow development and learning because social behavior cannot be understood until the individual (biology, cognition, development, learning) is understood. The social behavior concepts depend on understanding developmental stages, learning processes, cognitive processes, and biological traits.)*
MS.G.9 Human Culture Examine and interpret patterns of culture around the world. (H) (Social groups, culture, identity, and intergroup interaction – foundational concepts of social influence, personality formation, and emotional/ motivational processes.)
HS.P.13 Describe major perspectives of personality including trait and psychodynamic.
HS.P.14 Explain how motivation and individual needs influence behavior.
HS.P.15 Explain how social experiences shape individual attitudes, beliefs, and behavior.
HS.S.5 Define components of cultures and analyze different norms and values across cultures. (G) (Connects conformity, persuasion, altruism and situational behavior.)
HS.S.7 Analyze how culture impacts an individual's thoughts and behaviors. (Bridges culture, cognition, and behavior; culture's impact on thoughts and behaviors.)
HS.S.9 Describe the process of socialization over the course of one's lifetime. (How social experiences shape attitudes/ beliefs/behavior and personality trajectories.)
HS.S.10 Explain the process of social construction of the self. (Core mechanisms for identity, motivation, emotion, personality expression.)
HS.S.11 Explain the social construction of groups and their role in society. (Explains group dynamics, affiliation, social influence and social motives.)
HS.S.12 Identify patterns of social inequality across multiple examples. (Structural context for stress, motivational priorities, and affective climate.)
HS.S.4 Compare and contrast sociological perspectives. (Builds frame to explain why social influence and personality vary across contexts.)
Psychological/Mental Health *(Biological, cognitive, learning, and social knowledge are required to understand mental health. Understanding disorders, wellness, treatment, and careers require integrating this prior knowledge.)*
MS.WH Perspectives Explain how the beliefs, experiences, and points of view of different people and groups influenced historical events and shaped societies. (Develops perspective taking and understanding of how social/ cultural contexts affect experiences; foundation for stress, trauma, stigma, and mental health.)
MS.G Perspectives and Civic-Social Understanding Analyze how different groups, cultures, and individuals experienced historical/geographic events; recognize how identity, culture, and viewpoint influence interpretation of events, civic decisions, and interactions. (Develops perspective taking and understanding of how social/cultural contexts affect experiences; foundation for stress, trauma, stigma, and mental health.)
MS.US Perspectives Explain multiple perspectives by examining how different groups and individuals experienced and responded to historical events. (Develops perspective taking and understanding of how social/cultural contexts affect experiences; foundation for stress, trauma, stigma, and mental health.)
HS.P.16 Describe the symptoms, progression, and challenges of psychological disorders.
HS.P.17 Compare different types of biomedical and psychological treatments.
HS.P.18 Explain how coping strategies, resilience, and a growth mindset influences how people respond to challenges, manage stress, and pursue personal growth.
Sociology
Foundations of Social Inquiry *(Students need to learn how sociologists study society before they learn what society is made of or how it behaves. This includes inquiry; understanding social imagination; gathering evidence; use of variables, hypotheses, ethical data collection; surveys, and observations.)*
Kindergarten Research and Inquiry Ask questions about people, places, events, and the world around you. (Earliest form of questioning and observation is later used in social inquiry.)
Kindergarten Research and Inquiry Gather information from pictures, stories, and classroom resources. (Earliest form of source-based information gathering later used in social inquiry.)
Grade 1 Research and Inquiry Ask questions and use simple sources to find information about familiar topics. (Begins sourcing and using evidence to support explanations; mirrors foundational research habits.)

Foundations of Social Inquiry *(Students need to learn how sociologists study society before they learn what society is made of or how it behaves. This includes inquiry; understanding social imagination; gathering evidence; use of variables, hypotheses, ethical data collection; surveys, and observations.)*
Grade 2 Research and Inquiry Develop questions and gather information from sources to learn about communities, people, and events. (Moves to structured questions development and evidence use which are precursors to research methods.)
Grade 3 Research and Inquiry Generate questions, locate information from sources, and organize information to explain social studies topics. (Introduces multi-source research.)
Grade 3 Evidence Based Reasoning Use evidence from sources to support claims and conclusions. (Introduces claims backed by evidence.)
Grade 4 Research and Inquiry Develop focused questions and gather relevant information to investigate historical and civic topics. (Adds focus to inquiry, central to social investigation.)
Grade 4 Evidence Based Reasoning Select relevant evidence from multiple sources to support claim and reasoning. (Adds evidence selection, central to social investigation.)
Grade 5 Research and Inquiry Create research questions, gather and synthesize information from multiple sources and communicate findings using evidence. (Formalizes research questions and synthesis bridging to methodological rigor.)
Grade 5 Evidence Based Reasoning Determine and defend claims using accurate evidence from multiple sources. (Communicates and defends claims bridging to methodological rigor.)
MS.WH Evidence Based Reasoning Use information from primary and secondary sources to make claims about the past and support conclusions with relevant evidence. (Formalizes source criticism.)
MS.G Inquiry and Research Develop discipline appropriate questions about historical events, geographic patterns, civic issues, or ND topics; gather and interpret information from maps, texts, artifacts, and data sets; synthesize evidence into clear findings using teacher-guided research processes. (Develops data interpretation and evidence synthesis that provide transferable skills for later sociological research.)
MS.G Argumentation and Communication Construct clear/defensible claims answering historical, geographic, or civic questions; support claims with relevant evidence and simple reasoning from multiple sources or datasets; communicate ideas in written, visual, and oral formats, adjusting format to the task and discipline. (Develops data interpretation and evidence synthesis that provide transferable skills for later sociological research.)
HS.S.1 Define sociology and explore sociological thinking. (Establishes what sociology is and the sociological imagination.)
HS.S.2 Explain how sociology is used in the scientific field. (Converts earlier inquiry into formal scientific methods including variables, hypotheses, testable questions.)
HS.S.3 Explain the major methods of sociological research. (Introduces ethical data collection and core tools of sociological inquiry such as surveys, observations.)
Social Structures and Cultures *(Students need to understand how sociologists gather evidence about culture or institutions before they can analyze them. This includes the components of culture (norms, values, beliefs, taboos, folkways, mores), social institutions, cultural relativism vs. ethnocentrism, changes in culture over time, subculture and counterculture.)*
Grade 1 Compare and Contrast Describe similarities and differences between traditions, communities, or events. (First explicit work with traditions, and community norms/values.)
1.CG.4 Identify important patriotic traditions. (Provides an early example of shared symbols, rituals, and traditions.)
2.CG.4 Explain the values of patriotic traditions. (Example of norms/values in culture.)
Grade 3 Compare and Contrast Analyze similarities and differences among events, cultures, and regions. (Introduces a multi-perspective culture study.)
3.G.3 Compare how environmental conditions affect living styles in different parts of the country. (Connects environment and cultural practices.)

Social Structures and Cultures *(Students need to understand how sociologists gather evidence about culture or institutions before they can analyze them. This includes the components of culture (norms, values, beliefs, taboos, folkways, mores), social institutions, cultural relativism vs. ethnocentrism, changes in culture over time, subculture and counterculture.)*
4.H.4 Describe the cultures and contributions of North Dakota's tribal nations and explain the significance of one cultural tradition. (Direct work with components of culture and cultural preservation/change.)
5.H.1 Describe characteristics of major Indigenous societies in North America before European contact. (Systematic description of norms, values, beliefs.)
5.H.5 Describe how interactions among Indigenous peoples, European settlers, and Africans shaped colonial society. (Begin analysis of cultural change over time through contact.)
MS.G.9 Human Culture Examine and interpret patterns of culture around the world. (H) (Comprehensive components of culture.)
MS.G.12 Conflict and Cooperation Analyze conflict and cooperation amongst different groups of people. (H) (Mechanisms of cultural interaction and change.)
MS.G.13 Humans and the Environment Evaluate how humans modify, adapt, and depend on their physical environment and the intended and unintended consequences of those interactions. (Context for cultural adaptation and diffusion.)
MS.WH Perspectives Explain how the beliefs, experiences, and points of view of different people and groups influenced historical events and shaped societies. (Foundation for ethnocentrism vs. cultural relativism and comparative cultural analysis.)
MS.US Perspectives Explain multiple perspectives by examining how different groups and individuals experienced and responded to historical events. (Foundation for ethnocentrism vs. cultural relativism and comparative cultural analysis.)
MS.WH.4 Compare the origins, characteristics, and contributions of the major river valley civilizations. (H, G, E, CG) (Introduces early social structures, belief systems, and components of culture.)
MS.WH.5 Analyze the development of governments, social hierarchies, and economic systems in the major river civilizations. (CG, G) (Ties to social institutions such as government, class, economy.)
MS.WH.10 Explain the origins, beliefs, and spread of additional world religions of Classical Civilizations. (H, G) (Beliefs, values, norms.)
MS.WH.11 Explain how trade networks and cultural interactions promoted the diffusion of ideas, religions, and innovations throughout the classical world. (E, G) (Cultural change over time (diffusion, adaptation).)
MS.WH.12 Explain the political, economic, and social structures of Medieval Europe. (CG, E, G) (Social hierarchy, feudal institutions.)
MS.WH.13 Explain how trade routes promoted cultural diffusion and economic exchange in the Middle Ages. (E, G) (Cultural change, exchange, and mixing.)
MS.US.S.2 Analyze patterns of immigration and internal migration and how they influenced culture, labor, and urban development. (G) (Cultural contributions, nativism, ethnic neighborhoods, and demographic change that are foundational to cultural structures and cultural interaction.)
MS.US.S.12 Analyze how changes in music, literature, technology, and social norms transformed American life during the Roaring Twenties. (G) (Norms, values, folkways, mores, subculture/counterculture)
MS.ND.3 Explain how state and tribal governments interact and how citizens can influence government decisions. (CG) (Foundational to understanding culture, institutions, roles, identity, and cultural change through contact and colonization.)
HS.S.4 Compare and contrast sociological perspectives. (Frames how institutions and culture are explained.)
HS.S.5 Define components of cultures and analyze different norms and values across cultures. (G) (Treatment of core culture terms.)
HS.S.6 Explain social institutions and analyze how they reflect culture. (CG, G, H) (Links institutions to culture.)
HS.S.7 Analyze how culture impacts an individual's thoughts and behaviors. (Teaches relativism vs. ethnocentrism.)

Social Structures and Cultures *(Students need to understand how sociologists gather evidence about culture or institutions before they can analyze them. This includes the components of culture (norms, values, beliefs, taboos, folkways, mores), social institutions, cultural relativism vs. ethnocentrism, changes in culture over time, subculture and counterculture.)*
HS.S.8 Explain how social institutions and culture change over time. (H) (Formalizes cultural change over time, including sub/counter cultures.)
HS.WH.2 Analyze how developments in art, culture, religion, and human thought during the Renaissance and Protestant Reformation transformed European society, politics, and institutions. (CG) (Development of cultural values and norms; foundations of modern culture.)
HS.WH.3 Analyze how systems of power, social hierarchies, and economic relationships shaped the lives of people during the Middle Ages and Renaissance across Europe, the Middle East, and Asia. (E, CG, S) (Social institutions such as class, hierarchy, and governance.)
HS.WH.5 Explain how changes in political and social ideas led to increased global interaction and exchange among European, Asian, Middle Eastern, and African societies. (CG, E, G) (How cultures interact, dominate, assimilate, resist, and evolve over time.)
HS.WH.6 Analyze how imperialism transformed societies, economies, and political systems in the Americas, Africa, Asia, and the Pacific by examining imperialistic ideologies and the impacts of cultural imperialism. (E, CG) (How cultures interact, dominate, assimilate, resist, and evolve over time.)
HS.US.29 Analyze differing perspectives on political, social, and cultural issues during the 1970s and 1980s. (S) (Cultural values, political identity, protest movements, social issues which support culture, subculture, counterculture, and social movements.)
Social Relationships and Socialization *(Once students understand cultural norms and social structures, they can understand how individuals internalize them and form identity.)*
K.CG.1 Identify rules at home and school and explain how each rule helps keep people safe. (Establishes norms, prosocial expectations, and the idea that rules shape behavior laying early groundwork for socialization.)
K.CG.2 Identify personal responsibilities at home and school and explain how completing them helps the group. (Introduces role expectations and group belonging which are precursors to self-concept within social contexts.)
K.CG.3 Identify examples of authority figures and helpers in the school and at home. (Names agents of socialization (family/school authorities) and reference roles children encounter.)
1.CG.2 Describe personal rights and responsibilities in a community. (Extends role taking and responsibility reinforcing self in the community.)
2.CG.2 Compare rights and responsibilities of citizens. (Deepens recognition of social roles, status, and group expectations leading to primary/secondary group distinctions.)
2.CG.3 Compare and contrast the role(s) of authority figures and helpers in a community. (Deepens recognition of social roles, status, and group expectations leading to primary/secondary group distinctions.)
3.CG.2 Provide examples of personal and civic rights and responsibilities. (Norms and obligations individuals internalize during socialization.)
3.CG.4 Identify and explain core American values. (Provides an early example of how socially shared values can shape group identity and expectations.)
4.H.4 Describe the cultures and contributions of North Dakota's tribal nations and explain the significance of one cultural tradition. (Identity formation within culture.)
5.H.1 Describe characteristics of major Indigenous societies in North America before European contact. (Social roles, kinship – primary groups.)
MS.WH Perspectives Explain how the beliefs, experiences, and points of view of different people and groups influenced historical events and shaped societies. (Perspective taking and how group identity shapes behavior which leads into looking glass self and role taking.)
MS.US Perspectives Explain multiple perspectives by examining how different groups and individuals experienced and responded to historical events. (Builds empathy and analysis of ingroup/outgroup dynamics and reference groups.)

Social Relationships and Socialization *(Once students understand cultural norms and social structures, they can understand how individuals internalize them and form identity.)*
MS.G.9 Human Culture Examine and interpret patterns of culture around the world. (H) (Catalogs the cultural inputs individuals internalize via agents of socialization.)
MS.G.12 Conflict and Cooperation Analyze conflict and cooperation amongst different groups of people. (H) (Supports ingroup/outgroup analysis and social identity construction.)
MS.WH.4 Compare the origins, characteristics, and contributions of the major river valley civilizations. (H, G, E, CG) (How early societies organized themselves (roles, hierarchies, belief systems) which is foundation to understand role taking, group membership, and social identity.)
MS.WH.5 Analyze the development of governments, social hierarchies, and economic systems in the major river civilizations. (CG, G) (Background on social roles, class structure, stratification, and early institutions which help understand primary/secondary groups, and ingroup/outgroup dynamics.)
MS.WH.7 Explain the origins and influences of early belief systems in ancient societies. (H, G) (Religion and worldview shape core values, self-concept, and identity. Belief systems are one of the earliest and strongest agents of socialization.)
MS.WH.10 Explain the origins, beliefs, and spread of additional world religions of Classical Civilizations. (H, G) (Religion is a core agent of socialization that shapes identity, group membership, traditions, and values.)
MS.WH.12 Explain the political, economic, and social structures of Medieval Europe. (CG, E, G) (Feudal hierarchy, roles, kinship networks, obligations illustrate primary/secondary groups, status, and identity formation.)
MS.WH.13 Explain how trade routes promoted cultural diffusion and economic exchange in the Middle Ages. (E, G) (Cultural contact, diffusion, changing practices and group relationships.)
MS.US.S.2 Analyze patterns of immigration and internal migration and how they influenced culture, labor, and urban development. (G) (Reference groups, social networks, and identity in changing contexts.)
HS.S.9 Describe the process of socialization over the course of one's lifetime. (How individuals internalize culture via key agents; frames nature vs. nurture in social development.)
HS.S.10 Explain the process of social construction of the self. (Formalizes formation of self and identity development using socialization theory.)
HS.S.11 Explain the social construction of groups and their role in society. (Group structures through which socialization operates, and identity/behavior are shaped.)
Social Stratification and Inequality *(Students need to understand how individuals and groups form, function, and relate before exploring how inequality emerged between them. This is the most complex area of sociology and applies concepts learned in all previous categories.)*
5.H.5 Describe how interactions among Indigenous peoples, European settlers, and Africans shaped colonial society. (Introduces historical inequities and group relations leading to advantage/disadvantage.)
MS.G Perspectives and Civic-Social Understanding Analyze how different groups, cultures, and individuals experienced historical/geographic events; recognize how identity, culture, and viewpoint influence interpretation of events, civic decisions, and interactions. (Analysis of how identity, culture, viewpoint influence interpretation and interactions; leads to analysis of ingroup/outgroup dynamics.)
MS.G.11 Human Migration Explain how geographic factors and push-pull influences shape where people live, migrate, and sustain communities over time. (E) (Mobility can be shaped by access, opportunity, barriers, labor markets, and social mobility.)
MS.G.12 Conflict and Cooperation Analyze conflict and cooperation amongst different groups of people. (H) (Analysis of power relations, prejudice, group conflict, and collective responses.)
MS.US.S.2 Analyze patterns of immigration and internal migration and how they influenced culture, labor, and urban development. (G) (Access/exclusion, stereotyping, and labor stratification.)
MS.US.S.3 Explain how rapid urbanization affected different groups of Americans and evaluate multiple perspectives on the opportunities and challenges created by growing cities. (H, G) (Introduces structural factors (infrastructure, governance) affecting inequality.)
MS.ND.3 Explain how state and tribal governments interact and how citizens can influence government decisions. (CG) (Historical power structures and institutionalized inequality.)

Social Stratification and Inequality *(Students need to understand how individuals and groups form, function, and relate before exploring how inequality emerged between them. This is the most complex area of sociology and applies concepts learned in all previous categories.)*
HS.S.12 Identify patterns of social inequality across multiple examples. (Core diagnostic standard for stratification.)
HS.S.13 Describe how inequality has affected groups differently over time. (Mechanisms and trajectories of inequality.)
HS.S.14 Explain how social institutions relate to inequality. (H, CG) (Role of institutions in producing/reinforcing/ challenging inequity.)
HS.S.15 Assess responses to inequality on both the group and individual levels. (H, CG) (Analyzes collective action, advocacy, and policy responses.)
HS.WH.6 Analyze how imperialism transformed societies, economies, and political systems in the Americas, Africa, Asia, and the Pacific by examining imperialistic ideologies and the impacts of cultural imperialism. (E, CG) (Racial/ethnic oppression, resource extraction, and resistance.)
HS.WH.15 Describe the ten stages of genocide using relevant historical examples. (USH) (Provides historical cases for analyzing how group boundaries, ideology, power, institutions, and dehumanization can contribute to extreme forms of intergroup inequality and violence.)
HS.WH.16 Analyze the historical origins of the Holocaust and other genocides to evaluate the roles of ideology, power, and international response. (USH) (Provides historical cases for analyzing how group boundaries, ideology, power, institutions, and dehumanization can contribute to extreme forms of intergroup inequality and violence.)

GLOSSARY

Abolition — The movement to end slavery completely in the United States and other parts of the world.

Acetylcholine — A neurotransmitter involved in movement, attention, learning, and memory.

Adaptation — A change or behavior that helps people survive and live successfully in their environment.

ADHD — Attention-deficit/hyperactivity disorder, a developmental disorder involving persistent difficulties with attention and/or hyperactivity and impulsivity.

Agents of Socialization — People, groups, and institutions that teach individuals the norms, values, behaviors, and expectations of society. Examples include family, schools, peers, media, and religion.

Agricultural Revolution — The period when humans began farming and domesticating animals, leading to permanent settlements and larger communities.

Algorithms — Step-by-step procedures that, when correctly followed, are designed to produce a solution to a problem.

Alien — A person who lives in a country but is not a citizen of that country.

Amendment — A formal change or addition to the Constitution.

American Values — Principles and ideals that have influenced life and government in the United States, including liberty, equality, justice, opportunity, responsibility, and respect for the rights of others.

Amnesia — Significant loss or disruption of memory.

Annexation — When a nation or state adds territory to its control, often by claiming or taking land.

Anxiety Disorders — Disorders involving excessive or persistent fear, worry, or anxiety that interferes with daily life.

Appellate Jurisdiction — The authority of a court to review a decision made by a lower court.

Appropriations — Laws or congressional decisions that authorize government agencies to spend money for specific purposes.

Assimilation — The process through which individuals or groups adopt aspects of another society's culture, practices, or institutions.

Attachment — A strong emotional bond that develops between people, especially between infants and caregivers.

Audition — The sense of hearing; the ability to detect and interpret sound.

Authority — The power or right to make decisions, establish rules, or enforce laws.

Autism — Autism spectrum disorder, a developmental condition involving differences in social communication and patterns of behavior, interests, or sensory experiences.

Autonomic Nervous System — The part of the peripheral nervous system that controls automatic body functions such as heart rate and digestion.

Axon — The part of a neuron that carries messages away from the cell body.

Bank of North Dakota — A state-owned bank created to support North Dakota's economy, businesses, and farmers.

Barter — The exchange of goods or services without using money.

Behavioral Therapy — A form of therapy that focuses on changing unhealthy behaviors through learning principles and behavior modification techniques.

Bias — An unfair leaning or preference for or against something or someone.

Biomedical Therapy — Treatment of psychological disorders using biological approaches, including medications and medical procedures.

Black Hand — Serbian military society tied to the start of WWI

Blue Laws — Laws that historically restricted certain activities, especially on Sundays.

Breadbasket of the World — A nickname for regions that produce large amounts of food, such as North Dakota.

Broaden-and-Build Theory — Barbara Fredrickson's theory that positive emotions broaden people's thinking and attention and help them build lasting psychological, social, and other resources.

Broca's Area — A brain area involved primarily in producing spoken language.

Bureaucracy — The network of government agencies and employees responsible for carrying out laws and administering government programs.

Cabinet — The group of executive department heads and certain other senior officials who advise the president.

Cardinal Directions — The four main directions used to describe location: north, south, east, and west.

Cartogram — A thematic map that alters a place’s geographic size based on some variable, such as population or GDP.

Caucus — A meeting or process in which members of a political party gather to discuss candidates or issues and, in some states, select or allocate support for candidates.

Cause and Effect — The relationship between factors that contribute to an event or development and the consequences that result from it.

Central Nervous System — The brain and spinal cord.

Cerebral Cortex — The outer layer of the brain that is involved in complex functions such as thinking, perception, language, and voluntary movement.

Checks and Balances — A system in which each branch of the U.S. government has powers that limit the powers of the other branches to help prevent any one branch from becoming too powerful.

Chunking — Organizing information into smaller, meaningful groups to make it easier to remember.

Circadian Rhythm — The body's approximately 24-hour biological cycle that influences sleep, alertness, body temperature, and other functions.

City-State — An independent city and the surrounding territory governed as its own political unit.

Civic Participation — Taking part in activities that contribute to a community or government, such as voting, volunteering, attending meetings, or helping solve community problems.

Civic Participation — Individual or collective involvement in activities intended to influence government, communities, or public life.

Civil Liberties — Fundamental freedoms and protections from government interference, generally protected by the Constitution and laws.

Civil Rights — Legal and political protections intended to ensure equal treatment and participation in society.

Classical Conditioning — Learning through association in which a previously neutral stimulus comes to trigger a response after being paired with another stimulus.

Client-Centered Therapy — A humanistic therapy developed by Carl Rogers that emphasizes empathy, acceptance, and a supportive relationship between therapist and client.

Climate Zone — A large area of Earth with a similar pattern of temperature and precipitation.

Cognitive Development — Changes in thinking, reasoning, memory, language, and problem-solving abilities over time.

Cognitive Dissonance — Mental discomfort caused by having conflicting beliefs, attitudes, or behaviors.

Cognitive Therapy — A form of therapy that focuses on identifying and changing unhealthy or inaccurate patterns of thinking.

Collective Bargaining — Negotiation between workers, usually represented by a union, and employers over wages, working conditions, and other terms of employment.

Colonial — Relating to a colony or to the period when a territory was controlled and settled by another country.

Colonization — When a powerful nation settles and controls land outside its borders, often displacing Indigenous peoples.

Commerce Clause — The constitutional provision giving Congress power to regulate commerce among the states, with foreign nations, and with Native American tribes.

Commodity — A raw material or agricultural product that can be bought or sold, like cotton, wheat, or oil.

Common Good — Conditions or benefits that serve the well-being of the community.

Compass Rose — A map feature that shows directions, usually including north, south, east, and west.

Concurrent Powers — Powers shared by the federal and state governments, such as the power to tax and establish courts.

Concurring Opinion — An opinion written by a judge or justice who agrees with the court's outcome but gives different or additional reasoning.

Conference Committee — A temporary committee made up of House and Senate members that works to resolve differences between versions of a bill.

Conflict Theory — A sociological theory that focuses on competition over power, resources, and influence between groups and how inequality shapes society.

Conformity — Changing one's behavior or opinions to match those of a group or social expectation.

Consent of the Governed — The principle that government gets its legitimate authority from the people.

Constitution — The fundamental law that establishes a government's structure, powers, limits, and protections for individual rights.

Constitutional Interpretation — The process of determining the meaning and application of the Constitution.

Constitutionalism — The principle that government power is limited and structured by a constitution.

Consumer — A person or group that buys, uses, or receives goods and services.

Consumerism — Economic and cultural emphasis on the purchase and consumption of goods and services.

Contextualize — Place an event, idea, individual, or development within the historical circumstances surrounding it to better understand its meaning or significance.

Continuing Resolution — A temporary law that allows the government to continue receiving funding when regular appropriations have not been completed.

Continuity and Change Over Time — Examine what remained consistent and what changed across a period.

Coping — The thoughts and behaviors people use to manage stress and difficult situations.

Corporate Farming — Farming that is controlled or operated by a large business.

Counterculture — A group whose values, beliefs, or behaviors substantially oppose those of the dominant culture.

Creativity — The ability to produce original and useful ideas or solutions.

Credibility Gap — Public distrust created when government statements appear inconsistent with evidence or actual events, especially during the Vietnam War.

Credible Evidence — Information from a source that can reasonably be considered trustworthy and appropriate for supporting a historical claim.

Cultural Relativism — The practice of understanding a culture based on its own values, beliefs, and social context rather than judging it by the standards of another culture.

Culture — The shared beliefs, traditions, values, language, customs, arts, and ways of life of a group of people.

Culture (Sociology) — The shared beliefs, values, norms, behaviors, language, knowledge, and material objects of a society or group.

Culture Shock — Feelings of confusion, discomfort, or disorientation that can occur when a person encounters an unfamiliar culture.

Culture Wars — Political and social conflicts over competing cultural values, identities, beliefs, and interpretations of social norms.

Cutaneous — Relating to the skin and sensations such as touch, pressure, temperature, and pain.

Dakota Territory — A U.S. territory that included the area that became North Dakota and South Dakota.

Defense Mechanisms — Unconscious psychological strategies that help people manage anxiety or uncomfortable thoughts and feelings.

Delegated Powers — Powers assigned or granted to the federal government by the Constitution.

Democracy — A system of government in which political power ultimately comes from the people.

Demographic Change — Changes in the size, composition, distribution, or characteristics of a population over time.

Demographics — Statistical data relating to the size, composition, distribution, or characteristics of a population.

Dendrite — Branch-like structures that receive information from other neurons or sensory receptors.

Deviance — Behavior that violates the norms or expectations of a particular society or social group.

Détente — The easing of political and military tensions between rival nations, particularly the United States and Soviet Union during the 1970s.

Digital Age — The period characterized by widespread use of digital technology, computers, the internet, and electronic communication.

Diplomacy — The practice of countries negotiating and managing relationships peacefully.

Disordered Eating — Unhealthy or problematic patterns of eating, dieting, or attitudes toward food and body image that may not meet the criteria for a specific eating disorder.

Dissenting Opinion — An opinion written by a judge or justice who disagrees with the court's decision.

Distribution — The process of moving or delivering goods and services from producers to consumers.

Diversity — The presence of different cultures, identities, and perspectives within a group or society.

Domestic Policy — Government decisions that deal with issues inside the country.

Domestication — The process of taming and breeding plants or animals for human use.

Dopamine — A neurotransmitter involved in movement, motivation, reward, attention, and learning.

Due Process — The requirement that the government follow fair legal procedures before depriving a person of life, liberty, or property.

ECT — Electroconvulsive therapy, a medical treatment that uses controlled electrical stimulation of the brain and can be effective for some severe forms of depression and other conditions.

Electoral College — The constitutional process through which electors chosen by the states formally select the president and vice president.

Emancipation — The act of freeing enslaved people.

Embargo — A government order that stops trade with another country.

Encoding — The process of getting information into memory.

Endorphins — Natural chemicals produced by the body that help reduce pain and can produce feelings of pleasure. Endorphins function as either neurotransmitters or hormones.

Enumerated Powers — Powers specifically listed in the Constitution and granted to the federal government.

Epigenetics — The study of how experiences and environmental factors can influence how genes are expressed without changing the DNA itself.

Equal Protection — The constitutional principle that government must provide equal protection of the laws to people within its jurisdiction.

Equality — The principle that people should have equal rights, opportunities, and protection under the law.

Equator — An imaginary line around Earth that divides Earth into the Northern Hemisphere and Southern Hemisphere.

Ethnicity — A shared cultural identity based on factors such as ancestry, language, traditions, history, or national origin.

Ethnocentrism — The tendency to judge another culture using the standards and values of one's own culture, often viewing one's own culture as superior.

Evidence-Based Reasoning — Use relevant and credible evidence to develop, support, and explain conclusions or arguments.

Executive Branch — The branch of government that enforces laws through the President, Vice President, and Cabinet.

Executive Agreement — An international agreement made by the president with another country's government that does not go through the full treaty-ratification process.

Executive Department — A major department of the federal executive branch, such as the Department of State or Department of Defense.

Executive Order — A directive issued by the president to manage operations of the executive branch and carry out presidential responsibilities.

Executive Privilege — The claimed authority of the president and executive officials to withhold certain information from Congress, courts, or the public under particular

Extrinsic Motivation — Motivation that comes from external rewards or consequences.

Federal — Relating to the national government rather than state or local governments.

Federalism — A system where power is shared between national, state, and local governments.

Fight-Flight-Freeze Response — The body's automatic response to a perceived threat that prepares a person to confront the threat, escape it, or temporarily become still or unable to respond.

Filibuster — A Senate procedure or strategy used to delay or prevent action on legislation, traditionally by extending debate.

Flynn Effect — The observed tendency for average intelligence-test scores to increase across generations.

Folkway — A relatively informal norm governing everyday behavior, such as manners, greetings, or appropriate clothing.

Foreign Policy — A country’s strategy for dealing with other nations.

Free Association — A psychodynamic technique in which a person speaks freely about thoughts, feelings, memories, or ideas without censoring them.

Freedman — A formerly enslaved person who has been freed.

Frontal Association Area — An area of the frontal lobe involved in higher-level thinking, planning, judgment, and problem-solving.

Frontal Lobe — The front section of the brain that is involved in planning, decision-making, personality, speech, and voluntary movement.

Functional Fixedness — The tendency to think of an object as useful only for its usual purpose.

Fundamental Attribution Error — The tendency to overestimate personal factors and underestimate situational factors when explaining other people's behavior.

GABA — A neurotransmitter that generally reduces or slows activity in the brain and nervous system.

Generalized Other — The internalized understanding of the broader society's expectations, rules, and attitudes that helps people guide their behavior.

Genetically Modified Food — Food produced from organisms whose genetic material has been changed to give them specific traits.

Genetics — The study of genes and how inherited characteristics influence humans.

Geographic Information System (GIS) — A computer system used to collect, organize, analyze, and display information about places on Earth.

Geographical Tools — Tools used to locate, describe, analyze, and understand places and spatial relationships, including maps, globes, coordinates, legends, scales, and directional systems.

Glass Ceiling — An invisible barrier that prevents members of certain groups, particularly women and minorities, from reaching the highest levels of leadership or advancement despite having the qualifications to do so.

Glass Escalator — The tendency for men working in traditionally female-dominated professions to experience advantages that can help them advance more quickly into leadership positions.

Global — Relating to the entire world or involving connections among people, places, or regions around the world.

Global Power — A nation with substantial political, economic, military, or cultural influence beyond its own region.

Global Stratification — The unequal distribution of wealth, resources, power, and opportunities among countries and populations around the world.

Globalization — The increasing interconnectedness of societies through trade, communication, technology, migration, and cultural exchange.

Glutamate — A major neurotransmitter that generally increases activity in the brain and is important for learning and memory.

Goods and Services — Goods are physical products people produce, buy, sell, or use; services are activities or work performed for others.

Government — The system or organization through which people make, carry out, and enforce decisions and laws for a community, state, nation, or other political unit.

Grit — Perseverance and sustained effort toward long-term goals despite difficulties or setbacks.

Group Therapy — Therapy in which several people meet with one or more therapists to work on psychological concerns together.

Growth Mindset — The belief that abilities and intelligence can develop through effort, learning, practice, and effective strategies.

Gustation — The sense of taste.

Hemisphere — Half of Earth. The Northern and Southern Hemispheres are divided by the Equator; the Eastern and Western Hemispheres are divided by the Prime Meridian and its opposite meridian.

Heredity — The passing of genetic characteristics from generation to generation.

Heuristics — Mental shortcuts or rules of thumb that are used to make decisions or solve problems quickly.

Historical Context — The political, economic, social, cultural, and geographic circumstances surrounding a historical event or development.

Historical Perspective — Understanding how individuals or groups viewed and experienced events based on the circumstances, beliefs, and knowledge of their time.

Historical Significance — The importance of an event, individual, idea, or development based on its influence or consequences over time.

Home Rule — Authority granted to a local government to govern certain local matters with a degree of independence from the state.

Horizontal Integration — A business strategy in which a company acquires or merges with competitors in the same industry. Rockefeller's Standard Oil used this approach to dominate the oil industry.

Human Features — Features on Earth that are created or changed by people, such as cities, roads, bridges, and buildings.

Humanistic Therapy — A form of therapy that emphasizes personal growth, self-awareness, free choice, and reaching one's potential.

Hypnosis — A state of focused attention and increased suggestibility that can be used for certain psychological purposes.

Hypothesis — A testable prediction about the relationship between variables.

ICBM — An intercontinental ballistic missile designed to travel very long distances, including between continents.

Identity — A person's understanding of who they are, including characteristics, group memberships, roles, values, and experiences that help define them.

Impeachment — The process of charging a government official with wrongdoing.

Imperialism — The extension of a nation's political, economic, or military influence or control over other territories or peoples.

Implied Powers — Powers not directly stated in the Constitution but considered necessary to carry out enumerated powers.

Inaugural — Related to the beginning of a term, especially a president's first ceremony.

Income — Money or other earnings received from work, business, investments, or other sources.

Incorporation — The process through which the Supreme Court has applied many protections in the Bill of Rights to state governments through the Fourteenth Amendment.

Indigenous — Describes peoples who have historical and cultural connections to a particular place and whose ancestors lived there before the arrival or settlement of later populations.

Individual Rights — Rights belonging to individual people that the government must respect and protect.

Industrialization — The development of an economy and society based increasingly on machines, factories, mass production, and industry.

Industry — A group of businesses or economic activities that produce similar goods or provide similar services.

Inequality — The unequal distribution of society's resources, often based on social characteristics.

Infrastructure — The basic systems a society needs, like roads, bridges, power, and water.

Ingroup — A group that a person identifies with and considers themselves a member of.

Initiative — A process that allows citizens to propose a law or constitutional amendment by gathering enough signatures to place it before voters.

Institutionalism — An approach that emphasizes the role of established social institutions, rules, and organizations in shaping people's behavior and society.

Interdependence — The state of being dependent on others within or across societies.

Interest Group — An organization that seeks to influence government policy without primarily trying to win elections and govern.

Interference — The process by which other information makes it harder to remember something.

Intermediate Directions - The four compass points located halfway between the main cardinal directions: northeast, southeast, northwest, southwest

Interneuron — A neuron that connects sensory neurons and motor neurons within the central nervous system.

Intrinsic Motivation — Motivation that comes from personal interest, enjoyment, or satisfaction.

Irrigation — A system for supplying water to crops.

Isolationism — A foreign-policy approach emphasizing limited involvement in the political or military affairs of other nations.

Joint Committee — A committee made up of members from both the House and Senate.

Judicial Activism — A view of judicial decision-making in which courts interpret the Constitution in ways that establish or expand legal rights and public policy. *Brown v. Board of Education* is often discussed in this context.

Judicial Branch — A branch of the government that interprets laws through the Supreme Court and other federal courts.

Judicial Review — The power of courts to determine whether laws or government actions are consistent with the Constitution.

Jurisdiction — The legal authority of a court to hear and decide a particular case.

Justice — Fair treatment according to laws, rules, rights, and principles of fairness.

Key/Legend — A map feature that explains the meaning of symbols, colors, lines, or other information shown on a map.

Labeling Theory — The theory that being labeled as deviant or belonging to a particular social category can influence how others treat a person and how that person views and behaves toward themselves.

Laissez-Faire — An economic philosophy favoring limited government intervention in economic activity.

Latitude — Imaginary lines that run east to west around Earth and measure distance north or south of the Equator in degrees.

Legacy Fund — A North Dakota fund that saves and invests a portion of the state's oil and gas revenue for future use.

Legislative Branch — The branch of government that makes laws through Congress.

Levels of Consciousness — Different degrees of awareness, ranging from full alertness to various states of sleep or altered consciousness.

Lewin's Conflict Theory — A theory explaining motivation and behavior in terms of conflicts between competing goals or forces.

Liberty — The freedom to make choices and exercise rights without unreasonable government interference.

Life Chances — A person's opportunities to obtain resources, education, employment, health, and other desirable outcomes based on their social position.

Likert Scale — A rating scale commonly used in surveys in which people indicate their level of agreement or disagreement with a statement, such as from "strongly disagree" to "strongly agree."

Limbic System — A group of brain structures involved in emotions, motivation, learning, and memory.

Limited Government — The principle that government officials can exercise only the powers allowed by law and the Constitution.

Living Constitution — An approach to constitutional interpretation that views constitutional principles as capable of application to changing circumstances over time.

Lobbying — Communicating with government officials to influence public policy or legislation.

Long-Term Memory — The relatively permanent storage of information, skills, and experiences.

Longitude — Imaginary lines that run from the North Pole to the South Pole and measure distance east or west of the Prime Meridian in degrees.

Looking-Glass Self — The idea that people develop their self-concept partly by imagining how others see and judge them.

Loyalists — Colonists who supported Britain during the American Revolution.

Majority Opinion — The written opinion representing the decision and reasoning supported by a majority of judges or justices.

Manifest Destiny — The belief that the U.S. was destined to expand westward across North America.

Maritime Trade- The exchange of goods and ideas using ships and waterways.

Martyr — Someone who dies for a cause and is honored for their sacrifice.

Maslow's Hierarchy of Needs — A theory proposing that human motivation involves needs ranging from basic physical needs to safety, belonging, esteem, and self-actualization.

Media Bias — A tendency for news or information to present issues, people, or events in a particular way rather than neutrally.

Mental Health Literacy — The ability to recognize, understand, and respond appropriately to information about mental health and psychological disorders.

Mental Set — The tendency to approach a problem using a strategy that has worked in the past.

Metacognition — Thinking about and monitoring one's own thinking and learning processes.

Midterm Election — A federal election held halfway through a president's four-year term, including elections for the U.S. House and some Senate seats.

Migration — the movement of people, animals, or things from one place to another

Militia — A group of citizen soldiers who can be called to defend their community.

Misinformation Effect — When misleading information presented after an event changes a person's memory of that event.

Mnemonics — Memory strategies that use associations, patterns, or shortcuts to help remember information.

Mood Disorders — Disorders involving significant and persistent disturbances in mood, such as depression or unusually elevated mood.

Mores — Strongly held norms that are considered morally important to a society; violating them may result in serious social disapproval.

Motor Strip — An area of the frontal lobe that controls voluntary movements of different parts of the body.

Narcolepsy — A sleep disorder involving uncontrollable episodes of daytime sleepiness and sometimes sudden muscle weakness.

National — Relating to the whole country.

Nativism — A political or social preference for native-born inhabitants over immigrants, often accompanied by efforts to restrict immigration or immigrant influence.

Natural Resource — Something from nature that people use, such as water, trees, minerals, soil, and sunlight.

Natural Rights — Rights people are believed to possess simply because they are human, such as life, liberty, and property.

Nature (Psychology) — The influence of genetics and biological factors on behavior and development.

Nature (Sociology) — The influence of genetics, biology, and inherited characteristics on human development and behavior.

Necessary and Proper Clause — The constitutional provision allowing Congress to make laws necessary and proper for carrying out its enumerated powers; also called the Elastic Clause.

Needs and Wants — Needs are things people require for living, such as food, water, shelter, and safety. Wants are things people desire but do not require for basic survival.

Neuron — A specialized cell that receives, processes, and sends information through the nervous system.

NGOs (Non-Governmental Organizations) — Independent organizations that operate separately from government and work to address social, humanitarian, environmental, economic, or political issues.

Night Terrors — Episodes of intense fear, screaming, or movement during sleep, usually with little or no memory of the event afterward.

Non-Renewable — A resource that cannot be replaced quickly once it is used, such as coal, oil, and natural gas.

Nonpartisan League (NPL) — A political organization that promoted reforms to help farmers and reduce corporate influence in North Dakota.

Nonviolent Resistance — A strategy of opposing injustice through peaceful actions such as boycotts, sit-ins, marches, and civil disobedience.

Norepinephrine — A neurotransmitter involved in alertness, attention, arousal, and the body's stress response.

Norm — A shared rule or expectation about how people should behave.

North Dakota Mill and Elevator — A state-owned flour mill and grain elevator established to support North Dakota farmers.

North Pole — The northernmost point on Earth, located at 90° north latitude.

Nurture (Psychology) — The influence of experiences, learning, environment, and culture on behavior and development.

Nurture (Sociology) — The influence of environment, social experiences, culture, and upbringing on human development and behavior.

Obedience — Following the commands or directions of an authority figure.

Observational Learning — Learning by watching and imitating the behavior of others.

Occipital Lobe — The back section of the brain that primarily processes visual information.

Olfaction — The sense of smell.

Operant Conditioning — Learning in which behavior is influenced by its consequences, such as rewards or punishments.

Original Jurisdiction — The authority of a court to hear a case first, rather than reviewing a lower court's decision.

Originalism — A method of constitutional interpretation that focuses on the Constitution's original public meaning or understanding when it was adopted.

Outgroup — A group that a person does not identify with and may perceive as different from or separate from their own group.

Parasympathetic Nervous System — The part of the autonomic nervous system that helps the body calm down and conserve energy after stress.

Parenting Styles — Patterns of attitudes and behaviors parents use when raising children, commonly categorized as authoritative, authoritarian, permissive, and uninvolved.

Parietal Lobe — The top section of the brain that processes touch, taste, smell and helps with spatial awareness.

Patriotic — Showing respect, pride, or support for one's country and its ideals, people, or symbols.

Patriots — Colonists who supported independence from Britain.

Perception — The process of organizing and interpreting sensory information.

Periodization — Organizing history into periods based on significant developments, patterns, or turning points.

Peripheral Nervous System — All of the nerves outside the brain and spinal cord that connect the central nervous system to the rest of the body.

Personality — person's relatively consistent patterns of thoughts, feelings, and behaviors.

Personality Disorders — Psychological disorders involving long-lasting patterns of thinking, feeling, and behaving that cause difficulties in relationships or daily functioning.

Perspectives — The ways people understand or interpret an event, issue, place, or experience based on their experiences, knowledge, beliefs, values, and circumstances.

Physical Development — Changes in the body, brain, motor abilities, and physical capabilities over time.

Physical Features — Natural parts of Earth's surface, such as rivers, lakes, mountains, and deserts.

Physical Maps — Maps that show natural features of Earth's surface, such as mountains, rivers, lakes, plains, and other landforms.

Plurality — Winning the most votes, even if it’s not a majority.

Pocket Veto — A veto that occurs when the president does not sign a bill and Congress adjourns during the period in which the president could otherwise return the bill.

Political Maps — Maps that show human-made boundaries and political divisions, such as countries, states, counties, cities, or other governmental areas.

Political Party — An organized group of people who share political goals and work to influence government and elections.

Political Realignment — A significant and lasting change in political party coalitions, voter loyalties, or electoral patterns.

Popular Sovereignty — The principle that political power ultimately belongs to the people.

Population Density — The number of people living in a specific amount of land, such as people per square mile.

Population Distribution — The way people are spread across an area or around the world.

Positive Psychology — The study of factors that help people and communities thrive, such as strengths, well-being, meaning, and positive relationships.

Power (Sociology) — The ability of an individual or group to influence, control, or shape the behavior, decisions, or resources of others.

Power Distribution — The way power, influence, authority, and resources are divided among individuals and groups within a society.

Precedent — An earlier court decision that is used as guidance when deciding a later case.

Prefrontal Cortex — The front part of the frontal lobe involved in planning, judgment, decision-making, impulse control, and problem-solving.

Prejudice — A negative opinion about someone formed without facts or experience.

Primary Source — Evidence created during the period being studied or by an individual with direct experience of the event or topic.

Prime Meridian — The imaginary line at 0° longitude that divides Earth into the Eastern and Western Hemispheres.

Privilege — Unearned advantages, benefits, or opportunities that individuals receive because of their membership in a particular social group or position in society.

Producer — A person, business, organization, or group that creates or provides goods or services.

Production — The process of making goods or providing services to meet people's needs and wants.

Projective Tests — Personality assessments that use ambiguous stimuli to encourage people to reveal thoughts, feelings, or themes through their interpretations.

Province — A major political or geographic division within a country, similar to a state in the United States.

Psychoactive Drugs — Substances that change mood, perception, thinking, or behavior by affecting the brain.

Psychodynamic Perspective — An approach that emphasizes unconscious processes, early experiences, and internal conflicts in shaping personality and behavior.

Psychodynamic Therapy — A form of therapy that explores unconscious thoughts, emotions, conflicts, and past experiences.

PTSD — Post-traumatic stress disorder, a disorder that can develop after experiencing or witnessing a traumatic event and may involve intrusive memories, avoidance, negative mood changes, and increased arousal.

Public Opinion — The collective views or attitudes of the public about political issues, government, or public figures.

Public Policy — Actions, laws, regulations, or priorities adopted by government to address public issues.

Pull Factors — Conditions that attract people to move to a new place, such as jobs, safety, better schools, or a higher quality of life.

Push Factors — Conditions that encourage or force people to leave a place, such as war, poverty, natural disasters, or lack of jobs.

Qualitative Research — Research that uses non-numerical information, such as interviews, observations, or written responses, to understand experiences and behaviors. Typically displayed using a Likert Scale.

Quantitative Research — Research that collects and analyzes numerical data, such as test scores, ratings, or percentages.

Race — A socially constructed category based largely on perceived physical characteristics, such as skin color or other features, that societies have historically used to classify people.

Racism — Discrimination or unfair treatment based on race.

Radical Republican — Members of Congress after the Civil War who pushed for strong protections for formerly enslaved people.

Ratification — The formal approval of a proposed constitutional document, amendment, or agreement.

Recall — A process that allows voters to seek the removal of an elected official before the end of the official's term.

Recognition — Identifying information as familiar or previously learned.

Reconstruction — The period after the Civil War when the U.S. worked to rebuild the South and expand civil rights.

Reference Groups — Groups that individuals use as standards for evaluating themselves, their behavior, beliefs, or social status.

Referendum — A process that allows voters to approve or reject a proposed law or measure.

Referral — A process in which the legislature refers a measure to voters for approval or rejection.

Reflex — A rapid, automatic response to a stimulus that often occurs without conscious evaluation.

Regions — Areas that share one or more common characteristics, such as geography, climate, culture, history, economy, or government.

Regular Order — The normal congressional process for considering legislation, including committee consideration, debate, amendment, and voting.

Relearning — Learning information again more quickly after having previously learned it.

Reliability — The consistency of a test's results.

REM sleep — Rapid Eye Movement sleep; stage of sleep with vivid dreams and limited muscle movement.

REM Sleep Behavior Disorder — A sleep disorder in which a person physically acts out vivid dreams during REM sleep.

Renewable — A resource that can naturally be replaced or renewed in a relatively short amount of time, such as sunlight, wind, and water.

Republic — A form of government in which people choose representatives to make decisions for them.

Republicanism — A system in which citizens govern through elected representatives and government authority is limited by law.

Research Ethics — Principles that guide researchers in conducting studies honestly, responsibly, and with respect for participants.

Reservation — Land set aside by the U.S. government for a Native American tribe.

Reserved Powers — Powers kept by the states rather than granted to the federal government.

Resilience — The ability to adapt, recover, and continue functioning after experiencing stress, adversity, or challenges.

Retrieval — The process of bringing stored information back into conscious awareness.

Reuptake — The process by which a neuron takes neurotransmitters back in after they have been released into a synapse.

Revolution — A major change, often through uprising or overthrowing a government.

Role Taking — The process of imagining or understanding another person's perspective, expectations, or position in a social situation.

Roles and Responsibilities — Roles are the parts people have within a family, community, organization, or government; responsibilities are the duties and actions expected within those roles.

Rule of Law — The principle that everyone, including government officials, must obey the law and that laws are applied according to established rules.

Rules and Laws — Rules are agreed-upon guidelines for behavior; laws are rules established and enforced by a government.

Scaffolding — Temporary support that is provided to help someone accomplish a task until they can do it independently.

Scale — A feature of a map that shows the relationship between distance on a map and actual distance on Earth's surface.

Scapegoat — A person or group who is unfairly blamed for problems or negative events.

Schizophrenia — A serious psychological disorder involving disturbances in thinking, perception, emotions, and behavior, which may include hallucinations or delusions.

Scientific Literacy — The ability to understand, evaluate, and use scientific information and evidence.

Scientific Method — A systematic process for asking questions, forming hypotheses, collecting evidence, and drawing conclusions based on data.

Secession — When a region breaks away from a country to form its own.

Secondary Source — An interpretation or analysis of the past created after the period or event being studied.

Sedition — Actions or speech meant to incite rebellion against the government.

Segregation — The forced separation of people, often by race.

Self-Concept — A person's understanding and perception of who they are, including their characteristics, abilities, roles, and relationships.

Sensory Memory — A very brief memory system that holds incoming sensory information for a fraction of a second or a few seconds.

Sensory Strip — An area of the parietal lobe that processes information about touch and other body sensations.

Separation of Powers — The division of government responsibilities among the legislative, executive, and judicial branches.

Serotonin — A neurotransmitter involved in mood, sleep, appetite, and other body functions.

Settlement — A place where people establish a community and live, often developing homes, businesses, institutions, and other structures.

Sharecropping — A farming system where workers farmland in exchange for a share of the crops, often trapping them in debt.

Shelterbelt — A row or group of trees planted to reduce wind and protect soil and crops.

Sleep Cycle — The repeating pattern of brain waves, creating separate stages during a period of sleep.

Social Clock — Cultural expectations about the appropriate timing of major life events and milestones.

Social Contract — The idea that people agree, either explicitly or implicitly, to create a government and follow its laws in exchange for protection and order.

Social Development — Changes in the ways people interact with others and develop relationships throughout life.

Social Discrimination — Unequal or unfair treatment of individuals or groups based on characteristics such as race, ethnicity, gender, age, religion, or social class.

Social Inclusion — The process of ensuring that individuals and groups can participate fully in society and have access to social opportunities and resources.

Social Inequality — The unequal distribution of resources, opportunities, power, and social rewards among individuals or groups. Examples include **income inequality, wealth inequality, educational inequality, racial inequality, gender inequality, health inequality, and unequal access to housing or employment.

Social Isolation — A lack of meaningful social relationships or regular interaction with other people.

Social Mobility — Movement of individuals or groups between different levels of social status or socioeconomic position.

Social Movement — An organized and sustained effort by a group of people to promote or resist social change.

Social Psychology — The study of how people's thoughts, feelings, and behaviors are influenced by other people and social situations.

Social Revolution — A major and rapid transformation of a society's political, economic, or social structures.

Social Stratification — The structured ranking of people into social categories that have unequal access to wealth, power, status, and opportunities.

Society — A group of people who live together or share institutions, customs, relationships, and systems of organization.

Sociological Imagination — The ability to connect personal experiences and problems to larger social forces, historical events, and societal conditions.

Sociological Perspective — A way of viewing society that focuses on how social structures, groups, institutions, culture, and historical conditions influence human behavior.

Sociological Theories — Organized explanations that help sociologists understand, interpret, and predict patterns of behavior and relationships in society.

Sociological Thinking — The practice of examining human behavior, relationships, and society by looking beyond individual experiences to consider larger social patterns and influences.

South Pole — The southernmost point on Earth, located at 90° south latitude.

Spatial — Relating to the location, position, or arrangement of things on Earth.

Stagflation — A combination of high inflation, slow economic growth, and high unemployment, particularly associated with the 1970s.

Standardization — Establishing consistent procedures and norms for giving and scoring a psychological test.

Standing Committee — A permanent congressional committee that handles legislation and issues within a particular policy area.

Stare Decisis — The principle that courts generally follow established precedents when deciding similar cases.

State — A political community with a defined territory, population, government, and sovereignty.

Stereotype — A generalized belief about a particular group of people.

Stereotyping — The process of applying oversimplified or generalized beliefs about the characteristics or behavior of members of a particular group.

Storage — The process of maintaining information in memory over time.

Structural Functionalism — A sociological theory that views society as a system of interconnected parts that work together to maintain stability and order.

Subculture — A group within a larger society that shares many of the larger culture's characteristics but also has its own distinct beliefs, values, norms, or practices.

Suffrage — The right to vote.

Symbolic Interactionism — A sociological theory that focuses on how people create and interpret meanings through social interaction and symbols.

Sympathetic Nervous System — The part of the autonomic nervous system that prepares the body for action during stress or danger.

Synapse — The small gap between neurons where chemical messages are passed from one neuron to another.

Systematic Desensitization — A behavioral therapy technique that gradually exposes a person to a feared object or situation while teaching relaxation techniques.

Taboo — A strongly prohibited behavior that a society considers unacceptable or offensive.

Temporal Lobe — The side section of the brain involved in hearing, language understanding, memory, and recognizing objects.

Territory — An area of land controlled or governed by a country but that may not have the same status as a state or province.

Thalamus — A brain structure that acts as a major relay station for sensory information traveling to the cerebral cortex.

Thematic Map — Map designed to show a particular topic or pattern, such as population, climate, natural resources, agriculture, or languages.

Theory of Multiple Intelligences — Howard Gardner's theory that intelligence includes several different abilities rather than one general type of intelligence.

Therapy — A professional treatment approach designed to help people understand and change thoughts, feelings, or behaviors and improve functioning.

Trade — The exchange of goods or services between people, businesses, regions, or countries.

Trade Network- A system of connected trade routes used to exchange goods, ideas, and information.

Tradition — A belief, practice, custom, or way of doing something that is passed from one generation to another.

Trait Perspective — An approach to personality that focuses on identifying and measuring relatively stable characteristics or traits.

Treaty — A formal international agreement negotiated by the executive branch and requiring approval by two-thirds of the Senate.

Tribal Government — A government established by a Native American tribe to govern its community.

Tribal Nations — Sovereign Indigenous nations with distinct governments, cultures, histories, and political relationships with the United States and the states in which they are located.

Tribal Sovereignty — The inherent authority of federally recognized tribes to govern themselves and exercise governmental powers within the limits established by federal law and treaties.

Tribal Sovereignty — The right of a Native American tribe to govern itself.

Type B Personality — A personality pattern traditionally associated with being more relaxed, patient, and less competitive.

Urbanization — The growth of cities and the increasing concentration of people in urban areas.

Validity — The extent to which a test measures what it is intended to measure.

Value — A shared belief about what is considered important, desirable, or morally right.

Variable — A characteristic or factor that can change or have different values in a study.

Vertical Integration — A business strategy in which a company controls multiple stages of production and distribution. Carnegie Steel, for example, controlled sources of raw materials, manufacturing, and transportation.

Veto — The president's power to reject a bill passed by Congress.

Vision — The sense that allows us to detect and interpret light and visual information.

Wechsler Intelligence Scales — A group of widely used intelligence tests designed to measure different aspects of intellectual ability.

Welfare Programs — Government programs designed to help and resources to people experiencing economic hardship or other social needs.

Wernicke's Area — A brain area involved primarily in understanding and interpreting language.

Working Memory — A limited-capacity system used to temporarily hold and actively work with information.

APPENDIX A

North Dakota Native American Essential Understandings

NDEssentialUnderstandingslg.pdf

In the spring of 2015, Office of Indian/Multicultural Education within NDDPI, brought together Tribal Elders from across North Dakota to share stories, songs, memories, wisdom and developed the ND Native American Essential Understandings (NDNAEU) to guide the learning of all students across the state. Many Tribal Elders have had input into these understandings; Sacred Relatives, Learning and Storytelling, Sharing & Generosity, Sense of Humor, Tribal Policies, Treaties & Sovereignty, Native Contributions, Native Identity and it is the hope that the NDNAEU will open many more additional opportunities and resources for educational leaders and teachers to impact ND classrooms with responsive practices for all students.

The NDDPI and Tribal Elder team of writers that these 7 NDNAEU have created is a framework for learning that will foster student learning outcomes. The NDDPI will continue to develop additional resources and collaborative projects aligned and guided by the NDNAEU. The goal of this document and the NDNAEU is to increase learning, understanding and well-being among all students, educators, and communities in North Dakota.

North Dakota Financial Literacy Standards Aligned to NDCC 15.1-21-21 AND High School Standards Alignment to NDCC 15.1-21-21

The North Dakota Century Code 15.1-21-21 requires school districts to include personal finance concepts in a one-half unit of financial literacy or within an economics or problems of democracy curriculum. These topics are not included within the North Dakota Social Studies Content Standards – please consult the North Dakota Financial Literacy Content Standards for further information.

The North Dakota Century Code identified specific financial literacy concepts that districts need to teach. The required concepts are listed below with the standards that include them.

Concepts Required by Century Code	Financial Literacy Standards Addressing the Concepts
a. Budgeting and Money Management	**9-10.MM.PB.1** Describe the risks and benefits of current and emerging payment options. **9-12.FA.FD.2** Utilize the tools available to examine financial options. 11-12.FA.FD.2 Utilize the tools available to examine financial options. **9-10.FA.FG.1** Explain how opportunity costs impact financial goals. **11-12.FA.FG.1** Analyze the opportunity costs of financial decisions on short-term and long-term goals. **9-10.MM.B.1** Describe elements to consider when making a budget. **11-12.MM.B.1** Identify the components of a budget. **9-10.MM.B.2** Develop a budget to meet a spending goal. **11-12.MM.B.2** Develop a budget and identify possible adjustments to improve its effectiveness. **9-10.MM.CD.5** Describe the positive and negative impacts of debt. **11-12.MM.CD.5** Analyze the positive and negative impact(s) of debt on future financial decisions and opportunities.
b. Saving and Investing	**9-10.MM.S.1** Identify varying features of saving options. **11-12.MM.S.1** Compare the varying features of different saving options. **9-10.MM.S.2** Describe the impacts of saving money on one's financial future. **11-12.MM.S.2** Describe effective strategies to achieve different types of financial objectives. **9-10.MM.PB.2** Describe different financial institutions and the financial services provided by each. **9-10.MM.I.1** Describe different investment options. **9-10.MM.I.2** Describe the impact of compound interest on investments.

Concepts Required by Century Code	Financial Literacy Standards Addressing the Concepts
c. Credit and Debt Management	**9-10.MM.CD.1** Describe different types of credit. **11-12.MM.CD.1** Analyze different types of credit. **9-10.MM.CD.2** Identify the terms and conditions associated with credit. **11-12.MM.CD.2** Explain the terms and conditions associated with credit. **9-10.MM.CD.3** Identify strategies to manage debt. **11-12.MM.CD.3** Develop strategies to manage debt effectively. **9-10.MM.CD.4** Describe the factors that impact a credit score. **11-12.MM.CD.4** Analyze the factors that impact a credit score. **9-10.MM.CD.5** Describe the positive and negative impacts of debt. **11-12.MM.CD.5** Analyze the positive and negative impact(s) of debt on future financial decisions and opportunities.
d. Banking and Financial Services	**9-10.FA.FD.2** Identify tools available to examine financial options. **11-12.FA.FD.2** Utilize the tools available to examine financial options. **9-10.MM.PB.1** Describe the risks and benefits of current and emerging payment options. **11-12.MM.PB.1** Evaluate the risks and benefits of current and emerging payment options. **9-10.MM.PB.2** Describe different financial institutions and the financial services provided by each. **11-12.MM.PB.2** Describe different financial institutions and the financial services provided by each.
e. Taxation and Income	**9-10.FA.T.1** Describe the impacts of income tax, sales tax, and property taxes on one's personal finances. **11-12.FA.T.1a** Calculate payroll withholding taxes. **11-12.FA.T.1b** Identify the documents and forms necessary to complete an income tax return. **9-10.FA.T.2** Analyze the impact of taxes on one's personal finances. **11-12.FA.T.2** Evaluate the effect of taxes on personal finances.
f. Consumer Skills and Smart Spending	**9 -10.FA.FD.1** Describe emotional and behavioral aspects of financial situations. **11-12.FA.FD.1** Analyze emotional and behavioral aspects of financial decisions. **9-10.FA.FD.2** Identify tools available to examine financial options. **11-12.FA.FD.2** Utilize the tools available to examine financial options. **9-10.MM.CD.5** Describe the positive and negative impacts of debt. **9-10.RM.F.1** Describe situations in which personal and financial information is shared digitally. **11-12.RM.F.1** Explore the risks and dangers of sharing personal information in a digital world. (CTE BE.7.3.2) **9-10.RM.F.2** Explain how a consumer can identify and report fraudulent behavior and practice. (CTE BE.5.14.11) **11-12.MM.CD.5** Analyze the positive and negative impacts of debt on future decisions and opportunities. **11-12.RM.F.2** Explain how a consumer can identify and report fraudulent behavior and practice. (CTE BE.5.14.11)

Concepts Required by Century Code	Financial Literacy Standards Addressing the Concepts
g. Insurance and Risk Management	**9 -10.RM.IN.1** Describe the various types of insurance. **11-12.RM.IN.1** Describe the protections offered by auto, health, homeowners, life, and renters' insurance. **9-10.RM.IN.2** Describe ways and reasons levels of insurance coverage vary. **11-12.RM.IN.2** Compare the various levels of insurance coverage and the impact on personal finance.
h. College and Career Financial Planning	**9-10.FA.EE.1a** Investigate the impacts of career choices and training costs on one's financial opportunities. **11-12.FA.EE.1a** Assess career choices and the impact on financial opportunities. **9-10.FA.EE.1b** Identify post-secondary education and training opportunities. **11-12.FA.EE.1b** Identify post-secondary education and training opportunities. **9 -10.MM.S.2** Describe the impacts of saving money on one's financial future. **11-12.MM.S.2** Describe effective strategies to achieve different types of financial objectives. **9-10.MM.I.1** Describe different investment options. **11-12.MM.I.1** Compare investment options.
i. Retirement Planning	**9-10.MM.S.2** Describe the impacts of saving money on one's financial future. **11-12.MM.S.2** Describe effective strategies to achieve different types of financial objectives. **9-10.MM.I.1** Describe different investment options. **11-12.MM.I.1** Compare investment options.
j. Entrepreneurship and Economic Concepts	**9-10.FA.FG.1** Explain how opportunity costs impact financial goals. **11-12.FA.FG.1** Analyze the opportunity costs of financial decisions on short-term and long-term goals. **9-10.MM.S.2** Describe the impacts of saving money on one's financial future. **11-12.MM.S.2** Describe effective strategies to achieve different types of financial objectives. **9-10.MM.I.1** Describe different investment options. **11-12.MM.I.1** Compare investment options.

APPENDIX C

K-12 Social Studies Alignment to Legal Requirements

K-12 Alignment to North Dakota Century Code and Federal Requirements

The Century Code identified specific concepts that districts were to ensure were included. The required concepts are listed below with the standards that include them.

Concepts Required by Century Code	Social Studies Standards Addressing the Concepts
NDCC 15.1-21-01 (c.1-5) Social Studies includes the United States Constitution, United States history, geography, government, and North Dakota Studies.	**Standards: 5.CG.1, 5.CG.3, 5.CG.4, 5.G.3, 5.H.1, 5.H.2, 5.H.4, MS.US.1, MS.US.2, MS.US.3, MS.US.4, MS.US.5, MS.US.6, MS.US.7, MS.US.8, MS.US.9, MS.US.10, MS.US.11, MS.US.12, MS.US.13, MS.US.14, MS.US.15, MS.US.16, MS.US.17, MS.US.18, MS.US.19**
NDCC 15.1-21-01 (c.5) North Dakota Studies emphasis on geography, history, and federally recognized Indian tribes in the state, and the agriculture of this state, in the 4th and 8th grades.	**4.CG.3, 4.CG.4, 4.G.3, 4.E.5, 4.H.1, 4.H.2, 4.H.4, 4.H.5, MS.ND.1, MS.ND.3, MS.ND.6, MS.ND.7, MS.ND.9**
NDCC 15.1-21-02 (1.d 1-3) North Dakota high schools need to offer four units of social studies, including one unit of world history, one unit of United States history (including Native American tribal history), one unit of problems of democracy or one-half unit of United States government and one-half unit of economics.	See standards for high school World History, U.S. History, Economics and Civics and Government.
NDCC 15.1-21.02 (2.a) One-half unit of North Dakota Studies needs to be made available at least once every two years, with an emphasis on the geography, history, and agriculture of the state.	**HS.ND.1, HS.ND.2, HS.ND.3, HS.ND.4, HS.ND.5, HS.ND.6, HS.ND.7, HS.ND.8, HS.ND.9, HS.ND.10, HS.ND.11, HS.ND.12, HS.ND.13, HS.ND.14, HS.ND.15, HS.ND.16, HS.ND.17, HS.CG.29, HS.CG.32**
NDCC 25.1-21-05 The superintendent of public instruction may develop an Indian education curriculum to be implemented within the minimum curriculum requirements for elementary and secondary schools. The superintendent shall provide for continuing research and evaluation and for in-service training necessary to implement an Indian education curriculum.	**See Appendix A: Native American Essential Understandings** **Standards: 4.H.1, 4.H.4, MS.ND.3, MS.ND.9, MS.US.9, MS.US.10, HS.ND.3, HS.ND.4, HS.ND.5, HS.ND.6, HS.ND.7, HS.ND.8, HS.ND.9, HS.ND.13, HS.ND.14, HS.ND.16, HS.ND.17, HS.US.2, HS.US.5, HS.US.7, HS.US.17, HS.US.18, HS.US.23, HS.US.25** **See Progressions pages 96-97, 110, 113, 115**
NDCC 15.1-21-21 Each school district shall require each student to complete one-half unit of financial literacy or ensure that its curriculum for either economics or problems of democracy includes the exposure to concepts of personal finance, including budgeting and money management, saving and investing, credit and debt management, banking and financial service, taxation and income, consumer skills and smart spending, insurance and risk management, college and career financial planning, retirement planning, and entrepreneurship and economic concepts.	See Appendix B for North Dakota Financial Literacy Content Standards meeting these requirements.

APPENDIX C

Concepts Required by Century Code	Social Studies Standards Addressing the Concepts
NDCC 15.1-21-22 Before a student is deemed to have successfully completed either United States government or problems of democracy, the student's school district shall ensure that the student has read the Declaration of Independence, the United States Constitution, and the Bill of Rights.	**HS.CG.5, HS.CG.7, HS.CG.9, HS.CG.10**
NDCC 15.1-21-27 The "civics test" is defined as the 100 questions that officers of the United States citizenship and immigration services use as the basis for selecting questions posed to applicants for naturalization to demonstrate a knowledge and understanding of the fundamentals of United States history and the principles and form of United States government, as required by 8 U.S.C 1423. Students in North Dakota schools (public, private, NDCDE, home schooled students, those seeking a GED) must correctly answer at least 70% of the questions on the civics test to graduate. Students may take the test any time after enrolling in grade 7 and may test until they demonstrate proficiency.	Content for the Civics Test is addressed in standards for Civics and Government, U.S. History, ND Studies, and Geography.
Public Law 108-447 Section 111 - All educational institutions receiving Federal funding for a fiscal year to provide an educational program on the United States Constitution for their students on or around September 17th annually.	**HS.CG.7**