



NORTH DAKOTA
**DEPARTMENT OF
PUBLIC INSTRUCTION**

**NORTH DAKOTA
SOCIAL STUDIES CONTENT STANDARDS
GRADES K-12**

DRAFT 1

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

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**NORTH DAKOTA SOCIAL STUDIES CONTENT STANDARDS
WRITING COMMITTEE**

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INTRODUCTION

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RESOURCES

K-12 SOCIAL STUDIES CONTENT STANDARDS

KINDERGARTEN

Social Studies Skills			
Historical Research & Inquiry	Cause and Effect	Argumentation	Historical Relevance
K.HRI.1 Identify information from pictures, stories and objects.	K.CE.1 Identify what happened and why in simple terms.	K.A.1 Share ideas about the past using drawing, speaking, or writing.	K.HR.1 Identify why an event or person is important.
Civics and Government			
Standard		Clarification	
K.CG.1 State examples of rules at home and in school.			
K.CG.2 State examples of responsibilities at home and school.			
K.CG.3 State examples of authority figures and helpers in the school and at home.			
K.CG.4 Recognize national symbols including the bald eagle and American flag and the values they represent.			
Geography			
Standard		Clarification	
K.G.1 Demonstrate an understanding of maps and globes by identifying the similarities and differences between a map and a globe.			
K.G.2 Demonstrate an understanding of maps and globes by using personal directions such as up, down, near, far, left, right, in front of and behind.			
K.G.3 Demonstrate an understanding of maps and globes by recalling the learner's school name and city/town.			
Economics			
Standards		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)			
K.E.5 Explain that people get some things by trading or exchanging.			

KINDERGARTEN

History	
Standards	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, Thanksgiving, Labor Day, Veteran's Day
K.H.2 Recognize past and present experiences.	May include school year, daily schedule, life events

GRADE 1

Social Studies Skills			
Historical Research & Inquiry	Cause and Effect	Argumentation	Historical Relevance
1.HRI.1 Describe what pictures, stories, and objects show about the past.	1.CE.1 Tell what happened and why during and after simple events.	1.A.1 Share and explain ideas about the past.	1.HR.1 Describe why a person, place, or event is important.

Civics and Government	
Standard	Clarification
1.CG.1 Explain the purpose of rules and laws in a community to keep people safe.	
1.CG.2 Describe rights and responsibilities in a community.	
1.CG.3 State examples of authority figures and helpers in a community.	
1.CG.4 Identify important patriotic traditions including the Pledge of Allegiance and the national anthem.	

Geography	
Standard	Clarification
1.G.1 Develop geographic skills by using map symbols, including references to land, water, cities, and roads.	
1.G.2 Develop geographic skills by labeling cardinal directions on a compass rose.	
1.G.3 Develop geographic skills by locating North Dakota and the United States on a map and globe.	

Economics	
Standards	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)	
1.E.3 Identify jobs people do. (Financial Literacy 1.FA.EE.1)	May include farming, ranching, and energy-related work
1.E.4 Identify and distinguish goods and services. (Financial Literacy 1.FA.T.1 and 1.FA.FD.3)	
1.E.5 Explain that people trade goods and services to meet needs and wants and give simple examples of trading in school or community settings.	

GRADE 1

History	
Standards	Clarifications
1.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, Thanksgiving, Labor Day, Veteran's Day
1.H.2 Explain events using chronological terms.	May include yesterday, next week, coming up

GRADE 2

Social Studies Skills			
Historical Research & Inquiry	Cause and Effect	Argumentation	Historical Relevance
2.HRI.1 Use information from pictures, stories, and objects to learn about the past.	2.CE.1 Describe what happened, why it happened, and what happened next.	2.A.1 Share and explain ideas about the past and give a reason using information from a source.	2.HR.1 Explain why a historical person or event is important.
	2.CE.2 Identify a cause and its result.		
Civics and Government			
Standard		Clarification	
2.CG.1 Explain what a government is and why citizens form governments.			
2.CG.2 Compare and contrast rights and responsibilities of citizens.			
2.CG.3 Compare and contrast authority figures and helpers in a community.			
2.CG.4 Describe important patriotic traditions including the Pledge of Allegiance and the national anthem and the values they represent.			
Geography			
Standard		Clarification	
2.G.1 Develop geographic skills by using map elements such as a key and scale to interpret information on a map.			
2.G.2 Develop geographic skills by using cardinal directions to identify locations.			
2.G.3 Develop geographic skills by identifying and locating the seven continents and the five oceans.			
2.G.4 Develop geographic skills by locating North America, the countries of North America, and the bordering oceans.			

GRADE 2

Economics	
Standards	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)	
2.E.3 Explain how people earn income. (Financial Literacy 2.FA.EE.1)	
2.E.4 Recognize how money measures the value of goods and services. (Financial Literacy 2.FA.FD.3)	
2.E.5 Describe how trading lets people obtain things they cannot produce themselves and identify examples of local trade.	

History	
Standards	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, Thanksgiving, Labor Day, Veteran's Day
2.H.2 Compare ways that people lived in the past versus how they live in the present.	
2.H.3 Identify individuals who have influenced historical changes.	

GRADE 3

Social Studies Skills			
Historical Research & Inquiry	Cause and Effect	Argumentation	Historical Relevance
3.HRI.1 Use information from different sources to answer questions about the past.	3.CE.1 Describe causes and results of historical events.	3.A.1 Make a claim about the past and support it with information from a source.	3.HR.1 Describe the importance of events and people and their impact on a community.
	3.CE.2 Explain how one event leads to another.		

Civics and Government	
Standard	Clarification
3.CG.1 State the levels of government and their purpose (local, state, tribal, and federal).	
3.CG.2 State examples of personal and civic rights and responsibilities.	
3.CG.3 Explain the role of leaders in the local government.	
3.CG.4 Name and describe core American values (freedom, equality, justice, democracy).	

Geography	
Standard	Clarification
3.G.1 Develop geographic skills by analyzing maps and globes using standard terms, including equator, North Pole, South Pole, Prime Meridian, hemisphere, longitude, and latitude.	
3.G.2 Develop geographic skills by using cardinal directions, map scales, legends, and grids to locate the United States, North Dakota, students' own city/town, the state capital, Bismarck, and Washington, D.C.	
3.G.3 Compare how environmental conditions affect living styles and clothing in different parts of the country.	Compare and contrast how region affects people who are living there (houses, clothing, transportation).

GRADE 3

Economics	
Standards	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)	
3.E.4 Explain why some goods and services are more valuable than others. (Financial Literacy 3.FA.FD.3)	
3.E.5 Describe how trading lets people obtain things they cannot produce themselves and identify examples of regional trade.	

History	
<i>Proficiency in the standards pertaining to national holidays or days of observance and understanding the concept of past and present are met by the end of grade 2.</i>	
Standards	Clarifications
3.H.3 Explain how individuals have made significant historical changes.	
3.H.4 Identify and describe historical events in the local community and explain why they are important.	

GRADE 4

Social Studies Skills			
Historical Research & Inquiry	Cause and Effect	Argumentation	Historical Relevance
4.HRI.1 Use primary and secondary sources to understand historical events, including North Dakota history.	4.CE.1 Describe causes and results of historical events, including North Dakota history.	4.A.1 Make a claim about a historical event and support it with evidence from sources.	4.HR.1 Identify the historical relevance of events and individuals in North Dakota history.
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 individual does	
4.CG.2 Describe personal and civic rights and responsibilities.		Personal responsibilities – finish homework Civic responsibilities – pay taxes, vote, obey laws Personal rights – privacy, speech, religion Civic rights – vote for leaders, run for office	
4.CG.3 Explain the role of leaders in North Dakota and tribal governments.			
4.CG.4 Explain how core American values (freedom, equality, justice, democracy) influence the structure and function of the North Dakota government.			

GRADE 4

Geography	
Standard	Clarification
4.G.1 Develop geographic skills by using cardinal directions, map skills, legends, and latitude and longitude to locate major rivers, lakes, and landforms in North Dakota.	
4.G.2 Develop geographic skills by identifying the three regions of North Dakota including the Red River Valley, Missouri Plateau, and Drift Prairie.	
4.G.3 Develop geographic skills by identifying the five tribal nations including the Three Affiliated Tribes (MHA), Spirit Lake Nation, Standing Rock Sioux Tribe, Turtle Mountain Band of Chippewa, and Sisseton Wahpeton Oyate.	Compare and contrast how region affects people who are living there (houses, clothing, transportation).
4.G.4 Compare and contrast the three geographical regions (Red River Valley, Missouri Plateau, and Drift Prairie) and how they affect human activity.	

Economics	
Standards	Clarifications
4.E.1 Identify factors that impact spending choices. (Financial Literacy 4.FA.FD.1)	
4.E.2 Describe reasons people may choose different places to keep money they have saved. (Financial Literacy 4.MM.S.1)	
4.E.3 Explain the reasons different jobs earn different amounts of income. (Financial Literacy 4.FA.EE.1)	
4.E.4 Compare the values of various goods and services. (Financial Literacy 4.FA.FD.3)	
4.E.5 Describe key industries in North Dakota, including agriculture, energy (oil, coal, and wind), and manufacturing in relation to global trade.	
4.E.6 Explain how trade and agriculture impacted the history and development of North Dakota.	

GRADE 4

History	
<i>Proficiency in the standards pertaining to national holidays or days of observance and understanding the concept of past and present are met by the end of grade 2.</i>	
Standards	Clarifications
4.H.3 Explain how individuals and groups have made significant historical changes in North Dakota.	Groups may include Native American tribes, immigrants, settlers, fur traders, explorers
4.H.4 Explain the cause and effect of relationships among historical events that led to the statehood of North Dakota.	May include Lewis and Clark, Louisiana Purchase, Homestead Act, railroads, advances in farming, formation of Dakota Territory
4.H.5 Compare perspectives of different groups/people experiencing and interpreting historic events.	

GRADE 5

Social Studies Skills			
Historical Research & Inquiry	Cause and Effect	Argumentation	Historical Relevance
5.HRI.1 Use primary and secondary sources as evidence to explain historical events and ideas.	5.CE.1 Describe causes and results of historical events at local, national, and global levels.	5.A.1 Develop a claim about a historical topic, support it with evidence, and explain one's thinking.	5.HR.1 Identify the historical relevance of events, individuals, and ideas by describing their significance and impact over time and across communities, regions, and/or the world.
		5.A.2 Communicate ideas using written, oral, or visual formats.	
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 Compare and contrast personal and civic rights and responsibilities.		Personal responsibilities – finish homework Civic responsibilities – pay taxes, vote, obey laws Personal rights – privacy, speech, religion Civic rights – vote for leaders, run for office	
5.CG.3 Explain the role of leaders in the federal government.			
5.CG.4 Explain how core American values (freedom, equality, justice, democracy) influence the structure and function of the United States government.			

GRADE 5

Geography	
Standard	Clarification
5.G.1 Develop geographic skills by using cardinal directions, map skills, legends, and latitude and longitude to locate major rivers, lakes, and landforms in the United States.	
5.G.2 Develop geographic skills by identifying the five regions of the United States including the Northeast, Southeast, Southwest, West, and Midwest and the states that correspond to that region.	This standard does not specify identification of state capitals but a general knowledge of their locations. It includes making connections between the regions by comparing/contrasting them to North Dakota.
5.G.3 Develop geographic skills analyzing information from different types of maps (political, physical, thematic) using geographic tools.	Thematic maps may include natural resources, climate, populations, regional maps, etc. Geographic tools may include sources such as Google Maps, physical 3D globes, and physical maps.
5.G.4 Compare and contrast the five geographical regions of the United States (Northeast, Southeast, Southwest, West, and Midwest) and how they influenced human settlement.	

Economics	
Standards	Clarifications
5.E.1 Identify factors that influence saving and spending choices. (Financial Literacy 5.FA.FD.1)	
5.E.2 Explain why waiting to spend money can be a good choice. (Financial Literacy 5.MM.S.1)	
5.E.3 Recognize that different careers have different earning potential. (Financial Literacy 5.FA.EE.1)	
5.E.4 Compare the values of various goods and services to support responsible financial decisions. (Financial Literacy 5.FA.FD.3)	
5.E.5 Describe key industries in different regions of the United States in relation to global trade.	
5.E.6 Explain how mercantilism and colonial trade systems (including triangular trade) influenced economic decisions and contributed to the early settlement and growth of the United States.	

GRADE 5

History	
<i>Proficiency in the standards pertaining to national holidays or days of observance and understanding the concept of past and present are met by the end of grade 2.</i>	
Standards	Clarifications
5.H.3 Explain how individuals and groups have made significant historical changes in the United States.	Groups may include Native American tribes, European explorers, fur traders, and colonists
5.H.4 Explain the cause and effect of relationships among historical events in the United States.	May include Indigenous people, Lewis and Clark, colonists
5.H.5 Compare multiple perspectives from a historical event or period.	Examples may include colonists, Puritans, Native Americans

GRADE 6 SOCIAL STUDIES

Historical Thinking Skills			
Historical Sources and Interpretations	Cause and Effect	Argumentation	Historical Research & Inquiry
6.HSI.1 Evaluate primary and secondary sources and use them as evidence to support interpretations and conclusions about the past.	6.CE.1 Analyze causes and consequences of historical events, including short and long-term effects at local, national and global levels.	6.A.1 Develop historical arguments using claims, evidence, and reasoning, and communicate conclusions through written, oral, and visual formats.	6.HRI.1 Conduct historical inquiry by generating questions, gathering and evaluating sources, and synthesizing information.

World History	
Ancient Civilizations to the Renaissance	
Standard	Clarification
6.WH.ACR.1 Identify the characteristics of civilizations and analyze the origins, rise, and fall of Ancient Civilizations. (H)	Ancient Civilizations may include Mesopotamia, Egypt, India, China, Greece, Rome, Mesoamerica.
6.WH.ACR.2 Identify early economic systems and analyze the importance of agriculture and explain how it led to the development of permanent settlements and early civilizations. (E)	May include Neolithic Revolution, Hunters and Gatherers, Agricultural Revolution, bartering, irrigation, Fertile Crescent, domesticate.
6.WH.ACR.3 Explain why civilizations settled, in particular locations, and how geography influenced their growth and sustainability. (G)	May include physical geography, climate, adaptations to environments, major rivers, mountain ranges.
6.WH.ACR.4 Examine social structures and hierarchies, early origins of government, and their contributions to current political systems. (CG)	May include social structure, social hierarchies, Greek and Roman governments, city-states, Patricians, Plebians, monarchy, oligarchy, democracy, tyranny/dictatorship, republic, citizen.
6.WH.ACR.5 Evaluate the major achievements of past civilizations and their lasting influences on modern societies. (H)	May include scientific advancements, architectural achievements, philosophies.
6.WH.ACR.6 Analyze the origins, key characteristics, and global impact of major world religions and other belief systems. (H)	May include Christianity, Judaism, Islam, Hinduism, Buddhism, Mythology, Daoism, Sikhism, Confucianism, Monotheism, Polytheism.
6.WH.ACR.7 Examine global trade routes, cultural diffusion, and the social, economic, and political impacts of the Middle Ages. (E, G, CG)	May include global trade routes, cultural diffusion, manorialism, feudalism, and bubonic plague.

Standards at this 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.

MIDDLE SCHOOL - GEOGRAPHY

Geography	
Standard	Clarification
MS.G.1 Human Geography Evaluate how population patterns, culture, economic activity, government, and migration shape places and contribute to conflict and cooperation amongst different groups of people. (H)	Elements of culture may include religion, language, arts, sports, government, economy, holidays, customs, ethnic groups, and history.
MS.G.2 Migration and Human Settlement Define settlement and civilization, analyze settlement patterns across all continents (excluding Antarctica), and explain how geographic factors and push-pull influences shape where people live, migrate, and sustain communities over time. (H)	May include urbanization, urban, rural, suburban, megacities, metro areas.
MS.G.3 Humans and the Environment Explain how humans modify, adapt, and depend on their physical environment.	May include deforestation, desertification, canals, bridges, tunnels, irrigation.
MS.G.4 Physical Geography Identify and describe major landforms and bodies of water within all seven continents.	May include major mountain ranges, plains, plateaus, valleys, volcanoes, peninsulas, islands, deserts, canyons, oceans, seas, lakes, rivers, gulfs, bays, straits, glaciers, isthmus, lagoon, reef, delta.
MS.G.5 Climate Zones and Natural Disasters Identify the five major climate zones and different types of natural disasters that occur around the world.	May include changes in climate, sustainability, environmental challenges.
MS.G.6 Natural Resources and Economy Identify natural resources and analyze how their distribution around the world affects trade amongst people, communities, and countries. (E)	This standard must include both renewable and nonrenewable resources. It may include fossil fuels, timber, minerals, metals, wind, solar, and agricultural goods.
MS.G.7 Political Geography Locate and differentiate between a city, state, province, territory, region, country, and continent.	This standard must include city, state, region, country, continent of residence.
MS.G.8 Geographic Analysis Use geographic inquiry to analyze locations on global, regional, and local scales.	
MS.G.9 Geographic Tools Use geographic tools to demonstrate spatial awareness and understand patterns and relationships in geography.	Tools include maps (political, physical, thematic), latitude/longitude, scale, legend, compass rose, digital mapping.

Standards at this 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.

MIDDLE SCHOOL - US HISTORY

Historical Thinking Skills			
Historical Sources and Interpretations	Cause and Effect	Argumentation	Historical Research & Inquiry
MS.HSI.1 Evaluate primary and secondary sources and use them as evidence to support interpretations and conclusions about the past.	MS.CE.1 Analyze causes and consequences of historical events, including short and long-term effects at local, national and global levels.	MS.A.1 Develop historical arguments using claims, evidence, and reasoning, and communicate conclusions through written, oral, and visual formats.	MS.HRI.1 Conduct historical inquiry by generating questions, gathering and evaluating sources, and synthesizing information.

These Standards continue to be initially developed.

U.S. History	
Colonial Period (1607-1775)	
Standard	Clarification
Revolutionary Period (1775-1783)	
Standard	Clarification
MS.US.R.1 Describe the perspectives and roles of various groups of people during the American Revolution. (H)	
MS.US.R.2 Explain factors that enabled colonists to join the American Revolutionary War. (H)	
MS.US.R.3 Analyze and discuss why the Declaration of Independence was written by the colonists and how the document was used to state the problems with British rule and explain the reasons for seeking independence. (H)	

MIDDLE SCHOOL - US HISTORY

Development of the Constitution (1783-1789)	
Standard	Clarification
MS.US.DC.1 Demonstrate knowledge of the federal system of government as described in the Constitution and Bill of Rights. (CG)	
MS.US.DC.2 Describe the conflict between Federalists and Anti-Federalists over the ratification of the Constitution, including the protection of individual rights through the Bill of Rights and concern for states' rights. (CG, H)	
MS.US.DC.3 Analyze the major issues debated during the Constitutional Convention including the Great Compromise and the Three-Fifths Compromise. (CG, H)	
MS.US.DC.4 Examine the principles and purposes of government articulated in the Preamble and principles stated in the Constitution, including the separation of powers, federalism, and checks and balances. (CG)	
Early Republic (1789-1820)	
Standard	Clarification
MS.US.ER.1 Explain how conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties by analyzing their views on foreign policy, economic policy, a national bank, and strict versus loose interpretation of the constitution. (CG, E,H)	
Era of Expansion and Reform (1820-1860)	
Standard	Clarification
MS.US.EER.1 Explain how westward expansion affected the social, economic, and political landscape of the United States. (H, E, CG)	
MS.US.EER.2 Analyze the sectional differences between the North and the South. (H)	

MIDDLE SCHOOL - US HISTORY

Civil War Era (1861-1865)	
Standard	Clarification
MS.US.CWE.1 Describe the perspectives and roles of various groups of people during the Civil War, such as volunteers in the Union and Confederacy, women, Native Americans, African American soldiers. (H)	
Reconstruction Era (1865-1877)	
Standard	Clarification
MS.US.RE.1 Describe the national political debates over Reconstruction between President Lincoln, President Johnson, and Radical Republicans. (H)	
MS.US.RE.2 Explain the social and political impacts of Reconstruction. (H)	
Supplemental Era: Industrialization (1870-1900)	
Standard	Clarification
MS.US.I.1 Describe the experiences of women and children in industrial factories	
MS.US.I.2 Compare and contrast migration and immigrations describing immigration patterns and how settlements influenced regions across the nation.	
MS.US.I.3 Identify various labor movements and changes made to workplace and food safety.	
MS.US.I.4 Examine how the Industrialists or Robber Barons contributed to the growing of the U.S. economy and the development of monopolies.	
MS.US.I.5 Describe how changes in technology such as the creation of the assembly line, the light bulb, and the telephone changed working environments and life in America.	
Supplemental Era: U.S. Imperialism (1890-1914)	
Standard	Clarification
MS.US.IM.1 Identify the search for natural resources as a motivator for imperialism.	

Standards at this 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.

MIDDLE SCHOOL - NORTH DAKOTA STUDIES

Historical Thinking Skills			
Historical Sources and Interpretations	Cause and Effect	Argumentation	Historical Research & Inquiry
MS.HSI.1 Evaluate primary and secondary sources and use them as evidence to support interpretations and conclusions about the past.	MS.CE.1 Analyze causes and consequences of historical events, including short and long-term effects at local, national and global levels.	MS.A.1 Develop historical arguments using claims, evidence, and reasoning, and communicate conclusions through written, oral, and visual formats.	MS.HRI.1 Conduct historical inquiry by generating questions, gathering and evaluating sources, and synthesizing information.

North Dakota Studies	
Standard	Clarification
MS.ND.1 Examine North Dakota’s path to statehood and how early settlement and key events shaped its development. (H)	May include statehood, early settlement, development.
MS.ND.2 Analyze the relationships among North Dakota’s physical features, climate, and natural resources and evaluate how they influence the human population. (G)	May include physical features, climate, natural resources.
MS.ND.3 Analyze the historical and modern experiences of Indigenous nations in North Dakota, including sovereignty and the preservation of culture. (H, G)	May include the Three Affiliated Tribes, Spirit Lake Nation, Standing Rock Sioux, Turtle Mountain Chippewa, Sisseton Wahpeton Oyate, treaties, boarding schools.
MS.ND.4 Analyze North Dakota’s economy and the factors that influence its growth and sustainability. (E)	May include agriculture, tourism, energy, manufacturing, technology.
MS.ND.5 Analyze North Dakota’s government structure, engagement of citizens in government, and its role at regional, national, and global levels. (CG)	May include government structure, citizen engagement.
MS.ND.6 Analyze immigration patterns in North Dakota and evaluate how diverse cultural groups have influenced the state’s communities, traditions, and identity over time. (G, H)	May include immigration patterns, diverse cultural groups, traditions.

Standards at this 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 - UNITED STATES GOVERNMENT AND CIVICS

Civics and Government	
Philosophical and Historical Foundations of American Government	
Standard	Clarification
HS.CG.PHF.1 Evaluate the influence of key political philosophers on the development of government and its functions. (WH)	Philosophers include John Locke, Thomas Hobbes, Montesquieu, Rousseau.
HS.CG.PHF.2 Compare and contrast different types of government. (WH)	Types of government may include representative democracy, direct democracy, anarchy, dictatorship, monarchy, theocracy, authoritarian.
HS.CG.PHF.3 Analyze the influences of leading historical institutions and ideas including Athenian democracy, Roman Republicanism, English legal tradition, and the Enlightenment on the American Founding. (WH)	
HS.CG.PHF.4 Evaluate how the colonial experience and the American Revolution shaped the Founders' views of government, liberty, and authority. (USH)	This standard pertains to the impact of these periods, specifically on the Articles of Confederation and the Bill of Rights.
HS.CG.PHF.5 Analyze the historical context, major arguments, and enduring constitutional and civic significance of the Declaration of Independence as a foundational document of American political philosophy. (USH)	This standard meets the requirement of NDCC 15.1-21-22 which requires students to read the Declaration of Independence (NDCC 15.1-21-22).
HS.CG.PHF.6 Analyze the structure, strengths, and weaknesses of the Articles of Confederation. (USH)	

HIGH SCHOOL - UNITED STATES GOVERNMENT AND CIVICS

United States Constitution	
Standard	Clarification
HS.CG.USC.1 Evaluate the creation of the Constitution including the compromises that were made at the Convention in 1787 and their long-term interpretations. (USH)	This standard includes The Great Compromise, Three-Fifths Clause, and Electoral College. September 17 th – Constitution Day must include an education program on the U.S. Constitution (Public Law 108-447 Section 111).
HS.CG.USC.2 Analyze the structure and organization of the Constitution and the Bill of Rights.	This analysis includes the Preamble, Articles, and Amendments. This standard meets the requirement of NDCC 15.1-21-22 which requires students to read the United States Constitution and Bill of Rights.
HS.CG.USC.3 Outline the meaning and importance of each right guaranteed under the Bill of Rights and how each is secured.	This standard includes Amendments 1-10 of the U.S. Constitution.
HS.CG.USC.4 Describe the amendment process to the U.S. Constitution.	
HS.CG.USC.5 Evaluate the core principles of the Constitution.	These principles include separation of powers, checks and balances, popular sovereignty, Federalism, limited government, republicanism, and individual rights.
HS.CG.USC.6 Explain how the fourteenth Amendment extended rights to minority groups through the Due Process and Equal Protection Clauses (USH)	Related court cases to incorporate include: <i>Gitlow v. New York</i> (1925), <i>Dred Scot v. Sanford</i> (1857), <i>Plessy v. Ferguson</i> (1896), <i>Brown v. Topeka Board of Education</i> (1954).

Functions and Interaction of the Branches of Government	
Legislative Branch	
Standard	Clarification
HS.CG.BG.1 Explain the structure, qualifications, terms, powers, and responsibilities of Congress under Article I and the Seventeenth Amendment.	This standard includes eligibility for office, roles, length of terms, and election to office for representatives and senators. Powers: appropriations, declaration of war, commerce, implied powers, confirmations, necessary and proper clause.
HS.CG.BG.2 Describe the process of how a bill becomes a law.	This includes introduction, debate, standing committee, conference committee, joint committee, rules committee, filibuster, executive actions (veto, pocket veto).

HIGH SCHOOL - UNITED STATES GOVERNMENT AND CIVICS

Executive Branch	
Standard	Clarification
HS.CG.BG.3 Explain the structure, qualifications, succession, powers, and responsibilities of the presidency under Article II and relevant amendments.	This includes appointments, oath of office, commander-in-chief of the military, powers of the president, succession (25 th Amendment), executive orders, treaties, length of term (22 nd Amendment).
HS.CG.BG.4 Evaluate how presidential power has evolved over time (USH)	This includes executive orders, war powers, executive agreements, executive privilege, presidential pardon.
HS.CG.BG.5 Explain the Electoral College system and compare and contrast arguments for and against it.	
HS.CG.BG.6 Analyze the role of the federal bureaucracy, including executive departments and independent agencies.	This includes cabinet departments and executive agencies.
Judicial Branch	
Standard	Clarification
HS.CG.BG.7 Explain the structure and jurisdiction of the federal court system under Article III.	This includes Judicial Review and interpretation of law.
HS.CG.BG.8 Explain the structure of the federal court system by identifying the levels of courts, the jurisdiction of each level, and how cases move through the judicial process.	
HS.CG.BG.9 Explain judicial review, including its origins in <i>Marbury v. Madison</i> and its impact on checks and balances.	
HS.CG.BG.10 Describe the Supreme Court's role in interpreting the Constitution to resolve conflicts.	This includes strict v. loose interpretation; originalism v. living Constitution; majority, concurring, and dissenting opinions; stare decisis and precedent; <i>McCulloch v. Maryland</i> .
HS.CG.BG.11 Explain how landmark U.S. Supreme Court cases have shaped the Constitutional interpretation of civil liberties and civil rights. (USH)	Landmark cases include <i>Tinker v. Des Moines</i> (1966), <i>NY Times v. United States</i> 1971), <i>Texas v. Johnson</i> (1989), <i>Citizens United v. Federal Election Commission</i> (2010), <i>Mahanoy Area School district v. B.L.</i> 2021), <i>Kennedy v. Bremerton</i> (2022), <i>D.C. v. Heller</i> (2008), <i>Mapp v. Ohio</i> (1961), <i>Miranda v. Arizona</i> (1966), <i>Gideon v. Wainwright</i> (1963), <i>Trump v. Barbara</i> 2026).

HIGH SCHOOL - UNITED STATES GOVERNMENT AND CIVICS

Citizenship and Civic Participation	
Standard	Clarification
HS.CG.CP.1 Analyze the rights and responsibilities of American citizens, including how rights are protected and limited over time.	This includes being informed on civic issues, serving in the military, obeying the law, paying taxes, voting, serving as a juror, due process, freedom of assembly, right to a speedy trial.
HS.CG.CP.2 Analyze the electoral process, including election laws and systems.	This includes nominations, primaries, caucuses, general and midterm elections.
HS.CG.CP.3 Analyze the expansion of suffrage in American history and its impact on political participation and representation. (USH)	This includes non-property owners, women (19th amendment), Black Americans (15th amendment), Native Americans (Indian Citizenship Act 1924), Asian Americans, persons 18 years of age (26th amendment), disability and accessibility, absentee voter ballot, poll tax (26th amendment).
HS.CG.CP.4 Explain the role and function of political parties, including their influence on elections, policymaking, and political organization at the national and state levels.	This includes the two-party system, major parties, minority parties, third parties, independents, splinter parties, party leadership.
HS.CG.CP.5 Describe the means that citizens use to participate in the political process.	This includes voting, campaigning, lobbying, filing a legal challenge, demonstrating, petitioning, picketing, running for political office, contacting elected officials.
HS.CG.CP.6 Analyze the impact of the media on the election process and on forming voter opinion with attention to media bias.	

HIGH SCHOOL - UNITED STATES GOVERNMENT AND CIVICS

State, Local, and Tribal Governments	
Standard	Clarification
HS.CG.SLT.1 Outline how federalism in the United States distributes powers between the national, state, and local governments. (ND)	Federalism – powers on state v. federal.
HS.CG.SLT.2 Understand specific functions and purposes of the state.	This includes constitution, initiative, referendum, referral, and recall.
HS.CG.SLT.3 Demonstrate understanding of specific functions and purposes of local government. (ND)	
HS.CG.SLT.4 Analyze the concept of tribal sovereignty and its relationship to state and local government, with particular attention to North Dakota tribes. (ND)	
HS.CG.SLT.5 Demonstrate an understanding of methods of civic engagement at the state and local levels. (ND)	This includes voting in elections, attending public meetings, testifying at bill hearings, and contacting legislators.
HS.CG.SLT.6 Evaluate how state and federal court rulings have impacted North Dakota.	Examples of North Dakota cases may include <i>Birchfield v. ND</i> , <i>State v. Cooper</i> , <i>Swift v. Leach</i> , <i>Quill Corp v. ND</i> , <i>Bergum v. Jaeger</i> , <i>Brakebill v. Jaeger</i> .

Standards at this 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.

HIGH SCHOOL - GEOGRAPHY

Geography	
Standard	Clarification
HS.G.1 Use a variety of geographic tools to study the world and draw conclusions.	The standard may include cartograms, GIS, globes, maps, map projections, and thematic maps.
HS.G.2 Use geographic tools to locate the absolute and relative location of places and regions around the world.	
HS.G.3 Apply geographic tools to analyze a geographic problem or issue.	
HS.G.4 Describe the physical processes that create and shape the Earth's surface.	The standard may include plate tectonics, erosion, or soil degradation.
HS.G.5 Describe the factors that shape the climate and ecosystems of a region.	This standard shall include latitude, elevation, and landforms.
HS.G.6 Analyze the physical and human characteristics of a place.	This standard shall include landforms, population, and demographics.
HS.G.7 Describe the unifying physical and human characteristics of a region.	
HS. G.8 Describe the core aspects of a region's culture.	The standard may include architecture, art, customs, food, language, music, religion, values, and traditions.
HS.G.9 Explain how physical geography shapes the cultural practices of a region.	
HS.G.10 Analyze how cultural characteristics unite and/or divide regions or societies.	
HS.G.11 Explain patterns of settlement in different regions, including North Dakota. (ND)	
HS.G.12 Explain the causes and consequences of major human migrations.	The standard shall include push/pull factors and the difference between immigrant and refugee.
HS.G.13 Analyze the causes and consequences of urbanization.	The standard may include urban sprawl, central place theory, gravity model, and urban systems.
HS.G.14 Analyze how the distribution of natural resources impacts culture, economy, and trade. (E)	

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HIGH SCHOOL - ECONOMICS

Economics	
Economic Skills	
Standards	Clarifications
HS.E.S.1 Analyze and interpret charts, graphs, and tables to explain economic trends, relationships, and outcomes.	This standard may include supply and demand graphs, price changes over time, GDP, inflation, and unemployment data, comparative national or regional data.
HS.E.S.2 Apply principles of scarcity and opportunity cost to allocate resources efficiently in the short term.	This standard 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 management strategies in real-world contexts (e.g. inventory use, project planning, budgeting).
HS.E.S.3 Apply mathematical reasoning to solve economic and personal finance problems.	This standard 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).
HS.E.S. 4 Evaluate how present resource allocation decisions affect future outcomes.	This standard 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.
HS.E.S.5 Apply economic concepts and evidence to make informed decisions as consumers, producers, workers, and citizens.	This standard 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.
Fundamental Economic Concepts	
Standards	Clarifications
HS.E.F.1 Analyze the basic concepts of economic thinking.	This standard shall include scarcity, trade-offs, opportunity cost, needs and wants, cost benefit analysis, and factors of production.

HIGH SCHOOL - ECONOMICS

Economic Systems	
Standards	Clarifications
HS.E.ES.1 Describe the characteristics of a command/central planned economy and market economy. (CG)	This standard shall include communism, socialism, capitalism, mixed economy.
HS.E.ES.2 Compare and contrast how command and market economic systems impact a nation and its citizens. (CG)	The standard may include economic decision making, education, housing, healthcare, job opportunity, standard of living, or GDP.
Markets and Prices	
Standards	Clarifications
HS.E.MP.1 Explain the laws of supply and demand.	This standard shall include demand/supply schedules, curves, determinants of supply/demand, and shifts of the curves.
HS.E.MP.2 Analyze how supply and demand impact prices and the allocation of goods and services.	The standard shall include equilibrium, shortage, and surplus.
Government in the Economy	
Standards	Clarifications
HS.E.GE.1 Explain the role of government in a market economy. (CG)	This standard shall include taxation, government spending, national debt, programs, and legal regulation.
HS.E.GE.2 Explain the functions and role of money in a market economy. (CG)	This standard may include national defense, Social Security, SNAP, Medicare, Medicaid, infrastructure, emergency services, or education.
Money and Banking	
Standards	Clarifications
HS.E.MB.1 Explain the functions and role of money in a market economy.	The standard shall include fiat money, commodity money, representative money, the role of financial institutions, and the Federal Reserve's purpose.
Business Organizations	
Standards	Clarifications
HS.E.BO.1 Compare and contrast various types of business organizations.	The standard shall include sole partnerships, proprietorships, and corporations.
Macroeconomic Indicators	
Standards	Clarifications
HS.E.MI.1 Describe various macroeconomic measurements that determine a country's economic health.	This standard shall include unemployment rate, recession, inflation, and GDP.

HIGH SCHOOL - ECONOMICS

Global Economics	
Standards	Clarifications
HS.E.GLE.1 Describe how globalization impacts economic development, including the effects in North Dakota. (ND, USH)	The standard shall include standard of living, tariffs, interdependence, and benefits and costs of trade.

Personal Finance
<i>See the Financial Literacy Standards depending upon where the district has placed financial literacy concepts which are required (NDCC 15.1-21-21).</i>

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HIGH SCHOOL - UNITED STATES HISTORY

Historical Thinking Skills				
Analyze Cause and Effect	Construct Evidence-based Arguments	Examine Multiple Perspective	Evaluate Historical Relevance	Contextualize Historical Events
HS.CE.1 Analyze cause and effect of historical events, including economic, political, and social factors, and evaluate their short- and long-term impacts.	HS.A.1 Construct evidence-based arguments by developing a clear claim, analyzing multiple primary and secondary sources for credible evidence, and explaining the significance of that evidence in supporting the argument.	HS.EMP.1 Examine multiple perspectives by analyzing how different groups and individuals experienced, interpreted, and responded to historical events.	HS.EHR.1 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.	HS.CHE.1 Contextualize historical events by explaining how they are shaped by the period in which they occurred, including social, political, and economic factors.

These Standards continue to be initially developed.

U.S. History	
A Nation Built: Industry, Power, and Inequality (1870-1900)	
<i>Themes of the Era: Westward Expansion, Industrialization, Immigration, and Urbanization.</i>	
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.NB.1 Analyze the causes and effects of Industrialization and Immigration, including their social and economic impacts. (E)	Possible examples include Ellis Island, Chinese Exclusion Act, Gilded Age, Push & Pull Factors, Nativism & Assimilation, Gold Standard.
HS.US.NB.2 Analyze the causes and effects of Westward Expansion, including its impact on settlement patterns, Indigenous peoples, and the economic growth of the United States.	Possible examples include Battle of Wounded Knee, Homestead Act, Transcontinental Railroad, Reservation System, Assimilation, American Indian Wars, Ghost Dance Movement, Bonanza Farming, Dakota Territory Settlement, North Dakota Statehood.

HIGH SCHOOL - UNITED STATES HISTORY

<p style="text-align: center;">A Nation Built: Industry, Power, and Inequality (1870-1900)</p> <p>Themes of the Era: <i>Westward Expansion, Industrialization, Immigration, and Urbanization.</i></p> <p>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.</p>	
<p>HS.US.NB.3 Construct and support a claim about the success of various social or political movements of this era using relevant and accurate historical evidence and reasoning.</p>	<p>Possible examples include Reconstruction Amendments, Compromise of 1877, Grange Movement, <i>Plessy v. Ferguson</i>, Dawes Act, Second Treaty of Fort Laramie.</p>
<p>HS.US.NB.4 Examine perspectives of industrialists and workers, using evidence to explain differences in viewpoint.</p>	<p>Possible Examples include labor movement, labor unions, strikes, collective bargaining, factory system, child labor, robber barons/captains of industry.</p>
<p>HS.US.NB.5 Examine perspectives of freedmen and Southern whites, using evidence to explain differences in experiences and viewpoint.</p>	<p>Possible examples include Black Codes, sharecropping, Exodus to Kansas, Ku Klux Klan, <i>Plessy v. Ferguson</i>, Jim Crow Laws.</p>
<p>HS.US.NB.6 Evaluate how this era continues to influence economic inequality.</p>	<p>Possible examples include wage gaps, wealthy concentration, access to education, housing disparities, and uneven economic opportunity across regions and social groups.</p>
<p>HS.US.NB.7 Contextualize events of the Gilded Age by explaining how industrialization, westward expansion, and immigration shaped social, political, and economic developments from 1870-1900.</p>	
<p>HS.US.NB.8 Contextualize how the historical context of big business and urbanization shaped key events and developments.</p>	<p>Possible examples include tenement housing, laissez-faire governing, monopolies, capitalism, political machines.</p>

HIGH SCHOOL - UNITED STATES HISTORY

A Nation Mobilized: Reform at Home and Abroad (1890-1925)	
<p>Themes of the Era: Progressivism, Increased Government Involvement, Reform, Increased U.S. Role in World, World War I.</p> <p>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.</p>	
Standard	Clarification
HS.US.NM.1 Analyze the effects of industrial growth within America and the resulting Progressive reforms.	
HS.US.NM.2 Analyze the development of America’s role on the world stage and its impact at home and abroad.	Possible examples include Anti-Imperialism League, Hawaii, Spanish American War.
HS.US.NM.3 Analyze the motives and decisions to enter World War I and the effects of that decision.	Possible examples include analyzing the causes and effects of the United States joining World War I.
HS.US.NM.4 Construct a claim about the effectiveness of social and political reform efforts.	Possible examples include progressive amendments, social Darwinism.
HS.US.NM.5 Examine perspectives of reformers and business interests, using evidence to explain differences in viewpoint.	Possible examples include reformers, labor unions, industrialists, big business, Pullman Strike, Triangle Shirtwaist Fire, Pure Food and Drug Act, Trust-Busting (Theodore Roosevelt), Muckrakers, immigration and urban reform, U.S. expansion and global influence.
HS.US.NM.6 Examine multiple perspectives that shifted America’s focus from domestic to world affairs.	This would include Yellow Journalism.
HS.US.NM.7 Evaluate how this era shaped modern government regulation.	Possible examples include wealth gaps, corporate power, labor shortages, government regulation, political corruption, Indigenous rights and land issues, environmental concerns, technology’s impact on the job market, global military interventions, trade and international economic competition.
HS.US.NM.8 Evaluate how state and federal issues impact local communities.	Possible examples include Non-Partisan League, labor unions, Native American Citizenship Act, Rise of the Ku Klux Klan.
HS.US.NM.9 Contextualize reform movements from 1890-1925 by explaining how they were shaped by the social, economic, and political conditions of the time.	

HIGH SCHOOL - UNITED STATES HISTORY

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

Themes of the Era: *Roaring Twenties, Great Depression, New Deal, Stock Market Crash of 1929*

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.NS.1 Analyze how financial decisions, social behavior, and political choices contributed to the booms and bust of the United States economy such as Great Depression.	
HS.US.NS.2 Construct and support a claim about the causes of the Great Depression using relevant and accurate historical evidence and reasoning.	
HS.US.NS.3 Construct and support a claim about the effectiveness of the New Deal era in shaping a response to the Great Depression.	
HS.US.NS.4 Examine how various groups responded to the social, political, and economic changes within America.	Possible examples include organized crime, gender, Scopes Trial, Harlem Renaissance, Great migration, prohibition, fundamentalism, traditionalism, modernism, and speakeasies.
HS.US.NS.5 Evaluate why economic growth, collapse, and government responses impacted people over time and across communities and regions.	Possible examples include Stock Market Crash, Great Depression, Dust Bowl, U.S. Neutrality and Isolationism, Lend-Lease Act, the New Deal (first and second), relief, recovery, reform.
HS.US.NS.6 Contextualize how American consumerism shaped the character of the period and future impacts.	Possible examples include <i>The Great Gatsby</i> , rise of radio, Model T, speculation, and overproduction.
HS.US.NS.7 Contextualize the impact of various governmental levels' reactions to the economic realities of the Great Depression. (CG)	

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, McCarthyism, Korean War, Vietnam War

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 United States' role as a global leader during a time of ongoing international tension.

Standard	Clarification
HS.US.NT.1 Analyze how decisions made by the United States and the Soviet Union influenced each other and shaped the course of the Cold War.	Possible examples include Rosenbergs, Korean War, Vietnam War.
HS.US.NT.2 Construct an evidence-based argument based on American decisions in domestic or foreign policy.	Possible examples include Japanese Internment, use of the atomic bomb, McCarthy Trials.
HS.US.NT.3 Analyze perspectives of soldiers and civilians, using evidence to explain differences in experiences.	Possible examples include Port Chicago, Rosie the Riveter, the Vallerio (Project Wetback), Double V Campaign.
HS.US.NT.4 Evaluate how this era shaped the United States' role as a global leader.	Possible examples include Bretton woods, Yalta, Potsdam, UN, NATO.
HS.US.NT.5 Evaluate the United States' response to the Holocaust before, during, and after World War II, assessing policies, actions, and humanitarian efforts.	Possible examples include Israel, Nuremburg Trials, Concentrations Camps, U.S. Holocaust Memorial Museum.
HS.US.NT.6 Contextualize the historical context of global conflict and how the home front shaped events and developments.	Possible examples include <i>Korematsu v. U.S.</i> , domino theory, containment, Truman Doctrine, Marshall Plan, Suez Crisis, Cuban Missile Crisis, Bay of Pigs, Berlin Airlift, Eisenhower doctrine, U-2 Incident.
HS.US.NT.7 Contextualize how the Great Depression and isolationist policies influenced the United States' delayed involvement in World War II and how these experiences contributed to postwar fears of communism.	Possible examples include isolationism and McCarthyism.

HIGH SCHOOL - UNITED STATES HISTORY

A Nation in Transition: Fight for Freedom at Home and Overseas (1950-1975)	
<p>Themes of the Era: <i>Civil Rights Movement, Korean War, Vietnam War, Equality Movements</i></p> <p>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.</p>	
Standard	Clarification
HS.US.FF.1 Analyze the causes and effects of activism and legislation. (CG)	Possible examples include Civil Rights Act of 1964, Voting Rights Act of 1965.
HS.US.FF.2 Analyze the causes and effects of conflicts during this era, including how events at home and abroad influenced each other.	Possible examples include Rosenbergs, Korean War, Vietnam War, CIA Operations.
HS.US.FF.3 Develop and support a claim about the effectiveness of the Civil Rights Movement using relevant and accurate historical evidence and reasoning.	Possible examples include <i>Brown v. Topeka</i> , Rosa Parks, Medgar Egers, Greensboro sit-ins, Freedom Rides, March on Washington, Emmett Till.
HS.US.FF.4 Construct and support a claim about the impact of the Post-War Boom on American Society.	Possible examples include baby boom, rock ‘n roll, affluent society, consumerism, hippies, counterculture movement, and anti-war protests.
HS.US.FF.5 Examine primary and secondary sources from various civil rights movements (such as the Black Power, Chicano, American Indian, or Women’s Rights movements) to analyze conflicting and complementary perspectives on the strategies and goals used to achieve equality.	Possible examples include Delano Grape Boycott, Feminist Mystique, Occupy Alcatraz, Black Power, SNCC.
HS.US.FF.6 Evaluate how this era continues to influence equality movements.	Possible examples include Americans with Disabilities, Native American Sovereignty, Title IX.
HS.US.FF.7 Evaluate the budgetary implications of major political initiatives.	Possible examples include space race, Vietnam, Medicare, ESEA, public housing, PBS, EPA, Clean Water Act, Three Mile Island.
HS.US.FF.8 Contextualize the historical context of segregation and how federal action shaped key events and developments.	Possible examples include <i>Miranda v. Arizona</i> , <i>Loving v. Virginia</i> , <i>Brown v. Board of Education</i> , Little Rock.

HIGH SCHOOL - UNITED STATES HISTORY

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

Themes of the Era: *Watergate, Stagflation, Iran Contra, Persian Gulf War, Bicentennial, Reaganomics*

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.NC.1 Analyze factors that contributed to the end of the Cold War and development of a new world order.	Possible examples include Reagan Doctrine, Helsinki Accords, SALT, Star Wars, Détente, Nixon's Visit to China.
HS.US.NC.2 Construct and support a claim about the rise of conservatism using relevant and accurate historical evidence and reasoning.	Possible examples include political realignment, ERA, Phillis Schafely, conservatism, liberalism.
HS.US.NC.3 Construct an argument using primary and secondary sources to develop and defend an argument about how the Watergate scandal affected public trust in the government.	Possible examples include pardoning of Nixon, rise of conservatism, moral majority, rise of government oversight, Clinton impeachment, <i>Bush v. Gore</i> .
HS.US.NC.4 Examine perspectives of protestors and the Silent Majority, using evidence to explain differences in viewpoint.	Consider approaches towards Civil Rights such as Malcolm X, Martin Luther King, Jr., AIM, Delano Grape.
HS.US.NC.5 Evaluate how this era contributes to political polarization today.	
HS.US.NC.6 Explain how the historical context of the Vietnam War and Watergate shaped key events and developments.	

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.NR.1 Analyze the causes and effects of social movements and global events.	Possible examples include the ADA law.
HS.US.NR.2 Analyze the causes and effects of the end of the Cold War and the events of 9/11.	
HS.US.NR.3 Construct and support a claim about the impact of recent policy decisions using relevant and accurate historical evidence and reasoning.	
HS.US.NR.4 Construct and support a claim about the impact of the War on Terror using relevant and accurate historical evidence and reasoning.	
HS.US.NR.5 Examine perspectives of political groups and citizens, using evidence to explain differences in viewpoints.	
HS.US.NR.6 Examine perspectives of government leaders and citizens, using evidence to explain differences in viewpoint.	
HS.US.NR.7 Evaluate how current events are shaping modern American society.	
HS.US.NR.8 Evaluate how this era influences national security policies today.	
HS.US.NR.9 Evaluate the historical relevance of events, individuals, and ideas by analyzing their significance and impact over time and across communities.	
HS.US.NR.10 Explain how the historical context of political division and technology shape current events and developments.	
HS.US.NC.11 Explain how the historical context of globalization and terrorism shaped key events and developments.	

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abbreviations: (CG) = Civics and Government; (G) = Geography; (E) = Economics; (WH)= World History, (USH) = United States History; (ND) = ND Connections.

HIGH SCHOOL - NORTH DAKOTA STUDIES

Historical Thinking Skills				
Analyze Cause and Effect	Construct Evidence-based Arguments	Examine Multiple Perspective	Evaluate Historical Relevance	Contextualize Historical Events
HS.CE.1 Analyze cause and effect of historical events, including economic, political, and social factors, and evaluate their short- and long-term impacts.	HS.A.1 Construct evidence-based arguments by developing a clear claim, analyzing multiple primary and secondary sources for credible evidence, and explaining the significance of that evidence in supporting the argument.	HS.EMP.1 Examine multiple perspectives by analyzing how different groups and individuals experienced, interpreted, and responded to historical events.	HS.EHR.1 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.	HS.CHE.1 Contextualize historical events by explaining how they are shaped by the period in which they occurred, including social, political, and economic factors.

These Standards continue to be initially developed.

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)	This may 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.	This may include historical maps, land usage maps, soil type maps, water usage maps, settlement maps, population density maps, diaries, speeches, pictures, charts, graphs, diagrams, timelines. Suggested Activities: create physical, political, and human settlement maps of North Dakota.
HS.ND.3 Explain human migration to North America as it relates to settlement patterns of people and groups in North Dakota.	This may 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.
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Standards at this 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.

HIGH SCHOOL - WORLD HISTORY

Historical Thinking Skills				
Analyze Cause and Effect	Construct Evidence-based Arguments	Examine Multiple Perspective	Evaluate Historical Relevance	Contextualize Historical Events
HS.CE.1 Analyze cause and effect of historical events, including economic, political, and social factors, and evaluate their short- and long-term impacts.	HS.A.1 Construct evidence-based arguments by developing a clear claim, analyzing multiple primary and secondary sources for credible evidence, and explaining the significance of that evidence in supporting the argument.	HS.EMP.1 Examine multiple perspectives by analyzing how different groups and individuals experienced, interpreted, and responded to historical events.	HS.EHR.1 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.	HS.CHE.1 Contextualize historical events by explaining how they are shaped by the period in which they occurred, including social, political, and economic factors.

High School World History	
Changes in Thinking (Middle Ages and Enlightenment) (1350-1780)	
Standard	Clarification
HS.WH.CT.1 Describe how the Jewish diaspora , the Crusades , and medieval social, political, and economic systems shaped society and interactions with Europe and the Middle East	Key concepts in this standard may include role of the Catholic church, causes of the Crusades, cultural and economic exchange between Europe and Middle Ages, Jewish diaspora.
HS.WH.CT.2 Explain how changes in art, culture, religion, and human thought during the Renaissance and Protestant Reformation transformed European society.	Key concepts in the standard may include humanism and classical revival, key figures (Leonardo, Michelangelo, Machiavelli, Raphael, Donatello), Martin Luther and 95 Theses, Calvin, Henry VIII, religious conflict and division in Europe, shift in authority. Guttenberg Printing Press.
HS.WH.CT.3 Explain the relationships and the impacts of the relationships of feudal power structures and people within societies during the Middle Ages and Renaissance beyond Europe and the Middle East.	Key concepts in this standard may include feudalism/hierarchy, Europe & Japan-decentralization feudal powers; China-centralized bureaucracy; Byzantium to Ottoman Empire shift; Sunni and Shia Islam.
HS.WH.CT.4 Analyze how advances in science and philosophical thinking during the Scientific Revolution & Enlightenment	Key concepts in this standard may include scientific methods and key figures (Galileo, Newton, Kepler, Bacon); Heliocentrism & geocentrism; Enlightenment thinkers (Locke,

challenged traditional authority and influenced modern society.	Hobbes, Rousseau, Montesquieu, Voltaire); natural rights, social contract; influence on government & democracy.
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Age of Imperialism and Colonization (1775-1850)

Standard	Clarification
HS.WH.AIC.1 Explain how changes in political and social ideas led to increased global interaction and exchange among European, Asian, Middle Eastern, and African societies.	Key concepts in this standard may include Imperialism and Colonialism, Centralized governments (kings/empires), exploration for trade and wealth, sharing technology, ideas, religion, and culture, Age of Exploration, Silk Road, new global markets, competition for trade routes and resources.
HS.WH.AIC.2 Analyze how imperialism affected societies, economies, and political systems in the Americas, Africa, Asia, and the Pacific.	Key concepts in this standard may include Social Darwinism and White Man’s Burden; cultural imperialism; resistance movements: Boxer Rebellion; scramble for Africa.
HS.WH.AIC.3 Explain how imperialism contributed to the rise of nationalism and helped establish the foundations for revolution and the development of early nation-states.	Key concepts in this standard may include expansion of powerful nations; control over land, resources, and people; loss of indigenous power and self-governance; replacement of language and local tradition; desire for self-rule and independence; economic inequality, limited rights and growing resentments; colonial resistance.

Age of Revolutions (1850-1914)

Standard	Clarification
HS.WH.AR.1 Analyze the causes of revolutions and evaluate how they impacted societies, governments and regions.	Key concepts in this standard may include Eight Stages of a Revolution (Crain Brinton’s “Fever Model”); spread of revolutionary ideas; influence across regions, reform, and reaction cycles. Examples of Revolutions include the French, Russian, and Haitian Revolution.
HS.WH.AR.2 Explain the social and political patterns of revolutions , including their causes and development, across different regions, cultures, and historical periods.	Key concepts in this standard may include legitimacy crises, radicalization, socio-economic inequality, Thomas Jefferson, and key documents (Declaration of the Rights of Man, Declaration of Independence).

HIGH SCHOOL - WORLD HISTORY

Shifting Geopolitical Structures, World War I (1914-1920)	
Standard	Clarification
HS.WH.SG.1 Explain the causes of World War I and how alliances, militarism, nationalism, and imperialism contributed to the conflict and the involvement of different nations.	Key concepts in this standard may include MAIN (Militarism, Alliance, Imperialism, Nationalism); Growth of armies and navies, arms race, Triple Alliance, Triple Entente; National Pride, tensions in the Balkans "Powder Keg"; desire of independence, competition for colonies, and European rivalries; Assassination of Archduke Franz Ferdinand and chain reaction of the alliance system.
HS.WH.SG.2 Analyze how weaknesses and failures of the Treaty of Versailles contributed to the rise of dictatorships, fascism, and the outbreak of World War II.	Key concepts in this standard may include Economic Instability & Global Recession; Weimar Republic; BRAT (blame reparations, army reduction, territory loss) Totalitarianism; Hitler, Mussolini, Stalin, Hirohito; Communism-Fascism.

Causes of World War II (1920-1939)	
Standard	Clarification
HS.WH.CW.1 Explain how the competing geopolitical goals of different nations contributed to the causes of World War II .	Key concepts in this standard may include failure of the League of Nations, appeasement, Lebensraum; eugenics; isolationism; Revisionist Powers; Hitler; Chamberlain; Stalin; Munich Conference; Non-Aggression Pact

Shifting Power Structures After World War II (1945-1989)	
Standard	Clarification
HS.WH.SP.1 Analyze how technological developments influenced the outcomes of World War II and helped shape its outcomes.	Key concepts in this standard may include new weapons, aircraft carriers and submarines; radar, sonar, codes and codebreaking; Blitzkrieg; industrialization; medical technology; atomic weapons.
HS.WH.SP.2 Analyze the social, political, economic, geographic, and ideological effects of World War II .	Key concepts in this standard may include total war; legacies of WWI (famine, rise and fall of governments, democratization, war crimes), global independence movements.

HIGH SCHOOL - WORLD HISTORY

Genocide and the Twentieth Century (1904-1999)	
Standard	Clarification
HS.WH.GTC.1 Describe the stages of genocide as they occurred throughout the twentieth century and explain the origins of the Holocaust during World War II .	Key concepts in this standard may include Ten Stages of Genocide (classification, symbolization, discrimination, dehumanization, organization, polarization, persecution, preparation, extermination, denial); application of eugenics; history of Antisemitism, stereotypes, and scapegoating; Hitler's targeting the Jews (blame, nationalism, propaganda); Aryan, Nuremberg Laws, Ghettos, Concentration Camps, extermination camps. Suggested Supplemental Text: Night by Elie Weisel.
HS.WH.GTC.2 Analyze the historical origins and global patterns of genocide throughout the twentieth and twenty first centuries to evaluate the roles of ideology, state power, and international response.	Key concepts in this standard may include the application of the stages of genocide to other genocides; Possible genocides: Armenian, Cambodian, Rwandan, Bosnian, Honduran, Darfur, Guatemalan, Kurdish, Ukraine, Uyghur.

Global Issues and Current Events (1950-Present)	
Standard	Clarification
HS.WH.GIC.1 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 .	Key concepts in this standard may include competing ideologies and views of government (communism, capitalism, democracy, individual rights); power vacuum after WWII; collapse of governments and competition to influence Asia, Africa, the Middle East, and Latin America.
HS.WH.GIC.2 Explain how changes in social, political, and economic systems have shaped modern geopolitical issues and influenced globalization from 1970's to present .	Key concepts in this standard may include Globalization; Global Organizations (UNICEF, UN, World Bank, Doctors Without Borders, etc.) developed vs developing countries; migration and cultural exchange; competition for resource; Middle Eastern conflicts through 9/11; mass migration & refugees.

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HIGH SCHOOL - PSYCHOLOGY

These Standards continue to be initially developed.

Psychology	
Biological Basis of Behavior	
Standard	Clarification
HS.P.BB.1 Explain the nature of psychology as a psychological science.	Possible content may include foundations of psychology, sensation, perception, consciousness.
HS.P.BB.2 Describe the interaction between biological factors and experiences.	
HS.P.BB.3 Analyze psychology perspectives.	
HS.P.BB.4 Describe how research methods and ethical principles are used to study human behavior.	
HS.P.BB.5 Describe the interaction between the person and the environment.	
HS.P.BB.6 Apply psychological principles that govern behavior while recognizing individual differences.	
HS.P.BB.7 Explain how applying psychological principles can change our lives, organizations, and communities in positive ways.	

Cognition	
Standard	Clarification
HS.P.C.1 Identify key features of how cognitive abilities develop over a lifespan.	Possible content may include memory, learning, intelligence, lifespan development.
HS.P.C.2 Apply research methods and ethical principles when studying human behavior.	
HS.P.C.3 Explain strategies for improving cognition.	
HS.P.C.4 Describe the influences of biological, cultural, and environmental factors on aspects of cognition.	
HS.P.C.5 Assess the impact of bias, reliability, and validity on cognition.	
HS.P.C.6 Apply psychological principles that govern behavior while recognizing individual differences.	
HS.P.C.7 Apply psychological principles that can change our lives, organizations, and communities in positive ways.	

HIGH SCHOOL - PSYCHOLOGY

Clinical Psychology	
Standard	Clarification
HS.P.CP.1 Explain how biological and environmental factors interact to influence clinical psychology.	Possible content may include motivation, emotion, personality, psychological disorders, therapy and treatment, health psychology, social psychology.
HS.P.PC.2 Describe how research methods and ethical principles are used to study human behavior.	
HS.P.PC.3 Examine multiple perspectives on how psychology impacts daily life.	
HS.P.PC.4 Explain the impact of cultural views of abnormality and clinical psychology.	
HS.P.PC.5 Describe how psychological science promotes mental and physical health and wellness.	
HS.P.PC.6 Apply psychological principles that govern behavior while recognizing individual differences.	
HS.P.PC.7 Apply psychological principles that can change our lives, organizations, and communities in positive ways.	

HIGH SCHOOL - SOCIOLOGY

These Standards continue to be initially developed.

Sociology	
Sociological Perspective and Methods of Inquiry	
Standard	Clarification
HS.S.SP.1 Define sociology and explore sociological thinking.	Key concepts include sociology, sociological imagination, construction of reality.
HS.S.SP.2 Explain how sociology is used in the scientific field.	Key concepts include sociology, scientific method (hypothesis and variables).
HS.S.SP.3 Explain the major methods of sociological research.	Key concepts include research ethics, experiments, surveys, observations
HS.S.SP.4 Compare and contrast sociological perspectives.	Key concepts include structural functionalism, conflict theory, symbolic interaction.
Social Structures	
Standard	Clarification
HS.S.SS.1 Define components of cultures and analyze different norms and values across cultures.	Key concepts include culture, institutions, society, non-material culture, norms, values, and material culture, taboos, folkways, mores, and laws, consider comparisons between American culture and various other cultures.
HS.S.SS.2 Explain social institutions and analyze how they reflect culture.	Key concepts include family, government, religion, status, roles, economy, class; consider how the structure of American government reflects these cultural values.
HS.S.SS.3 Analyze how culture impacts an individual's thoughts and behaviors.	Key concepts include ethnocentrism, cultural relativism, culture shock, personal values and beliefs.
HS.S.SS.4 Explain how social institutions and culture change over time.	Key concepts include subculture, counterculture, social movements, shifting historical context (industrialization, revolution, urbanization, globalization, digital age).
Social Relationships	
Standard	Clarification
HS.S.SR.1 Describe the process of socialization over the course of one's lifetime.	Key concepts include Agents of Socialization (family, peers, social groups, media, schools, religion), aging, Nature vs. Nurture, twin studies, social isolation vs. social inclusion; Harlow's Monkeys
HS.S.SR.2 Explain the process of the social construction of the self.	Key concepts include I and me, role-taking, generalized other, and identity.
HS.S.SR.3 Explain the social construction of groups and their role in society.	Key concepts include reference groups, in-groups, out-groups, primary and secondary groups.

HIGH SCHOOL - SOCIOLOGY

Social Stratification and Inequality	
Standard	Clarification
HS.S.SSI.1 Identify patterns of social inequality across multiple examples.	Key concepts include privilege, power, racial and ethnic inequality, gender inequality, class inequality, life chances, social stratification, global stratification.
HS.S.SSI.2 Describe how inequality has affected groups differently over time.	Key concepts include glass ceiling, glass escalator, mandatory retirement, social mobility, stereotyping, discrimination.
HS.S.SSI.3 Explain how social institutions relate to inequality.	Key concepts include potential risk of institutions to produce, reinforce, or challenge inequality; power distribution, government welfare programs, labeling theory.
HS.S.SSI.4 Assess responses to inequality on both the group and individual levels.	Key concepts include food pantries, Red Cross, NGOs, global civil rights movements/ leaders.