North Dakota Social Studies Content Standards

Grades K-12

August 2019

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Superintendent's Foreword

These new North Dakota academic content standards for social studies provide our educators, school administrators, and parents concise statements of what our students should know and be able to do during each step of their education journey, from kindergarten through high school.

The North Dakota Constitution, Article VIII, recognizes the importance of public education in nurturing prosperity, happiness, and a "high degree of intelligence, patriotism, integrity and morality." Statewide academic content standards help us reach these honorable objectives. By using our new, challenging social studies standards as a benchmark for schools to adopt curriculum and measure student achievement, we are supporting comparability of educational opportunity statewide.

While these North Dakota social studies standards represent a statewide reference point for teaching social studies content in classrooms, local school districts are encouraged to use the standards as a guide for developing their own local, customized social studies curriculum.

This publication is the result of months of conscientious work by 24 North Dakota social studies educators from our K-12 schools and university system. They agreed to devote the many hours needed to write these new standards. They represented various areas of expertise, including general education, special education, English learners, and higher education.

The work on these new standards began in September 2018 and continued through May 2019. The writing committee's initial draft was made available statewide for public comment, which generated useful opinions from teachers, administrators, parents, and the community.

A panel of representatives from the general public and additional educators, with strong beliefs about what our social studies standards should include, provided another layer of review. I am grateful to those who devoted their time and talents to review the draft standards and provide recommendations to the writing committee.

No one is better qualified to improve our North Dakota social studies standards than our North Dakota educators. This document is an exemplar of the best in North Dakota education – North Dakota teachers, writing statewide standards in an open, transparent, and painstaking manner.

Each member of the writing team deserves our thanks for their extensive research, analysis, and deliberations. Thanks to their work, these standards are ready to be implemented in classrooms across the state.

Kirsten Baesler

Kirsten Baesler
Superintendent of Public Instruction
August 2019

Document Revision Log

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North Dakota Social Studies Standards Introduction

North Dakota schools educate the minds of our children for college, career, and civic life. To sustain democratic principles, students must become thoughtful citizens who solve problems through connecting the past, present, and future. Social studies education should facilitate knowledge of human diversity and dignity as well as uphold the common good.

The philosophy behind the standards is to use content knowledge to engage students in active inquiry. Activities and assessments that require students to synthesize, analyze, evaluate, compare, contrast, think, and argue are emphasized.

The standards are comprised of overarching strands: Civics & Government, Geography, Economics, North Dakota Studies, History (United States and World), Psychology, and Sociology. Each strand contains standards, benchmarks, and guiding questions/guiding topics. The standards are developed with the understanding that six of these strands (Civics & Government, Geography, Economics, North Dakota Studies, United States History and World History) are for all K-12 students. The behavioral science strands have been designed for high school students attending schools that offer courses in Psychology and Sociology.

Social Studies Content Standards Development Process

The development of the North Dakota Social Studies Content Standards was a multi-phase process. State Superintendent of Public Instruction Kirsten Baesler established a statewide committee through an application process that included teachers, administrators, and higher education faculty. Over four multi-day sessions, the committee developed a new set of standards. The committee began by reviewing state and national standards. The work was guided by current disciplinary knowledge and research in social studies education, North Dakota Native American Essential Understandings, Generation Citizen, and the College, Career & Civic Life C3 Framework for Social Studies State Standards. Drawing from the information gained from those documents, the committee drafted the initial North Dakota Social Studies Content Standards. Input from one round of public comments, as well as one review by the content standard review committee, was used to inform the development of the new standards. The committee began their work in September of 2018 and completed the development of new standards in May of 2019.

Resources Reviewed and References for Development of Standards

North Dakota Native American Essential Understandings:
www.nd.gov/dpi/sites/www/files/documents/Indian%20Education/NDEssentialUnderstandingslg.pdf

How we relate to everything:

- **Sacred Relatives:** Native people practice a deep interconnectedness with the land, the resources, the water, all living things and all human beings. Land stewardship, respect for all two-legged, four-legged, winged, crawlers and swimmers and a strong belief in the sacredness of all human beings are key elements of our spirituality.

How we promote and sustain our cultures, languages & traditions:

- **Learning & Storytelling:** Traditional teaching and the passing on of knowledge and wisdom was done through storytelling, song, ceremony and daily way of life, often incorporating specific gender and age specific responsibilities. These continue to be some of the best modes for learning for both Native and non-Native learners.
- **Sharing & Generosity:** Native people have rich traditions of sharing and generosity which include gifting, shared meals, Pow Wow gatherings, shared living spaces and care for relatives, including the environment, natural resources and waters.
- **Sense of Humor:** Native people have a rich history of shared sense of humor that includes teaching stories involving Iktomi, Maymaygwisi and Nanabozhoo. These stories and this unique sense of humor continue to support our resiliency and cohesiveness.

How we respond to & contribute to all of society from local to global:

- **Tribal Policies, Treaties & Sovereignty:** Native people practice self-determination, developing tribal policies and practicing political activism. Despite a history of US policies and Treaties that have often been detrimental, Native people are members of sovereign nations that predate the US government.
- **Native Contributions:** Native people continue to contribute to all levels of society from local to global in diverse fields including medicine, science, government, education, economics, art, music, and many more.

Who we are:

- **Native Identity:** Individual and communal identity is defined and supported by shared Native languages, kinship systems, Tiospaye, Clan structures, traditional teachings, values, sacred laws and ceremonies. A continuum of tribal identity, unique to everyone, ranges from assimilated to traditional lifestyle. There is no “generic American Indian”.

North Dakota Studies: www.ndstudies.gov/welcome-north-dakota-studies

C3 Framework for Social Studies State Standards
www.socialstudies.org/sites/default/files/2017/Jun/c3-framework-for-social-studies-rev0617.pdf

New York State K-12 Social Studies Framework
http://www.nysed.gov/curriculum-instruction/k-12-social-studies-framework

Iowa Social Studies Standards
https://iowacore.gov/sites/default/files/k-12_socialstudies_508.pdf

Alaska Standards for Culturally Responsive Schools
http://ankn.uaf.edu/publications/culturalstandards.pdf

UCLA National World History Standards
https://phi.history.ucla.edu/nchs/world-history-content-standards/

APA National Psychology Standards
https://www.apa.org/education/k12/national-standards

APA National Sociology Standards
http://www.asanet.org/sites/default/files/savvy/ASA%20HS%20Standards%20(Final).pdf

Generation Citizen
https://generationcitizen.org/about-us/mission-vision/

National Council for the Social Studies
https://www.socialstudies.org/

Partnership for 21st Century Learning
http://www.battelleforkids.org/networks/p21

Grades K-5 Content Standards

To be a responsible and productive member of today's society, a student needs to have a broad, connected, and useful knowledge of social studies and civics education. A consistent, high-quality social studies education program is essential for all students, providing a foundation for intelligent and precise thinking. Social studies education should also provide every student the opportunity to choose among a full range of future career paths and to contribute to society as an informed and active citizen.

The K-5 content standards for civics & government, economics, geography, and history provide guidance for educators delivering social studies instruction. Each strand is divided into major themes. Under each theme, the standards are presented in two grade bands (K-2, 3-5). Grade banding provides flexibility to those delivering instruction while recognizing various school contexts across North Dakota. It is the expectation that specific benchmarks for each grade level will be determined by individual school districts. The guiding questions column includes various subject matter that can be used to help teachers teach the content and students to reach the standard. While not required, the writing committee feels that these are essential topics to explore.

The standards are written broadly enough so that each grade level can apply the standards to multiple areas of learning. For example, consider Geography Standard: **G.3_5.1 Construct maps, graphs, and other representations of both familiar and unfamiliar places**. This standard can apply to a local community, to the state of North Dakota, or to a region of the United States. The standard itself does not specify where the study needs to take place; rather, standards can be applied to multiple grade levels and areas of study.

How to Read This Section

E.K _2.1 - Represents Economics, K-2 Grade Band, and Social Studies Standard 1.

- First, the initial letter represents the social studies strand (e.g., C=Civics & Government, E=Economics, G=Geography, H=History)
- Next, the grade band is represented (e.g., K-2, 3-5, 6-12)
- Finally, the last number represents the social studies standard
- Additionally, standards that specifically apply to North Dakota Century Code 15.1-21 Curriculum and Testing are denoted with a ♦ symbol

Code | Standard | Theme | Grade Band | Possible Questions

Roles and Involvement of United States Citizens and Residents		
Grades K-2	**Grades 3-5**	**Guiding Questions**
C.K_2.5 Identify ways citizens/residents participate in community decisions.	C.3_5.5 Describe procedures for making decisions in a variety of settings.	- How can you help others? (e.g., food drive, new student welcoming, charitable giving)

K-5 Civics & Government Standards

C.K_2.1 Explain reasons for, and purposes of, rules, laws, and positions of authority.
C.K_2.2 Explain why people form governments.
C.K_2.3 Identify services provided by the local government and how they affect the lives of its citizens/residents.
C.K_2.4 Describe the core values represented by symbols of the United States.
C.K_2.5 Identify ways citizens/residents participate in community decisions.
C.K_2.6 Describe important rights and responsibilities of citizens/residents.
C.K_2.7 Explain and/or participate in a project to help or inform others about an issue.

C.3_5.1 Compare and contrast the responsibilities and powers of government officials at various levels and branches of government.
C.3_5.2 Describe the structure of government and how it functions to serve citizens/residents (e.g., Constitution, Amendments, government leaders).
C.3_5.3 Describe the structure of government in North Dakota and how it functions to serve citizens/residents. ♦
C.3_5.4 Explain the importance of the basic principles that provide the foundation of the American system of government (e.g., symbols, patriotic traditions, values of liberty, equality, justice, etc.).
C.3_5.5 Describe procedures for making decisions in a variety of settings.
C.3_5.6 Compare and contrast personal and civic responsibilities and explain why they are important in community life.
C.3_5.7 Develop and implement an action plan to address or inform others about an issue.

Origin, Purpose, and Function of Civics		
Grades K-2	**Grades 3-5**	**Guiding Questions**
C.K_2.1 Explain reasons for, and purposes of, rules, laws, and positions of authority. C.K_2.2 Explain why people form governments. C.K_2.3 Identify services provided by the local government and how they affect the lives of its citizens/residents. C.K_2.4 Describe the core values represented by symbols of the United States.	C.3_5.1 Compare and contrast the responsibilities and powers of government officials at various levels and branches of government. C.3_5.2 Describe the structure of government and how it functions to serve citizens/residents. (e.g., Constitution, Amendments, government leaders). C.3_5.3 Describe the structure of government in North Dakota and how it functions to serve citizens/residents. ♦ C.3_5.4 Explain the importance of the basic principles that provide the foundation of the American system of government (e.g., symbols, patriotic traditions, values of liberty, equality, justice, etc.).	- What are rules? Why are rules important? How do rules help people? - What are laws? Why are laws important? How do laws help people? - What are procedures for making rules/laws in schools, government, or society? - Who leads a school? City? State? - What are symbols? Who uses symbols? Why are symbols important? Considerations: Include Tribal Government (see Appendix B)

Roles and Involvement of United States Citizens and Residents		
Grades K-2	**Grades 3-5**	**Guiding Questions**
C.K_2.5 Identify ways citizens/residents participate in community decisions. C.K_2.6 Describe important rights and responsibilities of citizens/residents. C.K_2.7 Explain and/or participate in a project to help or inform others about an issue.	C.3_5.5 Describe procedures for making decisions in a variety of settings. C.3_5.6 Compare and contrast personal and civic responsibilities and explain why they are important in community life. C.3_5.7 Develop and implement an action plan to address or inform others about an issue.	- How can you help others? (e.g., food drive, new student welcoming, charitable giving) - How can you influence change in your school, community, or state?

K-5 Economics Standards

E.K_2.1 Describe the characteristics of the American economic system.
E.K_2.2 Compare and contrast producers and consumers of goods and services.
E.K_2.3 Identify consumer decisions and the difference between needs and wants.
E.K_2.4 Identify how community helpers impact others.
E.K_2.5 Explain how people earn income and save money.

E.3_5.1 Utilize fundamental principles and concepts of economics to understand economic activity (e.g., needs and wants, goods and services, opportunity cost).
E.3_5.2 Describe how goods and services are produced and distributed.
E.3_5.3 Identify factors that influence saving and spending choices.
E.3_5.4 Describe the necessity and impact of community services.
E.3_5.5 Describe and analyze how North Dakota's location, culture, and natural resources influence its economic decisions and development. ♦
E.3_5.6 Compare and contrast the economic development of the geographical regions of the United States.
E.3_5.7 Explain how natural resources affect the economies of the geographical regions of the United States.
E.3_5.8 Describe how economics have changed over time.

Exchange and Markets		
Grades K-2	**Grades 3-5**	**Guiding Questions**
E.K_2.1 Describe the characteristics of the American economic system. E.K_2.2 Compare and contrast producers and consumers of goods and services. E.K_2.3 Identify consumer decisions and the difference between needs and wants. E.K_2.4 Identify how community helpers impact others. E.K._2.5 Explain how people earn income and save money.	E.3_5.1 Utilize fundamental principles and concepts of economics to understand economic activity (e.g., needs and wants, goods and services, opportunity cost). E.3_5.2 Describe how goods and services are produced and distributed. E.3_5.3 Identify factors that influence saving and spending choices. E.3_5.4 Describe the necessity and impact of community services.	- How is money earned and what are benefits of saving? - How do the community and economy affect each other? - What are examples of opportunity cost? - Explain why people can't have everything they want (scarcity) and describe how people respond (choice). - What are consequences of my choices? - What is the relationship between supply and demand? - How do community helpers like firefighters, soldiers, police officers, business professionals, etc., help our community and impact our economy?

National Economy		
Grades K-2	**Grades 3-5**	**Guiding Questions**
	E.3_5.5 Describe and analyze how North Dakota's location, culture, and natural resources influence its economic decisions and development. ♦ E.3_5.6 Compare and contrast the economic development of the geographical regions of the United States. E.3_5.7 Explain how natural resources affect the economies of the geographical regions of the United States. E.3_5.8 Describe how economics have changed over time.	- How does agriculture impact North Dakota and its residents? (Examples of major industries in North Dakota include: bees, crops, technology, imports, exports, health care, energy, tourism, etc.) - How have economies changed from the beginning of the American colonies, to after the American Revolution, to modern day?

K-5 Geography Standards

G.K_2.1 Construct maps, graphs, and other representations that contain symbols, labels, and legends.
G.K_2.2 Describe how the physical environment affects people and how people affect the physical environment.

G.3_5.1 Construct maps, graphs, and other representations of both familiar and unfamiliar places.
G.3_5.2 Use geographic tools and technologies to acquire, process, and report information from a spatial perspective.
G.3_5.3 Use maps, satellite images, photographs, and other representations to explain relationships between locations of places, regions, and their environmental characteristics.
G.3_5.4 Explain how North Dakota regions have been influenced by physical and human characteristics. ♦
G.3_5.5 Compare and contrast the three geographical regions of North Dakota. ♦
G.3_5.6 Explain how United States regions are created from common physical and human characteristics.
G.3_5.7 Analyze patterns of human settlement in North Dakota. ♦
G.3_5.8 Analyze patterns of human settlement in North America.

Geographic Representation		
Grades K-2	**Grades 3-5**	**Guiding Questions**
G.K_2.1 Construct maps, graphs, and other representations that contain symbols, labels, and legends.	G.3_5.1 Construct maps, graphs, and other representations of both familiar and unfamiliar places. G.3_5.2 Use geographic tools and technologies to acquire, process, and report information from a spatial perspective. G.3_5.3 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places, regions, and their environmental characteristics.	- How do map skills help us understand and interpret maps? - How do you use tools to determine locations? - How are maps used to identify landmasses and bodies of water? - How can I use maps, satellite images, and photographs to explore North Dakota? - How can you use maps, satellite images, and photographs to explore the United States and identify prominent physical features?

Human and Environment Interactions		
Grades K-2	**Grades 3-5**	**Guiding Questions**
G.K_2.2 Describe how the physical environment affects people and how people affect the physical environment.	G.3_5.4 Explain how North Dakota regions have been influenced by physical and human characteristics. ♦ G.3_5.5 Compare and contrast the three geographical regions of North Dakota. ♦ G.3_5.6 Explain how United States regions are created from common physical and human characteristics.	- How does where you live (e.g., arctic, desert) affect your life? - How is your local community part of a larger region? - How is land used in your community? - What are the geographical features in North Dakota? Examples: ▪ United States regions – political, land use, landform, vegetation, etc. ▪ Human characteristics – forms of shelter, language, food, etc.

Human Population: Spatial Patterns and Movements		
Grades K-2	**Grades 3-5**	**Guiding Questions**
	G.3_5.7 Analyze patterns of human settlement in North Dakota. ♦ G.3_5.8 Analyze patterns of human settlement in North America.	- Describe the exchange of ideas, culture, and goods between Native Americans and the first European settlers and how that impacts life today.

K-5 History Standards

H.K_2.1 Compare perspectives of people in the past to those of people in the present.
H.K_2.2 Describe national holidays or days of observance in the United States and explain the reason they are celebrated.
H.K_2.3 Describe current events.
H.K_2.4 Demonstrate chronological thinking by describing changes in the community over time.
H.K_2.5 Explain how individuals and groups have made significant historical changes.

H.3_5.1 Compare and contrast multiple perspectives during the same time, event, or historical period.
H.3_5.2 Describe how people's perspectives shape history.
H.3_5.3 Describe the North Dakota Native American Essential Understandings.♦
H.3_5.4 Analyze national holidays or days of observance in the United States and explain how they impact culture.
H.3_5.5 Describe multiple causes and effects of contemporary global events and developments in relation to North Dakota. ♦
H.3_5.6 Describe multiple causes and effects of contemporary global events and developments in relation to the United States.
H.3_5.7 Explain cause and effect relationships among historical events in the United States using primary and secondary sources.
H.3_5.8 Explain how individuals contributed to the United States throughout different historical eras using primary and secondary sources.
H.3_5.9 Explain how individuals and groups contributed to North Dakota. ♦
H.3_5.10 Describe the events and developments that led to the statehood of North Dakota. ♦

Perspectives		
Grades K-2	**Grades 3-5**	**Guiding Questions**
H.K_2.1 Compare perspectives of people in the past to those of people in the present.	H.3_5.1 Compare and contrast multiple perspectives during the same time, event, or historical period. H.3_5.2 Describe how people's perspectives shape history. H.3_5.3 Describe the North Dakota Native American Essential Understandings. ♦	- Why do people feel different about events in history? - How do stereotypes and bias influence perspectives? Examples: ▪ What are different perspectives during the Revolutionary War? ▪ What are different perspectives during a government shut down? ▪ What are different perspectives during the Civil Rights era?

Cause, Effect, and Current Events		
Grades K-2	**Grades 3-5**	**Guiding Questions**
H.K_2.2 Describe national holidays or days of observance in the United States and explain the reason they are celebrated. H.K_2.3 Describe current events.	H.3_5.4 Analyze national holidays or days of observance in the United States and explain how they impact culture. H.3_5.5 Describe multiple causes and effects of contemporary global events and developments in relation to North Dakota. ♦ H.3_5.6 Describe multiple causes and effects of contemporary global events and developments in relation to the United States.	Examples of holidays: ▪ Martin Luther King Day, Presidents Day, Memorial Day, Independence Day, Labor Day, Veterans Day, Thanksgiving Day, etc. - What current events are impacting North Dakota? - What current events are impacting the United States?

Connections, Contributions, Historical Sources, and Evidence		
Grades K-2	**Grades 3-5**	**Guiding Questions**
H.K_2.4 Demonstrate chronological thinking by describing changes in the community over time. H.K_2.5 Explain how individuals and groups have made significant historical changes.	H.3_5.7 Explain cause and effect relationships among historical events in the United States using primary and secondary sources. H.3_5.8 Explain how individuals contributed to the United States throughout different historical eras using primary and secondary sources. H.3_5.9 Explain how individuals and groups contributed to North Dakota. ♦ H.3_5.10 Describe the events and developments that led to the statehood of North Dakota. ♦	- What historical changes have impacted the city, state, or country? - How have people impacted the history of the city, state, or country? Examples of causes and effects: ▪ Events during exploration and colonization, in addition to current events Examples of individuals and groups: ▪ Founding fathers, Lewis and Clark, Teddy Roosevelt, North Dakota Rough Rider Award winners, Native American elders, etc.

Grades 6-12 Content Standards

To be a responsible and productive member of today's society, a student needs to have a broad, connected, and useful knowledge of social studies and civics education. A consistent, high-quality social studies education program is essential for all students, providing a foundation for intelligent and precise thinking. Social studies education should also provide every student the opportunity to choose among a full range of future career paths and to contribute to society as an informed and active citizen.

The 6-12 content standards are divided into the following strands: **Civics & Government, Economics**, **Geography, North Dakota Studies, United States History, World History, Sociology, and Psychology.** Standards are written broadly enough so that each grade level can apply the standards to multiple areas of learning. The standards themselves do not specify a course in which the study needs to take place; rather, standards can be applied to multiple grade levels and areas of study.

Grade banding provides flexibility to those delivering instruction while recognizing various school contexts across North Dakota. It is the expectation that specific benchmarks for each grade level be determined by individual school districts. The guiding topics column includes various subject matter that can be used to help teachers deliver content. While not required, the writing committee feels that these are essential topics to explore.

How to Read This Section

Standard Coding Example for Civics & Government, Economics, Geography, and North Dakota Studies

C.6_12.2 - Represents the second standard of the Civics and Government strand at the 6-12 grade band

- First, the initial letter represents the social studies strand (e.g., C=Civics & Government, E=Economics, G=Geography, WH= World History)
- Next, the grade band is represented (e.g., 6-12)
- Then, the last number of the code represents the Social Studies standard within the strand
- Benchmark codes include an additional number to denote the benchmark that corresponds to the standard
- Additionally, standards and/or benchmarks that specifically apply to North Dakota Century Code 15.1-21 Curriculum and Testing are denoted with a ♦ symbol

Standard Code (Strand, Grade Band, Standard Number)

Standard

Benchmark Code

Benchmark

Possible Topics

Code	Standard	6-12 Benchmarks	Guiding Topics
C.6_12.2	Analyze the structures and functions of governments.	C.6_12.2.1 Differentiate/compare forms and origins of governments.	Democracy, monarchy, oligarchy, tyranny, fascism, communism, theocracy, constitutional republic, parliamentary democracy, presidential democracy, and other forms of governments
		C.6_12.2.2 Examine the role and purposes of government.	Purpose of founding governments in River Valley, Asian, Greek, Roman, African, Mesoamerican civilizations and the purpose of current government systems (i.e., to maintain law and order, authority, legitimacy, sovereignty)

Standard Coding Example for United States History, World History, Psychology, and Sociology

These standards are coded in a specific way to denote both *eras* and *domains*.

US.6_12.1-6.E4.3 - Represents the 6-12 grade band of US History and the six US history standards that need to be taught within the third benchmark of the fourth era

- First, the standard codes are to be read the same as the Civics & Government, Economics, Geography, and North Dakota Studies standards
- However, benchmark codes include additional numbers that correspond to all Social Studies anchor standards within the strand; each anchor standard should be taught through the benchmarks provided
- Then, the benchmark codes include an “E” (or “D”) that represent the historical era, or domain, to which the benchmark belongs
- The final number "3" stands for the order in which the benchmark appears within that era or domain
- Additionally, standards and/or benchmarks that specifically apply to North Dakota Century Code 15.1-21 Curriculum and Testing are denoted with a ♦ symbol

Standard Code | Standard | Era/Domain | Benchmark Code (Strand, Grade Band, Standards, Era/Domain, Benchmark Number) | Possible Topics

Era 1: Creation and Foundation of United States Government (1754-1814)			
Code	**Standard**	**Benchmarks**	**Guiding Topics**
US.6_12.1	Analyze primary and secondary sources with attention to reliability, impact, and purpose.	US.6_12.1-6.E1.1 Explain the social, political, and cultural causes and immediate consequences of the American Revolution US.6_12.1-6.E1.2 Explain the development of early United States government. US.6_12.1-6.E1.3 Explain the development of United States society after the American Revolution. US.6_12.1-6.E1.4 Explain the importance of foreign and domestic decisions of the early United States government, its leaders, and political parties.	French-Indian War, British Parliamentary Acts, Boston Massacre, Boston Tea Party, 1st and 2nd Continental Congresses, Declaration of Independence, Treaty of Paris Articles of Confederation, United States Constitution, Federalist Papers, Anti-Federalist viewpoint, Bill of Rights Development of early political parties (Jefferson vs. Hamilton) Precedence in the presidency, Louisiana Purchase, Monroe Doctrine, pertinent Supreme Court cases and laws, treaties, emergence of third parties, Alien and Sedition Acts, War of 1812.
US.6_12.2	Examine the impact of multiple perspectives on social, political, and cultural development.		
US.6_12.3	Explain the relationship of events focusing on the link(s) between cause and effect.		
US.6_12.4	Compare how historical elements change over time.		
US.6_12.5	Analyze the significant contributions of people, policy, and the influence on an era.		
US.6_12.6	Connect the past to the present using current events.		

6-12 Civics & Government

These standards band grades 6-12 in civics & government. It should be noted that some topics will overlap while others will exclusively appear in either middle or high school. Repeated topics should be taught at the developmentally appropriate level. The purpose of this banding is to allow district autonomy in curriculum mapping. The guiding topics column includes various subject matter that can be used to help students reach the standard. While not required, the standards committee feels that these are essential topics in a civics & government education.

Throughout the grade band, a basic knowledge of the foundation, role, and impact of government is emphasized. Students will begin examining the changes in government over time and the continual balance between individual rights and the common good. The goal is that students will learn the skills necessary to understand the role of government in their daily lives and be able to engage in government at all levels. These standards help students become thoughtful citizens who are informed, engaged, and committed to the ideas and values of a democratic republic.

The knowledge of names and definitions is essential in/for acquiring knowledge; however, high-quality teaching and learning demands more than merely mastering facts and terms. Therefore, in teaching these standards, an inquiry approach is encouraged. Activities and assessments that require students to think, analyze, synthesize, evaluate, compare, contrast, and argue using a civic engagement lens should be emphasized.

6-12 Civics & Government Standards

Code	Standard	Benchmarks	Guiding Topics
C.6_12.1	Explain the historical and philosophical foundations of government.	C.6_12.1.1 Evaluate the thoughts of major political philosophers.	Cicero, Socrates, Plato, Aristotle, Iroquois Confederation, Locke, Hobbes, Montesquieu, Rousseau, Marx, Natural Rights Philosophy, Classical Republicanism
		C.6_12.1.2 Explain the influence of British and colonial history on early United States.	Magna Carta, English Bill of Rights, Petition of Right, Mayflower Compact, formation of colonial governments, deterioration of relations with Great Britain
		C.6_12.1.3 Evaluate the creation and impact of primary sources on political thought in the United States. ♦	Magna Carta, English Bill of Rights, Petition of Right, Mayflower Compact, Declaration of Independence, Articles of Confederation, Federalist Papers, Anti-Federalist Papers, Virginia and New Jersey Plans, the Great Compromise, Constitution, the Bill of Rights

Code	Standard	Benchmarks	Guiding Topics
C.6_12.2	Analyze the structures and functions of governments.	C.6_12.2.1 Differentiate/compare forms and origins of governments.	Democracy, monarchy, oligarchy, tyranny, fascism, communism, theocracy, constitutional republic, parliamentary democracy, presidential democracy, and other forms of governments
		C.6_12.2.2 Examine the role and purposes of government.	Purpose of founding governments in River Valley, Asian, Greek, Roman, African, Mesoamerican civilizations and the purpose of current government systems (i.e., to maintain law and order, authority, legitimacy, sovereignty)
		C.6_12.2.3 Analyze the structure, principles, and interpretation of the Constitution of the United States.	Preamble, articles, amendments, separation of powers, checks and balances, power of the purse, impeachment, advise and consent, veto power, judicial review, bicameralism, etc.
		C.6_12.2.4 Explain the relationship among federal, state, tribal, and local governmental powers.	Necessary and proper clause, the commerce clause, Tenth Amendment, enumerated powers vs. reserved powers, amendment process, separation of powers, revenue sources, coining money, treaty powers, interstate commerce, treaty rights and tribal sovereignty, etc. Suggested Supreme Court Cases: *Marbury v. Madison, Gibbons v. Ogden, McCulloch v. Maryland, Brown v. Board of Education*, etc.
		C.6_12.2.5 Explain the purposes, organization, powers, and processes of tribal and local governments.	Elections, revenue sources, tribal sovereignty

Code	Standard	Benchmarks	Guiding Topics
C.6_12.3	Describe the rights and liberties of individuals.	C.6_12.3.1 Describe and examine the amendments to the United States Constitution and their application in the United States.	Bill of Rights, amendments, relevant court cases
		C.6_12.3.2 Describe the impact of court cases on the rights and liberties of individuals.	Judicial review, incorporation doctrine Suggested Supreme Court Cases: *Schenck v. United States, Tinker v. Des Moines Independent Community School District, Texas v. Johnson, New York Times Co. v. United States, Village of Skokie v. National Socialist Party, Engel v. Vitale, Lemon v. Kurtzman,* and other significant court cases

Code	Standard	Benchmarks	Guiding Topics
C.6_12.4	Investigate the role and responsibilities of citizenship in society.	C.6_12.4.1 Explain how citizens can influence government.	Interest groups, the media, political action committees, voluntary and civic associations, professional organizations, individuals, voting, running for office, petitioning the government, initiated measures, referendum, recall, peaceful protests, demonstrations
		C.6_12.4.2 Describe and evaluate the criteria and process for naturalization in the United States. ♦	Citizenship test and pledge, historic and present restrictions and requirements for naturalization
		C.6_12.4.3 Explain how citizens' personal and civic responsibilities are important to the preservation and improvement of United States constitutional republic.	Voting rights, running for public office, obeying the law, being informed and attentive to public issues, monitoring political leaders and governmental agencies, assuming leadership when appropriate, paying taxes, registering to vote and voting knowledgeably on candidates and issues, serving as a juror, serving in the armed forces, performing public service
		C.6_12.4.4 Identify bias and evaluate its role in media sources.	Broadcast news, print news, websites, social media, speeches, and other primary and secondary sources
		C.6_12.4.5 Demonstrate active participation in civic life.	Voting, attending political and governmental meetings, contacting public officials, working in campaigns, community organizing, demonstrating or picketing, mock trials, simulated congressional hearings, Socratic seminar, civil discourse, debate, boycotting, joining interest groups or political action committees, etc.

6-12 Economics

Though these standards are written for grades 6-12, it is important to note that much of the content is specific to high school. At the middle school level, basic economic principles are best integrated within United States history, world history, and geography.

In creating a high school course, an attempt should be made to include all listed benchmarks. Suggested learning targets are provided; however, it should be noted this list is in no way exhaustive. These notes are simply to aid in the development of curriculum at the district and/or school level. In addition, the guiding topics column includes various subject matter that can be used to help students reach the standard. While not required, the writing committee feels that these are essential topics in an economics education.

The knowledge of names and definitions is essential for acquiring knowledge; however, high-quality teaching and learning demands more than merely mastering facts and terms. Therefore, in teaching these standards, it is encouraged to use an active economic inquiry approach. Activities and assessments that require students to think, analyze, synthesize, evaluate, compare, contrast, and argue using economic habits of mind should be emphasized.

6-12 Economics Standards

Code	Standard	Benchmarks	Guiding Topics
E.6_12.1	Analyze the concept of scarcity when making economic decisions.	E.6_12.1.1 Analyze the basic concepts of economic thinking.	Needs and wants, supply and demand, opportunity cost and tradeoffs, scarcity and choice, cost-benefit analysis, production possibilities, interpret visual representations of data (e.g., bar graphs, line graphs, pie charts)
		E.6_12.1.2 Explain the factors of production.	Land, labor, capital, entrepreneurship

Code	Standard	Benchmarks	Guiding Topics
E.6_12.2	Compare and contrast how varying economic systems impact a nation and its citizens.	E.6_12.2.1 Describe the difference between a command/centrally planned economy and market economy.	Communism, socialism, capitalism, free market economy, free enterprise system, mixed economy

Code	Standard	Benchmarks	Guiding Topics
E.6_12.3	Analyze how supply and demand impact the allocation of goods and services.	E.6_12.3.1 Explain the law of supply and demand.	Supply and demand, schedules and curves, equilibrium, elasticity
		E.6_12.3.2 Compare and contrast perfect and imperfect competition.	Monopolistic competition, monopolies, oligopolies, trusts, cartel
		E.6_12.3.3 Analyze the impact of the supply and demand on prices.	Equilibrium price shortages, surplus

Code	Standard	Benchmarks	Guiding Topics
E.6_12.4	Analyze the various institutions that drive and support the market economy.	E.6_12.4.1 Explain the role of businesses and financial institutions in a market economy.	Stock market, structure of private banks, structure of the federal reserve system, corporations vs. sole-proprietorship
		E.6_12.4.2 Evaluate the role of government in a market economy.	Fiscal policy, monetary policy, federal, state, and local taxes, contractionary and expansionary policies, supply-side vs. demand-side economics, government subsidies
		E.6_12.4.3 Explain the functions and role of money.	Commodity, representative and fiat money, physical and economic properties of money, measuring the money supply in the United States (M1 and M2)

Code	Standard	Benchmarks	Guiding Topics
E.6_12.5	Evaluate the various macroeconomic measurements available to determine an economy's size and strength.	E.6_12.5.1 Describe various measurements of macroeconomics.	Aggregate supply and demand, poverty, labor, unemployment rates, inflation rates, business cycle, exchange rates, gross domestic product

Code	Standard	Benchmarks	Guiding Topics
E.6_12.6	Analyze how globalization has impacted various aspects of economies around the world.	E.6_12.6.1 Describe how trade generates economic development and interdependence.	Tariffs, trade agreements, voluntary exchange, social and environmental impact, surplus
		E.6_12.6.2 Analyze the benefits and costs for individuals, producers, and governments in international trade.	Comparative and absolute advantage, rights of citizens, standards of living

Code	Standard	Benchmarks	Guiding Topics
E.6_12.7	Evaluate the elements of responsible personal finance. ♦	E.6_12.7.1 Evaluate career choices and the effect on the standard of living. ♦	Paychecks, benefits, career advancement and opportunities
		E.6_12.7.2 Evaluate the effect of taxes and other factors on income. ♦	Personal taxes, deductions (federal, state, local)
		E.6_12.7.3 Develop short- and long-term financial goals. ♦	Budgeting, retirement plans
		E.6_12.7.4 Analyze the cost and benefits of different types of credit and debt; and the rights and responsibilities of borrowers. ♦	Loan, compound vs. simple interest, debt
		E.6_12.7.5 Develop strategies to avoid and manage debt effectively. ♦	Debit vs. credit cards, FICA score, predatory lending

6-12 Geography

These geography standards are based on the Five Themes of Geography: Place, Movement, Regions, Location, and Human-Environment Interaction. They are written at a middle school level for implementation as a class; however, they are written to be embedded throughout all 6-12 social studies curriculum. They are also intended to be used with increased rigor for a high school elective course. These standards are written to give students a global perspective, which they can apply to other courses of study. The guiding topics column includes various subject matter that can be used to help students reach the standard. While not required, the writing committee feels that these are essential topics in a geography education.

Quality geography education is more than memorizing places on a map. It involves an understanding of various cultures, their motivations, and their connections to the global community. It also includes a deep understanding of how human beings have altered the landscape of the Earth over time, both physically and culturally.

6-12 Geography Standards

Code	Standard	Benchmarks	Guiding Topics
G.6_12.1	Describe the physical processes that shape the Earth's surface and how these affect the lives of people who live there.	G.6_12.1.1 Describe the physical processes that shape the Earth's surface.	Plate tectonics, erosion, weathering, soil degradation, pollution
		G.6_12.1.2 Explain the factors that cause different types of climates and ecosystems, and their latitudes/locations.	Latitude, elevation, landforms, location, human factors
		G.6_12.1.3 Identify how major ecosystems provide raw materials.	Precipitation maps, soil fertility, length of growing season
		G.6_12.1.4 Analyze the physical and human characteristics of a place.	Physical features, natural barriers, population, demographic characteristics
		G.6_12.1.5 Describe how combinations of human decisions and natural forces can lead to (or help people avoid) a natural disaster.	Hurricanes, wildfires, earthquakes, floods, preparation and reaction to natural disasters, deforestation, desertification

Code	Standard	Benchmarks	Guiding Topics
G.6_12.2	Analyze the movement of people, goods, ideas, technology, etc. throughout the world.	G.6_12.2.1 Explain how movement of goods, information, and population are affected by technology.	Rivers, railroads, highways, Internet expansion
		G.6_12.2.2 Describe patterns of settlement and explain why people settle where they do and how they make their living.	Population density maps, economic activity maps
		G.6_12.2.3 Explain the patterns, causes, and consequences of major human migrations.	Refugee vs. immigrant, mass migrations, push/pull factors

Code	Standard	Benchmarks	Guiding Topics
G.6_12.3	Analyze the unifying physical and human characteristics of a region and their formal and informal boundaries.	G.6_12.3.1 Describe the differences and similarities among cultures around the world.	Differences and similarities in the following languages, religions, ethnic groups, economic systems, governmental systems, daily life of men and women, social activities, cultural traditions, etc.
		G.6_12.3.2 Analyze the physical and human characteristics of a region.	Physical features, natural barriers, population
		G.6_12.3.3 Interpret how culture and experience influence people's perception of places and regions.	Mental image of a place, past experiences, personal biases
		G.6_12.3.4 Identify factors that contribute to conflict and cooperation between cultural groups from multiple perspectives.	Control of resources, imperialism, economic factors, religious differences, power imbalances, distribution of wealth

Code	Standard	Benchmarks	Guiding Topics
G.6_12.4	Use geographic tools to locate both the absolute and relative location of places and regions around the world.	G.6_12.4.1 Explain and use a variety of geographic tools to study the world on global, regional, and local scales and draw conclusions.	Apply knowledge to create a sketch map, an outline map of geographic information, and tables of information Tools to use: maps, globes, and web-based geography technology, map projections, thematic graphs & maps, GIS/GPS
		G.6_12.4.2 Apply the skills of geographic inquiry to analyze a geographic problem or issue.	Asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions

Code	Standard	Benchmarks	Guiding Topics
G.6_12.5	Analyze how human beings are dependent upon, adapt to, and modify their environment to meet their needs.	G.6_12.5.1 Explain how people have modified the environment and used technology to make places more suitable for humans.	Canals, irrigation, deforestation, urban sprawl
		G.6_12.5.2 Analyze how human changes to the environment in one region or place can affect another.	Deforestation, carbon emissions, water rights

6-12 United States History

United States history content is separated into five eras. The six standards for United States history are the same for each era and are applicable to all eras of study. Within each era, benchmarks provide guidance on how to apply the standards to each era. The guiding topics column includes key topics fundamental to that era of study. It is the belief of the development committee that the guiding topics, while not required, illustrate multiple ways for students to successfully achieve the standards.

Refer to Appendix A for suggestions on scope and sequence.

6-12 United States History Standards

Era 1: Creation and Foundation of United States Government (1754-1814)			
Code	**Standard**	**Benchmarks**	**Guiding Topics**
US.6_12.1	Analyze primary and secondary sources with attention to reliability, impact, and purpose.	US.6_12.1-6.E1.1 Explain the social, political, and cultural causes and immediate consequences of the American Revolution. US.6_12.1-6.E1.2 Explain the development of early United States government. US.6_12.1-6.E1.3 Explain the development of United States society after the American Revolution. US.6_12.1-6.E1.4 Explain the importance of foreign and domestic decisions of the early United States government, its leaders, and political parties.	French-Indian War, British Parliamentary Acts, Boston Massacre, Boston Tea Party, 1st and 2nd Continental Congresses, Declaration of Independence, Treaty of Paris Articles of Confederation, United States Constitution, Federalist Papers, Anti-Federalist viewpoint, Bill of Rights Development of early political parties (Jefferson vs. Hamilton) Precedence in the presidency, Louisiana Purchase, Monroe Doctrine, pertinent Supreme Court cases and laws, treaties, emergence of third parties, Alien and Sedition Acts, War of 1812.
US.6_12.2	Examine the impact of multiple perspectives on social, political, and cultural development.		
US.6_12.3	Explain the relationship of events focusing on the link(s) between cause and effect.		
US.6_12.4	Compare how historical elements change over time.		
US.6_12.5	Analyze the significant contributions of people, policy, and the influence on an era.		
US.6_12.6	Connect the past to the present using current events.		

Era 2: Growth and Division in the Union (1814-1877)			
Code	**Standard**	**Benchmarks**	**Guiding Topics**
US.6_12.1	Analyze primary and secondary sources with attention to reliability, impact, and purpose.	US.6_12.1-6.E2.1 Analyze the impacts of social, religious, and/or cultural movements. US.6_12.1-6.E2.2 Compare and contrast how the causes of the sectional divide within the United States impacted federal policy. US.6_12.1-6.E2.3 Explain how westward expansion affected the social, economic, and political landscape of the United States. US.6_12.1-6.E2.4 Explain the changing Native American federal policy and the impact on tribal sovereignty. US.6_12.1-6.E2.5 Explain the social, economic, and political causes and effects of the Civil War. US.6_12.1-6.E2.6 Explain the social, economic, and political effects of Reconstruction.	Women's suffrage movement, Second Great Awakening, abolition, temperance Economic and social impacts of slavery, 3/5 Compromise, Missouri Compromise, tariffs, sectionalism, Compromise of 1850 Manifest Destiny, Mexican-American War, Texas Independence, Gadsen Purchase, Treaty of Guadalupe Hidalgo, gold rush, popular sovereignty Indian Removal Act, Plains Indian Wars, Dawes Act Election of 1860, slavery, secession, Emancipation Proclamation, assassination of Abraham Lincoln 13th - 15th Amendments, reconstruction plans, Jim Crow laws, migration from the south, Compromise of 1877
US.6_12.2	Examine the impact of multiple perspectives on social, political, and cultural development.		
US.6_12.3	Explain the relationship of events focusing on the link(s) between cause and effect.		
US.6_12.4	Compare how historical elements change over time.		
US.6_12.5	Analyze the significant contributions of people, policy, and the influence on an era.		
US.6_12.6	Connect the past to the present using current events.		

Era 3: 1877-1941			
Code	**Standard**	**Benchmarks**	**Guiding Topics**
US.6_12.1	Analyze primary and secondary sources with attention to reliability, impact, and purpose.	US.6_12.1-6.E3.1 Explain the causes and consequences of the Industrial Revolution on American society.	Gilded Age, populist movements, labor strikes, Progressive Era economic, social, and moral reforms, development of Federal Indian policy
US.6_12.2	Examine the impact of multiple perspectives on social, political, and cultural development.	US.6_12.1-6.E3.2 Explain the social, cultural, and economic impact of local, state, and federal government policy on American people.	Industrialization, labor rights, mechanization, urbanization, inventions and innovations, public education, immigration
US.6_12.3	Explain the relationship of events focusing on the link(s) between cause and effect.	US 6-12.1-6.E3.3 Explain the impact of the United States' transformation into an imperialist power.	Spanish-American War, expansion into Asia and the Pacific
US.6_12.4	Compare how historical elements change over time.	US.6_12.1-6.E3.4 Explain the causes and effects of the United States' entrance into World War I.	Neutrality, Zimmerman Note, Lusitania, Treaty of Versailles, use of propaganda
US.6_12.5	Analyze the significant contributions of people, policy, and the influence on an era.	US.6_12.1-6.E3.5 Explain the political, social and economic changes of the 1920s.	Stock market, consumer culture, isolationism, nativism, Red Scare, Roaring 1920s
US.6_12.6	Connect the past to the present using current events.	US.6_12.1-6.E3.6 Explain the political, social and economic events of the 1930s.	Great Depression, Dust Bowl, New Deal

Era 4: 1941-2001			
Code	**Standard**	**Benchmarks**	**Guiding Topics**
US.6_12.1	Analyze primary and secondary sources with attention to reliability, impact, and purpose.	US.6_12.1-6.E4.1 Explain the causes and consequences of U.S. involvement in World War II. US.6_12.1-6.E4.2 Explain the economic and/or social issues of the era and their long-lasting effects. US.6_12.1-6.E4.3 Explain the United States' reactions toward the growth of communism. US.6_12.1-6.E4.4 Explain the impact of rapid technological change on society. US.6_12.1-6.E4.5 Compare and contrast how different groups competed for equality and the effectiveness of various movements. US.6_12.1-6.E4.6 Identify and explain how domestic issues changed United States' perceptions of government.	Bombing of Pearl Harbor, Japanese internment, life on the home front, birth of the nuclear age Wartime inflation, baby boom, stagflation in the 1970s, 1990s tech boom, etc. Yalta and Potsdam conferences, containment, Truman Doctrine, McCarthyism, wars in Korea and Vietnam Advancements in military and computer technology American Indian movement, Women's Rights movement, Civil Rights movement, Mexican-American Labor Movement 1960s assassinations, Pentagon papers, Watergate scandal, Clinton impeachment, Vietnam protest movement, conservative revolution
US.6_12.2	Examine the impact of multiple perspectives on social, political, and cultural development.		
US.6_12.3	Explain the relationship of events focusing on the link(s) between cause and effect.		
US.6_12.4	Compare how historical elements change over time.		
US.6_12.5	Analyze the significant contributions of people, policy, and the influence on an era.		
US.6_12.6	Connect the past to the present using current events.		

Era 5: 2001-Present			
Code	**Standard**	**Benchmarks**	**Guiding Topics**
US.6_12.1	Analyze primary and secondary sources with attention to reliability, impact, and purpose.	US.6_12.1-6.E5.1 Connect the changing political and social climate to United States' involvement as a global superpower. US.6_12.1-6.E5.2 Explain the social, cultural, and economic impact of changes as a result of technology. US.6_12.1-6.E5.3 Explain the social, political, and cultural influences on government policies regarding global immigration.	Global topics: 9/11 attacks, United States conflict in Afghanistan, Iraq, and other Middle Eastern regions; the use of monetary, military, and diplomatic influence; involvement in international organizations (i.e., United Nations) Domestic topics: debate between domestic security and individual liberties, social and cultural impacts of domestic terrorist attacks Social media, medical advancements, career opportunities Congressional debates regarding immigration and differentiate between different residency statuses (immigrant, refugee, migrant worker, asylee)
US.6_12.2	Examine the impact of multiple perspectives on social, political, and cultural development.		
US.6_12.3	Explain the relationship of events focusing on the link(s) between cause and effect.		
US.6_12.4	Compare how historical elements change over time.		
US.6_12.5	Analyze the significant contributions of people, policy, and the influence on an era.		
US.6_12.6	Connect the past to the present using current events.		

6-12 World History

World history is about connections between people. Students need to understand how civilizations and cultures arose, developed, and interacted through conflict and peaceful exchange.

The vision of the development committee is inspired by historian Henri Pirenne, who said, “If I were an antiquarian, I would have eyes only for old stuff, but I am a historian. Therefore, I love life.” As a result, the committee wants to enrich students’ experience of the present through knowledge of the past by shifting away from automatic coverage of vast amounts of content. Because the histories of regions, countries, religions, and civilizations have made us who we are today, there is a need to develop narratives about history that help students make sense of the world by seeing it through the eyes of others. The freedom to do this will encourage students to connect past and present. It will also help them develop the skills, dispositions (such as moderation and empathy), and knowledge needed for global citizens in a diverse world who appreciate specific cultural and national contexts.

World history content is separated into four eras. The six standards for world history are the same for each era and are applicable to all eras of study. Benchmarks provide guidance on how to apply the standards to each era. The guiding topics column includes key topics fundamental to that era of study. It is the belief of the development committee that the guiding topics, while not required, illustrate multiple ways for students to successfully achieve the standards.

Refer to Appendix A for suggestions on scope and sequence.

6-12 World History Standards

Era 1: Emergence of Civilizations and Religions Around the Globe			
Code	**Standard**	**Benchmarks**	**Guiding Topics**
WH.6_12.1	Analyze historical achievements related to science and technology.	WH.6_12.1-6.E1.1 Explain multiple achievements of civilizations and connect them to the present. WH.6_12.1-6.E1.2 Describe the belief systems or religions of early civilizations. WH.6_12.1-6.E1.3 Explain the impact of the development of agriculture on the social, cultural, and economic lives of individuals. WH.6_12.1-6.E1.4 Explain how political systems impacted the people in Greece and Rome and how those political systems connect to the present.	Characteristics of civilizations River Valley (China, India, Mesopotamia, or Egypt), Greek, Roman, African, and Mesoamerican (Aztecs, Mayans, or Incas) civilizations Mythology, Hinduism, Sikhism, Buddhism, Daoism, Christianity, Confucianism, Islam, Judaism, etc. Agricultural Revolution, written language, inventions
WH.6_12.2	Explain historical changes related to religions and ideologies.		
WH.6_12.3	Analyze the effects of different political systems on people.		
WH.6_12.4	Analyze the influence of social, cultural, and economic developments on individuals.		
WH.6_12.5	Analyze causes and effects of global events in the past using primary and/or secondary sources.		
WH.6_12.6	Explain how past events connect to the present.		

Era 2: Middle Ages and the Renaissance			
Code	**Standard**	**Benchmarks**	**Guiding Topics**
WH.6_12.1	Analyze historical achievements related to science and technology.	WH.6_12.1-6.E2.1 Explain the causes and effects of Medieval social structures using primary and secondary sources. WH.6_12.1-6.E2.2 Explain how the relationship between religious and political bodies impacted the social, cultural, or economic developments of individuals. WH.6_12.1-6.E2.3 Explain the emergence of cultural interaction between Europe and other civilizations.	Feudalism (European or Japanese), Magna Carta, rise of universities Rise of Islam, importance of Christianity in Europe, monasteries preserving classical texts, differences between Medieval and Renaissance culture Crusades, Silk Roads, Marco Polo in China, Bubonic Plague, Mongol Invasions, or early explorations, humanism, the Renaissance
WH.6_12.2	Explain historical changes related to religions and ideologies.		
WH.6_12.3	Analyze the effects of different political systems on people.		
WH.6_12.4	Analyze the influence of social, cultural, and economic developments on individuals.		
WH.6_12.5	Analyze causes and effects of global events in the past using primary and/or secondary sources.		
WH.6_12.6	Explain how past events connect to the present.		

Era 3: Age of Revolutions			
Code	**Standard**	**Benchmarks**	**Guiding Topics**
WH.6_12.1	Analyze historical achievements related to science and technology.	WH.6_12.1-6.E3.1 Explain the causes and global effects of religious division. WH.6_12.1-6.E3.2 Explain the global connections developed during this era as a result of exploration. WH.6_12.1-6.E3.3 Examine and explain the influence of revolutions on social and political aspects of individuals' lives. WH.6_12.1-6.E3.4 Explain advancements related to science and technology and the global impact of these advancements.	Protestant Reformation, Catholic Counter-Reformation, Islamic division; 95 Theses or Peasant Revolts Effects of imperialism, rise of the Ottoman Empire, slave trade, Columbian Exchange Enlightenment, English Revolution, American Revolution, French Revolution, Haitian Revolution, Mexican Revolution, Napoleonic Wars Scientific Revolution, Industrial Revolution, steam power, rise of nationalism
WH.6_12.2	Explain historical changes related to religions and ideologies.		
WH.6_12.3	Analyze the effects of different political systems on people.		
WH.6_12.4	Analyze the influence of social, cultural, and economic developments on individuals.		
WH.6_12.5	Analyze causes and effects of global events in the past using primary and/or secondary sources.		
WH.6_12.6	Explain how past events connect to the present.		

Era 4: Age of Global War and Globalization			
Code	**Standard**	**Benchmarks**	**Guiding Topics**
WH.6_12.1	Analyze historical achievements related to science and technology.	WH.6_12.1-6.E4.1 Analyze the causes and global effects of the world wars. WH.6_12.1-6.E4.2 Explain how political or social ideologies shaped the 20th century. WH.6_12.1-6.E4.3 Explain the social, cultural, or economic changes influenced by globalization.	World War I, Russian Revolution, Totalitarianism, World War II (Atlantic and Pacific theaters), end of European empires Communism, Nazism, fascism, nationalism, Islamism, beginning and end of the Cold War (including Korea, Vietnam, or Afghanistan), apartheid, racism Consumer society and global markets, migration movements, independence movements, environmental change, global terrorism, dissemination of information, technology
WH.6_12.2	Explain historical changes related to religions and ideologies.		
WH.6_12.3	Analyze the effects of different political systems on people.		
WH.6_12.4	Analyze the influence of social, cultural, and economic developments on individuals.		
WH.6_12.5	Analyze causes and effects of global events in the past using primary and/or secondary sources.		
WH.6_12.6	Explain how past events connect to the present.		

6-12 North Dakota Studies

In North Dakota studies, the student will examine the people and events that have formed and transformed the landscape and cultures of the place and peoples that have become North Dakota. The student will examine important political and ideological movements, as well as economic, cultural, and political accomplishments of state, national, and world significance. The study of North Dakota should lead students to link North Dakota's history to local, national, and global contexts.

The four standards of North Dakota studies are broken down into benchmarks for a deeper understanding of the standard. The committee has included suggested guiding topics for each standard that can assist in teaching the content. These standards are intended to be used for both the middle level North Dakota studies course and a high school elective course. They may also be embedded in other courses of study. These standards have been written with North Dakota Century Code's requirement that this course is to have "...an emphasis on the geography, history, and agriculture of this state." These standards will be used to further North Dakota students' understanding of their state and its role in the United States and world.

6-12 North Dakota Studies Standards

Code	Standard	Benchmarks	Guiding Topics
ND.6_12.1	Examine the physical and human geography of North Dakota and how it has changed.	ND.6_12.1.1 Identify the three landscape regions of North Dakota and describe the major features of the regions and the forces that formed them.	Red River Valley, Drift Prairie, Missouri Plateau, Lake Agassiz, Wisconsin Glacier, soil types, major waterways
		ND.6_12.1.2 Explain the human settlement patterns in North Dakota.	Paleo-Indian Groups, Native American tribes prior to Euro-American settlement, Euro-American settlement patterns, growth and loss of population, soil erosion, population changes due to oil development
		ND.6_12.1.3 Interpret current thematic maps to identify where people live and work and how land is used.	Historical maps, land usage maps, soil type maps, water usage maps, settlement maps, population density maps, diaries, speeches, pictures, charts, graphs, diagrams, time lines

Code	Standard	Benchmarks	Guiding Topics
ND.6_12.2	Explain the development and functions of North Dakota's state and local governments, tribal governments and the role of citizens.	ND.6_12.2.1 Describe the structure, role, and formation of tribal governments, both present and past, in North Dakota.	Selkirk Colony, tribal governance, Three Affiliated Tribes alliance, creation of modern tribal governments and tribal sovereignty
		ND.6_12.2.2 Describe the formation, structure, and modern role of the territorial, state, county, and local government of North Dakota.	Territorial government, changing territorial borders, separation from South Dakota, Constitutional Convention, North Dakota Constitution and amendments, North Dakota Century Code, statehood, structure of county and local governments
		ND.6_12.2.3 Explain the impact of political organizations and individual citizens on the political systems and institutions of North Dakota.	Populist movement, Farmers' Alliance, Progressive Movement, creation of initiative, referendum, and recall, Nonpartisan League (NPL), ballot measures, petitions

Code	Standard	Benchmarks	Guiding Topics
ND.6_12.3	Evaluate the major industries and economic activities in North Dakota.	ND.6_12.3.1 Describe the early economic activities of our state prior to 1900 and how they developed into North Dakota's modern economy.	Native American fur trade, bison hunts, corn trade, Dakota trade empire, farming and ranching, railroad, coal, brick, military, urban growth
		ND.6_12.3.2 Identify the current economic activities in the state of North Dakota and evaluate their positive and negative impact.	Energy, farming cooperatives, state mill, state bank, oil/natural gas industry, coal industry, reclamation policies, agricultural changes and development, manufacturing, renewable energy resources, connection to global markets

Code	Standard	Benchmarks	Guiding Topics
ND.6_12.4	Analyze the historical and current events and their impact on the development of North Dakota.	ND.6_12.4.1 Identify the Native American groups in North Dakota before European contact and describe their culture.	Paleo-Indian groups, Sioux (Lakota, Dakota, Nakota), Three Affiliated Tribes (Mandan, Hidatsa, Arikara (Sahnish), Chippewa
		ND.6_12.4.2 Analyze European exploration and early settlement of North Dakota and its impact on Native American groups.	Sakakawea, Lewis and Clark, Louisiana Purchases, early fur traders and settlers, smallpox epidemics, La Vérendrye, early explorers, Arikara War
		ND.6_12.4.3 Describe the major factors that brought settlers to North Dakota.	Homestead Act, Timber Culture Act, preemption, immigration, development of the railroad
		ND.6_12.4.4 Analyze the effect of government policy, both historical and modern, toward Native American groups in North Dakota.	Reservation system, Dawes Act, Treaty of Fort Laramie, Native American boarding schools and policy, Civil Rights movement, Bureau of Indian Affairs, Indian Civil Rights Act, Indian Reorganization Act, termination policy
		ND.6_12.4.5 Evaluate the growth and struggles of the modernization of North Dakota and the role the state has played in modern America.	Dust Bowl, Great Depression, World Wars, Cold War, nuclear weapons, floods, Garrison Diversion, Rough Rider Award Winners
		ND.6_12.4.6 Use various primary and secondary resources to acquire, analyze, and evaluate information.	Journals and maps of Lewis and Clark Expedition, Homestead Act, Treaty of Ft. Laramie, township and range, North Dakota Constitution, township plat book, North Dakota Native American Essential Understandings

6-12 Sociology

Sociology is an elective course focusing on the scientific study of how groups develop, interact, and change over time. The development committee elected to provide two broad anchor standards that apply to each domain.

Given that sociology is not a core area, the committee wanted to provide benchmarks to assist teachers in the planning of the course. Sociology standards are organized into four broad content domains allowing for freedom to teach to unique student populations.

6-12 Sociology Standards

Domain 1: Introduction			
Code	**Standard**	**Benchmarks**	**Guiding Topics**
SOC.6_12.1	Utilize critical thinking and problem-solving skills to develop an understanding of different perspectives of sociology.	SOC.6_12.1-2.D1.1 Define sociology. SOC.6_12.1-2.D1.2 Explain the major methods of sociological research. SOC.6_12.1-2.D1.3 Explain the theories of sociology.	Experiments, surveys, observations, ethics Structural-Functionalism, Conflict Theory, Symbolic Interactionism
SOC.6_12.2	Practically apply concepts of sociology.		

Domain 2: Social Structure			
Code	**Standard**	**Benchmarks**	**Guiding Topics**
SOC.6_12.1	Utilize critical thinking and problem-solving skills to develop an understanding of different perspectives of sociology.	SOC.6_12.1-2.D2.1 Define and provide examples of culture. SOC.6_12.1-2.D2.2 Explain the relationship between culture and society. SOC.6_12.1-2.D2.3 Explain important institutions in society. SOC.6_12.1-2.D2.4 Explain how social institutions and cultures change over time.	Ethnocentrism vs. cultural relativism, culture shock, values and beliefs Family, school, government, religion, economy, social statuses, roles Historical context of social change, countercultures, social movements
SOC.6_12.2	Practically apply concepts of sociology.		

Domain 3: Social Relationships			
Code	**Standard**	**Benchmarks**	**Guiding Topics**
SOC.6_12.1	Utilize critical thinking and problem-solving skills to develop an understanding of different perspectives of sociology.	SOC.6_12.1-2.D3.1 Describe the process of socialization. SOC.6_12.1-2.D3.2 Explain the process of the social construction of the self. SOC.6_12.1-2.D3.3 Explain the social construction of groups and their role in society.	Primary agents of socialization (i.e., school, family, religion, mass media, peers, etc.) I and me, role-taking, generalized other, and identity Reference groups, in-groups, out-groups, primary and secondary groups
SOC.6_12.2	Practically apply concepts of sociology.		

Domain 4: Social Stratification and Inequality			
Code	**Standard**	**Benchmarks**	**Guiding Topics**
SOC.6_12.1	Utilize critical thinking and problem-solving skills to develop an understanding of different perspectives of sociology.	SOC.6_12.1-2.D4.1 Explain common patterns of social inequality and the impact on groups. SOC.6_12.1-2.D4.2 Explain how racism, sexism, and ageism have evolved over time. SOC.6_12.1-2.D4.3 Explain the relationship between social institutions and inequality. SOC.6_12.4.4 Explain individual, group, and social responses to inequality.	Privilege, power, racial and ethnic inequality, gender inequality, class inequality, life chances, social problems, inter- and intra- group conflict Glass ceiling, glass escalator, mandatory retirement Distribution of power, counter-inequality efforts Meals on Wheels, food pantries, welfare, Red Cross
SOC.6_12.2	Practically apply concepts of sociology.		

6-12 Psychology

Psychology is an elective course focusing on the scientific study of human behavior and mental processes. Since psychology is a science, it is constantly developing and changing. As a result, the writing committee elected to provide three broad anchor standards that apply to each domain.

Given that psychology is not a core area, the committee wanted to provide benchmarks that assist teachers in the planning of the course. The psychology standards are organized into eight broad content domains. Domains one, two, and three are central to the general understanding of psychology. The other five domains address broad content areas to be included in high school psychology as student interest or time dictates.

6-12 Psychology Standards

Domain 1: History and Research			
Code	**Standard**	**Benchmarks**	**Guiding Topics**
PSY.6_12.1	Utilize critical thinking and problem-solving skills to develop an understanding of psychology.	PSY.6_12.1-3.D1.1 Describe psychology as an empirical science. PSY.6_12.1-3.D1.2 Analyze research methods. PSY.6_12.1-3.D1.3 Analyze ethical standards. PSY.6_12.1-3.D1.4 Describe different careers in psychology.	Founding fathers, approaches to psychology, research and applied psychology Data analysis, nature vs nurture, scientific method, types of research, research methods, validity, reliability, statistics, correlation vs causation Ethical issues in research Ph.D. vs. M.D.
PSY.6_12.2	Practically apply concepts of psychology.		
PSY.6_12.3	Analyze how topics evolve and research develops as discoveries occur.		

Domain 2: Biological Bases of Behavior			
Code	**Standard**	**Benchmarks**	**Guiding Topics**
PSY.6_12.1	Utilize critical thinking and problem-solving skills to develop an understanding of psychology.	PSY.6_12.1-3.D2.1 Identify the functions of the major divisions and subdivisions of the human nervous system. PSY.6_12.1-3.D2.2 Identify the parts of the neuron and describe the basic process of neural transmission. PSY.6_12.1-3.D2.3 Describe the interaction between the endocrine and the nervous systems. PSY.6_12.1-3.D2.4 Discuss processes of sensation and perception and how they interact. PSY.6_12.1-3.D2.5 Identify states of consciousness. PSY.6_12.1-3.D2.6 Describe the sleep cycle. PSY.6_12.1-3.D2.7 Describe types of sleep disorders.	Lobes of the brain, central nervous system, peripheral nervous system Axon, myelin, neurotransmitter, synapse Threshold, adaptation, sensory systems Depth perception, illusions Psychoactive drugs, hypnosis Circadian rhythm Narcolepsy, sleep apnea, insomnia
PSY.6_12.2	Practically apply concepts of psychology.		
PSY.6_12.3	Analyze how topics evolve and research develops as discoveries occur.		

Domain 3: Disorders, Therapies, and Treatments			
Code	**Standard**	**Benchmarks**	**Guiding Topics**
PSY.6_12.1	Utilize critical thinking and problem-solving skills to develop an understanding of psychology.	PSY.6_12.1-3.D3.1 Describe the classifications of psychological disorders. PSY.6_12.1-3.D3.2 Describe symptoms and causes of major categories of psychological disorders. PSY.6_12.1-3.D3.3 Explain the types of treatments available.	Views of abnormality, DSM-5 Major categories of psychological disorders: Schizophrenia, mood, anxiety, and personality Psychoanalysis, humanistic therapy, behavioral therapy, cognitive-behavioral therapy, electroconvulsive therapy, psychosurgery, drug therapy, etc.
PSY.6_12.2	Practically apply concepts of psychology.		
PSY.6_12.3	Analyze how topics evolve and research develops as discoveries occur.		

Domain 4: Development and Learning			
Code	**Standard**	**Benchmarks**	**Guiding Topics**
PSY.6_12.1	Utilize critical thinking and problem-solving skills to develop an understanding of psychology.	PSY.6_12.1-3.D4.1 Describe the interaction between hereditary vs. environment. PSY.6_12.1-3.D4.2 Explain theories of cognitive, moral, and social development. PSY.6_12.1-3.D4.3 Trace the physical, cognitive, and social development of the lifespan. PSY.6_12.1-3.D4.4 Describe the principles of classical and operant conditioning. PSY.6_12.1-3.D4.5 Apply observational and cognitive learning to everyday life.	Nature vs. Nurture Piaget, Kohlberg, Erikson Types of reflexes, schemas, critical periods, identity formation, language acquisition Stimulus, response, punishment, positive and negative reinforcements, B.F. Skinner, Ivan Pavlov Imitation learning, Albert Bandura
PSY.6_12.2	Practically apply concepts of psychology.		
PSY.6_12.3	Analyze how topics evolve and research develops as discoveries occur.		

Domain 5: Memory and Cognition			
Code	**Standard**	**Benchmarks**	**Guiding Topics**
PSY.6_12.1	Utilize critical thinking and problem-solving skills to develop an understanding of psychology.	PSY.6_12.1-3.D5.1 Describe the types of memory. PSY.6_12.1-3.D5.2 Explain strategies for improving the encoding of memory. PSY.6_12.1-3.D5.3 Explain the processes of memory retrieval and improvement. PSY.6_12.1-3.D5.4 Describe theories of intelligence. PSY.6_12.1-3.D5.5 Describe the history of intelligence testing and current methods.	Sensory, short-term, long-term Recall vs. recognition, memory disorders (Alzheimer's, amnesia, dementia) Retrieval cues, mnemonics Simon Binet, Howard Gardner Stanford-Binet, Weschler, achievement tests, aptitude tests
PSY.6_12.2	Practically apply concepts of psychology.		
PSY.6_12.3	Analyze how topics evolve and research develops as discoveries occur.		

Domain 6: Motivation and Emotion			
Code	**Standard**	**Benchmarks**	**Guiding Topics**
PSY.6_12.1	Utilize critical thinking and problem-solving skills to develop an understanding of psychology.	PSY.6_12.1-3.D6.1 Explain types of motivation. PSY.6_12.1-3.D6.2 Explain theories of emotion.	Extrinsic and intrinsic motivation Schachter-Singer-Factor Theory, James Lange Theory, Canon-Bard Theory
PSY.6_12.2	Practically apply concepts of psychology.		
PSY.6_12.3	Analyze how topics evolve and research develops as discoveries occur.		

Domain 7: Personality			
Code	**Standard**	**Benchmarks**	**Guiding Topics**
PSY.6_12.1	Utilize critical thinking and problem-solving skills to develop an understanding of psychology.	PSY.6_12.1-3.D7.1 Explain theories of personality. PSY.6_12.1-3.D7.2 Describe personality assessments.	Psychodynamic, trait, humanistic, behavioral, or social-cognitive theories Big 5, MMPI, projective tests, or objective tests
PSY.6_12.2	Practically apply concepts of psychology.		
PSY.6_12.3	Analyze how topics evolve and research develops as discoveries occur.		

Domain 8: Social Psychology			
Code	**Standard**	**Benchmarks**	**Guiding Topics**
PSY.6_12.1	Utilize critical thinking and problem-solving skills to develop an understanding of psychology.	PSY.6_12.1-3.D8.1 Describe how group dynamics influence behavior. PSY.6_12.1-3.D8.2 Describe how society influences an individual's behavior. PSY.6_12.1-3.D8.3 Explain the nature and effects of stereotyping, prejudice, discrimination, and racism.	Groupthink, bystander effect Interpersonal relationships, attraction, prosocial and antisocial behavior Cultural diversity, race, ethnicity, gender
PSY.6_12.2	Practically apply concepts of psychology.		
PSY.6_12.3	Analyze how topics evolve and research develops as discoveries occur.		

NORTH DAKOTA SOCIAL STUDIES CONTENT STANDARDS

Grades K–12

Appendix A: Social Studies Scope and Sequence Option

Appendix A: Social Studies Scope and Sequence Option

The following progression chart for K-12 social studies is a suggested outline for the sequence in social studies education in North Dakota. It suggests grade levels of specific subjects/focuses, but the standards themselves are banded K-5 and 6-12. This gives districts and teachers autonomy to decide what age levels are appropriate for the progression of learning within those bands.

If a subject is not listed in the suggested scope and sequence for a grade level, this does not mean a teacher cannot draw on an earlier subject/ standard in his or her course of study. Promising practices should be used when determining what subjects need reinforcement within an individual course by the classroom teacher.

The developmental lens of how children view their world informed the K-5 grade bands (see table below). Kindergartners view the world through themselves and their family; whereas, fifth graders can view themselves in relationship to the world. The topics listed are the lens with which the standards are viewed. Additional topics and themes are also listed. These topics/themes may include, but are not limited to, what is taught at each grade level and possible ideas for curriculum and lesson planning. The purpose of this document is to assist schools and districts in implementing the standards.

For the 6-12 grade band, two different progression options are noted. Option A includes World History as a separate course and Option B incorporates one required elective credit of social studies. These options are provided since World History is not a required course for graduation by North Dakota Century Code. These standards can be embedded in other courses of study where noted.

For World History and United States History, the eras are divided within those standards for grade levels necessary for an appropriate progression of learning. This does not mean teachers should be discouraged from reinforcing topics from an earlier era when gaps in knowledge are discovered. This does not discourage districts from making changes to which grade level subjects are taught within a grade level band. Also, equal instructional time does not necessarily have to be devoted to each era.

North Dakota Social Studies Content Standards					
• Civics & Government • Economics • Geography • History					
Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
Current Events & Connection to Today					
My Family					
My School					
	My Community				
			My State		
				My Country	
					My World

K-5 Optional Progression Chart

Civics & Government					
Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
C.K_2.1 Explain reasons for, and purposes of, rules, laws, and positions of authority.			**C.3_5.1 Compare and contrast the responsibilities and powers of government officials at various levels and branches of government.**		
Identify and explain rules	Explain rules and laws	Explain purpose of rules, laws, and positions of authority	City Officials	North Dakota Officials	United States Officials
C.K_2.2 Explain why people form governments.			**C.3_5.2 Describe the structure of government and how it functions to serve citizens/residents (e.g., Constitution, Amendments, government leaders).**		
Classroom/School	School/City	Why we have government	City Government	North Dakota Government	United States Government
C.K_2.3 Identify services provided by the local government and how they affect the lives of its citizens/residents.			**C.3_5.3 Describe the structure of governments in North Dakota and how they function to serve citizens/residents.**		
Services - people who help	Trash, Government, School, City Workers	What are city services and how do they help us	Structures of city Government	Structures of North Dakota Government	Structures of United States Government
C.K_2.4 Describe the core values represented by symbols of the United States.			**C.3_5.4 Explain the importance of the basic principles that provide the foundation of the American system of government (e.g., symbols, patriotic traditions, values of liberty, equality, justice, etc.).**		
Identify United States symbols	Core Values of United States Symbols	Core values represented in community	Importance of Symbols and Patriotic Traditions	Importance of North Dakota Values of Liberty, Equality, and Justice	Importance of the Values of Liberty, Equality, Justice in the United States
C.K_2.5 Identify ways citizens/residents participate in community decisions.			**C.3_5.5 Describe procedures for making decisions in a variety of settings.**		
Participation in family	Participation in school	Participation in community	Decision Making for Cities	Decision Making for North Dakota	Decision Making for the United States
C.K_2.6 Describe important rights and responsibilities of citizens/residents.			**C.3_5.6 Compare and contrast personal and civic responsibilities and explain why they are important in community life.**		
Family responsibilities	Family and school responsibilities	School and community responsibilities	Importance of Civic Responsibilities to the Local Community	Importance of Civic Responsibilities to North Dakota	Importance of Civic Responsibilities to the United States
C.K_2.7 Explain and/or participate in a project to help or inform others about an issue.			**C.3_5.7 Develop and implement an action plan to address or inform others about an issue.**		
Brainstorm possible solutions to a given issue	Identify an issue and come up with a solution	Explain, participate and inform	Local Issue	North Dakota Issue	United States Issue

Economics

Grade K	Grade 1	Grade 2
E.K_2.1 Describe the characteristics of the American economic system.		
Identify Money	Explain Value of Money	
E.K_2.2 Compare and contrast producers and consumer of goods and services.		
	Identify Good and Services	Compare and Contrast
E.K_2.3 Identify consumer decisions and the difference between needs and wants.		
Identify Needs and Wants	Compare and Contrast Needs and Wants	Identify the Cost Involved in Decisions
E.K_2.4 Identify how community helpers impact others.		
	Who are Community Helpers	What is the Impact of Community Helpers
E.K_2.5 Explain how people earn income and save money.		
	Explain Income	Explain Spending and Saving

Grade 3	Grade 4	Grade 5
E.3_5.1 Utilize fundamental principles and concepts of economics to understand economic activity (e.g., needs and wants, goods and services, opportunity cost).		
Economic Activity in City	Economic Activity in North Dakota	Economic Activity in United States
E.3_5.2 Describe how goods and services are produced and distributed.		
Local Entrepreneurs	North Dakota Entrepreneurs	United States Entrepreneurs
E.3_5.3 Identify factors that influence saving and spending choices.		
E.3_5.4 Describe the necessity and impact of community services.		
	Define Community Services	Impact of Community Service
E.3_5.5 Describe and analyze how North Dakota's location, culture, and natural resources influence its economic decisions and development.		
	North Dakota Economic Decisions	
E.3_5.6 Compare and contrast the economic development of the geographical regions of the United States.		
	Regions of United States	Economic Development of United States
E.3_5.7 Explain how natural resources affect the economies of the geographical regions of the United States.		
Local	North Dakota and United States	Colonial (within United States)
E.3_5.8 Describe how economics have changed over time.		

Geography

Grade K	Grade 1	Grade 2
G.K_2.1 Construct maps, graphs, and other representations that contain symbols, labels, and legends.		
Identify Maps	Label Maps	Construct Maps
G.K_2.2 Describe how the physical environment affects people and how people affect the physical environment.		
	Where You Live Affects Your Life	People Affect the Environment

Grade 3	Grade 4	Grade 5
G.3_5.1 Construct maps, graphs, and other representations of both familiar and unfamiliar places.		
Maps of City	Maps of North Dakota	Maps of United States
G.3_5.2 Use geographic tools and technologies to acquire, process, and report information from a spatial perspective.		
Local Information	North Dakota Information	United States/North America Information
G.3_5.3 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places, regions, and their environmental characteristics.		
Local Places/Regions	North Dakota Places/Regions	United States/North American Places/Regions
G.3_5.4 Explain how North Dakota regions have been influenced by physical and human characteristics.		
	North Dakota Studies	
G.3_5.5 Compare and contrast the three geographical regions of North Dakota.		
	North Dakota Studies	
G.3_5.6 Explain how United States regions are created from common physical and human characteristics.		
Local	North Dakota and United States	Colonial (within United states)
G.3_5.7 Analyze patterns of human settlement in North Dakota.		
	ND Studies	
G.3_5.8 Analyze patterns of human settlement in North America.		
Local	State	Continent

History

Grade K	Grade 1	Grade 2
H.K_2.1 Compare perspectives of people in the past to those of people in the present.		
	Schools and Holidays Then and Now	Family and Community Members Then and Now
H.K_2.2 Describe national holidays or days of observance in the United States and explain the reason they are celebrated.		
Holidays and Their Purpose	Events, People Celebrated, and the Purpose	
H.K_2.3 Describe current events.		
H.K_2.4 Demonstrate chronological thinking by describing changes in the community over time.		
Changes in Family	Sequence of Events in a School Year	Changes in Community
H.K_2.8 Explain how individuals and groups have made significant historical change.		
	Individuals/Groups Related to Holidays	Individual/Group Changes in Community

Grade 3	Grade 4	Grade 5
H.3_5.1 Compare and contrast multiple perspectives during the same time, event, or historical period.		
	North Dakota and Native American Perspectives	Exploration and Colonization
H.3_5.2 Describe how people's perspectives shape history.		
Local Groups or Individuals	North Dakota groups or Individuals	United States Groups or Individuals
H.3_5.3 Describe the North Dakota Native American Essential Understandings		
	North Dakota Studies	
H.3_5.4 Analyze national holidays or days of observance in the United States and explain how they impact culture.		
	Analyze Purpose of Holidays	Explain Impact on Culture
H.3_5.5 Describe multiple causes and effects of contemporary global events and developments in relation to North Dakota		
	North Dakota Studies	
H.3_5.6 Describe multiple causes and effects of contemporary global events and developments in relation to the United States.		
Local Effect	North Dakota Effect	United States Effect
H.3_5.7 Explain cause and effect relationships among historical events in the United States using primary and secondary sources.		
Local Causes and Effects	Causes and Effects in North Dakota	Events During Exploration and Colonization (in addition to Current Events)
H.3_5.8 Explain how individuals contributed to the United States throughout different historical eras using primary and secondary sources.		
Local Individuals	North Dakota Individuals	Explorers, Colonists, Founding Fathers
H.3_5.9 Explain how individuals and groups contributed to North Dakota.		
	North Dakota Studies	
H.3_5.10 Describe the events and developments that led to the statehood of North Dakota.		
	North Dakota Studies	

Scope and Sequence Options
Grades K-12 Social Studies – Option A

Grade	Subject/Focus			Notes
K **1** **2** **3** **4** **5** **6** **7** **8**	Family School Community State Country & North Dakota Studies Exploration and Colonization of North America World History I (Era 1 & 2) World Geography North Dakota Studies and United States History (Era 1 & 2)			
9-12	World History II (Era 3, 4) – Grade 10 United States History (Era 3, 4, & 5) – Grade 11	Incorporate Geography standards		If Geography is not offered, Geography standards must be addressed in other classes
	United States Government – Grade 12 Economics – Grade 12 Elective Courses (Geography, Psychology, Sociology, North Dakota Studies, etc.)			

Grades K-12 Social Studies – Option B

Grade	Subject/Focus			Notes
K **1** **2** **3** **4** **5** **6** **7** **8**	Family School Community State Country & North Dakota Studies Exploration and Colonization of North America World History I (Era 1 & 2) World Geography North Dakota Studies and United States History (Era 1 & 2)			
9-12	United States History 2 (Era 3, 4 & 5) – Grade 11 United States Government – Grade 12	Incorporate World History standards (Era 3, 4 & 5) and Geography standards		If Geography is not offered, Geography standards must be addressed in other classes
	Economics – Grade 12 Elective Courses (Geography, Psychology, Sociology, North Dakota Studies, etc.)			

Courses Required per North Dakota Century Code – United States History (1 credit), Economics (1/2 credit), Government (1/2 credit), Other (1 credit)
North Dakota Century Code Links:
https://www.legis.nd.gov/cencode/t15-1c21.pdf
https://www.legis.nd.gov/cencode/t15-1c21.html

NORTH DAKOTA SOCIAL STUDIES CONTENT STANDARDS

Grades K–12

Appendix B: Native American Essential Understandings Learning Design

Appendix B: Native American Essential Understandings Learning Design

Inquiry Design Model (IDM) Blueprint™ **“North Dakota Tribal Government”**	
NDNAEU 5: Tribal Policies, Treaties & Sovereignty | How We Respond to & Contribute to All of Society from Local to Global Native people practice self-determination, develop tribal policies and practice political activism. Despite a history of United States policies and treaties that have often been detrimental, Native people are members of sovereign nations that predate the United States government.	
NDNAEU 6: Native Contributions | How We Respond to & Contribute to All of Society from Local to Global Native people continue to contribute to all levels of society from local to global in diverse fields including medicine, science, government, education, economics, art, music, and many more.	
NDNAEU 7: Native Identity | Who We Are Individual and communal identity is defined and supported by shared Native languages, kinship systems, *Tiospaye*, Clan structures, traditional teachings, values, sacred laws and ceremonies. A continuum of tribal identity, unique to everyone, ranges from assimilated to traditional lifestyle. There is no “generic American Indian”.	
Compelling Question	North Dakota has several reservations in the state. How do the tribal governments work at Standing Rock, Spirit Lake, Turtle Mountain and Three Affiliated Tribes?
Standards and Practices	• **US.6_12.1-6.E2.4 Explain the changing Native American federal policy and the impact on tribal sovereignty.** • **ND.6_12.4.4 Analyze the effect of government policy, both historical and modern, toward Native American groups in North Dakota (e.g. Dawes Act, changes in federal and state Indian policies, civil rights movement; current issues surrounding gaming, housing, distribution of wealth, and health care, Indian Reorganization Act, Bureau of Indian Affairs, Indian Civil Rights Act, Indian Child Welfare Act, American Indian Religious Freedom Act, Indian Gaming Regulatory Act, Citizenship, American Indian Movement)**
Staging the Question	You have learned about North Dakota State Government and will learn more about our National Government. How much do you know of our other governments that function in the state of North Dakota?
Supporting Question 1	**Supporting Question 2**
What is the basic structure of tribal governments?	**How do tribal governments work?**
Formative Performance Task	**Formative Performance Task**
Students will pick a tribe they would like to learn more about. Students will research and make a presentation on how a tribal government is set up.	Students will pick a tribe they would like to learn more about. Students will research and make a presentation on how a tribe's government works.

Featured Sources		
Classroom resources: Three Affiliated Tribes, Lakota, Dakota, and Ojibwa **Standing Rock Government:** http://www.ndstudies.org/resources/IndianStudies/stan dingrock/government_modern.html **Three Affiliated Tribes** http://www.ndstudies.org/resources/IndianStudies/thre eaffiliated/gov_modern.html **Dakota** http://www.ndstudies.org/resources/IndianStudies/spiri tlake/gov_contemporary.html **Ojibwa** http://www.ndstudies.org/resources/IndianStudies/turt lemountain/governement_contemporary.html		
Summative Performance Task	Supported Claim (written/spoken) or Demonstration of Process (project-based)	Have the students discuss how tribal government has changed from the start of the reservation system to today.
	Extension	How does the tribal government function with State Governments and the Federal Government?
Taking Informed Action/ Real World Application	Compare and contrast tribal government with the state and the federal government.	

Inquiry Design Model (IDM) Blueprint™

"Perspectives"

NDNAEU 1: Sacred Relatives | How We Relate to Everything

Native people practice a deep interconnectedness with the land, the resources, the water, all living things and all human beings. Land stewardship, respect for all two-legged, four-legged, winged, crawlers and swimmers and a strong belief in the sacredness of all human beings are key elements of our spirituality.

NDNAEU 5: Tribal Policies, Treaties & Sovereignty | How We Respond to & Contribute to All of Society from Local to Global

Native people practice self-determination, developing tribal policies and practicing political activism. Despite a history of U.S. policies and treaties that have often been detrimental, Native people are members of sovereign nations that predate the U.S. government.

Compelling Question	How does someone's opinion of a current event depend on their perspective?
Standards and Practices	• **ND.6_12.4.6 Use various primary and secondary resources to acquire, analyze, and evaluate information (e.g., historical maps, diaries,speeches, pictures, charts, graphs, diagrams, time lines specific to North Dakota).** • **ND.6_12.3.2 Identify the current economic activities in the state of North Dakota and evaluate their positive and negative impact (e.g., energy, farming cooperatives, state mill, state bank, oil/natural gas industry, coal industry, manufacturing, renewable energy resources, connection to global markets, etc.).**
Staging the Question	1. Place different pictures on the projector or around the room for the students toobserve. 2. Write "Dakota Access Pipeline" on the board. Write "Trump wins Presidency" on the board. Write any current event prompt on board that fits your classroom.

Supporting Question 1	**Supporting Question 2**
What do you see? Why might your response be different than someone else's?	**In the first activity, you probably had very little familiarity with the prompts. In this prompt, you likely have some familiarity. Did your preconceptions change your approach? Or did you come with an open mind? Did reading the articles change your mind?**
Formative Performance Task	**Formative Performance Task**
Write down what you see. Write down what three other classmates have written.	Read the article from www.procon.org, Bismarck Tribune, and Player's Tribune regarding the Dakota Access Pipeline.

Featured Sources		
http://www.dinarrecaps.com/our-blog/the-same- elephant-but-different-perspectives http://jecb-dq.blogspot.com/2015/10/dq-blog-post-5- how-can-looking-at-same.html http://www.mixbook.com/blog/perspective-photograph/ https://www.moillusions.com/young-lady-or-old-hag/ http://activities.thetrainingworld.com/index.php?action= artikel&cat=2&id=44&artlang=en http://www.procon.org/headline.php?headlineID=00533 1 http://bismarcktribune.com/news/opinion/guest/logic- should-prevail-with-dapl/article_305fc527-d715-55dc- a2e7-2b76f9e82af1.html https://www.theplayerstribune.com/bronson-koenig- wisconsin-basketball-standing-rock/		
Summative	Supported Claim (written/spoken)	
Performance Task	Demonstration of Process (project- based)	Write a reflection of the effects of the readings on your perspective and experience. Did your perspective change? Might your perspective change in the future when considering future events? Does it make you rethink any of your opinions of events in the past?
	Extension	Research past events from multiple perspectives.
Taking Informed Action / Real World Application	Every time you watch the news, read a story, or are talking with a friend/parent/teacher/relative, each is coming from a different perspective. There is rarely an absolute right or absolute wrong.	

NORTH DAKOTA SOCIAL STUDIES CONTENT STANDARDS

Grades K–12

Appendix C: Civics Education Learning Design

Appendix C: Civics Education Learning Design

This appendix provides an interdisciplinary outline of examples and sample questions for incorporating civic knowledge, skills, and dispositions into a learning environment that focuses on two aspects of civic learning: 1) creating focused questions about issues and challenges in a student's community, and 2) taking informed action on community problems.

1.) Create structured questions or problem statements and undertake a process of inquiry.

Seek to develop students' capacity to develop a structured research question or articulate the dimensions of a specific policy problem. Ideally, students will learn that each subject area of social studies contains its own ways of defining the same phenomena.

For example, in studying the recession of 2008:

- A political scientist might ask, how did major political parties, government institutions, and the private sector respond?
- An economist might ask, what were the economic causes of the recession?
- A geographer might ask, how did the recession affect areas of the United States differently?
- A historian might ask, what related economic, political and social events preceded the recession?

For example, in studying the Civil Rights movement:

- A political scientist might ask, how did appeals to the United States Constitution factor into arguments made by the movement's leaders and institutions?
- An economist might ask, what financial incentives led some small business to support the movements and others to oppose it?
- A geographer might ask, how did the effectiveness of the movement vary in different regions of the United States, including North Dakota?
- A historian might ask, how might the Cold War era have influenced the reception of the movement?

2.) Take informed action, as appropriate, on community problems.

Provide opportunities for students to practice using the knowledge and skills that enable them to participate in civic life. Research indicates that optimal civic learning complements content-based instruction with the acquisition and practice of civic dispositions and skills. The examples below outline engagement opportunities which connect with varied classroom priorities, teaching strategies, and curricular approaches:

- Encourage student participation in school governance
- Identify a community problem, analyze its root causes, and devise a policy-oriented goal and plan for addressing the problem
- Participate in a service learning, community engagement strategy, or a simulated congressional/legislative hearing
- Address community-based or state-level challenges in the form of classroom discussions, essays, and other products of research
- Engage in discourse about public policy beyond the classroom through social media, letters to the editor, public presentations, or service-learning projects

NORTH DAKOTA SOCIAL STUDIES CONTENT STANDARDS

Grades K–12

Appendix D: North Dakota Standards for

Literacy in History/Social Studies, Science, and Technical Subjects

Appendix D: North Dakota Standards for Literacy in History/Social Studies, Science, and Technical Subjects

Grades 6–12

College and Career Readiness Anchor Standards for Reading

The grades 6—12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning and tone.
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

- 7. Integrate and evaluate content presented in diverse media and formats, such as visuals, videos, tables, charts, and graphs, as well as in words.
- 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- 9. Analyze how two or more texts address similar themes or topics to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

- 10. Read and comprehend complex literary and informational texts independently and proficiently.

Note on range and content of student reading

Reading is critical to building knowledge in history/social studies as well as in science and technical subjects. College and career ready reading in these fields requires an appreciation of the norms and conventions of each discipline, such as the kinds of evidence used in history and science; an understanding of domain-specific words and phrases; an attention to precise details; and the capacity to evaluate intricate arguments, synthesize complex information, and follow detailed descriptions of events and concepts.

In history/social studies, for example, students need to be able to analyze, evaluate, and differentiate primary and secondary sources. When reading scientific and technical texts, students need to be able to gain knowledge from challenging texts that often make extensive use of elaborate diagrams and data to convey information and illustrate concepts. Students must be able to read complex informational texts in these fields with independence and confidence because the vast amount of reading in college and workforce training programs will be sophisticated nonfiction. It is important to note that these Reading standards are meant to complement the specific content demands of the disciplines, not replace them.

Grades 6–8		Grades 9–10	Grades 11–12
Key Ideas and Details			
Code	**Standard**		
RH.1	Read closely and cite specific textual evidence to support analysis of primary and secondary sources. Provide an objective summary (distinct from personal opinions or judgements) of the source distinct from prior knowledge or opinions.	Read closely to determine what the text says explicitly and to make logical inferences from it. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. Provide an objective summary of how key events or ideas develop over the course of the text.	Read closely to determine what the text says explicitly and to make logical inferences from it. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. Provide an objective summary that makes clear the relationships among the key details and ideas.
RH.2	Determine the central ideas or information of a primary or secondary source.	Determine the central ideas or information of a primary or secondary source.	Determine the central ideas or information of a primary or secondary source.
RH.3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging uncertainties or ambiguities in the text.

Craft and Structure			
Code	**Standard**		
RH.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science; identify wording that indicates bias.	Determine the meaning of words and phrases as they are used in complex texts, including vocabulary describing political, social, or economic aspects of history/social science; identify wording that indicates bias.
RH.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).	Analyze how a text presents information to emphasize key points or advance an explanation or analysis.	Analyze in detail how a complex primary source presents information.
RH.6	Identify an author's point of view or purpose and understand how it impacts the text.	Compare the point of view or purpose of two or more authors for how they treat the same or similar topics.	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Integration of Knowledge and Ideas			
Code	**Standard**		
RH.7	Interpret information presented visually (e.g., in charts, graphs, photographs, videos, or maps).	Interpret quantitative or technical analysis (e.g., charts, research data) and qualitative analysis (e.g., descriptive accounts, interview studies).	Interpret and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
RH.8	Distinguish among fact, opinion, and reasoned judgment in a text.	Assess the extent to which the reasoning and evidence in a text support the author's claims.	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
RH.9	Analyze the relationship between a primary and secondary source on the same topic.	Compare and contrast treatments of the same topic in several primary and secondary sources.	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Range of Reading and Level of Text Complexity			
Code	**Standard**		
RH.10	By the end of grade 8, read and comprehend grade-level appropriate history/social studies texts independently and proficiently, with scaffolding1 as needed.	By the end of grade 9, read and comprehend grade-level appropriate history/social studies texts independently and proficiently, with scaffolding as needed. By the end of grade 10, read and comprehend grade-level appropriate history/social studies texts independently and proficiently, with scaffolding as needed[1].	By the end of grade 11, read and comprehend grade-level appropriate history/social studies texts independently and proficiently, with scaffolding as needed. By the end of grade 12, read and comprehend grade-level appropriate history/social studies texts independently and proficiently, with scaffolding as needed.

[1] Scaffolding strategies may include building background knowledge, making textual connections, and recreational reading initiatives.

College and Career Readiness Anchor Standards for Writing

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and enough evidence.
- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

- Produce clear and coherent writing in which the development, organization, and style are appropriate for a range of tasks, purposes, and audiences.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

- Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.

Note on range and content of student writing

For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt.

To be college and career ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner.

Students must have the flexibility, concentration, and fluency to produce high-quality first draft text under a tight deadline and the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and long period of time throughout the year.

Grades 6–8		Grades 9–10	Grades 11–12
Text Types and Purposes			
Code	**Standard**		
WHST.1	Write arguments focused on discipline-specific content. a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims (counterclaims), and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Provide a concluding statement or section that follows from and supports the argument presented.	Write arguments focused on discipline-specific content. a. Introduce precise claim(s) and distinguish the claim(s) from alternate or opposing claims; engage and orient the reader. b. Organize writing that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. c. Develop claim(s) and counterclaims, pointing out the strengths and limitations of both, by supplying relevant and credible evidence. d. Provide a conclusion that follows from and supports the argument presented.	Write arguments focused on discipline-specific content. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), and distinguish the claim(s) from alternate or opposing claims; engage and orient the reader. b. Organization writing that logically sequences claim(s), counterclaims, reasons, and evidence. c. Develop claim(s) and counterclaims, pointing out the strengths and limitations of both, supplying relevant and credible evidence, and use appropriate rhetorical strategies for the audience's knowledge level, concerns, values, and possible biases. d. Provide a conclusion that follows from and supports the argument presented.

Grades 6–8		Grades 9–10	Grades 11–12
Text Types and Purposes			
Code	**Standard**		
WHST.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. a. Introduce a topic clearly, previewing what is to follow. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use precise language and domain-specific vocabulary to inform about or explain the topic. d. Provide a concluding statement or section that follows from and supports the information or explanation presented.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. a. Introduce a topic, establish a clear focus, purpose, and thesis statement, to engage and orient the reader. b. Organize complex ideas, concepts, and information to make important connections and distinctions. c. Develop the topic with well-chosen, relevant, and enough facts, extended definitions, concrete details, quotations, or other information and examples appropriate for purpose and audience. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Provide a conclusion that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. a. Introduce a topic; establish a clear focus, purpose, and thesis statement; to engage and orient the reader. b. Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; when useful, include graphics (e.g., figures, tables), and multimedia to aid comprehension. c. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate for purpose and audience. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Provide a conclusion that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
Narrative writing is not applicable as a separate requirement for history, social studies, science, and technical subjects. Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/ explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.			

Production and Distribution of Writing			
Code	**Standard**		
WHST.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to a range of tasks, purposes, and audiences. (Grade-specific expectations for writing types are defined in standards 1–3.)	Produce clear and coherent writing in which the development, organization, and style are appropriate to a range of tasks, purposes, and audiences. (Grade-specific expectations for writing types are defined in standards 1–3.)	Produce clear and coherent writing in which the development, organization, and style are appropriate to a range of tasks, purposes, and audiences. (Grade-specific expectations for writing types are defined in standards 1–3.)
WHST.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including students' current grade level.)	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including students' current grade level.)	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including students' current grade level.)
WHST.6	Use technology, including the Internet, to produce and publish grade-level writing and present the relationships between information and ideas clearly and efficiently.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, . Use technology's capacity to link to other information and to display information effectively.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, including new arguments or information. Use technology's capacity to link to other information and to display information effectively.

Research to Build and Present Knowledge			
Code	**Standard**		
WHST.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
WHST.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the information and conclusions of others while avoiding plagiarism and following a standard format for citation.	Gather relevant information from multiple authoritative print and digital sources. a) Use advanced searches effectively. b) Assess the usefulness of each source in answering the research question. c) Integrate information into the text selectively to maintain the flow of ideas. d) Avoid plagiarism and follow a standard format for citation.	Gather relevant information from multiple authoritative print and digital sources. a) Use advanced searches effectively. b) Assess the strengths and limitations of each source in terms of the task, purpose, and audience. c) Integrate information into the text selectively to maintain the flow of ideas. d) Avoid plagiarism and overreliance on any one source; follow a standard format for citation.
WHST.9	Draw evidence from informational texts to support analysis reflection, and research.	Draw evidence from informational texts to support analysis, reflection, and research.	Draw evidence from informational texts to support analysis, reflection, and research.