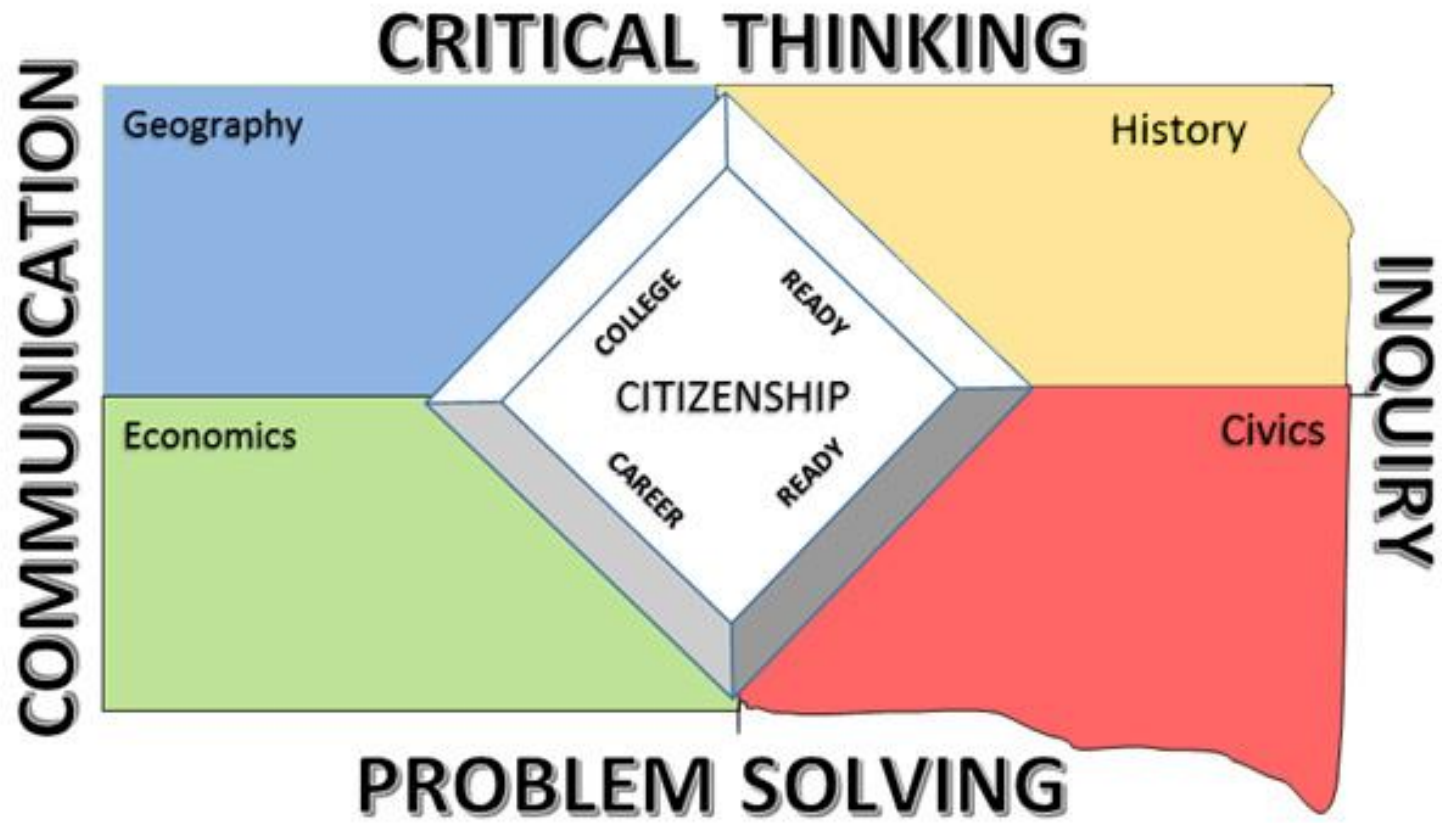


South Dakota Social Studies Content Standards

Adopted August 24, 2015



Acknowledgments

The revised Social Studies Content Standards are a result of the contributions of educators from across the state. Many hours were devoted to research and thoughtful consideration of issues to ensure that the standards would reflect rigorous social studies teaching and provide opportunities for students to learn important social studies concepts, facts, and processes. The Social Studies Content Standards Revision Committee members represent concerned individuals across the state dedicated to their profession and to high-quality social studies education. Without their contributions, the revision of the Social Studies Content Standards would not have been possible. The South Dakota Department of Education wishes to express appreciation and gratitude to the individuals and the organizations they represent who contributed expertise and time to the revision of South Dakota’s Social Studies Content Standards.

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Social Studies Overview

Preface

These Social Studies Content Standards are set forth to ensure graduates of South Dakota’s public schools have the knowledge, skills, and competencies essential to leading productive, fulfilling, and successful lives as they continue their education, enter the workforce, and assume their civic responsibilities.

The final document evolved from recent research in best practices in teaching, adoption of rigorous content standards in other core subjects, experience in classrooms with the existing South Dakota Content Standards, the advancement of published standards from other states, the National Curriculum Standards for Social Studies, United States history, geography, civics, and economics, numerous professional publications, and lengthy discussions by experienced kindergarten through post-secondary South Dakota educators.

The outcomes students are expected to attain at each grade level are stated explicitly in these standards. With student mastery of this content, South Dakota schools will be competitive with the best educational systems in other states and nations. The standards are comprehensive and specific, they are rigorous, and they represent South Dakota’s commitment to excellence. The standards are firm but not unyielding; they will be modified in future years to reflect new research and scholarship.

Purpose and Key Considerations

Perhaps more than any other discipline, the social studies can provide students an opportunity to grow as independent decision-makers. This provides the foundation for pedagogy and instructional strategies. The standards in this document must be considered a vehicle to achieve greater educational goals. The standards are developmentally appropriate and logically sequenced for use as a framework to assist student growth in the following skills:

1. Responsible citizenship found in the Civics/Government standards.
2. Spatial awareness found in the Geography standards.
3. Economic literacy found in the Economics standards.
4. Historical analysis found in the History standards.

The South Dakota Social Studies Content Standards provide a listing of essential core content to be taught and learned. The standards are designed to guide the planning of instruction and to anchor the assessment of learning from kindergarten through twelfth grade. Outcomes are meant to inform content standards, assessment, provide information to teachers and students regarding student progress toward mastery of the standards, and specify targets for instruction and learning. The document presents a starting point for informed dialogue among those dedicated and committed to quality education in South Dakota. By providing a common set of goals and expectations for all students in all schools, this dialogue will be strengthened and enhanced.

Teachers can use the above skills to evaluate instruction and student performance. Curricular construction should make use of the above skills to guide curricular decisions. The standards in this document provide a roadmap to avoid redundancy except when necessary and to supply consistency across the state. Teachers, however, are not restricted to only the content represented. The depth and breadth of the social studies should provide teachers endless possibilities to create enlivened lessons that foster student advancement in social studies skills. Teachers are encouraged to measure instructional success by student advancement and not the amount of material covered or the quantity memorized. The following standards can guide the content selection to promote student achievement, but are not intended to limit instructional innovation. The social studies teacher aspires to provide instruction in the standards through meaningful, challenging, integrated, and active lessons. The standards support teachers in this quest. The foundation of these state standards is designed to foster responsible decision making that benefits the local and tribal community, state, nation, and world. Responsible citizens are informed, active, and recognize their connection with the world. The Social Studies Content Standards are organized into four disciplines: History, Geography, Civics/Government, and Economics. Each discipline is addressed at appropriate grade levels with increasing rigor and relevance.

As students move from kindergarten through grade 12, levels of cognitive demand and complexity of content, skills, and processes increase. New skills emerge and basic skills are subsumed within more advanced skills as students progress through the grades. Grade-level outcomes specify what students should know and be able to do by the end of each grade level. Because standards are not curriculum, any necessary review embedded in curriculum does not appear from grade-to-grade across grade-level standards. Teachers are charged with introducing skills in earlier grades before mastery is expected and with reviewing skills students will need to use in mastering the grade-level standards.

Notable Changes (from 2007 SS Standards document to the 2014 SS Standards document)

- Unified standards K-12 in all disciplines
- Used the terms "Anchor Standards" and "Grade-level Standards" to indicate larger goals and their subsequent grade level aim.
- Moved World and U.S. History under the discipline History
- Used C3 Framework skills and parallel South Dakota Literacy for History/Social Studies in Reading and Writing Standards to inform standards and outcomes
- Created skill-based, content standards including college, career, and civic readiness thinking skills: inquiry, communication, critical thinking, and problem solving
- Integrated Webb Leveling /DOK (Depth of Knowledge)
- Removed "Core" and "Advanced" distinctions
- Removed specific curriculum examples from within the standards
- Removed enabling skills and ensured they were embedded in content standards
- Wrote HS Economics for stand-alone Economics course compared to the 2007 document, which had HS Economics standards cross-referenced to another discipline
- Included standards for how humans culturally adapt to their environment in the K-2 Geography standards
- SD History now spans 3-5th grade, leaving the majority of the SD History outcomes in 4th grade and also ensuring the content is built upon in a learning progression
- Included standards for US History in grades 9-12 that cover from the Revolution to Reconstruction.

Organization of the South Dakota K-12 Social Studies Content Standards Document

Guide to the Number and Symbol System

The South Dakota K-12 Social Studies Content Standards include both K-12 anchor standards and grade-level standards (what students should know and be able to do) each grade level (K-8) or grade band (9-12).

The Anchor Standards are coded to show Grade Level/Grade Band, Discipline, and Anchor Standard only. Anchor Standards are the same for all grades K-12 and ensure that vertical progression occurs as students proceed from one grade to the next.

The Grade Level Standards are coded to show Grade Level/Grade Band, Discipline, Anchor Standard, and the Grade Level Standard (see example code below). Grade Level Standards are specific outcomes for the respective grade level or grade band.

Example:

Anchor Standard

Grade-level Standard

| | |
|--|--|
| High School Geography | |
| K-12.G.1 Students will apply geospatial resources, including data sources and geographic tools to generate, interpret, and analyze information. | |
| 9-12.G.1.1 | Use maps and other geographic representations, tools and technologies to acquire, process, and report information from a spatial perspective |
| 9-12.G.1.2 | Employ mental maps to organize information about cultures, places, and environment in a spatial context |

Grade Level Standard Example

9-12.



Grade Level

G.



Discipline

1.



Anchor Standard

1



Grade Level
Standard

Example: 9-12.G.1.1 (9th through 12th grade, Geography, Anchor Standard 1, Grade Level Standard 1)

Additional Resources

Since this document uses appropriate social studies terminology, a reader may occasionally encounter an unfamiliar term. In order to assist the reader with terminology used in this document, a glossary has been included with specific definitions to clarify intended meaning by discipline. In addition, a comprehensive glossary is provided as a sampling of possible information sources. Because new resources are constantly becoming available, this list is intended to be neither exhaustive nor required.

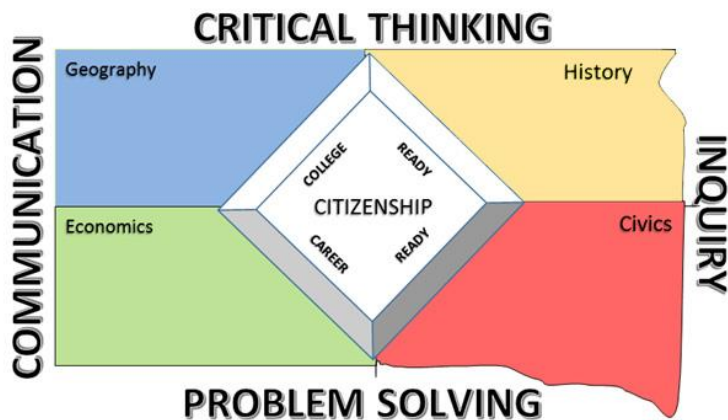
South Dakota used research-based resources to inform the newest SD standards. Starting in June 2014, the workgroup reviewed the C3 Framework – a skill set needed for students to be College, Career, and Civic ready. In June the workgroup began by utilizing the expertise of the writers of C3 Framework, reviewed the current SD Standards, and discussed how the framework and the current SD Content Standards could inform the next draft of the SD State SS Standards. The final South Dakota product is an amalgamation that was created from documents based in research, national association’s contributions, existing South Dakota Social Studies Standards, the C3 Framework, and the National Curriculum Standards for Social Studies. The following are the resources/associations that had been referred to at some point throughout the standards revision process:

American Bar Association
American Geographical Society
American Historical Association
Association of American Geographers
C3 Framework
Campaign for the Civic Mission of Schools
Center for Civic Education
Constitutional Rights Foundation Chicago
Constitutional Rights Foundation USA
Council for Economic Education
National Council for Geographic Education
National Council for History Education
National Council for the Social Studies
National Geographic Society
National History Day
Street Law, Inc.
The College Board
World History Association

General Introduction to C3 Framework

The C3 Framework served as inspiration for the graphic designed by the Social Studies Workgroup and it is intended to give a visual representation of the overarching themes within this standards document. The C3 Framework is split into four Dimensions: (1) Developing questions and planning inquiries; (2) applying disciplinary concepts and tools; (3) evaluating sources and using evidence; and (4) communicating conclusions and taking informed action.

C3 Integration & Parallels to the Visual on the Title Page



The South Dakota Social Studies Graphic utilizes elements from each of these Dimensions just as our standards documents sought to connect the C3 skills into our state standards. Along the right-hand side of the image is “inquiry” and it directly correlates with Dimension 1 of the C3 Framework, which is “developing questions and planning inquiries.” On the left-hand side is “communication”, which parallels with Dimension 4 of the C3 Framework: “communicating conclusions and taking informed action”. Finally, the four colored quadrants of the South Dakota layout reflect the four sub-elements of Dimension 2 “applying disciplinary concepts and tools” and includes specified history, geography, civics, and economics concepts and tools. Thus, this visual was adopted as a graphical representation of the parallels between the C3 Framework representing our commitment to increasing skill development and rigor in conjunction within the core disciplines of the social studies.

A Message to Teachers, Principals, Superintendents, and Others Who Will Use the Document

The Social Studies Content Standards Revision Committee was made up of a group of kindergarten through post-secondary educators who collaborated to establish a starting point for reaching South Dakota’s goal: each student graduates prepared for college, career, and civic life.

A set of standards is simply a place to begin—it lays the foundation for measurable, consistent, high-level student learning. Teachers, however, have the flexibility to consider the needs of their individual students and select the methods that will work best for their classrooms. Clearly, there is more to teaching and learning than these standards. The standards are a starting point in creating an environment where students can learn to live and thrive in a constantly changing, increasingly complex world.

Conclusion

The committee provides, through the standards document, a framework for the teaching and learning of social studies content, concepts, and skills. The committee members wish to emphasize, however, that the real goal of social studies teachers is to inspire students to become committed, participating citizens. This requires that students develop skills and dispositions that are difficult to assess. Teachers who accomplish this goal with students practice the art and science of teaching. They are professionals who prioritize content that leads to citizenship skill development, often beyond the achievement of the stated Social Studies Content Standards, rather than teaching simply to “cover” the material. Social Studies is so much more than facts, places, and dates; it is the singular discipline that enables students to obtain a rich and broad understanding of the complex world they inhabit. We believe that civic virtues are embedded within the standards, but are not specifically addressed due to the inability to measure them, i.e., volunteerism, honesty, loyalty. We are confident that teachers will emphasize the importance of these vital components of social studies teaching and learning.

Table of Contents for the Grade Band/Grade Level Standards

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| 3rd Grade.....page 16 | 9-12 Geography.....page 35 |
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| 6th Grade.....page 25 | 9-12 World History.....page 39 |

Anchor Standards and Grade Level/Band Standards

Kindergarten

| Kindergarten History | |
|--|--|
| K-12.H.1 Students will analyze how major events are chronologically connected and evaluate their impact on one another. | |
| K.H.1.1 | Distinguish yesterday, today, and tomorrow |
| K-12.H.2 Students will analyze and evaluate the impact of people, events, ideas, and symbols upon history using multiple sources. | |
| K.H.2.1 | Identify local and national celebrations |

| Kindergarten Civics/Government | |
|---|--|
| K-12.C.1 Students will explain, compare and contrast, and analyze the historical principles and philosophical purposes of various forms of governments. | |
| K.C.1.1 | Identify our country's flag of the United States as a symbol of the nation |
| K-12.C.2 Students will explain the historical impact of primary founding documents including, but not limited to, the Declaration of Independence, the U.S. Constitution, the U.S. Bill of Rights and subsequent amendments. | |
| K.C.2.1 | Understand classroom rules and why they are important |

| Kindergarten Geography | |
|---|---|
| K-12.G.1 Students will apply geospatial resources, including data sources and geographic tools to generate, interpret, and analyze information. | |
| K.G.1.1 | Recognize that maps and globes represent places |
| K.G.1.2 | Use environmental directions or positional words including but not limited to up, down, above, and below to identify significant locations in the classroom |
| K-12.G.3 Students will recognize the characteristics of the processes that shape places and regions. | |
| K.G.3.1 | Identify and describe places in the immediate environment including the classroom and/or playground |
| K-12.G.6 Students will understand the ways in which humans culturally adapt to, use, and modify the natural environment and its various elements | |

| | |
|----------------|--|
| K.G.6.1 | Describe ways people rely on the environment to meet human needs and wants |
|----------------|--|

Kindergarten Economics

K-12.E.1 Students will apply the fundamental economic ideas and concepts associated with the study of economics.

| | |
|----------------|---|
| K.E.1.1 | Describe the difference between wants and needs |
|----------------|---|

Grade 1

Grade 1 History

| | |
|---|---|
| K-12.H.1 Students will analyze how major events are chronologically connected and evaluate their impact on one another. | |
| 1.H.1.1 | Demonstrate chronological order using events from their own lives |
| 1.H.1.2 | Describe ways people learn about the past including but not limited to photos, artifacts, stories, and videos |
| K-12.H.2 Students will analyze and evaluate the impact of people, events, ideas and symbols upon history using multiple sources. | |
| 1.H.2.1 | Connect people and events honored in commemorative celebrations |

Grade 1 Civics/Government

| | |
|---|--|
| K-12.C.1 Students will explain, compare and contrast, and analyze the historical principles and philosophical purposes of various forms of governments. | |
| 1.C.1.1 | Identify primary symbols of the United States |
| K-12.C.2 Students will explain the historical impact of primary founding documents including, but not limited to, the Declaration of Independence, the U.S. Constitution, the U.S. Bill of Rights and subsequent amendments. | |
| 1.C.2.1 | Explain who makes decisions and rules in the school |
| K-12.C.3 Students will explain how the Constitution organizes the government of the United States. | |
| 1.C.3.1 | Identify services in your local community including but not limited to police, fire, and ambulance |

Grade 1 Geography

| | |
|--|--|
| K-12.G.1 Students will apply geospatial resources, including data sources and geographic tools to generate, interpret, and analyze information. | |
| 1.G.1.1 | Construct simple maps of the classroom |
| 1.G.1.2 | Use maps, globes, and other simple geographic models to identify absolute location |
| 1.G.1.3 | Distinguish between landmasses and bodies of water using maps and globes |
| K-12.G.3 Students will recognize the characteristics of the processes that shape places and regions. | |

| | |
|--|---|
| 1.G.3.1 | Describe the unifying characteristics and boundaries of different school regions including but not limited to the playground, classroom, and reading corner |
| K-12.G.6 Students will understand the ways in which humans culturally adapt to, use, and modify the natural environment and its various elements. | |
| 1.G.6.1 | Describe ways in which people modify and adapt to the environment |

| Grade 1 Economics | |
|---|--|
| K-12.E.1 Students will apply the fundamental economic ideas and concepts associated with the study of economics. | |
| 1.E.1.1 | Distinguish between goods and services and how families use them |
| 1.E.1.2 | Describe ways in which people earn money |

Grade 2

| Grade 2 History | |
|---|---|
| K-12.H.1 Students will analyze how major events are chronologically connected and evaluate their impact on one another. | |
| 2.H.1.1 | Demonstrate chronological order using events from history |
| 2.H.1.2 | Use historical records and artifacts including but not limited to photos, diaries, oral histories, and videos to draw conclusions about family or school life in the past |
| K-12.H.2 Students will analyze and evaluate the impact of people, events, ideas and symbols upon history using multiple sources. | |
| 2.H.2.1 | Compare how holidays are celebrated in different cultures |
| Grade 2 Civics/Government | |
| K-12.C.1 Students will explain, compare and contrast, and analyze the historical principles and philosophical purposes and various forms of governments. | |
| 2.C.1.1 | Explain, in written form, through speech, or through the use of technology, the meaning behind our national symbols |
| K-12.C.2 Students will explain the historical impact of primary founding documents, including but not limited to, the Declaration of Independence, the U.S. Constitution, the U.S. Bill of Rights and subsequent amendments. | |
| 2.C.2.1 | Explain the basic political roles of leaders in the larger community |
| K-12.C.3 Students will explain how the Constitution organizes the government of the United States. | |
| 2.C.3.1 | Identify laws in your local government and how local laws are made |
| 2.C.3.2 | Identify how local government services are funded |
| Grade 2 Geography | |
| K-12.G.1 Students will apply geospatial resources, including data sources and geographic tools to generate, interpret, and analyze information. | |
| 2.G.1.1 | Construct and explain a map that includes directions, labels, and a key |
| 2.G.1.2 | Explain how local communities are part of a larger region |
| K-12.G.3 Students will recognize the characteristics of the processes that shape places and regions. | |

| | |
|--|--|
| 2.G.3.1 | Compare the physical and man-made characteristics of the local community with those of another community |
| K-12.G.6 Students will understand the ways in which humans culturally adapt to, use, and modify the natural environment and its various elements. | |
| 2.G.6.1 | Describe positive and negative consequences of changing the physical environment of the local community |
| 2.G.6.2 | Suggest ways people can responsibly interact with the environment in the local community |

| | |
|---|--|
| Grade 2 Economics | |
| K-12.E.1 Students will apply the fundamental economic ideas and concepts associated with the study of economics. | |
| 2.E.1.1 | Identify goods and services available in the students' communities |

Grade 3

| Grade 3 History | |
|--|---|
| K-12.H.1 Students will analyze how major events are chronologically connected and evaluate their impact on one another. | |
| 3.H.1.1 | Demonstrate knowledge of the obstacles and successes of the early settlers and in creating communities |
| 3.H.1.2 | Explain cause and effect relationships that impacted early settlement and development in the United States |
| K-12.H.2 Students will analyze and evaluate the impact of people, events, ideas and symbols upon history using multiple sources. | |
| 3.H.2.1 | Generate questions about individuals and groups who have shaped significant historical changes and continuities |
| 3.H.2.2 | Explain the importance of famous American figures including but not limited to George Washington, Abraham Lincoln, and Thomas Jefferson |
| 3.H.2.3 | Analyze a community's culture and history |
| K-12.H.5 Students will develop historical research skills. | |
| 3.H.5.1 | Compare information provided by different primary and secondary historical sources about the past |
| Grade 3 Civics/Government | |
| K-12.C.1 Students will explain, compare and contrast, and analyze the historical principles and philosophical purposes and various forms of governments. | |
| 3.C.1.1 | Research and explain the meaning behind South Dakota's symbols |
| K-12.C.2 Students will explain the historical impact of primary founding documents including but not limited to, the Declaration of Independence, U.S. Constitution, the U.S. Bill of Rights and subsequent amendments. | |
| 3.C.2.1 | Explain the meaning and importance of the Declaration of Independence and the Constitution |
| 3.C.2.2 | Explain the basic political roles of leaders in the state and nation |
| K-12.C.3 Students will explain how the Constitution organizes the government of the United States. | |
| 3.C.3.1 | Identify why laws and responsibilities are needed in a community and why there are legal consequences |
| 3.C.3.2 | Identify the structure, roles, and responsibility of local government |

| | |
|--|--|
| K-12.C.4 Students will understand the fundamental principles of America’s democratic republic and the United States Constitution and the inherent conflicts that may arise. | |
| 3.C.4.1 | Explain the role of government agencies in a community |
| 3.C.4.2 | Explain why communities have rules and laws |
| 3.C.4.3 | Identify the rights and responsibilities of citizenship in students’ own communities |

| | |
|---|--|
| Grade 3 Geography | |
| K-12.G.1 Students will apply geospatial resources, including data sources and geographic tools to generate, interpret, and analyze information. | |
| 3.G.1.1 | Identify locations in a community by using grid systems |
| 3.G.1.2 | Locate the seven continents, four oceans, and major physical features and regions of the United States on a map or globe |
| K-12.G.2 Students will understand the nature and importance of the Five Themes of Geography: location, place characteristics, human-environment interaction, movement, and region. | |
| 3.G.2.1 | Identify reasons why people move and how it affects their communities |

| | |
|---|--|
| Grade 3 Economics | |
| K-12.E.1 Students will apply the fundamental economic ideas and concepts associated with the study of economics. | |
| 3.E.1.1 | Explain ways producers use resources to produce goods and services |
| K-12.E.5 Students will describe how trade generates economic development and interdependence. | |
| 3.E.5.1 | Use examples to show that people in modern society may not be able to produce everything they want and depend upon trade with others to meet their wants |

Grade 4

| Grade 4 History | |
|---|---|
| K-12.H.1 Students will analyze how major events are chronologically connected and evaluate their impact on one another. | |
| 4.H.1.1 | Analyze the impact of significant historical events on the development of cultures in South Dakota |
| 4.H.1.2 | Generate questions about multiple historical sources and their relationships to particular historical events and developments |
| K-12.H.2 Students will analyze and evaluate the impact of people, events, ideas and symbols upon history using multiple sources. | |
| 4.H.2.1 | Explain the effects of conflicts and the establishment of reservations on the American Indians culture |
| 4.H.2.2 | Examine basic environmental, economic, cultural, and population issues of concern to South Dakota |
| 4.H.2.3 | Describe the influence of notable South Dakotans of the development of our state |
| 4.H.2.4 | Describe influences of European cultures on South Dakota communities |
| 4.H.2.5 | Describe how wars affected South Dakotans |
| K-12.H.3 Students will analyze and evaluate historical events from multiple perspectives. | |
| 4.H.3.1 | Compare and contrast life today with life in historical time periods |
| K-12.H.4 Students will identify and evaluate the causes and effects of past, current and potential events, issues and problems. | |
| 4.H.4.1 | Explain probable causes and effects of events and developments in South Dakota |
| 4.H.4.2 | Explain factors affecting the growth and expansion of South Dakota |
| K-12.H.5 Students will develop historical research skills. | |
| 4.H.5.1 | Infer the intended audience and purpose of a historical source from information within the source itself |
| 4.H.5.2 | Use evidence to develop a claim about the past |

Grade 4 Civics/Government

K-12.C.1 Students will explain, compare and contrast, and analyze the historical principles and philosophical purposes and various forms of governments.

4.C.1.1 Describe key events related to South Dakota's entry into statehood

K-12.C.2 Students will explain the historical impact of primary founding documents including but not limited to, the Declaration of Independence, the U.S. Constitution, the U.S. Bill of Rights and subsequent amendments.

4.C.2.1 Compare and contrast major themes within the SD Constitution and the U.S. Constitution

K-12.C.3 Students will explain how the Constitution organizes the government of the United States.

4.C.3.1 Explain how groups of people make rules to create responsibilities and protect freedoms

4.C.3.2 Discuss South Dakota's government and the roles of the three branches

Grade 4 Geography

K-12.G.1 Students will apply geospatial resources, including data sources and geographic tools to generate, interpret, and analyze information.

4.G.1.1 Locate major political and physical features of South Dakota and the United States on a map or globe

K-12.G.2 Students will understand the nature and importance of the Five Themes of Geography: location, place characteristics, human-environment interaction, movement, and region.

4.G.2.1 Compare and contrast regions of South Dakota to one another

K-12.G.3 Students will recognize the characteristics of the processes that shape places and regions.

4.G.3.1 Describe how natural and human conditions shape places and regions

Grade 4 Economics

K-12.E.1 Students will apply the fundamental economic ideas and concepts associated with the study of economics.

4.E.1.1 Discuss what factors (both positive and negative) influence individual choices

K-12.E.3 Students will analyze the ways government can impact the market.

| | |
|----------------|---|
| 4.E.3.1 | Describe the necessity for government to collect taxes from its citizens in order to provide services to its citizens |
|----------------|---|

K-12.E.5 Students will describe how trade generates economic development and interdependence.

| | |
|----------------|---|
| 4.E.5.1 | Describe how the economic needs of South Dakotans and people in other regions of the U.S. have been met |
|----------------|---|

Grade 5

| Grade 5 History | |
|---|---|
| K-12.H.1 Students will analyze how major events are chronologically connected and evaluate their impact on one another. | |
| 5.H.1.1 | Create and use a chronological sequence of related events to compare developments that happened during the same time frame |
| 5.H.1.2 | Identify key conflicts with other countries of the world and the effect they had on the U.S. physically, economically, and socially |
| 5.H.1.3 | Describe the impact other countries had on North America through exploration and conflict |
| K-12.H.2 Students will analyze and evaluate the impact of people, events, ideas and symbols upon history using multiple sources. | |
| 5.H.2.1 | Differentiate the cultures of various American Indian tribes |
| 5.H.2.2 | Identify and describe the roles of influential people during the American Revolution |
| 5.H.2.3 | Identify the key changes leading to and resulting from growth and invention in the U.S. between the Revolution and 1865 |
| 5.H.2.4 | Evaluate the influence, impact, and interactions of various cultures, philosophies, and religions on the development of the U.S. |
| K-12.H.3 Students will analyze and evaluate historical events from multiple perspectives. | |
| 5.H.3.1 | Explain why individuals and groups during the same historical period can differ in their perspectives |
| K-12.H.4 Students will identify and evaluate the causes and effects of past, current and potential events, issues and problems. | |
| 5.H.4.1 | Identify the causes and effects of the development of Colonial America |
| 5.H.4.2 | Identify key European explorers and the causes and effects of their voyages |
| 5.H.4.3 | Explain probable causes and effects of events in the American Revolution |
| 5.H.4.4 | Identify key events during the American Revolution considering how they affected people, government, and the economy |
| 5.H.4.5 | Compare and contrast social, economic, and philosophical differences between the north and the south prior to the Civil War |
| K-12.H.5 Students will develop historical research skills. | |

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| 5.H.5.1 | Summarize how different types of historical sources are used to explain events in the past |
| 5.H.5.2 | Evaluate a historical source to justify the validity of that source |

Grade 5 Civics/Government

K-12.C.1 Students will explain, compare and contrast, and analyze the historical principles and philosophical purposes and various forms of governments.

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| 5.C.1.1 | Explain why the U. S. was established as a republic over other forms of governments |
| 5.C.1.2 | Explain how rules and laws change society and how people change rules and laws |
| 5.C.1.3 | Develop a logical argument explaining why governments are necessary |

K-12.C.2 Students will explain the historical impact of primary founding documents including but not limited to, the Declaration of Independence, the U.S. Constitution, the U.S. Bill of Rights and subsequent amendments.

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| 5.C.2.1 | Examine the origins and purposes of rules, laws, and key U.S. Constitutional powers |
| 5.C.2.2 | Using research, show where the ideas come from that informed the Constitution |

K-12.C.3 Students will explain how the Constitution organizes the government of the United States.

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| 5.C.3.1 | Using multiple sources, distinguish between the responsibilities and powers of government officials at various levels and branches of government |
| 5.C.3.2 | Compare and contrast procedures for making decisions in a variety of settings, including classroom, school, government, and/or society |

K-12.C.4 Students will understand the fundamental principles of America’s democratic republic and the United States Constitution and the inherent conflicts that may arise.

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| 5.C.4.1 | Describe ways in which people benefit from and are challenged by working together in government, workplaces, volunteer organizations, and families |
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K-12.C.5 Students will understand the ways in which a citizen can use their basic rights to influence decisions of the republic.

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| 5.C.5.1 | Explain how democracy relies upon citizens’ responsible participation, and draw implications for how individuals should participate |
| 5.C.5.2 | Describe how volunteerism has benefitted the U.S. |
| 5.C.5.3 | Illustrate historical and contemporary means of changing society |

| Grade 5 Geography | |
|---|---|
| K-12.G.1 Students will apply geospatial resources, including data sources and geographic tools to generate, interpret, and analyze information. | |
| 5.G.1.1 | Apply latitude and longitude to find absolute locations on a globe and map |
| 5.G.1.2 | Investigate maps of different types and scales |
| K-12.G.2 Students will understand the nature and importance of the Five Themes of Geography: location, place, human-environment interaction, movement, and region. | |
| 5.G.2.1 | Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas |
| 5.G.2.2 | Explain how human settlements and movements relate to the locations and use of various natural resources |
| 5.G.2.3 | Analyze the effects of environmental and technological changes on human settlements and migration |
| K-12.G.5 Students will recognize and explain the role population and culture play in creating diversity within the world's places and regions. | |
| 5.G.5.1 | Describe how the spatial patterns of cultural activities in a place change over time because of interactions with nearby and distant places |
| K-12.G.6 Students will understand the ways in which humans culturally adapt to, use, and modify the natural environment and its various elements. | |
| 5.G.6.1 | Explain how natural events and human activities in one place affect people living in other places |

| Grade 5 Economics | |
|---|---|
| K-12.E.1 Students will apply the fundamental economic ideas and concepts associated with the study of economics. | |
| 5.E.1.1 | Explain how supply and demand influences sellers in markets |
| 5.E.1.2 | Explain the role of money as a means of trade between individuals and/or groups |
| K-12.E.2 Students will demonstrate how the forces of supply and demand impact economic decision making. | |
| 5.E.2.1 | Explain the meaning of inflation, deflation, and unemployment |
| K-12.E.3 Students will analyze the ways government can impact the market. | |
| 5.E.3.1 | Describe examples of various institutions that make up economic systems |
| K-12.E.5 Students will describe how trade generates economic development and interdependence. | |

5.E.5.1

Describe the role of trading in early U.S. History

Grade 6

Note: The committee, with input from educators throughout the state, revised the former sixth grade social studies standards to facilitate effective instruction and student mastery with emphasis on an in-depth study of World History.

| Grade 6 World History | |
|---|---|
| K-12.H.1 Students will analyze how major events are chronologically connected and evaluate their impact on one another. | |
| 6.H.1.1 | Classify key global events in chronological order |
| 6.H.1.2 | Examine the chronology of historical events throughout the world to analyze their impact on the past, present, and future |
| K-12.H.2 Students will analyze and evaluate the impact of people, events, ideas and symbols upon history using multiple sources. | |
| 6.H.2.1 | Analyze the development and cultural contributions that gave rise to the earliest human communities |
| 6.H.2.2 | Analyze the development and cultural contributions that gave rise to the agrarian societies |
| 6.H.2.3 | Analyze the development and cultural contributions including large-scale empires and major religions |
| 6.H.2.4 | Analyze the development and cultural contributions that gave rise to economic systems and political institutions |
| K-12.H.3 Students will analyze and evaluate historical events from multiple perspectives. | |
| 6.H.3.1 | Compare and contrast primary and secondary sources to identify multiple perspectives of the same event |
| K-12.H.4 Students will identify and evaluate the causes and effects of past, current and potential events, issues and problems. | |
| 6.H.4.1 | Consider alternative courses of action or outcomes for historical events |
| 6.H.4.2 | Determine how decisions made by individuals affected historical events |
| 6.H.4.3 | Explain how events and ideas in ancient civilizations influence humans today |
| K-12.H.5 Students will develop historical research skills. | |
| 6.H.5.1 | Identify the difference between a compelling question and supporting questions |
| 6.H.5.2 | Determine whether a source is appropriate for answering compelling and supporting questions |
| 6.H.5.3 | Utilize primary and secondary sources and examine the credibility and intent of those sources |

| Grade 6 Civics/Government | |
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| K-12.C.1 Students will explain, compare and contrast, and analyze the historical principles and philosophical purposes and various forms of governments. | |
| 6.C.1.1 | Compare and contrast ancient forms of government |
| 6.C.1.2 | Identify how government decisions impact people, places, and history |
| 6.C.1.3 | Identify the ways in which governments meet the needs of citizens, manage conflict, and establish order and security |
| K-12.C.2 Students will explain the historical impact of primary founding documents including but not limited to, the Declaration of Independence, the U.S. Constitution, the U.S. Bill of Rights, and subsequent amendments. | |
| 6.C.2.1 | Explain the historical impact of ancient world history documents created by ancient civilizations |
| K-12.C.5 Students will understand the ways in which a citizen can use their basic rights to influence the decisions of the republic. | |
| 6.C.5.1 | Explain ways that people can affect or influence society and government |

| Grade 6 Economics | |
|---|---|
| K-12.E.4 Students will explain how different economic systems coordinate and facilitate the exchange, production, distribution, and consumption of goods and services. | |
| 6.E.4.1 | Explain societies' attempts throughout history to satisfy their basic needs and wants |
| 6.E.4.2 | Identify basic economic systems present throughout ancient civilizations and how those systems contributed to the success or failure of the respective civilization |
| 6.E.4.3 | Identify the effects of economic systems on society |

Grade 7

Note: The committee, with input from educators throughout the state, revised the former seventh grade social studies standards to facilitate effective instruction and student mastery with emphasis on an in-depth study of Geography.

| Grade 7 Civics/Government | |
|---|---|
| K-12.C.1 Students will explain, compare and contrast, and analyze the historical principles and philosophical purposes and various forms of governments. | |
| 7.C.1.1 | Identify and describe different forms of government used throughout the world |
| Grade 7 Geography | |
| K-12.G.1 Students will apply geospatial resources, including data sources and geographic tools to generate, interpret, and analyze information. | |
| 7.G.1.1 | Gather information, analyze data and demonstrate navigation with a map |
| 7.G.1.2 | Construct maps or other geographic representations and explain the spatial patterns of cultural and/or physical characteristics |
| K-12.G.2 Students will understand the nature and importance of the Five Themes of Geography; location, place, human-environment interaction, movement, and region. | |
| 7.G.2.1 | Create an argument for the importance of the study of Geography |
| 7.G.2.2 | Recognize and apply the Five Themes of Geography |
| 7.G.2.3 | Analyze political and economic systems |
| K-12.G.3 Students will recognize the characteristics of the processes that shape places and regions. | |
| 7.G.3.1 | Identify and differentiate between the human and/or physical characteristics that create a region |
| 7.G.3.2 | Describe how cultural patterns, including but not limited to economic and political decisions, influence environments and the daily lives of people in both nearby and distant places |
| 7.G.3.3 | Explain how the physical and human characteristics of places and regions are connected to human identities and cultures |
| K-12.G.4 Students will identify Earth's physical systems and the ways in which they are dynamic and interactive. | |
| 7.G.4.1 | Demonstrate understanding of the processes that result in the natural landscape |
| 7.G.4.2 | Explain how and why different cultures interact with earth's physical systems in various ways |

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| K-12.G.5 Students will recognize and explain the role population and culture play in creating diversity within the world’s places and regions. | |
| 7.G.5.1 | Analyze basic components of culture, including how and why they differ spatially |
| 7.G.5.2 | Identify population distribution and characteristics of human populations |
| 7.G.5.3 | Explain how changes in land use affect population distribution patterns |
| K-12.G.6 Students will understand the ways in which humans culturally adapt to, use, and modify the natural environment and its various elements. | |
| 7.G.6.1 | Clarify how human groups adapt to, and depend upon, the natural environment |
| 7.G.6.2 | Recognize and explain how cultures and cultural landscapes change |
| K-12.G.7 Students will be applying geographic knowledge to understand the diversity of Earth’s physical and human conditions, past, present, and future. | |
| 7.G.7.1 | Evaluate how the relationship between physical and cultural characteristics of a place impacts economic activity |
| 7.G.7.2 | Articulate how changes in technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices |
| 7.G.7.3 | Draw conclusions on how past human and/or physical conditions influence present and/or future conditions |

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| Grade 7 Economics | |
| K-12.E.3 Students will analyze the ways government can impact the market. | |
| 7.E.3.1 | Describe the relationship between government and economic systems in different countries |
| K-12.E.4 Students will explain how different economic systems coordinate and facilitate the exchange, production, distribution, and consumption of goods and services. | |
| 7.E.4.1 | Describe how economic activity affects standard of living |
| 7.E.4.2 | Describe how technology affects the economic development of places and regions |
| 7.E.4.3 | Describe the role of trade barriers and agreements in the global economy |
| 7.E.4.4 | Explain how the availability of resources provides for or challenges human activities |

Grade 8

Note: The committee, with input from educators throughout the state, revised the former eighth grade social studies standards to facilitate effective instruction and student mastery with emphasis on an in-depth study of U.S. History. *(Updated 12/04/14)*

| Grade 8 History | |
|---|---|
| K-12.H.1 Students will analyze how major events are chronologically connected and evaluate their impact on one another. | |
| 8.H.1.1 | Describe major military battles in the American Revolution |
| 8.H.1.2 | Identify causes and effects of the War of 1812, Texas Revolution, and the Mexican American War |
| 8.H.1.3 | Understand the changing character of American political life after 1800 |
| 8.H.1.4 | Explain how and why the land west of the Mississippi was acquired and settled |
| 8.H.1.5 | Describe major military battles and campaigns of the Civil War |
| 8.H.1.6 | Describe the changing federal policy toward Native Americans after the Civil War |
| K-12.H.2 Students will analyze and evaluate the impact of people, events, ideas and symbols upon history using multiple sources. | |
| 8.H.2.1 | Construct a historical argument that acknowledges the strengths and weaknesses of Patriot and Loyalist sides |
| 8.H.2.2 | Analyze how westward expansion was motivated by economic gain and Manifest Destiny |
| 8.H.2.3 | Analyze the major sources of conflict that led to the Civil War |
| 8.H.2.4 | Associate key individuals with their roles in the Civil War |
| 8.H.2.5 | Investigate ways the Civil War changed the United States government |
| K-12.H.3 Students will analyze and evaluate historical events from multiple perspectives. | |
| 8.H.3.1 | Compare the political and social differences between 13 separate colonies and one independent nation |
| 8.H.3.2 | Evaluate competing ideas about the purposes government should serve |
| 8.H.3.3 | Compare and contrast the Federalist and Anti-Federalist philosophies of Americans during the ratification process |
| 8.H.3.4 | Investigate how the abolition of slavery affected the life of African-Americans in United States' society |

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| K-12.H.4 Students will identify and evaluate the causes and effects of past, current and potential events, issues and problems. | |
| 8.H.4.1 | Analyze the sources of conflict which led to the American Revolution |
| 8.H.4.2 | Explain how the Declaration of Independence influenced the colonies |
| 8.H.4.3 | Identify economic support for the Patriots during the American Revolution |
| 8.H.4.4 | Critique the United States government under the Articles of Confederation |
| 8.H.4.5 | Summarize the basic structure of government adopted through compromises at the Constitutional Convention |
| 8.H.4.6 | Connect the fundamental liberties and rights stated in the first 15 amendments of the Constitution to current events |
| 8.H.4.7 | Describe ways in which migration led to conflicts between Anglo-European and Native American culture |
| 8.H.4.8 | Draw conclusions on how the reform movements of the mid-nineteenth century affected the U.S. |
| 8.H.4.9 | Assess the impact of significant inventors, technology and industrialization on mid-1800s America |
| 8.H.4.10 | Explain how the war affected soldiers, civilians, women, the physical environment, and future warfare |
| 8.H.4.11 | Draw conclusions about the political, economic and social effects of Reconstruction in the United States |
| K-12.H.5 Students will develop historical research skills. | |
| 8.H.5.1 | Generate a compelling question and supporting questions that address the impact of conflicting points of views in U.S. government |
| 8.H.5.2 | Generate questions to analyze why individuals or groups, and their developments, are seen as historically significant |
| 8.H.5.3 | Critique significant political primary sources and their impact on events of this time period |

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| Grade 8 Civics/Government | |
| K-12.C.1 Students will explain, compare and contrast, and analyze the historical principles and philosophical purposes and various forms of governments. | |
| 8.C.1.1 | Explain how European ideals of government influenced the development of the U.S. government |
| 8.C.1.2 | Explain how government decisions impact people, places, and history |
| 8.C.1.3 | Explain the ways in which governments meet the needs of citizens, manage conflict, and establish order and security |

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| K-12.C.2 Students will explain the historical impact of primary founding documents including but not limited to, the Declaration of Independence, the U.S. Constitution, the U.S. Bill of Rights and subsequent amendments. | |
| | Refer to 8.H.2.2 and 8.H.2.3 , as these grade-level standards include government content related to this anchor standard. |
| K-12.C.3 Students will explain how the Constitution organizes the government of the United States. | |
| 8.C.3.1 | Identify the three branches of government including the separation of powers and checks and balances in the Constitution |
| 8.C.3.2 | Describe the rationale behind the United States' ability to amend the Constitution |
| 8.C.3.3 | Explain why and how the Bill of Rights and subsequent amendments were added to the Constitution |
| K-12.C.4 - Students will understand the fundamental principles of America's democratic republic and the United States Constitution and the inherent conflicts that may arise. | |
| 8.C.4.1 | Describe the election process and the Electoral College |
| 8.C.4.2 | Apply the rights and responsibilities of U.S. citizens to students' lives |
| 8.C.4.3 | Compare and contrast methods of civic involvement |
| K-12.C.5 - Students will understand the ways in which a citizen can use their basic rights to influence the decisions of the republic. | |
| 8.C.5.1 | Analyze ways that citizens can affect or influence the U.S. society and government |
| 8.C.5.2 | Explain the roles and influences of individuals, groups, and the media on governments |
| K-12.C.6 - Students will describe the elements of how U.S. foreign policy is made and understand the challenges and influences of the United States government | |
| 8.C.6.1 | Identify the impact of foreign policy decisions throughout U.S. history |

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| Grade 8 Economics | |
| K-12.E.3 Students will analyze the ways government can impact the market. | |
| 8.E.3.1 | Describe the impact of technology and industrialization on mid-1800s America |
| K-12.E.4 Students will explain how different economic systems coordinate and facilitate the exchange, production, distribution, and consumption of goods and services. | |
| 8.E.4.1 | Describe the economic effects of Reconstruction in the United States |

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| 8.E.4.2 | Identify economic support for America during conflicts |
| 8.E.4.3 | Describe how economic gain was the motivation for westward expansion |

High School Social Studies

| High School Civics/Government | |
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| K-12.C.1 Students will explain, compare and contrast, and analyze the historical principles and philosophical purposes and various forms of governments. | |
| 9-12.C.1.1 | Rationalize the purposes of government throughout world history through the use of compelling questions, |
| 9-12.C.1.2 | Summarize the critical similarities and differences in the various forms of government |
| 9-12.C.1.3 | Sequence and identify critical events in British history that had a direct or indirect impact on the origins of the United States government |
| 9-12.C.1.4 | Describe the influence of religion on western political thought |
| 9-12.C.1.5 | Explain the relationship between political ideologies and corresponding economic ideologies and their impact on government systems through the use of compelling and supporting questions |
| K-12.C.2 Students will explain the historical impact of primary founding documents including but not limited to, the Declaration of Independence, the U.S. Constitution, the U.S. Bill of Rights and subsequent amendments. | |
| 9-12.C.2.1 | Differentiate between a constitutional or limited government and unconstitutional or unlimited government |
| 9-12.C.2.2 | Critique the claims and evidence offered in the Declaration of Independence, justifying the independence of the American colonies |
| 9-12.C.2.3 | Evaluate its effectiveness through identifying strengths and weaknesses of the Articles of Confederation |
| 9-12.C.2.4 | Explain how the goals set forth in the preamble of the United States Constitution reflect enduring issues of American society |
| 9-12.C.2.5 | Explain the construction of the United States Constitution as a bundle of compromises reflecting differing points of view |
| 9-12.C.2.6 | Identify the points of agreement and disagreement between the Federalists and the Anti-Federalists over the ratification of the United States Constitution and how the disagreement was resolved via the protection of rights in the Bill of Rights |
| K-12.C.3 Students will explain how the Constitution organizes the government of the United States. | |
| 9-12.C.3.1 | Evaluate the effectiveness of the separation of powers and the role of checks and balances |
| 9-12.C.3.2 | Outline the law making process |
| 9-12.C.3.3 | Make arguments for and against the use of the Electoral College given its intended purpose |
| 9-12.C.3.4 | Cite historical evidence justifying the power of judicial review |

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| 9-12.C.3.5 | Differentiate among the roles of the levels of authority in the national, state, local, and tribal governments regarding American federalism through the use of compelling questions, |
| K-12.C.4 Students will understand the fundamental principles of America’s democratic republic and the United States Constitution and the inherent conflicts that may arise. | |
| 9-12.C.4.1 | Define the concept of civic virtue through the use of compelling questions |
| 9-12.C.4.2 | Summarize the general principles of American democracy such as the fundamental worth of the individual, equality of all persons, majority rule/minority rights, necessity of compromise, and individual freedom in light of the purpose of government |
| 9-12.C.4.3 | Summarize the constitutional principles of popular sovereignty, limited government, separation of powers, checks and balances, judicial review, and federalism |
| 9-12.C.4.4 | Differentiate between positive and negative rights protected by the United States Constitution and give examples of how they may come into conflict |
| K-12.C.5 Students will understand the ways in which a citizen can use their basic rights to influence the decisions of the republic. | |
| 9-12.C.5.1 | Differentiate between rights and responsibilities of a citizen and the practice of civic virtue |
| 9-12.C.5.2 | Identify ways of becoming a United States citizen including the keys steps in the naturalization process and recognize the intended and unintended consequences of this process |
| 9-12.C.5.3 | Explain how democracy relies upon responsible participation of its citizens and identify ways a citizen can effectively participate |
| 9-12.C.5.4 | Demonstrate the ability to make informed decisions through the use of multiple, credible sources |
| 9-12.C.5.5 | Explain the role of political parties and special interest groups in the political process |
| 9-12.C.5.6 | Critique consistencies and inconsistencies throughout a variety of media sources |
| 9-12.C.5.7 | Explain how civil disobedience has been used to influence policy making in United States government |
| 9-12.C.5.8 | Assess options for action to address local, regional, and global problems by volunteer engagement |
| 9-12.C.5.9 | Demonstrate and/or show examples of how technology has changed the way people participate beyond their traditional sphere of influence |
| K-12.C.6 Students will describe the elements of how U.S. foreign policy is made and understand the international challenges and influences of the United States government | |
| 9-12.C.6.1 | Explain the foreign policy process in the United States and give examples of its impact on foreign policy initiatives |
| 9-12.C.6.2 | Identify the purpose of various international organizations in which the United States is involved |

| High School Geography | |
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| K-12.G.1 Students will apply geospatial resources, including data sources and geographic tools to generate, interpret, and analyze information. | |
| 9-12.G.1.1 | Use maps and other geographic representations, tools and technologies to acquire, process, and report information from a spatial perspective |
| 9-12.G.1.2 | Employ mental maps to organize information about cultures, places, and environment in a spatial context |
| K-12.G.2 Students will understand the nature and importance of the Five Themes of Geography; location, place, human-environment interaction, movement, and region. | |
| 9-12.G.2.1 | Distinguish between the Five Themes of Geography and their key components |
| 9-12.G.2.2 | Describe a given region or area utilizing the Five Themes of Geography |
| K-12.G.3 Students will recognize the characteristics of the processes that shape places and regions. | |
| 9-12.G.3.1 | Analyze the cultural and physical processes that make places unique |
| 9-12.G.3.2 | Gather, organize, and analyze evidence that shows how the physical environment and culture contribute to the characteristics of places and regions |
| 9-12.G.3.3 | Differentiate between formal, functional, and perceptual regions |
| 9-12.G.3.4 | Apply the concept of interdependence to regions and places |
| K-12.G.4 Students will identify Earth's physical systems and the ways in which they are dynamic and interactive. | |
| 9-12.G.4.1 | Recognize the components, processes, interdependence and spatial distribution, of Earth's physical systems. |
| K-12.G.5 Students will recognize and explain the role population and culture play in creating diversity within the world's places and regions. | |
| 9-12.G.5.1 | Analyze the characteristics, distribution, and migration of human populations |
| 9-12.G.5.2 | Identify and explain the characteristics, distribution, and complexity of Earth's various cultures |
| 9-12.G.5.3 | Explain how human migration impacts local and global politics, economies, societies, and regions |
| K-12.G.6 Students will understand the ways in which humans culturally adapt to, use, and modify the natural environment and its various elements. | |
| 9-12.G.6.1 | Identify specific adaptive strategies employed by different cultures in similar environments |
| 9-12.G.6.2 | Evaluate how different cultures identify and utilize natural resources |

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| 9-12.G.6.3 | Explain the ways technology expands the human capacity to use and modify the physical environment |
| 9-12.G.6.4 | Examine ways humans perceive and react to extreme natural events |
| K-12.G.7 Students will apply geographic knowledge to understand the diversity of Earth’s physical and human conditions, past, present, and future. | |
| 9-12.G.7.1 | Analyze key processes that have resulted in changes within Earth’s physical and human systems |
| 9-12.G.7.2 | Elaborate upon the interaction of physical and human systems and their influence on current and future condition |
| 9-12.G.7.3 | Critique the role of multiple perspectives in contemporary geographic policies and issues |

| High School Economics | |
|---|---|
| K-12.E.1 Students will apply the fundamental economic ideas and concepts associated with the study of economics. | |
| 9-12.E.1.1 | Through the construction of compelling questions, explain how the fundamental economic problem of unlimited wants with limited resources reflects enduring issues at all levels |
| 9-12.E.1.2 | Analyze the factors that may lead to different responses to the basic economic questions |
| 9-12.E.1.3 | Differentiate among the factors of production of land, labor, capital, and entrepreneurship |
| 9-12.E.1.4 | Analyze the relationship between households and businesses in a market economy using the circular flow chart |
| 9-12.E.1.5 | Define and assess advantages and disadvantages of sole-proprietorship, partnership, and corporations in a market economy |
| 9-12.E.1.6 | Explain how scarcity, choice, and opportunity costs impact economic decision making at all levels by using a production possibilities curve |
| 9-12.E.1.7 | Apply marginal analysis in the economic decision making process |
| K-12.E.2 Students will demonstrate how the forces of supply and demand impact economic decision making. | |
| 9-12.E.2.1 | Compare and contrast the characteristics of perfectly competitive and less competitive market structures |
| 9-12.E.2.2 | Explain the law of supply and analyze the factors that create a change in supply |
| 9-12.E.2.3 | Explain the law of demand and analyze the factors that create a change in demand |
| 9-12.E.2.4 | Connect the role of supply and demand in creating price and quantity equilibriums in a perfectly competitive market |

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| 9-12.E.2.5 | Analyze how price and quantity equilibriums can be impacted through changes in supply, demand, and elasticity |
| 9-12.E.2.6 | Explain the concerns with surplus and shortage in the marketplace and what factors can potentially create disequilibrium in a market |
| K-12.E.3 Students will analyze the ways government can impact the market. | |
| 9-12.E.3.1 | Identify and critique the socio-economic goals of various countries including the U.S. |
| 9-12.E.3.2 | Analyze and explain the relationship between households, businesses, and government agencies in the economy of the U.S. by using the circular flow chart |
| 9-12.E.3.3 | Interpret economic indicators used by economists that may lead to differing conclusions regarding the current phase of the business cycle |
| 9-12.E.3.4 | Predict the degree of economic impact of different types of unemployment and different variables creating inflation by using appropriate data |
| 9-12.E.3.5 | Describe the ways in which each level of government in the U.S. generates revenue and critique the method of using that revenue for public services |
| 9-12.E.3.6 | Analyze the potential positive and/or negative impact of changes in government policy |
| 9-12.E.3.7 | Compare and contrast economic stabilization approaches to the U.S. economy |
| 9-12.E.3.8 | Explain the structure of U.S. banking system |
| 9-12.E.3.9 | Assess and critique the tools used by the Federal Reserve System to influence the money supply |
| K-12.E.4 Students will explain how different economic systems coordinate and facilitate the exchange, production, distribution, and consumption of goods and services. | |
| 9-12.E.4.1 | Compare the general characteristics of communism, socialism, and capitalism |
| 9-12.E.4.2 | Give a detailed explanation of the characteristics of capitalism citing examples from the U.S. |
| 9-12.E.4.3 | Weigh the impact of factors such as the availability of economic resources, level of technology, and degree of economic freedom on a nation's economic growth |
| 9-12.E.4.4 | Explain, citing evidence, why the U.S. is an example of a mixed economy |
| 9-12.E.4.5 | Differentiate between a developing and newly developed nations |
| 9-12.E.4.6 | Analyze differing arguments regarding the impact of transitional economies on the global economy and specifically on the U.S. economy |
| K-12.E.5 Students will describe how trade generates economic development and interdependence. | |

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| 9-12.E.5.1 | Apply the concept of comparative advantage to explain why goods and services are produced in one nation versus another |
| 9-12.E.5.2 | Construct an argument for free-traders and construct a counter-argument for protectionists |
| 9-12.E.5.3 | Identify and critique various barriers to international trade |
| 9-12.E.5.4 | Identify and provide the historical foundations for various international trade agreements and any impact on the U.S. economy |
| 9-12.E.5.5 | Explain the impact of exchange rates on the value of goods and services |
| 9-12.E.5.6 | Analyze how the global economy has changed the interaction of buyers and sellers in the U.S. economy |

High School U.S. History

Note: The South Dakota High School Graduation Requirements include a requirement for 1 credit of U.S. History. The standards have been labeled, below, to allow for flexibility within school districts across the state. Those labels indicate course options including Early U.S. History, Modern U.S. History, and Comprehensive U.S. History. A survey was sent to U.S. History teachers in South Dakota to gain feedback on the inclusion of Early U.S. History in the standards. From this survey, it was deemed necessary to convene an issue-specific workgroup of South Dakota U.S. History Teachers to help determine the best course of addressing the required content and time periods for High School U.S. History. The special workgroup is credited at the end of the standards document.

K-12.H.1 Students will analyze how major events are chronologically connected and evaluate their impact on one another.

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| 9-12.H.1.3 | Describe causes and effects of the process of United States territorial expansion between the founding and the Civil War. (Courses: Early, Comprehensive) |
| 9-12.H.1.4 | Analyze how individuals and groups reacted to social, political, and economic problems in the U.S. from Reconstruction through the Progressive Era. (Courses: Modern, Comprehensive) |
| 9-12.H.1.5 | Explain the transformation of America from World War I through the Great Depression. (Courses: Modern, Comprehensive) |

K-12.H.2 Students will analyze and evaluate the impact of people, events, ideas and symbols upon history using multiple sources.

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| 9-12.H.2.6 | Evaluate the impact the American Revolution had on politics, economy, and society. (Courses: Early, Comprehensive) |
| 9-12.H.2.7 | Critique recent developments in the United States addressing the roles of people, ideas, and groups in terms of foreign & domestic issues. (Courses: Modern, Comprehensive) |

K-12.H.3 Students will analyze and evaluate historical events from multiple perspectives

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| 9-12.H.3.3 | Critique the development of American industrial society including its impacts on migration, systems of slavery, and the national economy. (Courses: Early, Comprehensive) |
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| 9-12.H.3.4 | Explain causes, events, and effects of the Civil War. (Courses: Early, Comprehensive) |
| 9-12.H.3.5 | Assess the causes, events, and impacts of the Cold War on domestic and international affairs in American history. (Courses: Modern, Comprehensive) |
| K-12.H.4 Students will identify and evaluate the causes and effects of past, current and potential events, issues and problems | |
| 9-12.H.4.5 | Analyze the development of American constitutional frameworks during the Revolutionary Era. (Courses: Early, Comprehensive) |
| 9-12.H.4.6 | Evaluate the causes, events, and effects of reform movements stimulated from the 2nd Great Awakening. (Courses: Early, Comprehensive) |
| 9-12.H.4.7 | Evaluate the causes and effects of the First World War on the United States. (Courses: Modern, Comprehensive) |
| 9-12.H.4.8 | Assess the roots and outcomes of the Great Depression including its transformation of American political and economic institutions. (Courses: Modern, Comprehensive) |
| 9-12.H.4.9 | Explain the causes, events, and consequences of the Second World War including issues at home and abroad. (Courses: Modern, Comprehensive) |
| K-12.H.5 Students will develop historical research skills. | |
| 9-12.H.5.4 | Investigate the philosophical foundations, the causes, and the effects of the Revolutionary Era in American history. (Courses: Early, Comprehensive) |
| 9-12.H.5.5 | Evaluate to what extent Reconstruction both succeeded and failed in its intentions. (Courses: Modern, Comprehensive) |
| 9-12.H.5.6 | Investigate the social, political, and economic transformation of the United States in the aftermath of the Second World War. (Courses: Modern, Comprehensive) |

High School World History

K-12.H.1 Students will analyze how major events are chronologically connected and evaluate their impact on one another.

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| 9-12.H.1.1 | Distinguish between long-term causes and triggering events in the development and events of the Renaissance and Reformation |
| 9-12.H.1.2 | Identify patterns and analyze change and continuity in historical eras |

K-12.H.2 Students will analyze and evaluate the impact of people, events, ideas and symbols upon history using multiple sources.

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| 9-12.H.2.1 | Use questions generated about individuals and groups of the Scientific Revolution and Enlightenment to assess the significance of their actions and work |
| 9-12.H.2.2 | Evaluate how historical events and developments of the French Revolution and Napoleonic Era were shaped by unique circumstances of time and place as well as broader historical contexts |

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| 9-12.H.2.3 | Evaluate how agricultural and industrial revolutions were shaped by the unique circumstances of time and place |
| 9-12.H.2.4 | Analyze complex and interacting factors that influenced the perspectives and changes in ideologies of populations |
| 9-12.H.2.5 | Analyze multiple and complex effects of events and people related to the Cold War |
| K-12.H.3 Students will analyze and evaluate historical events from multiple perspectives | |
| 9-12.H.3.1 | Analyze the ways in which the perspectives of those writing history shaped the history they produced in relation to exploration, imperialism, and expansion |
| 9-12.H.3.2 | Interpret and critique historical propaganda sources based on their maker, date, place of origin, intended audience, and purpose |
| K-12.H.4 Students will identify and evaluate the causes and effects of past, current and potential events, issues and problems. | |
| 9-12.H.4.1 | Identify and distinguish between long-term causes and triggering events of WWI |
| 9-12.H.4.2 | Evaluate how economic conditions were shaped by the unique circumstances of the time and place |
| 9-12.H.4.3 | Analyze multiple and complex causes and effects of events of WWII |
| 9-12.H.4.4 | Identify and analyze historical content and events using disciplinary and interdisciplinary lenses to understand the characteristics and causes of contemporary local, regional, and global problems, challenges, and opportunities |
| K-12.H.5 Students will develop historical research skills. | |
| 9-12.H.5.1 | Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources |
| 9-12.H.5.2 | Evaluate the credibility of a source by examining how experts value the source |
| 9-12.H.5.3 | Identify historical evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims |

GLOSSARY

Area - Any defined space on Earth's surface expressed numerically in square units (as 1,000 square miles or kilometers), or by general location (as opposed to region which implies homogeneity).

Cardinal directions - The four main compass points: north (toward North Pole), south (toward South Pole), east (direction from which Earth rotates on its axis), and west (direction of Earth's rotation on axis). Intermediate directions are those between, e.g., N NW N. Terms such as "up" or "down" should never be used in reference to cardinal directions.

Compelling Questions – These are open-ended question that promote higher-order thinking and stimulate thought and discussion to achieve further understanding. These have also been called essential questions in the past.

-Example: How do we improve clean water while providing jobs, economic development and still maintain private property rights?

Culture - Learned human behavior. Culture *traits* are the things humans do or create, including: language, religion, economic and political systems, social patterns, ideas and sentiments, and technology and material goods. A *culture* is a group of people who share a relatively common way-of-life (e.g., Japanese; French; Inuit).

Environment - The totality of physical and human elements found in a particular place; one's surroundings.

Grid - A system of coordinates (lines) on a chart, map, or globe, such as those represented by latitude and longitude, which helps determine the specific location of places and things on Earth's surface.

Human-environment interactions – These are the myriad of ways by which humans, acting as cultural agents, adapt to, use, and modify the natural environment. The natural environment offers resources, options, and challenges that confront all human societies.

Landscape - The totality of one's sensed (e.g., seen) surroundings, including all physical and cultural elements.

Latitude - Angular distance north or south of the equator measured in degrees (0° to 90° N or S). *Parallels* are the east-west lines on maps and globes that measure latitudinal locations.

Location - "Where it is" in reference to specific or absolute position on Earth's surface, as expressed by means of a grid system, or relative to the position of other places (usually expressed in direction and distance).

Longitude - Angular distance east or west from the arbitrarily established *Prime Meridian* (0°) to the 180th meridian (which generally coincides with the International Date Line). *Meridians* are the north-south lines appearing on maps and globes that mark longitudinal locations.

Map - A graphic representation of all or part of Earth's surface that usually is drawn to scale on a flat surface. Most maps include reference to direction and distance (scale), and have a key or legend.

Mental map - A "map" that represents the mental image a person has of an area, including knowledge of features and spatial relationships, as well as the person's perceptions and attitudes regarding the place.

Nation - Territory occupied by a *nationality* (self-identity, such as "Kurds," or "Flemish") of people. This is not to be confused with *state*, which is a politically organized and governed territory. A *nation-state* is a country occupied by a dominant nationality of people (e.g., those countries in which the name is derived from the national language, such as Italy, Norway, or Germany).

Natural resource - Anything in nature that is actually used by a culture is considered a natural resource. Resource is an economic concept based upon a culture's perceptions, values, needs, and technology.

Physical systems - Earth's natural elements: the lithosphere, atmosphere, hydrosphere, and biosphere.

Place - "What is it like there" in reference to physical and human features and conditions of a particular location.

Primary Sources - Original materials from the time period on which other research is based

-Examples: artifacts, audio recordings, diaries, e-mail, interviews, photographs, art, music

Region - An area with one or more common or unifying features or characteristics, which give it a degree of uniformity and set it apart from surrounding areas. Geographers recognize three types of regions: *formal* (e.g., Corn Belt, Middle West, Great Plains), *functional* (usually identified by a control point or node, e.g., South Dakota, Sioux Falls, Delta Airlines, HyVee or Safeway grocery chains), or *vernacular/perceptual* (regions recognized by the general populace, such as East River/West River in South Dakota).

Scale - The relationship or ratio between a linear measurement on a map or globe and the corresponding distance on Earth's surface. It can be expressed in words ("One inch = 10 miles"), shown as a line (bar scale), or given as a fraction (1:1,000,000).

Secondary Sources - Accounts written after the fact with the benefit of hindsight.

-Examples: Bibliographies, commentaries, encyclopedias, textbooks, magazines and newspapers

Settlement - Where people reside, as rural vs. urban, or clustered vs. dispersed. Often includes those structures that house and otherwise indicate a human presence, such as "town," "farm," "suburb."

Spatial - Refers to space on Earth's surface, including such concepts as area, region, location, distance, distribution, and pattern. Geography (spatial = where?), like history (temporal = when?), is a unique methodology, or way to organize and analyze information pertaining to the varied features of Earth's surface.

Supporting Questions - Questions related to the compelling question(s) that allow the learner to construct responses that focus on descriptions, definitions and processes.

-Example: What are my rights as a landowner?

What are the acceptable parameters of clean water?

What kinds of jobs are created by the desire for clean water?

System - A collection of elements that are interrelated or linked in some way as to form a functioning whole, such as the hydrologic cycle, a city, an economic or political entity, or transportation network.

High School U.S. History Issue-Specific Workgroup

This workgroup convened for a meeting on October 7th, 2014 and formatted the High School U.S. History standards and specified whether they were Early, Modern, and/or Comprehensive U.S. History Standards. This guidance will help schools make decisions regarding course offerings for students. Further guidance on the high school graduation requirements can be obtained by contacting the Department of Education and/or by visiting the DOE website: DOE.SD.GOV

| Name | District | Teaching Role |
|-------------------|----------------------|--|
| Scott DeBoer | Pierre 32-2 | U.S. History, Sociology |
| Rick Gereau | Bowdle 22-1 | American History, Government |
| Sean Gholson* | Douglas 51-1 | 9-12 Social Studies |
| Cheryl Harming* | Elkton 05-3 | 7-12 Social Studies |
| Erik Iverson* | Rapid City Area 51-4 | U.S. History |
| Becky Kelley | Sioux Falls 49-5 | AP U.S. History, Modern U.S. History |
| Angie Kulesa | Ipswich Public 22-6 | 9-12 Social Studies |
| Jeffrey Palmer | Rapid City Area 51-4 | U.S. History |
| Laura Plowman* | Brookings 05-1 | World History, U.S. History, AP U.S. Government |
| Shawn Spurell | Parkston 33-3 | 11 th U.S. History, 7-12 PE |
| Carissa VanderLey | Chamberlain 07-1 | U.S. History, AP U.S. History, Sociology, Psychology |

Note: The asterisk () designates a person who was also a member of the standards workgroup*