

SOUTH DAKOTA SOCIAL STUDIES STANDARDS
6-8

Sixth Grade U.S. History
Grade Standards, Supporting Skills, and Examples

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.

Sixth Grade World History
Grade Standards, Supporting Skills, and Examples

Indicator 1: Analyze historical eras of world history to determine connections and cause/effect relationships in reference to chronology.

| Bloom's Taxonomy Level | Standard, Supporting Skills, and Examples |
|-------------------------------|---|
| (Analysis) | <p>6.W.1.1. Students are able to explain the development of society during the Stone Age.</p> <ul style="list-style-type: none">• Identify the time periods of prehistoric man through artifacts and other archaeological findings. <p>Examples: Paleolithic, Upper-Paleolithic, Mesolithic/Neolithic</p> <p>Examples: tools, shelters, communication</p> |
| (Analysis) | <p>6.W.1.2. Students are able to explain the development of the River Valley civilizations based on their geographic locations.</p> <ul style="list-style-type: none">• Mesopotamia Examples: Sumerians, Babylonians, Assyrians Examples: Tigris/Euphrates Rivers, Fertile Crescent• Egypt Examples: Old/Middle/New Kingdoms Example: Nile River• China Examples: Huang He River, isolation• India Examples: Indus River, isolation |

| | |
|-------------|--|
| (Analysis) | <p>6.W.1.3. Students are able to explain the development of Mediterranean civilizations.</p> <ul style="list-style-type: none"> • Greece Examples: city states, Athens, Sparta • Hellenistic Era Examples: Macedonia, Alexander • Rome Example: transportation system Examples: Romulus, Remus |
| (Analysis) | <p>6.W.1.4. Students are able to explain the development of the Middle Eastern civilizations.</p> <ul style="list-style-type: none"> • Byzantine Examples: trade routes, Constantinople, Black Sea • Islamic Examples: Mecca, Jerusalem • Mongolian influence Examples: Kiev, early czars |
| (Analysis) | <p>6.W.1.5. Students are able to explain the development of the African empires.</p> <p>Examples: Ghana, Mali, Songhai, Niger</p> |
| (Analysis) | <p>6.W.1.6. Students are able to explain the development of the Mesoamerican/Andean empires.</p> <p>Examples: Toltec, Olmec, Maya, Aztec, Inca</p> |
| (Synthesis) | <p>6.W.1.7. Students are able to summarize the political, economic, and social changes that occurred during the Middle Ages.</p> <p>Examples: rise of church leadership, tribal migrations, feudal system, Crusades, diseases, 100 Years War, job specialization, trade fairs</p> |

Indicator 2: Evaluate the interactions of world cultures, civilizations, philosophies, and religions.

| | |
|-------------------------------|--|
| Bloom's Taxonomy Level | Standard, Supporting Skills, and Examples |
|-------------------------------|--|

| | |
|-----------------|---|
| (Analysis) | <p>6.W.2.1. Students are able to describe how the structure of Stone Age society changed because of the agricultural revolution.</p> <p>Examples: domestication of animals and plants, rise of trading centers</p> |
| (Comprehension) | <p>6.W.2.2. Students are able to identify the cultural contributions of the River Valley Civilizations.</p> <ul style="list-style-type: none"> • Mesopotamia Examples: codified laws, Epic of Gilgamesh, city states, polytheism, monotheism, cuneiform, specialization of labor, Judaism Examples: Sargon, Hammurabi, Abram • Egypt Examples: hieroglyphics, papyrus, mummification, architecture, pharaohs, calendar, medicine Examples: Ramses, Hatshepsut, Cheops • China Examples: gunpowder, Great Wall, Silk Road, Taoism, Confucianism Examples: Qin/Han Dynasties • India Examples: Hinduism, caste system, Buddhism, medicine, mathematics, Mauryan Empire Example: Prince Siddartha |

| | |
|-----------------|---|
| (Comprehension) | <p>6.W.2.3. Students are able to identify the cultural contributions of the Mediterranean civilizations.</p> <ul style="list-style-type: none"> • Greece Examples: philosophers, literature, art, science, government, mythology, architecture, astronomy, Olympics Examples: Socrates, Pythagoras • Hellenistic Era Examples: Phillip II, Alexander Example: conquest of Persian Empire • Rome Examples: philosophers, literature, art, science, government, mythology, architecture, Latin language, Christianity Examples: Caesar Augustus, Julius Caesar, barbarians, Constantine |
| (Comprehension) | <p>6.W.2.4. Students are able to identify the cultural contributions of the Middle Eastern civilizations.</p> <ul style="list-style-type: none"> • Byzantine Examples: Justinian Code, Eastern Orthodoxy, architecture Example: Constantine • Islamic Examples: Islam, Arabic numerals, pilgrimage, Examples: Mohammed, Saladin • Mongolian Examples: Mongol invasions, Orthodox Christianity Example: Genghis Khan |
| (Comprehension) | <p>6.W.2.5. Students are able to identify the cultural contributions of the African empires.</p> <p>Examples: slave trade, Muslim traders, Timbuktu, tribal society</p> |

| | |
|-----------------|--|
| (Comprehension) | <p>6.W.2.6. Students are able to identify the cultural contributions of the Mesoamerican/Andean Empires.</p> <p>Examples: calendar, astronomy, mathematics, step pyramids, recreation and games, agriculture, class structure, religion, irrigation</p> <p>Example: Montezuma</p> |
| (Comprehension) | <p>6.W.2.7. Students are able to identify the cultural contributions of the Middle Ages.</p> <p>Examples: rise of middle class, government, Magna Carta, art, architecture</p> <p>Examples: Charlemagne, Marco Polo, William the Conqueror, Joan of Arc</p> |

**Sixth Grade World History
Performance Descriptors**

| | |
|-------------------|---|
| Advanced | <p>Sixth grade students performing at the advanced level will:</p> <ul style="list-style-type: none"> • describe the relationship of cultural contributions to the advancement of society. |
| Proficient | <p>Sixth grade students performing at the proficient level will:</p> <ul style="list-style-type: none"> • identify civilizations important to the development of modern western society from the Stone Age through the Middle Ages and explain their development; • explain cultural contributions from the Stone Age through the Middle Ages. |
| Basic | <p>Sixth grade students performing at the basic level will:</p> <ul style="list-style-type: none"> • identify cultural contributions from the Stone Age through the Middle Ages. |

**Sixth Grade Geography
Grade Standards, Supporting Skills, and Examples**

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.

**Sixth Grade Civics (Government)
Grade Standards, Supporting Skills, and Examples**

Note: In most districts these standards will be taught and learned in grade-level courses as they relate to the topics of World History in Grade 6, Geography in Grade 7, and U.S. History in Grade 8.

Indicator 1: Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.

| Bloom's Taxonomy Level | Standard, Supporting Skills, and Examples |
|------------------------|--|
| (Application) | <p>6.C.1.1. Students are able to relate forms of governments to their civilizations.</p> <p>Examples: priest-kings vs. god-kings, city-states, Athenian democracy vs. republic, monarchy, theocracy, feudalism</p> |
| (Synthesis) | <p>6.C.1.2. Students are able to identify relationships of events, ideals, and written documents to changes in civilizations.</p> <p>Examples (events): spread of disease, Crusades, Black Death</p> <p>Examples (ideals): Platonic philosophy, rise of major religions</p> <p>Examples (documents): Hammurabi's Code, Twelve Tablets of Rome, Justinian Code, Magna Carta</p> |

Indicator 2: Analyze the constitutional rights and responsibilities of United States citizens.

| Bloom's Taxonomy Level | Standard, Supporting Skills, and Examples |
|------------------------|--|
| (Evaluation) | <p>6.C.2.1. Students are able to recognize how historical civilizations influence the rights and responsibilities of citizens today.</p> <p>Example: Roman citizenship compared to United States citizenship</p> |

**Sixth Grade Civics (Government)
Performance Descriptors**

| | |
|-------------------|--|
| Advanced | <p>Sixth grade students performing at the advanced level will:</p> <ul style="list-style-type: none"> • compare and contrast governments and their influence on civilizations. |
| Proficient | <p>Sixth grade students performing at the proficient level will:</p> <ul style="list-style-type: none"> • relate forms of governments to their civilizations; • describe how events, ideals, and written documents influenced structures within civilizations; • recognize how historical civilizations influence the rights and responsibilities of citizens today. |
| Basic | <p>Sixth grade students performing at the basic level will:</p> |

| | |
|--|--|
| | <ul style="list-style-type: none"> • identify forms of governments; • identify events and written documents that influenced civilizations. |
|--|--|

**Sixth Grade Economics
Grade Standards, Supporting Skills, and Examples**

Note: In most districts these standards will be taught and learned in grade-level courses as they relate to the topics of World History in Grade 6, Geography in Grade 7, and U.S. History in Grade 8.

Note: Some South Dakota middle schools offer personal finance as a required or elective course. If not addressed in another course of study, middle schools may provide an understanding of concepts related to personal finance in the context of the economics goal.

Indicator 1: Analyze the role and relationships of economic systems on the development, utilization, and availability of resources in societies.

| Bloom's Taxonomy Level | Standard, Supporting Skills, and Examples |
|-------------------------------|---|
| (Application) | <p>6.E.1.1. Students are able to explain societies' attempts to satisfy their basic needs and wants by utilizing resources.</p> <p>Examples: hunting and gathering, agricultural revolution, scarcity/surplus of natural resources, transportation, slavery, property ownership</p> |
| (Knowledge) | <p>6.E.1.2. Students are able to identify basic economic systems through the Middle Ages.</p> <p>Examples: traditional, market</p> |
| (Application) | <p>6.E.1.3. Students are able to identify the effects of economic systems on society.</p> <p>Examples: urbanization, specialization, class system, trade routes, gender roles</p> <p>Examples: money values, standardization of money systems</p> |

**Sixth Grade Economics
Performance Descriptors**

| | |
|-----------------|---|
| Advanced | <p>Sixth grade students performing at the advanced level will:</p> <ul style="list-style-type: none"> • explain the consequences of failing to meet the needs and wants of society; • compare and contrast past and present economic |
|-----------------|---|

| | |
|--|------------------|
| | characteristics. |
|--|------------------|

| | |
|-------------------|---|
| Proficient | <p>Sixth grade students performing at the proficient level will:</p> <ul style="list-style-type: none"> • explain societies’ attempt to satisfy their basic needs and wants by utilizing economic conditions of natural and human resources; • identify basic economic systems up through the Middle Ages; • identify the effects of economic systems on society. |
| Basic | <p>Sixth grade students performing at the basic level will:</p> <ul style="list-style-type: none"> • identify one basic economic system up through the Middle Ages; • identify an effect of an economic system on society. |

**Seventh Grade U.S. History
Grade Standards, Supporting Skills, and Examples**

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.

**Seventh Grade World History
Grade Standards, Supporting Skills, and Examples**

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.

**Seventh Grade Geography
Grade Standards, Supporting Skills, and Examples**

Indicator 1: Analyze information from geographic representation, tools, and technology to define location, place, and region.

| Bloom’s Taxonomy Level | Standard, Supporting Skills, and Examples |
|------------------------|---|
| (Application) | <p>7.G.1.1. Students are able to select appropriate resources, data services, and geographic tools to interpret information.</p> <p>Examples: atlases, globes, almanacs, thematic maps, satellite images, topographic maps, GPS, GIS</p> <p>Examples: five themes of geography</p> |

| | |
|---------------|--|
| | Examples: latitude, longitude, time zones |
| (Application) | 7.G.1.2. Students are able to apply location, direction, size, and/or shape to maps. Examples: South Dakota’s location relative to neighboring states |
| (Application) | 7.G.1.3. Students are able to identify characteristics of various locations, places, and regions. Examples: physical features, population <ul style="list-style-type: none"> Identify physical geographic regions as impacted by climate. Examples: temperate, polar, tropical Describe the basics of climate to understand the physical settings of various regions. Examples: latitude, wind and ocean currents, mountains and orographic effect, elevation, proximity to large bodies of water |
| (Application) | 7.G.1.4. Students are able to identify population distribution, growth rates, and characteristics of human populations. <ul style="list-style-type: none"> Identify the characteristics and the distribution of population both locally and in other parts of the world. Describe the demographic structure of a population by creating and analyzing population pyramids. Explain reasons for variation in population distribution. |

Indicator 2: Analyze the relationships among the natural environment, the movement of peoples, and the development of societies.

| Bloom’s Taxonomy Level | Standard, Supporting Skills, and Examples |
|-------------------------------|--|
| (Application) | 7.G.2.1. Students are able to identify natural environmental changes that impact regions and settlement patterns. Examples: tsunamis, El Niño, volcanic eruptions |
| (Analysis) | 7.G.2.2. Students are able to identify how humans impact and are affected by the natural environment. Examples: deforestation, dam building, roads, clothing, housing, diet |
| (Analysis) | 7.G.2.3. Students are able to describe the impact of the natural environment on settlement patterns. Examples: deserts, mountains, rivers, coastlines, prairies |
| (Synthesis) | 7.G.2.4. Students are able to identify how human migration |

| | |
|--|--|
| | <p>impacts politics, the environment, and regions.</p> <p>Examples: changing South Dakota demographics, pollution, government services, employment, societal norms</p> <ul style="list-style-type: none"> • Identify the causes of human migration. Examples: push and pull factors <p>✓ Explain the concept of culture.</p> <ul style="list-style-type: none"> • Describe regional and local settlement patterns. Examples: reservations, family, ethnic commonalities, employment • Describe the institutions found within a society. Examples: education, government, religion, economics, family • Describe how cultures and cultural landscapes change. Examples: diffusion, acculturation, innovation, population shifts |
|--|--|

**Seventh Grade Geography
Performance Descriptors**

| | |
|-------------------|---|
| Advanced | <p>Seventh grade students performing at the advanced level will:</p> <ul style="list-style-type: none"> • interpret how physical location relates to the environment and impacts the settlement pattern of a region; • explain how human migration impacts politics, the environment, and regions; • extrapolate regional characteristics with the global environment. |
| Proficient | <p>Seventh grade students performing at the proficient level will:</p> <ul style="list-style-type: none"> • select appropriate resources, data services, and geographic tools to interpret information; • apply location, direction, size, and/or shape to maps; • identify characteristics of various locations, places, and regions; • identify population distribution, growth rates, and characteristics of human populations; • identify natural environmental changes that impact regions and settlement patterns; • identify how humans impact and are affected by the natural environment; • identify how human migration impacts politics, the environment, and regions. |
| Basic | <p>Seventh grade students performing at the basic level will:</p> <ul style="list-style-type: none"> • apply location, size, and/or shape to maps; |

| | |
|--|--|
| | <ul style="list-style-type: none"> • list characteristics of various locations, places, and regions; • identify natural environmental changes that impact regions and settlement patterns. |
|--|--|

**Seventh Grade Civics (Government)
Grade Standards, Supporting Skills, and Examples**

Note: In most districts these standards will be taught and learned in grade-level courses as they relate to the topics of World History in Grade 6, Geography in Grade 7, and U.S. History in Grade 8.

Indicator 1: Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.

| Bloom's Taxonomy Level | Standard, Supporting Skills, and Examples |
|-------------------------------|---|
| (Analysis) | <p>7.C.1.1. Students are able to describe how government impacts the characteristics of place.</p> <p>Examples: laws and norms, political boundaries</p> <ul style="list-style-type: none"> • Identify forms of governments with their countries. <p>Examples: democracy-U.S.; constitutional monarchy-Canada; dictatorship-Cuba; theocracy-Iran</p> |
| (Comprehension) | <p>7.C.1.2. Students are able to identify historical events that impacted individual governments.</p> <p>Examples: Quebec's attempt at secession, fall of Berlin Wall, Puerto Rico becoming a commonwealth</p> |

Indicator 2: Analyze the constitutional rights and responsibilities of United States citizens.

| Bloom's Taxonomy Level | Standard, Supporting Skills, and Examples |
|-------------------------------|---|
| (Synthesis) | <p>7.C.2.1. Students are able to describe how citizens impact social and political issues.</p> <p>Examples: patriotism, volunteerism, nationalism</p> |

**Seventh Grade Civics (Government)
Performance Descriptors**

| | |
|-----------------|--|
| Advanced | Seventh grade students performing at the advanced level will: |
|-----------------|--|

| | |
|-------------------|--|
| | <ul style="list-style-type: none"> compare and contrast governments and their influence on regions. |
| Proficient | <p>Seventh grade students performing at the proficient level will:</p> <ul style="list-style-type: none"> describe how government impacts the characteristics of place; identify historical events that impacted individual governments; describe how citizens impact social and political issues. |
| Basic | <p>Seventh grade students performing at the basic level will:</p> <ul style="list-style-type: none"> identify roles of government within a country; identify examples of citizens impacting social and political issues. |

**Seventh Grade Economics
Grade Standards, Supporting Skills, and Examples**

Note: In most districts these standards will be taught and learned in grade-level courses as they relate to the topics of World History in Grade 6, Geography in Grade 7, and U.S. History in Grade 8.

Note: Some South Dakota middle schools offer personal finance as a required or elective course. If not addressed in another course of study, middle schools may provide an understanding of concepts related to personal finance in the context of the economics goal.

Indicator 1: Analyze the role and relationships of economic systems on the development, utilization, and availability of resources in societies.

| Bloom's Taxonomy Level | Standard, Supporting Skills, and Examples |
|-------------------------------|--|
| (Analysis) | <p>7.E.1.1. Students are able to explain how the availability of resources provides for or challenges human activities.</p> <ul style="list-style-type: none"> Use, distribution, and importance of resources Different viewpoints with respect to resource use |
| (Application) | <p>7.E.1.2. Students are able to describe how economic activity affects standard of living.</p> <p>Examples: education vs. income, gross vs. net income, production price vs. sale price, opportunity costs, role of entrepreneurship</p> |
| (Application) | <p>7.E.1.3. Students are able to describe the role of trade barriers and agreements in the global economy.</p> <p>Examples: quotas, tariffs, European Union, NAFTA</p> |
| (Analysis) | <p>7.E.1.4. Students are able to describe how technology affects</p> |

| | |
|---------------|--|
| | <p>the economic development of places and regions.</p> <p>Examples: developed vs. developing countries, impact of industrialization and urbanization</p> |
| (Application) | <p>7.E.1.5. Students are able to describe the relationship between government and economic systems in different countries.</p> <p>Examples: free market, democracy, and U.S.; communism and Cuba; socialism and Sweden; exchange rates and their impact on trade</p> |

**Seventh Grade Economics
Performance Descriptors**

| | |
|-------------------|--|
| Advanced | <p>Seventh grade students performing at the advanced level will:</p> <ul style="list-style-type: none"> • explain how the United States economy impacts the global market; • describe the importance of technology’s impact on different economic systems. |
| Proficient | <p>Seventh grade students performing at the proficient level will:</p> <ul style="list-style-type: none"> • explain how the availability of resources provides for or challenges human activities and affects standard of living; • describe how technology affects the economic development of places and regions; • describe the relationship between government and economic systems. |
| Basic | <p>Seventh grade students performing at the basic level will:</p> <ul style="list-style-type: none"> • define standard of living; • identify how technology has changed a place; • list two economic systems. |

**Eighth Grade U.S. History
Grade Standards, Supporting Skills, and Examples**

Indicator 1: Analyze the U.S historical eras to determine connections and cause/effect relationships in reference to chronology.

| Bloom’s Taxonomy Level | Standard, Supporting Skills, and Examples |
|-------------------------------|---|
| (Analysis) | <p>8.US.1.1. Students are able to relate events and outcomes of the American Revolution to sources of conflict, roles of key individuals and battles, and political documents.</p> <ul style="list-style-type: none"> • Identify and explain the sources of conflict which led to the American Revolution. Examples: Proclamation of 1763, Stamp Act, Townshend Acts, Sugar Act, Coercive (Intolerable) Acts, tax on tea • Associate key individuals with their roles in the American Revolution. Examples: John Adams, Thomas Jefferson, King George, Patrick Henry, Thomas Paine, Samuel Adams, Benjamin Franklin. • Explain the political significance of the Declaration of |

| | |
|-----------------|---|
| | <p>Independence.</p> <ul style="list-style-type: none">• Describe major military battles and the role of major American and British military leaders in the American Revolution. <p>Examples: Lexington and Concord, Saratoga, Yorktown, Bunker Hill, George Washington, Benedict Arnold, George Rogers Clark, William Howe, John Burgoyne, Charles Cornwallis</p> |
| (Comprehension) | <p>8.US.1.2. Students are able to describe the unfolding of westward expansion and reform movements in the United States.</p> <ul style="list-style-type: none">• Explain sequentially how and why the land was acquired and settled. <p>Examples: Louisiana Purchase, Florida, Oregon, Texas</p> <p>Examples: Texas Revolution, Mexican War, Cherokee relocation, Seminole War</p> <ul style="list-style-type: none">• Describe the reform movement of the mid-nineteenth century in the U.S. <p>Examples: women, slavery</p> |

| | |
|-----------------|---|
| (Comprehension) | <p>8.US.1.3. Students are able to describe the sources of conflict, key individuals, battles, and political documents of the Civil War period.</p> <ul style="list-style-type: none"> • Outline the major sources of conflict. Example: political, geographical, and economic differences • Identify key individuals and explain their roles in the Civil War. Examples: Daniel Webster, John C. Calhoun, Abraham Lincoln, John Brown, Jefferson Davis, Stephen Douglas, Harriet Beecher Stowe, Robert E. Lee, Ulysses S. Grant • Describe major military battles and campaigns. Examples: Bull Run, Gettysburg, Antietam, Vicksburg, Shiloh • Associate significant political documents and speeches with events. Examples: Gettysburg Address, Emancipation Proclamation |
| (Comprehension) | <p>8.US.1.4. Students are able to summarize the political and social changes in the United States during Reconstruction.</p> <ul style="list-style-type: none"> • Outline the political effects of Reconstruction in the United States. Examples: Freedmen’s Bureau, Jim Crow laws, Carpetbaggers, military districts • Outline the social changes of Reconstruction in the United States. Example: rise of the Ku Klux Klan |

Indicator 2: Evaluate the influence/impact of various cultures, philosophies, and religions on the development of the U.S.

| Bloom’s Taxonomy Level | Standard, Supporting Skills, and Examples |
|------------------------|---|
| (Analysis) | <p>8.US.2.1. Students are able to explain the impact of the American Revolution on American philosophies.</p> <ul style="list-style-type: none"> • Compare the political and social differences between 13 separate colonies and one independent nation. Example: Confederation vs. Federal System • Contrast the various philosophies of American colonists |

| | |
|------------|--|
| | <p>before and after the Revolution.</p> <p>Examples: Loyalists vs. Patriots, Federalists vs. Anti-Federalists</p> |
| (Analysis) | <p>8.US.2.2. Students are able to summarize the influence of westward expansion and reform movements on American culture, philosophies, and religions.</p> <ul style="list-style-type: none"> • Describe the impact of Manifest Destiny. Examples: Mexican-American War, Gadsden Purchase • Describe ways in which immigration and migration led to conflicts between Anglo-European and Native American cultures. Examples: Trail of Tears, railroads, introduction of reservation system, land grants, missionaries ✓ Identify continuing impact of these early conflicts on U.S. government relations with Native Americans. Examples: Minnesota Uprising, Red Cloud’s War, Battle of Little Big Horn, Wounded Knee • Explain the Abolitionist Movement and its impact on slavery. Examples: underground railroad, role of women, Frederick Douglass, Harriet Tubman • Describe the impact of significant inventors and their inventions on society. Examples: Samuel Morse, Eli Whitney, railroads |

| | |
|------------|--|
| (Analysis) | <p>8.US.2.3. Students are able to summarize the impacts of the Civil War on American culture and philosophies.</p> <ul style="list-style-type: none"> Describe the changing roles of women. Examples: Clara Barton, Dorothea Dix Explain how the war affected soldiers, civilians, the physical environment, and future warfare. Examples: total war, sanitation and disease, military technology, division of families |
| (Analysis) | <p>8.US.2.4. Students are able to describe the impact of various cultures and philosophies on the U.S. during Reconstruction.</p> <ul style="list-style-type: none"> Describe how the abolition of slavery affected the life of African-Americans in United States' society. Examples: political representation, economic opportunities, education, migration ✓ Describe the changing federal policy toward Native Americans. Examples: assimilation of Native Americans, Dawes Act |

**Eighth Grade U.S. History
Performance Descriptors**

| | |
|-------------------|---|
| Advanced | <p>Eighth grade students performing at the advanced level will:</p> <ul style="list-style-type: none"> explain the connection between events of the Civil War and Reconstruction; analyze the role of leadership in times of conflict; defend the position of each side in the American Revolution and Civil War; compare the positive and negative effects of westward expansion. |
| Proficient | <p>Eighth grade students performing at the proficient level will:</p> <ul style="list-style-type: none"> explain the events, outcomes, and impact of the American Revolution on the emergence of the United States; describe the influence of westward expansion and reform movements on American culture and philosophies; explain the events, outcomes, and impact of the Civil War on American society; summarize political and social changes and their relationship to the culture and philosophies of the United States during Reconstruction. |
| Basic | Eighth grade students performing at the basic level will: |

| | |
|--|--|
| | <ul style="list-style-type: none">• list the events and outcomes of the American Revolution;• describe the westward expansion and reform movements;• list the events and outcomes of the Civil War;• identify the changes in the United States during Reconstruction. |
|--|--|

**Eighth Grade World History
Grade Standards, Supporting Skills, and Examples**

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.

**Eighth Grade Geography
Grade Standards, Supporting Skills, and Examples**

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.

**Eighth Grade Civics (Government)
Grade Standards, Supporting Skills, and Examples**

Note: In most districts these standards will be taught and learned in grade-level courses as they relate to the topics of World History in Grade 6, Geography in Grade 7, and U.S. History in Grade 8.

Indicator 1: Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.

| Bloom's Taxonomy Level | Standard, Supporting Skills, and Examples |
|-------------------------------|---|
| (Comprehension) | <p>8.C.1.1. Students are able to describe the basic structure of government adopted through compromises by the Constitutional Convention.</p> <p>Examples: three branches, separation of powers, checks and balances</p> <p>Examples: Great Compromise, Three-Fifths Compromise</p> |
| (Application) | <p>8.C.1.2. Students are able to describe the relationship of government to citizens and groups during the Westward Expansion.</p> <p>Examples: Northwest Ordinance, Land Ordinance of 1785</p> <p>✓ Identify basic structures of tribal government prior to the Civil War.</p> <p>Examples: Iroquois Confederacy, Cherokee, Tiospaye government, Seven Council Fires (Lakota, Nakota, Dakota,)</p> |
| (Application) | <p>8.C.1.3. Students are able to describe the successes and problems of the government under the Articles of Confederation.</p> <p>Examples: Shay's Rebellion, lack of taxation</p> |
| (Comprehension) | <p>8.C.1.4. Students are able to describe the impact of the Civil War on the United States government.</p> <p>Examples: Emancipation Proclamation, Confederate States of America</p> |

Indicator 2: Analyze the constitutional rights and responsibilities of United States citizens.

| Bloom's Taxonomy Level | Standard, Supporting Skills, and Examples |
|------------------------|---|
| (Comprehension) | <p>8.C.2.1. Students are able to describe the fundamental liberties and rights stated in the first 15 amendments of the Constitution.</p> <p>Examples: Bill of Rights, freedom of speech, freedom of religion, right to bear arms, Civil War amendments</p> |

**Eighth Grade Civics (Government)
Performance Descriptors**

| | |
|------------|--|
| Advanced | <p>Eighth grade students performing at the advanced level will:</p> <ul style="list-style-type: none"> • compare the Articles of Confederation with the Constitution; • describe the influence of the Constitution on contemporary legislation; • describe how westward expansion contributed to the Civil War. |
| Proficient | <p>Eighth grade students performing at the proficient level will:</p> <ul style="list-style-type: none"> • describe the successes and problems of the government under the Articles of Confederation; • describe the processes, differing points of view, and outcomes of the Constitutional Convention; • describe the relationship of government to citizens and groups during the Westward Expansion and the Civil War; • describe the fundamental liberties and rights stated in the first 15 amendments of the Constitution. |
| Basic | <p>Eighth grade students performing at the basic level will:</p> <ul style="list-style-type: none"> • identify powers of the government under the Articles of Confederation; • identify the fundamental liberties and rights stated in the Bill of Rights; • describe the events of the Constitutional Convention. |

**Eighth Grade Economics
Grade Standards, Supporting Skills, and Examples**

Note: In most districts these standards will be taught and learned in grade-level courses as they relate to the topics of World History in Grade 6, Geography in Grade 7, and U.S. History in Grade 8.

Note: Some South Dakota middle schools offer personal finance as a required or elective course. If not addressed in another course of study, middle schools may provide an understanding of concepts related to personal finance in the context of the economics goal.

Indicator 1: Analyze the role and relationships of economic systems on the development, utilization, and availability of resources in societies.

| Bloom's Taxonomy Level | Standard, Supporting Skills, and Examples |
|------------------------|--|
| (Comprehension) | <p>8.E.1.1. Students are able to identify economic support for America during conflicts.</p> <p>Examples: France, Spain, Native American</p> <p>Examples: money, goods and supplies, services</p> <p>Examples: Revolutionary War, War of 1812, Civil War</p> |
| (Analysis) | <p>8.E.1.2. Students are able to describe how westward expansion was motivated by economic gain.</p> <p>Examples: gold rush, fur trade, agriculture</p> <p>Examples: supply and demand, buying on credit, wants vs. needs</p> |
| (Analysis) | <p>8.E.1.3. Students are able to describe the impact of technology and industrialization on mid-1800s America.</p> <p>Examples: cotton gin, McCormick reaper, steamboat, steam locomotive</p> <p>Example: big business</p> |
| (Comprehension) | <p>8.E.1.4. Students are able to outline the economic effects of Reconstruction in the United States.</p> <p>Examples: share cropping, contract system</p> |

**Eighth Grade Economics
Performance Descriptors**

| | |
|-------------------|--|
| Advanced | <p>Eighth grade students performing at the advanced level will:</p> <ul style="list-style-type: none"> • explain why foreign countries provided economic support to America during conflicts; • describe how emerging technologies impacted the American economy. |
| Proficient | <p>Eighth grade students performing at the proficient level will:</p> <ul style="list-style-type: none"> • identify economic support for America during conflicts; • describe how westward expansion was motivated by economic gain; • describe the impact of technology and industrialization to the mid-1800s; • outline the economic effects of Reconstruction in the United States. |
| Basic | <p>Eighth grade students performing at the basic level will:</p> <ul style="list-style-type: none"> • identify one source of economic support for an American conflict; • list one reason economic gain motivated westward expansion; • list one economic effect of the Reconstruction. |

**U.S. HISTORY STANDARDS
6-8**

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

Indicator 1: Analyze the U.S historical eras to determine connections and cause/effect relationships in reference to chronology.

| Sixth Grade | Seventh Grade | Eighth Grade |
|------------------------|------------------------|---|
| <i>See note above.</i> | <i>See note above.</i> | 8.US.1.1. (Analysis) Relate events and outcomes of the American Revolution to sources of conflict, roles of key individuals and battles, and political documents. |
| | | 8.US.1.2. (Comprehension) Describe the unfolding of westward expansion and reform movements in the United States. |

| | | |
|--|--|---|
| | | 8.US.1.3. (Comprehension) Describe the sources of conflict, key individuals, battles, and political documents of the Civil War period. |
| | | 8.US.1.4. (Comprehension) Summarize the political and social changes in the United States during Reconstruction. |

Indicator 2: Evaluate the influence/impact of various cultures, philosophies, and religions on the development of the U.S.

| Sixth Grade | Seventh Grade | Eighth Grade |
|------------------------|------------------------|--|
| <i>See note above.</i> | <i>See note above.</i> | 8.US.2.1. (Analysis) Explain the impact of the American Revolution on American philosophies. |
| | | 8.US.2.2. (Analysis) Summarize the influence of westward expansion and reform movements on American culture, philosophies, and religions. |
| | | 8.US.2.3. (Analysis) Summarize the impacts of the Civil War on American culture and philosophies. |
| | | 8.US.2.4. (Analysis) Describe the impact of various cultures and philosophies on the U.S. during Reconstruction. |

WORLD HISTORY STANDARDS

6-8

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

Indicator 1: Analyze historical eras of world history to determine connections and cause/effect relationships in reference to chronology.

| Sixth Grade | Seventh Grade | Eighth Grade |
|--|------------------------|------------------------|
| 6.W.1.1. (Analysis) Explain the development of society during the Stone Age. | <i>See note above.</i> | <i>See note above.</i> |
| 6.W.1.2. (Analysis) Explain the development of the River Valley Civilizations based on their geographic locations. | | |
| 6.W.1.3. (Analysis) Explain the development of Mediterranean civilizations. | | |
| 6.W.1.4. (Analysis) Explain the development of the Middle Eastern civilizations. | | |
| 6.W.1.5. (Analysis) Explain the development of the African empires. | | |
| 6.W.1.6. (Analysis) Explain the development of the Mesoamerican/Andean empires. | | |
| 6.W.1.7. (Analysis) Summarize the political, economic, and social changes that occurred during the Middle Ages. | | |

Indicator 2: Evaluate the interactions of world cultures, civilizations, philosophies, and religions.

| Sixth Grade | Seventh Grade | Eighth Grade |
|---|------------------------|------------------------|
| 6.W.2.1. (Analysis) Describe how the structure of Stone Age society | <i>See note above.</i> | <i>See note above.</i> |

| | | |
|--|--|--|
| changed because of the agricultural revolution. | | |
| 6.W.2.2. (Comprehension) Identify the cultural contributions of the River Valley civilizations. | | |
| 6.W.2.3. (Comprehension) Identify the cultural contributions of the Mediterranean civilizations. | | |
| 6.W.2.4. (Comprehension) Identify the cultural contributions of the Middle Eastern civilizations. | | |
| 6.W.2.5. (Comprehension) Identify the cultural contributions of the African empires. | | |
| 6.W.2.6. (Comprehension) Identify the cultural contributions of the Mesoamerican/Andean empires. | | |
| 6.W.2.7. (Comprehension) Identify the cultural contributions of the Middle Ages. | | |

**GEOGRAPHY STANDARDS
6-8**

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

Indicator 1: Analyze information from geographic representation, tools, and technology to define location, place, and region.

| Sixth Grade | Seventh Grade | Eighth Grade |
|------------------------|--|------------------------|
| <i>See note above.</i> | 7.G.1.1. (Application) Select appropriate resources, data services, and geographic tools to interpret information. | <i>See note above.</i> |
| | 7.G.1.2. (Application) Apply location, direction, size, | |

| | | |
|--|---|--|
| | and/or shape to maps. | |
| | 7.G.1.3. (Application) Identify characteristics of various locations, places, and regions. | |
| | 7.G.1.4. (Application) Identify population distribution, growth rates, and characteristics of human populations. | |

Indicator 2: Analyze the relationships among the natural environment, the movement of peoples, and the development of societies.

| Sixth Grade | Seventh Grade | Eighth Grade |
|------------------------|---|------------------------|
| <i>See note above.</i> | 7.G.2.1. (Application) Identify natural environmental changes that impact regions and settlement patterns. | <i>See note above.</i> |
| | 7.G.2.2. (Application) Identify how humans impact and are affected by the natural environment. | |
| | 7.G.2.3. (Application) Describe the impact of the natural environment on settlement patterns. | |
| | 7.G.2.4. (Application) Identify how human migration impacts politics, the environment, and regions. | |

CIVICS (GOVERNMENT) STANDARDS

6-8

Note: In most districts these standards will be taught and learned in grade-level courses as they relate to the topics of World History in Grade 6, Geography in Grade 7, and U.S. History in Grade 8.

Indicator 1: Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.

| Sixth Grade | Seventh Grade | Eighth Grade |
|-------------------------------|------------------------------|--------------------------|
| 6.C.1.1. (Application) Relate | 7.C.1.1. (Analysis) Describe | 8.C.1.1. (Comprehension) |

| | | |
|---|---|--|
| forms of governments to their civilizations. | how government impacts the characteristics of place. | Describe the basic structure of government adopted through compromises by the Constitutional Convention. |
| 6.C.1.2. (Synthesis) Identify relationships of events, ideals, and written documents to changes in civilizations. | 7.C.1.2. (Comprehension) Identify historical events that impacted individual governments. | 8.C.1.2. (Application) Describe the relationship of government to citizens and groups during the Westward Expansion. |
| | | 8.C.1.3. (Application) Describe the successes and problems of the government under the Articles of Confederation. |
| | | 8.C.1.4. (Comprehension) Describe the impact of the Civil War on the United States government. |

Indicator 2: Analyze the constitutional rights and responsibilities of United States citizens.

| Sixth Grade | Seventh Grade | Eighth Grade |
|--|---|--|
| 6.C.2.1. (Evaluation) Recognize how historical civilizations influence the rights and responsibilities of citizens today. | 7.C.2.1. (Synthesis) Describe how citizens impact social and political issues. | 8.C.2.1. (Comprehension) Describe the fundamental liberties and rights stated in the first 15 amendments of the Constitution. |

ECONOMICS STANDARDS 6-8

Note: In most districts these standards will be taught and learned in grade-level courses as they relate to the topics of World History in Grade 6, Geography in Grade 7, and U.S. History in Grade 8.

Note: Some South Dakota middle schools offer personal finance as a required or elective course. If not addressed in another course of study, middle schools may provide an understanding of concepts related to personal finance in the context of the economics goal.

Indicator 1: Analyze the role and relationships of economic systems on the development, utilization, and availability of resources in societies.

| Sixth Grade | Seventh Grade | Eighth Grade |
|---|---|---|
| 6.E.1.1. (Application) Explain societies' attempts | 7.E.1.1. (Analysis) Explain how the availability of | 8.E.1.1. (Comprehension) Identify economic support |

| | | |
|--|---|--|
| to satisfy their basic needs and wants by utilizing resources. | resources provides for or challenges human activities. | for America during conflicts. |
| 6.E.1.2. (Knowledge) Identify basic economic systems through the Middle Ages. | 7.E.1.2. (Application) Describe how economic activity affects standard of living. | 8.E.1.2. (Analysis) Describe how westward expansion was motivated by economic gain. |
| 6.E.1.3. (Application) Identify the effects of economic systems on society. | 7.E.1.3. (Application) Describe the role of trade barriers and agreements in the global economy. | 8.E.1.3. (Analysis) Describe the impact of technology and industrialization on mid-1800s America. |
| | 7.E.1.4. (Analysis) Describe how technology affects the economic development of places and regions. | 8.E.1.4. (Comprehension) Outline the economic effects of Reconstruction in the United States. |
| | 7.E.1.5. (Application) Describe the relationship between government and economic systems in different countries. | |