



# South Dakota Social Studies Content Standards

*Preparing students to be college,  
career, and life ready citizens.*



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## ***Preface***

Social Studies is the study of the disciplines of civics, economics, geography, and history. The content and skills within the social studies disciplines promote:

- Inquiry
- Critical thinking
- Real-world experiences
- Opportunities for discussion and debate
- Research using the disciplinary practices within social studies
- Exposure to knowledge-rich content through analysis of primary and secondary sources

The founders of our nation emphasized that the security of our democracy is reliant on the education and active participation of current and future citizens. In order to ensure this security, social studies must be a central part of a student's K-12 experience. The content and skills present within the social studies disciplines are designed to help our youngest citizens become active, engaged citizens who inquire and make informed, reasoned decisions to help their community, state, country, and world. These elements helped inspire the 2021 social studies standards revision process.

K–12 and postsecondary educators, administrators, legislators, museum staff, special education staff, and retired social studies teachers came together to develop these South Dakota Social Studies Standards. Based on public comment the South Dakota Department of Education collected on the 2015 Social Studies Content Standards, these workgroup members addressed several key themes in the revision process:

- Incorporation of more diverse perspectives, especially those of Indigenous Native Americans
- Fewer, more concise standards
- Balance of content and skills
- Emphasizing current events and real-world connections
- Inclusion of more South Dakota perspectives K–12
- More integration of the C3 Framework
- More guidance to educators as they handle tough topics in their classrooms
- Teaching students the positive and negative aspects of our nation's history while instilling pride in being an American

Workgroup members used current, evidence-based practices, research, and data to create a set of social studies standards that reflect current, sustainable best practices that guide teachers and prepare students to be active, aware, and engaged citizens of their

communities, state, country, and world. They did this through in-person collaboration, extensive research, small and whole group discussions, grade-level and strand vertical alignment conversations, debate, and consensus.

These standards encompass best practices within the social studies disciplinary concepts, or skills and content to support the strands of geography, history, civics, and economics. Examples of various standards documents focusing on social studies, the Oceti Sakowin Essential Understandings, and the 2015 South Dakota Social Studies Content Standards were reviewed during the process.

### **C3 Framework**

In South Dakota, the C3 Framework was first embedded in the 2015 South Dakota Social Studies Standards. The framework is a set of guidelines created by social studies experts from across the country that states can use to create standards and lesson plans for social studies. The C3 Framework emphasizes preparing students for college, career, and civic life (C3) and is split into four Dimensions:

- Developing questions and planning inquiries
- Applying disciplinary concepts and tools
- Evaluating sources and using evidence
- Communicating conclusions and taking informed action

### **Notable Changes (from the 2014 Social Studies Standards document to the 2021 Social Studies Standards document)**

- Anchor standards served as a guide when revising grade-level standards. The workgroup recognized the importance of teaching South Dakota elements, such as Indigenous Native American content, within each grade level and strand, rather than having this emphasis be placed solely in the fourth grade standards. An additional South Dakota element was added to the history, geography, civics, and economics strands of the anchor standards. Overall, the revised anchor standards provide more clarity and ease of use for all grade levels while also unpacking multiple opportunities for stronger depth and rigor over the course of a student's K–12 education. Furthermore, the revised anchor standards reflect higher-order thinking and current best practices in social studies, organized in specific, age-appropriate terms to be taught at each grade level.
- Grade-level standards have been aligned with the revised anchor standards to ensure clarity and accurate progressions throughout the grade levels. The anchor standards do not reflect a certain order in which standards must be taught.
- An inquiry strand has been added to the anchor standards. Inquiry is at the heart of social studies; it disciplines and supports the ways in which practitioners in the field (such as geographers, historians, economists, and political scientists) research and make decisions. Inquiry, or asking questions to drive one's learning, is crucial to strong student outcomes. When revising the anchor standards, workgroup members expressed that having inquiry and other disciplinary skills embedded only within the standards

can cause the skills to be overlooked during lessons. To ensure skills are covered at each grade level, an inquiry strand was added to the list of anchor standards. These anchor standards reflect skills crucial to best practices in social studies. These standards have been written to accommodate all grade levels, with the flexibility for specific grade-level standards to be written under the Inquiry anchor standards.

- There is stronger alignment between fifth grade, eighth grade, and high school United States history standards to incorporate more modern history in high school. This change was made to address concerns that many U.S. history concepts that should be mastered in fifth and eighth grade are repeated in high school U.S. history, which limits addressing modern history content in high school. The new grade-level standards demonstrate clear alignment between fifth grade, eighth grade, and high school U.S. history standards, as well as concepts that should be mastered at a particular grade level, concepts to be introduced at that grade level, and where the next grade level's content will begin. The connections indicate how the content from fifth grade, eighth grade, and high school U.S. history standards builds upon and is used in future grade levels.
- Some standards were removed to prevent redundancy, provide clarity, and accommodate vertical alignment, while some standards were added to clarify other standards, advance vertical alignment, address gaps, and incorporate missing essential skills or content.

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# Breakdown of Standards and Resource Documents



## 1. Anchor Standards

A standard to be implemented at all levels K-12. Anchor standards give guidance to what students are expected to achieve by the end of 12th grade.

- **For example:** K-12.H.6: students will incorporate multiple points of view from South Dakota's cultures to identify and analyze historical events of South Dakota.



## 2. Grade Level Standards

Specific, grade appropriate tasks and content based on anchor standard and to be mastered in the specific grade.

- **For example:**
  - 2.H.6.1: Discuss the culture of the Oceti Sakowin Oyate before European interactions.
  - 9-12.H.6.1: Using multiple sources, investigate the impact South Dakotans, including Oceti Sakowin Oyate and other Indigenous Native Americans, had on U.S. and South Dakota history.



## 3. Unpacked Documents

- An optional guide for teacher use that offers ideas, resources, Oceti Sakowin Essential Understandings and civic connections as examples for teaching each standard.
  - Documents will be released in 2022

# Guide to Standards Numbering

Anchor Standard ← → Grade Level Standard

Kindergarten History	
Anchor Standard	List standard(s) by bullet
<b><u>K-12.H.1</u></b> : Students will analyze change, continuity, and context throughout history.	<ul style="list-style-type: none"> <li>• <b>K.H.1.1</b>: Demonstrate chronological order using yesterday, today, and tomorrow.</li> </ul>



**Grade Level**



**Strand**



**Anchor Standard**



**Grade Level Standard in the Series**



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

The South Dakota K-12 Social Studies Content Standards include both K–12 anchor standards and grade-level standards. Anchor standards are standards to be implemented at all levels K–12. Anchor standards give guidance regarding what students are expected to achieve by the end of 12th grade. Grade-level standards are specific, grade-appropriate tasks and content based on anchor standards; they are to be mastered in a specific grade.

The standards are organized by grade level (K–8) or grade band (K–12). Each grade level or grade band includes standards under the history, geography, civics/government, geography, or inquiry strands.

### **What Standards Do and Do Not Do**

- These revised social studies standards represent what students are expected to know and do after completing each K–12 grade level. The standards emphasize crucial skills necessary for success in history, geography, civics/government, and economics to help students be college, career, and life ready. These standards are not curriculum, as school districts determine curriculum, pacing guides, and instructional materials for schools. Instead, the standards serve as a guide for districts to choose curriculum and plan lessons.
- The revised standards focus on the most essential elements of student learning within each social studies strand. Further content, support, and resources are left to the decisions of teachers, curriculum developers, and districts. Optional unpacked documents will be available at a later date to support educators' implementation of the revised social studies standards.

## ***Additional Resources***

To assist readers with specific social studies terminology found in this document, a glossary is included at the end of this document to clarify intended meanings of terms. This list is not exhaustive, as more resources continue to be created and made available to educators.

During the standards revision process, workgroup members referenced South Dakota's public comment feedback about the current social studies standards. The following are some additional resources referenced by workgroup members:

- Pre-AP World History and Geography Course Guide
- National World History Content Standards
- National United States History Content Standards
- National Content Standards in Economics, 2nd Edition
- Economics Framework for the National Assessment of Educational Progress
- Center for Civic Education
- Civics Framework for the National Assessment of Educational Progress
- National Geographic Geography Standards
- Geography Framework for the National Assessment of Educational Progress
- The C3 Framework
- Native Knowledge 360
- Oceti Sakowin Essential Understandings

## ***Acknowledgements***

A team of nearly 50 workgroup members with different backgrounds and experiences from across the state, including K–12 educators, post-secondary educators, administrators, legislators, museum staff, special education staff, retired social studies teachers, and the South Dakota Department of Education, worked to revise the social studies standards. All workgroup members expressed strong dedication and advocated for high quality social studies education to ensure students are college, career, and life ready. The South Dakota Department of Education wishes to express appreciation and gratitude to the individuals who contributed their expertise and time to the revision of South Dakota’s Social Studies Content Standards.

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## South Dakota Social Studies Standards 2021

### Kindergarten: Myself and My Classroom

In kindergarten, students will be introduced to each of the social studies disciplines with connections to their role in their classroom and school community. Students will learn basic civic principles, including rules and symbols, that represent their country and state. They will also use geographical tools and historical materials to explore the environment around them. Students will learn basic economic skills such as defining needs versus wants and borrowing versus buying.

Additional resources will be released during the unpacking process as a guide for lesson planning during the implementation of these standards. Please see the 2022 unpacked documents on the social studies content standards page on the DOE website.

#### Kindergarten History

Anchor Standard	List standard(s) by bullet
<b>K-12.H.1:</b> Students will analyze change, continuity, and context throughout history.	<ul style="list-style-type: none"> <li>• <b>K.H.1.1:</b> Demonstrate chronological order using yesterday, today, and tomorrow.</li> </ul>
<b>K-12.H.2:</b> Students will evaluate the impact of people, events, ideas, and symbols upon history, through multiple perspectives.	<ul style="list-style-type: none"> <li>• <b>K.H.2.1:</b> Identify local and national celebrations and ceremonies.</li> </ul>
<b>K-12.H.6:</b> Students will incorporate multiple points of view from South Dakota’s cultures to identify and analyze historical events of South Dakota.	<ul style="list-style-type: none"> <li>• <b>K.H.6.1:</b> Read or listen to Oceti Sakowin Oyate stories, such as Iktomi stories and historical lore stories.</li> </ul>

#### Kindergarten Civics

Anchor Standard	List standard(s) by bullet
<b>K-12.C.1:</b> Students will compare and evaluate the purposes and structures of various common forms of government within their historical context.	<ul style="list-style-type: none"> <li>• <b>K.C.1.1:</b> Identify our country’s flag and the Pledge of Allegiance as symbols of the United States.</li> </ul>
<b>K-12.C.2:</b> Students will explain and evaluate the principles and structures inherent in the creation and legacy of the American constitutional system.	<ul style="list-style-type: none"> <li>• <b>K.C.2.1:</b> Identify classroom rules and explain why they are important.</li> </ul>
<b>K-12.C.6:</b> Students will understand the complex interactions among nation-states and other international institutions and organizations.	<ul style="list-style-type: none"> <li>• <b>K.C.6.1:</b> Discuss the meaning of kinship to the Oceti Sakowin Oyate.</li> </ul>

### Kindergarten Geography

Anchor Standard	List standard(s) by bullet
<b>K-12.G.1:</b> Students will use geospatial tools and resources to generate, interpret, and analyze information.	<ul style="list-style-type: none"> <li>• <b>K.G.1.1:</b> Recognize that maps and globes represent places.</li> <li>• <b>K.G.1.2:</b> Use positional words including but not limited to <i>up</i>, <i>down</i>, <i>above</i>, and <i>below</i> to identify locations in the classroom.</li> <li>• <b>K.G.1.3:</b> Locate the state of South Dakota on a map of the United States.</li> </ul>
<b>K-12.G.2:</b> Students will understand and apply the nature and importance of the 6 Essential Elements of Geography.	<ul style="list-style-type: none"> <li>• <b>K.G.2.1:</b> Explain why students move from place to place within the school environment.</li> </ul>
<b>K-12.G.3:</b> Students will explain the events and processes that shape places and regions.	<ul style="list-style-type: none"> <li>• <b>K.G.3.1:</b> Identify and describe places in the immediate school environment.</li> </ul>
<b>K-12.G.5:</b> Students will understand the ways in which humans culturally adapt to, use, modify, and impact the natural environment.	<ul style="list-style-type: none"> <li>• <b>K.G.5.1:</b> Describe ways people rely on the environment.</li> </ul>
<b>K-12.G.6:</b> Students will analyze the key elements of South Dakota geography and its impact on historical and contemporary issues.	<ul style="list-style-type: none"> <li>• <b>K.G.6.1:</b> Discuss the tribal nations of the Oceti Sakowin Oyate.</li> </ul>

### Kindergarten Economics

Anchor Standard	List standard(s) by bullet
<b>K-12.E.1:</b> Students will apply the fundamental vocabulary, ideas, and concepts associated with the study of economics.	<ul style="list-style-type: none"> <li>• <b>K.E.1.1:</b> Differentiate between wants and needs.</li> <li>• <b>K.E.1.2:</b> Explain the difference between borrowing and buying.</li> </ul>

### Kindergarten Inquiry

Anchor Standard	List standard(s) by bullet
<b>K-12.I.1:</b> Students will construct compelling and supporting questions.	<ul style="list-style-type: none"> <li>• <b>K.I.1.1:</b> Recognize a compelling question and why it is important to the student.</li> </ul>
<b>K-12.I.2:</b> Students will gather, evaluate, and draw conclusions from primary and secondary sources.	<ul style="list-style-type: none"> <li>• <b>K.I.2.1:</b> With teacher support, understand information about a topic using primary and secondary sources.</li> </ul>

Anchor Standard	List standard(s) by bullet
<p><b>K-12.I.4:</b> Students will analyze, evaluate, and critique claims and create arguments based on evidence.</p>	<ul style="list-style-type: none"> <li>• <b>K.I.4.1:</b> Using given information, provide relevant responses to compelling questions.</li> </ul>
<p><b>K-12.I.5:</b> Students will learn strategies to stay informed about public issues and to form evidence-based views of those matters.</p>	<ul style="list-style-type: none"> <li>• <b>K.I.5.1:</b> Make decisions about and act on civic problems in the classroom.</li> </ul>

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## Grade 1: Living, Learning, Working Together in the Community

In 1<sup>st</sup> grade, students will engage in learning about their communities and the ways in which they live, learn, and work together as a part of the larger community. Students will build on the geographical and historical knowledge as they learn about community workers and leadership roles that help a community function.

Additional resources will be released during the unpacking process as a guide for lesson planning during the implementation of these standards. Please see the 2022 unpacked documents on the social studies content standards page on the DOE website.

### Grade 1 History

Anchor Standard	List standard(s) by bullet
<b>K-12.H.1:</b> Students will analyze change, continuity, and context throughout history.	<ul style="list-style-type: none"> <li>• <b>1. H.1.1:</b> Demonstrate chronological order using events from students' own lives.</li> <li>• <b>1.H.1.2:</b> Examine historical records and artifacts to learn about family and school life in the past.</li> </ul>
<b>K-12.H.2:</b> Students will evaluate the impact of people, events, ideas, and symbols upon history, through multiple perspectives.	<ul style="list-style-type: none"> <li>• <b>1.H.2.1:</b> Connect people and events honored in commemorative celebrations and ceremonies.</li> </ul>
<b>K-12.H.6:</b> Students will incorporate multiple points of view from South Dakota's cultures to identify and analyze historical events of South Dakota.	<ul style="list-style-type: none"> <li>• <b>1.H.6.1:</b> Discuss the Oceti Sakowin Oyate creation story, including correct chronological order of the story.</li> </ul>

### Grade 1 Civics

Anchor Standard	List standard(s) by bullet
<b>K-12.C.1:</b> Students will compare and evaluate the purposes and structures of various common forms of government within their historical context.	<ul style="list-style-type: none"> <li>• <b>1.C.1.1:</b> Identify primary symbols of the United States.</li> </ul>
<b>K-12.C.2:</b> Students will explain and evaluate the principles and structures inherent in the creation and legacy of the American constitutional system.	<ul style="list-style-type: none"> <li>• <b>1.C.2.1:</b> Explain who makes decisions and rules in the school.</li> </ul>
<b>K-12.C.3:</b> Students will analyze the principles, historical impact, and contemporary relevance of foundational documents.	<ul style="list-style-type: none"> <li>• <b>1.C.3.1:</b> Identify services and workers in our local community.</li> </ul>

Anchor Standard	List standard(s) by bullet
<p><b>K-12.C.6:</b> Students will understand the complex interactions among nation-states and other international institutions and organizations. Focus: Foreign Policy</p>	<ul style="list-style-type: none"> <li>• <b>1.C.6.1:</b> Identify symbols of the Oceti Sakowin Oyate, including but not limited to star quilt, buffalo, and medicine wheels.</li> </ul>

### Grade 1 Geography

Anchor Standard	List standard(s) by bullet
<p><b>K-12.G.1:</b> Students will use geospatial tools and resources to generate, interpret, and analyze information.</p>	<ul style="list-style-type: none"> <li>• <b>1.G.1.1:</b> Construct simple maps of familiar places that include labels and a key.</li> <li>• <b>1.G.1.2:</b> Use maps, globes, or other simple geographic models to identify and distinguish between locations, including landmasses and bodies of water.</li> <li>• <b>1.G.1.3:</b> Identify the six neighboring states of South Dakota, using a map of the United States.</li> </ul>
<p><b>K-12.G.2:</b> Students will understand and apply the nature and importance of the 6 Essential Elements of Geography.</p>	<ul style="list-style-type: none"> <li>• <b>1.G.2.1:</b> Describe and identify the characteristics and boundaries of our community.</li> <li>• <b>1.G.2.2:</b> Explain why and how people move from place to place.</li> </ul>
<p><b>K-12.G.3:</b> Students will explain the events and processes that shape places and regions.</p>	<ul style="list-style-type: none"> <li>• <b>1.G.3.1:</b> Describe ways in which people modify and adapt to the environment.</li> </ul>
<p><b>K-12.G.6:</b> Students will analyze the key elements of South Dakota geography and its impact on historical and contemporary issues.</p>	<ul style="list-style-type: none"> <li>• <b>1.G.6.1:</b> Recognize the nine contemporary reservations of the Oceti Sakowin Oyate on a South Dakota Map.</li> </ul>

### Grade 1 Economics

Anchor Standard	List standard(s) by bullet
<p><b>K-12.E.1:</b> Students will apply the fundamental vocabulary, ideas and concepts associated with the study of economics.</p>	<ul style="list-style-type: none"> <li>• <b>1.E.1.1:</b> Distinguish between goods and services and how the exchange of these goods and services help people within our community.</li> <li>• <b>1.E.1.2:</b> Distinguish the difference between spending and saving.</li> </ul>

### Grade 1 Inquiry

Anchor Standard	List standard(s) by bullet
<b>K-12.1.1:</b> Students will construct compelling and supporting questions.	<ul style="list-style-type: none"> <li>• <b>1.1.1.1:</b> Identify the relationship between compelling and supporting questions.</li> </ul>
<b>K-12.1.2:</b> Students will gather, evaluate, and draw conclusions from primary and secondary sources.	<ul style="list-style-type: none"> <li>• <b>1.1.2.1:</b> Determine if a source is primary or secondary and distinguish whether it is mostly fact or opinion.</li> </ul>
<b>K-12.1.4:</b> Students will analyze, evaluate, and critique claims and create arguments based on evidence.	<ul style="list-style-type: none"> <li>• <b>1.1.4.1:</b> Construct relevant responses to compelling questions using examples.</li> </ul>
<b>K-12.1.5:</b> Students will learn strategies to stay informed about public issues and to form evidence-based views of those matters.	<ul style="list-style-type: none"> <li>• <b>1.1.5.1:</b> Make decisions about and act on civic problems in the classroom.</li> </ul>

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## Grade 2: Making a Difference in My State and Country

In 2<sup>nd</sup> grade, students will learn about making a positive difference in their state and country. They will engage in thinking and conversing about their own responsibility to take care of their community and state, focusing on being a positive citizen. They will also learn about how the government plays a role in their community, state, and country.

Additional resources will be released during the unpacking process as a guide for lesson planning during the implementation of these standards. Please see the 2022 unpacked documents on the social studies content standards page on the DOE website.

### Grade 2 History

Anchor Standard	List standard(s) by bullet
<b>K-12.H.1:</b> Students will analyze change, continuity, and context throughout history.	<ul style="list-style-type: none"> <li>• <b>2.H.1.1:</b> Given a set of events, demonstrate chronological order using events from history.</li> <li>• <b>2.H.1.2:</b> Use historical records and artifacts to compare past life to present-day life in our community and state.</li> </ul>
<b>K-12.H.2:</b> Students will evaluate the impact of people, events, ideas, and symbols upon history, through multiple perspectives.	<ul style="list-style-type: none"> <li>• <b>2.H.2.1:</b> Compare how holidays and ceremonies are celebrated in different cultures.</li> </ul>
<b>K-12.H.6:</b> Students will incorporate multiple points of view from South Dakota's cultures to identify and analyze historical events of South Dakota.	<ul style="list-style-type: none"> <li>• <b>2.H.6.1:</b> Discuss the culture of the Oceti Sakowin Oyate before European interactions.</li> </ul>

### Grade 2 Civics

Anchor Standard	List standard(s) by bullet
<b>K-12.C.1:</b> Students will compare and evaluate the purposes and structures of various common forms of government within their historical context.	<ul style="list-style-type: none"> <li>• <b>2.C.1.1:</b> Explain the meaning behind our national symbols.</li> </ul>
<b>K-12.C.2:</b> Students will explain and evaluate the principles and structures inherent in the creation and legacy of the American constitutional system.	<ul style="list-style-type: none"> <li>• <b>2.C.2.1:</b> Explain the basic political roles of leaders in the community, state, and country.</li> <li>• <b>2.C.2.2:</b> Identify laws in our local community.</li> </ul>
<b>K-12.C.3:</b> Students will analyze the principles, historical impact, and contemporary relevance of foundational documents.	<ul style="list-style-type: none"> <li>• <b>2.C.3.1:</b> Identify the structure of local government.</li> </ul>
<b>K-12.C.4:</b> Students will examine federalism and how institutions interact at the local, state, tribal, and national levels.	<ul style="list-style-type: none"> <li>• <b>2.C.4.1:</b> Describe citizenship in our local community and state.</li> </ul>

Anchor Standard	List standard(s) by bullet
<b>K-12.C.6:</b> Students will understand the complex interactions among nation-states and other international institutions and organizations.	<ul style="list-style-type: none"> <li>• <b>2.C.6.1:</b> Explore the concepts of the Oceti Sakowin Oyate, including but not limited to tribal flags, celebrations (powwows), beadwork, dreamcatchers, music, and artwork.</li> </ul>

### Grade 2 Geography

Anchor Standard	List standard(s) by bullet
<b>K-12.G.1:</b> Students will use geospatial tools and resources to generate, interpret, and analyze information.	<ul style="list-style-type: none"> <li>• <b>2.G.1.1:</b> Construct and explain maps that include cardinal directions and landforms.</li> <li>• <b>2.G.1.2:</b> Explain how local communities are part of a larger region.</li> <li>• <b>2.G.1.3:</b> Identify the regions on a map of the United States.</li> </ul>
<b>K-12.G.2:</b> Students will understand and apply the nature and importance of the 6 Essential Elements of Geography.	<ul style="list-style-type: none"> <li>• <b>2.G.2.1:</b> Explain why and how people and goods move from place to place within the community and state.</li> </ul>
<b>K-12.G.3:</b> Students will explain the events and processes that shape places and regions.	<ul style="list-style-type: none"> <li>• <b>2.G.3.1:</b> Compare and contrast the physical and man-made characteristics of the local community with those of another community.</li> </ul>
<b>K-12.G.6:</b> Students will analyze the key elements of South Dakota geography and its impact on historical and contemporary issues.	<ul style="list-style-type: none"> <li>• <b>2.G.6.1:</b> Describe ways people can responsibly interact with the environment in the local community and state.</li> <li>• <b>2.G.6.2:</b> Identify names and locations of Oceti Sakowin Oyate tribes within our communities and state.</li> </ul>

### Grade 2 Economics

Anchor Standard	List standard(s) by bullet
<b>K-12.E.1:</b> Students will apply the fundamental vocabulary, ideas, concepts associated with the study of economics.	<ul style="list-style-type: none"> <li>• <b>2.E.1.1:</b> Compare and contrast the goods and services that people in the local community produce with those that are produced in other communities.</li> <li>• <b>2.E.1.2:</b> Evaluate spending and saving choices and their consequences.</li> </ul>

### Grade 2 Inquiry

Anchor Standard	List standard(s) by bullet
<b>K-12.I.1:</b> Students will construct compelling and supporting questions.	<ul style="list-style-type: none"> <li>• <b>2.I.1.1:</b> Generate supporting questions related to compelling questions across the social studies disciplines.</li> </ul>
<b>K-12.I.2:</b> Students will gather, evaluate, and draw conclusions from primary and secondary sources.	<ul style="list-style-type: none"> <li>• <b>2.I.2.1:</b> Determine if a source is primary or secondary and distinguish whether it is mostly fact or opinion.</li> </ul>
<b>K-12.I.4:</b> Students will analyze, evaluate, and critique claims and create arguments based on evidence.	<ul style="list-style-type: none"> <li>• <b>2.I.4.1:</b> Construct responses to compelling questions using reasoning, examples, and relevant details.</li> </ul>
<b>K-12.I.5:</b> Students will learn strategies to stay informed about public issues and to form evidence-based views of those matters.	<ul style="list-style-type: none"> <li>• <b>2.I.5.1:</b> Make decisions about and act on civic problems in the classroom.</li> </ul>

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## Grade 3: Movement Through My World

In 3<sup>rd</sup> grade, students will learn to navigate within their communities and also throughout the world. While learning about their world, they will recognize the importance of local government, our nation’s boundaries, and landforms. Students will engage in researching, discussing, identifying, and explaining their place here in South Dakota as well as globally. They will also explore more diversity within the cultures of South Dakota.

Additional resources will be released during the unpacking process as a guide for lesson planning during the implementation of these standards. Please see the 2022 unpacked documents on the social studies content standards page on the DOE website.

### Grade 3 History

Anchor Standard	List standard(s) by bullet
<p><b>K-12.H.2:</b> Students will evaluate the impact of people, events, ideas, and symbols upon history, through multiple perspectives.</p>	<ul style="list-style-type: none"> <li>• <b>3.H.2.1:</b> Discuss obstacles and successes of both the early settlers and Indigenous Native Americans in creating communities.</li> <li>• <b>3.H.2.2:</b> Generate questions about notable individuals and groups who have shaped significant historical changes and continuities.</li> <li>• <b>3.H.2.3:</b> Compare and contrast historical American figures.</li> </ul>
<p><b>K-12.H.4:</b> Students will evaluate the cause and effect of significant past events and how history influences and shapes our contemporary world.</p>	<ul style="list-style-type: none"> <li>• <b>3.H.4.1:</b> Explain cause and effect relationships that impacted early settlement and development in the United States.</li> </ul>
<p><b>K-12.H.5:</b> Students will develop historical research skills by analyzing and evaluating primary and secondary sources.</p>	<ul style="list-style-type: none"> <li>• <b>3.H.5.1:</b> Compare information provided by different primary and secondary historical sources about the past.</li> </ul>
<p><b>K-12.H.6:</b> Students will incorporate multiple points of view from South Dakota's cultures to identify and analyze historical events of South Dakota.</p>	<ul style="list-style-type: none"> <li>• <b>3.H.6.1:</b> Investigate and discuss a students' community's culture and history.</li> </ul>

### Grade 3 Civics

Anchor Standard	List standard(s) by bullet
<p><b>K-12.C.1:</b> Students will compare and evaluate the purposes and structures of various common forms of government within their historical context.</p>	<ul style="list-style-type: none"> <li>• <b>3.C.1.1:</b> Research the meaning behind South Dakota’s symbols.</li> </ul>

Anchor Standard	List standard(s) by bullet
<b>K-12.C.3:</b> Students will analyze the principles, historical impact, and contemporary relevance of foundational documents.	<ul style="list-style-type: none"> <li>• <b>3.C.3.1:</b> Articulate the meaning and importance of the Declaration of Independence and the Constitution.</li> </ul>
<b>K-12.C.4:</b> Students will examine federalism and how institutions interact at the local, state, tribal, and national levels.	<ul style="list-style-type: none"> <li>• <b>3.C.4.1:</b> Identify the structure, roles, and responsibility of local government.</li> <li>• <b>3.C.4.2:</b> Identify government agencies in a community.</li> </ul>
<b>K-12.C.5:</b> Students will examine the rights and responsibilities of citizens and identify methods for influencing the political process at the local, state, tribal, national, and global levels.	<ul style="list-style-type: none"> <li>• <b>3.C.5.1:</b> Identify why laws and responsibilities are needed in a community and why there are legal consequences.</li> <li>• <b>3.C.5.2:</b> Identify the rights and responsibilities of citizenship in students' own communities.</li> </ul>
<b>K-12.C.6:</b> Students will understand the complex interactions among nation-states and other international institutions and organizations.	<ul style="list-style-type: none"> <li>• <b>3.C.6.1:</b> Describe tribal organizational structures (councils, chairman, etc.) that are formed to benefit the entire tribe.</li> </ul>

### Grade 3 Geography

Anchor Standard	List standard(s) by bullet
<b>K-12.G.1:</b> Students will use geospatial tools and resources to generate, interpret, and analyze information.	<ul style="list-style-type: none"> <li>• <b>3.G.1.1:</b> Identify and place absolute locations in a community by using grid systems.</li> <li>• <b>3.G.1.2:</b> Name and identify the seven continents, five oceans, and major physical features on a map or globe.</li> <li>• <b>3.G.1.3:</b> Locate major political and physical features and regions of the United States on a map or globe.</li> <li>• <b>3.G.1.4:</b> Identify and locate all 50 states.</li> </ul>
<b>K-12.G.5:</b> Students will understand the ways in which humans culturally adapt to, use, modify, and impact the natural environment.	<ul style="list-style-type: none"> <li>• <b>3.G.5.1:</b> Provide reasons why and how people move and how it affects their communities.</li> </ul>
<b>K-12.G.6:</b> Students will analyze the key elements of South Dakota geography and its impact on historical and contemporary issues.	<ul style="list-style-type: none"> <li>• <b>3.G.6.1:</b> Research the nine tribes in South Dakota.</li> </ul>

### Grade 3 Economics

Anchor Standard	List standard(s) by bullet
<b>K-12.E.1:</b> Students will apply fundamental economics vocabulary, ideas, and concepts associated with the study of economics.	<ul style="list-style-type: none"><li>• <b>3.E.1.1:</b> Describe and define the role of a financial institution in the community.</li></ul>
<b>K-12.E.3:</b> Students will examine how different economic systems coordinate and facilitate the exchange, production, distribution, and consumption of goods and service.	<ul style="list-style-type: none"><li>• <b>3.E.3.1:</b> Identify examples of a variety of resources that are used to produce goods and services.</li><li>• <b>3.E.3.2:</b> Use examples to show how people today depend upon trade with others to meet their wants and needs.</li></ul>

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## Grade 4: South Dakota

In 4th grade, students will study South Dakota’s rich past and geographic diversity. Topics will include the distinct cultural heritage and contemporary perspectives of the Oceti Sakowin Oyate and other cultural groups through analyzing and evaluating a variety of sources and viewpoints. Students will use this knowledge to understand the state’s past and present geography, economy, and government.

Additional resources will be released during the unpacking process as a guide for lesson planning during the implementation of these standards. Please see the 2022 unpacked documents on the social studies content standards page on the DOE website.

### Grade 4 History

Anchor Standard	List standard(s) by bullet
<b>K-12.H.1:</b> Students will analyze change, continuity, and context throughout history.	<ul style="list-style-type: none"> <li>• <b>4.H.1.1:</b> Compare and contrast life in South Dakota today with life in historical time periods.</li> </ul>
<b>K-12.H.2:</b> Students will evaluate the impact of people, events, ideas, and symbols upon history, through multiple perspectives.	<ul style="list-style-type: none"> <li>• <b>4.H.2.1:</b> Analyze the impact of significant historical events on the development of cultures in South Dakota.</li> <li>• <b>4.H.2.2:</b> Describe notable individuals who impacted the history and development of South Dakota.</li> </ul>
<b>K-12.H.4:</b> Students will evaluate the causes and effects of significant past events and how history influences and shapes our contemporary world.	<ul style="list-style-type: none"> <li>• <b>4.H.4.1:</b> Examine basic environmental, economic, cultural, and population issues of concern to South Dakota.</li> <li>• <b>4.H.4.2:</b> Describe the influences of various cultures on South Dakota communities.</li> <li>• <b>4.H.4.3:</b> Evaluate how wars affected South Dakotans.</li> <li>• <b>4.H.4.4:</b> Analyze causes and effects of events and developments in South Dakota.</li> <li>• <b>4.H.4.5:</b> Explain factors affecting the growth and expansion of South Dakota.</li> </ul>
<b>K-12.H.5:</b> Students will develop historical research skills by analyzing and evaluating primary and secondary sources.	<ul style="list-style-type: none"> <li>• <b>4.H.5.1:</b> Compare and contrast multiple historical sources and their relationships to particular historical events and developments in South Dakota.</li> <li>• <b>4.H.5.2:</b> Infer the intended audience and purpose of a historical source from information within the source itself.</li> </ul>

Anchor Standard	List standard(s) by bullet
<b>K-12.H.6:</b> Students will incorporate multiple points of view from South Dakota’s cultures to identify and analyze historical events of South Dakota.	<ul style="list-style-type: none"> <li>• <b>4.H.6.1:</b> Explain how the Oceti Sakowin and Oyate culture and other groups were affected by westward expansion, the creation of the reservation system, and the US assimilation policies and programs.</li> </ul>

#### Grade 4 Civics

Anchor Standard	List standard(s) by bullet
<b>K-12.C.1:</b> Students will compare and evaluate the purposes and structures of various common forms of government within their historical context.	<ul style="list-style-type: none"> <li>• <b>4.C.1.1:</b> Describe key events related to the formation of South Dakota as a state.</li> </ul>
<b>K-12.C.3:</b> Students will analyze the principles, historical impact, and contemporary relevance of foundational documents.	<ul style="list-style-type: none"> <li>• <b>4.C.3.1:</b> Compare and contrast major themes within the SD Constitution and the US Constitution.</li> </ul>
<b>K-12.C.4:</b> Students will examine federalism and how institutions interact at the local, state, tribal, and national levels.	<ul style="list-style-type: none"> <li>• <b>4.C.4.1:</b> Discuss South Dakota’s government (and the roles of the three branches) and its relationship to South Dakota Tribes.</li> </ul>
<b>K-12.C.5:</b> Students will examine the rights and responsibilities of citizens and identify methods for influencing the political process at the local, state, tribal, national, and global levels.	<ul style="list-style-type: none"> <li>• <b>4.C.5.1:</b> Explain how groups of people make rules and laws to create responsibilities and protect freedoms.</li> </ul>

#### Grade 4 Geography

Anchor Standard	List standard(s) by bullet
<b>K-12.G.1:</b> Students will use geospatial tools and resources to generate, interpret, and analyze information.	<ul style="list-style-type: none"> <li>• <b>4.G.1.1:</b> Analyze major political and physical features of South Dakota using geospatial resources (e.g., maps, globes, satellite, aerial photographs, etc.).</li> </ul>
<b>K-12.G.2:</b> Students will understand and apply the nature and importance of the six essential elements of Geography.	<ul style="list-style-type: none"> <li>• <b>4.G.2.1:</b> Compare and contrast regions of South Dakota using the six essential elements of Geography.</li> </ul>
<b>K-12.G.3:</b> Students will explain the events and processes that shape places and regions.	<ul style="list-style-type: none"> <li>• <b>4.G.3.1:</b> Explain how physical, cultural, and human characteristics shape places and regions.</li> </ul>

### Grade 4 Economics

Anchor Standard	List standard(s) by bullet
<b>K-12.E.1:</b> Students will apply the fundamental vocabulary, ideas, and concepts associated with the study of economics.	<ul style="list-style-type: none"> <li>• <b>4.E.1.1:</b> Discuss what factors (both positive and negative) influence individual choices.</li> </ul>
<b>K-12.E.3:</b> Students will examine how different economic systems coordinate and facilitate the exchange, production, distribution, and consumption of goods and services.	<ul style="list-style-type: none"> <li>• <b>4.E.3.1:</b> Explain how South Dakota and other States are interdependent on one another to meet their economic needs.</li> </ul>
<b>K-12.E.4:</b> Students will evaluate elements of local, tribal, South Dakota, and federal economy and government, including the impact of national and global economic issues.	<ul style="list-style-type: none"> <li>• <b>4.E.4.1:</b> Describe the necessity for government to collect taxes to provide services.</li> </ul>

### Grade 4 Inquiry

Anchor Standard	List standard(s) by bullet
<b>K-12.I.2:</b> Students will gather, evaluate, and draw conclusions from primary and secondary sources.	<ul style="list-style-type: none"> <li>• <b>4.I.2.1:</b> Use evidence to develop a claim about the past.</li> </ul>

## Grade 5: Foundations of the United States

The 5<sup>th</sup> grade standards have shifted to provide more of a focus on early exploration and North America moving into the American Revolution. This change was made in an effort to not only ensure all students understand the foundation of the United States to mastery through their social studies courses, but also to afford high school students the opportunity for exposure to the last five decades of our more recent United States history, something the previous standards didn't leave room for. The new format allows strong connections to introduce content being mastered in 8th grade that will also set the foundation for concepts learned in High School US History.

In relation to the Foundations of the United States, 5th grade students will be expected to master, or thoroughly understand, the following:

- The knowledge of complex societies that existed on the North American continent before 1500
- The Age of Exploration
- Interactions between Europeans and Indigenous Native Americans after 1500
- The founding of the 13 Colonies
- The causes of the American Revolution
- The influential Patriots involved in the creation of the United States as an independent country

5th grade students will also be introduced to:

- The foundations of the United States government
- The Constitutional Convention
- Ways in which citizens participate in the democratic process

The topics introduced in 5th grade will continue to be taught in both 8th grade and high school Civics/Government classes.

In an effort to ensure all students have a rigorous social studies learning experience, 5th grade inquiry standards were added. These standards will prepare students by developing their historical research skills, teaching them to “think like a historian.”

Additional resources will be released during the unpacking process as a guide for lesson planning during the implementation of these standards. Please see the 2022 unpacked documents on the social studies content standards page on the DOE website.

### Grade 5 History

Anchor Standard	List standard(s) by bullet
<b>K-12.H.1:</b> Students will analyze change, continuity, and context throughout history.	<ul style="list-style-type: none"> <li>• <b>5.H.1.1:</b> Evaluate the physical and social effects of conflicts with other countries on North America, from the Age of Exploration through the Revolutionary War.</li> <li>• <b>5.H.1.2:</b> Describe the impact other countries had on Indigenous Native Americans in North and South America through exploration, conflict, and colonization.</li> </ul>
<b>K-12.H.2:</b> Students will evaluate the impact of people, events, ideas, and symbols upon history, through multiple perspectives.	<ul style="list-style-type: none"> <li>• <b>5.H.2.1:</b> Compare and contrast the cultures of various Indigenous Native Americans in North and South America before and after 1500.</li> <li>• <b>5.H.2.2:</b> Explore and explain the roles of influential people leading up to and during the American Revolution.</li> <li>• <b>5.H.2.3:</b> Evaluate the impact of Indigenous Native American and European cultures and philosophies on the development of North America.</li> </ul>
<b>K-12.H.3:</b> Students will analyze multiple factors that influenced the perspectives of people during different historical eras.	<ul style="list-style-type: none"> <li>• <b>5.H.3.1:</b> Explain why individuals and groups during the same historical period differed in their perspectives.</li> </ul>
<b>K-12.H.4:</b> Students will evaluate the causes and effects of significant past events and how history influences and shapes our contemporary world.	<ul style="list-style-type: none"> <li>• <b>5.H.4.1:</b> Analyze the sources of conflict which led to the American Revolution.</li> <li>• <b>5.H.4.2:</b> Explore and explain the effects of key events during the American Revolution.</li> </ul>
<b>K-12.H.5:</b> Students will develop historical research skills by analyzing and evaluating primary, secondary, and tertiary sources.	<ul style="list-style-type: none"> <li>• <b>5.H.5.1:</b> Summarize how different types of historical sources are used to explain events in the past.</li> <li>• <b>5.H.5.2:</b> Evaluate a historical source to justify the validity of that source.</li> </ul>

### Grade 5 Civics

Anchor Standard	List standard(s) by bullet
<b>K-12.C.1:</b> Students will compare and evaluate the purposes and structures of various common forms of government within their historical context.	<ul style="list-style-type: none"> <li>• <b>5.C.1.1:</b> Identify the basic structure of the government by studying The United States Constitution.</li> <li>• <b>5.C.1.2:</b> Explain why governments are necessary.</li> </ul>

Anchor Standard	List standard(s) by bullet
<b>K-12.C.2:</b> Students will explain and evaluate the principles and structures inherent in the creation and legacy of the American constitutional system.	<ul style="list-style-type: none"> <li>• <b>5.C.2.1:</b> Identify the origins and purposes of rules, laws, and key powers in The Constitution.</li> </ul>
<b>K-12.C.3:</b> Students will analyze the principles, historical impact, and contemporary relevance of foundational documents.	<ul style="list-style-type: none"> <li>• <b>5.C.3.1:</b> Identify the responsibilities and powers of government officials at various levels and branches of government.</li> </ul>
<b>K-12.C.4:</b> Students will examine federalism and how institutions interact at the local, state, tribal, and national levels.	<ul style="list-style-type: none"> <li>• <b>5.C.4.1:</b> Analyze ways people throughout history have worked together to impact or change society.</li> </ul>
<b>K-12.C.5:</b> Students will examine the rights and responsibilities of citizens and identify methods for influencing the political process at the local, state, tribal, national, and global levels.	<ul style="list-style-type: none"> <li>• <b>5.C.5.1:</b> Explain how democracy relies upon citizens' responsible participation and identify ways individuals should participate.</li> <li>• <b>5.C.5.2:</b> Analyze contemporary means of changing society.</li> </ul>
<b>K-12.C.6:</b> Students will understand the complex interactions among nation-states and other international institutions and organizations.	<ul style="list-style-type: none"> <li>• <b>5.C.6.1:</b> Introduce sovereignty as it applies to federal, state, and tribal governments.</li> </ul>

### Grade 5 Geography

Anchor Standard	List standard(s) by bullet
<b>K-12.G.1:</b> Students will use geospatial tools and resources to generate, interpret, and analyze information.	<ul style="list-style-type: none"> <li>• <b>5.G.1.1:</b> Apply latitude and longitude to find absolute locations on a globe and map.</li> <li>• <b>5.G.1.2:</b> Interpret geospatial resources of different types and scales (e.g., maps, globes, satellites information, aerial photos, etc.).</li> </ul>
<b>K-12.G.2:</b> Students will understand and apply the nature and importance of the 6 Essential Elements of Geography.	<ul style="list-style-type: none"> <li>• <b>5.G.2.1:</b> Explain how cultures affect the distribution and movement of people, goods, and ideas.</li> <li>• <b>5.G.2.2:</b> Explain how natural resources affect the distribution and movement of people, goods, and ideas.</li> <li>• <b>5.G.2.3:</b> Analyze the effects of environmental and technological advancements changes on human settlements and migration.</li> </ul>

Anchor Standard	List standard(s) by bullet
<p><b>K-12.G.6:</b> Students will analyze the key elements of South Dakota geography and its impact on historical and contemporary issues.</p>	<ul style="list-style-type: none"> <li>• <b>5.G.6.1:</b> Explain how events and activities in one place affect people living in other places using the 6 Essential Elements of Geography.</li> <li>• <b>5.G.6.2:</b> Explain how natural resources and migration affected the lives and culture of the Oceti Sakowin Oyate.</li> </ul>

### Grade 5 Economics

Anchor Standard	List standard(s) by bullet
<p><b>K-12.E.1:</b> Students will apply the fundamental vocabulary, ideas, and concepts associated with the study of economics.</p>	<ul style="list-style-type: none"> <li>• <b>5.E.1.1:</b> Explain how supply and demand influences producers and consumers.</li> <li>• <b>5.E.1.2:</b> Explain the role of currency as a means of trade between individuals and/or groups.</li> </ul>
<p><b>K-12.E.2:</b> Students will engage with the processes of economic decision making.</p>	<ul style="list-style-type: none"> <li>• <b>5.E.2.1:</b> Explain how various levels of government use taxes to pay for the goods and services they provide.</li> </ul>
<p><b>K-12.E.3:</b> Students will examine how different economic systems coordinate and facilitate the exchange, production, distribution, and consumption of goods and services.</p>	<ul style="list-style-type: none"> <li>• <b>5.E.3.1:</b> Identify basic institutions that made up economic systems, including those in the 13 Colonies.</li> </ul>
<p><b>K-12.E.4:</b> Students will evaluate elements of the local, tribal, South Dakota, and federal economy and government, including the impact of national and global economic issues.</p>	<ul style="list-style-type: none"> <li>• <b>5.E.4.1:</b> Analyze the role of trade in early North American History, including trade among Indigenous Native American groups and Europeans.</li> </ul>

### Grade 5 Inquiry

Anchor Standard	List standard(s) by bullet
<p><b>K-12.I.1:</b> Students will construct compelling and supporting questions.</p>	<ul style="list-style-type: none"> <li>• <b>5.I.1.1:</b> Create and use a chronological sequence of related events to compare developments that happened during the same time frame.</li> <li>• <b>5.I.1.2:</b> Explain how supporting questions help answer compelling questions in an inquiry.</li> </ul>
<p><b>K-12.I.2:</b> Students will gather, evaluate, and draw conclusions from primary and secondary sources.</p>	<ul style="list-style-type: none"> <li>• <b>5.I.2.1:</b> Summarize how primary and secondary historical sources are used to explain events in the past.</li> </ul>

Anchor Standard	List standard(s) by bullet
<p><b>K-12.I.3:</b> Students will develop evidence-based claims.</p>	<ul style="list-style-type: none"> <li>• <b>5.I.3.1:</b> Develop arguments using claims and evidence from at least two sources.</li> </ul>
<p><b>K-12.I.4:</b> Students will analyze, evaluate, and critique claims and create arguments based on evidence.</p>	<ul style="list-style-type: none"> <li>• <b>5.I.4.1:</b> Use information about a historical source (including the maker, date, place of origin, intended audience, and purpose) to judge the validity of the source.</li> </ul>
<p><b>K-12.I.5:</b> Students will learn strategies to stay informed about public issues and to form evidence-based views of those matters.</p>	<ul style="list-style-type: none"> <li>• <b>5.I.5.1:</b> Make decisions about and act on civic problems in the classroom.</li> <li>• <b>5.I.5.2:</b> Use democratic procedures to make decisions about civic issues in the school.</li> </ul>

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## Grade 6: World History

In 6<sup>th</sup> grade, students will learn about the geographic, civic, economic, and historic elements and historic development of early civilizations. Students will learn to critically analyze historical documents, artifacts, and perspectives to understand the development of societies. A geography standard was added to build on prior knowledge and geography skills students will continue to use as they finish middle and high school.

Additional resources will be released during the unpacking process as a guide for lesson planning during the implementation of these standards. Please see the 2022 unpacked documents on the social studies content standards page on the DOE website.

### Grade 6 History

Anchor Standard	List standard(s) by bullet
<p><b>K-12.H.1:</b> Students will analyze change, continuity, and context throughout history.</p>	<ul style="list-style-type: none"> <li>• <b>6.H.1.1:</b> Arrange key global historical events in chronological order.</li> <li>• <b>6.H.1.2:</b> Analyze the chronology of historical events throughout the world and their impact on the past, present, and future.</li> </ul>
<p><b>K-12.H.2:</b> Students will evaluate the impact of people, events, ideas, and symbols upon history, through multiple perspectives.</p>	<ul style="list-style-type: none"> <li>• <b>6.H.2.1:</b> Analyze the development and cultural contributions of the earliest human communities.</li> <li>• <b>6.H.2.2:</b> Analyze the development and cultural contributions of the agrarian societies.</li> <li>• <b>6.H.2.3:</b> Analyze the development and cultural contributions of large-scale empires and major religions.</li> <li>• <b>6.H.2.4:</b> Analyze the development and cultural contributions of economic systems and political institutions.</li> </ul>
<p><b>K-12.H.3:</b> Students will analyze multiple factors that influenced the perspectives of people during different historical eras.</p>	<ul style="list-style-type: none"> <li>• <b>6.H.3.1:</b> Compare and contrast to identify multiple perspectives of the same people, ideas, or events (by using primary and secondary sources).</li> </ul>
<p><b>K-12.H.4:</b> Students will evaluate the causes and effects of significant past events and how history influences and shapes our contemporary world.</p>	<ul style="list-style-type: none"> <li>• <b>6.H.4.1:</b> Evaluate how decisions made by individuals affected historical events.</li> <li>• <b>6.H.4.2:</b> Explain how events and ideas in ancient civilizations influence humans today.</li> </ul>

### Grade 6 Civics

Anchor Standard	List standard(s) by bullet
<b>K-12.C.1:</b> Students will compare and evaluate the purposes and structures of various common forms of government within their historical context.	<ul style="list-style-type: none"> <li>• <b>6.C.1.1:</b> Compare and contrast ancient forms of government.</li> <li>• <b>6.C.1.2:</b> Explain how different types of governments impact people, places, and history.</li> <li>• <b>6.C.1.3:</b> Explain the ways in which governments meet the needs of citizens, manage conflict, and establish order and security.</li> </ul>
<b>K-12.C.3:</b> Students will analyze the principles, historical impact, and contemporary relevance of foundational documents.	<ul style="list-style-type: none"> <li>• <b>6.C.3.1:</b> Analyze the historical impact of ancient world history documents created by ancient civilizations.</li> </ul>
<b>K-12.C.5:</b> Students will examine the rights and responsibilities of citizens and identify methods for influencing the political process at the local, state, tribal, national, and global levels.	<ul style="list-style-type: none"> <li>• <b>6.C.5.1:</b> Explain ways that people can affect or influence society and government.</li> </ul>

### Grade 6 Geography

Anchor Standard	List standard(s) by bullet
<b>K-12.G.1:</b> Students will use geospatial tools and resources to generate, interpret, and analyze information.	<ul style="list-style-type: none"> <li>• <b>6.G.1.1:</b> Construct a map or other geographic representation of the seven continents and five oceans.</li> </ul>

### Grade 6 Economics

Anchor Standard	List standard(s) by bullet
<b>K-12.E.3:</b> Students will examine how different economic systems coordinate and facilitate the exchange, production, distribution, and consumption of goods and services.	<ul style="list-style-type: none"> <li>• <b>6.E.3.1:</b> Explain societies' attempts throughout history to satisfy their basic needs and wants.</li> <li>• <b>6.E.3.2:</b> Identify basic economic systems present throughout ancient civilizations.</li> <li>• <b>6.E.3.3:</b> Analyze the causes and effects of economic systems on societies.</li> </ul>

### Grade 6 Inquiry

Anchor Standard	List standard(s) by bullet
<b>K-12.I.1:</b> Students will construct compelling and supporting questions.	<ul style="list-style-type: none"> <li>• <b>6.I.1.1:</b> Identify the difference between compelling and supporting questions.</li> </ul>
<b>K-12.I.2:</b> Students will gather, evaluate, and draw conclusions from primary and secondary sources.	<ul style="list-style-type: none"> <li>• <b>6.I.2.1:</b> Analyze and use primary and secondary sources to learn about and explain the past.</li> </ul>
<b>K-12.I.3:</b> Students will develop evidence-based claims.	<ul style="list-style-type: none"> <li>• <b>6.I.3.1:</b> Construct arguments using claims and evidence from at least three sources.</li> </ul>
<b>K-12.I.4:</b> Students will analyze, evaluate, and critique claims and create arguments based on evidence.	<ul style="list-style-type: none"> <li>• <b>6.I.4.1:</b> Utilize primary and secondary sources and examine the credibility and intent of those sources for answering compelling and supporting questions.</li> </ul>

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## Grade 7: Geography

This 7<sup>th</sup> grade geography centered course will familiarize students with the world. Students will use the Six Essential Elements of Geography, basics in civics and economics, and methods of inquiry to better understand the physical and cultural aspects of the world around them. Students will give special attention to the geography of South Dakota in comparison to regions of the world.

Additional resources will be released during the unpacking process as a guide for lesson planning during the implementation of these standards. Please see the 2022 unpacked documents on the social studies content standards page on the DOE website.

### Grade 7 Civics

Anchor Standard	List standard(s) by bullet
<b>K-12.C.1:</b> Students will compare and evaluate the purposes and structures of various common forms of government within their historical context.	<ul style="list-style-type: none"> <li>• <b>7.C.1.1:</b> Identify and describe different forms of government used throughout the world.</li> </ul>
<b>K-12.C.5:</b> Students will examine the rights and responsibilities of citizens and identify method for influencing the political process at the local, state, tribal, national, and global levels.	<ul style="list-style-type: none"> <li>• <b>7.C.5.1:</b> Compare local, state, and tribal governments of South Dakota to governments worldwide.</li> </ul>

### Grade 7 Geography

Anchor Standard	List standard(s) by bullet
<b>K-12.G.1:</b> Students will use geospatial tools and resources to generate, interpret, and analyze information.	<ul style="list-style-type: none"> <li>• <b>7.G.1.1:</b> Apply understanding of geospatial resources by using geographical resources to gather information, analyze data, and demonstrate navigation skills.</li> <li>• <b>7.G.1.2:</b> Construct a map or other geographic representation that demonstrates the spatial patterns of physical and cultural characteristics.</li> </ul>
<b>K-12.G.2:</b> Students will understand and apply the nature and importance of the 6 Essential Elements of Geography.	<ul style="list-style-type: none"> <li>• <b>7.G.2.1:</b> Recognize and apply the 6 Essential Elements of Geography.</li> </ul>

Anchor Standard	List standard(s) by bullet
<p><b>K-12.G.3:</b> Students will explain the events and processes that shape places and regions.</p>	<ul style="list-style-type: none"> <li>• <b>7.G.3.1:</b> Identify and differentiate between the physical and/or human characteristics that create a region.</li> <li>• <b>7.G.3.2:</b> Evaluate how the physical and human characteristics of places and regions are connected to human identities and cultures.</li> <li>• <b>7.G.3.3:</b> Differentiate between the processes that result in the natural landscape.</li> </ul>
<p><b>K-12.G.4:</b> Students will analyze a variety of geographic representations to understand the diversity of Earth's physical and human conditions (as well as understand past, present, and possible future implications).</p>	<ul style="list-style-type: none"> <li>• <b>7.G.4.1:</b> Analyze basic components of culture, including how and why they differ spatially.</li> <li>• <b>7.G.4.2:</b> Identify population distribution and characteristics of human populations.</li> </ul>
<p><b>K-12.G.5:</b> Students will understand the ways in which humans culturally adapt to, use, modify, and impact the natural environment.</p>	<ul style="list-style-type: none"> <li>• <b>7.G.5.1:</b> Analyze how and why different cultures interact with Earth's physical systems in various ways.</li> <li>• <b>7.G.5.2:</b> Form an evidence-based view of how human groups adapt to, and depend upon, the natural environment.</li> <li>• <b>7.G.5.3:</b> Evaluate how cultures and cultural landscapes change.</li> </ul>
<p><b>K-12.G.6:</b> Students will analyze the key elements of South Dakota geography and its impact on historical and contemporary issues.</p>	<ul style="list-style-type: none"> <li>• <b>7.G.6.1:</b> Compare how cultural patterns influence environments and the daily lives of the Oceti Sakowin Oyate, the people of South Dakota, and people around the world.</li> </ul>

### Grade 7 Economics

Anchor Standard	List standard(s) by bullet
<p><b>K-12.E.3:</b> Students will examine how different economic systems coordinate and facilitate the exchange, production, distribution, and consumption of goods and services.</p>	<ul style="list-style-type: none"> <li>• <b>7.E.3.1:</b> Justify the role of trade barriers and agreements in the global economy.</li> </ul>
<p><b>K-12.E.4:</b> Students will evaluate elements of the local, tribal, South Dakota, and federal economy and government, including the impact of national and global economic issues.</p>	<ul style="list-style-type: none"> <li>• <b>7.E.4.1:</b> Analyze the relationship between government and economic systems in different countries.</li> <li>• <b>7.E.4.2:</b> Evaluate how economic activity affects standard of living in South Dakota as well as other regions of the world.</li> </ul>

### Grade 7 Inquiry

Anchor Standard	List standard(s) by bullet
<b>K-12.I.2:</b> Students will gather, evaluate, and draw conclusions from primary and secondary sources.	<ul style="list-style-type: none"> <li>• <b>7.I.2.1:</b> Use primary and secondary sources to draw conclusions on how past physical and/or human conditions influence present and/or future conditions.</li> </ul>
<b>K-12.I.3:</b> Students will develop evidence-based claims.	<ul style="list-style-type: none"> <li>• <b>7.I.3.1:</b> Make a claim to support how the availability of resources provides for or challenges human activities.</li> <li>• <b>7.I.3.2:</b> Make a claim supported by evidence that to show how changes in land use affect population distribution patterns.</li> <li>• <b>7.I.3.3:</b> Make a claim that supports how changes in technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices.</li> <li>• <b>7.I.3.4:</b> Make a claim to show how technology affects the economic development of places and regions</li> </ul>
<b>K-12.I.4:</b> Students will analyze, evaluate, and critique claims and create arguments based on evidence.	<ul style="list-style-type: none"> <li>• <b>7.I.4.1:</b> Create an argument for the importance of the study of Geography.</li> <li>• <b>7.I.4.2:</b> Evaluate how the relationship between physical and cultural characteristics of a place impacts economic activity.</li> </ul>

## Grade 8: United States History

Eighth grade students will develop a deeper understanding of the United States through the lenses of civics, economics, geography, history, and inquiry. The content shift in the overarching K-12 experience allows eighth grade students to focus on the study of the founding era of the United States to the year 1900 in order to create a mastery of this content. Eighth grade builds upon the content from fifth grade to further develop understandings of United States History from the French and Indian War through Reconstruction, primarily focusing on the Founding Documents.

Students will examine the origins, structures, and functions of the United States government to understand the continuing responsibilities of citizenship. Within these examinations, the focus will allow students to refine their critical thinking skills using primary and secondary sources from the eras. Multiple points of view will be explored to analyze the historic events, documents, and people that established the contemporary United States.

Students will acknowledge the ancestral home of the Oceti Sakowin Oyate and recognize the historical and contemporary voices of South Dakota's Indigenous Native Americans.

In relation to the Foundations of the United States, 8th grade students are expected to master the following:

- The Influence of Enlightenment Philosophers on Foundational Documents
- The Declaration of Independence and its impact on United States History
- The Articles of Confederation and the Constitutional Convention
- The creation of political parties from the Federalist and Anti-Federalist to 1900
- The Constitution as a living document - amendment process, branches of government, electoral college procedures, separation of powers
- The Bill of Rights and Amendments, along with the Amendment Process
- Manifest Destiny/Westward expansion
- Events and impacts with Indigenous Native Americans as Westward Expansion occurred
- Understand significant primary sources, including Oceti Sakowin Oyate Treaties, and their impact on events of this time period
- Federalism through all levels of government
- The conflicts and results of the Civil War
- The Reform Movements of the 19th century and their impact on United States Society
- Significant inventors, inventions, and technologies in the United States from founding to 1900
- The Reconstruction era changes to United States society

8th grade students will also be introduced to:

- the rights and responsibilities of US citizens to students' lives.
- economic concepts and reasoning in events throughout United States history.

Additional resources will be released during the unpacking process as a guide for lesson planning during the implementation of these standards. Please see the 2022 unpacked documents on the social studies content standards page on the DOE website.

### Grade 8 History

Anchor Standard	List standard(s) by bullet
<b>K-12.H.1:</b> Students will analyze change, continuity, and context throughout history.	<ul style="list-style-type: none"> <li>• <b>8.H.1.1:</b> Investigate the changing character of American political life.</li> <li>• <b>8.H.1.2:</b> Evaluate the impact of events that led to the American Revolution.</li> </ul>
<b>K-12.H.2:</b> Students will evaluate the impact of people, events, ideas, and symbols upon history through multiple perspectives.	<ul style="list-style-type: none"> <li>• <b>8.H.2.1:</b> Investigate how the abolition of slavery affected the lives of Black Americans in the United States.</li> <li>• <b>8.H.2.2:</b> Draw conclusions on how the reform movements during the nineteenth century affected the United States.</li> </ul>
<b>K-12.H.3:</b> Students will analyze multiple factors that influenced the perspectives of people during different historical eras.	<ul style="list-style-type: none"> <li>• <b>8.H.3.1:</b> Compare and contrast the Federalist and Anti-Federalist philosophies of Americans during the ratification process of the United States Constitution.</li> <li>• <b>8.H.3.3:</b> Examine major cultural traits and resiliency of the Oceti Sakowin Oyate throughout history.</li> <li>• <b>8.H.3.4:</b> Associate key individuals with their roles in the Civil War.</li> </ul>
<b>K-12.H.4:</b> Students will identify and evaluate the causes of past events, issues, and problems, and analyze how history influences and shapes the contemporary world in which we live.	<ul style="list-style-type: none"> <li>• <b>8.H.4.1:</b> Analyze the causes and effects of westward expansion and Manifest Destiny from multiple points of view.</li> </ul>
<b>K-12.H.6:</b> Students will incorporate multiple points of view from South Dakota's cultures to identify and analyze historical events of South Dakota.	<ul style="list-style-type: none"> <li>• <b>8.H.6.1:</b> Critique significant primary sources, including Oceti Sakowin Oyate Treaties, and their impact on events of this time period.</li> </ul>

## Grade 8 Civics

Anchor Standard	List standard(s) by bullet
<b>K-12.C.1:</b> Students will analyze structures, forms, and purposes of different forms of government (e.g., federal, state, local, tribal).	<ul style="list-style-type: none"> <li>• <b>8.C.1.1:</b> Compare and contrast the structure of the US Government and Sovereign Tribal Governments.</li> </ul>
<b>K-12.C.2:</b> Students will explain and evaluate the principles and structures inherent in the creation and legacy of the American constitutional system.	<ul style="list-style-type: none"> <li>• <b>8.C.2.1:</b> Evaluate the influences and decisions of the Constitutional Convention that led to the creation of the United States Constitution.</li> </ul>
<b>K-12.C.3:</b> Students will evaluate the fundamental principles of America's democratic republic and the conflicts that arise among those principles.	<ul style="list-style-type: none"> <li>• <b>8.C.3.1:</b> Examine the United States Constitution to understand the three branches of government, separation of powers, checks and balances, and the process of the electoral college.</li> <li>• <b>8.C.3.2:</b> Explain why and how the Bill of Rights and subsequent amendments were added to the Constitution.</li> </ul>
<b>K-12.C.5:</b> Students will examine the rights and responsibilities of citizens and identify methods for influencing the political process at the local, state, tribal, national, and global levels.	<ul style="list-style-type: none"> <li>• <b>8.C.5.1:</b> Critique the ways that citizens, groups, and media can affect or influence the United States government and society.</li> <li>• <b>8.C.5.2:</b> Draw conclusions on how the reform movements during the nineteenth century affected the United States.</li> <li>• <b>8.C.5.3:</b> Critique conflicting points of view in the United States Government.</li> <li>• <b>8.C.5.4:</b> Apply the rights and responsibilities of United States citizens to students' lives.</li> </ul>
<b>K-12.C.6:</b> Students will understand the complex interactions among nation-states and other international institutions and organizations.	<ul style="list-style-type: none"> <li>• <b>8.C.6.1:</b> Evaluate the changing federal policy toward Indigenous Native Americans.</li> <li>• <b>8.C.6.2:</b> Compare and Contrast the structure of the US Government and Sovereign Tribal Governments.</li> </ul>

### Grade 8 Geography

Anchor Standard	List standard(s) by bullet
<b>K-12.G.5:</b> Students will understand the ways in which humans culturally adapt to, use, modify, and impact the natural environment.	<ul style="list-style-type: none"> <li>• <b>8.G.5.1:</b> Describe major military battles in the American Revolution.</li> <li>• <b>8.G.5.2:</b> Describe major military battles and campaigns of the Civil War.</li> <li>• <b>8.G.5.3:</b> Evaluate how the Civil War affected soldiers, various groups of people, the physical environment, and future warfare.</li> </ul>
<b>K-12.G.6:</b> Students will analyze the key elements of South Dakota geography and its impact on historical and contemporary issues.	<ul style="list-style-type: none"> <li>• <b>8.G.6.1</b> Examine major cultural traits and resiliency of the Oceti Sakowin Oyate throughout history.</li> </ul>

### Grade 8 Economics

Anchor Standard	List standard(s) by bullet
<b>K-12.E.2:</b> Students will engage with the processes of economic decision making.	<ul style="list-style-type: none"> <li>• <b>8.E.2.1:</b> Identify economic concepts and reasoning in events throughout United States history.</li> </ul>
<b>K-12.E.3:</b> Students will engage in the process of economic decision making and analyze how the government can influence the market.	<ul style="list-style-type: none"> <li>• <b>8.E.3.1:</b> Assess the impact of significant inventors, technology, and industrialization in the United States.</li> </ul>

### Grade 8 Inquiry

Anchor Standard	List standard(s) by bullet
<b>K-12.I.2:</b> Students will gather, evaluate, and draw conclusions, from primary and secondary sources.	<ul style="list-style-type: none"> <li>• <b>8.I.2.1:</b> Interpret the Declaration of Independence and evaluate its impact on the United States.</li> <li>• <b>8.I.2.2:</b> Investigate events and their impacts on Indigenous Native Americans as Westward Expansion occurred.</li> </ul>

Anchor Standard	List standard(s) by bullet
<b>K-12.I.4:</b> Students will analyze, evaluate, and critique claims and create arguments based on evidence.	<ul style="list-style-type: none"><li data-bbox="1066 245 1871 305">• <b>8.I.4.1:</b> Analyze the major sources of conflict that led to the Civil War.</li><li data-bbox="1066 315 1835 375">• <b>8.I.4.2:</b> Critique the United States government under the Articles of Confederation.</li><li data-bbox="1066 384 1780 444">• <b>8.I.4.3:</b> Analyze why individuals or groups, and their developments, are important to the United States.</li><li data-bbox="1066 454 1877 514">• <b>8.I.4.4:</b> Evaluate how government decisions impact people, places, and history.</li></ul>

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## 9-12 United States History

The high school United States History course will develop a foundation of history in the 20th and 21st centuries with concepts that tie back to the foundation of America. These standards build upon content mastered in 5th grade (from exploring groups of Indigenous Native Americans before 1500 through the Revolutionary War) and 8th grade (the foundations of the United States after the Revolutionary War through 1900). These standards will provide mastery in the content areas starting in 1900, with a focus on people, events, wars, and social, political, and economic movements while also referencing content from previous time periods (i.e., the founding era through late 1800s).

High school students are expected to master the following:

- Populist Movement
- Imperialism
- The Progressive Movement
- World War I
- 1920s innovations in technology and communications
- The Great Depression and the New Deal
- World war II
- Postwar diplomacy & domestic issues
- The Cold War and the Red Scare
- America as a World Power
- The Vietnam War
- The Great Society
- Civil Rights Movement
- End of the Cold War
- Challenges of the 21st century

These topics are not limited to the above, and reference should be made to the unpacked standards for more guidance and examples.

High school standards focus on historical content as well as important inquiry skills including using multiple resources, developing evidence-based claims, and analyzing claims based on evidence. This combination of content and skills will impact students beyond

their high school graduation and into life post-graduation by helping them in college, their careers, and in becoming informed citizens and active members in their communities.

Throughout this course, content will also be taught with an emphasis on multiple points of view to create a well-rounded experience focusing on how history impacted different audiences, including but not limited to Indigenous Native Americans, women, and residents of South Dakota.

Additional resources will be released during the unpacking process as a guide for lesson planning during the implementation of these standards. Please see the 2022 unpacked documents on the social studies content standards page on the DOE website.

### Grades 9-12 US History

Anchor Standard	List standard(s) by bullet
<p><b>K-12.H.1:</b> Students will analyze change, continuity, and context throughout history.</p>	<ul style="list-style-type: none"> <li>• <b>9-12.H.1.1:</b> Students will evaluate the impact of the development in American industrial and agricultural societies, including its impacts on migration and the national and local economies.</li> </ul>
<p><b>K-12.H.2:</b> Students will evaluate the impact of people, events, ideas, and symbols upon history, through multiple perspectives.</p>	<ul style="list-style-type: none"> <li>• <b>9-12.H.2.1:</b> Identify the conditions that gave rise to and evaluate the impact of the social, political, and economic transformation of the United States, including South Dakota, in the decades following WWII.</li> <li>• <b>9-12.H.2.2:</b> Students will use historic case studies and current events in the United States and South Dakota to evaluate the impact of people, ideas, and groups on foreign and domestic issues.</li> <li>• <b>9-12.H.2.3:</b> Students will use multiple perspectives to identify and assess the causes, events, and impacts of the Cold War Era on domestic and international affairs.</li> <li>• <b>9-12.H.2.4:</b> Using multiple perspectives, explain the causes, events, and consequences of the Second World War, including issues at home and abroad.</li> </ul>

Anchor Standard	List standard(s) by bullet
<p><b>K-12.H.4:</b> Students will evaluate the causes and effects of significant past events and how history influences and shapes our contemporary world.</p>	<ul style="list-style-type: none"> <li>• <b>9-12.H.4.1:</b> Identify and assess the causes of World War I and determine how the effects of the war transformed the United States.</li> <li>• <b>9-12.H.4.2:</b> Identify the causes, events, and effects of reform movements from the 20th and 21st centuries and evaluate their impact on American society.</li> <li>• <b>9-12.H.4.3:</b> Investigate the philosophical foundations, the causes, and the effects of the Vietnam Era in American history.</li> <li>• <b>9-12.H.4.4:</b> Identify the causes of and evaluate to what extent the Populist Movement, Progressive Era, the New Deal, and Great Society both succeeded and failed in their intentions.</li> </ul>
<p><b>K-12.H.6:</b> Students will incorporate multiple points of view from South Dakota's cultures to identify and analyze historical events of South Dakota.</p>	<ul style="list-style-type: none"> <li>• <b>H.6.1:</b> Using multiple sources, investigate the impact South Dakotans, including Oceti Sakowin Oyate and other Indigenous Native Americans, had on US and South Dakota history.</li> </ul>

**Grades 9-12 US History-Inquiry**

Anchor Standard	List standard(s) by bullet
<p><b>K-12.I.4:</b> Students will analyze, evaluate, and critique claims and create arguments based on evidence.</p>	<ul style="list-style-type: none"> <li>• <b>9-12.I.4.1:</b> Analyze and evaluate how individuals and groups responded to social, political, and economic problems in the US from Reconstruction through the modern era.</li> </ul>

## 9-12 World History

The World History course introduces students to the historical forces that have shaped the world they live in, preparing them for life in an increasingly globalized world. The course emphasizes connections and exchanges between peoples from many different ways of life and regions of the world by analyzing change over time, and the context in which those changes took place. Students will become familiar with key events, people, movements, ideas, and technologies that have impacted human life and the natural world. They will also further develop their historical research skills by analyzing primary and secondary sources, and by constructing compelling and supporting questions to form historical arguments.

World History is vast, and selecting the most important material is a vital task of lesson development. The following suggested periodization and key themes guide the standards for this course. These include the following four major content areas:

- **Era 1: Forging Connections, 1450-1750.** The theme of this era is the growing exchange of ideas, technologies, peoples, goods, and natural life across the world.
- **Era 2: An Age of Revolutions, 1750-1900.** The theme of this era emphasizes revolutionary political, economic, and intellectual change.
- **Era 3: The World in Crisis, 1900-1950.** The theme of this era is one of crisis, as political and economic instability created global conflicts.
- **Era 4: The Problems and Possibilities of Globalization, 1950-Present.** This era introduces students to the contemporary world, focusing on the dramatic acceleration of globalization following World War II.

Additional resources will be released during the unpacking process as a guide for lesson planning during the implementation of these standards. Please see the 2022 unpacked documents on the social studies content standards page on the DOE website.

### Grades 9-12 World History

Anchor Standard	List standard(s) by bullet
<b>K-12.H.1:</b> Students will analyze change, continuity, and context throughout history.	<ul style="list-style-type: none"><li>• <b>9-12.H.1.1:</b> Distinguish between long-term causes and triggering events in the global growth of trade, inter-oceanic connections, land-based empires, and the diffusion of technology.</li><li>• <b>9-12.H.1.2:</b> Identify global patterns and analyze change and continuity in historical eras.</li></ul>

Anchor Standard	List standard(s) by bullet
<p><b>K-12.H.2:</b> Students will evaluate the impact of people, events, ideas, and symbols upon history through multiple perspectives.</p>	<ul style="list-style-type: none"> <li>• <b>9-12.H.2.1:</b> Construct and investigate compelling questions about individuals and groups that impacted significant global intellectual change.</li> <li>• <b>9-12.H.2.2:</b> Examine and draw conclusions about the ways in which exploration, imperialism, and expansion shaped the points of view of global populations, including indigenous peoples.</li> <li>• <b>9-12.H.2.3:</b> Identify and analyze the contributions of women throughout history.</li> </ul>
<p><b>K-12.H.3:</b> Students will analyze multiple factors that influenced the perspectives of people during different historical eras.</p>	<ul style="list-style-type: none"> <li>• <b>9-12.H.3.1:</b> Analyze the complex and interacting factors that influenced and change in historical ideologies and points of view.</li> </ul>
<p><b>K-12.H.4:</b> Students will identify and evaluate the causes of past events, issues, and problems, and analyze how history influences and shapes the contemporary world in which we live.</p>	<ul style="list-style-type: none"> <li>• <b>9-12.H.4.1:</b> Evaluate how historical events and developments of the Age of Revolutions were shaped by unique circumstances of time and place as well as broader historical contexts.</li> <li>• <b>9-12.H.4.2:</b> Assess the impact of agriculture and industrialization on world societies, and how each has been shaped by the unique circumstances of time and place.</li> <li>• <b>9-12.H.4.3:</b> Identify and distinguish between long-term causes and triggering events of global conflicts prior to the 20th Century.</li> <li>• <b>9-12.H.4.4:</b> Evaluate how economic conditions were shaped by the unique circumstances of time and place.</li> <li>• <b>9-12.H.4.5:</b> Examine the multiple and complex causes and effects of 20th century global conflicts, including the World Wars.</li> </ul>

Anchor Standard	List standard(s) by bullet
<p><b>K-12.H.5:</b> Students will develop historical research skills by analyzing and evaluating primary, secondary, and tertiary sources.</p>	<ul style="list-style-type: none"> <li>• <b>9-12.H.5.1:</b> Identify and interpret the credibility of historical sources based on their maker, date, place of origin, intended audience, and purpose.</li> <li>• <b>9-12.H.5.2:</b> Develop and answer compelling and supporting questions, through the use of credible sources, taking into consideration multiple points of view.</li> <li>• <b>9-12.H.5.3:</b> Utilize historical information drawn from primary, and secondary sources, in order to revise or strengthen claims.</li> </ul>
<p><b>K-12.H.6:</b> Students will analyze events in South Dakota history through multiple perspectives and cultures.</p>	<ul style="list-style-type: none"> <li>• <b>9-12.H.6.1:</b> Identify and analyze significant historical events to understand the roots of contemporary local, regional, and global challenges, and opportunities.</li> <li>• <b>9-12.H.6.2:</b> Analyze and evaluate how global economic, political, technological, and social trends have influenced South Dakota history, including Oceti Sakowin Oyate and other peoples who have settled in the state.</li> </ul>

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## 9-12 Civics/Government

South Dakota's High School Civics/Government standards promote knowledge of the historical foundations and principles of American government, as well as prepare students for productive civic engagement. These standards focus on comparing different forms of government, the principles and structure of the American constitutional system, documents that are foundational to the United States government, the significance of state and tribal governments in the federal system, the rights and responsibilities of citizens, and global interactions among governments. Further resources for teachers include the South Dakota unpacked standards and the Oceti Sakowin Essential Understandings, which include specific content and lessons that emphasize inquiry skills and provide opportunities tailored to the South Dakota experience. By the end of this class, students will have the knowledge and skills necessary to participate meaningfully as citizens in their communities.

Additional resources will be released during the unpacking process as a guide for lesson planning during the implementation of these standards. Please see the 2022 unpacked documents on the social studies content standards page on the DOE website.

### Grades 9-12 Civics

Anchor Standard	List standard(s) by bullet
<b>K-12.C.1:</b> Students will compare and evaluate the purposes and structures of various common forms of government within their historical context.	<ul style="list-style-type: none"><li>• <b>9-12.C.1.1:</b> Describe the fundamental challenges of human society that give rise to the need for government.</li><li>• <b>9-12.C.1.2:</b> Compare how various forms of government address the fundamental challenges of human society.</li><li>• <b>9-12.C.1.3:</b> Evaluate the influence of political, economic, and religious ideas on various forms of government.</li></ul>

Anchor Standard	List standard(s) by bullet
<p><b>K-12.C.2:</b> Students will explain and evaluate the structures and principles inherent in the creation and legacy of the American constitutional system.</p>	<ul style="list-style-type: none"> <li>• <b>9-12.C.2.1:</b> Analyze the direct and indirect effects of critical events on the origins of the United States government.</li> <li>• <b>9-12.C.2.2:</b> Identify and evaluate the chief philosophical and religious ideas that shaped the development of American government.</li> <li>• <b>9-12.C.2.3:</b> Describe the compromises that went into the construction of the United States Constitution.</li> <li>• <b>9-12.C.2.4:</b> Describe the principles underlying the United States Constitution, including popular sovereignty, consent of the governed, limited government, republicanism, separation of powers, checks and balances, judicial review, and federalism.</li> <li>• <b>9-12.C.2.5:</b> Explain how policy is created and implemented in the United States.</li> <li>• <b>9-12.C.2.6:</b> Develop arguments for and against the use of the Electoral College.</li> <li>• <b>9-12.C.2.7:</b> Articulate the core political values of the United States, including the rule of law, individualism, free enterprise, due process, and equal opportunity, as well as the importance of compromise, civility, and moderation in American political discourse.</li> <li>• <b>9-12.C.2.8:</b> Explain how the United States Constitution organizes the government of the United States.</li> <li>• <b>9-12.C.2.9:</b> Explain how the legislative branch performs its functions within the United States government and how it interacts with other branches.</li> <li>• <b>9-12.C.2.10:</b> Explain how the executive branch performs its functions within the United States government and how it interacts with other branches.</li> <li>• <b>9-12.C.2.11:</b> Explain how the judicial branch performs its functions within the United States government and how it interacts with other branches.</li> </ul>

Anchor Standard	List standard(s) by bullet
<p><b>K-12.C.3:</b> Students will analyze and evaluate the principles, historical impact, and contemporary relevance of foundational documents.</p>	<ul style="list-style-type: none"> <li>• <b>9-12.C.3.1:</b> Evaluate the main arguments contained in the Declaration of Independence, including claims regarding unalienable rights, consent of the governed, and justifiable revolution.</li> <li>• <b>9-12.C.3.2:</b> Evaluate how the United States Constitution remedies the weaknesses of the Articles of Confederation.</li> <li>• <b>9-12.C.3.3:</b> Explain how the preamble of the United States Constitution establishes the enduring purposes of American government.</li> <li>• <b>9-12.C.3.4:</b> Explain how the disagreement between the Federalists and the Anti-Federalists contributed to the addition of the Bill of Rights to the United States Constitution.</li> </ul>
<p><b>K-12.C.4:</b> Students will examine federalism and how institutions interact at the local, state, tribal, and national levels.</p>	<ul style="list-style-type: none"> <li>• <b>9-12.C.4.1:</b> Analyze how power is distributed between the federal and state governments through delegated, concurrent, and reserved powers.</li> <li>• <b>9-12.C.4.2:</b> Explain how the distribution of power among local, state, tribal, and national governments influences policymaking.</li> <li>• <b>9-12.C.4.3:</b> Explain the impact tribal constitutions, legislation, and treaties have on the sovereignty of the peoples of South Dakota.</li> <li>• <b>9-12.C.4.4:</b> Evaluate how tribal governments interact with state and federal governments.</li> <li>• <b>9-12.C.4.5:</b> Compare the United States Constitution with the South Dakota State Constitution and the constitutions of the Oceti Sakowin.</li> </ul>

Anchor Standard	List standard(s) by bullet
<p><b>K-12.C.5:</b> Students will examine the rights and responsibilities of citizens and identify methods for influencing the political process at the local, state, tribal, national, and global levels.</p>	<ul style="list-style-type: none"> <li>• <b>9-12.C.5.1:</b> Identify the rights and liberties protected by the United States Constitution, the Bill of Rights, and subsequent amendments and explain how they may come into conflict.</li> <li>• <b>9-12.C.5.2:</b> Describe various pathways to citizenship.</li> <li>• <b>9-12.C.5.3:</b> Explain civic virtue, the rights and responsibilities of citizenship, and why responsible participation is essential to a democratic republic.</li> <li>• <b>9-12.C.5.4:</b> Identify methods of political participation in the United States and barriers to such participation.</li> <li>• <b>9-12.C.5.5:</b> Explain the role and influence of political parties and special interest groups in the United States.</li> <li>• <b>9-12.C.5.6:</b> Explain how increasingly diverse choices of media and communication outlets influence political institutions and behavior.</li> <li>• <b>9-12.C.5.7:</b> Explain how civil disobedience has been used to influence policymaking in United States government.</li> <li>• <b>9-12.C.5.8:</b> Explain the significance of Supreme Court decisions on civil rights and liberties.</li> <li>• <b>9-12.C.5.9:</b> Explain how voting rights and equal protection of the law have been expanded to include diverse groups of people, including minorities, women, and indigenous Native Americans.</li> </ul>
<p><b>K-12.C.6:</b> Students will understand the complex interactions among nation-states and other international institutions and organizations.</p>	<ul style="list-style-type: none"> <li>• <b>9-12.C.6.1:</b> Explain how US foreign policy advances the national interest.</li> <li>• <b>9-12.C.6.2:</b> Evaluate the methods by which the United States achieves its foreign policy goals.</li> </ul>

## 9-12 Geography

In geography, students will examine and interact with the physical and cultural aspects of the world and its people, including South Dakotans and Indigenous Native Americans. Through the incorporation of the Six Essential Elements of Geography, these standards challenge students to examine the world from a spatial perspective and to make inquiry-based connections.

The South Dakota geography standards reflect the need for students to examine and interact with both the physical and cultural aspects from a spatial perspective. Geography can be organized into Six Essential Elements that become a framework for the study of the discipline.

Standards include an expanded use of the C3 Framework for inquiry-based connections. Specific inclusion of geographic issues concerning South Dakota and Indigenous Native Americans were added. Geography is a broad-based discipline, and these standards are designed to give students an opportunity to examine and explore the world and its people.

Additional resources will be released during the unpacking process as a guide for lesson planning during the implementation of these standards. Please see the 2022 unpacked documents on the social studies content standards page on the DOE website.

### Grades 9-12 Geography

Anchor Standard	List standard(s) by bullet
<p><b>K-12.G.1:</b> Students will use geospatial tools and resources to generate, interpret, and analyze information</p>	<ul style="list-style-type: none"> <li>• <b>9-12.G.1.1:</b> Use information from geographic representational tools and technologies to create, explain, and analyze spatial patterns at a variety of scales.</li> <li>• <b>9-12.G.1.2:</b> Generate mental maps to organize information about cultures, places, and environment in a spatial context.</li> </ul>
<p><b>K-12.G.2:</b> Students will understand and apply the nature and importance of the 6 Essential Elements of Geography.</p>	<ul style="list-style-type: none"> <li>• <b>9-12.G.2.1:</b> Distinguish between the Six Essential Elements of the National Geography Standards.</li> <li>• <b>9-12.G.2.2:</b> Describe a given region or area utilizing the Six Essential Elements of the Nation Geography Standards.</li> </ul>

Anchor Standard	List standard(s) by bullet
<p><b>K-12.G.3:</b> Students will explain the events and processes that shape places and regions.</p>	<ul style="list-style-type: none"> <li>• <b>9-12.G.3.1:</b> Gather, organize, and analyze evidence that shows how the physical environment and culture contribute to the characteristics of places and regions.</li> <li>• <b>9-12.G.3.2:</b> Differentiate between formal, functional, and perceptual regions.</li> <li>• <b>9-12.G.3.3:</b> Apply the concept of interdependence to regions and places.</li> <li>• <b>9-12.G.3.4:</b> Examine ways humans perceive and adapt to extreme natural events.</li> </ul>
<p><b>K-12.G.4:</b> Students will analyze a variety of geographic representations to understand the diversity of Earth's physical and human conditions (as well as understand past, present, and possible future implications).</p>	<ul style="list-style-type: none"> <li>• <b>9-12.G.4.1:</b> Differentiate the cultural and physical processes that make places unique.</li> <li>• <b>9-12.G.4.2:</b> Demonstrate the components, processes, interdependence, and spatial distribution of Earth's physical systems.</li> <li>• <b>9-12.G.4.3:</b> Analyze the characteristics and distribution of human populations.</li> <li>• <b>9-12.G.4.4:</b> Identify and explain the characteristics, distribution, and complexity of Earth's various cultures.</li> <li>• <b>9-12.G.4.5:</b> Analyze key processes that have resulted in changes within Earth's physical and human systems, in regard to South Dakota and the global world.</li> <li>• <b>9-12.G.4.6:</b> Synthesize the interaction of physical and human systems and their influence on current and future condition.</li> <li>• <b>9-12.G.4.7:</b> Critique the role of multiple perspectives in contemporary geographic policies and issues in South Dakota and around the world.</li> </ul>

Anchor Standard	List standard(s) by bullet
<p><b>K-12.G.5:</b> Students will understand the ways in which humans culturally adapt to, use, modify, and impact the natural environment.</p>	<ul style="list-style-type: none"> <li>• <b>9-12.G.5.1:</b> Explain how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and resource use at local and global scales.</li> <li>• <b>9-12.G.5.2:</b> Compare, contrast, and critique specific adaptive strategies employed by different cultures in similar or varied environments.</li> <li>• <b>9-12.G.5.3:</b> Evaluate how different cultures identify and utilize natural resources.</li> <li>• <b>9-12.G.5.4:</b> Assess the ways technology expands the human capacity to use and modify the physical environment.</li> </ul>
<p><b>K-12.G.6:</b> Students will analyze the key elements of South Dakota geography and its impact on historical and contemporary issues.</p>	<ul style="list-style-type: none"> <li>• <b>9-12.G.6.1:</b> Evaluate the impact of economic activities and political decision on spatial patterns within SD's rural and urban places.</li> </ul>

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## 9-12 Economics

Economics is a capstone for social science learning that encompasses prior learning in history, geography, and civics (and expands upon those concepts through themes of economic principles).

South Dakota students who take an Economics course should be able to think critically and analyze, by inquiring how people interact as producers and consumers and how those interactions impact individuals, markets, governments, and societies. The changes to the most recent standards include reducing redundancy, promoting clarity, and incorporating inquiry-based learning for all students.

Additional resources will be released during the unpacking process as a guide for lesson planning during the implementation of these standards. Please see the 2022 unpacked documents on the social studies content standards page on the DOE website.

### Grades 9-12 Economics

Anchor Standard	List standard(s) by bullet
<p><b>K-12.E.1:</b> Students will apply the fundamental economic vocabulary, ideas, and concepts associated with the study of economics.</p>	<ul style="list-style-type: none"> <li>• <b>9-12.E.1.1:</b> Explain how the fundamental economic problem of unlimited wants with limited resources reflects enduring issues at all levels.</li> <li>• <b>9-12.E.1.2:</b> Analyze the factors that may lead to different responses to the four basic economic questions.</li> <li>• <b>9-12.E.1.3:</b> Identify and describe the factors of production: land, labor, capital, and entrepreneurship.</li> <li>• <b>9-12.E.1.4:</b> Investigate and explain the relationship between households and businesses in a market economy using the circular flow chart model.</li> <li>• <b>9-12.E.1.5:</b> Define and assess various business entities in a market economy including the advantages and disadvantages of each.</li> <li>• <b>9-12.E.1.6:</b> Explain how scarcity, choice, and opportunity costs impact economic decision making at all levels.</li> <li>• <b>9-12.E.1.7:</b> Explore marginal analysis in the economic decision-making process.</li> <li>• <b>9-12.E.1.8:</b> Students will demonstrate their knowledge of the utility of the production possibilities curve in the study of economics.</li> </ul>

Anchor Standard	List standard(s) by bullet
<p><b>K-12.E.3:</b> Students will engage with the processes of economic decision making.</p>	<ul style="list-style-type: none"> <li>• <b>9-12.E.3.1:</b> Compare and contrast the characteristics of perfectly competitive and less competitive market structures.</li> <li>• <b>9-12.E.3.2:</b> Analyze and explain the interaction of supply and demand in creating price and quantity equilibriums in a perfectly competitive market.</li> <li>• <b>9-12.E.3.3:</b> Describe the relationship between surpluses, shortages, and elasticity and their impact on market equilibriums</li> </ul>
<p><b>K-12.E.4:</b> Students will examine how different economic systems coordinate and facilitate the exchange, production, distribution, and consumption of goods and services.</p>	<ul style="list-style-type: none"> <li>• <b>9-12.E.4.1:</b> Identify and critique the socio-economic goals of the United States, US trade partners, including tribal governments.</li> <li>• <b>9-12.E.4.2:</b> Analyze and explain the relationship between households, businesses, government agencies, banks, and lending institutions in the economy of the US by using the circular flow model.</li> <li>• <b>9-12.E.4.3:</b> Interpret economic indicators and generate conclusions regarding the current phase of the business cycle.</li> <li>• <b>9-12.E.4.4:</b> Predict the degree of economic impact of different types of unemployment and different variables creating inflation by using appropriate data.</li> <li>• <b>9-12.E.4.5:</b> Describe the ways in which local, state, federal, and tribal governments generate revenue and critique the method of using that revenue for public services.</li> <li>• <b>9-12.E.4.6:</b> Analyze the impact of changes in government policy on the economy.</li> <li>• <b>9-12.E.4.7:</b> Compare and contrast economic stabilization approaches utilized within the US economy.</li> <li>• <b>9-12.E.4.8:</b> Explain the structure and function of the US banking system at the local, state, tribal, and federal levels.</li> <li>• <b>9-12.E.4.9:</b> Assess and critique the tools used by the Federal Reserve System to influence the money supply.</li> </ul>

Anchor Standard	List standard(s) by bullet
<p><b>K-12.E.5:</b> Students will evaluate elements of the local, tribal, South Dakota, and federal economy and government, including the impact of national and global economic issues.</p>	<ul style="list-style-type: none"> <li>• <b>9-12.E.5.1:</b> Compare and contrast the general characteristics of communism, socialism, capitalism, and traditional economic systems.</li> <li>• <b>9-12.E.5.2:</b> Investigate and evaluate the characteristics of capitalism, citing examples from the US.</li> <li>• <b>9-12.E.5.3:</b> Weigh the impact of factors on a nation's economic growth.</li> <li>• <b>9-12.E.5.4:</b> Analyze the factors that explain why the United States is an example of a mixed economy using supporting evidence.</li> <li>• <b>9-12.E.5.5:</b> Compare and contrast, with examples, the characteristics of developing, newly developed, and undeveloped nations.</li> <li>• <b>9-12.E.5.6:</b> Analyze differing arguments regarding the impact of transitional economies on the global economy and specifically on the US economy.</li> <li>• <b>9-12.E.5.7:</b> Apply the concept of comparative advantage to explain why goods and services are more efficiently produced in one nation versus another.</li> <li>• <b>9-12.E.5.8:</b> Develop and critique arguments for both free trade and protectionism.</li> <li>• <b>9-12.E.5.9:</b> Explore and evaluate various barriers to international trade.</li> <li>• <b>9-12.E.5.10:</b> Identify and provide the historical foundations for various international trade agreements and the impact on the US economy.</li> <li>• <b>9-12.E.5.11:</b> Explain the impact of international exchange rates on the value of goods and services.</li> <li>• <b>9-12.E.5.12:</b> Analyze how the global economy has changed the interaction of buyers and sellers in the US economy.</li> </ul>
<p><b>K-12.I.4:</b> Students will analyze, evaluate, and critique claims and create arguments based on evidence.</p>	<ul style="list-style-type: none"> <li>• <b>9-12.I.4.1:</b> Students will create arguments, counter arguments, and rebuttals to specific economic issues.</li> </ul>

## Glossary

- **Indigenous Native American**: Term used to recognize tribal communities on a national and global level.
- **Oceti Sakowin Oyate**: Term used to recognize tribal communities within South Dakota.
  - *Note that stating specific tribal names, such as Dakota, Lakota, Nakota, etc. is also acceptable.*
- **6 Essential Elements of Geography**: These elements include the specific skills and knowledge students should have as they learn geography. These 6 Essential Elements are as follows: The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment and Society, and The Uses of Geography.
- **Inquiry**: Seeking answers to one's questions to promote learning and critical thinking. In this case, inquiry invites students to create questions to drive their learning.
- **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, etc.).
- **Diffusion**: The spreading of something more widely.
- **Geospatial**: Relating to or denoting data that is associated with a particular location.
- **Human**: Environment Interaction. 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.
- **Physical Systems**: Earth's natural elements: the lithosphere, atmosphere, hydrosphere, and biosphere.
- **Primary Sources**: Original materials from the time period on which other research is based. Examples include artifacts, audio recordings, diaries, e-mails, interviews, photographs, art, and music.

- **Secondary Sources**: Accounts written after the fact with the benefit of hindsight. Examples include bibliographies, commentaries, encyclopedias, textbooks, magazines, and newspapers.
- **Agrarian Society**: A community that is centered around and supported by large-scale farming.
- **Economic System**: The production and distribution of goods and services within a society.
- **Economics**: The branch of knowledge concerned with the production, consumption, and transfer of wealth.
- **Capital**: Wealth in the form of money or other assets owned by a person or organization.
- **Market Economy**: An economy in which supply and demand drive economic decisions.
- **Circular Flow Chart Model**: An economic model that shows the flow of money through the economy.
- **Scarcity**: In short supply of, or shortage of.
- **Production Possibilities Curve**: A curve that illustrates variations in the amounts of two products that can be produced if both depend upon the same finite resource for their manufacturing.
- **Equilibrium**: The state in which market supply and demand are equal, and prices become stable as a result.
- **Elasticity**: The degree to which individuals, consumers, or producers change their demand or the amount supplied in response to price or income changes.
- **Indicators**: Statistics used to measure current conditions as well as to forecast financial or economic trends.
- **Protectionism**: Government policies that restrict international trade to help domestic industries.
- **Evidence Based Claims**: A claim that is supported with specific evidence rather than opinions.
- **Credible Sources**: The term refers to reliable sources. According to professionals in the subject area, the references are acceptable, trustworthy, and valid. This implies that any sources that are not credible are not to be used.
- **Interoceanic**: Existing or extending between oceans.
- **Global**: Relating to, or involving, the entire world.