

Social Studies Standards Public Comments

Social Studies Exhibit 1

Date Submitted: October 22, 2014
Joseph Royall-McKeown, Representing Self

None at this time.

Social Studies Exhibit 2

Date Submitted: October 28, 2014
Robert E. Wright, Higher Education

As a professor of political economy at Augustana College in Sioux Falls, I find in my classes (which include general education courses as well as more specialized courses in history, economics, government, and business) students from South Dakota with a limited understanding of basic business, civics, economic, geographical, and historical concepts, skills, and content knowledge. Having reviewed the current and proposed standards, I can see why! For starters, US history should not be split into pre-Civil War for 8th graders and post-Civil War for 11th graders. Rather, 8th graders should come to have a general understanding of all of U.S. history, including chronology, and a basic introduction to primary source analysis. In 11th grade, students should again cover all of U.S. history but with less emphasis (just a refresher) on the chronology and basic terms and greater emphasis on the analysis of primary sources, along with a basic introduction to some major historiographical debates. The economics standards are a mess ... they do not appear to have been written by an economist. I suggest instead adopting/adapting the microeconomics and macroeconomics sections of the IB (international baccalaureate) programme (leaving off its international economics and development economics sections). That will ensure that our students are up to international standards on the two most important parts of the subject. (Students interested in business, policy, etc. can pick up the rest in college if they have a firm grounding in micro and macro principles.) I won't presume to critique the geography or civics standards but I would not be surprised if specialists found fault with them given what I have seen from my 3 children, all of whom are in middle or high schools in SF. Perhaps other IB subject guides can prove of help there as well.

Social Studies Exhibit 3

Date Submitted: November 3, 2014
No Name Submitted, Representing Self.

It would be more convenient if all sep, ccc, and dci info was presented on the same document or in order with the standards instead of having to search different locations

Social Studies Exhibit 4

Date Submitted: November 10, 2014
Justin Clerxc, Standards workgroup committee member

I really like the new standards that the workgroup created for two reasons. First – it marries the SD State Content Standards and the CCSS standards for with teachers and schools are held accountable. By combining the two not only are teachers able to easily find which standards apply to their lessons, but also will naturally meet both sets of standards by following the guidelines set forth by the committee. Secondly, I feel that the

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new standards improve both the vertical and horizontal alignment of the social studies curriculum I really like the new standards that the workgroup created for two reasons.

Social Studies Exhibit 5

Date Submitted: November 12, 2014

Charles Gritzner, Standards workgroup committee member

Geography education has undergone tremendous change since the days its content was more a load on the student's memory, than a bright light in his or her mind. Fortunately, during recent decades, the rote memorization of mind-numbing facts has given way to conceptually-based teaching and learning. The draft of the state's Geography Standards reflects current national (rather than Federal) trends in geography curriculum, instructional materials, course content, teaching, and learning. They incorporate what most geography educators consider to be a "cutting edge" contemporary instructional framework based upon fundamental geographical concepts, tools, and methods. Yet while the guidelines establish instructional *goals*, they remain very flexible in terms of those guideposts that mark the pathway toward achieving their objectives. They afford school districts and individual educators considerable latitude in determining the specific content and teaching strategies employed in attaining the recommended educational goals. I believe that the proposed South Dakota Geography Standards reflect the very best strategies embodied in contemporary K-12 geography education.

Charles F. Gritzner, PhD
Distinguished Professor Emeritus of Geography
South Dakota State University

Social Studies Exhibit 6

Date Submitted: November 12, 2014

Erica Bell, Standards workgroup committee member

I believe the committee went through a thorough process in selecting these standards. First we learned about recent research and developments in "national" standards in the social studies field. We then went through a collaborative process of determining how these standards applied to education in South Dakota. Throughout this process the writing process remained fair and balanced. I believe all sides and opinions were heard. In the end I think the document is much more relevant and rigorous to students' lives. If you have any further questions please contact me via email at: Erica.Bell@k12.sd.us

Social Studies Exhibit 7

Date Submitted: November 12, 2014

Tim Woodson, Representing self.

Referring to History. I just visited an Elem. school in the state and found the same problem in information we are teaching our children. The facts do not and have not ever supported America schools teaching that Christopher Columbus discovered the 'American' Continent. We need to teach correct/factual information to our children. I will be glad to provide all information on this topic. Let's stop this. He doesn't even deserve any Holiday. I will be a teacher in two years, and will do my best to spark this change in America. v/r Tim Woodson 3039067537

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Social Studies Exhibit 8

Date Submitted: November 13, 2014

JoAnne Bohl, Standards workgroup committee member

I would like to thank the South Dakota Department of Education for the opportunity to be part of the South Dakota Social Studies Content Standards Review Team. It was an honor to work with dedicated and passionate Social Studies teachers to help develop these standards for our content area. I think the proposed content standards are an excellent end product of what 21st Century Social Studies education should look like for the state of South Dakota. This was truly a collaborative process that used a research based top-down approach in design, always targeting the following question: "When a student leaves our K-12 school system, what do we want them to have mastered regarding their social studies education and the skills needed to empower them as citizens of the 21st Century?" These proposed standards strike a balance between empowering students with questioning, research, and communication skills while protecting the integrity of basic social studies content which is fundamental for citizenship in a constitutional democracy. I endorse the adoption of the proposed Social Studies Content Standards for the state of South Dakota.!

JoAnne Bohl!
West Central High School!
Hartford, South Dakota!
Years Teaching Social Studies: 26!

Social Studies Exhibit 9

Date Submitted: November 13, 2014

Laura Plowman, Standards workgroup committee member

Sam,

Feel free to read the following statement at the public hearings. I will not be attending the Pierre meeting.

This message is from Laura Plowman, a social studies teacher at Brookings High School. I was part of the Social Studies Standards workgroup this summer and am very pleased with the group and the standards it developed.

A note on our process: We met over eight days this summer to review our current standards, look at other state standards documents as well as national standards, and devise the current recommended standards. A significant change worth noting regarding our proposed standards is the fact that they are integrating something called the "College, Career, and Civic Life Framework," or C3 Framework. The framework is a skills-based framework that, as their site says, has objectives to "enhance the rigor of the social studies disciplines (and) build critical thinking, problem solving, and participatory skills to become engaged citizens." Additionally, the C3 Framework was developed to incorporate social studies-relevant Common Core standards, thus freeing Social Studies teachers to work with just one standards document that meets multiple stakeholder expectations. We selected C3 skills and melded those with agreed-upon content to create our current proposed standards.

During our summer meetings, my work was primarily in the area of high school history. I appreciate the new World History standards. Currently, World History has only two, very broad standards and the "enabling skills" portion reflects a very Western focus on World History. I feel these proposed standards incorporate needed skills and critical thinking expectations and additionally enable teachers to broaden the World History focus beyond just that of modern Western Civilizations course if they wish to do so.

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You may be aware that there was ongoing discussion regarding the scope of the US History standards. The teachers working on these standards felt very passionate about providing our students with an excellent foundational knowledge of US History. We soon learned in our discussions that current US History courses around the state vary in the scope of this course. The state currently offers three US History courses: Comprehensive US History (which may include Pre-Columbian history), Early US History (which goes until about 1870), and Modern US History (which begins about 1870). Some schools offer two semesters of Modern US History, while others, such as my own, offer a comprehensive course.

Current US History Standards only contain content from 1870s to the present. A good deal of discussion went into whether our proposed US History standards should include content relevant to our offered Comprehensive and Early US History courses in order that these courses, too, be guided by standards. The concern was, however, that additional US history standards require schools to change curriculum and course offerings and see extra costs. It was decided to include content standards for the period from 1770 to 1870 and that the standards document would designate which content standards are relevant to which specific state-approved courses. I feel this is a beneficial solution and provides standards for all US History courses, whether comprehensive or Modern US, offered around the state.

I recommend the adoption of the proposed Social Studies Standards.

Sincerely,

Laura Plowman

Social Studies Exhibit 10

Date Submitted: November 13, 2014

Amy Long, Standards workgroup committee member

The workgroup was diligent in their efforts while working on this document. We are proud of our work and believe that we have created standards that will challenge South Dakota students in their study of social studies. We believe that these standards will help prepare students for college, career and civic readiness.

Social Studies Exhibit 11

Date Submitted: November 19, 2014

Jeremy Risty, Educator (teacher, administrator, curriculum director, SPED director, etc.)

Upon reviewing the proposed American history standards, my colleagues and I are very concerned about the breadth that we will be expected to cover in American history. In our view, the expectations to cover early American history will preclude the opportunity to adequately cover more modern American history. We feel that more recent history is much more directly relevant and applicable to the lives of our students. This content, however, we feel is being marginalized in these proposed standards.

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Social Studies Exhibit 12

Date Submitted: December 6, 2014

Christen Hildebrandt , Educator (teacher, administrator, curriculum director, SPED director, etc.)

The new standards are great and easier to use. They also challenge students and teachers to go deeper in the classroom. These new standards should be adopted!

Social Studies Exhibit 13

Date Submitted: January 2, 2015

Stephanie Kaufman, Educator (teacher, administrator, curriculum director, SPED director, etc.)

I am a SD high school Government teacher. Overall, the proposed Civics/Government standards provide a good starting point, however I feel there are a few omissions that should be corrected. In the K-12 C.3 section, there needs to be a more general statement about understanding the structure, organization, powers and function of each of the three branches of government. 9-12 C.3.3 is too narrow and should include topics like the nature and extent of executive power and the role of the federal bureaucracy and actual functions of the Executive branch beyond just the role of the Electoral College. C.3.4 should include the state & federal court systems and landmark decisions of the US Supreme Court, in addition to judicial review. C.3.5 should include an understanding of interstate relations as well as state & federal "powers" instead of "levels of authority". K-12 C.4 should read "of America's democratic republic" rather than just "American democracy", because it is a more accurate description of our system. 9-12 C.5.7 may have a typo--should be civil disobedience rather than obedience? I feel there are a few other omissions in general that must be included to make this a complete set of state standards. There should be a specific standard addressing the relationship of individual liberties and the concept of a limited government including civil liberties, property rights, due process of law, and the rights of the accused. There should also be a standard addressing equality before the law and civil rights. There is also no standard for the election process, i.e... primary, caucus, nomination, convention, etc..and the expansion of voter rights and current voter trends/ voter behavior. In addition there should be a standard addressing the federal budget process including fiscal policy of taxation, borrowing, spending and monetary policy of setting interest rates and printing money (buying or selling treasury notes). Our students need to understand our national debt situation and this is not included in this draft of standards. There should also be some mention of an over-arching theme of liberty v. security, especially in light of the changes we have seen since 9/11 in regard to our natural rights and the social contract. Also, the Amendment process is missing. One last note, I found it odd that "through the use of compelling questions" was used at the end of some of the standards such as C.1.1 and C.1.5, C.3.5 and C.4.1. That is not really a standard but rather a teaching practice or method. I thank those who worked on the draft version. It is not an easy task, but I think these additions could make these standards even better.

Social Studies Exhibit 14

Date Submitted: January 29, 2015

Jeff Palmer, Educator (teacher, administrator, curriculum director, SPED director, etc.)

I am disappointed that that new US History standards were not approved and that we are further lengthening this approval process. I was part of a group of US History teachers that met in October 2014 and I believe that we were a good cross section of the High School US History teachers from across the state. We were able to come to a compromise that appeased both sides of the argument and I felt very confident in the standards that we ultimately agreed upon. I believe that as South Dakota High School US History teachers we are the experts in the field and that our opinions and decisions would be held in high regard. However this

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latest delay proves that our compromise was not taken seriously and I feel that we are being undermined. I believe that the proposed standards provide districts with options to keep control at a local level. If districts want to teach US History from the founding of our democracy through the present they have that option and now they have standards that can support their teaching. The proposed standards also allow districts to continue to teach reconstruction to the present with standards to support the instruction just as they have did for the previous seven years. We cannot allow our standards to be held hostage by a few in the minority. These proposed standards were created by educators and refined by the teachers who actually teach the subject in High School. The proposed standards need to be implemented so we can continue to educate students who are career ready, civic ready, and college ready. Thank you.

Social Studies Exhibit 15

Date Submitted: February 2, 2015

Justin Clercx, Standards Workgroup committee member

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

Below is a list of modified standards. Standards that have been modified from their original version have a rationale below the standard. This was done by a joint effort of the Social Studies 8th Grade Standards Subgroup to reflect updates made to establish consistency in the anchor standards of history – Submitted on behalf of the 8th Grade Social Studies Standards Workgroup: Justin Clercx, Amy Long, Patrick Cass, Marta Belfrage, Tracey Larson and Erica Bell.

8. H.2.1 Construct an argument that acknowledges the strengths and weaknesses of Patriot and Loyalist sides. Rationale: The standard already requires the use of multiple sources so it is redundant to include it in the outcome too. This will also create consistency with all of the outcomes for this standard in their design.

8. H.3.3 Compare and contrast the Federalist and Anti-Federalist philosophies of Americans during the ratification process. Rationale: To remain consistent in the construction of outcomes we will put Federalists and Anti-Federalists in the outcome instead of in parenthesis. We added the word compare to the outcome to highlight where the Federalists and Anti-Federalists were alike in their thinking.

8. H.4.2 Explain how the Declaration of Independence influenced the colonies. Rationale: The original outcome was wordy and inconsistent with the other outcomes. By asking students to explain The Declaration of Independence they will have to show understanding of the ideas and principles of the document. Also, by asking students to explain how the document influenced the colonies they are not limited to just exploring the social and political systems.

8. H.5.1 Generate a compelling question and supporting questions that address the impact of conflicting points of views in US government. Rationale: The old outcome is too specific to the relationship between Americans and Native Americans. This standard requires the outcomes to be more general so that they can apply to a wide variety of topics. The new wording of the outcome allows students to apply this very important standard to any number of topics throughout their eighth grade US History course.

Social Studies Exhibit 16

Date Submitted: March 5, 2015

Tim Woodson, Representing self.

When will the state stop teaching the incorrect referencing of Christopher Columbus discovering the continent and stop saying that it is correct of America's founding fathers to give claim and honor to him. ??? I will write the U.S. Dept. of Ed. to address this issue as well. There is no reason that Leif Eriksson and his family are not given proper and correct credit of discovering this continent, which we call home now. I will be asking Congress, through the U.S. Dept. of Ed. to get this correct, and to have the holiday renounced and stopped. I will also request through representation in Congress to have our capital district renamed, since this

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is not correct and is teaching Americans incorrect information, making us look like ignorant fools to the rest of the intelligent world.

Thank you very much for your time. Let's make this correct. v/r
Tim Woodson 3039067537

Social Studies Exhibit 17

Date Submitted: March 12, 2015

Nicole Osmundson, Parent, Representing self.

Standards 6.H.1.1-2- Standards seem vague. Which key global/historical events? Could you list 5-6 major events to give a guideline?

8th grade civics standards to include current South Dakota Congress people knowledge.

Standard 8H2.4- I like this standard but wondering if a similar standard could be added with the American Revolution? It could read- Associate key individuals with their roles in the American Revolution.

Social Studies Exhibit 18

Date Submitted: March 12, 2015

Florence Thompson, Retired School Psychologist, Representing self.

I object to the adoption of the standards for the following reasons:

1. Adoption of new standards at this time is in violation of the intent of South Dakota State Law (SDCL 13-3-48.1). The South Dakota legislature has wisely passed a law requiring the State Board of Education to pause development of new standards until 2016. It makes sense to wait, because Common Core is running into many implementation problems and into growing opposition across the country. At least two issues of constitutionality are headed for the US Supreme Court. Congress has legislation pending which could significantly weaken Federal interference in Education which would give the states more freedom.
2. These standards are not South Dakota standards but are a cynical Rebranding of the national Common Core Standards (CCSS). This same strategy of Rebranding has occurred in other states as the Common Core hierarchy struggles to maintain control. Using common sense, how can these be independently derived South Dakota standards? Is it just a coincidence that the proposed SD Standards still conform to the common core template in order to qualify for funding, align with the Common Core tests and textbooks and are nearly identical with every other state's Common Core standards?
3. Common Core is an unproven, radical, top-down-imposed transformation of the American education system. It moves US Education from a Knowledge system to a Process system. Its core tenet is called "Critical Thinking" but is not true critical thinking. This so-called "Critical Thinking" is constantly drilled into every lesson as the only acceptable thinking style. This "Discovery" method deliberately ignores the accumulated knowledge of civilization. Instead it forces children to constantly "reinvent the wheel" and then to verbally justify their findings. This method is radically experimental. It is the wrong learning style for many children, particularly visual learners (many Native Americans), simultaneous learners and those with poor short-term memory function. It is neuro-developmentally inappropriate for young children. Young children need to absorb and learn their knowledge base from adult example and instruction. This knowledge, they will later be able to use, as young adults, for true critical thinking or logical reasoning. Common Core methodically slows and fragments the learned acquisition of Knowledge. Instead it makes children dependent on constantly changing computer information for Knowledge base.
4. The extreme over-emphasis on "collaboration" forces conformity or "groupthink" on children. Individualism is discouraged. Individuals are not allowed to excel except through the group.
5. The Common Core compliant texts and materials/media reveal a political agenda with a pervasive bias against Western civilization, American values, Judeo-Christian morality, national sovereignty, constitutional rights, private property, economic freedom (capitalism), etc. Propaganda replaces truth in Science, History

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and Economics. Common Core is designed to indoctrinate children into conformity and political activism in accordance with the global/socialist agenda.

6. How can you be so blind as to cooperate with this monstrosity? What is the harm in waiting?

Social Studies Exhibit 19

Date Submitted: March 13, 2015

Ben Jones, Representing Self.

Thanks for the opportunity to address the board at its last meeting in Pierre. I appreciated that my concerns regarding a full American History course instead of only the second half of US history currently required, received a full airing and consideration.

I grew concerned however with the notion of allowing for "local control" regarding Social Studies standards and the indication that some districts may make different choices. If the Board of Education allows local control for Social Studies, why not Math, Science, and the other subject areas? I would think, and I could be mistaken, but that allowing options of standards in 11th grade US History would invite the question of having options for other subjects.

I also wanted to emphasize that by having two options for the content of a HS History course, it would make it difficult for students to know if they are prepared for college history and related humanities courses and for college faculty to know what to expect from former SD High Students enrolled in their humanities and social science courses.

Whatever the board's decision on this issue, myself and some other history educators from around the state intend on forming the South Dakota Council for History Education soon and look forward in partnering with the Dept. of Education to assist K-12 History educators in switching over to the new standards, whatever they may be.

Regards,

Ben Jones, Ph.D.

Dean

College of Arts and Sciences,

Dakota State University

I appreciate your work and time on these tough issues and look forward to more and better history education in South Dakota.

Social Studies Exhibit 20

Date Submitted: April 2, 2015

Deb, Representing Business and/or Industry.

I completely agree with the Economics change. Starting early and requiring it as a stand alone course in HS is critical for student development and preparation. Econ 201 and 202 are required courses for all college degrees, Students struggle with the courses, let's help them be better prepared. If a student does not attend college, it is simply crucial information for independent living and life. An understanding of our economic system is absolutely necessary for career and community success.

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Social Studies Exhibit 21

Date Submitted: May 15, 2015

Catherine Billion, Representing self.

SD DOE is in a position to hand over control of the education of its own children to an entity unknown to many SD citizens (UNESCO, The United Nations Educational, Scientific and Cultural Organization under "Agenda for the 21st Century" Sustainable Development Program).

The NCSS "College, Career, and Civic Life (C3) Framework For Social Studies State Standards" are not South Dakota's. They are universal standards, therefore not unique to our SD learners. Many "stakeholders" who stand to advance their own agendas, had their hand in writing these standards (NSSSA, National Geographic, NCHE, NCGE, NHD, Center For civic Education, CUFA, and CRFC, to name a few).

What is very apparent about the process that SD DOE has undergone to "adopt" (not "re-write") the standards/curriculum/assessments for our children, is the "top-down approach" used. These national sets of standards were imposed, initially, with Common Core Math and English, which paved the disordered "process path" for now adopting the "complete set" of national standards (NGSS: science, ISTE: ed tech, NCSS: social studies, and forthcoming FoSE: Future of Sex Ed- National Sexuality Education Standards). Ironically, as the National Governors Association and Council of Chief State School Officers, with virtually no approval/awareness of citizens, adopted the universal Common Core Standards in the United States prior to their even being written/published, now the Science, Social Studies, Tech Ed, and Sex Ed curricula and assessments are already written, prior to the SD DOE even voting to adopt these national standards by which they were written!

This process undermines South Dakotan's intelligence and values (e.g. The proposed universal NGSS curriculum materials for every grade level are currently on display for viewing at the Sioux Falls School District Instructional Planning Center through May 22. I personally viewed the materials Wednesday, and highly encourage each of you to do so); *note, these curriculum materials are currently proposed prior to SD DOE even approving/voting on the standards by which they were written! The obvious global education agenda (UNESCO) with its materials/assessments has placed SD teachers in a difficult spot, to have to "adapt" the materials to fit South Dakota students' unique, individual needs, yet simultaneously attempting to help them achieve on the National Smarter Balanced Assessment. They don't have time to do both.

We are South Dakotans with South Dakota characteristics: values, economy, geography, science, values, all VERY unique to every other state in our nation, yet the private stakeholders (non-elected, national, non-governmental organizations: NGSS, ISTE, NGSS, FoSE, and Smarter Balance Assessment Consortium, who stand to make billion of dollars from this educational shift), and who are dictating the standards/curriculum/assessments, in concert with each other in all subject areas, are in control of what our SD students are being taught. It is unethical, and because of the digital format of the books, content can be manipulated /changed overnight.

I urge you to reject the proposed Social Studies Standards, in order to preserve the freedom SD teachers enjoy, to teach what is good, true, and beautiful in social science in this great state. I am grateful for the freedom and opportunity to voice my opinion.

Catherine Billion
Sioux Falls

Social Studies Exhibit 22

Date Submitted: July 7, 2015

Lyle Kovalenko, Representing self.

I am commenting from the perspective of a parent of four children in grades K-8, as well as that of a social studies educator. I am commenting in regard to recent criticism that the proposed standards should include a focus on early American history at the high school level. I do not believe that is best for our students. Our

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teachers do an excellent job of teaching early American history at the K-8 level. Students in American Government courses in high school would also learn the events and people that shaped our constitution. Finally, if we focus on too much on early American history, we will fail to prepare our students for our current global realities. For example, a strong understanding of the Cold War is beneficial for understanding current US-Russian relations. I would urge the SD BOE to adopt the standards as proposed.

Social Studies Exhibit 23

Date Submitted: July 14, 2015

Jay D. Vogt, Director, Representing SD State Historical Society Board of Trustees.

The South Dakota State Historical Society Board of Trustees adopted the following resolution at their May 28, 2015, meeting.

Resolution

“The South Dakota State Historical Society Board of Trustees strongly urges the South Dakota Department of Education Social Studies Standards Working Group to adopt guidelines at its July 2015 meeting in Rapid City to:

- (1) Promote the study of South Dakota history in South Dakota high schools, in addition to the fourth grade, and;
- (2) Promote the study of the first hundred years of American history, especially the American founding and the framing of the Constitution, in South Dakota high schools.”

Thank you for your consideration. Jdv

Jay D. Vogt

Social Studies Exhibit 24

Date Submitted: Aug. 18, 2015

Benjamin F. Jones, Representing self

Dear President Kirkegaard and the members of the South Dakota Board of Education,

We are writing to you regarding the U. S. history standards for South Dakota’s high school students. We encourage you to take this opportunity to define 1 credit of US History as the comprehensive course (1776 to the present), rather than allowing districts to select a “modern only” standard.

Over the years that the current standard has been in place, one of the results has been students matriculating at our universities who are less prepared for college level work in U. S. history courses than their predecessors. Our current students are challenged when asked to think historically. By that we mean they are unfamiliar with the use of sources, the identification of bias, analysis of information, understanding context, and the development and practice of research that aid them both inside and outside the discipline of history. These practices build and refine critical thinking skills necessary for all professions and are therefore useful in many careers. Learning to “do” history builds skills not only for history class, but also for students’ professional and personal lives. When they arrive at college without sufficient skills along these lines, their chances for success with other courses are diminished as well.

Furthermore, and perhaps even more importantly, knowledge of history informs their citizenship. It is vital for citizens to understand their rights and their obligations in our Republic. Recently the South Dakota Supreme Court held, “The constitutional language and intent of the framers guarantee the children of South Dakota a constitutional right to an education that provides them with the opportunity to prepare for their future roles as citizens, participants in the political system, and competitors both economically and intellectually.” The emphasis is in the original. These thoughts comport with the intent of the framers of our

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Republic, the drafters of the Declaration of Independence and the Constitution, and those who sought to expand those ideals to others in what ultimately became the Civil War. Civil War veterans heavily influenced the founding of this state and the drafting of our constitution. They maintained these ideals by placing them in our state's constitution. Our education standards should strive to meet their goal.

It is our view that the current standard that covers early American history in 8th grade and modern American history in 11th grade is inadequate to the task. To begin to understand early American history requires knowledge of the terms, the dates, the major events and context, which is best done in 8th grade, but to fully understand that distant era also requires age appropriate explanations, analysis that comes with maturity, and contextualization that can only come with greater command of language. We encourage the board to leave 8th grade American history as it is, while placing early American history in the first half of the 11th grade year. Doing so is not duplicative, but rather re-engages the more mature student with increasingly complex material that builds upon their existing knowledge. By doing so, we hope that students will have greater success understanding their history and ultimately employing it as a citizen. Rarely is there an opportunity to improve something so dramatically for so many students, with so little expense. By simply defining the standard of 1 credit of U. S. history in high school as the comprehensive history course, we believe we will see an improvement in college preparedness for thousands of children. Because history skills are used in many disciplines, this change will enhance successful student performance, not only in history classes, but also in all the social sciences and humanities subjects. The AP U. S. history course already is designed to be comprehensive and we are advocating that all our students receive the same content. Those students not going on to college will also benefit for all the reasons the South Dakota Supreme Court described, for they will be better able to understand their rights and their obligations as citizens through the exercise of their critical thinking skills.

For these reasons, we urge you to make comprehensive American history the only way to earn 1 credit of U.S. history for South Dakota's high school students. We make this recommendation independently of our respective institutions and the South Dakota Board of Regents.

Sincerely,

Benjamin F. Jones,

Ph.D. Dean and Associate Professor of History College of Arts & Sciences: Dakota State University

Kurt Hackemer, Ph.D. Chair and Professor

Department of History, Philosophy & Native Studies: University of South Dakota

William Prigge, Ph.D. Head and Associate Professor of History

Department of History, Political Science, Philosophy and Religion: South Dakota State University

Steven A. Usitalo, Ph.D. Professor of History Chair,

Department of History, Sociology, Political Science and Geography: Northern State University

Steven J. Bucklin, Ph.D. Professor of History

Department of History, Philosophy & Native Studies: University of South Dakota

Michael J. Mullin, Ph.D. Professor of History N.E.H. Chair of Regional Heritage

Augustana College

Robert E. Wright, Ph.D. Nef Family Chair of Political Economy

Augustana College

Kurt E. Kemper, Ph.D. Professor of History: Dakota State University

Brad Tennant, Ph.D.

Professor of History American Studies Program Director: Presentation College

Charles Vollan, Ph.D. Associate Professor of History: South Dakota State University

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Robert Wellman Campbell, Ph.D. Former Associate Professor of History: Black Hills State University

Thomas Agostini, Ph.D. Research Fellow, The Fred W. Smith National Library for the Study of George Washington & Assistant Professor of History: South Dakota State University

Sara Lampert, Ph.D. Assistant Professor of History Department of History, Philosophy, and Native Studies: University of South Dakota

Elise Boxer, Ph.D. Assistant Professor of History Department of History, Philosophy and Native Studies: University of South Dakota

Stephen Jackson, Ph.D. Assistant Professor of History: The University of Sioux Falls

Thomas Arnold, Ph.D. Instructor of History: Black Hills State University

Jon K. Lauck, Ph.D.

Adjunct Professor of History, University of South Dakota: Member South Dakota State Historical Society Board of Directors

Member Senator Karl Mundt Archives Board of Directors

Jennifer Lacher-Starace, M.S Instructor of Secondary Education Department of Teaching, Learning, and Leadership: South Dakota State University