

Grade 6

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

Grade 6 World History		OSEU Connections						
		1	2	3	4	5	6	7
K-12.H.1 Students will analyze how major events are chronologically connected and evaluate their impact on one another.								
6.H.1.1	Classify key global events in chronological order					X	X	
6.H.1.2	Examine the chronology of historical events throughout the world to analyze their impact on the past, present, and future					X	X	X
K-12.H.2 Students will analyze and evaluate the impact of people, events, ideas and symbols upon history using multiple sources.								
6.H.2.1	Analyze the development and cultural contributions that gave rise to the earliest human communities		X	X		X		
6.H.2.2	Analyze the development and cultural contributions that gave rise to the agrarian societies		X	X		X		
6.H.2.3	Analyze the development and cultural contributions including large-scale empires and major religions		X	X		X		
6.H.2.4	Analyze the development and cultural contributions that gave rise to economic systems and political institutions		X	X		X		
K-12.H.3 Students will analyze and evaluate historical events from multiple perspectives.								
6.H.3.1	Compare and contrast primary and secondary sources to identify multiple perspectives of the same event		X			X		
K-12.H.4 Students will identify and evaluate the causes and effects of past, current and potential events, issues and problems.								
6.H.4.1	Consider alternative courses of action or outcomes for historical events	X		X		X		
6.H.4.2	Determine how decisions made by individuals affected historical events	X	X	X		X		
6.H.4.3	Explain how events and ideas in ancient civilizations influence humans today			X		X		
K-12.H.5 Students will develop historical research skills.								
6.H.5.1	Identify the difference between a compelling question and supporting questions	N/A						

6.H.5.2	Determine whether a source is appropriate for answering compelling and supporting questions	N/A					
6.H.5.3	Utilize primary and secondary sources and examine the credibility and intent of those sources			X		X	

Grade 6 Civics/Government		OSEU Connections						
		1	2	3	4	5	6	7
K-12.C.1 Students will explain, compare and contrast, and analyze the historical principles and philosophical purposes and various forms of governments.								
6.C.1.1	Compare and contrast ancient forms of government		X			X		
6.C.1.2	Identify how government decisions impact people, places, and history			X			X	
6.C.1.3	Identify the ways in which governments meet the needs of citizens, manage conflict, and establish order and security			X		X		
K-12.C.2 Students will explain the historical impact of primary founding documents including but not limited to, the Declaration of Independence, the US Constitution, the US Bill of Rights, and subsequent amendments.								
6.C.2.1	Explain the historical impact of ancient world history documents created by ancient civilizations			X		X		
K-12.C.5 Students will understand the ways in which a citizen can use their basic rights to influence the decisions of the republic.								
6.C.5.1	Explain ways that people can affect or influence society and government		X	X				

Grade 6 Economics		OSEU Connections						
		1	2	3	4	5	6	7
K-12.E.4 Students will explain how different economic systems coordinate and facilitate the exchange, production, distribution, and consumption of goods and services.								
6.E.4.1	Explain societies' attempts throughout history to satisfy their basic needs and wants	X				X		
6.E.4.2	Identify basic economic systems present throughout ancient civilizations and how those systems contributed to the success or failure of the respective civilization	X				X		
6.E.4.3	Identify the effects of economic systems on society	X	X					

Oceti Sakowin Essential Understandings

OSEU 1 - The original land base and natural resources of the Oceti Sakowin were under communal stewardship prior to immigrant settlement. The Oceti Sakowin tribes have a distinct and unique interrelationship with the environment that contributes to South Dakota.

- Indicator 1 - Analyze the land base and natural resources of the nine reservations in South Dakota.
- Indicator 2 - Analyze the interrelationships of the Oceti Sakowin people, places, and the environment as they relate to all reservations in South Dakota.
- Indicator 3 - Evaluate the strategies in which the tribal governments and other leaders are taking action to improve the lands and natural gifts.

OSEU 2 - There is variety and resiliency among individual Tribal people as identity is developed, defined and redefined by entities, organization and people. A continuum of tribal identity, unique to each individual, ranges from assimilated to traditional lifestyle. There is no “generic American Indian”.

- Indicator 1 - Analyze the impact of Euro-American ideals, values, rights, philosophy, and beliefs of Oceti Sakowin people as tribal, state, and US citizens.
- Indicator 2 - Analyze the knowledge and understanding of the relationship between spiritual, physical, social and emotional health of the Oceti Sakowin.

OSEU 3 - The origin, thought and philosophy of the Oceti Sakowin continues in the contemporary lifestyles of Tribal members. Tribal cultures, traditions and languages are incorporated and are observed by many Tribal members both on and off the reservations.

- Indicator 1 - Evaluate the different forms of Lakota/Dakota/Nakota language dialects.
- Indicator 2 - Analyze the Oceti Sakowin sacred sites, creation stories, star knowledge and how they relate to each other.

OSEU 4 - The Oceti Sakowin kinship systems provide a framework for both individual and group behavior. Its unwritten rules promote harmony, compromise, a sense of order, and group cohesion.

- Indicator 1 - Analyze the importance of the Oceti Sakowin family structure and extended family.
- Indicator 2 - Analyze the Oceti Sakowin social etiquette, proper behavior and values.

OSEU 5 - History told from the Oceti Sakowin perspective, through oral tradition and written accounts, frequently conflicts with the stories mainstream historians tell and becomes subjective information. Currently historical perspective is being revisited to be more inclusive.

- Indicator 1 - Analyze the Oceti Sakowin culture through oral tradition, written accounts and unbiased information.
- Indicator 2 - Analyze the impact of Imperialism and Manifest Destiny and its impact on the culture of the Oceti Sakowin.

OSEU 6 - Federal policies and treaties put into place throughout American history have affected Oceti Sakowin people adversely. Tribes as sovereign nations have the authority to enter into government to government relationships. Currently, the relationships with the States are not the same for each tribe.

- Indicator 1 - Analyze the Oceti Sakowin historical eras recorded through Oceti Sakowin Winter Counts.
- Indicator 2 - Analyze how land stewardship began to change through the process of treaty-making to land ownership.
- Indicator 3 - Analyze the historical eras of the Oceti Sakowin to examine the connection between the cause/effect relationships during the Removal and Relocation era.
- Indicator 4 - Analyze the reorganization and self-governance time period of the Oceti Sakowin.

OSEU 7 - The essential philosophy of the Oceti Sakowin wicoun (way of life) is based on the values of the Oceti Sakowin which has created resiliency of the Oyate. Tribal communities have put considerable efforts into economic development ventures, Tribal universities, alternative education, wellness centers, cultural, traditions and language revitalization.

- Indicator 1 - Analyze the policies that were established during the self-determination era to make a positive change for tribal communities.
- Indicator 2 - Analyze the actions taken by individuals and communities in an effort to bring about positive social change.