

South Dakota Social Studies Standards

Revised Proposed 3/30/23

Table of Contents

Introduction	2
Dear Teacher.....	3
Notable Adjustments	6
Kindergarten Introduction to America.....	10
1 st Grade World: to 315 and America: 1492-1787	14
WORLD HISTORY: To 315	14
AMERICAN HISTORY: 1492-1787	17
2 nd Grade World: 315-1492 and America: 1787-1908	21
WORLD HISTORY: 315-1492.....	21
AMERICAN HISTORY: 1787-1908	24
3 rd Grade World: To 60 B.C.E. and America 1492-1763.....	30
WORLD HISTORY: To 60 B.C.E.....	30
AMERICAN HISTORY: 1492-1763	33
4 th Grade World: 60 B.C.E.-C.E. 1300 and America: 1763-1820.....	37
WORLD HISTORY: 60 B.C.E.-C.E. 1300.....	37
AMERICAN HISTORY: 1763-1820	40
5 th Grade World: 1300-1648 and American 1820-1908.....	47
WORLD HISTORY: 1300-1648.....	47
AMERICAN HISTORY: 1820-1908	49
6 th Grade Influential Ideas in History and Civics: To 1815	55
7 th Grade America: 1492-1877	65
8 th Grade America: 1877-2008.....	85
9 th -12 th Grade World History: Ancient to Modern.....	98
9 th -12 th Grade World Geography	111
9 th -12 th Grade Economics.....	115
9 th -12 th Grade United States History: 1492-2008	123
9 th -12 th Grade United States Government/American Civics	158

Introduction

On behalf of the people of South Dakota, the Social Studies Content Standards Commission has been tasked with developing social studies standards for the state of South Dakota. In response to this task, we are pleased to share these proposed Social Studies Standards for South Dakota classrooms. The standards serve as a common foundation of knowledge shared by all students, regardless of background or school attended.

In the words of the Constitution of the State of South Dakota, “The stability of a republican form of government [depends] on the morality and intelligence of the people.” Therefore, we believe South Dakota children in their study of history, civics, geography, and economics, deserve the following.

- Genuine content in the form of specific stories, historical figures, maps, research, images, and historical documents
- Sound skills for making sense of the past, understanding their neighbors, earning a livelihood, and exercising the rights and responsibilities of citizenship with prudence
- Honest, balanced, and complete accounts of historical events and debates that foster a love of country that, like any love, is not blind to faults
- History and civics instruction free from political agendas and activism

We believe parents desire that their children learn to be wise and virtuous. The state, echoing the American founders, requires a citizenry that is wise and virtuous in order to sustain free self-government.

That is why the South Dakota Social Studies Standards can serve both as a course of study for South Dakota children, but also as the leading model for how to teach children across America about their country.

Dear Teacher

When it comes to a child’s formal education, the teacher is the heart of the school, and is, indeed, the most important part to making school a joy and success for the student. The standards, in the hands of an excellent teacher, can create an experience of wonder and delight that endures for a lifetime.

While the content of the standards is determined by principles outlined in the “Introduction,” the depth and structure of the standards have teachers foremost in mind. We hope that the standards will support teachers in three main ways.

- **By providing teachers with substantial and meaningful content to teach.**
- **By providing teachers with a chronological ordering to standards.**
- **By providing straightforward language, using commonplace vocabulary for determining if a student has achieved a standard.**

We are eager to see the fruits of these standards in the lives of South Dakota children, but also in the lives of South Dakota teachers. It is, after all, teachers who will make the standards a success. We trust that the standards and future supplementary resources from the Department of Education will give you the support you need to make teaching social studies in South Dakota a hallmark of teaching in the state.

Thank you for your dedication to the next generation of South Dakotans.

Social Studies Standards Revision Commission

Mark Miller, Chair of Commission

Joe Circle Bear

Janet Finzen

Dr. Stephanie Hiatt

Dr. Benjamin F. Jones, State Historian

Dylan Kessler

Aaron Levisay

Christopher Motz

Shaun Nielsen

Fred Osborn, State Director of Indian Education

Dr. Jon Schaff

Mary Shuey

State Representative Tamara St. John

Dr. Samantha Walder

State Senator John Wiik

William Morrissey, Facilitator

Dr. Joseph Graves

Secretary of Education

Department of Education

Guiding Principles for High Quality Standards

1. Standards must not indicate a specific textbook or curriculum, though they may be used to evaluate or develop textbooks and curricula. Specific curriculum decisions should be made at the local level by the school board or individual school.
2. Standards should not be exhaustive, nor should they prevent teachers from teaching topics or items not listed. Curricula and teachers can and must build out their lessons beyond the standards to create strong, dynamic learning experiences for students. After all, teachers are the irreplaceable and most valuable element in a student’s formal education. The standards merely serve as guidelines based on the minimum requirements for what should be taught in social studies classrooms. The standards serve as a common foundation of knowledge shared by all students, regardless of background or school attended.
3. Social studies standards should follow the natural order of historical events, moving chronologically as the events actually unfolded. Themes emerge from this chronology instead of being imposed upon it as an artificial lens through which students must learn. A chronological movement through history results in standards that make it easier for teachers to organize their lessons, give students a strong sense of how, when, and why things happened in history, and resist the temptation to cherry-pick facts to fit a preconceived ideology or narrative.
4. Since schools and teachers should have great autonomy in the crafting of their lessons, standards should merely indicate the minimum foundational knowledge all students should learn and share. In order to achieve this goal, standards should be unambiguous, offering greater specificity in their descriptions of what students should at minimum encounter in classroom instruction. Each standard should be written with clear, direct language that leaves little doubt about what is being asked of the teacher and student. This involves indicating actual topics and details about those topics to help instructors teach them successfully. This attention to detail provides teachers greater clarity on the basic knowledge they are to ensure their students encounter. It also guarantees that all students in the state have equal access to a shared foundational education regardless of background.
5. Students should be asked to demonstrate their knowledge in ways that reflect ordinary means of communication, such as: name, explain, tell of, describe, tell the story of, list, locate, tell the biography of, read, write, etc. School districts shall define the meaning of demonstrating knowledge and understanding. This clarity in the format and description of state standards gives teachers the confidence to know when they have met a standard in their instruction while affording teachers flexibility. The state owes this kind of respect first, to every teacher whenever it asks them to meet certain requirements; and second, to parents and students, so that all understand what is being taught in classrooms.
6. Social studies standards should spiral between grade levels, with students building on prior knowledge and deepening their understanding with each study of a given topic.
7. Social studies skills, history, geography, civics, and economics should be included at every grade level and should also build upon skills and knowledge learned in previous grades.

8. Inquiry-based learning is a pedagogical approach that lies outside the scope of a standard. The role of a standard is to outline *ends* while inquiry-based learning is one of several pedagogical *means* to achieving those ends. Nevertheless, every standard that aims at student understanding by having students explain something invites inquiry-based learning and specific pedagogical technique ultimately falls to the purview of the individual teacher and particular school.
9. The goal of K-12 social studies is not to create research-based historians, just as math class does not try to create professional mathematicians or science class research scientists. These are excellent pursuits best suited for high school electives and college courses. More properly, social studies standards should form the whole student, with a special care for forming wise and responsible citizens. This, of course, does not prohibit teachers from employing research projects as a pedagogical tool.
10. Debating current political positions or partaking in political activism at the bequest of a school or teacher does not belong in a K-12 social studies class, and the color of one's skin does not determine what one can or should learn.

Proposed

Notable Adjustments

Enhanced Content

Since standards should be meaningful and clear, there are several subpoints (labeled alphabetically) within each standard. Each subpoint is intended to provide clarity for teachers in their planning and instruction, however, is not equal in the amount of time it takes to teach, with some subpoints encompassing a class period while others a mere moment of quality instruction.

Expanded South Dakota and Native American History and Civics

An important element of history and civic education is teaching students about the history and government of their state, tribe, reservation, or locality. Typically, this is done through a single unit or year in the elementary school. These standards, however, expand and integrate state, tribal, and reservation history and civics into American History, pausing often at the appropriate points where a local event aligns with events in American History. This ensures students study the history of South Dakota and Native Americans frequently and in a manner that shows their contribution to the overall American story.

A separate one-semester high school elective class on South Dakota and Native American History and Civics may be developed. This can be an effective way to encourage soon-to-graduate students to learn, love, and choose to live in their home state of South Dakota.

Integrated Civics

A standalone high school civics course is an excellent opportunity to consider in greater detail the principles and functioning of the American republic. Until then, however, each history class requires a proper amount of civics-related topics in order for students to make sense of historical events and ideas. These standards integrate basic civics instruction into all American history classes at every grade level.

Spiraled Sequence

The standards are in accord with a chronological and spiraling study of subjects. Students will study world history four times and American History and/or civics five times. With each encounter, students build on what they previously learned, deepen understanding, and acquire a knowledge that endures long after high school graduation.

Grade	Subjects	
K	Introduction to America	
1	World: To 315	America: 1492-1787
2	World: 315-1492	America: 1787-1908
3	World: To 60 B.C.E.	America: 1492-1763
4	World: 60 B.C.E.-C.E. 1300	America: 1763-1820
5	World: 1300-1648	America: 1820-1908
6	Influential Ideas in History and Civics: To 1815	
7	America: 1492-1877	
8	America: 1877-2008	
9-12	World History: Ancient to Modern	World Geography
	*U.S. History: 1492-2008	
	*U.S. Government/ American Civics	Economics
	State and Native American History and Civics	

*Meets South Dakota graduation requirements: 1 unit U.S. History, .5-unit U.S. Government.

Streamlined Identification

Standards have been relabeled to improve accessibility. This allows for easier use by teachers as they teach and by parents who wish to see what their child is expected to study without having to be up to date on the most recent systems in education administration.

K.SS.1. The student learns the skills to complete the following tasks, completing each task with relative ease by the end of kindergarten.

- A.** The student can distinguish between a map and a globe. **G**

K = Kindergarten **SS** = Social Studies **1** = Standard **A** = Subpoint **G** = Geography

9-12.WH.1 Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of high school.

- A.** The student can use the six essential elements of geography to describe a region: spatial terms, places and regions, physical systems, human systems, environment and society, and the uses of geography. **G**

9-12 = High School **WH** = World History **1** = Standard **A** = Subpoint **G** = Geography

Key

SS	Social Studies
WH	World History
E	Economics
AH	American History
C	U.S. Government/American Civics
G	Geography
H	History

Kindergarten

Introduction to America

Proposed

Kindergarten

Introduction to America

K.SS.1. The student learns the skills to complete the following tasks, completing each task with relative ease by the end of kindergarten.

- A. The student can distinguish between a map and a globe. G
- B. The student can identify and explain a map of the classroom. G
- C. The student can name his or her town, township or city, county, state or reservation, country, and continent. G
- D. The student can distinguish on a map between oceans, lakes, rivers, and mountains. G
- E. The student can identify and describe differences in setting, housing, and clothing from different time periods. H
- F. The student can use sequential terms correctly to narrate personal and historical events, including first, next, last, before, and after. H
- G. The student can use a calendar correctly to identify days, weeks, months, and years and can correctly reference “today,” “yesterday,” and “tomorrow.” H
- H. The student can use chronological and temporal terms correctly to narrate personal and historical events, including now, long ago, in the future, last or next week, month, year, and present, past, and future. H
- I. The student can use the word “because” correctly in answer to questions of “why” and cause and effect. H
- J. The student can give examples of rules and laws. C
- K. The student can give examples of treating others with and without respect for the equal human dignity of each person. C
- L. The student can give examples of virtues and actions related to hard work, personal potential, and individual independence. CE
- M. The student can correctly use words related to work, including: E
 - food
 - clothing
 - home
 - job
 - money
 - make
 - serve
 - borrow
 - buy
 - sell
 - need
 - want

N. The student can recite the “Pledge of Allegiance” from memory. C

K.SS.2. The student locates each of the following on a map: G

- North America
- Atlantic Ocean
- Pacific Ocean
- The United States of America
- Alaska
- Hawaii
- South Dakota and the neighboring states
- the location of the school

K.SS.3. The student tells stories about figures from American history through 2008, including stories from their childhoods, lives as adults, and examples of their character. Figures may include, but are not limited to: HC

- Christopher Columbus
- Matoaka (Pocahontas)
- John Smith
- Ousamequin (Massasoit)
- John Winthrop
- George Washington
- Thomas Jefferson
- Benjamin Franklin
- Phillis Wheatley
- Alexander Hamilton
- James Madison
- Daniel Boone
- Meriwether Lewis and William Clark
- Sacagawea
- Davy Crockett
- Tecumseh
- Francis Scott Key
- Andrew Jackson
- Sequoyah
- Elizabeth Cady Stanton
- Frederick Douglass
- Harriet Tubman
- Abraham Lincoln
- Elijah McCoy
- Thomas Edison
- Andrew Carnegie
- Booker T. Washington
- Anna Julia Cooper
- George Washington Carver
- T̄hath̄án̄ka Íyotake (Sitting Bull)
- T̄háš̄ún̄ke Witkó (Crazy Horse)
- Mañpiya Lúta (Red Cloud)
- Heñáka Sápa (Black Elk)
- Laura Ingalls Wilder
- W.E.B. DuBois
- Theodore Roosevelt
- John Muir
- Orville and Wilbur Wright
- Henry Ford
- Susan B. Anthony
- Calvin Coolidge
- Babe Ruth
- Norman Rockwell
- Robert Frost
- Louis Armstrong
- Langston Hughes
- Franklin Delano Roosevelt
- Jesse Owens
- Dwight Eisenhower
- E.B. White
- Jackie Robinson
- Dr. Seuss
- Thurgood Marshall
- Ruby Bridges
- Martin Luther King, Jr.
- Rosa Parks
- Cesar Chavez
- John F. Kennedy
- Ronald Reagan
- Neil Armstrong
- Clarence Thomas
- Barack Obama

K.SS.4. The student identifies and explains the meaning of different symbols of America. Symbols may include, but are not limited to: HCG

- The Flag of the United States of America
- Continental Flag/Betsy Ross Flag
- Bald Eagle
- The Great Seal of the United States of America
- The National Motto: "In God We Trust"
- Lincoln Memorial
- Jefferson Memorial
- Washington Monument
- Martin Luther King, Jr. Memorial
- U.S. Capitol Building
- The White House
- The U.S. Supreme Court Building
- The Minuteman
- The Alamo
- Golden Gate Bridge
- Uncle Sam
- Statue of Liberty
- Mount Rushmore
- Liberty Bell
- "America"
- "America the Beautiful"
- "The Star-Spangled Banner"
- "My Country, Tis of Thee"
- "God Bless America"
- The Pledge of Allegiance
- Twenty-One Gun Salute
- Tomb of the Unknown Soldier
- Declaration of Independence
- United States Constitution
- Thanksgiving Day
- The Fourth of July
- Memorial Day
- Juneteenth

1st Grade

World: to 315

America: 1492-1787

1st Grade

World: to 315 and America: 1492-1787

WORLD HISTORY: To 315

1.SS.1. Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 1st grade.

- A. The student can identify north, south, east, and west on a map and on a globe. G
- B. The student can locate the North Pole and the South Pole on a map and on a globe. G
- C. The student can place events in his or her life in the correct chronological order. H
- D. The student can draw a depiction of a historical event or figure that intentionally reflects a story learned in class. H
- E. The student can distinguish between a primary source and a secondary source. H
- F. The student can give examples of goods (made, gathered, or grown products) that people buy, sell, and use. E
- G. The student can give examples of services (actions) that people buy and sell. E
- H. The student can give examples of a trade-off when working, buying, selling, and saving. E
- I. The student can give examples of different ways that a group of people can make decisions. C
- J. The student can give examples of virtues and actions related to excellence in character, knowledge, wisdom, and self-government. C
- K. The student can identify major public buildings in Washington, D.C., and their architectural styles. C
- L. The student can identify the state flag and motto of South Dakota. C
- M. The student can identify the South Dakota State Capitol Building and name the current governor. C
- N. The student can recite the following line from the Declaration of Independence from memory:
“We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the Pursuit of Happiness.” C
- O. The student can recite the Preamble to the United States Constitution from memory. C

1.SS.2 The student demonstrates knowledge of American and South Dakota geography.

A. The student locates each of the following on a map: G

- North America
- South America
- Africa
- Europe
- Asia
- Australia
- Antarctica
- Atlantic Ocean
- Pacific Ocean
- Indian Ocean
- Arctic Ocean
- Southern Ocean
- Mississippi River
- Gulf of Mexico
- Washington, D.C.
- Pierre
- Sioux Falls
- Rapid City
- Canada
- Mexico
- Central America

B. The student explains the following geographic features: G

- coast
- valley
- prairie
- desert
- bay
- harbor
- peninsula
- island

1.SS.3. The student demonstrates understanding of the modern way of life by comparing the following in history to prior eras. H

- ability to believe and act on one's beliefs without fear of arrest or worse
- ability to speak one's mind without fear of arrest or worse
- acquisition of clothing, food, and shelter
- communication by Internet, text, phones, mail
- electricity, plumbing, heating, cooling
- travel by plane, car, boat, horse and buggy, walking

1.SS.4. The student demonstrates knowledge of ancient civilizations in Asia, the Middle East, northern Africa, and the eastern Mediterranean Sea.

- A. The student identifies the major cultural features, stories, and contributions of Ancient India, Babylon, and Ancient China. H
- B. The student identifies the major cultural features, stories, and contributions of Ancient Egypt, including agriculture, hieroglyphic writing, and papyrus. H
- C. The student explains the major historical events and stories of the ancient Hebrews. H
- D. The student identifies the major figures and stories within Greek mythology. H
- E. The student tells the story of the Persian Wars, including the battles of Marathon and Thermopylae. H
- F. The student identifies the major cultural features and contributions of Athens, including pottery, architecture, sculpture, and democracy. HC
- G. The student tells the story of the Peloponnesian War. H
- H. The student tells the story of the conquests of Alexander of Macedon. H

1.SS.5. The student demonstrates knowledge of the Roman Republic and the Roman Empire.

- A. The student tells the stories of the founding of Rome and of the Roman Republic. H
- B. The student identifies the major cultural features and contributions of Rome, including in architecture, engineering, and government. HC
- C. The student tells the story of the Punic Wars. H
- D. The student tells the story of the Roman civil wars and the triumvirates. H
- E. The student identifies key Roman Emperors and events of the Roman Empire. H

AMERICAN HISTORY: 1492-1787

1.SS.6. The student demonstrates knowledge of pre-Columbian indigenous peoples of North America.

- A. The student describes the similarities and differences in lifestyle, traditional warfare, and culture between two historical pre-Columbian Native American tribes, one of which is from the Oceti Sakowin Oyate (including select standards from Oceti Sakowin Essential Understandings 1-5 and 7). Other tribes to consider include, but are not limited to, the Mandan, Sahnish (Arikara), Cheyenne, Crow, and Hidatsa. HC

1.SS.7. The student demonstrates knowledge of European exploration and settlement of what would become the United States.

- A. The student explains the various European motivations for exploration. H
- B. The student tells the biography of Christopher Columbus, including his theories about a faster western route to Asia and his first voyage. H
- C. The student explains the Columbian Exchange of resources, people, and disease, including how smallpox decimated Native Americans. H
- D. The student explains how Europeans and indigenous peoples both worked together and also fought against each other and among themselves. HC
- E. The student explains the history of slavery, including in ancient times and in the 15th century. H
- F. The student explains why slavery is morally evil. H
- G. The student tells the story of the founding of Jamestown, including: H
- the stories of John Smith, Matoaka (Pocahontas), and John Rolfe
 - the Starving Time
 - the cultivation of tobacco
 - the arrival of Africans from a Dutch slave ship captured by the English
- H. The student tells the story of the founding of Plymouth and Massachusetts Bay, including: HC
- the stories of William Bradford and John Winthrop
 - the backgrounds and motivations of the *Mayflower* passengers
 - the Mayflower Compact
 - the assistance of the Wampanoag
 - the first Thanksgiving
 - the meaning of John Winthrop's "city upon a hill"
- I. The student explains why rules and laws are important for ensuring that people live freely and in peace. C

1.SS.8. The student demonstrates knowledge of European exploration and settlement of what would become the United States.

- A. The student explains the Triangle Trade. HE
- B. The student explains the ways of life among the New England, Middle, and Southern colonies. HCE
- C. The student explains the status and effects of each of the following in colonial society, and the extents to which these were rare in history: private property, education, local self-government, and religious freedom. HCE
- D. The student explains how the “American” colonist was generally defined by certain traits, including being hard-working, determined, religious, skeptical of authority, and self-governing. HCE
- E. The student explains how England left the colonists alone to live and govern themselves, and why this was good for the colonists. HC
- F. The student explains the rule of law, compared and contrasted in the Magna Carta to the arbitrary rule of man. C
- G. The student tells the story of the French and Indian War, especially the roles of George Washington and Benjamin Franklin, and its effect on American identity and sense of unity. H

1.SS.9. The student demonstrates knowledge of events leading to the American Revolution.

- A. The student explains why the colonists believed Great Britain’s new claims to control in the colonies violated their rights and freedoms. HC
- B. The student explains how the colonists responded to Great Britain’s new claims of power over them. H
- C. The student tells the story of the Boston Massacre and John Adams’s defense of the British soldiers in the murder trial that followed. H
- D. The student tells the story of the Boston Tea Party and the response by the British. H
- E. The student tells the stories of Paul Revere’s ride and the Battles of Lexington and Concord. H

1.SS.10. The student demonstrates understanding of the Declaration of Independence based on the arguments of leading founders.

- A. The student explains why the colonists declared independence from Great Britain. HC
- B. The student listens to and discusses the meaning of the following lines from the Declaration of Independence: “We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.—That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed.” H
- C. The student explains the meaning of “created equal.” C
- D. The student explains the meaning of “life, liberty, and the pursuit of happiness,” in particular the founders’ argument that each human being has the freedom to try to be happy. C
- E. The student explains the meaning of “the consent of the governed,” including the founders’ argument that a government can only tell people what to do if the people have a say over who in the government gets to make those decisions, which is called “self-government.” C
- F. The student explains that the purpose of government as outlined in the Declaration of Independence is to protect people equally. C

1.SS.11. The student demonstrates knowledge of the War of Independence.

- A. The student tells the biography of George Washington, including: H
 - his upbringing
 - his fighting in the French and Indian War
 - his ownership of slaves at Mount Vernon
 - his crossing of the Delaware River and his leadership at Valley Forge
 - his presiding at the Constitutional Convention
 - his freeing of slaves at Mount Vernon upon his death and that of his wife, Martha
 - the building of the Washington Monument
- B. The student tells the biography of Thomas Jefferson, including: H
 - his upbringing
 - his ownership of slaves at Monticello
 - his writing of the Declaration of Independence
 - his purchase of Louisiana from France
 - the building of the Jefferson Memorial
- C. The student explains the meaning of the symbols on the American flag. HC
- D. The student tells the story of how the Americans won the War of Independence. H

2nd Grade

World: 315-1492

America: 1787-1908

Proposed

2nd Grade

World: 315-1492 and America: 1787-1908

WORLD HISTORY: 315-1492

2.SS.1. Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 2nd grade.

- A. The student can move his or her finger on a map and on a globe in the correct cardinal direction when asked. G
- B. The student can describe the location of a place on a map and on a globe in relation to the location of a second place by using the terms north, south, east, and west. G
- C. The student can use a map key to understand different symbols on a map. G
- D. The student can place images depicting historical events in the correct chronological order and explain their relationship to one another. H
- E. The student can give examples of virtues and actions related to respecting the rule of law and having the courage to do what is morally right. C
- F. The student can identify the major national holidays and their meanings. C
- G. The student can identify the following manmade landmarks in the United States: GC
 - The Alamo
 - Transcontinental Railroad
 - Brooklyn Bridge
 - Statue of Liberty
 - Crazy Horse Memorial
 - Route 66
 - Mount Rushmore
 - Hoover Dam
 - Golden Gate Bridge
 - Mackinac Bridge
 - Gateway Arch
 - One World Trade Center

2.SS.2. The student demonstrates knowledge of American geography and map regions.

- A. The student locates each of the following on a map: G
 - Equator
 - Northern Hemisphere
 - Southern Hemisphere
 - Tropic of Cancer
 - Tropic of Capricorn
 - Arctic Circle
 - Prime Meridian
 - Eastern Hemisphere
 - Western Hemisphere
- B. The student explains the following geographic features: G
 - plateau
 - isthmus
 - tropics
 - tundra
 - rainforest
 - ocean currents
 - wind current

2.SS.3. The student demonstrates knowledge of the fall of Rome and the Middle Ages.

- A. The student identifies the major historical events, cultural features, stories, and religious contributions of the early Christians. H
- B. The student identifies the major events during the rule of Constantine, including the legalization of Christianity and the moving of the Roman capital to Constantinople. H
- C. The student tells the story of the barbarian invasions and the fall of the Roman Empire. H
- D. The student explains how society changed with the fall of the Roman Empire. H
- E. The student explains the establishment of monasteries and their role in the Middle Ages. H
- F. The student identifies the major historical events, cultural features, stories, and religious contributions of the early Muslims. H
- G. The student identifies the historical events of the Carolingian dynasty and the Viking invasions. H
- H. The student explains the practice of feudalism in European societies. H
- I. The student tells the stories of the Norman Conquest, the rule of King John of England, and the signing of the Magna Carta. HC

2.SS.4. The student demonstrates knowledge of the Late Middle Ages and the Renaissance.

- A. The student identifies the origins, historical events, and different perspectives of the conflicts between Muslims and Christians both before and during the crusades. H
- B. The student identifies the developments and achievements of the high Middle Ages, including the power of the papacy and the founding of mendicant orders. H
- C. The student identifies key developments in Africa, including the influence of Islam and Christianity and the civilizations of Ghana, Mali, and Songhay. H
- D. The student identifies key developments in India, including Hinduism and Mongol and Muslim rule. H
- E. The student identifies key developments in China, including Confucianism and the major dynasties. H
- F. The student identifies key developments in Japan, including Japanese Buddhism, feudalism, and shoguns. H
- G. The student identifies the disruptions to society in the late Middle Ages, including the Black Death, the Great Schism of 1378, and the Hundred Years' War. H
- H. The student identifies the origins and major ideas of the Renaissance, including a revival of classical Greece and Rome. H
- I. The student explains the major cultural features and contributions of the Renaissance in Italy and Northern Europe in painting, architecture, and sculpture. H

AMERICAN HISTORY: 1787-1908

2.SS.5. The student demonstrates knowledge of the United States Constitution.

- A. The student explains what a constitution does. C
- B. The student explains how representation lets the people choose the most responsible individuals to make the laws. C
- C. The student listens to and discusses the meaning of the Preamble to the U.S. Constitution and selections from the Bill of Rights. C
- D. The student explains the difference between legislative (law making), executive (law enforcing), and judicial (law judging) powers. C
- E. The student explains what Congress, the President, and the Supreme Court each do. C
- F. The student explains how a law is made. C
- G. The student explains what a governor and state legislators do. C

2.SS.6. The student demonstrates knowledge of American citizenship and civic participation.

- A. The student explains the legal meaning of “citizen” in the United States and how someone becomes a citizen. C
- B. The student explains the importance of a knowledgeable, good, and hard-working citizenry in America. C
- C. The student explains each of the following guarantees in the Bill of Rights: freedom of speech, freedom of religion, and right to trial by jury. C
- D. The student explains the importance of free speech, the free press, and civil dialogue in representative self-government. C

2.SS.7. The student demonstrates knowledge of the early United States under the Constitution.

- A. The student tells of the major events in George Washington’s presidency, including his efforts to remain neutral in the conflict between revolutionary France and Great Britain. H
- B. The student listens to and discusses the meaning of George Washington’s Thanksgiving Proclamation in its entirety. H
- C. The student tells of the major events in Thomas Jefferson’s presidency, including the purchase of the Louisiana Territory, war with the Barbary pirates, and the end of the international slave trade. H
- D. The student tells the story of the Corps of Discovery exploring the Louisiana Territory, including its path through South Dakota. H
- E. The student tells the stories of the Burning of Washington and the Battle of New Orleans in the War of 1812. H
- F. The student listens to and explains the meaning of the first stanza to “The Star-Spangled Banner.” H

2.SS.8. The student demonstrates knowledge of American history between the War of 1812 and the presidency of Andrew Jackson.

- A. The student names inventions that helped transform the American economy and way of life in the first half of the 19th century, especially in transportation. E
- B. The student identifies various examples of westward expansion prior to the Civil War. H
- C. The student describes the lives of slaves on southern plantations and at slave auctions, including cultural developments among African Americans in slavery. H
- D. The student explains the electoral relationship between the number of slave states and the perpetuation of slavery. H
- E. The student tells the biography of Andrew Jackson, including: H
 - his upbringing
 - his ownership of slaves
 - his fighting in the War of 1812 and the Battle of New Orleans
 - his actions, both diplomatic and military, toward Native American tribes
 - his views on democracy
 - his presidency

2.SS.9. The student demonstrates knowledge of westward expansion’s effects on relationships with Native Americans and the electoral divide over slavery.

- A. The student tells about the fur trade, mountain men, and the Santa Fe Trail. H
- B. The student tells the story of the Trail of Tears, particularly the 1838 Cherokee removal following the Treaty of New Echota. H
- C. The student explains the differences between various geographic regions, especially the growing divide in culture, lifestyle, and economics between the northern states and the southern states. H
- D. The student explains the work of the abolitionist movement and leading abolitionists, such as Frederick Douglass, Harriet Tubman, and the Underground Railroad. H
- E. The student tells the biography of Frederick Douglass, including: H
 - his upbringing
 - his learning to read
 - his escape from slavery
 - his abolitionist writings
 - his initial and later views on the Declaration of Independence and the Constitution
- F. The student tells the story of women’s suffrage efforts in the mid-19th century. H

2.SS.10. The student demonstrates knowledge of events leading up to the Civil War.

- A. The student explains how the Mexican-American War, the Mexican Cession, and the California Gold Rush reignited the issue of the expansion of slavery. H
- B. The student tells the biography of Abraham Lincoln, including: H
 - his upbringing
 - his self-education
 - his words and actions against the expansion of slavery
 - his presidency
 - his command of the Union forces in the Civil War
 - his Emancipation Proclamation
 - his plans for Reconstruction
 - his assassination
 - the building of the Lincoln Memorial
- C. The student explains Abraham Lincoln’s argument against the idea that right and wrong simply depend on what most people want. HC
- D. The student tells the story of how the Civil War began. H
- E. The student explains the major and minor causes of the Civil War, especially the political tension surrounding the spread of slavery. H

2.SS.11. The student demonstrates knowledge of the American Civil War and Reconstruction.

- A. The student identifies the roles or contributions of the major figures in the Civil War, including Robert E. Lee, Clara Barton, Ulysses S. Grant, and William Tecumseh Sherman. H
- B. The student tells the stories of the Battle of Gettysburg and Sherman’s March to the Sea in the Civil War. H
- C. The student explains what the Emancipation Proclamation did. HC
- D. The student explains Abraham Lincoln’s view of the war as an effort both to prove that a people could govern themselves on the principle that “all men are created equal,” and to preserve the Union that was founded on this truth. HC
- E. The student listens to and discusses the meaning of Abraham Lincoln’s Gettysburg Address. HC
- F. The student tells of the removal and relocation of the Dakota, Lakota, and Nakota. H
- G. The student tells the story of and explains the reasons why the Union won the Civil War. H
- H. The student explains the different effects of the Civil War in the North and the South. H
- I. The student states and explains the successes and failures of Reconstruction. H
- J. The student tells of the settlement of South Dakota by Union veterans, and their influence on South Dakota civic life. H

2.SS.12. The student demonstrates knowledge of the Gilded Age and the beginning of the 20th Century.

- A. The student names inventions that transformed the American economy and way of life away from agrarianism in the second half of the 19th century and the early 20th century. HE
- B. The student explains the reasons and origins of those who immigrated to America after the Civil War. H
- C. The student describes the life of pioneers in South Dakota during the late 1800s. H
- D. The student explains the symbols of the Great Seal of the State of South Dakota. C
- E. The student describes the various responses to poor working conditions and standards of living. HE
- F. The student explains the kinds of discrimination against African Americans that was present in certain states in the decades following Reconstruction. H
- G. The student explains the ideas and efforts for the betterment of African Americans around 1900, including those of Booker T. Washington, Anna Julia Cooper, and W.E.B. DuBois. H
- H. The student tells of the major events in William McKinley's presidency, including the annexation of Hawaii and the Spanish-American War. H
- I. The student explains laws concerning child labor, workplace safety regulation, and food regulation. HCE
- J. The student tells the biography of Theodore Roosevelt, including:
 - his upbringing
 - his life outside of politics, especially in the West
 - his presidency
 - his efforts at conservation

3rd Grade

World: to 60 B.C.E

America: 1492-1763

Proposed

3rd Grade

World: To 60 B.C.E. and America 1492-1763

WORLD HISTORY: To 60 B.C.E.

3.SS.1. Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 3rd grade.

- A. The student can correctly use terms related to time periods or dates in history, including: H
 - decade
 - century
 - millennium
 - 1700s, 1800s, etc.
 - 1492, 1776, etc.
- B. As preparation for study of the American Revolution, but not limited to that study, the student can demonstrate how taxes work using counters, drawings, or mathematics. E
- C. The student can evaluate a historical event through writing a narrative paragraph. H
- D. The student can investigate a historical figure through writing an informative paragraph. H

3.SS.2. The student demonstrates knowledge of American and South Dakota geography.

- A.** The student locates on a map and describes the features of America’s physical geography, including: G
- ocean coastlines
 - Gulf of Mexico
 - Hudson River
 - Appalachian Mountains
 - Ohio River
 - Great Lakes
 - Niagara Falls
 - Mississippi River
 - local geography
- B.** The student locates on a map all fifty states in America. G
- C.** The student locates on a map the major regions of the United States, including: G
- New England
 - The East Coast
 - The Great Lakes
 - The Great Plains
 - The Mid-Atlantic
 - The Midwest
 - The Pacific Northwest
 - The South
 - The Southwest
 - The West Coast
 - Alaska
 - Hawaii
- D.** The student locates New York City and Philadelphia on a map and spells their names correctly. G
- E.** The student locates Washington, D.C. on a map and identifies it as our nation’s capital. G
- F.** The student locates South Dakota, Pierre, Rapid City, and Sioux Falls on a map and spells their names correctly. G
- G.** The student locates on a map the major reservations in South Dakota. G
- H.** The student locates on a map the following geographic features of South Dakota: G
- Black Hills
 - Badlands
 - Bear Butte
 - Spearfish Canyon
 - Black Elk Peak
 - Missouri River
 - James River
 - Big Sioux River

3.SS.3. The student demonstrates knowledge of ancient civilizations in Asia, the Middle East, and Northern Africa.

- A. The student explains the roles of climate and environmental changes, hunter-gatherer societies, metallurgy, and agriculture in the development of early civilizations. HCE
- B. The student explains the major historical events, cultural features, stories, and civil contributions of Ancient India, Babylon, Persia, and Ancient China, including polytheism, metalsmithing, the domestication of animals, and inventions such as the wheel, plow, and writing. HCE
- C. The student explains the major historical events, cultural features, stories, and civil contributions of Ancient Egypt, including agriculture, the calendar, hieroglyphic writing, and papyrus. HCE
- D. The student explains the major historical events, cultural features, and stories of the ancient Hebrews. H

3.SS.4. The student demonstrates knowledge of Ancient Greece and the Roman Republic.

- A. The student identifies the major figures and stories within Greek and Roman mythology. H
- B. The student explains the causes, warfare, and effects of the Persian Wars, including the battles of Marathon and Thermopylae. H
- C. The student explains the major cultural features and contributions of Athens, including pottery, architecture, sculpture, drama, and democratic institutions and practices. H
- D. The student explains the causes, warfare, and effects of the Peloponnesian War. H
- E. The student tells of the conquests of Alexander of Macedon and the spread of Greek culture in the Hellenistic Period. H
- F. The student explains the stories and events surrounding the founding of Rome and the Roman Republic. H
- G. The student explains the major cultural features and contributions of Rome, including in architecture, engineering, sculpture, the Latin language, and republican institutions and practices. HC
- H. The student explains the causes, warfare, and effects of the Punic Wars, including the roles of Hannibal and Scipio Africanus. H

AMERICAN HISTORY: 1492-1763

3.SS.5. The student demonstrates knowledge of Native Americans and the voyages of Christopher Columbus.

- A. The student describes the Ancestral Pueblo and Hopewell civilizations. H
- B. The student describes the similarities and differences in lifestyle, traditional warfare, and culture between two historical or present Native American tribes, one of which is from South Dakota, such as the Oceti Sakowin Oyate (including select standards from Oceti Sakowin Essential Understandings 1-5 and 7), Mandan, Sahnish (Arikara), Cheyenne, Crow, Otoe, and Hidatsa. H
- C. The student explains the tribal organizational structures of present-day Native Americans in South Dakota as sovereign nations. C
- D. The student locates Jamestown, Plymouth, and Boston on a map. G
- E. The student explains the various European motivations for exploration. H
- F. The student explains the history of slavery from ancient times through the 15th century slave trade among Africans, Arabs, and Europeans, and compares it to the practice of indentured servitude. H
- G. The student tells the biography of Christopher Columbus, including: H
 - his theories about a faster western route to Asia
 - his four voyages
 - his death in poverty and humiliation

3.SS.6. The student demonstrates knowledge of European exploration and settlement of what would become the United States.

- A. The student explains the origin of the name “America.” H
- B. The student describes the travels and discoveries of other explorers in the future United States, including Ponce de Leon, Samuel de Champlain, and Henry Hudson. H
- C. The student explains the Columbian Exchange of resources, people, and disease, including how smallpox decimated Native Americans. HE
- D. The student explains the variety of cooperative and violent interactions between Europeans, Indigenous peoples, and among Indigenous tribes. H
- E. The student tells the story of the founding of Jamestown, including: H
 - the stories of John Smith, Matoaka (Pocahontas), and John Rolfe
 - the Starving Time
 - the cultivation of tobacco
 - the arrival of Africans from a Dutch slave ship captured by the English
- F. The student tells the story of the founding of Plymouth and Massachusetts Bay, including: HC
 - the stories of William Bradford and John Winthrop
 - the backgrounds and motivations of the *Mayflower* passengers
 - the Mayflower Compact
 - the assistance of the Wampanoag
 - the first Thanksgiving
 - the meaning of John Winthrop’s “city upon a hill”
- G. The student tells of the founding of the following colonies: Connecticut, Rhode Island, New York, Maryland, Pennsylvania, and Georgia. H

3.SS.7. The student demonstrates knowledge of colonial America.

- A. The student explains the Triangle Trade. H
- B. The student describes life on a slave ship in the Middle Passage. H
- C. The student explains the colonial economies and ways of life among the New England, Middle, and Southern colonies. E
- D. The student explains the status and effects of each of the following in colonial society, and the extents to which these were the rare in history: private property, education, local self-government, and religious freedom. HCE
- E. The student explains how the “American” colonist was generally defined by certain traits, including being hard-working, determined, religious, skeptical of authority, and self-governing. HCE
- F. The student explains how England’s relationship toward the colonists amounted to a “salutary neglect” and the ways this relationship benefitted the colonists. HC
- G. The student explains the rule of law, as asserted in the Magna Carta, compared to the rule of man, and its influence on leading colonists. HC
- H. The student tells the story of the French and Indian War, especially the roles of George Washington and Benjamin Franklin, and its effect on American identity and sense of unity. H

4th Grade

World: 60 B.C.E-C.E. 1300

America: 1763-1820

Proposed

4th Grade

World: 60 B.C.E.-C.E. 1300 and America: 1763-1820

WORLD HISTORY: 60 B.C.E.-C.E. 1300

4.SS.1. Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 4th grade.

- A. The student can use correctly terms related to time periods or dates in history, including 18th century, 19th century, B.C.E., C.E., and C.E. H
- B. The student can use a timeline correctly. H
- C. The student can recite from memory the following lines from the Declaration of Independence: “When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature’s God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation. We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.— That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed,—That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it...” C
- D. The student can give examples of virtues and actions related to being a responsible and knowledgeable citizen. C
- E. The student can sing or recite from memory the first stanza of “The Star-Spangled Banner.” HC
- F. The student can outline and write a narrative essay of 2-3 paragraphs in length about a historical event. H
- G. The student can outline and write an informative essay of 2-3 paragraphs in length about a historical figure. H

4.SS.2. The student demonstrates knowledge of American and South Dakota geography.

- A. The student will create a map and describe the features of America’s physical geography, including: G
- Great Plains
 - Missouri River
 - Rocky Mountains
 - Grand Canyon
 - Columbia River
- B. The student will create a map that identifies and spells correctly cities pertinent to American westward expansion, including Cincinnati, Chicago, St. Louis, Detroit, and Omaha. G
- C. The student locates on a map and compares the following major regions in South Dakota: G
- Coteau des Prairie
 - Great Plains
 - James River Valley
 - Minnesota Valley Lowland
 - Missouri Plateau
 - Prairie Plains
 - Traverse Gap Continental Divide
- D. The student locates on a map the following major or historical cities in South Dakota: HG
- Aberdeen
 - Deadwood
 - Pierre
 - Rapid City
 - Sioux Falls
 - Yankton

4.SS.3. The student demonstrates knowledge of the Roman Empire.

- A. The student explains the origins and major events of the Roman civil wars and the triumvirates, including the roles of Cicero, Julius Caesar, and Octavian Caesar. H
- B. The student explains the major historical events and cultural features of the Roman Empire, including under the rule of Octavian Caesar, the Julio-Claudian dynasty, Hadrian, Marcus Aurelius, and Justinian. H
- C. The student explains the major historical ideas and events surrounding the life of Jesus of Nazareth and their historical effects. H
- D. The student explains the major historical events, cultural features, stories, and religious contributions of the early Christians. H
- E. The student explains the major events during the rule of Constantine, including the legalization of Christianity and the moving of the Roman capital to Constantinople. H
- F. The student explains the origins of the barbarian invasions and the other factors that led to the fall of the Roman Empire, including political corruption and economic instability arising from opulence. H

4.SS.4. The student demonstrates knowledge of the Early Middle Ages.

- A. The student explains the ways in which society changed with the fall of the Roman Empire and the perpetuation of the Eastern Roman Empire in Constantinople. H
- B. The student explains the establishment of monasteries, the practices of monasticism, and their role in the Middle Ages. H
- C. The student explains the major ideas and events surrounding the life of Mohammed and their historical effects. H
- D. The student explains the major historical events, cultural features, stories, and religious contributions of the early Muslims. H
- E. The student explains the historical events and effects of the Carolingian dynasty, the establishment of the Holy Roman Empire, and the Viking invasions. H
- F. The student explains the development and practice of feudalism in European societies, including the expectations of each class, and of slavery in the Middle East, Africa, and Asia. H
- G. The student describes and explains Christian and Muslim art and architecture in the Middle Ages. H

4.SS.5. The student demonstrates knowledge of the High and Late Middle Ages.

- A. The student explains the origin of the Great Schism of 1054 and the Investiture Controversy. H
- B. The student tells of the Norman Conquest, the rule of King John of England, the signing of the Magna Carta, and the emergence of parliament. H
- C. The student explains the origins, historical events, and different perspectives of the conflicts between Muslims and Christians both before and during the crusades, including the exchange of ideas and culture between Christians and Muslims that took place during these centuries. H
- D. The student explains the developments and achievements of the High Middle Ages, including the power of the papacy and the founding of mendicant orders. H
- E. The student explains the history and features of civilizations in Africa, including indigenous religious practices, the influence of Islam and Christianity, the civilizations of Ghana, Mali, and Songhay, and the trans-African slave trade. H
- F. The student explains the history and features of civilizations in India, including Hinduism, the caste system, and Mongol and Muslim rule. H
- G. The student explains the history and features of civilizations in China, including Confucianism and the major dynasties. H
- H. The student explains the history and features of civilizations in Japan, including Shinto and Japanese Buddhism, feudalism, shoguns, and isolationism. H

AMERICAN HISTORY: 1763-1820

4.SS.6. The student demonstrates knowledge of events leading to the American Revolution.

- A. The student explains why and how Great Britain asserted new authority in the colonies after the French and Indian War and why the colonists contested Britain's new claims to control as violations of their rights and freedom. HC
- B. The student defines self-government as requiring the rulers to have the permission of the ruled in order to have power to protect the people. C
- C. The student explains the ways in which the colonists responded to Great Britain's new claims of power over them. H
- D. The student tells the story of the Boston Massacre and John Adams's defense of the British soldiers in the murder trial that followed. H
- E. The student tells the story of the Boston Tea Party, and explains Great Britain's responses to the Boston Tea Party and the colonists' argument that these actions were tyrannical. H
- F. The student tells the stories of the following military events prior to a formal declaration of independence, including Paul Revere's ride, the battles of Lexington and Concord, and the Battle of Bunker Hill. H

4.SS.7. The student demonstrates understanding of the Declaration of Independence based on the arguments of leading founders.

- A. The student reads and discusses the meaning of the first, second, and final paragraphs of the Declaration of Independence. C
- B. The student explains the meaning of “created equal,” including the founders’ argument that each human being has the same dignity and natural rights on account of being human, and that the existence of human slavery was understood by most, but not all, of the founders to be a contradiction of the principle of human equality. C
- C. The student explains the meaning of “natural rights” and “unalienable,” including the founders’ argument that each person has certain freedoms to act that are simply part of being a human person, and that cannot be taken away unless the person has used them to violate the rights of another. C
- D. The student explains the meaning of “life, liberty, and the pursuit of happiness,” in particular the founders’ argument that each human being has the right by nature to their own life, to their liberty and the general freedom of thought and action, and to seek the happiness appropriate to human liberty as long as it does not violate the rights of others. C
- E. The student explains the meaning of “the consent of the governed,” including the founders’ argument that a government can only tell people what to do if the people have a say over who in the government gets to make those decisions, which is called “self-government.” C
- F. The student explains how the purpose of government as outlined in the Declaration of Independence is to “secure these rights.” C
- G. The student explains the different positions on slavery among the founders and their generation, including those who did not hold slaves and worked for its abolition, those who held slaves but wished for its abolition, and those who were in favor of slavery and its continuation. H
- H. The student explains why the delegates to the Second Continental Congress voted to declare independence from Great Britain, including the list of grievances and other historical events since 1763. H
- I. The student explains how America’s founding based on these words of the Declaration of Independence was unprecedented in human history: “We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.—That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed.” H

4.SS.8. The student demonstrates knowledge of the War of Independence.

- A. The student tells the biography of George Washington, including: H
 - his upbringing
 - his fighting in the French and Indian War
 - his ownership of slaves at Mount Vernon
 - his crossing of the Delaware River, leadership at Valley Forge, and command at the battles of Trenton and Yorktown
 - his presiding at the Constitutional Convention
 - his freeing of slaves at Mount Vernon upon his death and that of his wife, Martha
 - the building of the Washington Monument

- B. The student tells the biography of Benjamin Franklin, including: H
 - his upbringing
 - his scientific experiments and inventions prior to the Revolution
 - his roles in uniting the colonies in the Revolution

- C. The student tells the biography of Thomas Jefferson, including: H
 - his upbringing
 - his ownership of slaves at Monticello
 - his writing of the Declaration of Independence
 - his purchase of Louisiana from France, including present-day South Dakota
 - the building of the Jefferson Memorial

- D. The student explains the roles of key figures and the life, fighting, and background of common soldiers in the War of Independence. H

- E. The student explains the meaning of the symbols on the American flag, the proper ways to respect the American flag, and the reasons for this respect. HC

- F. The student explains the meaning of the symbols on the Great Seal of the United States. C

- G. The student tells the story of how the Americans won the War of Independence, including the battles of Trenton, Saratoga, and Yorktown. H

4.SS.9. The student demonstrates knowledge of the United States Constitution.

- A. The student explains the purpose of a constitution, the history of constitutions, and the differences between unwritten and written constitutions. C
- B. The student explains why the Constitutional Convention was assembled. H
- C. The student explains how a majority can tyrannize over the rights of the minority. C
- D. The student explains the representative or republican form of government compared to a direct democracy, aristocracy, and monarchy. C
- E. The student explains how representation prevents tyranny through the following means:
 - encouraging the selection of the country's most trusted citizens to make the laws
 - using reason instead of passion
 - holding power only with the consent of the people
- F. The student explains how federalism prevents tyranny by dividing governing power among many levels of governments. C
- G. The student reads and discusses the meaning of the Preamble and selections from the U.S. Constitution and the Bill of Rights. C
- H. The student explains the difference between legislative (law making), executive (law enforcing), and judicial (law interpreting and judging) powers. C
- I. The student explains how the separation of powers prevents tyranny from the federal government by dividing legislative, executive, and judicial power into three separate branches. C

4.SS.10. The student demonstrates knowledge of American citizenship and civic participation.

- A. The student explains the different roles and responsibilities of each house of Congress, the Presidency, and the Judiciary. C
- B. The student explains how a law is made. C
- C. The student explains the legal meaning of “citizen” in the United States, the legal process for becoming a citizen, and the responsibilities, rights, and privileges of citizenship at the different levels of government. C
- D. The student explains the importance of a well-informed, virtuous, and industrious citizenry within representative self-government. C
- E. The student identifies the ways in which citizens engage in politics beyond voting, including through political parties, meeting with elected officials, petitions, attending public meetings, writing, speaking, and assembling. C
- F. The student explains the role of charity, volunteerism, and philanthropy in a self-governing country. C
- G. The student names and explains the Bill of Rights amendments that guarantee each of the following: free exercise of religion, freedom of speech, and right to trial by jury. C

4.SS.11. The student demonstrates knowledge and understanding of American history from the presidency of George Washington through the War of 1812.

- A. The student explains the differences between Alexander Hamilton’s and Thomas Jefferson’s visions for America’s future. H
- B. The student explains how the invention of the cotton gin reinvigorated the practice of slavery and the slave-owning interest. H
- C. The student tells of the major events in George Washington’s presidency, including his efforts to remain neutral in the conflict between revolutionary France and Great Britain and the precedents he set for the presidency. H
- D. The student reads and discusses the meaning of George Washington’s Thanksgiving Proclamation. H
- E. The student explains George Washington’s warnings about parties and unnecessary involvement in foreign affairs, as expressed in his Farewell Address. H
- F. The student tells of the major events in John Adams’s presidency. H
- G. The student tells of the major events in Thomas Jefferson’s presidency, including:
 - the purchase of the Louisiana Territory
 - war with the Barbary pirates
 - efforts to remain neutral in the conflict between Napoleonic France and Great Britain
 - the end of the international slave trade
- H. The student tells the story of the Corps of Discovery exploring the Louisiana Territory. H
- I. The student identifies and explains how history from 1763-1820 is recorded by Native American tribes through winter counts, petroglyphs, and Shirt Wearers shirts. H
- J. The student explains select standards from Oceti Sakowin Essential Understandings 2-5. H
- K. The student tells the stories and explains the effects of major military events, figures, and common soldiers from the War of 1812. H
- L. The student reads and explains the meaning of the first stanza to “The Star-Spangled Banner.”
H

5th Grade

World: 1300-1648

America: 1820-1908

5th Grade

World: 1300-1648 and American 1820-1908

WORLD HISTORY: 1300-1648

5.SS.1. Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 5th grade.

- A. The student can give examples of natural resources, limited resources, and unlimited resources. E
- B. The student can give examples of how natural resources affect the choices of human beings and societies. E
- C. The student can give examples of how supply and demand influence price, producers, and consumers. E
- D. The student can use a map of time zones to determine the time in different places in the world. G
- E. The student can recite from memory the Gettysburg Address. HC
- F. The student can outline and write a narrative essay of 3-4 paragraphs in length about a historical event. H
- G. The student can outline and write an informative essay of 3-4 paragraphs in length about a historical figure. H

5.SS.2. The student demonstrates knowledge of European geography.

- A. The student locates on a map and describes the features of Europe’s physical geography, including: G
- Bodies of Water: Atlantic Ocean, Arctic Ocean, Baltic Sea, Irish Sea, Bay of Biscay, English Channel, Mediterranean Sea, Dardanelle Straits, Black Sea, North Sea
 - Major Rivers: Volga River, Danube River, Rhine River, Elbe River, Seine River, Po River, Thames River
 - Major Mountains: Ural Mountains, Carpathian Mountains, Alps Mountains, Apennine Mountains, Pyrenees Mountains, Mount Blanc
 - Regions: Iberian Peninsula, Scandinavia, the Balkans, Peloponnesus, Normandy, the Rhineland, the Polish Plain, the Caucasus
- B. The student locates on a map the countries of Europe and spells all their names and capitals correctly. G
- C. The student locates on a map and names the country in which major cities are located, including London, Paris, Rome, Berlin, Dublin, Madrid, Lisbon, Athens, Warsaw, Moscow, St. Petersburg, Copenhagen, Brussels, Vienna, Kiev, Amsterdam, Geneva, Milan, Venice, Oxford, and Edinburgh. G

5.SS.3. The student demonstrates knowledge of the Renaissance and the Age of Exploration.

- A. The student explains the disruptions to society in the late Middle Ages and their effects, including the Black Death, the Great Schism of 1378, the Hundred Years’ War, the ideas of John Wycliffe and Jan Hus. H
- B. The student explains the origins and major ideas of the Renaissance, including a revival of classical Greece and Rome, humanism, and the growth of towns. H
- C. The student explains the major cultural features and contributions of the Renaissance in Italy and Northern Europe in painting, architecture, sculpture, and literature. H
- D. The student explains the Reconquista of the Iberian Peninsula with the decline of Muslim rule and the ascendance of the Portuguese and Spanish crowns. H
- E. The student explains 15th century trade between Europe and Asia, and different European motivations for exploration. H
- F. The student explains the 15th century slave trade among Africans, Arabs, and Europeans, and compares it to the practice of indentured servitude. H

5.SS.4. The student demonstrates knowledge of the Reformation.

- A. The student explains the main ideas of major Protestant leaders, including Martin Luther, Henry VIII, and John Calvin, and how they contrasted with Catholic ideas and practices. H
- B. The student explains the major historical events during the Protestant Reformation and the subsequent Catholic Reformation, including their reflection in art, architecture, and politics. H
- C. The student identifies the historical figures and features of Elizabethan England. H
- D. The student explains the political and religious elements to the wars of religion in the 16th and 17th centuries, including the Anglo-Spanish War, the French Wars of Religion, and the Thirty Years' War. H
- E. The student explains instances of conquest and cooperation between Europeans and indigenous peoples in the Americas. H
- F. The student explains the Columbian Exchange of resources, people, and disease, including how smallpox decimated Native Americans and the science of why this happened. H

AMERICAN HISTORY: 1820-1908

5.SS.5. The student demonstrates knowledge of American history between the War of 1812 and the presidency of Andrew Jackson.

- A. The student names inventions that helped transform the American economy and way of life in the first half of the 19th century, especially in transportation. H
- B. The student identifies various examples of westward expansion prior to the Civil War. H
- C. The student explains the Monroe Doctrine. H
- D. The student describes the lives of slaves on southern plantations and at slave auctions, including cultural developments among African Americans in slavery. H
- E. The student explains the electoral relationship between the number of slave states and the perpetuation of slavery. H
- F. The student explains the Missouri Compromise of 1820. H
- G. The student tells of the major events in Andrew Jackson's presidency, including:
 - his preservation of the Union in the Nullification Crisis
 - the passage of the Indian Removal Act and its terms
 - his resistance to *Worcester v. Georgia*
 - his fight against the National Bank

5.SS.6. The student demonstrates knowledge of westward expansion’s effects on relationships with Native Americans and the electoral divide over slavery.

- A. The student tells about the fur trade, mountain men, and the Santa Fe Trail, including the travels and roles of Manuel Lisa and Pierre Chouteau in South Dakota. H
- B. The student tells the story of the Trail of Tears, particularly the 1838 Cherokee removal following the Treaty of New Echota. H
- C. The student tells the story of the settlement of Texas and the Texas Revolution, including the Mexican-American War. H
- D. The student explains the interactions between settlers, governing bodies, and Native Americans in South Dakota (including select standards from Oceti Sakowin Essential Understandings 2 and 6) prior to the Civil War, including the Marshall Trilogy, Indian Removal Act of 1830, Fort Laramie Treaty of 1851 (or Horse Creek Treaty), Treaty of Yankton, the role of Indian agencies, and settlement through homesteading. H
- E. The student explains the differences between various geographic regions, especially the growing divide in culture, lifestyle, and economics between the northern states and the southern states. HG
- F. The student explains the work of the abolitionist movement and leading abolitionists, including Harriet Tubman, Levi and Catherine Coffin, Frederick Douglass, the efforts of the Underground Railroad, and the effects of Harriet Beecher Stowe’s *Uncle Tom’s Cabin*. H
- G. The student tells the biography of Frederick Douglass, including: H
 - his upbringing
 - his learning to read
 - his escape from slavery
 - his abolitionist writings
 - his initial and later views on the Declaration of Independence and the Constitution
- H. The student reads and discusses the meaning of selections from Frederick Douglass’s *The Narrative of the Life of Frederick Douglass*. H
- I. The student tells the story of women’s suffrage efforts in the mid-19th century. H

5.SS.7. The student demonstrates knowledge of events leading up to the Civil War.

- A. The student explains how the Mexican Cession and the California Gold Rush reignited the issue of the expansion of slavery. H
- B. The student explains the terms of the Compromise of 1850. H
- C. The student tells the biography of Abraham Lincoln, including: H
 - his upbringing
 - his self-education
 - his words and actions against the expansion of slavery
 - his debates with Stephen Douglas
 - his presidency
 - his command of the Union forces in the Civil War
 - his views on slavery, Union, and the Civil War and how they changed during the war
 - his Emancipation Proclamation
 - his plans for Reconstruction
 - his assassination
 - the building of the Lincoln Memorial
- D. The student explains Abraham Lincoln’s argument that popular sovereignty implied that moral right and wrong simply depended on what most people believed or wanted. HC
- E. The student tells the story of how the Civil War began. H
- F. The student explains the major and minor causes of the Civil War, especially the political tension surrounding the spread of slavery. H

5.SS.8. The student demonstrates knowledge of the American Civil War and Reconstruction.

- A. The student tells the stories and explains the effects of major military events, figures, and common soldiers from the Civil War. H
- B. The student explains how Abraham Lincoln issued and justified the Emancipation Proclamation, including what the order did and did not do, and why. HC
- C. The student explains Abraham Lincoln’s view of the war as an effort both to prove that a people could govern themselves on the principle that “all men are created equal,” and to preserve the Union that was founded on this truth. HC
- D. The student reads and discusses the meaning of Abraham Lincoln’s Gettysburg Address. HC
- E. The student tells the story of and explains the reasons why the Union won the Civil War, including the battles of Antietam, Vicksburg, and Gettysburg. H
- F. The student explains the different effects of the Civil War in the North and the South. H
- G. The student explains the successes of Reconstruction, including the Reconstruction Amendments and the election of freedmen to government offices, and its failures in renewed discrimination during Reconstruction and especially after the Compromise of 1877. HC

5.SS.9. The student demonstrates knowledge of the Gilded Age.

- A. The student names inventions that transformed the American economy and way of life away from agrarianism in the second half of the 19th century and the early 20th century. HE
- B. The student names the major industries that drove industrialization in the late 19th century. HE
- C. The student explains the reasons for and origins of those who immigrated to America after the Civil War, including the cultural and economic contributions of various immigrant groups in South Dakota, and the extent to which they assimilated. H
- D. The student describes the challenges that accompanied industrialization and immigration. HE
- E. The student describes the various responses to poor working conditions and standards of living, including charity, populism, and unionization. HCE
- F. The student describes the style and identifies pieces from the Hudson River School of art. H
- G. The student explains the Homestead Act of 1862 and the settlement of the west, especially by European immigrants and former slaves. H
- H. The student describes the life of pioneers in South Dakota during the late 1800s. H
- I. The student analyzes and defines the extent to which treaties made between the U.S. government and Native Americans were followed and broken, including the historical and contemporary effects of the Treaty of 1868 and the Agreement of 1877. HC
- J. The student tells of engagements between U.S. government forces and Native Americans in the west during and following the Civil War. H
- K. The student tells the stories of the Battle of Little Bighorn (Battle of the Greasy Grass), the Massacre of Wounded Knee, Tǎšaŋjke Witkó (Crazy Horse), Tǎthǎŋjka Íyotake (Sitting Bull), Big Foot, Red Cloud, and Black Elk. H
- L. The student explains the role of the railroad, bonanza farming, the Black Hills gold rush, and open-range cattle ranching on South Dakota history. HE
- M. The student explains the events and figures that led to statehood for South Dakota. HC
- N. The student explains the symbols of the Great Seal of the State of South Dakota. C
- O. The student tells of the effects of boarding schools on Native Americans, including the U.S. government's enactment of compulsory attendance of Native American children and its enforcement on reservations in South Dakota. H
- P. The student explains the kinds of discrimination against African Americans that were present in certain states in the decades following Reconstruction. H
- Q. The student explains select standards from Oceti Sakowin Essential Understandings 6 and 7. HC

5.SS.10. The student demonstrates knowledge of events around the beginning of the 20th Century.

- A. The student tells the biography of Booker T. Washington, including: H
 - his upbringing
 - his education
 - his views on the betterment of African Americans
 - his founding of the Tuskegee Institute

- B. The student tells the biography of Susan B. Anthony, including: H
 - her upbringing
 - her time teaching
 - her work for abolition
 - her friendship with Frederick Douglass
 - her work for temperance
 - her work for women’s suffrage

- C. The student explains the arguments and efforts of the suffragist movement and its major figures. H

- D. The student tells of the major events in William McKinley’s presidency, including: H
 - annexation of Hawaii
 - Spanish-American War
 - Philippine-American War
 - Open Door Policy in China

- E. The student explains laws concerning child labor, workplace safety, trust busting, and food regulation. HCE

- F. The student explains the ideas and efforts for the betterment of African Americans around 1900, including: H
 - Anna Julia Cooper
 - Niagara Movement
 - W.E.B. DuBois
 - National Association for the Advancement of Colored People

- G. The student tells the biography of Theodore Roosevelt, including: H
 - his upbringing
 - his life outside of politics, especially in the West
 - his fighting in the Spanish-American War
 - his presidency
 - his efforts at conservation

6th Grade

Influential Ideas in History and Civics: to 1815

6th Grade

Influential Ideas in History and Civics: To 1815

6.SS.1. Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 6th grade.

- A. The student can identify a statement based on an objective understanding of truth versus a statement based on a subjective understanding of truth. HC
- B. The student can form an argument about what a primary source document is saying and cite in-text evidence to support the argument. HC
- C. The student can make arguments about civilizations that left little or no written record, using archeological evidence, including identifying elements of the Oceti Sakowin (including select standards from Oceti Sakowin Essential Understandings 1-5) culture through oral traditions, written accounts, and primary source information. HCE
- D. The student can write a narrative essay of 4-5 paragraphs on a historical event based on class notes. H
- E. The student can write an informative essay of 4-5 paragraphs on a historical figure based on class notes. H
- F. The student can write a persuasive paragraph based on class notes, including a topic sentence, supporting evidence from history and class, and clear attempts to explain how the evidence proves the topic sentence. HCE

6.SS.2. Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 6th grade.

- A. The student can read a map using a compass rose with the ordinal directions. G
- B. The student can state the similarities and differences between a modern and historical map of the same region. HG
 - The student can identify the elements of information and distinguish between different regions.
 - The student can successfully select the appropriate maps for different uses.
- C. The student can identify the six essential elements of geography: spatial terms, places and regions, physical systems, human systems, environment and society, and the uses of geography. G
- D. The student can state what a graph or chart indicates about geographic information, including rainfall, elevation, temperature, and population density. G
- E. The student can identify elements that make up a person's culture, including political culture. CG

6.SS.3. The student demonstrates knowledge of world geography. G

- A.** The student locates on a map and describes the features of Africa’s geography, including:
- Major Geographic Features: Sahara Desert, Nile River, Mount Kilimanjaro, Atlas Mountains, the Horn of Africa, Red Sea, Suez Canal, Cape of Good Hope, Red Sea
 - Major Countries (Cities): Algeria, Cameroon, Chad, Ivory Coast, Democratic Republic of the Congo, Egypt (Cairo, Giza), Ethiopia, Ghana, Kenya (Nairobi), Libya (Tripoli) Madagascar, Morocco, Mozambique, Niger, Nigeria, Somalia, South Africa (Johannesburg, Cape Town), Sudan, Tanzania, Tunisia (Tunis), Uganda, Zimbabwe
- B.** The student locates on a map and describes the features of the Middle East’s geography, including:
- Major Geographic Features: Arabian Peninsula, Persian Gulf, Euphrates River, Tigris River, Sea of Galilee, Jordan River, Caspian Sea, Arabian Sea, Red Sea, Black Sea, Strait of Hormuz, Gulf of Oman
 - Major Countries (Cities): Iran (Tehran), Iraq (Baghdad), Israel (Jerusalem, Tel Aviv), Jordan, Lebanon, Saudi Arabia (Riyadh, Mecca), Syria (Damascus), Turkey (Istanbul, Ankara), United Arab Emirates (Dubai), Yemen
- C.** The student locates on a map and describes the features of Central Asia’s geography, including:
- Major Geographic Features: Bay of Bengal, Ganges River, Indo-Gangetic Plain, Northern Mountains, Deccan Plateau, Himalayan Mountains, the Steppes, Indus River
 - Major Countries (Cities): Afghanistan (Kabul), India (Mumbai, Delhi), Kazakhstan (Almaty), Pakistan (Islamabad, Karachi), Sri Lanka
- D.** The student locates on a map and describes the features of Southeast Asia and Oceania, including:
- Major Geographic Features: Australia, Antarctica, major Pacific islands, Coral Sea, Bay of Bengal, South China Sea, Strait of Malacca, Great Victoria Desert, Great Barrier Reef, Australasia rainforest, Indo-Burma Rainforest
 - Major Countries (Cities): Australia, Cambodia, Indonesia (Jakarta), New Zealand, Philippines (Manila), Singapore, Vietnam (Ho Chi Minh City, Hanoi)
- E.** The student locates on a map and describes the features of northern and East Asia, including:
- Major Geographic Features: Sea of Japan, Yellow Sea, East China Sea, Gobi Desert, Himalayan Mountains, Yellow River, Yangtze River, Siberia, Korean Peninsula, Mount Everest
 - Major Countries (Cities): China (Chongqing, Shanghai, Beijing, Hong Kong), Japan (Tokyo), North Korea (Pyongyang), Russia, South Korea (Seoul), Taiwan

- F. The student locates on a map and describes the features of North and South America, including:
- Major Geographic Features: Amazon River, Amazon Rainforest, Andes Mountains, Cape Horn, Panama Canal, Yucatan Peninsula, Straits of Magellan, Isthmus of Panama, Rocky Mountains, Appalachian Mountains, Mississippi River, Hudson Bay, Saint Lawrence River, Great Lakes, Gulf of Mexico, Great Plains
 - Major Countries (Cities): Argentina (Buenos Aires), Brazil (Sao Paulo, Rio de Janeiro), Chile, Peru, Venezuela, United States (New York City, Los Angeles, Chicago), Canada (Ottawa, Toronto, Montreal), Mexico (Mexico City), Greenland, Cuba (Havana), Haiti

6.SS.4. The student demonstrates knowledge and understanding of influential ideas from ancient Asia, the Middle East, northern Africa, and the eastern Mediterranean Sea.

- A. The student identifies the six characteristics of civilizations, which are cities, government, religion, social structures, writing, and art. CE
- B. The student explains the major cultural features, stories, and civil and religious contributions of Ancient India, Babylon, Persia, and Ancient China, including the ideas of Siddhartha, Hammurabi, and Confucius. HC
- C. The student explains the major cultural features, stories, and civil and religious contributions of Ancient Egypt and Phoenicia, including hieroglyphic writing and the first alphabet. HC
- D. The student explains the major cultural features, stories, and civil and religious contributions of the ancient Hebrews, including the origins and role of the Tanakh. HC
- E. The student compares the monotheistic religion of the Hebrews to the traditional polytheism of the ancient world, including the belief in one god, the Decalogue, individual worth of each person, and equal moral obligations of each person regardless of class or authority. HC
- F. The student explains why the government of ancient Athens may be considered the beginning of democracy, including the polis, written constitutions, voting, a legislative body, and the rule of law. HC
- G. The student explains the major cultural features and contributions of Athens during the classical period, including pottery, architecture, sculpture, drama, the Greek language, and the histories of Herodotus and Thucydides. H
- H. The student explains the major ideas of philosophers and religious thinkers in antiquity, including Socrates, Plato, and Aristotle, especially in terms of logical reasoning, truth, ethics, and politics. HC
- I. The student tells of the conquests of Alexander of Macedon, the founding of the city of Alexandria, and the spread of Greek culture in the Hellenistic Period. H

6.SS.5. The student demonstrates knowledge and understanding of influential ideas from the Roman Republic and the Roman Empire.

- A. The student explains the social and political organization of the Roman Republic and the influence of its governing principles and institutions, including the rule of law, the separation of powers, ideas of civic duty, and representative government. HC
- B. The student explains the major cultural features and contributions of Rome, including in architecture, engineering, sculpture, poetry, the Latin language, and the histories of Livy and Polybius. H
- C. The student explains the major ideas and events surrounding the life of Jesus of Nazareth and their historical effects. H
- D. The student explains the factors that accounted for the Roman Empire’s relative stability and longevity, including its military organization and tactics, the Pax Romana, decentralized administration, the taxation system, a standard currency, and the road system. HCE
- E. The student explains the major historical events, cultural features, stories, and religious contributions of the early Christians, including the origins and role of the Bible. H
- F. The student compares the religion of the Christians to that of the Hebrews and of polytheist religions, including monotheism, the Trinity, the belief in Jesus of Nazareth as divine, the redeeming of a person’s sins, the individual worth of each person, and equal moral obligations of each person regardless of class or authority. H
- G. The student explains the origins of the barbarian invasions and the other factors that led to the fall of the Roman Empire, including the power of the military establishment, political corruption, and economic instability arising from opulence. H
- H. The student explains the role of the papacy and historical figures in establishing Christianity and Roman law in Europe and the near east, including the Christian church fathers, Arianism, the Council of Nicaea, Augustine of Hippo, and Justinian. H

6.SS.6. The student demonstrates knowledge and understanding of influential ideas from the Middle Ages.

- A. The student explains the ways in which society changed with the fall of the Roman Empire and the perpetuation of the Eastern Roman Empire in Constantinople, including the role of Christianity. H
- B. The student explains the establishment of monasteries, the practices of monasticism, the preservation of ancient thought, and their role in the Middle Ages. H
- C. The student explains the major ideas and events surrounding the life of Mohammed and their historical effects. H
- D. The student explains the major historical events, cultural features, stories, and religious contributions of early Muslims, including the origins and role of the Qur'an, the preservation of Greek thought, and expansions in science, philosophy, and mathematics. H
- E. The student explains the development and practice of feudalism in European societies, including the expectations of each class, and of slavery in the Middle East, Africa, and Asia. HC
- F. The student describes and explains Christian and Muslim art and architecture in the Middle Ages. H
- G. The student explains the origin of the Great Schism of 1054, the Investiture Controversy, and the Concordat of Worms. H
- H. The student tells of the Norman Conquest, the rule of King John of England, the signing of the Magna Carta, and the emergence of parliament. H

6.SS.7. The student demonstrates knowledge and understanding of influential ideas from the Late Middle Ages and the Reformation.

- A. The student explains the exchange of ideas and culture between Christians and Muslims. H
- B. The student explains the developments and achievements of the high Middle Ages, including the power of the papacy, the founding of mendicant orders, the rise of universities, and the major ideas of scholasticism and Thomas of Aquino, Maimonides, and Ibn Sina. H
- C. The student explains the origins and major ideas of the Renaissance, including a revival of classical Greece and Rome, humanism, the growth of towns, the model of Dante Alighieri, and the roles of patrons. H
- D. The student explains the major cultural features and contributions of the Renaissance in Italy and Northern Europe in painting, architecture, sculpture, and literature. H
- E. The student explains the main ideas of major Protestant leaders, including Martin Luther, Henry VIII and Thomas Cranmer, and John Calvin, and how they contrasted with Catholic ideas and practices. H
- F. The student explains how the Protestant Reformation and the subsequent Catholic Reformation were reflected in art, architecture, and politics. H
- G. The student identifies the historical figures and features of Elizabethan England and the English Renaissance. H
- H. The student explains the political and religious elements to the wars of religion in the 16th and 17th centuries, including the Anglo-Spanish War, the French Wars of Religion, and the Thirty Years' War. H

6.SS.8. The student demonstrates knowledge and understanding of influential ideas from the Scientific Revolution, the Enlightenment, and the French Revolution.

- A. The student explains the scientific method and the major ideas and discoveries of the Scientific Revolution. H
- B. The student explains the major ideas of the Enlightenment, including the ideas of Niccoló Machiavelli, Rene Descartes, Thomas Hobbes, John Locke, Voltaire, and Jean-Jacques Rousseau, and their expression in neo-classical art. H
- C. The student describes the monarchy of Louis XIV and its effect on other monarchs in Europe in the form of enlightened absolutism, including in Russia, Austria, and Prussia. H
- D. The student explains the origins, political ideas, historical events, and effects of the English Civil War, the Protectorate, and the Glorious Revolution, and how England was the exception to absolutism. H
- E. The student explains the origins and effects of the Agricultural Revolution, the First Industrial Revolution, and the Enclosure Movement in England, including Adam Smith’s observations on the capitalist nature of an industrial society. HE
- F. The student explains how a free market or capitalist market indicates that laws allow individuals to possess more goods or currency than they need to survive; and to invest, produce, distribute, and buy and sell goods and services by making their own agreements with one another. E
- G. The student explains the origins and major historical events of the French Revolution, including the ideas of Voltaire and Jean-Jacque Rousseau, government corruption, the effects of the American Revolution on France, the role of the mob and a lack of experience in self-government, and widespread violence. HC
- H. The student explains the events that led to the rise of Napoleon Bonaparte, his conquests in Europe, and the outcome of the Congress of Vienna. H
- I. The student explains the effects of the French Revolution and Napoleonic Empire, including romanticism, nationalism, liberalism, and socialism. H

7th Grade

America: 1492-1877

7th Grade

America: 1492-1877

7.SS.1. Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 7th grade.

- A. The student can give examples of patriotism. C
- B. The student can recite the first, second, and final paragraphs of the Declaration of Independence from memory. C
- C. The student can identify the National Archives Building and the Rotunda for the Charters of Freedom and their functions. C
- D. The student can explain the importance and function of banking in the early American republic. E
- E. The student can write a persuasive essay of 2-3 paragraphs based on class notes, including a main argument (thesis), topic sentences, supporting evidence from history and class, and clear attempts to explain how the evidence proves the topic sentences and overall thesis. HCE

7.SS.2. The student demonstrates knowledge of American and South Dakota geography.

- A.** The student locates on a map and describes the features of America’s physical geography, including: G
- ocean coastlines
 - major gulfs, bays, straits, and islands
 - the Great Lakes
 - major rivers, valleys, and canyons
 - major mountain ranges and peaks
 - the Great Plains
 - major deserts, caves, dunes, wetlands, waterfalls, and volcanoes
 - notable features and landmarks
- B.** The student locates on a map, identifies by shape, and spells all the names and capitals of all fifty states. G
- C.** The student locates on a map and names the state in which major cities other than capitals are located, including: G
- | | | |
|-----------------|---------------|-----------------|
| - Baltimore | - Chicago | - San Antonio |
| - New York City | - St. Louis | - Los Angeles |
| - Philadelphia | - Kansas City | - San Diego |
| - Pittsburgh | - Detroit | - San Francisco |
| - Cleveland | - Miami | - Minneapolis |
| - Cincinnati | - Dallas | - Las Vegas |
| - New Orleans | - Houston | - Seattle |
- D.** The student locates on a map Washington, D.C. and major U.S. territories. G
- E.** The student locates the following American regions on a map, names the states, and compares their topography, climate, and economy to those of South Dakota: G
- | | |
|----------------|-------------------------|
| - New England | - The West |
| - Mid-Atlantic | - The Southwest |
| - The South | - The Pacific Northwest |
| - The Midwest | |
- F.** The student locates on a map the major geographic features of South Dakota, including: G
- | | |
|-----------------------|-----------------------------------|
| - Badlands | - Lake Francis Case |
| - Bear Butte | - Lake Oahe |
| - Belle Fourche River | - Lewis and Clark Lake |
| - Black Elk Peak | - Missouri River |
| - Black Hills | - Spearfish Canyon |
| - Cheyenne River | - James River |
| - Coteau des Prairies | - Traverse Gap Continental Divide |
| - Great Plains | - White River |

G. The student locates on a map the major regions, cities, and historical points in South Dakota, including: G

- Aberdeen
- Badlands National Park
- Crazy Horse Memorial
- Custer State Park
- Deadwood
- Dissected Till Plains
- Drift Prairie
- Homestake Mine
- Mount Rushmore
- nine contemporary reservations of the Oceti Sakowin Oyate
- Pierre
- Rapid City
- Sioux Falls
- South Dakota State Capitol
- Wind Cave National Park

7.SS.3. The student demonstrates understanding of Native American peoples in North America before the arrival of Europeans and Africans.

- A. The student locates on a map and describes the following civilizations: Ancestral Pueblo, Hopewell, Aztec, Maya, and Inca. H
- B. The student describes the indigenous peoples and their lifestyles in the millennia and centuries prior to European arrival. H
- C. The student names one historical or present Native American tribe from each American region. H
- D. The student describes the similarities and differences between historical Native American tribes from two different American regions, including their lifestyles, warfare, and art. HCE
- E. The student describes the lifestyle, traditional warfare, and culture of a historical or present Native American tribe from South Dakota, including but not limited to the Mandan, Sahnish (Arikara), Cheyenne, Crow, Hidatsa, Naishan Dene (Kiowa Apache), Eastern Shoshone, Arapaho, and Lakota. HCE
- F. The student describes history and major cultural elements of the Oceti Sakowin Oyate (including select standards from Oceti Sakowin Essential Understandings 1-5 and 7), including the meaning of kinship, the creation story, traditional warfare, important symbols, celebrations, music, artwork, celebrations, honoring, ceremony, and powwow (wacipi). HCE
- G. The student explains the meaning and historical significance of the following terms and topics: land bridge, indigenous, immigrant, urban, suburban, and rural. HG

7.SS.4. The student demonstrates knowledge and understanding of the settlement of North America by Europeans, especially that of the British.

- A. The student locates on a map the following places: San Salvador Island, St. Augustine, Jamestown, Plymouth, and Boston. G
- B. The student explains 15th century trade between Europe and Asia, European motivations for exploration, and their various interactions with Native Americans. H
- C. The student explains the history of slavery from ancient times through the 15th century slave trade among Africans, Arabs, and Europeans, and compares it to the practice of indentured servitude. H
- D. The student explains the origin of the name “America.” H
- E. The student describes the travels and discoveries of major explorers in the future United States: Ponce de Leon, Hernando de Soto, Francisco Vasquez de Coronado, Samuel de Champlain, Henry Hudson, and the Verendrye Expedition. H
- F. The student explains the Columbian Exchange of resources, people, and disease, including how smallpox decimated Native Americans and the science of why this happened. HE
- G. The student explains the variety of cooperative and violent interactions between Europeans, indigenous peoples, and among indigenous tribes. H
- H. The student tells the story of the founding of Jamestown, including: HC
 - the biographies and contributions of John Smith, Matoaka (Pocahontas), and John Rolfe
 - the backgrounds and motivations of the Jamestown settlers
 - the Starving Time
 - the cultivation of tobacco
 - the arrival of Africans from a Dutch slave ship captured by the English
 - the meeting of the Virginia House of Delegates as the first instance of representative self-government in the colonies
- I. The student tells the story of the founding of Plymouth and Massachusetts Bay, including: HC
 - the biographies and contributions of William Bradford, Ousamequin (Massasoit), and John Winthrop
 - the backgrounds and motivations of the *Mayflower* passengers
 - the Mayflower Compact as the first instance of a written constitution and the rule of law in the colonies
 - the assistance of the Wampanoag
 - the first Thanksgiving
 - the backgrounds and motivations of the Massachusetts Bay settlers
 - the religiously influenced government established by John Winthrop
 - the meaning of John Winthrop’s “city upon a hill”
- J. The student reads and discusses the meaning of the Mayflower Compact. HC

- K.** The student explains how England’s approach to settling its colonies differed from the approach of other countries. H
- L.** The student explains the gradual codification of slavery in the southern colonies beginning in 1655, including the passage of manumission laws. H
- M.** The student tells how the horse came to the Great Plains, subsequent to the Pueblo Revolt of 1680, leading to changes in the way of life for the Oceti Sakowin and Cheyenne (including select standards from Oceti Sakowin Essential Understandings 1-4). H
- N.** The student explains the meaning and historical significance of the following terms and topics: mercantilism, indentured servitude, Triangle Trade, Middle Passage, Wampanoag, Pilgrims, and Puritans. HE

Proposed

7.SS.5. The student demonstrates knowledge and understanding of colonial America.

- A. The student explains the colonial economies and ways of life among the New England, Middle, and Southern colonies. HE
- B. The student explains how the colonial economies may be best characterized as free market or capitalist, meaning that the laws allow individuals to possess more goods or currency than they need to survive; and to invest, produce, distribute, and buy and sell goods and services by making their own agreements with one another. HE
- C. The student explains how the labor market in the colonial economies was not free in the cases of forced indentured servitude and slavery. HE
- D. The student explains the status and effects of each of the following in colonial society, and the extents to which these were the exception in history: private property, free enterprise, education, local self-government, and religious freedom. HE
- E. The student explains how the “American” colonist was generally defined by certain traits, including being: HCE
- hard working
 - frugal
 - determined
 - innovative
 - literate
 - religious
 - skeptical of authority
 - idealistic
 - politically knowledgeable
 - self-governing
- F. The student explains how England’s relationship toward the colonists amounted to a “salutary neglect” and the ways this relationship benefitted the colonists. HC
- G. The student explains the influence of historical ideas on the colonists, especially within their colleges and leading families, including: HC
- ancient Greek ideas and logical reasoning
 - ancient Roman political ideas and institutions
 - Jewish and Christian views of a deity and of human beings
 - the English tradition of the rule of law and representation, including Magna Carta
 - the political ideas of John Locke and Baron de Montesquieu
- H. The student explains the rule of law as opposed to the rule of man, the rule by force (“might makes right”), and the failure to enforce duly legislated laws. C
- I. The student describes the Great Awakening and its effects on American identity and sense of unity. H
- J. The student tells the story of the French and Indian War, especially the roles of George Washington and Benjamin Franklin, the major terms of the Treaty of Paris, the war’s effect on American identity and sense of unity, and its effects on the fur trade. H
- K. The student explains the meaning and historical significance of the following terms and topics: township, self-government, the Enlightenment, natural law, natural rights, social contract, representation, and the Albany Plan. HC

7.SS.6. The student demonstrates knowledge and understanding of the American Revolution.

- A. The student explains why and how Great Britain asserted new authority in the colonies after the French and Indian War and why the colonists contested Britain's new claims to control as violations of their rights and freedom. H
- B. The student explains the ways in which the colonists responded to Great Britain's new claims of power over them. H
- C. The student tells the story of the Boston Massacre and subsequent murder trial. H
- D. The student tells the biography of George Washington, including: H
 - his upbringing
 - his fighting in the French and Indian War
 - his ownership of slaves at Mount Vernon
 - his crossing of the Delaware River, leadership at Valley Forge, and command at the battles of Trenton and Yorktown
 - his dismissal of the Newburgh Conspiracy
 - his presiding at the Constitutional Convention
 - his presidency
 - his views on slavery and its abolition
 - his freeing of slaves at Mount Vernon upon his death and that of his wife, Martha
 - his policies and practices regarding Native Americans
 - his views on education, religion, and morality as they relate to self-government
 - his views on partisanship and foreign policy
 - the building of the Washington Monument
- E. The student tells the biography of John Adams, including: H
 - his upbringing
 - his defense of British soldiers in the Boston Massacre trial
 - his views on education, religion, and morality as they relate to self-government
 - his role at the Second Continental Congress in favor of declaring independence
 - his condemnation of slavery
 - his presidency
 - his marriage to Abigail Adams
- F. The student tells the story of the Boston Tea Party, and explains Great Britain's responses to the Boston Tea Party and the colonists' argument that these actions were tyrannical. H
- G. The student tells the stories of the following military events prior to a formal declaration of independence: H
 - Battles of Lexington and Concord
 - Siege of Fort Ticonderoga
 - Battle of Bunker Hill
 - Liberation of Boston

- H. The student tells the biography of Benjamin Franklin, including: H
- his upbringing
 - his scientific experiments, inventions, and writings prior to the Revolution
 - his roles in uniting the colonies at the Albany Congress, Second Continental Congress, and Constitutional Convention
 - his abolition society
 - his diplomatic missions
- I. The student tells the biography of Thomas Jefferson, including: H
- his upbringing
 - his construction of Monticello
 - his ownership of slaves at Monticello
 - his writing of the Declaration of Independence
 - his condemnation of the slave trade in the first draft of the Declaration of Independence
 - his presidency
 - his views on education and morality as they relate to self-government
 - his views on slavery and its abolition
 - his purchase of Louisiana from France, including present-day South Dakota
 - his sponsorship of the Corps of Discovery
 - his encouragement of Congress to outlaw the international slave trade in 1808 and his signing of the legislation
 - the building of the Jefferson Memorial
- J. The student explains that patriotism is the love of country, meaning that one holds his or her country up to an objective standard of moral right and wrong, preserving the ways in which the country does good and correcting the ways it sometimes does wrong. C
- K. The student tells the stories and explains the effects of major military events, figures, and common soldiers from the War of Independence. H
- L. The student explains the meaning of symbols on the American flag, the proper ways to respect the flag, and the reasons for this respect. C
- M. The student tells the story of how the Americans won the War of Independence, including the battles of Trenton, Saratoga, the winter at Valley Forge, and the Battle of Yorktown. H

7.SS.7. The student demonstrates understanding of the Declaration of Independence and the arguments of leading founders.

- A. The student reads and discusses the meaning of the first, second, and final paragraphs of the Declaration of Independence and selections from the remainder, including the first draft's sections on slavery. C
- B. The student explains the meaning of "the Laws of Nature and of Nature's God," including the founders' argument that there is a standard of justice in nature that does not change and is true of all peoples in all times, and that an eternal God is responsible for this unchanging truth. C
- C. The student explains the meaning of "created equal," including the founders' argument that each person is equally human and as such has the same dignity and natural rights to life, liberty, and the pursuit of happiness, that each is endowed with these rights by the God that created them, and that the existence of human slavery was understood by most, but not all, of the founders to be a contradiction of the principle of human equality. C
- D. The student explains the meaning of "natural rights" and "unalienable," including the founders' argument that fundamental rights arise out of man's nature as a human person, that these rights do not come from other people or any government, and that these rights cannot be denied or taken away unless the person has used them to violate the rights of another. C
- E. The student explains the meaning of "life, liberty, and the pursuit of happiness," in particular the founders' argument that each human being has the right by nature to their own life, to their liberty and the general freedom of thought and action, and to seek the happiness appropriate to human liberty as long as it does not violate the rights of others. C
- F. The student explains the meaning of "the consent of the governed," including the founders' argument that legitimate government derives its just powers from the consent of those that are governed, who in turn have delegated limited powers to government in order to secure their rights. C
- G. The student explains that the purpose of government as outlined in the Declaration of Independence is to "secure these rights," meaning those fundamental rights derived from "the Laws of Nature and of Nature's God." C
- H. The student explains the argument of the Declaration of Independence that when government "becomes destructive" of its purpose of securing rights, a people may change or abolish their government and institute new government to best effect their safety and happiness. C
- I. The student explains why the delegates to the Second Continental Congress voted to declare independence from Great Britain, including the list of grievances and other historical events since 1763. C

- J. The student explains how America’s founding based on these words of the Declaration of Independence was unprecedented in human history: “We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.—That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed.” C
- K. The student explains what the Land Ordinance of 1785 and the Northwest Ordinance of 1787 accomplished for public education, private land ownership, and the abolition of slavery. HC

Proposed

7.SS.8. The student demonstrates understanding of the principles of the United States Constitution.

- A. The student explains the crafting of the Articles of Confederation, their weaknesses, their historical effects, and their relationship to the Constitutional Convention. HC
- B. The student tells the biography of James Madison, including: H
 - his upbringing
 - his ownership of slaves
 - his role in the Constitutional Convention
 - his writing of *The Federalist*
 - his views on education, religion, and morality as they relate to self-government
 - his presidency
 - his role in the War of 1812
- C. The student explains the founders' view of human nature, including the role of ambition and the human person's limitations, both intellectually and morally, as expressed in Federalist 10 and 51. HC
- D. The student explains how a majority can tyrannize over the rights of the minority. C
- E. The student explains how representation prevents tyranny through the following means: C
 - encouraging the selection of the country's most trusted citizens to make the laws
 - using reason instead of passion
 - holding power only with the consent of the people
- F. The student explains how federalism prevents tyranny by dividing governing power among many levels of governments. C
- G. The student explains how the separation of powers prevents tyranny from the federal government by dividing legislative, executive, and judicial power into three separate branches. C
- H. The student explains the meaning and historical significance of the following terms and topics: democratic republic, justice, legislative power, executive power, judicial power, Federalists, Anti-Federalists, and *The Federalist Papers*. HC

7.SS.9. The student demonstrates understanding of the structure and function of the United States Constitution.

- A. The student explains the different roles and responsibilities of each house of Congress, the Presidency, and the Judiciary. C
- B. The student explains the checks and balances each branch possesses to resist tyranny in the other two branches. C
- C. The student explains the legal meaning of “citizen” in the United States, the legal process for becoming a citizen, and the responsibilities, rights, and privileges of citizenship at the different levels of government, and the introduction of birthright citizenship through the Fourteenth Amendment. C
- D. The student explains the importance of a well-informed, virtuous, and industrious citizenry within representative self-government. C
- E. The student explains how the scope of the people’s voting rights at the American founding was the exception in history. HC
- F. The student explains the different positions on slavery among the founders and their generation, including those who did not hold slaves and worked for its abolition, those who held slaves but wished for its abolition, and those who were in favor of slavery and its continuation. C
- G. The student names and explains the three clauses of the Constitution pertaining to slavery and Frederick Douglass’s “The Constitution of the United States: Is It Pro-Slavery or Anti-Slavery?” HC
- H. The student explains the ways in which slavery was expanded and restricted in the states during the American founding years of 1763-1789. HC
- I. The student explains the importance of the Constitutional practice of free speech, the free press, and civil dialogue in representative self-government. C
- J. The student explains the positions in the ratification debate concerning the Constitution. HC
- K. The student explains the ways in which the U.S. Constitution was unprecedented in human history, especially in its form of government, institutional innovations, and underlying moral principles. HC

7.SS.10. The student demonstrates knowledge and understanding of American history from the presidency of George Washington through the War of 1812.

- A. The student tells the biography of Alexander Hamilton, including: H
 - his upbringing
 - his role in the War of Independence
 - his role in the Constitutional Convention
 - his writing of *The Federalist*
 - his economic plan in the Washington Administration
 - his death in a duel with Aaron Burr
- B. The student explains how the invention of the cotton gin reinvigorated the practice of slavery and the slave-owning interest, and the extent to which future laws permitted or restricted slavery. H
- C. The student tells of the major events in George Washington's presidency, including the precedents that he set for the office and his efforts to remain neutral in the conflict between revolutionary France and Great Britain. H
- D. The student reads and discusses the meaning of selections from George Washington's Farewell Address and explains Washington's emphasis on the importance of union and his warnings about parties, sectionalism, the natural human tendency to abuse power, and unnecessary involvement in foreign affairs. H
- E. The student explains the significance of the transfer of power following the election of 1800. H
- F. The student tells of the major events in Thomas Jefferson's presidency, including: H
 - the purchase of the Louisiana Territory
 - war with the Barbary pirates
 - efforts to remain neutral in the conflict between Napoleonic France and Great Britain
 - the end of the international slave trade
- G. The student explains how even though the Supreme Court exercises judicial review, the people and each branch of government have a role in interpreting the meaning of the Constitution and an obligation to follow it. C
- H. The student tells of the conflicts between the U.S. government, settlers, and Native Americans between 1789 and 1830, including the Corps of Discovery's travels in present-day South Dakota and their interactions with Native American tribes and the rivalry in the fur trade between the British and Americans in what is now South Dakota. H
- I. The student tells the stories and explains the effects of major military events, figures, and common soldiers from the War of 1812. H
- J. The student explains the meaning and historical significance of the following terms and topics: cotton gin, Alien and Sedition Acts, *Marbury v. Madison*, judicial review, and the Corps of Discovery. HC

7.SS.11. The student demonstrates knowledge and understanding of American history between the War of 1812 and the Mexican-American War.

- A. The student explains the tenets to the Monroe Doctrine. H
- B. The student explains the main ideas of the Second Great Awakening. H
- C. The student tells the biography of Sequoyah. H
- D. The student tells the biography of Andrew Jackson, including: H
 - his upbringing
 - his ownership of slaves
 - his fighting in the War of 1812 and the Battle of New Orleans
 - his actions, both diplomatic and military, toward Native American tribes
 - his views on democracy
 - his presidency
- E. The student describes the lives of slaves on southern plantations and at slave auctions, including cultural developments among African Americans in slavery. H
- F. The student explains the electoral relationship between the number of slave states and the perpetuation of slavery. H
- G. The student explains the work of the abolitionist movement and leading abolitionists, including Harriet Tubman, William Lloyd Garrison, Frederick Douglass, the efforts of the Underground Railroad, and the effects of Harriet Beecher Stowe's *Uncle Tom's Cabin*. H
- H. The student tells the biography of Frederick Douglass, including: H
 - his upbringing
 - his learning to read
 - his escape from slavery
 - his abolitionist writings
 - his initial and later views on the Declaration of Independence and the Constitution
- I. The student reads and discusses the meaning of selections from Frederick Douglass's *The Narrative of the Life of Frederick Douglass*. H
- J. The student tells of the major events in Andrew Jackson's presidency, including: H
 - his preservation of the Union in the Nullification Crisis
 - the passage of the Indian Removal Act and its terms
 - his resistance to *Worcester v. Georgia*
 - his fight against the National Bank
- K. The student tells the story of the Trail of Tears, particularly the 1838 Cherokee removal following the Treaty of New Echota. H

- L. The student explains the main ideas and names the major figures of the transcendentalist movement. H
- M. The student explains the meaning and historical significance of the following terms and topics: Missouri Compromise, Nat Turner Rebellion, Manifest Destiny, and the annexation of Texas. H

Proposed

7.SS.12. The student demonstrates knowledge and understanding of the growing sectional divide in the United States, especially regarding the practice of slavery.

- A. The student explains the reasons for and origins of those who immigrated to America before the Civil War, including the extent to which they assimilate, and opposition from the Know Nothing Party. H
- B. The student tells the story of women’s suffrage efforts in the mid-19th century, including: HC
 - Seneca Falls Convention and the Declaration of Sentiments
 - debates over the meaning of the Fifteenth Amendment among suffragists
 - National Woman Suffrage Association
 - American Woman Suffrage Association
- C. The student identifies and tells the story of historical figures involved in women’s suffrage efforts, including, but not limited to: HC
 - Abigail Adams
 - Sojourner Truth
 - Carrie Chapman Catt
 - Elizabeth Cady Stanton
 - Susan B. Anthony
 - Lucy Stone
 - Victoria Woodhall
 - Frederick Douglass
- D. The student explains the interactions between settlers, governing bodies, and Native Americans (including select standards from Oceti Sakowin Essential Understandings 2 and 6) in South Dakota around the Civil War, including: H
 - Treaty of Fort Laramie
 - Treaty of Yankton
 - Dakota War
 - the removal and relocation of the Dakota, Lakota, and Nakota
 - Fetterman Fight (Battle of One Hundred Slain)
 - Battle of Little Big Horn (Battle of the Greasy Grass)
 - the role of Indian agencies
 - emerging divisions within tribes regarding relationships with the U.S. government
- E. The student describes land speculation and settlement in what is now South Dakota in the 1850s and 1860s, including homesteading under the Preemption Act, Homestead Act, Timber Culture Act, and the Morrill Land-Grant Acts. HE
- F. The student explains the differences between various geographic regions, especially the growing divide in culture, lifestyle, and economics between the northern states and the southern states. HGE
- G. The student tells the story of the Mexican-American War and the Mexican Cession. H
- H. The student explains how the Mexican Cession and the California Gold Rush reignited the issue of the expansion of slavery, including the terms of the Compromise of 1850. H

- I. The student tells the biography of Abraham Lincoln, including: H
- his upbringing
 - his self-education
 - his words and actions against the expansion of slavery
 - his defense of the American founding on the issue of slavery
 - his debates with Stephen Douglas
 - his presidency
 - his command of the Union forces in the Civil War
 - his views on slavery, Union, and the Civil War and how they changed during the war
 - his Emancipation Proclamation
 - his plans for Reconstruction
 - his assassination
 - the building of the Lincoln Memorial
- J. The student explains Abraham Lincoln’s argument that the Kansas-Nebraska Act and popular sovereignty marked a moral break with the founding because they implied that moral right and wrong were relative to a democratic majority. H
- K. The student explains Abraham Lincoln’s argument that the *Dred Scott* decision turned the Constitution into a pro-slavery document that would allow slavery to spread anywhere in America, contrary to the original intentions of the founders. H

7.SS.13. The student demonstrates knowledge and understanding of the American Civil War and Reconstruction.

- A. The student explains the main arguments in the Lincoln-Douglas debates, especially in debate number seven. H
- B. The student reads and discusses the meaning of selections from Frederick Douglass’s “The Constitution of the United States: Is It Pro-Slavery or Anti-Slavery?” H
- C. The student explains the major and minor causes of the Civil War, especially the political tension surrounding the spread of slavery. H
- D. The student tells the stories and explains the effects of major military events, figures, and common soldiers from the Civil War. H
- E. The student explains how Abraham Lincoln issued and justified the Emancipation Proclamation, including what the order did and did not do, and why. HC
- F. The student reads and discusses the meaning of Abraham Lincoln’s Gettysburg Address and his second inaugural address in their entirety. HC
- G. The student tells the story of and explains the reasons why the Union won the Civil War, including the battles of Antietam, Vicksburg, and Gettysburg. H
- H. The student explains the different effects of the Civil War in the North and the South. H
- I. The student explains the successes of Reconstruction, including the Reconstruction Amendments and the election of freedmen to government offices, and its failures in renewed discrimination during Reconstruction and especially after the Compromise of 1877. H
- J. The student explains the meaning and historical significance of the following terms and topics: popular sovereignty, moral relativism, Homestead Act, black codes, and Jim Crow laws. HC

8th Grade

America: 1877-2008

Proposed

8th Grade

America: 1877-2008

8.SS.1. Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 8th grade

- A. The student can find a location on a map using latitude and longitude, and determine the latitude and longitude of an absolute location on a map, along with its applications. G
- B. The student can form an argument surrounding the indications of a historical photograph, political cartoon, chart, or graph and cite evidence from the image to support the argument. HC
- C. The student can write a persuasive essay of 4-5 paragraphs based on class notes, including a main argument (thesis), topic sentences, supporting evidence from history and class, and clear attempts to explain how the evidence proves the topic sentences and overall thesis. HCE

8.SS.2. The student demonstrates knowledge and understanding of the Gilded Age.

- A. The student explains the economic principles and practices that corresponded with America's industrial and economic growth after the Civil War, including: E
- the free market
 - patent law
 - economies of scale
 - mass production
 - division of labor
 - big business
 - monopoly
 - philanthropy
- B. The student explains the reasons for and origins of those who immigrated to America after the Civil War and the extent to which they assimilated, including opposition to new immigration such as the Chinese Exclusion Act. H
- C. The student describes the challenges that accompanied industrialization and immigration. HE
- D. The student describes the various responses to poor working conditions and standards of living, including: charity, the social gospel, populism, unionization, violence, and socialism and communism. H
- E. The student explains Karl Marx's main ideas on the following: HCE
- a spiritual reality beyond material things
 - the belief that middle class wealth necessitates working class poverty
 - the resulting conflict between the proletariat and the middle class
 - the communist revolution, including the use of violence
 - the dictatorship of the proletariat
- F. The student describes the style of and identifies pieces from the Hudson River School art movement. H
- G. The student explains the role of the railroad, the Black Hills gold rush, federal land policy such as the Homestead Act, and open-range cattle ranching on South Dakota history. H
- H. The student describes the life of pioneers and immigrants in South Dakota during the late 1800s, including their cultural heritage. H
- I. The student explains instances of conflict, cooperation, and duplicity among Native Americans (including select standards from Oceti Sakowin Essential Understandings 2 and 6), settlers, and governing bodies in the Dakota Territory during the late 19th Century, including: H
- Wounded Knee Massacre
 - the work of the Indian Bureau
 - Agreement of 1877
 - Dawes Act
 - 1889 Sioux Treaty
 - Meriam Report
- J. The student explains the extent to which treaties made between the U.S. government and Native Americans were followed and broken, including the historical and contemporary effects of the Agreement of 1877. H

- K.** The student tells of the effects of boarding schools on Native Americans, including the U.S. government's enactment of compulsory attendance of Native American children and its enforcement on reservations in South Dakota. H
- L.** The student identifies the targets of the Ku Klux Klan and lynching, and explains the ways in which different governments did or did not attempt to protect them. H
- M.** The student tells the story of how South Dakota became a state, explains the basic structure and functioning of its government, and explains the symbols of the Great Seal of the State of South Dakota. HC
- N.** The student tells of the school's local political community or a larger neighboring political community, including its founding, history, and the structure and functioning of its current government, e.g., mayor, council, tribal council, school board, etc. C
- O.** The student explains the meaning and historical significance of the following terms and topics: Robber Barons, Captains of Industry, Dawes Act, Ku Klux Klan Acts, and the Free Silver Movement. H

Proposed

8.SS.3. The student demonstrates knowledge and understanding of American history at the turn of the 20th Century.

- A. The student identifies the laws in different states that inhibited African Americans from voting, including the Supreme Court’s federal ruling in *Plessy v. Ferguson*. HC
- B. The student tells the biography of Booker T. Washington, including: H
 - his upbringing and education
 - his views on the betterment of African Americans
 - his founding of the Tuskegee Institute
- C. The student reads and discusses the meaning of selections from Booker T. Washington’s Atlanta Exposition Address. H
- D. The student tells the biography of Susan B. Anthony, including: H
 - her upbringing
 - her time teaching
 - her work for abolition
 - her friendship with Frederick Douglass
 - her work for temperance
 - her work for women’s suffrage
- E. The student explains the arguments and efforts of the suffragist movement and its major figures culminating in the ratification of the Nineteenth Amendment, including Susan B. Anthony, Alice Paul, Elizabeth Cady Stanton, Lucy Stone, Ida B. Wells, and the early successes and failures of the suffragist movement in South Dakota, including the efforts of Mamie Shields Pyle. HC
- F. The student tells of the major events in William McKinley’s presidency, including: H
 - annexation of Hawaii
 - Spanish-American War
 - Philippine-American War
 - Open Door Policy in China
- G. The student reads and discusses the meaning of selections from Woodrow Wilson’s “What Is Progress?” HC
- H. The student explains the ways in which certain Progressive ideas were different from the ideas of the American founding. HC

- I. The student names and explains the various progressive policies that were implemented in law, including: HCE
- bans on child labor
 - the administrative state
 - workplace safety regulation
 - trust busting
 - initiative, referendum, and recall
 - food regulation
 - economic regulation through the Federal Reserve Act
 - 16th, 17th, and 18th amendments to the Constitution
- J. The student tells the biography of Theodore Roosevelt, including: H
- his upbringing
 - his life outside of politics, especially in the West
 - his fighting in the Spanish-American War
 - his presidency
 - his corollary to the Monroe Doctrine
 - his efforts at conservation
- K. The student explains the ideas and efforts for the betterment of African Americans around 1900, including: H
- Anna Julia Cooper
 - Niagara Movement
 - W.E.B. DuBois
 - National Association for the Advancement of Colored People
- L. The student reads and discusses the meaning of Niagara's Declaration of Principles in its entirety. H
- M. The student explains the lifestyle and contributions of Native Americans at the turn of the century, including the role of boarding schools, allotment policy, the life and work of Charles Eastman, *Standing Bear v. Crook*, and the Major Crimes Act of 1885. H

8.SS.4. The student demonstrates knowledge and understanding of World War I and the Roaring Twenties.

- A. The student explains why America declared war on the Central Powers in World War I. H
- B. The student tells the stories and explains the effects of major military events, figures, and common soldiers from World War I. H
- C. The student tells the story of the Bolshevik Revolution. H
- D. The student explains why the Allied Powers won World War I and the American role in the victory. H
- E. The student explains the development of organized crime during Prohibition. H
- F. The student explains the practice of lynching and other forms of violence targeting African Americans, including the Tulsa Massacre. H
- G. The student tells the biography of Calvin Coolidge. H
- H. The student describes and identifies the Art Deco style of art and architecture. H
- I. The student explains the tenets and effects of the Snyder Act of 1924 (Indian Citizenship Act) granting citizenship to all Native Americans born in the United States. HC
- J. The student explains the origins and main ideas of the Harlem Renaissance as well as the Jazz style of music, including Jazz's origins and major musicians. H
- K. The student explains the meaning and historical significance of the following terms and topics: Black Wall Street, unrestricted submarine warfare, the *Lusitania*, Zimmerman Telegram, Spanish Flu, the Great Migration and the 19th Amendment. HC

8.SS.5. The student demonstrates knowledge and understanding of the Great Depression and World War II.

- A. The student explains the roles of margin buying, the Federal Reserve, fractional reserve banking, and the Smoot-Hawley Tariff on the stock market crash and the Great Depression.
HCE
- B. The student tells the biography of Franklin Delano Roosevelt, including: H
- his upbringing
 - his fight with polio
 - his combination of new voter blocs in the Democratic Party
 - his New Deal program
 - his political skill and tactics
 - his leadership in World War II
- C. The student explains the major ideas and effects of the New Deal, including: HCE
- its early effects on morale among Americans
 - its connection to Progressive ideas about government
 - its regulations
 - its programs
 - its implementation in South Dakota
 - the ways in which it changed the federal government
 - arguments both for and against its effectiveness
- D. The student explains the role of immigration and foreign workers in the 20th century, including during World War II, and the reform efforts of Cesar Chavez. H
- E. The student describes the carving of Mount Rushmore in the 1930s and 1940s by Gutzon Borglum and the carving of the Crazy Horse Memorial. H
- F. The student explains the causes of World War II and names the major powers in each alliance.
H
- G. The student explains how America aided the British prior to Pearl Harbor and why Japan attacked the United States. H
- H. The student tells the stories and explains the effects of major military events, figures, common soldiers, and noncombatants on the home front during World War II. H
- I. The student explains the similarities and differences between militarism in Imperial Japan, communism in the Soviet Union, and fascism in Nazi Germany, including their use of violence and mass murder as demonstrated by: H
- the Rape of Nanjing
 - the Holodomor
 - the Holocaust
 - treatment of political opponents and prisoners of war

- J. The student explains why the Allied Powers won World War II and the American role in the victory, including the battles of Pearl Harbor, Midway, Guadalcanal, Normandy, the Bulge, and Okinawa, as well as the atomic bombings of Hiroshima and Nagasaki. H
- K. The student explains the meaning and historical significance of the following terms and topics: Dust Bowl, gulag archipelago, Japanese American internment, Tuskegee Airmen, Navajo Code Talkers, Lakota Code Talkers, genocide, and the Manhattan Project. H

Proposed

8.SS.6. The student demonstrates knowledge of post-war America and the Civil Rights Movement.

- A. The student explains the ends and means of the Marshall Plan. H
- B. The student explains the ideas and tactics used by the Soviet Union and the United States in the early decades of the Cold War, including the growth of intelligence agencies. H
- C. The student tells the biography of Dwight Eisenhower, including: H
 - his upbringing
 - his fighting in World War I
 - his command in World War II
 - his presidency
 - his civil rights record
 - his warnings about the military-industrial complex
- D. The student tells the biographies of Benjamin Reifel and Vine Deloria, Jr., including their different interpretations of American Indian life. H
- E. The student explains efforts to secure civil rights for African Americans, including the efforts of: HC
 - Rosa Parks
 - Ruby Bridges
 - Martin Luther King, Jr.
 - Montgomery Bus Boycott
 - Malcom X
 - Greensboro sit-ins
 - Freedom Riders
 - March on Washington
- F. The student tells the biography of Martin Luther King, Jr., including: H
 - his upbringing
 - his education
 - his Christian ministry
 - his efforts for civil rights
 - his writings and speeches
 - his assassination
 - the building of the Martin Luther King, Jr. Memorial
- G. The student reads and discusses the meaning of Martin Luther King, Jr.'s "I Have a Dream" speech in its entirety. HC
- H. The student explains the connections Martin Luther King, Jr. makes to the principles of the American founding in his "I Have a Dream" speech. HC

- I. The student tells of the major events in John F. Kennedy’s presidency, including: H
 - NASA
 - Bay of Pigs
 - Cuban Missile Crisis
 - the buildup of soldiers in Vietnam
 - his assassination

- J. The student explains the accomplishments of the Civil Rights Act and the Voting Rights Act. HC

- K. The student identifies actions taken on behalf of African Americans after the Civil Rights Act, including the Selma to Montgomery March, Black Panthers, affirmative action, and civil unrest. H

- L. The student explains the meaning and historical significance of the following terms and topics: Berlin Airlift, Truman Doctrine, North Atlantic Treaty Organization, and *Brown v. Board of Education*. HC

Proposed

8.SS.7. The student demonstrates knowledge and understanding of America surrounding the Vietnam War and the cultural revolution.

- A. The student compares and contrasts the main ideas and programs of Lyndon Johnson’s Great Society and the principles of the Declaration of Independence and the Constitution. HC
- B. The student explains why America fought the Vietnam War, particularly within the context of the Cold War. H
- C. The student tells the stories and explains the effects of major military events, figures, and common soldiers from the Vietnam War, including why it was difficult, both militarily and domestically, for the United States to achieve complete victory in Vietnam, and withdrew instead. H
- D. The student explains the ways in which America exhibited new signs of prosperity in the late 20th century, including: H
 - home ownership
 - the emergence of suburbs
 - increased college attendance
 - employer-provided health insurance
 - mass media
 - consumerism
- E. The student explains the reasons—both philosophical and circumstantial—college students in the 1960s and 1970s challenged various forms of authority, including: H
 - the federal government following World War II and during the Cold War
 - business interests
 - the governing class in both political parties
 - traditional ideas and institutions related to religion, morality, and family life
- F. The student explains how America changed during the late 20th century, including: H
 - corporate welfare
 - direct welfare payments
 - immigration, both legal and illegal
 - religious participation
 - rates of marriage, birth, and divorce
 - drug use
 - the reliance on overseas manufacturing
 - the shift to a service economy
- G. The student explains Richard Nixon’s “silent majority,” the Watergate Scandal, and his resignation. H
- H. The student explains the totalitarian violence of communism in China, especially under Mao Zedong and the Great Leap Forward, and Richard Nixon’s efforts to open trade with China. H
- I. The student explains the meaning and historical significance of the following terms and topics: desegregation, containment, mutually assured destruction, Domino Theory, War Powers Act, television, baby boomers and hippies, environmentalism, Moon Landing, Second Wounded Knee, and détente. H

8.SS.8. The student demonstrates knowledge and understanding of America at the turn of the 21st Century.

- A. The student explains the relationship between Native American tribes and the federal government before and after the Indian Self-Determination and Education Assistance Act. H
- B. The student tells the histories and present-day existence of Native Americans in South Dakota: Oceti Sakowin Oyate (including select standards from Oceti Sakowin Essential Understandings 1-7), Mandan, Sahnish (Arikara), Cheyenne, Crow, and Hidatsa, among others. HC
- C. The student explains the problems of stagflation, the OPEC oil embargo, and the Iranian revolution and hostage crisis during the presidency of Jimmy Carter. H
- D. The student tells of the major events in Ronald Reagan’s presidency, including: H
 - limiting the size of government
 - reducing taxes
 - his efforts against communism and the Soviet Union
 - the creation of a new conservative coalition
- E. The student explains the contribution of American foreign policy to the failure of communism and the end of the Cold War, including American foreign policy pressure and the assertion of American principles such as natural rights, equality, and liberty. H
- F. The student tells of the major events of the 1990s, including: H
 - fall of the Soviet Union
 - Persian Gulf War
 - The Contract with America
 - budget surplus
 - American and NATO military involvement in Somalia, Haiti, and the Balkans
 - North American Free Trade Agreement (NAFTA) and its effects
- G. The student tells the story of the September 11 attacks and the response by the Bush Administration, including the subsequent military operation in Afghanistan, and the expansion of intelligence agencies and tactics. H
- H. The student tells the stories and explains the effects of major military events, figures, and common soldiers from the War on Terror and the Iraq War, including why it was difficult, both militarily and domestically, for the United States to achieve complete victory in the War on Terror in Afghanistan and in the Iraq War. H
- I. The student explains the causes of the 2008 financial crisis. HE
- J. The student tells of the 2008 election and the election of Barack Obama. H
- K. The student explains the meaning and historical significance of the following terms and topics: supply-side economics, Americans with Disabilities Act, the Internet, and Hurricane Katrina, America’s most expensive natural disaster to date. H

9th-12th Grade

World History:

Ancient to Modern

Proposed

9th-12th Grade

World History: Ancient to Modern

9-12.WH.1 Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of high school.

- A. The student can write a narrative essay of 500-750 words on a historical event based on class notes. H
- B. The student can write an informative essay of 500-750 words on a historical figure based on class notes. H
- C. The student can write a persuasive essay of 500-750 words based on class notes, including a main argument (thesis), topic sentences, supporting evidence from history and class, and clear attempts to explain how the evidence proves the topic sentences and overall thesis. HCE

9-12.WH.2 The student demonstrates knowledge and understanding of ancient civilizations in Asia, the Middle East, northern Africa, and the eastern Mediterranean Sea.

- A. The student identifies the six characteristics of civilizations: large population centers, monumental architecture and unique art styles, shared communication strategies, systems for administering territories, a complex division of labor, and the division of people into social and economic classes. HCE
- B. The student explains the origins of human beings in Africa and traces the development of early human civilization through the Neolithic Age, including the roles of climate and environmental changes, hunter-gatherer societies, metallurgy, and agriculture. H
- C. The student explains the major historical events, cultural features, stories, and civil contributions of Ancient India, Sumer, Babylon, Assyria, Persia, and Ancient China, including polytheism, irrigation, metalsmithing, the domestication of animals, slavery, and inventions such as the wheel, sail, plow, and writing. HC
- D. The student explains the major historical events, cultural features, stories, and civil contributions of Ancient Egypt and Phoenicia, including agriculture, the calendar, hieroglyphic writing, papyrus, maritime commerce, and the first alphabet. HC
- E. The student explains the major historical events, cultural features, and stories of the ancient Hebrews, including the origins and role of the Tanakh. H
- F. The student compares the monotheistic religion of the Hebrews to the traditional polytheism of the ancient world, including the belief in one god, the Decalogue, individual worth of each person, and equal moral obligations of each person regardless of class or authority. H
- G. The student explains the major historical events, cultural features, and contributions of civilizations in Peloponnesus and the eastern Mediterranean Sea, including Minoa, Mycenae, and archaic Sparta and Athens. H
- H. The student identifies the major figures and stories within Greek and Roman mythology. H
- I. The student explains why the government of ancient Athens may be considered the beginning of democracy, including the polis, written constitutions, voting, a legislative body, and the rule of law. HC
- J. The student explains the causes, warfare, strategy, outcomes, and effects of the Persian Wars, including the battles of Marathon, Thermopylae, and Salamis. H
- K. The student explains the major cultural features and contributions of Athens during the classical period, including pottery, architecture, sculpture, drama, the Greek language, institutions, slavery, and the histories of Herodotus and Thucydides. H
- L. The student explains the causes, warfare, strategy, outcomes, and effects of the Peloponnesian War, including the roles of Pericles and Demosthenes. H

- M.** The student explains the major ideas of philosophers and religious thinkers in antiquity, including Siddhartha, Confucius, Thales, Pythagoras, Hippocrates, Socrates, Plato, Aristotle, and Epicurus, especially in terms of logical reasoning, truth, and ethics. HC
- N.** The student tells of the conquests of Alexander of Macedon, the founding of the city of Alexandria, and the spread of Greek culture in the Hellenistic Period. H

Proposed

9-12.WH.3 The student demonstrates knowledge and understanding of the Roman Republic and the Roman Empire.

- A. The student explains the stories and events surrounding the founding of Rome and the Roman Republic. H
- B. The student explains the social and political organization of the Roman Republic and the influence of its governing principles and institutions, including the rule of law, the separation of powers, ideas of civic duty, and representative government. HC
- C. The student explains the major cultural features and contributions of Rome, including in architecture, engineering, sculpture, poetry, slavery, the Latin language, and the histories of Livy, Tacitus, and Polybius. H
- D. The student explains the causes, warfare, strategy, outcomes, and effects of the Punic Wars, including the battles of Cannae and Zama and the roles of Hamilcar Barca, Hannibal, and Scipio Africanus. H
- E. The student explains the origins and major events of the Roman civil wars and the triumvirates, including the ideas and actions of Cato the Elder, Cicero, Julius Caesar, and Octavian Caesar. H
- F. The student explains the major ideas and events surrounding the life of Jesus of Nazareth and their historical effects, including the establishment of early Christian churches, the spread of Christianity, and persecutions of Christians. H
- G. The student explains the factors that accounted for the Roman Empire’s relative stability and longevity, including its military organization and tactics, the Pax Romana, decentralized administration, the taxation system, a standard currency, and the road system. H
- H. The student explains the major historical events and cultural features of the Roman Empire, including under the rule of Octavian Caesar, the Julio-Claudian dynasty, Trajan, Hadrian, Marcus Aurelius, and Diocletian. H
- I. The student explains the major events during the rule of Constantine, including the legalization of Christianity and the moving of the Roman capital to Constantinople. H
- J. The student explains the major historical events, cultural features, stories, and religious contributions of the early Christians, including the origins and role of the Bible. H
- K. The student compares the religion of the Christians to that of the Hebrews and of polytheist religions, including monotheism, the Trinity, the belief in Jesus of Nazareth as divine, the redeeming of a person’s sins, the individual worth of each person, and equal moral obligations of each person regardless of class or authority. H

- L. The student explains the origins of the barbarian invasions and the other factors that led to the fall of the Roman Empire, including the power of the military establishment, political corruption, and economic instability arising from opulence. H
- M. The student explains the role of the papacy and historical figures in establishing Christianity and Roman law in Europe and the near east, including the Christian church fathers, Augustine of Hippo, Leo I, and Justinian. H

Proposed

9-12.WH.4 The student demonstrates knowledge and understanding of the Middle Ages.

- A. The student explains the origins and cultures of the major indigenous tribes of Europe around 500, including the Ostrogoths, Burgundians, Franks, Visigoths, Lombards, Saxons, Angles, Britons, Celts, Slavs, and Norse. H
- B. The student explains the ways in which society changed with the fall of the Roman Empire and the perpetuation of the Eastern Roman Empire in Constantinople, including the role of Christianity. H
- C. The student explains the establishment of monasteries, the practices of monasticism, the preservation of ancient thought, and their role in the Middle Ages. H
- D. The student explains the major ideas and events surrounding the life of Mohammed and their historical effects, including the founding and spread of Islam and divisions between Sunnis and Shi'ites. H
- E. The student explains the major historical events, cultural features, stories, and religious contributions of early Muslims, including the origins and role of the Qur'an, the preservation of Greek thought, and expansions in science, philosophy, and mathematics. H
- F. The student explains the historical events and effects of the Carolingian dynasty, the establishment of the Holy Roman Empire, the Viking invasions, and the rule of Vladimir of Kiev. H
- G. The student explains the development and practice of feudalism in European societies, including the expectations of each class, and of slavery in the Middle East, Africa, and Asia. H
- H. The student describes and explains Christian and Muslim art and architecture in the Middle Ages. H
- I. The student explains the origin of the Great Schism of 1054, the Investiture Controversy, and the Concordat of Worms. H
- J. The student tells of the Norman Conquest, the rule of King John of England, the signing of the Magna Carta, and the emergence of parliament. H
- K. The student explains the origins, historical events, and different perspectives of the conflicts between Muslims and Christians both before and during the crusades, including the exchange of ideas and culture between Christians and Muslims that took place during these centuries. H
- L. The student explains the developments and achievements of the high Middle Ages, including the power of the papacy, the founding of mendicant orders, the rise of universities, and the major ideas of scholasticism and Thomas of Aquino, Maimonides, and Ibn Sina. H

9-12.WH.5 The student demonstrates knowledge and understanding of the Late Middle Ages, the Renaissance, and the Reformation.

- A. The student explains the history and features of civilizations in Africa, including indigenous religious practices, the role of kinship relationships, the influence of Islam and Christianity, the civilizations of Ghana, Mali, and Songhay, their economic and political practices, and the trans-African slave trade. H
- B. The student explains the history and features of civilizations in India, including Hinduism, the caste system, and Mongol and Muslim rule. H
- C. The student explains the history and features of civilizations in China, including Confucianism, commerce, agriculture, and the major dynasties. H
- D. The student explains the history and features of civilizations in Japan, including Shinto and Japanese Buddhism, feudalism, shoguns, isolationism, and its cultural rivalry with the Chinese on the Korean Peninsula. H
- E. The student explains the history and features of civilization and culture in certain indigenous tribes in North and South America prior to European exploration, including the Ancestral Pueblo, Hopewell, Aztec, Maya, Inca, and various independent tribes. H
- F. The student explains the disruptions to society in the late Middle Ages and their effects, including the emergence of several strong monarchies, the Avignon Papacy, the Black Death, the Great Schism of 1378, the Hundred Years' War, the Ottoman Empire's capture of Constantinople, the ideas of John Wycliffe, Jan Hus, and Donatism, and Ivan III's end of Mongol rule. H
- G. The student explains the origins and major ideas of the Renaissance, including humanism, the growth of towns, the model of Dante Alighieri, and the roles of patrons. H
- H. The student explains the major cultural features and contributions of the Renaissance in Italy and Northern Europe in painting, architecture, sculpture, and literature. H
- I. The student explains the Reconquista of the Iberian Peninsula with the decline of Muslim rule and the ascendance of the Portuguese and Spanish crowns. H
- J. The student explains 15th century trade between Europe and Asia, and different European motivations for exploration. H
- K. The student explains the 15th century slave trade among Africans, Arabs, and Europeans, and compares it to the practice of indentured servitude. H
- L. The student explains the main ideas of major Protestant leaders, including Martin Luther, Henry VIII and Thomas Cranmer, and John Calvin, and how they contrasted with Catholic ideas and practices. H
- M. The student explains the major historical events during the Protestant Reformation and the subsequent Catholic Reformation, including their reflection in art, architecture, and politics. H

9-12.WH.6 The student demonstrates knowledge and understanding of the Age of Exploration, the Scientific Revolution, the Enlightenment, and the Industrial Revolution.

- A. The student identifies the figures and features of Elizabethan England and the English Renaissance. H
- B. The student explains the political and religious elements to the wars of religion in the 16th and 17th centuries, including the Anglo-Spanish War, the French Wars of Religion, and the Thirty Years' War. H
- C. The student explains instances of conquest and cooperation between Europeans and indigenous peoples in the Americas until 1800. H
- D. The student explains the Columbian Exchange of resources, people, and disease, including how smallpox decimated indigenous peoples and the science of why this happened. H
- E. The student explains the approaches of different powers to exploration and colonization in the Western Hemisphere, especially how England's approach was distinct. H
- F. The student describes life on a slave ship in the Middle Passage. H
- G. The student explains the scientific method and the major ideas and discoveries of the Scientific Revolution. H
- H. The student explains the major ideas of the Enlightenment, including the ideas of Niccoló Machiavelli, Rene Descartes, Thomas Hobbes, John Locke, Voltaire, and Jean-Jacques Rousseau, and their expression in neo-classical art. H
- I. The student describes the monarchy of Louis XIV and its effect on other monarchs in Europe in the form of enlightened absolutism, including in Russia, Austria, and Prussia. H
- J. The student explains the origins, political ideas, historical events, and effects of the English Civil War, the Protectorate, and the Glorious Revolution, and how England was the exception to absolutism. H
- K. The student explains the origins and effects of the Agricultural Revolution, the First Industrial Revolution, and the Enclosure Movement in England, including Adam Smith's observations on the capitalist nature of an industrial society. H
- L. The student explains how a free market or capitalist market indicates that laws allow individuals to possess more goods or currency than they need to survive; and to invest, produce, distribute, and buy and sell goods and services by making their own agreements with one another. H

9-12.WH.7 The student demonstrates knowledge and understanding of the French Revolution and the 19th Century.

- A. The student explains the origins and major historical events of the French Revolution, including the ideas of Voltaire and Jean-Jacque Rousseau, government corruption, the effects of the American Revolution on France, the role of the mob and a lack of experience in self-government, and widespread violence. H
- B. The student explains the events that led to the rise of Napoleon Bonaparte, his conquests in Europe, and the outcome of the Congress of Vienna. H
- C. The student explains the effects of the French Revolution and Napoleonic Empire, including romanticism, nationalism, liberalism, and the pattern of revolutions that emerged in the first half of the 19th century in Europe and in Central and South America. H
- D. The student explains major historical events involving Victorian England and the British Empire, including reform efforts in Great Britain and policies within colonies. H
- E. The student describes the Second Industrial Revolution and the emerging challenges that local communities, small businesses, and workers faced. H
- F. The student describes the different responses to the challenges of industrialization and the growth of large corporations, including various reform efforts and socialism. HE
- G. The student explains the ideas of Georg Hegel, Karl Marx, and Social Darwinism, including the progress of history, dialectical materialism, communist revolution, the role of violence, and the dictatorship of the proletariat. HCE
- H. The student explains the abolitionist movements in the United States and Great Britain during the 19th Century. H
- I. The student explains the colonization of Africa and Asia during the 19th Century and its effects, including developing economies and technology, the spread of Christianity, atrocities, Indian nationalism, the decline of the Manchu dynasty, Chinese nationalism, and the Meiji Restoration. H
- J. The student explains the major developments in Latin American history in the early 19th and early 20th centuries, including the wars of independence, the growing influence of the United States, and the Mexican Revolution. H
- K. The student explains the unifications of Italy and Germany, the domestic situation in Russia, and shifts in the balance of power during the late 19th Century. H
- L. The student explains the presence and influence of Hegelianism, nationalism, and militarism among the leaders and citizenry of various European powers by the dawn of the 20th century. H

9-12.WH.8 The student demonstrates knowledge and understanding of the world wars and the interwar years.

- A. The student explains the general causes of World War I as well as the particular series of events that led to the outbreak of war in 1914, including imperial competition, nationalism, militarism, an emerging power vacuum, and human hubris and fallibility. H
- B. The student explains the figures, warfare, strategies, and major events of World War I, including the battles of the Marne, Gallipoli the Somme, and Verdun, the Armenian genocide, the sinking of the *Lusitania*, unrestricted submarine warfare, and the role of America. H
- C. The student explains the terms of the Treaty of Versailles, including the extent to which they accurately reflected the outcome of the war and a just peace for the belligerent parties. H
- D. The student explains the causes and events of both the February Revolution and the Bolshevik Revolution in Russia, including widespread violence and the assassinations of the Romanovs. H
- E. The student explains the physical, moral, psychological, and political effects of World War I on European society. H
- F. The student explains the growing international role of the Middle East during the 20th Century, including the fall of the Ottoman Empire and rise of a secular Turkish state, the Balfour Declaration, the Palestine Mandate, and the importance of oil fields. H
- G. The student explains the major causes of the Great Depression and the responses of various economic thinkers and governments, including John Maynard Keynes, Ludwig von Mises, Friedrich von Hayek, and Milton Friedman. H
- H. The student explains the main communist principles within the Soviet Union, the roles of Vladimir Lenin, Leon Trotsky, and Josef Stalin, the use of terror, and the violations of the rights and the murder of millions of people under communist rule, including the Holodomor, the invasion of Poland, and the gulag archipelago. H
- I. The student explains the main fascist principles within Fascist Italy and Imperial Japan, the roles of Benito Mussolini and Hideki Tojo, the use of terror, and the violations of the rights of and the murder of millions of people under fascist rule, including the invasion of Ethiopia, the Nanjing Massacre, and the impact on Italian occupied Africa and Japanese occupied China and south-east Asian nations. H
- J. The student explains the impact of National Socialism within Germany and the role of Adolf Hitler in using German democratic processes to take power, to consolidate political power within Germany, to expand Germany's borders, to conduct an industrial age war, and to carry out the Holocaust. H
- K. The student explains the general causes of World War II as well as the particular series of events that led to the outbreak of war in 1939, including the perceived injustice of the Versailles Treaty and its subsequent violations by Germany, the annexations of Austria and Czechoslovakia, the Nazi-Soviet Nonaggression Pact, and the invasions of Poland. H

- L. The student explains the figures, warfare, strategies, and major events of World War II, including the invasions of Poland and France, Battle of Britain, Operation Barbarossa, Pearl Harbor, Stalingrad, Guadalcanal, fighting in North Africa and Italy, D-Day, Okinawa, the atomic bombings, and the role of America. H
- M. The student explains the physical, moral, psychological, and political effects of World War II and the emergence of the United States and the Soviet Union as superpowers. H
- N. The student explains the ends and means of the Marshall Plan and the United Nations. H
- O. The student explains the founding of the modern state of Israel and subsequent events in the Middle East. H

Proposed

9-12.WH.9 The student demonstrates knowledge and understanding of the world since World War II.

- A. The student explains the major events of the Chinese Civil War. H
- B. The student explains the ideas and tactics used by the Soviet Union and the United States in the early decades of the Cold War, including the growth of intelligence agencies. H
- C. The student explains the main communist principles within Communist China, the role of Mao Zedong, the use of terror, and the violations of the rights and the murder of millions of people under communist rule, including the Great Leap Forward, the Cultural Revolution, and Tiananmen Square. H
- D. The student explains the various uprisings and proxy wars that were part of the Cold War, including the Greek Civil War, the Korean War, the Hungarian uprising, the Cuban Revolution, the Vietnam War, Cambodian genocide, the Prague Spring, and the Afghan-Soviet War. H
- E. The student explains the major events in the decolonization of Asia, Africa, Latin America, and the Middle East. H
- F. The student explains the rise in economic productivity during the late 20th Century and its effects on the standard of living across the world. E
- G. The student explains the cultural revolution and protests across much of Europe in the 1960s and 1970s. H
- H. The student explains the collapse of the Soviet Union and the end of the Cold War, including the weakness of the command economy, policies of United States President Ronald Reagan, local resistance, and the roles of Aleksander Solzhenitsyn, Michael Gorbachev, John Paul II, Vaclav Havel, and Lech Walesa. H
- I. The student identifies and explains the various conflicts since the end of the Cold War, including in Northern Ireland, the Balkans, Sudan and Rwanda, Somalia, Sri Lanka, Kashmir, Afghanistan, Iraq, Libya, and Syria. H
- J. The student explains the end of apartheid in South Africa and the role of Nelson Mandela. H
- K. The student explains the globalization of world economies, technology, and communications during the late 20th Century and early 21st Century. HE
- L. The student explains the formation of the European Union, the growing role of Asian nations in the global economy, and the power of nongovernmental organizations. HE
- M. The student explains the causes of the 2008 financial crisis. HE
- N. The student describes the present-day economies, social and governmental structures, cultures, and ways of life in the following regions, including the several key forms of government within each region: Middle East, Northern Africa, Sub-Saharan Africa, Asia, Oceania, North America, Central America, South America, Eastern Europe, Western Europe, the Balkans, Australia. HCGE

9th-12th Grade

World Geography

Proposed

9th-12th Grade

World Geography

9-12.WG.1 Students will demonstrate knowledge of applying geospatial resources and tools to interpret and analyze geographic information.

- A. The student will construct a map or other geographic representations that demonstrate the physical and cultural characteristics. G

9-12.WG.2 The student can use the six essential elements of geography to describe the following regions in A thru F subpoints below. The six essential elements of geography are spatial terms, places and regions, physical systems, human systems, environment and society, and the uses of geography. G

A. Africa

- Major Geographic Features: Mediterranean Sea, Atlantic Ocean, Indian Ocean, Sahara Desert, Nile River, Lake Victoria, Mount Kilimanjaro, Atlas Mountains, the Horn of Africa, Red Sea, Suez Canal, Cape of Good Hope, Niger River, Congo River, Kalahari Desert, Congo Rainforest
- Major Countries (Cities): Algeria (Algiers), Angola, Botswana, Cameroon, Central African Republic, Chad, Ivory Coast, Democratic Republic of the Congo (Kinshasa), Djibouti, Egypt (Cairo, Giza), Equatorial Guinea, Ethiopia, Gambia, Ghana, Guinea, Kenya (Nairobi), Liberia, Libya (Tripoli), Madagascar, Mali, Morocco (Tangier, Casablanca), Mozambique, Namibia, Niger, Nigeria (Lagos), Rwanda, Senegal, Sierra Leone, Somalia, South Africa (Johannesburg, Cape Town, Pretoria), South Sudan, Sudan, Swaziland, Tanzania, Tunisia (Tunis), Uganda, Zambia, Zimbabwe

B. Middle East

- Major Geographic Features: Black Sea, Mediterranean Sea, Caspian Sea, Red Sea, Indian Ocean, Arabian Peninsula, Persian Gulf, Euphrates River, Tigris River, Sea of Galilee, Jordan River, Strait of Hormuz, Gulf of Oman
- Major Countries (Cities): Armenia, Azerbaijan, Cyprus, Georgia, Iran (Tehran), Iraq (Baghdad, Mosul), Israel (Jerusalem, Tel Aviv), Jordan, Kuwait, Lebanon (Beirut), Qatar, Saudi Arabia (Riyadh, Mecca), Syria (Damascus), Turkey (Istanbul, Ankara), United Arab Emirates (Dubai), Yemen

C. Central Asia

- Major Geographic Features: Indian Ocean, Arabian Sea, Bay of Bengal, Ganges River, Indo-Gangetic Plain, Northern Mountains, Deccan Plateau, Himalayan Mountains, the Steppes, Indus River
- Major Countries (Cities): Afghanistan (Kabul), Bangladesh, India (Mumbai, Delhi, Bangalore, Kolkata), Kazakhstan (Almaty), Nepal, Pakistan (Islamabad), Sri Lanka, Turkmenistan, Uzbekistan

D. Southeast Asia and Oceania

- Major Geographic Features: Indian Ocean, Australia, New Zealand, Antarctica, major Pacific islands, Pacific Ocean, Coral Sea, Bay of Bengal, South China Sea, Strait of Malacca, Great Victoria Desert, Great Barrier Reef, Australasia rainforest, Indo-Burma Rainforest
- Major Countries (Cities): Australia, Cambodia, Indonesia (Jakarta), Laos, Malaysia, Myanmar (Mandalay), New Zealand, Philippines (Manila), Singapore, Thailand, Vietnam (Ho Chi Minh City, Hanoi)

E. North and East Asia

- Major Geographic Features: Pacific Ocean, Arctic Ocean, Sea of Japan, Yellow Sea, East China Sea, Gobi Desert, Ob River, Himalayan Mountains, Yellow River, Yangtze River, Siberia, Kolyma River, Golden Horn Bay, Korean Peninsula, Mount Everest
- Major Countries (Cities): China (Chongqing, Shanghai, Beijing, Wuhan, Hong Kong), Japan (Tokyo), Mongolia, North Korea (Pyongyang), Russia (Vladivostok), South Korea (Seoul), Taiwan

F. Europe

- Major Geographic Features: Atlantic Ocean, Arctic Ocean, Baltic Sea, Volga River, Danube River, Ural Mountains, Rhine River, Elbe River, Seine River, Po River, Thames River, Carpathian Mountains, Alps Mountains, Apennine Mountains, Pyrenees Mountains, Iberian Peninsula, Scandinavia, Balkans, Irish Sea, Bay of Biscay, English Channel, Mediterranean Sea, Peloponnesus, Dardanelle Straits, Black Sea, North Sea, Normandy, Mount Blanc, Rhineland, Polish Plain, Caucasus
- Countries (Major Cities): Albania, Austria (Vienna), Belarus, Belgium (Brussels), Bosnia-Herzegovina, Bulgaria, Croatia, Cyprus, Czech Republic, Denmark (Copenhagen), Estonia, Finland (Helsinki), France (Paris, Marseilles), Germany (Berlin, Cologne), Gibraltar, Greece (Athens), Hungary, Iceland, Ireland (Dublin), Italy (Rome, Milan, Venice), Kosovo, Latvia, Lithuania, Luxembourg, Macedonia, Malta, Moldova, Montenegro, Netherlands (Amsterdam), Norway, Poland (Warsaw, Gdansk, Krakow), Portugal (Lisbon), Romania, Russia (Moscow, St. Petersburg), San Marino, Serbia, Slovakia, Slovenia, Spain (Madrid), Sweden, Switzerland (Geneva), Ukraine (Kiev), United Kingdom (London, Oxford, Edinburgh), England, Scotland, Wales, Northern Ireland, Vatican City

G. North and South America

- Major Geographic Features: Atlantic Ocean, Pacific Ocean, Amazon River, Amazon Rainforest, Andes Mountains, Cape Horn, Panama Canal, Yucatan Peninsula, Baja California Peninsula, Straits of Magellan, Isthmus of Panama, Rocky Mountains, Appalachian Mountains, Mississippi River, Missouri River, Ohio River, Columbia River, Colorado River, Grand Canyon, Hudson Bay, Saint Lawrence River, Great Lakes, Great Salt Lake, Gulf of Mexico, Rio Grande, Yukon River, Mount McKinley, Mojave Desert, Chihuahua Desert, Sonoran Desert, Atacama Desert, Great Plains
- Major Countries (Cities): Argentina (Buenos Aires), Belize, Bolivia, Brazil (Sao Paulo, Rio de Janeiro), Chile (Santiago), Colombia, Ecuador, Paraguay, Peru (Lima), Uruguay, Venezuela, United States (New York City, Los Angeles, Chicago, Houston), Canada (Ottawa, Toronto, Montreal), Mexico (Mexico City), Greenland, Jamaica, Dominican Republic, Cuba (Havana), Panama, Costa Rica, Haiti, Guatemala (Guatemala City), Honduras, Barbados, The Bahamas, El Salvador, Nicaragua, Cayman Islands, Grenada

9-12.WG.3 Students will recognize and explain the differences and similarities within and between cultures and people groups in the world's places and regions.

- A. The student can explain how geographic location and features contributed to the development and form of historical civilizations and how they influenced the actions of people in a given historical event. HG
- B. The student can identify elements that make up a person's culture, including political culture. CG

Proposed

9th-12th Grade

Economics

Proposed

9th-12th Grade

Economics

9-12.E.1 Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of high school.

- A. The student can demonstrate how supply and demand determine equilibrium price and quantity in different markets, such as in production, resources, and finance. E
- B. The student can use a production possibilities curve to explain scarcity, choice, opportunity cost and tradeoffs, productivity, growth, and unemployment. E
- C. The student can use price elasticity of supply and demand to show changes in quantity relative to changes in price. E
- D. The student can employ marginal analysis to understand economic decisions. E
- E. The student can predict how changes in federal spending and taxation affects budget deficits, budget surpluses, the national debt, and the consequences for citizens. E

9-12.E.2 The student demonstrates knowledge and understanding of the fundamental realities involved in economic decisions.

- A. The student explains how resources are limited, that people cannot have all the goods and services they want, and, therefore, that they must choose some things and forgo others. E
- B. The student explains that economics is the study of how human beings allocate resources towards what they need and want in order to live and to live well. E
- C. The student explains how consumers and producers navigate the reality of scarcity by making choices based on opportunity costs. E
- D. The student distinguishes between utility and scarcity in determining value. E
- E. The student explains how people voluntarily make an exchange when all parties believe they will gain from the trade. E
- F. The student explains how natural resources, labor, capital, and entrepreneurship are necessary to produce goods and services. E
- G. The student explains Adam Smith’s idea that to generate wealth one must work to improve a resource. E
- H. The student explains the characteristics of a healthy economy, both at the macroeconomic and microeconomic levels, including security in the possession of private and intellectual property, the efficient allocation of limited resources, price stability, full employment, access to owning land or a home, the ability to save, and economic mobility. E

9-12.E.3 The student demonstrates knowledge and understanding of the principles of supply and demand.

- A. The student explains how price is an informative signal for buyers and sellers. E
- B. The student explains the basic concepts of supply and demand and their effects on price. E
- C. The student explains the roles of buyers and sellers in determining equilibrium price. E
- D. The student explains how consumers ultimately determine what is produced in a free market economy. CE
- E. The student explains the factors that can change overall demand. E
- F. The student explains the factors that can change overall supply. E
- G. The student explains how the profit motive indicates a short-term sacrifice with the goal of attaining a long-term return. E
- H. The student explains how profit encourages entrepreneurs to innovate and meet consumer demand even though it is a risk to them. E

9-12.E.4 The student demonstrates knowledge and understanding of the main kinds of economic systems, both in history and in the present-day.

- A. The student explains how decisions on what to produce, for whom to produce it, and how to produce it are decided within traditional, market, command, and mixed economies. CE
- B. The student explains the thought of Karl Marx with respect to a communist or socialist society and economic system and explains the success or failure of such economies in history. CE
- C. The student explains the ideas of fascism with respect to a fascist economic system and explains the success or failure of such economies in history. CE
- D. The student explains the observations of Adam Smith with respect to a capitalist free market economy and explains the advantages and challenges of such economies in history. CE
- E. The student explains the principles and practices of other economic systems, such as laissez-faire and mixed economies. CE
- F. The student explains the distinction between a manufactory economy and a service economy. E
- G. The student explains how the American economy has historically been characterized as free market or capitalist, meaning that the laws allow individuals to possess more goods or currency than they need to survive; and to invest, produce, distribute, and buy and sell goods and services by making their own agreements with one another. CE
- H. The student explains how the American, and especially the South Dakota, agricultural economics impact agricultural producers and the agricultural industry as a whole to understand the trends in domestic and international food systems, commodity prices, population trends, and trade policies. CE
- I. The student explains how defined private property and intellectual property rights and enforced contracts are necessary in a free market economy. CE
- J. The student explains the American founders' views on private property and its protection, and the extent to which the average American has been able to own land or a home and securely hold private property compared to historical and world standards. CE

9-12.E.5 The student demonstrates knowledge and understanding of major market structures within the United States economy.

- A. The student explains how competition among many sellers reduces the price of goods and services while encouraging producers to increase production. E
- B. The student explains the difference between sole proprietorship, partnership, and corporation within business organization. E
- C. The student explains how businesses can fund and grow their work through earnings and profit, stock issues, and borrowing, including the advantages and risks of each. E
- D. The student explains the roles of economies of scale, mass production, and the division of labor, especially in an industrial economy. E
- E. The student explains the virtues and skills required of workers to be successful in the workplace. E
- F. The student explains how wages depend on the market value of the produced good or service and the productivity of the worker in producing that good or service. E
- G. The student explains the differences between perfection competition, oligopoly, monopolistic competition, and monopoly. E

9-12.E.6 The student demonstrates knowledge and understanding of the business cycle and key economic macroeconomic measurements.

- A. The student explains the phases of the business cycle and its causes. E
- B. The student explains aggregate supply and demand, Gross Domestic Product (GDP), and Gross National Production (GNP), including how each is calculated. E
- C. The student explains unemployment and economic growth, including how each is calculated. E
- D. The student explains the different causes of inflation and deflation, including who gains and loses due to each. E

9-12.E.7 The student demonstrates knowledge and understanding of the relationship between government policy and the economic decisions of individuals and businesses.

- A. The student identifies the major sources of revenue and categories of expenses within government budgets. CE
- B. The student explains taxation and the different kinds of taxation, including income tax, sales tax, corporate and payroll taxes, Social Security, Medicare and Medicaid, and inflation. CE
- C. The student explains the different uses and functions of fiscal and monetary policy. CE
- D. The student investigates the maxim that there is “no such thing as a free lunch.” CE
- E. The student identifies the traits of natural monopolies and the arguments for and against government involvement in these fields. CE
- F. The student identifies examples of goods and services that federal, state, local, and tribal governments manage within the United States and South Dakota. CE
- G. The student explains how wage and price controls can create shortages and surpluses. CE
- H. The student explains the ways in which government action may harm the economy, including excessive taxation, increased money supply, excess government spending, excessive regulation, political corruption, and nationalization. CE
- I. The student explains how the costs of government policies and programs do not abide by economic efficiency once social or political goals influence such policies. CE
- J. The student investigates the maxim of “the unintended consequences of good intentions.” CE

9-12.E.8 The student demonstrates knowledge and understanding of money and financial institutions.

- A. The student explains the basic functions of money, including as a medium of exchange, a unit of account, and a store of value. E
- B. The student explains the forms of money in the United States economy. E
- C. The student explains the role of the Federal Reserve within the banking system. E
- D. The student explains how the Federal Reserve can affect the supply and value (inflation/deflation) of money through buying and selling government bonds, changing bank reserve ratios, and adjusting the discount interest rate. E
- E. The student explains the role of banks, including associated advantages, disadvantages, and risks. E
- F. The student explains the basic savings, investment, and credit services that financial institutions offer. E
- G. The student explains how real estate, bullion, stocks, bonds, and mutual funds serve as investment opportunities. E

9-12.E.9 The student demonstrates knowledge and understanding of trade and commerce.

- A. The student distinguishes between imports and exports. E
- B. The student explains the benefits of trade in true free trade agreements for individuals, regions, and countries. CE
- C. The student explains the purposes, advantages, and disadvantages of trade barriers such as quotas and tariffs. CE
- D. The student explains how exchange rates affect the purchasing power of people in different countries. E
- E. The student explains the terms and effects of the Smoot-Hawley Tariff, the North American Free Trade Agreement (NAFTA), the United States-Mexico-Canada Agreement (USMCA), the General Agreement on Tariffs and Trade (GATT), and the World Trade Organization (WTO). HCE

Proposed

9-12.E.10 The student demonstrates knowledge and understanding of the historical relationship between government policy and the economic decisions of individuals and businesses.

- A. The student explains the history of economic thought and policy prior to the First Industrial Revolution, including the economies of the ancient and medieval worlds, mercantilism, slavery, and classical economics. HCE
- B. The student explains the origins and effects of the Agricultural Revolution, the First Industrial Revolution, and the Enclosure Movement in England, including Adam Smith's observations on the capitalist nature of an industrial society. HCE
- C. The student explains how general incorporation laws affected the size of businesses and the effects on competition and workers. CE
- D. The student explains that the purpose of government as outlined in the Declaration of Independence is to "secure these rights." C
- E. The student explains the ways governments have increasingly redistributed more goods and services in the course of American history. CE
- F. The student explains the roles of speculation, corruption, war, and government policy in most major recessions, depressions, and periods of economic growth. CE
- G. The student explains the economic ideas of John Maynard Keynes and contrasts them with those of Ludwig von Mises, Friedrich Hayek, and Milton Friedman. CE
- H. The student explains the historical and current economies of South Dakota and Native American tribes, including their major industries, the role of government, and their relationships to the economies of other states and nations. CE
- I. The student explains the historical (kinship, generosity, trade, and communal stewardship of land natural resources) and current economies of the Oceti Sakowin (including select standards from Oceti Sakowin Essential Understandings 1-2 and 5-7), including major industries, the role of government, and their relationships to the economies of other states and nations. CE
- J. The student identifies the features and effects of the modern global economy, including the role of technology, the International Monetary Fund, the Chinese economy, nonprofits, and nongovernmental organizations. CE

9th-12th Grade

United States History:

1492-2008

Proposed

9th-12th Grade

United States History: 1492-2008

9-12.USH.1 Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of high school.

- A. The student can use the six essential elements of geography to describe a region: spatial terms, places and regions, physical systems, human systems, environment and society, and the uses of geography. G
- B. The student can explain how geographic location and features contributed to the development and form of historical civilizations and how they influenced the actions of people in a given historical event. G
- C. The student can write a narrative essay of 500-750 words on a historical event based on class notes. H
- D. The student can write an informative essay of 500-750 words on a historical figure based on class notes. H
- E. The student can write a persuasive essay of 500-750 words based on class notes, including a main argument (thesis), topic sentences, supporting evidence from history and class, and clear attempts to explain how the evidence proves the topic sentences and overall thesis. HCE

9-12.USH.2 The student demonstrates knowledge of American and South Dakotan geography.

- A. The student locates on a map and describes the features of America’s physical geography, including: G
- ocean coastlines
 - major gulfs, bays, straits, and islands
 - the Great Lakes
 - major rivers, valleys, and canyons
 - major mountain ranges and peaks
 - the Great Plains
 - major deserts, caves, dunes, wetlands, waterfalls, and volcanoes
 - notable features and landmarks
 - notable features and landmarks in South Dakota
- B. The student locates on a map all fifty states and spells all their names and capitals correctly. G
- C. The student locates on a map and names the state in which major cities other than capitals are located, including: G
- | | | |
|-----------------|---------------|-----------------|
| - Baltimore | - Chicago | - San Antonio |
| - New York City | - St. Louis | - Los Angeles |
| - Philadelphia | - Kansas City | - San Diego |
| - Pittsburgh | - Detroit | - San Francisco |
| - Cleveland | - Miami | - Minneapolis |
| - Cincinnati | - Dallas | - Las Vegas |
| - New Orleans | - Houston | - Seattle |
- D. The student locates on a map Washington, D.C. and major U.S. territories. G
- E. The student locates the following American regions on a map, names the states, and compares their topography, climate, and economy to those of South Dakota: G
- | | |
|----------------|-------------------------|
| - New England | - The West |
| - Mid-Atlantic | - The Southwest |
| - The South | - The Pacific Northwest |
| - The Midwest | |
- F. The student locates on a map the major geographic features of South Dakota, including: G
- | | |
|----------------------------|-----------------------------------|
| - Badlands | - James River |
| - Bear Butte | - Lake Francis Case |
| - Belle Fourche River | - Lake Oahe |
| - Black Elk Peak | - Lewis and Clark Lake |
| - Bijou Hills | - Missouri River |
| - Black Hills | - Spearfish Canyon |
| - Bowdle and Lebanon Hills | - Traverse Gap Continental Divide |
| - Cheyenne River | - White River |
| - Coteau des Prairies | |
| - Great Plains | |

G. The student locates on a map the major regions, cities, and historical points in South Dakota, including: G

- Aberdeen
- Badlands National Park
- Crazy Horse Memorial
- Custer State Park
- Deadwood
- Dissected Till Plains
- Drift Prairie
- Homestake Mine
- James River Valley
- Minnesota Valley Lowland
- Missouri Plateau
- Mount Rushmore
- Nine contemporary reservations of the Oceti Sakowin Oyate
- Pierre
- Prairie Plains
- Rapid City
- Sioux Falls
- South Dakota State Capitol
- Wind Cave National Park

Proposed

9-12.USH.3 The student demonstrates understanding of the modern way of life by comparing the following in history to prior eras. HCE

- a political body based on natural rights and their equal protection
- ability to believe and act on one's beliefs without fear of arrest or worse
- ability to daily life without fear of being injured, killed, or having property taken
- ability to possess the tools necessary to protect one's food, shelter, family, and life
- ability to print one's thoughts without fear of arrest or worse
- ability to receive an education paid in part by one's neighbors
- ability to speak one's mind without fear of arrest or worse
- ability to vote for those who determine by law what one may or may not do
- acquisition of clothing, food, and shelter
- communication by Internet, text, phones, mail
- control of one's ideas and inventions unless willingly shared with another
- criticism or protest against those in power without fear of arrest or worse
- electricity, plumbing, heating, cooling
- family structure
- legal presumption of innocence when accused of a crime
- literacy and numeracy
- possession of one's own land for food and shelter
- religious practices
- risk from disease and injury
- slavery
- the distance of one's physical travels
- the role of most men in family life and the community (working at home out of doors, defending the family and community)
- the role of most women in family life and the community (working at home indoors, caring for the family and neighbors)
- the rule of law
- travel by plane, car, boat, horse and buggy, walking
- trial by a jury of one's neighbors
- trial for crimes quickly and publicly

9-12.USH.4 The student demonstrates understanding of Native American peoples in North America before the arrival of Europeans and Africans.

- A. The student locates on a map and describes the following civilizations: Ancestral Pueblo, Hopewell, Aztec, Maya, and Inca. H
- B. The student describes the pre-contact Indigenous peoples of America and their lifestyles in the millennia and centuries prior to European discovery. H
- C. The student names one historical or present Native American tribe from each American region. H
- D. The student describes the similarities and differences between historical Native American tribes from two different American regions, including their lifestyles, warfare, and art. H
- E. The student describes the lifestyle, traditional warfare, and culture of a historical or present Native American tribe from South Dakota, including but not limited to the Mandan, Sahnish (Arikara), Cheyenne, Crow, and Hidatsa. H
- F. The student describes the lifestyle, language, and culture of the Sioux within the Oceti Sakowin Oyate (including select standards from Oceti Sakowin Essential Understandings 1-5). HC
- G. The student describes the cooperation, conflicts, and their causes among various Native American tribes prior to the exploration of Europeans, including in what is now South Dakota. H

9-12.USH.5 The student demonstrates knowledge and understanding of the settlement of North America by Europeans, especially the British.

- A. The student explains 15th century trade between Europe and Asia, European motivations for exploration, and their various interactions with Native Americans. H
- B. The student explains the history of slavery from ancient times through the 15th century slave trade among Africans, Arabs, and Europeans, and compares it to the practice of indentured servitude. H
- C. The student explains how racism is the belief that some people are superior or inferior to others based on race, racial characteristics, or ancestry, how racism arises from a failure to recognize the equal dignity and value of each human being, and how racism manifests itself through the voluntary acts of individual people, both private words and actions and public speech and actions, such as laws and regulations. H
- D. The student describes the travels and discoveries of major explorers in the future United States, including: H
 - Ponce de Leon
 - Hernando de Soto
 - Francisco Vasquez de Coronado
 - Samuel de Champlain
 - Henry Hudson
 - Verendrye brothers
- E. The student explains the Columbian Exchange of resources, people, and disease, including how smallpox decimated Native Americans and the science of why this happened. HE
- F. The student explains the variety of cooperative and violent interactions between Europeans, indigenous peoples, and among indigenous tribes. H
- G. The student tells the story of the founding of Jamestown, including: HC
 - the biographies and contributions of John Smith, Matoaka (Pocahontas), and John Rolfe
 - the backgrounds and motivations of the Jamestown settlers
 - the Starving Time
 - the cultivation of tobacco
 - the arrival of Africans from a Dutch slave ship captured by the English
 - the meeting of the Virginia House of Delegates as the first instance of representative self-government in the colonies

- H. The student tells the story of the founding of Plymouth and Massachusetts Bay, including: HC
- the biographies and contributions of William Bradford, Ousamequin (Massasoit), and John Winthrop
 - the backgrounds and motivations of the *Mayflower* passengers
 - the Mayflower Compact as the first instance of a written constitution and the rule of law in the colonies
 - the assistance of the Wampanoag
 - the first Thanksgiving
 - the backgrounds and motivations of the Massachusetts Bay settlers
 - the religiously influenced government established by John Winthrop
 - the meaning of John Winthrop's "city upon a hill"
- I. The student reads and discusses the meaning of the Mayflower Compact in its entirety. HC
- J. The student explains how England's approach to settling its colonies differed from the approach of other countries. H
- K. The student explains the gradual codification of slavery in the southern colonies beginning in 1655, including the passage of manumission laws restricting the voluntary freeing of slaves by slaveholders. H
- L. The student explains the meaning and historical significance of the following terms and topics: mercantilism, indentured servitude, Triangle Trade, Middle Passage, Wampanoag, Pilgrims, and Puritans. HE

9-12.USH.6 The student demonstrates knowledge and understanding of colonial America.

- A. The student explains the colonial economies and ways of life among the New England, Middle, and Southern colonies. HE
- B. The student explains how the colonial economies may be best characterized as free market or capitalist, meaning that the laws allow individuals to possess more goods or currency than they need to survive; and to invest, produce, distribute, and buy and sell goods and services by making their own agreements with one another. HE
- C. The student explains how the labor market in the colonial economies was not free in the cases of forced indentured servitude and slavery. HE
- D. The student explains the status and effects of each of the following in colonial society, and the extents to which these were the exception in history: private property, free enterprise, education, local self-government, and religious freedom. HCE
- E. The student explains how the “American” colonist was generally defined by certain traits, including being: HCE
 - hard working
 - frugal
 - determined
 - innovative
 - literate
 - religious
 - skeptical of authority
 - idealistic
 - politically knowledgeable
 - self-governing
- F. The student explains how England’s relationship toward the colonists amounted to a “salutary neglect” and the ways this relationship benefitted the colonists. HC
- G. The student explains the influence of historical ideas on the colonists, especially within their colleges and leading families, including: HC
 - ancient Greek ideas and logical reasoning
 - ancient Roman political ideas and institutions
 - Jewish and Christian views of a deity and of human beings
 - the English tradition of the rule of law and representation, including Magna Carta
 - the political ideas of John Locke and Montesquieu
- H. The student describes the first explorations of present-day South Dakota by Europeans, including the Verendrye expeditions and the travels of Jean Baptiste Truteau, Jacques D’Eglise, and Pierre-Charles Le Sueur. H
- I. The student describes the culture, community, and economy that emerged among the Native Americans and French fur traders along the Missouri River and its tributaries, including in South Dakota. H
- J. The student describes the Great Awakening and its effects on American identity and sense of unity. H

- K. The student states the major terms of the Treaty of Paris and explains the French and Indian War's effect on American identity and sense of unity. H
- L. The student explains the meaning and historical significance of the following terms and topics: township, self-government, rule of law, the Enlightenment, natural law, natural rights, social contract, representation, and the Albany Plan. HC

Proposed

9-12.USH.7 The student demonstrates knowledge and understanding of the American Revolution.

- A. The student explains why and how Great Britain asserted new authority in the colonies after the French and Indian War and why the colonists contested Britain's new claims to control as violations of their rights and freedom. HC
- B. The student explains the ways in which the colonists responded to Great Britain's new claims of power over them. H
- C. The student tells the biography of George Washington, including: H
- his upbringing
 - his fighting in the French and Indian War
 - his ownership of slaves at Mount Vernon
 - his crossing of the Delaware River, leadership at Valley Forge, and command at the battles of Trenton and Yorktown
 - his dismissal of the Newburgh Conspiracy
 - his presiding at the Constitutional Convention
 - his presidency
 - his views on slavery and its abolition
 - his policies towards Native Americans
 - his freeing of slaves at Mount Vernon upon his death and that of his wife, Martha
 - his views on education, religion, and morality as they relate to self-government
 - his views on partisanship and foreign policy
 - the building of the Washington Monument
- D. The student tells the biography of John Adams, including: H
- his upbringing
 - his defense of British soldiers in the Boston Massacre trial
 - his views on education, religion, and morality as they relate to self-government
 - his role at the Second Continental Congress in favor of declaring independence
 - his condemnation of slavery
 - his presidency
 - his marriage to Abigail Adams
- E. The student explains Great Britain's responses to the Boston Tea Party and the colonists' argument that these actions were tyrannical. H
- F. The student tells the stories of the following military events prior to a formal declaration of independence: H
- Battles of Lexington and Concord
 - Siege of Fort Ticonderoga
 - Battle of Bunker Hill
 - Liberation of Boston

- G.** The student tells the biography of Benjamin Franklin, including: H
- his upbringing
 - his scientific experiments, inventions, and writings prior to the Revolution
 - his roles in uniting the colonies at the Albany Congress, Second Continental Congress, and Constitutional Convention
 - his abolition society
 - his diplomatic missions
- H.** The student tells the biography of Thomas Jefferson, including: H
- his upbringing
 - his construction of Monticello
 - his ownership of slaves at Monticello
 - his writing of the Declaration of Independence
 - his condemnation of the slave trade in the first draft of the Declaration of Independence
 - his presidency
 - his views on education and morality as they relate to self-government
 - his views on slavery and its abolition
 - his purchase of Louisiana from France, including present-day South Dakota
 - his encouragement of Congress to outlaw the international slave trade in 1808 and his signing of the legislation
 - the building of the Jefferson Memorial
- I.** The student explains that patriotism is the love of country, meaning that one holds his or her country up to an objective standard of moral right and wrong, preserving the ways in which the country does good and correcting the ways it sometimes does wrong. C
- J.** The student tells the stories and explains the effects of major military events, figures, and common soldiers from the War of Independence. H
- K.** The student explains the proper ways to respect the American flag and the reasons for this respect. HC
- L.** The student tells the story of how the Americans won the War of Independence, including the battles of Trenton, Saratoga, and Yorktown. H

9-12.USH.8 The student demonstrates understanding of the Declaration of Independence and the arguments of leading founders.

- A. The student reads and discusses the meaning of the first, second, and final paragraphs of the Declaration of Independence and selections from the remainder, including the first draft's sections on slavery. HC
- B. The student explains the meaning of "the Laws of Nature and of Nature's God," including the founders' argument that there is a standard of justice in nature that does not change and is true of all peoples in all times, and that an eternal God is responsible for this unchanging truth. C
- C. The student explains the meaning of "created equal," including the founders' argument that each person is equally human and as such has the same dignity and natural rights to life, liberty, and the pursuit of happiness, that each is endowed with these rights by the God that created them, and that the existence of human slavery was understood by most, but not all, of the founders to be a contradiction of the principle of human equality. C
- D. The student explains the meaning of "natural rights" and "unalienable," including the founders' argument that fundamental rights arise out of man's nature as a human person, that these rights do not come from other people or any government, and that these rights cannot be denied or taken away unless the person has used them to violate the rights of another. C
- E. The student explains the meaning of "life, liberty, and the pursuit of happiness," in particular the founders' argument that each human being has the right by nature to their own life, to their liberty and the general freedom of thought and action, and to seek the happiness appropriate to human liberty as long as it does not violate the rights of others. C
- F. The student explains the meaning of "the consent of the governed," including the founders' argument that legitimate government derives its just powers from the consent of those that are governed, who in turn have delegated limited powers to government in order to secure their rights. C
- G. The student explains that the purpose of government as outlined in the Declaration of Independence is to "secure these rights," meaning those fundamental rights derived from "the Laws of Nature and of Nature's God." C
- H. The student explains the argument of the Declaration of Independence that when government "becomes destructive" of its purpose of securing rights, a people may change or abolish their government and institute new government to best effect their safety and happiness. C
- I. The student explains why the delegates to the Second Continental Congress voted to declare independence from Great Britain, including the list of grievances and other historical events since 1763. C

- J. The student explains how America’s founding based on these words of the Declaration of Independence was unprecedented in human history: “We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.—That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed.” C

Proposed

9-12.USH.9 The student demonstrates understanding of the principles of the United States Constitution.

- A. The student explains what the Land Ordinance of 1785 and the Northwest Ordinance of 1787 accomplished for public education, private land ownership, and the abolition of slavery. HC
- B. The student explains the crafting of the Articles of Confederation, their weaknesses, their historical effects, and their relationship to the Constitutional Convention. HC
- C. The student tells the biography of James Madison, including:
 - his upbringing
 - his ownership of slaves
 - his role in the Constitutional Convention
 - his writing of *The Federalist*
 - his views on education, religion, and morality as they relate to self-government
 - his presidency
 - his role in the War of 1812
- D. The student explains the founders' view of human nature, including the role of ambition and the human person's limitations, both intellectually and morally, as expressed in Federalist 10 and 51. HC
- E. The student explains how a majority can tyrannize over the rights of the minority. C
- F. The student explains how representation prevents tyranny through the following means:
 - encouraging the selection of the country's most trusted citizens to make the laws
 - using reason instead of passion
 - holding power only with the consent of the people
- G. The student explains how federalism prevents tyranny by dividing governing power among many levels of governments. C
- H. The student explains how the enumeration of powers prevents tyranny by limiting what governments can do to a specified written list. C
- I. The student explains how the separation of powers prevents tyranny from the federal government by dividing legislative, executive, and judicial power into three separate branches. C
- J. The student explains the meaning and historical significance of the following terms and topics: factions, democratic republic, justice, legislative power, executive power, judicial power, Federalists, Anti-Federalists, and *The Federalist Papers*. HC

9-12.USH.10 The student demonstrates understanding of the structure and function of the United States Constitution.

- A. The student explains the different roles and responsibilities of each house of Congress, the Presidency, and the Judiciary. C
- B. The student explains the checks and balances each branch possesses to resist tyranny in the other two branches. C
- C. The student explains each of the following within the federal government: C
 - creation of laws
 - domestic policy
 - taxation
 - budget
 - veto power
 - foreign policy
 - treaties
 - war
 - cabinet
 - impeachment
 - inferior courts
 - amendments to the Constitution
- D. The student explains the legal meaning of “citizen” in the United States, the grant of birthright citizenship per the Fourteenth Amendment, the legal process for becoming a citizen, and the responsibilities, rights, and privileges of citizenship at the different levels of government. C
- E. The student explains the importance of a well-informed, virtuous, and industrious citizenry within representative self-government. C
- F. The student explains how the scope of voting rights at the American founding was the exception in history. HC
- G. The student explains the different positions on slavery among the founders and their generation, including those who did not hold slaves and worked for its abolition, those who held slaves but wished for its abolition, and those who were in favor of slavery and its continuation. H
- H. The student names and explains the three clauses of the Constitution pertaining to slavery and Frederick Douglass’s “The Constitution of the United States: Is It Pro-Slavery or Anti-Slavery?” HC
- I. The student explains the ways in which slavery was expanded and restricted in the states during the American founding years of 1763-1789. H
- J. The student explains the importance of free speech, the free press, and civil dialogue in representative self-government. C
- K. The student explains the positions in the ratification debate concerning the Constitution. HC

The student explains the ways in which the U.S. Constitution was unprecedented in human history, especially in its form of government, institutional innovations, and underlying moral principles. HC

9-12.USH.11 The student demonstrates knowledge and understanding of American history from the presidency of George Washington through the War of 1812.

- A. The student tells the biography of Alexander Hamilton, including: H
 - his upbringing
 - his role in the War of Independence
 - his role in the Constitutional Convention
 - his writing of *The Federalist*
 - his economic plan in the Washington Administration
 - his death in a duel with Aaron Burr
- B. The student explains how the invention of the cotton gin reinvigorated the practice of slavery and the slave-owning interest, and the extent to which future laws permitted or restricted slavery. H
- C. The student tells of the major events in George Washington’s presidency, including the precedents that he set for the office and his efforts to remain neutral in the conflict between revolutionary France and Great Britain. H
- D. The student reads and discusses the meaning of selections from George Washington’s Farewell Address and explains Washington’s emphasis on the importance of union and his warnings about parties, sectionalism, and unnecessary involvement in foreign affairs. H
- E. The student tells of the major events in Thomas Jefferson’s presidency, including: H
 - the purchase of the Louisiana Territory
 - his relations with tribal nations
 - his commissioning of the Lewis and Clark Expedition
 - war with the Barbary pirates
 - efforts to remain neutral in the conflict between Napoleonic France and Great Britain
 - the end of the international slave trade
- F. The student explains how even though the Supreme Court exercises judicial review, the people and each branch of government have a role in interpreting the meaning of the Constitution and an obligation to follow it. HC
- G. The student tells of the conflicts between the U.S. government, settlers, and Native Americans between 1789 and 1830. H
- H. The student tells the stories and explains the effects of major military events, figures, and common soldiers from the War of 1812. H
- I. The student explains the meaning and historical significance of the following terms and topics: Fugitive Slave Act, cotton gin, Alien and Sedition Acts, Judiciary Act, *Marbury v. Madison*, judicial review, the Corps of Discovery, and the mischaracterization of South Dakota as the “Great American Desert.” HC

9-12.USH.12 The student demonstrates knowledge and understanding of American history between the War of 1812 and the Mexican-American War.

- A. The student explains the tenets to the Monroe Doctrine. H
- B. The student explains the main ideas of the Second Great Awakening. H
- C. The student tells the biography of Sequoyah. H
- D. The student tells the biography of Andrew Jackson, including: H
 - his upbringing
 - his ownership of slaves
 - his fighting in the War of 1812 and the Battle of New Orleans
 - his actions, both diplomatic and military, toward Native American tribes
 - his views on democracy
 - his presidency
- E. The student tells the story of founding the Democratic Party in the 1820s and 1830s. H
- F. The student describes the lives of slaves on southern plantations and at slave auctions, including cultural developments among African Americans in slavery. H
- G. The student explains the electoral relationship between the number of slave states and the perpetuation of slavery. H
- H. The student explains the work of the abolitionist movement and leading abolitionists, including Harriet Tubman, William Lloyd Garrison, Frederick Douglass, the efforts of the Underground Railroad, and the effects of Harriet Beecher Stowe's *Uncle Tom's Cabin*. H
- I. The student tells the biography of Frederick Douglass, including: H
 - his upbringing
 - his learning to read
 - his escape from slavery
 - his abolitionist writings
 - his initial and later views on the Declaration of Independence and the Constitution
- J. The student reads and discusses the meaning of selections from Frederick Douglass's *The Narrative of the Life of Frederick Douglass* and "What to the Slave Is the Fourth of July?" H
- K. The student tells of the major events in Andrew Jackson's presidency, including: H
 - his preservation of the Union in the Nullification Crisis
 - the passage of the Indian Removal Act and its terms
 - his resistance to *Worcester v. Georgia*
 - his fight against the National Bank
- L. The student tells the story of the Trail of Tears, particularly the 1838 Cherokee removal following the Treaty of New Echota. H

- M. The student explains the main ideas and names the major figures of the transcendentalist movement. H
- N. The student explains the meaning and historical significance of the following terms and topics: *McCulloch v. Maryland*, Missouri Compromise, Nat Turner Rebellion, Manifest Destiny, Marshall Trilogy, and the annexation of Texas. HC

Proposed

9-12.USH.13 The student demonstrates knowledge and understanding of the growing sectional divide in the United States, especially regarding the practice of slavery.

- A. The student explains the reasons for and origins of those who immigrated to America before the Civil War, including the extent to which they assimilated, and opposition from the Know Nothing Party. H
- B. The student tells the story of women’s suffrage efforts in the mid-19th century, including: HC
- Seneca Falls Convention and the Declaration of Sentiments
 - debates over the meaning of the Fifteenth Amendment among suffragists
 - National Woman Suffrage Association
 - American Woman Suffrage Association
- C. The student reads and discusses the meaning of Elizabeth Cady Stanton’s Declaration of Sentiments in its entirety. HC
- D. The student explains the interactions between settlers, governing bodies, and Native Americans in South Dakota (including select standards from Oceti Sakowin Essential Understandings 2 and 6) prior to the Civil War, including: H
- Treaty of Traverse des Sioux
 - conflict with the Brule Sioux Tribe
 - the U.S. military presence in Oceti Sakowin country
 - Treaty of Yankton
 - Dakota War
 - removal and relocation of the Dakota, Lakota, and Nakota
 - Fetterman Fight (Battle of One Hundred Slain)
 - Battle of Little Bighorn (Battle of the Greasy Grass)
 - Fort Laramie Treaty of 1851
 - role of Christian missionaries in the region
 - the role of Indian agencies
 - emerging divisions within tribes regarding relationships with the U.S. government
- E. The student explains the extent to which treaties made between the U.S. government and Native Americans were followed and broken, including the historical and contemporary effects of the Agreement of 1877. HC
- F. The student tells of the effects of boarding schools on Native Americans, including the U.S. government’s enactment of compulsory attendance of Native children and enforcement on reservations in South Dakota. H
- G. The student describes land speculation and settlement in what is now South Dakota in the 1850s and 1860s, including homesteading under the Preemption Act, Homestead Act, Timber Culture Act, and the Morrill Land-Grant Acts. H
- H. The student explains the differences between various geographic regions, especially the growing divide in culture, lifestyle, and economics between the northern states and the southern states. H
- I. The student tells the story of the Mexican-American War and the Mexican Cession. H

- J. The student explains how the Mexican Cession and the California Gold Rush reignited the issue of the expansion of slavery, including the terms of the Compromise of 1850. H
- K. The student tells the biography of Abraham Lincoln, including: H
- his upbringing
 - his self-education
 - his words and actions against the expansion of slavery
 - his defense of the American founding on the issue of slavery
 - his debates with Stephen Douglas
 - his presidency
 - his command of the Union forces in the Civil War
 - his views on slavery, Union, and the Civil War and how they changed during the war
 - his Emancipation Proclamation
 - his plans for Reconstruction
 - his assassination
 - the building of the Lincoln Memorial
- L. The student explains Abraham Lincoln's argument that the Kansas-Nebraska Act and popular sovereignty marked a moral break with the founding because they implied that moral right and wrong were relative to a democratic majority. HC
- M. The student tells the story of founding the Republican Party in the 1850s. H
- N. The student explains Abraham Lincoln's argument that the *Dred Scott* decision turned the Constitution into a pro-slavery document that would allow slavery to spread anywhere in America, contrary to the original intentions of the founders. HC

9-12.USH.14 The student demonstrates knowledge and understanding of the American Civil War and Reconstruction.

- A. The student reads and discusses the meaning of Abraham Lincoln’s “House Divided” speech in its entirety. H
- B. The student explains the main arguments in the Lincoln-Douglas debates, especially in debate number seven. H
- C. The student reads and discusses the meaning of selections from Frederick Douglass’s “The Constitution of the United States: Is It Pro-Slavery or Anti-Slavery?” H
- D. The student explains the major and minor causes of the Civil War, especially the political tension surrounding the spread of slavery. H
- E. The student explains the extent to which regular Confederate soldiers were fighting explicitly to preserve the institution of slavery compared to the motivations of Confederate elites. H
- F. The student tells the stories and explains the effects of major military events, figures, and common soldiers from the Civil War. H
- G. The student explains how Abraham Lincoln issued and justified the Emancipation Proclamation, including what the order did and did not do, and why. HC
- H. The student reads and discusses the meaning of Abraham Lincoln’s Gettysburg Address and his second inaugural address in their entirety. HC
- I. The student tells the story of and explains the reasons why the Union won the Civil War, including the battles of Antietam, Vicksburg, and Gettysburg. H
- J. The student explains the different effects of the Civil War in the North and the South. H
- K. The student explains the successes of Reconstruction, including the Reconstruction Amendments and the election of freedmen to government offices, and its failures in renewed discrimination during Reconstruction and especially after the Compromise of 1877. HC
- L. The student explains the meaning and historical significance of the following terms and topics: popular sovereignty, moral relativism, Homestead Act, black codes, Civil Rights Act of 1866, and Jim Crow laws. HC

9-12.USH.15 The student demonstrates knowledge and understanding of the Gilded Age.

- A.** The student explains the economic principles and practices that corresponded with America's industrial and economic growth after the Civil War, including: HE
- the free market
 - patent law
 - economies of scale
 - mass production
 - division of labor
 - big business
 - monopoly
 - philanthropy
- B.** The student explains the reasons for and origins of those who immigrated to America after the Civil War and the extent to which they assimilated, including the cultural and economic contributions of various immigrant groups in South Dakota and national opposition to new immigration such as the Chinese Exclusion Act. H
- C.** The student describes the challenges that accompanied industrialization and immigration. HE
- D.** The student describes the various responses to poor working conditions and standards of living, including: charity, social gospel, populism, unionization, violence, and socialism and communism. HCE
- E.** The student explains Karl Marx's main ideas on the following: HCE
- a spiritual reality beyond material things
 - the belief that middle class wealth necessitates working class poverty
 - the resulting conflict between the proletariat and the middle class
 - the communist revolution, including the use of violence
 - the dictatorship of the proletariat
- F.** The student describes the style of and identifies pieces from the Hudson River School of art. H
- G.** The student explains the role of the railroad, bonanza farming, the Black Hills gold rush, land policy such as the Homestead Act, drought, and open-range cattle ranching on South Dakota history. H
- H.** The student describes the day-to-day and civil life of pioneers and immigrants in South Dakota during the late 1800s, including their cultural heritage, the Dakota Boom, the Statehood movement, the capitol fight, and General William H. Beadle's leadership for education. H
- I.** The student explains conflicts among Native Americans, settlers, and governing bodies in the Dakota Territory during the late 19th Century, including: H
- Red Cloud's War
 - Great Sioux War of 1876
 - the roles of Tǎšaŋke Witkó (Crazy Horse), Tǎthǎŋka Íyotake (Sitting Bull), Siŋté Glešká (Spotted Tail), Ti Wakan or Gabriel Renville, General George Crook, General Nelson Miles, and George Armstrong Custer
 - Wounded Knee Massacre

- J.** The student explains instances of cooperation among Native Americans (including select standards from Oceti Sakowin Essential Understandings 2 and 6), settlers, and governing bodies in the Dakota Territory during the late 19th Century, including: H
- the early policies of Newton Edmunds
 - Sisseton-Wahpeton Treaty of 1867
 - Laramie Treaty of 1868
 - the Grant Administration’s prohibition of settlers in the Black Hills
 - the U.S. Senate’s rejection of various treaties made in bad faith in the 1880s
 - appropriations, resources, and farming training offered through treaties
 - the reform efforts of Carl Schurz in the Indian Bureau
 - Theodore Roosevelt’s appointment of Indian school superintendents within the Indian Bureau
 - Agreement of 1877
- K.** The student explains instances of duplicity and injustice among Native Americans (including select standards from Oceti Sakowin Essential Understandings 2 and 6), settlers, and governing bodies in the Dakota Territory during the late 19th Century, including: H
- the disarming and dismounting of the Sioux in 1877
 - the abuse of the Dawes Act of 1887
 - the Sioux Agreement of 1889’s violation of the Laramie Treaty (*United States v. Sioux Nation*, 1980)
 - land compensation in beef rations and their subsequent reduction by the U.S. government
 - corruption and incompetence in the Indian Bureau
 - Meriam Report
- L.** The student identifies the targets of the Ku Klux Klan and lynching, and explains the ways in which different governments did or did not attempt to protect them. H
- M.** The student tells the story of how South Dakota became a state, explains the basic structure and functioning of its government, and explains the symbols of the Great Seal of the State of South Dakota. H
- N.** The student tells of the school’s local political community or a larger neighboring political community, including its founding, history, and the structure and functioning of its current government. H
- O.** The student explains the roles of the Farmer’s Alliance and the Populist Party in South Dakota in the 1880s and 1890s. H
- P.** The student explains the meaning and historical significance of the following terms and topics: Robber Barons, Captains of Industry, Dawes Act, Ku Klux Klan Acts, Governor Arthur Mellette, and the Free Silver Movement. H

9-12.USH.16 The student demonstrates knowledge and understanding of American history at the turn of the 20th Century.

- A. The student identifies the laws in different states that inhibited African Americans from voting, including the Supreme Court’s federal ruling in *Plessy v. Ferguson*. H
- B. The student tells the biography of Booker T. Washington, including: H
 - his upbringing and education
 - his views on the betterment of African Americans
 - his founding of the Tuskegee Institute
- C. The student reads and discusses the meaning of selections from Booker T. Washington’s Atlanta Exposition Address. H
- D. The student tells the biography of Susan B. Anthony, including: H
 - her upbringing
 - her time teaching
 - her work for abolition
 - her friendship with Frederick Douglass
 - her work for temperance
 - her work for women’s suffrage
- E. The student explains the arguments and efforts of the suffragist movement and its major figures, including Susan B. Anthony, Alice Paul, Elizabeth Cady Stanton, Lucy Stone, Ida B. Wells, and the work of suffragists in South Dakota, especially Mary Shields Pyle. HC
- F. The student tells of the major events in William McKinley’s presidency, including: H
 - annexation of Hawaii
 - Spanish-American War
 - Philippine-American War
 - Open Door Policy in China
- G. The student tells the biography of Woodrow Wilson, including: H
 - his upbringing
 - his career in academia
 - his development of Progressive thought
 - his views and actions respecting equality
 - his presidency
- H. The student reads and discusses the meaning of selections from Woodrow Wilson’s “What Is Progress?” HC
- I. The student explains the ways in which certain Progressive ideas contrasted with the ideas of the American founding. HC

- J.** The student names and explains the various progressive policies that were implemented in law, including: HCE
- bans on child labor
 - the administrative state
 - workplace safety regulation
 - trust busting
 - initiative, referendum, and recall movement across the nation: initiative and referendum in South Dakota
 - food regulation
 - economic regulation through the Federal Reserve Act
 - 16th, 17th, and 18th amendments to the Constitution
- K.** The student tells the biography of Theodore Roosevelt, including: H
- his upbringing
 - his life outside of politics, especially in the West
 - his fighting in the Spanish-American War
 - his presidency
 - his corollary to the Monroe Doctrine
 - his efforts at conservation
- L.** The student explains the ideas and efforts for the betterment of African Americans around 1900, including: H
- Anna Julia Cooper
 - Niagara Movement
 - W.E.B. DuBois
 - National Association for the Advancement of Colored People
- M.** The student reads and discusses the meaning of selections from W.E.B. DuBois's *The Souls of Black Folk*. H
- N.** The student reads and discusses the meaning of Niagara's Declaration of Principles in its entirety. H

9-12.USH.17 The student demonstrates knowledge and understanding of World War I and the Roaring Twenties.

- A. The student explains why America declared war on the Central Powers in World War I. H
- B. The student tells the stories and explains the effects of major military events, figures, and common soldiers from World War I. H
- C. The student tells the story of the Bolshevik Revolution and the subsequent “red scare” and Palmer Raids in the United States. H
- D. The student explains why the Allied Powers won World War I and the American role in the victory, including the service of soldiers from South Dakota, the effects of the Sedition Law on South Dakota’s German population, and the response to the law by Senator Richard Pettigrew. H
- E. The student explains the development of organized crime during Prohibition. H
- F. The student explains the practice of lynching and other forms of violence targeting African Americans, including the Tulsa Massacre. H
- G. The student tells the biography of Calvin Coolidge. H
- H. The student describes and identifies the Art Deco style of art and architecture. H
- I. The student explains the origins and main ideas of the Harlem Renaissance as well as the Jazz style of music, including Jazz’s origins and major musicians. H
- J. The student explains the meaning and historical significance of the following terms and topics: Black Wall Street, unrestricted submarine warfare, sinking of the *Lusitania*, Zimmerman Telegram, Spanish Flu Pandemic, the Great Migration, the 19th Amendment, and the Indian Citizenship Act. HC

9-12.USH.18 The student demonstrates knowledge and understanding of the Great Depression and World War II.

- A. The student explains the roles of margin buying, the Federal Reserve, fractional reserve banking, and the Smoot-Hawley Tariff on the stock market crash and the Great Depression. HCE
- B. The student tells the biography of Franklin Delano Roosevelt, including: H
- his upbringing
 - his fight with polio
 - his combination of new voter blocs in the Democratic Party
 - his New Deal program
 - his political skill and tactics
 - his leadership in World War II
- C. The student explains the economic ideas of John Maynard Keynes and contrasts them with those of Ludwig von Mises, Friedrich Hayek, and Milton Friedman. HE
- D. The student reads and discusses the meaning of selections from Franklin Roosevelt's *Commonwealth Club Address*. HC
- E. The student explains the major ideas and effects of the New Deal, including: HCE
- its early effects on morale among Americans
 - its connection to Progressive ideas about government
 - its regulations
 - its programs
 - its implementation in South Dakota
 - the Indian Reorganization Act of 1934 and the work of John Collier
 - the ways in which it changed the federal government
 - arguments both for and against its effectiveness
- F. The student explains the role of immigration and foreign workers in the 20th century, including during World War II, and the reform efforts of Cesar Chavez. H
- G. The student describes the carvings of Mount Rushmore, including the roles of Doane Robinson, Gutzon Borglum, Calvin Coolidge, and Peter Norbeck, and of the Crazy Horse Memorial, including Chief Henry Standing Bear's letter to Korzak Ziolkowski. H
- H. The student explains the causes of World War II and names the major powers in each alliance. H
- I. The student explains how America aided the British prior to Pearl Harbor and why Japan attacked the United States. H
- J. The student tells the stories and explains the effects of major military events, figures, common soldiers, and noncombatants on the home front during World War II, especially the service of South Dakota soldiers such as pilots Joe Foss and Don Smith, and the importance of South Dakota agriculture. H

- K.** The student explains the similarities and differences between militarism in Imperial Japan, communism in the Soviet Union, and fascism in Nazi Germany, including their use of violence and mass murder as demonstrated by: H
- the Rape of Nanjing
 - the Holodomor
 - the Holocaust
 - treatment of political opponents and prisoners of war
- L.** The student explains why the Allied Powers won World War II and the American role in the victory, including the battles of Pearl Harbor, Midway, Guadalcanal, Normandy, the Bulge, and Okinawa, as well as the atomic bombings of Hiroshima and Nagasaki. H
- M.** The student explains the meaning and historical significance of the following terms and topics: Dust Bowl, Social Security Act, gulag archipelago, Munich Crisis, Bataan Death March, Japanese American internment, Tuskegee Airmen, Navajo Code Talkers, Lakota Code Talkers, genocide, Yalta and Potsdam conferences, and the Manhattan Project, and E.O. Lawrence. H

Proposed

9-12.USH.19 The student demonstrates knowledge of post-war America and the Civil Rights Movement.

- A. The student explains the ends and means of the Marshall Plan. H
- B. The student explains the ideas and tactics used by the Soviet Union and the United States in the early decades of the Cold War, including the growth of intelligence agencies. H
- C. The student tells the biography of Dwight Eisenhower, including: H
 - his upbringing
 - his command in World War II
 - his presidency
 - his civil rights record
 - his warnings about the military-industrial complex
- D. The student explains the efforts to secure civil rights for Native Americans, including the roles of Ben Reifel, Vine Deloria, Jr., and Russell Means. H
- E. The student explains efforts to secure civil rights for African Americans, including the efforts of: HC
 - Rosa Parks
 - Ruby Bridges
 - Martin Luther King, Jr.
 - Montgomery Bus Boycott
 - Malcom X
 - Greensboro sit-ins
 - Freedom Riders
 - March on Washington
- F. The student tells the biography of Martin Luther King, Jr., including: HC
 - his upbringing
 - his education
 - his Christian ministry
 - his efforts for civil rights
 - his writings and speeches
 - his assassination
 - the building of the Martin Luther King, Jr. Memorial
- G. The student reads and discusses the meaning of Martin Luther King, Jr.'s "I Have a Dream" speech in its entirety. HC
- H. The student explains the connections Martin Luther King, Jr. makes to the principles of the American founding in his "I Have a Dream" speech. HC
- I. The student tells of the major events in John F. Kennedy's presidency, including: H
 - NASA
 - Bay of Pigs
 - Cuban Missile Crisis
 - the buildup of soldiers in Vietnam
 - his assassination

- J. The student explains the accomplishments of the Civil Rights Act and the Voting Rights Act. HC
- K. The student identifies actions taken on behalf of African Americans after the Civil Rights Act, including the Selma to Montgomery March, Black Panthers, affirmative action, and civil unrest. H
- L. The student explains the meaning and historical significance of the following terms and topics: Berlin Airlift, Truman Doctrine, North Atlantic Treaty Organization, *Brown v. Board of Education*, and “Letter from Birmingham Jail.” HC

Proposed

9-12.USH.20 The student demonstrates knowledge and understanding of America surrounding the Vietnam War and the cultural revolution.

- A. The student explains the main ideas and programs of Lyndon Johnson’s Great Society and compares and contrasts them with the principles of the Declaration of Independence and the Constitution. HC
- B. The student reads and discusses the meaning of selections from Ronald Reagan’s “A Time for Choosing” speech. H
- C. The student explains why America fought the Vietnam War, particularly within the context of the Cold War. H
- D. The student tells the stories and explains the effects of major military events, figures, and common soldiers from the Vietnam War, including the issue of conscription, why it was difficult, both militarily and domestically, for the United States to achieve complete victory in Vietnam, and stories of soldiers from South Dakota and the Oceti Sakowin Oyate, including those of Michael J. Fitzmorris, Leo Thorsness, and William E. DePuy. H
- E. The student explains the ways in which America exhibited new signs of prosperity in the late 20th century, including: H
 - home ownership
 - the emergence of suburbs
 - increased college attendance
 - employer-provided health insurance
 - mass media
 - consumerism
- F. The student explains the reasons—both philosophical and circumstantial—college students in the 1960s and 1970s challenged various forms of authority, including: H
 - the federal government following World War II and during the Cold War
 - business interests
 - the governing class in both political parties
 - traditional ideas and institutions related to religion, morality, and family life
- G. The student explains the roles of Supreme Court decisions, the federal bureaucracy, and political activism in changing American culture and policies during the late 20th century. H
- H. The student explains how America changed during the late 20th century, including: HCE
 - corporate welfare
 - direct welfare payments
 - immigration, both legal and illegal
 - religious participation
 - rates of marriage, birth, and divorce
 - drug use
 - the reliance on overseas manufacturing
 - the shift to a service economy

- I. The student explains the causes and effects of the termination time periods of 1945-1961 and the Self Determination Era of 1961 to the present, including the Termination-Public Law 280 of 1953 and the Indian Relocation Act of 1956, and explains the purpose and major functions of the Bureau of Indian Affairs. H
- J. The student explains Richard Nixon’s “Silent Majority,” George McGovern’s presidential campaign, the Watergate Scandal, and Nixon’s resignation. H
- K. The student explains the totalitarian violence of communism in China, especially under Mao Zedong and the Great Leap Forward, and Richard Nixon’s efforts to open trade with China. H
- L. The student explains the meaning and historical significance of the following terms and topics: desegregation, containment, mutually assured destruction, Domino Theory, War Powers Act, television, baby boomers and hippies, environmentalism, Moon Landing, détente, and *Roe v. Wade*. H

Proposed

9-12.USH.21 The student demonstrates knowledge and understanding of America at the turn of the 21st Century.

- A. The student explains the American Indian Movement, Second Wounded Knee, the Indian Self-Determination and Education Assistance Act, the Black Hills Flood of 1972, and Governor Mickelson’s declaration of 1990 as a “Year of Reconciliation.” H
- B. The student tells of the present-day existence of the region’s Native American tribes: Oceti Sakowin Oyate (including select standards from Oceti Sakowin Essential Understandings 1-5 and 7), Mandan, Sahnish (Arikara), Cheyenne, Crow, and Hidatsa, among others. H
- C. The student identifies major figures who have held office from South Dakota in the 20th Century, including Benjamin Reifel, George McGovern, George S. Mickelson, William Janklow, and Tom Daschle. H
- D. The student explains the problems of stagflation, the OPEC oil embargo, and the Iranian revolution and hostage crisis during the presidency of Jimmy Carter. H
- E. The student tells of the major events in Ronald Reagan’s presidency, including: H
 - limiting the size of government
 - reducing taxes
 - his efforts against communism and the Soviet Union
 - the creation of a new conservative coalition
- F. The student explains the cultural and economic changes in South Dakota during the late 20th Century, including struggles faced by the agricultural industry, including farmers and ranchers, and the arrival of the financial services industry. H
- G. The student explains how the failure of communist economic and political policy, American foreign policy pressure, and the unapologetic assertion of American principles—such as rights, equality, and liberty—led to the end of the Cold War. H
- H. The student tells of the major events of the 1990s, including: H
 - fall of the Soviet Union
 - Persian Gulf War
 - The Contract with America
 - budget surplus
 - American and NATO military involvement in Somalia, Haiti, and the Balkans
 - North American Free Trade Agreement (NAFTA) and its effects
- I. The student tells the story of the September 11 attacks, the subsequent military operation in Afghanistan, and the expansion of intelligence agencies and tactics. H
- J. The student tells the stories and explains the effects of major military events, figures, and common soldiers from the War on Terror and the Iraq War, including why it was difficult, both militarily and domestically, for the United States to achieve complete victory in the War on Terror in Afghanistan and in the Iraq War. H
- K. The student explains the causes of the 2008 financial crisis. H

- L. The student tells of the 2008 election and the election of Barack Obama. H
- M. The student explains the meaning and historical significance of the following terms and topics: supply-side economics, Americans with Disabilities Act, the Internet, and Hurricane Katrina. H

Proposed

9th-12th Grade

United States Government

Proposed

9th-12th Grade

United States Government/American Civics

9-12.C.1 Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of high school.

- A. The student can identify the current officeholders for each of the following: C
- President of the United States
 - Vice President of the United States
 - Governor of the State of South Dakota
 - Lieutenant Governor of the State of South Dakota
 - South Dakota's two U.S. Senators
 - the U.S. Senate Majority Leader
 - the student's representative in the U.S. House of Representatives
 - the U.S. Speaker of the House
 - the members of the U.S. Supreme Court
 - the student's senator in the South Dakota State Senate
 - the student's representative in the South Dakota State House of Representatives
 - the mayor, councilmembers, or county commissioner in the student's local community
 - the student's county sheriff
 - the student's school board members
 - local tribal leaders, especially of the nine federally recognized tribes of South Dakota
- B. The student can write an informative essay of 500-750 words on a historical topic in American government based on class notes. HCE
- C. The student can write a persuasive essay of 500-750 words on a historical topic in American government based on class notes, including a main argument (thesis), topic sentences, supporting evidence from history and class, and clear attempts to explain how the evidence proves the topic sentences and overall thesis. HCE

9-12.C.2 The student demonstrates understanding of the modern way of life by comparing the following in history to prior eras. HC

- a political body based on natural rights and their equal protection
- being presumed innocent when accused of a crime
- being tried for crimes quickly and publicly
- believing and acting on one's beliefs without fear of arrest or worse
- criticizing or protesting against those in power without fear of arrest or worse
- voting for those who determine by law what one may or may not do
- having control of one's ideas and inventions unless willingly shared with another
- having one's own land for food and shelter
- being able to possess the tools necessary to protect one's food, shelter, family, and life
- literacy and numeracy
- living daily life without fear of being injured, killed, or having property taken
- printing one's thoughts without fear of arrest or worse
- receiving an education paid in part by one's neighbors
- slavery
- speaking one's mind without fear of arrest or worse
- the rule of law
- trial by a jury of one's neighbors

9-12.C.3 The student demonstrates knowledge and understanding of the principles and examples from world history that influenced the American founding.

- A. The student explains the influence of ancient Greek ideas about philosophy and logical reasoning on the colonists, especially within their colleges and leading families. HC
- B. The student explains Aristotle's six different forms of government: monarchy, tyranny, aristocracy, oligarchy, polity, and democracy. C
- C. The student explains how democratic ideas and practices from ancient Greece served as initial attempts at self-government from which the American founders learned what does and does not work in democratic government. HC
- D. The student explains the influence of ancient Roman political ideas and institutions on the colonists, especially within their colleges and leading families. HC
- E. The student explains the influence of Jewish and Christian views of a deity and of human beings on the colonists. HC
- F. The student reads and discusses the meaning of selections from the Magna Carta. HC
- G. The student explains the rule of law as opposed to the rule of man, the rule by force ("might makes right"), and the failure to enforce duly legislated laws. C
- H. The student reads and discusses the meaning of the Mayflower Compact in its entirety. HC
- I. The student explains the status and effects of each of the following in colonial society, and the extents to which these were the exception in history: HC
 - private property
 - free enterprise
 - education
 - local self-government
 - religious freedom
- J. The student explains how England's relationship toward the colonists amounted to a "salutary neglect" and the ways this relationship benefitted the colonists. HC
- K. The student explains the parliamentary model of representative government, particularly as found in English history. HC
- L. The student explains the effects of the English Civil War and the Glorious Revolution on the colonists' views on government. HC

- M. The student uses primary sources, such as John Locke's *Second Treatise on Government*, to investigate how it influenced the American founders, specifically ideas on: HC
- equality
 - natural rights
 - property
 - religious toleration
 - consent
 - right to revolution
- N. The student explains the founders' views on private property and its protection, and the extent to which ordinary people could own their own land in the colonies. HC

Proposed

9-12.C.4 The student demonstrates knowledge and understanding of the Declaration of Independence and the principles on which America was founded.

- A. The student explains the purpose of taxes and how taxation works. CE
- B. The student explains why the colonists contested as violations of their rights and freedom of representation Great Britain's new claims to control in the colonies following the French and Indian War. HC
- C. The student reads and discusses the meaning of the Declaration of Independence in its entirety, including the first draft's sections on slavery. C
- D. The student explains the meaning of "the Laws of Nature and of Nature's God," including the founders' argument that there is a standard of justice in nature that does not change and is true of all peoples in all times, and that an eternal God is responsible for this unchanging truth. C
- E. The student explains the meaning of "created equal," including the founders' argument that each person is equally human and as such has the same dignity and natural rights to life, liberty, and the pursuit of happiness, that each is endowed with these rights by the God that created them, and that the existence of human slavery was understood by most, but not all, of the founders to be a contradiction of the principle of human equality. C
- F. The student explains the meaning of "natural rights" and "unalienable," including the founders' argument that fundamental rights arise out of man's nature as a human person, that these rights do not come from other people or any government, and that these rights cannot be denied or taken away unless the person has used them to violate the rights of another. C
- G. The student explains the meaning of "life, liberty, and the pursuit of happiness," in particular the founders' argument that each human being has the right by nature to their own life, to their liberty and the general freedom of thought and action, and to seek the happiness appropriate to human liberty as long as it does not violate the rights of others. C
- H. The student explains the meaning of "the consent of the governed," including the founders' argument that legitimate government derives its just powers from the consent of those that are governed, who in turn have delegated limited powers to government in order to secure their rights. C
- I. The student explains that the purpose of government as outlined in the Declaration of Independence is to "secure these rights," meaning those fundamental rights derived from "the Laws of Nature and of Nature's God." C
- J. The student explains the argument of the Declaration of Independence that when government "becomes destructive" of its purpose of securing rights, a people may change or abolish their government and institute new government to best effect their safety and happiness. C
- K. The student explains the reasons why the delegates to the Second Continental Congress voted to declare independence from Great Britain, including the list of grievances and other historical events since 1763. HC

- L. The student explains how America’s founding based on these words of the Declaration of Independence was unprecedented in human history: “We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.—That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed.” C
- M. The student explains that patriotism is the love of country, meaning that one holds his or her country up to an objective standard of moral right and wrong, preserving the ways in which the country does good and correcting the ways it sometimes does wrong. C
- N. The student reads and discusses the meaning of selections from the Northwest Ordinance. HC
- O. The student explains what the Land Ordinance of 1785 and the Northwest Ordinance of 1787 accomplished for public education, private land ownership, and the abolition of slavery. HC

Proposed

9-12.C.5 The student demonstrates knowledge and understanding of the principles of the U.S. Constitution.

- A.** The student explains the purpose of a constitution, the history of constitutions, and the differences between unwritten and written constitutions. C
- B.** The student reads and discusses the meaning of selections from the Articles of Confederation. HC
- C.** The student explains the structure and function of the Articles of Confederation and the reasons for its relatively powerless design. HC
- D.** The student explains the weaknesses of the Articles of Confederation and their relationship to the Constitutional Convention. HC
- E.** The student explains how the American founders believed that human nature was fixed and unchanging, good but also flawed and tending towards corrupting power, and, therefore, that the danger of tyranny and lawlessness are always present and must be guarded against. C
- F.** The student explains how the American founders believed a good government would account for the tyrannical potential in human nature and that even then, no utopias are possible ("If men were angels, no government would be necessary"). C
- G.** The student explains how a majority can tyrannize over the rights of the minority. C
- H.** The student explains the representative or republican form of government compared to a direct democracy, aristocracy, and monarchy. C
- I.** The student reads and discusses the meaning of *Federalist* 9, 10 and 51. C
- J.** The student explains how the Constitution attempts to allow the people to rule themselves without becoming tyrannical. C
- K.** The student explains how representation prevents tyranny through the following means: C
 - encouraging the selection of the country's most trusted citizens to make the laws
 - using reason instead of passion
 - holding power only with the consent of the people
- L.** The student explains how the ideas of Montesquieu influenced the founders, including his ideas on limited government, federalism, and the separation of powers. C
- M.** The student explains how federalism prevents tyranny by dividing governing power among many levels of governments. C
- N.** The student explains how the enumeration of powers prevents tyranny by limiting what governments can do to a specified written list. C
- O.** The student reads and discusses the U.S. Constitution and the Bill of Rights. C

9-12.C.6 The student demonstrates knowledge and understanding of the structure and function of government under the U.S. Constitution.

- A. The student explains how the Constitution divides government power between the federal, state, and local levels, and names examples of local governments such as county, township, town, city, municipality, ward, etc. C
- B. The student explains the distinctions between expressed, implied, concurrent, and reserved powers, and provides examples of each. C
- C. The student explains the meaning of legislative, executive, and judicial powers by considering their Latin etymology. C
- D. The student explains how the separation of powers prevents tyranny from the federal government by dividing legislative, executive, and judicial power into three separate branches. C
- E. The student explains how the Connecticut Compromise arose between the Virginia and New Jersey plans for representation. C
- F. The student explains how the number, form of election, and requirements of the House of Representatives make it the more democratic house of Congress. C
- G. The student explains how the number, original form of selection, and requirements of the Senate make it more republican house of Congress. C
- H. The student explains the different roles, responsibilities, and powers of each house of Congress. C
- I. The student explains roles, responsibilities, and powers of the Presidency. C
- J. The student explains how the number, form of election, and requirements of the Presidency are suitable to its role as the executor of laws and head of state in foreign affairs. C
- K. The student explains the role of the Electoral College in ensuring presidential candidates consider the rights and interests of people from diverse geographic settings. C
- L. The student explains the roles and responsibilities of the Judiciary. C
- M. The student explains how the number, form of appointment, and requirements of the Judiciary are suitable to its role as the judge of disputes before the law. C
- N. The student defines the power of judicial review and explains how the Supreme Court's ruling in *Marbury v. Madison* claimed this prerogative in terms Alexander Hamilton outlined in *Federalist 78*. C
- O. The student explains how even though the Supreme Court exercises judicial review, the people and each branch of government have a role in interpreting the meaning of the Constitution and an obligation to follow it. C

- P. The student explains the checks and balances each branch possesses to resist tyranny in the other two branches. C
- Q. The student explains the process for creating a law at the federal level. C

Proposed

9-12.C.7 The student demonstrates knowledge and understanding of the Bill of Rights.

- A. The student explains the ways in which the American people may amend the Constitution as outlined in Article V, including the reasons for making changes difficult but not impossible. C
- B. The student explains the different arguments presented by the Federalists and the Anti-Federalists concerning government, the ratification of the Constitution, and the inclusion of a bill of rights. HC
- C. The student explains how the First Amendment guarantees that individuals can practice their religious beliefs without fear of persecution by the government. C
- D. The student explains how the First Amendment prohibits the federal government from establishing (creating or recognizing) an official national religion or abolishing an established religion at the state level. C
- E. The student explains how the First Amendment guarantees the freedom to speak, write, petition, and peacefully assemble without fear of persecution by the government. C
- F. The student explains how the Second Amendment guarantees that individuals can possess the tools necessary to protect and defend their natural rights against the actions of another person and against the actions of the government itself. C
- G. The student explains the Fifth and Seventh Amendments' guarantees of due process and of trial by a jury of one's fellow citizens, respectively, including why these legal safeguards are essential to securing justice. C
- H. The student explains the importance of unlimited free speech, freedom of the press, and civil dialogue in representative self-government. C
- I. The student explains the meaning and significance of the 9th and 10th amendments. C
- J. The student explains how Abraham Lincoln's "Apple and Frame" writing fragment argues that the Constitution is the practical means to the ideal ends outlined in the Declaration of Independence. C
- K. The student explains the ways in which the U.S. Constitution was unprecedented in human history, especially in its form of government, institutional innovations, and underlying moral principles. C

9-12.C.8 The student demonstrates knowledge and understanding of the relationship between America's principles and the institution of slavery.

- A. The student explains the history of slavery from ancient times through the 15th century slave trade among Africans, Arabs, and Europeans, and compares it to the practices of feudalism and indentured servitude. HC
- B. The student explains the history of slavery in the British colonies of North America, including:
HC
 - the arrival of Africans at Jamestown from a Dutch slave ship captured by the English
 - the gradual codification of slavery in the southern colonies beginning in 1655
 - the passage of manumission laws
 - the ways slavery was restricted in the states during the American founding years of 1763-1789
- C. The student explains the different positions on slavery among the founders and their generation, including those who did not hold slaves and worked for its abolition, those who held slaves but wished for its abolition, and those who were in favor of slavery and its continuation. HC
- D. The student reads and discusses the meaning of selections from various founders on the practice of slavery, including George Washington, John Adams, Benjamin Franklin, Alexander Hamilton, James Madison, and Thomas Jefferson. HC
- E. The student reads and discusses the meaning of Frederick Douglass's "The Constitution of the United States: Is It Pro-Slavery or Anti-Slavery?" HC
- F. The student explains how the Three-Fifths Clause weakened though did not eliminate the southern slaveholders' demands to count a slave as a whole person only for purposes of representation. C
- G. The student explains how the Constitution limited the duration for which the slave trade could be protected, compared to the limitless duration it enjoyed previously. C
- H. The student explains how the invention of the cotton gin revived the profitability of slavery, in contradiction to the expectations held by much of the founding generation. HC
- I. The student explains the electoral relationship between the number of slave states and the perpetuation of slavery. HC
- J. The student explains the Missouri Compromise of 1820 and the Compromise of 1850. HC

9-12.C.9 The student demonstrates knowledge and understanding of the relationship between America’s principles, slavery, and the Civil War.

- A. The student reads and discusses the meaning of selections from Abraham Lincoln’s speech at Peoria. HC
- B. The student explains Abraham Lincoln’s argument that the Kansas-Nebraska Act and popular sovereignty marked a moral break with the founding because they implied that moral right and wrong were relative to a democratic majority. HC
- C. The student explains Abraham Lincoln’s argument that the *Dred Scott* decision turned the Constitution into a pro-slavery document that would allow slavery to spread anywhere in America, contrary to the original intentions of the founders. HC
- D. The student explains the main arguments in the Lincoln-Douglas debates, especially in debate number seven. HC
- E. The student reads and discusses the meaning of Abraham Lincoln’s First Inaugural Address. HC
- F. The student explains how only individual people—and not groups or states—have rights, while states may have prerogatives which it is the people’s right to grant them to the exclusion of their being exercised by some other level of government. C
- G. The student explains the major and minor causes of the Civil War, especially the political tension surrounding the spread of slavery. HC
- H. The student explains how Abraham Lincoln issued and justified the Emancipation Proclamation, including what the order did and did not do, and why. HC
- I. The student reads and discusses the meaning of the Emancipation Proclamation. C
- J. The student explains Abraham Lincoln’s view of the war as an effort both to prove the truth that “all men are created equal,” and to preserve the Union that was founded on this truth. C
- K. The student reads and discusses the meaning of Abraham Lincoln’s Gettysburg Address and his second inaugural address. C
- L. The student explains laws that sought to end discrimination and violence against African Americans during Reconstruction, including: HC
 - Civil Rights Act of 1866
 - 13th Amendment
 - 14th Amendment
 - 15th Amendment
 - Ku Klux Klan Acts

9-12.C.10 The student demonstrates knowledge and understanding of the relationship between America's principles and civil rights.

- A. The student tells of the various kinds of relationships between the U.S. government and Native Americans in the 19th century, including the use of diplomacy, honest and dishonest treaties, treaty violations, and military force. HC
- B. The student tells the story of women's suffrage efforts in the mid-19th century. HC
- C. The student reads and discusses the meaning of Elizabeth Cady Stanton's Declaration of Sentiments. HC
- D. The student explains the 19th Amendment to the Constitution. HC
- E. The student explains the Snyder Act of 1924 (Indian Citizenship Act) which granted citizenship to all Native Americans born in the United States. HC
- F. The student explains the ways in which certain local and state laws, federal policies, and court decisions explicitly discriminated against people on the basis of skin color from Reconstruction through World War II, including: HC
 - black codes
 - Jim Crow laws
 - literacy tests and poll taxes
 - segregation of the armed forces and government offices
 - Chinese Exclusion Act
 - *Plessy v. Ferguson*
 - Woodrow Wilson's re-segregating of federal offices
 - *Korematsu v. United States*
- G. The student reads and discusses the meaning of Niagara's Declaration of Principles. HC
- H. The student explains differences and changes in party platforms concerning civil rights for African Americans and new citizens in the period between the Civil War and World War II. HC
- I. The student explains laws that sought to end discrimination against African Americans since World War II, including: HC
 - Harry Truman's desegregation of the armed forces
 - *Brown v. Board of Education*
 - Civil Rights Act of 1964
 - Voting Rights Act
 - Indian Self-Determination and Education Assistance Act
- J. The student reads and discusses the meaning of selections from *Brown v. Board of Education*.
C
- K. The student reads and discusses the meaning of Martin Luther King, Jr.'s "I Have a Dream" speech in its entirety. HC
- L. The student explains the connections Martin Luther King, Jr. makes to the principles of the American founding in his "I Have a Dream" speech. HC

9-12.C.11 The student demonstrates knowledge and understanding of 20th Century Progressivism.

- A. The student reads and discusses the meaning of Woodrow Wilson’s “What Is Progress?” in its entirety. C
- B. The student reads and discusses the meaning of selections from Franklin Roosevelt’s *Commonwealth Club Address*. C
- C. The student reads and discusses the meaning of selections from Franklin Roosevelt’s 1944 State of the Union Address. C
- D. The student reads and discusses the meaning of selections from Lyndon Johnson’s Commencement Address at the University of Michigan. C
- E. The student explains the main ideas of Progressives in the 20th century, including: HC
 - the origin of rights
 - the living constitution
 - the purpose of government
 - the role of the president
 - the role of the people
 - the delegation of lawmaking power to experts in bureaucratic agencies
 - the perfection of the intellectual and moral abilities of human beings
 - the role of America in foreign policy
- F. The student explains the ways in which the main Progressive ideas differed from the ideas found in the Declaration of Independence and the U.S. Constitution, especially Progressive’s views of human nature, tyranny, and the concentration of legislative, executive, and judicial powers within singular agencies unelected by the people. HC
- G. The student explains the various changes Progressives made to government in the 20th century, including: HC
 - regulation of private businesses
 - trust busting
 - initiative, referendum, and recall
 - welfare, both indirect and direct
 - economic regulation through the Federal Reserve Act
 - 16th and 17th amendments to the Constitution
 - expansion of the purpose, size, and power of government through bureaucratic agencies
- H. The student reads and discusses the meaning of selections from Calvin Coolidge’s “The Inspiration of the Declaration of Independence.” C
- I. The student reads and discusses the meaning of Ronald Reagan’s “A Time for Choosing.” C

9-12.C.12 The student demonstrates knowledge and understanding of governing institutions in the United States.

- A. The student explains how Congress conducts legislative business through committees and traditional rules, how and why Congress delegates regulatory power to the federal bureaucracy, and how it exercises oversight authority. C
- B. The student explains the role and scope of the president’s cabinet and federal employees— i.e., to help the president enforce laws passed by Congress, as originally established by George Washington—compared to the role and power of bureaucratic agencies today. C
- C. The student explains Presidential succession. C
- D. The student explains the structure, purposes, and functions of various federal courts in the judicial branch as established in Article III in the Constitution and the Judiciary Act. C
- E. The student explains how criminal cases are prosecuted in the United States and the roles of judges and juries. C
- F. The student explains changes in the relationship between the federal government and the states, including those made through:
 - *McCulloch v. Maryland*
 - Virginia and Kentucky Resolutions
 - Nullification Crisis
 - Civil War and Reconstruction
 - 14th Amendment
 - New Deal
 - Civil Rights Act of 1964
 - *Roe v. Wade*
 - *Dobbs v. Jackson Women’s Health Organization*

9-12.C.13 The student demonstrates knowledge and understanding of domestic policy in the United States

- A. The student explains the basic concepts of supply and demand and their effects on price. C
- B. The student explains how the American economy has historically been characterized as free market or capitalist, meaning that the laws allow individuals to possess more goods or currency than they need to survive; and to invest, produce, distribute, and buy and sell goods and services by making their own agreements with one another. C
- C. The student explains the economic principles and practices that corresponded with America's industrial and economic growth, especially after the Civil War, including: C
 - the free market
 - patent law
 - economies of scale
 - mass production
 - division of labor
- D. The student explains the economic ideas of John Maynard Keynes and contrasts them with those of Ludwig von Mises, Friedrich Hayek, and Milton Friedman. C
- E. The student explains the meaning of the maxim that we must consider the "unintended consequences of good intentions" by looking at the unintended negative consequences of specific well-intentioned policies. C
- F. The student explains the major components of domestic policy decisions as well as the institutions and offices responsible for making and implementing such decisions. C
- G. The student explains the major domestic policy shifts in American history in respect to the ideas of the founders, including in the following policy areas: HC
 - education
 - energy
 - health care
 - immigration
 - regulation of businesses
 - taxation
 - trade
 - welfare
- H. The student explains why the founders believed civil rights and liberties have natural limits by differentiating between liberty and license. C
- I. The student explains the outcomes and effects of recent Supreme Court cases, including: C
 - *Gideon v. Wainwright*
 - *Miranda v. Arizona*
 - *Roe v. Wade*
 - *Regents of the University of California v. Bakke*
 - *Citizens United v. FEC*
 - *District of Columbia v. Heller*
 - *Obergefell v. Hodges*
 - *Dobbs v. Jackson Women's Health Organization*

9-12.C.14 The student demonstrates knowledge and understanding of foreign policy in the United States.

- A.** The student explains the major components of foreign policy decisions as well as the institutions and offices responsible for making such decisions, including the organization of the United States military. C
- B.** The student reads and discusses the meaning of George Washington’s Farewell Address. C
- C.** The student reads and discusses the meaning of Woodrow Wilson’s “War Message.” C
- D.** The student explains the major foreign policy shifts in American history in respect to the ideas of the founders, including: HC
 - U.S. policy of neutrality during the Washington, Adams, and Jefferson administrations
 - George Washington’s Farewell Address
 - Monroe Doctrine
 - American overseas acquisitions during the late 19th century
 - Roosevelt Corollary
 - Progressive views on foreign policy, especially concerning World War I
 - isolationism
 - membership in the United Nations
 - Truman Doctrine
 - containment
 - Domino Theory
 - War Powers Act
 - détente
 - “peace through strength”
 - nation-building
 - War on Terror
 - the expansion of federal surveillance agencies
- E.** The student explains the relationship between the U.S. Constitution, America’s national sovereignty, and international governing agencies and non-governmental organizations. C

9-12.C.15 The student demonstrates knowledge and understanding of citizenship in America.

- A.** The student explains the significance of the transfer of power following the election of 1800.
HC
- B.** The student explains the legal meaning of “citizen” in the United States, birthright citizenship as enacted through the Fourteenth Amendment, the legal process for becoming a citizen, and the responsibilities, rights, and privileges of citizenship at the different levels of government. C
- C.** The student names the responsibilities citizens have at the local, state, and federal levels of government. C
- D.** The student explains why the founders believed each of the following was necessary for the success of representative self-government in the United States: C
 - the family
 - education
 - virtue
 - religion
 - respect for the rule of law
 - individual hard work
- E.** The student identifies and explains Alexis de Tocqueville’s major observations about life in the American democracy. C
- F.** The student explains the distinction between natural rights of all human beings (life, liberty, speech, religion, etc.) as outlined in the Declaration of Independence and civil rights of only U.S. citizens (voting, running for office, access to certain government benefits, etc.). C
- G.** The student explains how the scope of voting rights at the American founding was unprecedented in history. C
- H.** The student explains the ways in which the right to vote has been expanded to all adult citizens over the course of American history. C
- I.** The student explains the role of charity, volunteerism, and support for the poor in a well-ordered constitutional republic, as expressed by the founders. C

9-12.C.16 The student demonstrates knowledge and understanding of politics in America.

- A. The student explains why the Constitution gives state legislatures the power to determine election procedures in each state. C
- B. The student explains the election process at the federal level for president, the House of Representatives, and the Senate, based on South Dakota law. C
- C. The student explains the process of campaigning for elected office, including fundraising from large donors, small dollar donors, political action committees (PACs), and political parties. C
- D. The student explains how search engines, traditional media, and social media companies and users can influence public opinion in an election. C
- E. The student identifies the ways in which citizens engage in politics beyond voting, including through political parties, interest groups, meeting with elected officials, petitions, attending public meetings and hearings, writing, speaking, and assembling. C
- F. The student explains the warnings from the farewell addresses of George Washington and Dwight D. Eisenhower regarding political parties and interest groups. C
- G. The student identifies the three different party systems in American history and their general positions based on historical documentation and official party platforms. C
- H. The student explains the origins and roles of political parties in shaping public policy and controlling access to political office. C
- I. The student explains how political parties fundraise, including the connection between a member of Congress's fundraising for his or her party and the member's access to holding leadership positions. C
- J. The student explains the role seniority and leadership positions play in Congressional operations. C
- K. The student explains the origins and roles of interest groups and the way in which they lobby elected officials. C
- L. The student explains the concept of the "iron triangle" used to describe the relationship among elected officials and their staff, bureaucrats, and lobbyists for interest groups and businesses, as well as how a single individual can build a career switching jobs among these three groups. C

9-12.C.17 The student demonstrates knowledge and understanding of South Dakota and Native American government and politics.

- A. The student tells the story of how South Dakota became a state. C
- B. The student explains the structure of the South Dakota state government, the function of its branches, and the requirements and responsibilities of elected officials based on the current South Dakota Constitution. C
- C. The student explains the structure of the local government in whose jurisdiction the school is located. C
- D. The student explains the election process at the state and local levels of government in South Dakota, including the importance of frequent and fair elections. C
- E. The student explains the constitutions, structure, and function of various tribal governments within South Dakota, including the nine federally recognized tribes of South Dakota. C
- F. The student explains the relationship, both historical and at present, between various levels of government within South Dakota, including between federal, state, local, and tribal governments. C

9-12.C.18 The student demonstrates knowledge and understanding of the American experiment in self-government compared to other historical and present-day regimes.

- A. The student compares the American system of government—a self-governing representative democracy limited by a written Constitution—to other forms of government in the world, both past and present. C
- B. The student explains the similarities and differences between the American and French revolutions and the reasons for their divergent outcomes. C
- C. The student explains the tensions of each of the following with America’s founding principles:
C
- | | |
|--------------------|---------------|
| - monarchy | - socialism |
| - aristocracy | - racism |
| - direct democracy | - imperialism |
| - Progressivism | - fascism |
| - totalitarianism | - oligarchy |
| - communism | |
- D. The student compares America’s founding principles of equality, self-government, limited government, and responsible citizenship to the political order of other countries prior to the American founding. C
- E. The student compares America’s founding principles of equality, self-government, limited government, and responsible citizenship—and the degrees of freedom, security, and prosperity they have produced—to the political order and lifestyle of other countries since the American founding, including today. C
- F. The student identifies examples of people and countries throughout the world citing the principles of the American founding in their efforts for freedom and self-government in their own countries. C
- G. The student explains the extent to which the enduring things in American history are its founding claims for the inherent dignity of each person, limited self-government, and the rule of law; and the extent to which these principles have been responsible for ending moral wrongs, both in America and throughout the world. C
- H. The student explains the roles played by the principles of the Declaration of Independence, the self-governing republic established by the Constitution, and the sacrifices of millions of Americans in creating the opportunity for all Americans to enjoy degrees of freedom, security, and prosperity unmatched in human history. C
- I. The student explains how patriotism is the love of country, meaning that one holds his or her country up to an objective standard of moral right and wrong, preserving the ways in which the country does good and correcting the ways it sometimes does wrong. C
- J. The student explains the responsibilities each American citizen has towards past Americans, fellow Americans, and the principles of America in order to preserve American freedom, equality, and self-government. C