Spiraling of the South Dakota Standards

A Resource for K-8 Teachers

The Center for American Civics
Arizona State University

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About The Center for American Civics

Hello, South Dakota educators! We are so excited to be working with you once again.

The Center for American Civics is a non-partisan outreach center under the School of Civic and Economic Thought and Leadership at Arizona State University. We exist to support and strengthen the knowledge of American civics and the skills of civil discourse among K-12 students.

We love to support teachers through professional development and creating high quality resources you can use in your daily instruction!

How to Use This Document

The full-length new standards document is quite large, and may feel overwhelming to you! You may have questions about what skills and content have been taught before students reach your classroom, or what is essential for you to teach now, compared to what specifics in the content will be addressed in later grade levels.

Our hope is that as you are navigating through and planning to teach the new South Dakota Social Studies Standards for your grade level, this document can help you better understand the answers to these questions. It contains ALL of the new standards that have been adopted for grades K-8, but rearranged by topic area so that you can more easily see related areas of content, grade by grade, next to each other. We hope you can use it to more easily understand:

- *What knowledge and skills students should be entering your class with*, so that you can choose to take a short moment of class time to review, as opposed to teaching as though it is the students' first exposure
- *What specific pieces of content will be primarily addressed at your grade level,* so that you can choose to devote appropriate time to let your students fully study that content in preparation for high school and beyond
- *What pieces of content will be addressed in greater depth at higher grade levels,* so that you can avoid expending too much time on a specific topic that is intended for deeper study in a future class

While this document divides the new standards into topic areas, please note that the intention of the new standards is NOT to teach geography, history, civics, and economics as separate, independent disciplines. The standards are designed that these subjects are to be taught integrated together in the study of specific historical periods. For planning your instruction in this integrated manner, it is best to use the original standards document for your grade level rather than this document.

Geography - Map Skills

Kindergarten

K.SS.1.A. The student can distinguish between a map and a globe. G

K.SS.1.B. The student can identify and explain a map of the classroom. G

K.SS.1.C. The student can name his or her town, township or city, county, state or reservation, country, and continent. G

K.SS.1.D. The student can distinguish on a map between oceans, lakes, rivers, and mountains. G

1st Grade

1.SS.1.A. The student can identify north, south, east, and west on a map and on a globe. G

1.SS.1.B. The student can locate the North Pole and the South Pole on a map and on a globe. G

1.SS.2.B. The student explains the following geographic features:

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

2nd Grade

2.SS.1.A. The student can move his or her finger on a map and on a globe in the correct cardinal direction when asked. G

2.SS.1.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

2.SS.1.C. The student can use a map key to understand different symbols on a map. G

2.SS.2.B. The student explains the following geographic features: G

- plateau
- isthmus
- tropics
- tundra
- rainforest
- ocean currents
- wind currents

3rd - 4th Grade

Not Addressed

5th Grade

5.SS.1.D. The student can use a map of time zones to determine the time in different places in the world. G

6th Grade

6.SS.1.A. The student can read a map using a compass rose with the ordinal directions. G

6.SS.1.B. The student can state the similarities and differences between a modern and historical map of the same region. G

6.SS.1.C. The student can state what a graph or chart indicates about geographic information, including rainfall, elevation, temperature, and population density. G

7th Grade

Not Addressed

8th Grade

8.SS.1.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

Geography - Core Knowledge

Kindergarten

K.SS.2.A. 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 its neighbors
- the location of the school

1st Grade

1.SS.2.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

2nd Grade

2.SS.2.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

3rd Grade

3.SS.2.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

3.SS.2.B. The student locates on a map all fifty states in America. G

3.SS.2.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

3.SS.2.D. The student locates New York City and Philadelphia on a map and spells their names correctly. G

3.SS.3.E. The student locates Washington, D.C. on a map and identifies it as our nation's capital. G

3.SS.3.F. The student locates South Dakota, Pierre, Rapid City, and Sioux Falls on a map and spells their names correctly. G

3.SS.3.G. The student locates on a map the major reservations in South Dakota. G

3.SS.3.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

4th Grade

4.SS.2.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

4.SS.2.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

4.SS.2.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

4.SS.2.D. The student locates on a map the following major or historical cities in South Dakota: H

- Aberdeen
- Deadwood
- Pierre
- Rapid City
- Sioux Falls
- Yankton

5th Grade

5.SS.2.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 Caucuses

5.SS.2.B. The student locates on a map the countries of Europe and spells all their names and capitals correctly. G

5.SS.2.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

6th Grade

6.SS.3.A. The student locates on a map and describes the features of Africa's geography, including: G

- 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

6.SS.3.B. The student locates on a map and describes the features of the Middle East's geography, including: G

- 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

6.SS.3.C. The student locates on a map and describes the features of Central Asia's geography, including: G

- 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 (Mubai, Delhi, Kazakhstan (Almaty), Pakistan (Islamabad, Karachi), Sri Lanka

6.SS.3.D. The student locates on a map and describes the features of Southeast Asia and Oceania, including G

- 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)

6.SS.3.E. The student locates on a map and describes the features of northern and East Asia, including G

- 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

6.SS.3.F. The student locates on a map and describes the features of North and South America, including G

- 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

7th Grade

7.SS.2.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

7.SS.2.B. The student locates on a map, identifies by shape, and spells all the names and capitals of all fifty states. G

7.SS.2.C. The student locates on a map and names the state in which major cities other than capitals are located, including: G

- Baltimore
- New York City
- Philadelphia
- Pittsburgh
- Cleveland
- Cincinnati
- New Orleans
- Chicago
- St. Louis
- Kansas City
- Detroit
- Miami
- Dallas
- Houston
- San Antonio
- Los Angeles
- San Diego
- San Francisco
- Minneapolis
- Las Vegas
- Seattle

7.SS.2.D. The student locates on a map Washington, D.C. and major U.S. territories. G

7.SS.2.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
- Mid-Atlantic
- The South
- The Midwest
- The West
- The Southwest
- The Pacific Northwest

7.SS.2.F. The student locates on a map the major geographic features of South Dakota, including: G

- Badlands
- Bear Butte
- Belle Fourche River
- Black Elk Peak
- Black Hills
- Cheyenne River
- Coteau des Prairies
- Great Plains
- James River
- Lake Francis Case
- Lake Oahe
- Lewis and Clark Lake
- Missouri River
- Spearfish Canyon
- Traverse Gap
- Continental Divide
- White River

7.SS.2.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

8th Grade

Not Addressed

History - Historical Thinking Skills

Kindergarten

K.SS.1.E. The student can identify and describe differences in setting, housing, and clothing from different time periods. H

K.SS.1.F. The student can use sequential terms correctly to narrate personal and historical events, including first, next, last, before, and after. H

K.SS.1.G. The student can use a calendar correctly to identify days, weeks, months, and years and can correctly reference “today,” “yesterday,” and “tomorrow.” H

K.SS.1.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

K.SS.1.I. The student can use the word “because” correctly in answer to questions of “why” and cause and effect. H

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
- Pocahontas
- John Smith
- Massasoit
- John Winthrop
- George Washington
- Thomas Jefferson
- Benjamin Franklin
- Phillis Wheatley
- Alexander Hamilton
- James Madison
- Daniel Boone
- Meriwether Lewis and William Clark
- Sacajawea
- 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
- Sitting Bull
- Crazy Horse
- Red Cloud
- 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

1st Grade

1.SS.1.C. The student can place events in his or her life in the correct chronological order. H

1.SS.1.D. The student can draw a depiction of a historical event or figure that intentionally reflects a story learned in class. H

1.SS.1.E. The student can distinguish between a primary source and a secondary source. H

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

2nd Grade

2.SS.1.D. The student can place images depicting historical events in the correct chronological order and explain their relationship to one another. H

3rd Grade

3.SS.1.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.

3.SS.1.C. The student can evaluate a historical event through writing a narrative paragraph. H

3.SS.1.D. The student can investigate a historical figure through writing an informative paragraph. H

4th Grade

4.SS.1.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

4.SS.1.B. The student can use a timeline correctly. H

4.SS.1.F. The student can outline and write a narrative essay of 2-3 paragraphs in length about a historical event. H

4.SS.1.G. The student can outline and write an informative essay of 2-3 paragraphs in length about a historical figure. H

5th Grade

5.SS.1.F. The student can outline and write a narrative essay of 3-4 paragraphs in length about a historical event. H

5.SS.1.G. The student can outline and write an informative essay of 3-4 paragraphs in length about a historical figure. H

6th Grade

6.SS.1.D. The student can identify a statement based on an objective understanding of truth versus a statement based on a subjective understanding of truth. HC

6.SS.1.E. The student can form an argument about what a primary source document is saying and cite in-text evidence to support the argument. HC

6.SS.1.F. 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

6.SS.1.G. The student can write a narrative essay of 4-5 paragraphs on a historical event based on class notes. H

6.SS.1.H. The student can write an informative essay of 4-5 paragraphs on a historical figure based on class notes. H

6.SS.1.I. 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

7th Grade

7.SS.1.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

8th Grade

8.SS.1.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

8.SS.1.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

World History - Ancient Eastern World

Kindergarten

Not Addressed

1st Grade

1.SS.4.A. The student identifies the major cultural features, stories, and contributions of Ancient India, Babylon, and Ancient China. H

1.SS.4.B. The student identifies the major cultural features, stories, and contributions of Ancient Egypt, including agriculture, hieroglyphic writing, and papyrus. H

1.SS.4.C. The student explains the major historical events and stories of the ancient Hebrews. H

2nd Grade

Not Addressed

3rd Grade

3.SS.3.A. The student explains the roles of climate and environmental changes, hunter-gatherer societies, metallurgy, and agriculture in the development of early civilizations. HCE

3.SS.3.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

3.SS.3.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

3.SS.3.D. The student explains the major historical events, cultural features, and stories of the ancient Hebrews. H

4th - 5th Grade

Not Addressed

6th Grade

6.SS.3.A. The student identifies the six characteristics of civilizations, which are cities, government, religion, social structures, writing, and art. CE

6.SS.3.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

6.SS.3.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

6.SS.3.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

6.SS.3.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

7th -8th Grade

Not Addressed

World History - Ancient Greece/Rome/Europe

Kindergarten

Not Addressed

1st Grade

1.SS.4.D. The student identifies the major figures and stories within Greek mythology. H

1.SS.4.E. The student tells the story of the Persian Wars, including the battles of Marathon and Thermopylae. H

1.SS.4.F. The student identifies the major cultural features and contributions of Athens, including pottery, architecture, sculpture, and democracy. HC

1.SS.4.G. The student tells the story of the Peloponnesian War. H

1.SS.4.H. The student tells the story of the conquests of Alexander of Macedon. H

1.SS.5.A. The student tells the stories of the founding of Rome and of the Roman Republic. H

1.SS.5.B. The student identifies the major cultural features and contributions of Rome, including in architecture, engineering, and government. HC

1.SS.5.C. The student tells the story of the Punic Wars. H

1.SS.5.D. The student tells the story of the Roman civil wars and the triumvirates. H

1.SS.5.E. The students identifies key Roman Emperors and events of the Roman Empire. H

2nd Grade

Not Addressed

3rd Grade

3.SS.4.A. The student identifies the major figures and stories within Greek and Roman mythology. H

3.SS.4.B. The student explains the causes, warfare, and effects of the Persian Wars, including the battles of Marathon and Thermopylae. H

3.SS.4.C. The student explains the major cultural features and contributions of Athens, including pottery, architecture, sculpture, drama, and democratic institutions and practices. H

3.SS.4.D. The student explains the causes, warfare, and effects of the Peloponnesian War. H

3.SS.4.E. The student tells of the conquests of Alexander of Macedon and the spread of Greek culture in the Hellenistic Period. H

3.SS.4.F. The student explains the stories and events surrounding the founding of Rome and the Roman Republic. H

3.SS.4.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

3.SS.4.H. The student explains the causes, warfare, and effects of the Punic Wars, including the roles of Hannibal and Scipio Africanus. H

4th Grade

4.SS.3.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

4.SS.3.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

4.SS.3.C. The student explains the major historical ideas and events surrounding the life of Jesus of Nazareth and their historical effects. H

4.SS.3.D. The student explains the major historical events, cultural features, stories, and religious contributions of the early Christians. H

4.SS.3.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

4.SS.3.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

5th Grade

Not Addressed

6th Grade

6.SS.3.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

6.SS.3.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

6.SS.3.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

6.SS.3.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.4.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

6.SS.4.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

6.SS.4.C. The student explains the major ideas and events surrounding the life of Jesus of Nazareth and their historical effects. H

6.SS.4.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

6.SS.5.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

6.SS.5.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

6.SS.5.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

6.SS.5.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

7th - 8th Grade

Not Addressed

World History - Middle Ages

Kindergarten - 1st Grade

Not Addressed

2nd Grade

2.SS.3.A. The student identifies the major historical events, cultural features, stories, and religious contributions of the early Christians. H

2.SS.3.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

2.SS.3.C. The student tells the story of the barbarian invasions and the fall of the Roman Empire. H

2.SS.3.D. The student explains how society changed with the fall of the Roman Empire. H

2.SS.3.E. The student explains the establishment of monasteries and their role in the Middle Ages. H

2.SS.3.F. The student identifies the major historical events, cultural features, stories, and religious contributions of the early Muslims. H

2.SS.3.G. The student identifies the historical events of the Carolingian dynasty and the Viking invasions. H

2.SS.3.H. The student explains the practice of feudalism in European societies. H

2.SS.3.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

3rd Grade

Not Addressed

4th Grade

4.SS.4.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

4.SS.4.B. The student explains the establishment of monasteries, the practices of monasticism, and their role in the Middle Ages. H

4.SS.4.C. The student explains the major ideas and events surrounding the life of Mohammed and their historical effects. H

4.SS.4.D. The student explains the major historical events, cultural features, stories, and religious contributions of the early Muslims. H

4.SS.4.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

4.SS.4.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

4.SS.4.G. The student describes and explains Christian and Muslim art and architecture in the Middle Ages. H

4.SS.5.A. The student explains the origin of the Great Schism of 1054 and the Investiture Controversy. H

4.SS.5.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

4.SS.5.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

4.SS.5.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

4.SS.5.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

4.SS.5.F. The student explains the history and features of civilizations in India, including Hinduism, the caste system, and Mongol and Muslim rule. H

4.SS.5.G. The student explains the history and features of civilizations in China, including Confucianism and the major dynasties. H

4.SS.5.H. The student explains the history and features of civilizations in Japan, including Shinto and Japanese Buddhism, feudalism, Shoguns, and isolationism. H

5th Grade

Not Addressed

6th Grade

6.SS.5.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

6.SS.5.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

6.SS.5.C. The student explains the major ideas and events surrounding the life of Mohammed and their historical effects. H

6.SS.5.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

6.SS.5.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

6.SS.5.F. The student describes and explains Christian and Muslim art and architecture in the Middle Ages. H

6.SS.5.G. The student explains the origin of the Great Schism of 1054, the Investiture Controversy, and the Concordat of Worms. H

6.SS.5.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

7th - 8th Grade

Not Addressed

World History - High Middle Ages and Renaissance

Kindergarten - 1st Grade

Not Addressed

2nd Grade

2.SS.4.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

2.SS.4.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

2.SS.4.C. The student identifies key developments in Africa, including the influence of Islam and Christianity and the civilizations of Ghana, Mali, and Songhay. H

2.SS.4.D. The student identifies key developments in India, including Hinduism and Mongol and Muslim rule. H

2.SS.4.E. The student identifies key developments in China, including Confucianism and the major dynasties. H

2.SS.4.F. The student identifies key developments in Japan, including Japanese Buddhism, feudalism, and Shoguns. H

2.SS.4.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

2.SS.4.H. The student identifies the origins and major ideas of the Renaissance, including a revival of classical Greece and Rome. H

2.SS.4.I. The student explains the major cultural features and contributions of the Renaissance in Italy and Northern Europe in painting, architecture, and sculpture. H

3rd - 4th Grade

Not Addressed

5th Grade

5.SS.3.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

5.SS.3.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

5.SS.3.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

5.SS.3.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

5.SS.3.E. The student explains 15th century trade between Europe and Asia, and different European motivations for exploration. H

5.SS.3.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.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

5.SS.4.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

5.SS.4.C. The student identifies the historical figures and features of Elizabethan England. H

5.SS.4.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

5.SS.4.E. The student explains instances of conquest and cooperation between Europeans and indigenous peoples in the Americas. H

5.SS.4.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

6th Grade

6.SS.6.A. The student explains the exchange of ideas and culture between Christians and Muslims. H

6.SS.6.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

6.SS.6.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

6.SS.6.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

6.SS.6.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

6.SS.6.F. The student explains how the Protestant Reformation and the subsequent Catholic Reformation were reflected in art, architecture, and politics. H

6.SS.6.G. The student identifies the historical figures and features of Elizabethan England and the English Renaissance. H

6.SS.6.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

7th - 8th Grade

Not Addressed

World History - Scientific Revolution and Enlightenment

Kindergarten - 5th Grade

Not Addressed

6th Grade

6.SS.7.A. The student explains the scientific method and the major ideas and discoveries of the Scientific Revolution. H

6.SS.7.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

6.SS.7.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

6.SS.7.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

6.SS.7.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

6.SS.7.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

6.SS.7.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

6.SS.7.I. The student explains the effects of the French Revolution and Napoleonic Empire, including romanticism, nationalism, liberalism, and socialism. H

7th - 8th Grade

Not Addressed

American History - The Pre-Columbian Americas

Kindergarten

Not Addressed

1st Grade

1.SS.6.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, Arikara, Cheyenne, Crow, and Hidatsa. HC

2nd Grade

Not Addressed

3rd Grade

3.SS.5.A. The student describes the Ancestral Pueblo and Hopewell civilizations. H

3.SS.5.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, Arikara, Cheyenne, Crow, Otoe, and Hidatsa. H

3.SS.5.C. The student explains the tribal organizational structures of present-day Native Americans in South Dakota as sovereign nations. C

4th - 6th Grade

Not Addressed

7th Grade

7.SS.3.A. The student locates on a map and describes the following civilizations: Ancestral Pueblo, Hopewell, Aztec, Maya, and Inca. H

7.SS.3.B. The student describes the indigenous peoples and their lifestyles in the millennia and centuries prior to European arrival. H

7.SS.3.C. The student names one historical or present Native American tribe from each American region. H

7.SS.3.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

7.SS.3.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, Arikara, Cheyenne, Crow, Hidatsa, Naishan Dene (Kiowa Apache), Eastern Shoshone, Arapaho, and Lakota. HCE

7.SS.3.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

7.SS.3.G. The student explains the meaning and historical significance of the following terms and topics: land bridge, indigenous, immigrant, urban, suburban, and rural. HG

8th Grade

Not Addressed

American History - European Exploration

Kindergarten

Not Addressed

1st Grade

1.SS.7.A. The student explains the various European motivations for exploration. H

1.SS.7.B. The student tells the biography of Christopher Columbus, including his theories about a faster western route to Asia and his first voyage. H

1.SS.7.C. The student explains the Columbian Exchange of resources, people, and disease, including how smallpox decimated Native Americans. H

1.SS.7.D. The student explains how Europeans and indigenous peoples both worked together and also fought against each other and among themselves. HC

1.SS.7.E. The student explains the history of slavery, including in ancient times and in the 15th century. H

1.SS.7.F. The student explains why slavery is morally evil. H

1.SS.7.G. The student tells the story of the founding of Jamestown, including: H

- the stories of John Smith, Pocahontas, and John Rolfe
- the Starving Time
- the cultivation of tobacco
- the arrival of Africans from a Dutch slave ship captured by the English

1.SS.7.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"

2nd Grade

Not Addressed

3rd Grade

3.SS.5.D. The student locates Jamestown, Plymouth, and Boston on a map. G

3.SS.5.E. The student explains the various European motivations for exploration. H

3.SS.5.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

3.SS.5.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.A. The student explains the origin of the name “America.” H

3.SS.6.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

3.SS.6.C. The student explains the Columbian Exchange of resources, people, and disease, including how smallpox decimated Native Americans. HE

3.SS.6.D. The student explains the variety of cooperative and violent interactions between Europeans, indigenous peoples, and among indigenous tribes. H

3.SS.6.E. The student tells the story of the founding of Jamestown, including: H

- the stories of John Smith, Pocahontas, and John Rolfe
- the Starving Time
- the cultivation of tobacco
- the arrival of Africans from a Dutch slave ship captured by the English

3.SS.6.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”

3.SS.6.G. The student tells of the founding of the following colonies: Connecticut, Rhode Island, New York, Maryland, Pennsylvania, and Georgia. H

4th - 6th Grade

Not Addressed

7th Grade

7.SS.4.A. The student locates on a map the following places: San Salvador Island, St. Augustine, Jamestown, Plymouth, and Boston. G

7.SS.4.B. The student explains 15th-century trade between Europe and Asia, European motivations for exploration, and their various interactions with Native Americans. H

7.SS.4.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

7.SS.4.D. The student explains the origin of the name “America.” H

7.SS.4.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

7.SS.4.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

7.SS.4.G. The student explains the variety of cooperative and violent interactions between Europeans, indigenous peoples, and among indigenous tribes. H

7.SS.4.H. The student tells the story of the founding of Jamestown, including: HC

- the biographies and contributions of John Smith, 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

7.SS.4.I. The student tells the story of the founding of Plymouth and Massachusetts Bay, including: HC

- the biographies and contributions of William Bradford, 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”

7.SS.4.J. The student reads and discusses the meaning of the Mayflower Compact. HC

7.SS.4.K. The student explains how England’s approach to settling its colonies differed from the approach of other countries. H

7.SS.4.L. The student explains the gradual codification of slavery in the southern colonies beginning in 1655, including the passage of manumission laws. H

7.SS.4.M. The student tells how the horse came to the Great Plains, subsequent to the Pueblo Revolt of 1680, leading the Oceti Sakowin (including select standards from Oceti Sakowin Essential Understandings 1-4) and Cheyenne to shift from agricultural-based villages to nomadic hunting. H

7.SS.4.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

8th Grade

Not Addressed

American History - The Colonial Period

Kindergarten

Not Addressed

1st Grade

1.SS.8.A. The student explains the Triangle Trade. HE

1.SS.8.B. The student explains the ways of life among the New England, Middle, and Southern colonies. HCE

1.SS.8.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

1.SS.8.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

1.SS.8.E. The student explains how England left the colonists alone to live and govern themselves, and why this was good for the colonists. HC

1.SS.8.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

2nd Grade

Not Addressed

3rd Grade

3.SS.7.A. The student explains the Triangle Trade. H

3.SS.7.B. The student describes life on a slave ship in the Middle Passage. H

3.SS.7.C. The student explains the colonial economies and ways of life among the New England, Middle, and Southern colonies. E

3.SS.7.D. The student explains the status and effects of each of the following in colonial society, and the extent to which these were rare in history: private property, education, local self-government, and religious freedom. HCE

3.SS.7.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

3.SS.7.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

3.SS.7.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

3.SS.7.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 - 6th Grade

Not Addressed

7th Grade

7.SS.5.A. The student explains the colonial economies and ways of life among the New England, Middle, and Southern colonies. HE

7.SS.5.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

7.SS.5.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

7.SS.5.D. The student explains the status and effects of each of the following in colonial society, and the extent to which these were the exception in history: private property, free enterprise, education, local self-government, and religious freedom. HE

7.SS.5.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

7.SS.5.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

7.SS.5.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

7.SS.5.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

7.SS.5.I. The student describes the Great Awakening and its effects on American identity and sense of unity. H

7.SS.5.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

7.SS.5.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

8th Grade

Not Addressed

American History - The American Revolution

Kindergarten

Not Addressed

1st Grade

1.SS.9.A. The student explains why the colonists believed Great Britain's new claims to control in the colonies violated their rights and freedoms. HC

1.SS.9.B. The student explains how the colonists responded to Great Britain's new claims of power over them. H

1.SS.9.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

1.SS.9.D. The student tells the story of the Boston Tea Party and the response by the British. H

1.SS.9.E. The student tells the stories of Paul Revere's ride and the Battles of Lexington and Concord. H

1.SS.10.A. The student explains why the colonists declared independence from Great Britain. HC

1.SS.11.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

1.SS.11.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

1.SS.11.D. The student tells the story of how the Americans won the War of Independence. H

2nd - 3rd Grade

Not Addressed

4th Grade

4.SS.6.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

4.SS.6.C. The student explains the ways in which the colonists responded to Great Britain's new claims of power over them. H

4.SS.6.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

4.SS.6.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

4.SS.6.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.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

4.SS.7.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

4.SS.7.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.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

4.SS.8.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

4.SS.8.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

4.SS.8.D. The student explains the roles of key figures and the life, fighting, and background of common soldiers in the War of Independence. H

4.SS.8.G. The student tells the story of how the Americans won the War of Independence, including the battles of Trenton, Saratoga, and Yorktown. H

5th - 6th Grade

Not Addressed

7th Grade

7.SS.6.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

7.SS.6.B. The student explains the ways in which the colonists responded to Great Britain's new claims of power over them. H

7.SS.6.C. The student tells the story of the Boston Massacre and subsequent murder trial. H

7.SS.7.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

7.SS.6.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

7.SS.6.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

7.SS.6.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

7.SS.6.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

7.SS.6.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

7.SS.6.K. The student tells the stories and explains the effects of major military events, figures, and common soldiers from the War of Independence. H

7.SS.6.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.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

7.SS.7.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

7.SS.7.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

8th Grade

Not Addressed

American History - The Constitution and Early United States

Kindergarten - 1st Grade

Not Addressed

2nd Grade

2.SS.7.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

2.SS.7.B. The student listens to and discusses the meaning of George Washington's Thanksgiving Proclamation in its entirety. H

2.SS.7.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

2.SS.7.D. The student tells the story of the Corps of Discovery exploring the Louisiana Territory, including its path through South Dakota. H

2.SS.7.E. The student tells the stories of the Burning of Washington and the Battle of New Orleans in the War of 1812. H

2.SS.7.F. The student listens to and explains the meaning of the first stanza to "The Star-Spangled Banner." H

3rd Grade

Not Addressed

4th Grade

4.SS.9.B. The student explains why the Constitutional Convention was assembled. H

4.SS.11.A. The student explains the differences between Alexander Hamilton and Thomas Jefferson's visions for America's future. H

4.SS.11.B. The student explains how the invention of the cotton gin reinvigorated the practice of slavery and the slave-owning interest. H

4.SS.11.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

4.SS.11.D. The student reads and discusses the meaning of George Washington's Thanksgiving Proclamation. H

4.SS.11.E. The student explains George Washington's warnings about parties and unnecessary involvement in foreign affairs, as expressed in his Farewell Address. H

4.SS.11.F. The student tells of the major events in John Adams's presidency. H

4.SS.11.G. 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

4.SS.11.H. The student tells the story of the Corps of Discovery exploring the Louisiana Territory. H

4.SS.11.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

4.SS.11.J. The student explains select standards from Oceti Sakowin Essential Understandings 2-5. H

4.SS.11.K. The student tells the stories and explains the effects of major military events, figures, and common soldiers from the War of 1812. H

5th - 6th Grade

Not Addressed

7th Grade

7.SS.8.A. The student explains the crafting of the Articles of Confederation, their weaknesses, their historical effects, and their relationship to the Constitutional Convention. HC

7.SS.8.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

7.SS.8.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

7.SS.8.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.E. The student explains how the scope of the people's voting rights at the American founding was the exception in history. HC

7.SS.9.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

7.SS.9.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

7.SS.9.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

7.SS.9.J. The student explains the positions in the ratification debate concerning the Constitution. HC

7.SS.9.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.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

7.SS.10.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

7.SS.10.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

7.SS.10.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

7.SS.10.E. The student explains the significance of the transfer of power following the election of 1800. H

7.SS.10.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

7.SS.10.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

7.SS.10.I. The student tells the stories and explains the effects of major military events, figures, and common soldiers from the War of 1812. H

7.SS.10.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

8th Grade

Not Addressed

American History - Early 19th Century

Kindergarten - 1st Grade

Not Addressed

2nd Grade

2.SS.8.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

2.SS.8.B. The student identifies various examples of westward expansion prior to the Civil War. H

2.SS.8.C. The student describes the lives of slaves on southern plantations and at slave auctions, including cultural developments among African Americans in slavery. H

2.SS.8.D. The student explains the electoral relationship between the number of slave states and the perpetuation of slavery. H

2.SS.8.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.A. The student tells about the fur trade, mountain men, and the Santa Fe Trail. H

2.SS.9.B. The student tells the story of the Trail of Tears, particularly the 1838 Cherokee removal following the Treaty of New Echota. H

2.SS.9.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

2.SS.9.D. The student explains the work of the abolitionist movement and leading abolitionists, such as Frederick Douglass, Harriet Tubman, and the Underground Railroad. H

2.SS.9.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

2.SS.9.F. The student tells the story of women's suffrage efforts in the mid-19th century. H

3rd - 4th Grade

Not Addressed

5th Grade

5.SS.5.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

5.SS.5.B. The student identifies various examples of westward expansion prior to the Civil War. H

5.SS.5.C. The student explains the Monroe Doctrine. H

5.SS.5.D. The student describes the lives of slaves on southern plantations and at slave auctions, including cultural developments among African Americans in slavery. H

5.SS.5.E. The student explains the electoral relationship between the number of slave states and the perpetuation of slavery. H

5.SS.5.F. The student explains the Missouri Compromise of 1820. H

5.SS.5.G. 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

5.SS.6.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

5.SS.6.B. The student tells the story of the Trail of Tears, particularly the 1838 Cherokee removal following the Treaty of New Echota. H

5.SS.6.C. The student tells the story of the settlement of Texas and the Texas Revolution, including the Mexican-American War. H

5.SS.6.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

5.SS.6.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

5.SS.6.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

5.SS.6.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

5.SS.6.H. The student reads and discusses the meaning of selections from Frederick Douglass's The Narrative of the Life of Frederick Douglass. H

5.SS.6.I. The student tells the story of women's suffrage efforts in the mid-19th century. H

6th Grade

Not Addressed

7th Grade

7.SS.11.A. The student explains the tenets to the Monroe Doctrine. H

7.SS.11.B. The student explains the main ideas of the Second Great Awakening. H

7.SS.11.C. The student tells the biography of Sequoyah. H

7.SS.11.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

7.SS.11.E. The student describes the lives of slaves on southern plantations and at slave auctions, including cultural developments among African Americans in slavery. H

7.SS.11.F. The student explains the electoral relationship between the number of slave states and the perpetuation of slavery. H

7.SS.11.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

7.SS.11.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

7.SS.11.I. The student reads and discusses the meaning of selections from Frederick Douglass's The Narrative of the Life of Frederick Douglass. H

7.SS.11.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

7.SS.11.K. The student tells the story of the Trail of Tears, particularly the 1838 Cherokee removal following the Treaty of New Echota. H

7.SS.11.L. The student explains the main ideas and names the major figures of the transcendentalist movement. H

7.SS.11.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

7.SS.12.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

7.SS.12.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

7.SS.12.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

7.SS.12.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

7.SS.12.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

7.SS.12.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

7.SS.12.G. The student tells the story of the Mexican-American War and the Mexican Cession. H

7.SS.12.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

7.SS.12.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

7.SS.12.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

7.SS.12.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

8th Grade

Not Addressed

American History - Antebellum and the Civil War

Kindergarten - 1st Grade

Not Addressed

2nd Grade

2.SS.10.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

2.SS.10.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

2.SS.10.C. The student explains Abraham Lincoln's argument against the idea that right and wrong simply depend on what most people want. HC

2.SS.10.D. The student tells the story of how the Civil War began. H

2.SS.10.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.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

2.SS.11.B. The student tells the stories of the Battle of Gettysburg and Sherman's March to the Sea in the Civil War. H

2.SS.11.C. The student explains what the Emancipation Proclamation did. HC

2.SS.11.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

2.SS.11.E. The student listens to and discusses the meaning of Abraham Lincoln's Gettysburg Address. HC

2.SS.11.F. The student tells of the removal and relocation of the Dakota, Lakota, and Nakota. H

2.SS.11.G. The student tells the story of and explains the reasons why the Union won the Civil War. H

2.SS.11.H. The student explains the different effects of the Civil War in the North and the South. H

2.SS.11.I. The student states and explains the successes and failures of Reconstruction. H

2.SS.11.J. The student tells of the settlement of South Dakota by Union veterans, and their influence on South Dakota civic life. H

3rd - 4th Grade

Not Addressed

5th Grade

5.SS.1.E. The student can recite from memory the Gettysburg Address. HC

5.SS.7.A. The student explains how the Mexican Cession and the California Gold Rush reignited the issue of the expansion of slavery. H

5.SS.7.B. The student explains the terms of the Compromise of 1850. H

5.SS.7.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

5.SS.7.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

5.SS.7.E. The student tells the story of how the Civil War began. H

5.SS.7.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.A. The student tells the stories and explains the effects of major military events, figures, and common soldiers from the Civil War. H

5.SS.8.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

5.SS.8.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

5.SS.8.D. The student reads and discusses the meaning of Abraham Lincoln's Gettysburg Address. HC

5.SS.8.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

5.SS.8.F. The student explains the different effects of the Civil War in the North and the South. H

5.SS.8.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

6th Grade

Not Addressed

7th Grade

7.SS.13.A. The student explains the main arguments in the Lincoln-Douglas debates, especially in debate number seven. H

7.SS.13.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

7.SS.13.C. The student explains the major and minor causes of the Civil War, especially the political tension surrounding the spread of slavery. H

7.SS.13.D. The student tells the stories and explains the effects of major military events, figures, and common soldiers from the Civil War. H

7.SS.13.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

7.SS.13.F. The student reads and discusses the meaning of Abraham Lincoln's Gettysburg Address and his second inaugural address in their entirety. HC

7.SS.13.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

7.SS.13.H. The student explains the different effects of the Civil War in the North and the South. H

7.SS.13.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

7.SS.13.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

Not Addressed

American History - The Gilded Age

Kindergarten - 1st Grade

Not Addressed

2nd Grade

2.SS.12.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

2.SS.12.B. The student explains the reasons and origins of those who immigrated to America after the Civil War. H

2.SS.12.C. The student describes the life of pioneers in South Dakota during the late 1800s. H

2.SS.12.D. The student explains the symbols of the Great Seal of the State of South Dakota. C

2.SS.12.E. The student describes the various responses to poor working conditions and standards of living. HE

2.SS.12.F. The student explains the kinds of discrimination against African Americans that was present in certain states in the decades following Reconstruction. H

2.SS.12.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

2.SS.12.H. The student tells of the major events in William McKinley's presidency, including the annexation of Hawaii and the Spanish-American War. H

2.SS.12.I. The student explains laws concerning child labor, workplace safety regulation, and food regulation. HCE

2.SS.12.J. The student tells the biography of Theodore Roosevelt, including: H

- his upbringing
- his life outside of politics, especially in the West
- his presidency
- his efforts at conservation

3rd - 4th Grade

Not Addressed

5th Grade

5.SS.9.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

5.SS.9.B. The student names the major industries that drove industrialization in the late 19th century. HE

5.SS.9.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

5.SS.9.D. The student describes the challenges that accompanied industrialization and immigration. HE

5.SS.9.E. The student describes the various responses to poor working conditions and standards of living, including charity, populism, and unionization. HCE

5.SS.9.F. The student describes the style and identifies pieces from the Hudson River School of art. H

5.SS.9.G. The student explains the Homestead Act of 1862 and the settlement of the west, especially by European immigrants and former slaves. H

5.SS.9.H. 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

5.SS.9.I. The student describes the life of pioneers in South Dakota during the late 1800s. H

5.SS.9.J. The student tells the stories of the Battle of Little Bighorn, the Massacre of Wounded Knee, Crazy Horse, Sitting Bull, Big Foot, Red Cloud, and Black Elk. H

5.SS.9.K. The student explains the events and figures that led to statehood for South Dakota. HC

5.SS.9.L. The student explains the symbols of the Great Seal of the State of South Dakota. C

5.SS.9.M. The student tells of engagements between U.S. government forces and Native Americans in the west during and following the Civil War. H

5.SS.9.N. 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 Agreement of 1877. HC

5.SS.9.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

5.SS.9.P. The student explains the kinds of discrimination against African Americans that were present in certain states in the decades following Reconstruction. H

5.SS.9.Q. The student explains select standards from Oceti Sakowin Essential Understandings 6 and 7. HC

6th -7th Grade

Not Addressed

8th Grade

8.SS.2.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

8.SS.2.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

8.SS.2.C. The student describes the challenges that accompanied industrialization and immigration. HE

8.SS.2.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

8.SS.2.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

8.SS.2.F. The student describes the style of and identifies pieces from the Hudson River School art movement. H

8.SS.2.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

8.SS.2.H. The student describes the life of pioneers and immigrants in South Dakota during the late 1800s, including their cultural heritage. H

8.SS.2.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

8.SS.2.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

8.SS.2.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

8.SS.2.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

8.SS.2.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

8.SS.2.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

8.SS.2.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

American History - Early 20th Century

Kindergarten - 4th Grade

Not Addressed

5th Grade

5.SS.10.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

5.SS.10.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

5.SS.10.C. The student explains the arguments and efforts of the suffragist movement and its major figures. H

5.SS.10.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

5.SS.10.E. The student explains laws concerning child labor, workplace safety, trust busting, and food regulation. HCE

5.SS.10.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

5.SS.10.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 - 7th Grade

Not Addressed

8th Grade

8.SS.3.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

8.SS.3.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

8.SS.3.C. The student reads and discusses the meaning of selections from Booker T. Washington's Atlanta Exposition Address. H

8.SS.3.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

8.SS.3.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

8.SS.3.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

8.SS.3.G. The student reads and discusses the meaning of selections from Woodrow Wilson's "What Is Progress?" HC

8.SS.3.H. The student explains the ways in which certain Progressive ideas were different from the ideas of the American founding. HC

8.SS.3.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

8.SS.3.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

8.SS.3.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

8.SS.3.L. The student reads and discusses the meaning of Niagara's Declaration of Principles in its entirety. H

8.SS.3.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.A. The student explains why America declared war on the Central Powers in World War I. H

8.SS.4.B. The student tells the stories and explains the effects of major military events, figures, and common soldiers from World War I. H

8.SS.4.C. The student tells the story of the Bolshevik Revolution. H

8.SS.4.D. The student explains why the Allied Powers won World War I and the American role in the victory. H

8.SS.4.E. The student explains the development of organized crime during Prohibition. H

8.SS.4.F. The student explains the practice of lynching and other forms of violence targeting African Americans, including the Tulsa Massacre. H

8.SS.4.G. The student tells the biography of Calvin Coolidge. H

8.SS.4.H. The student describes and identifies the Art Deco style of art and architecture. H

8.SS.4.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

8.SS.4.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

8.SS.4.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

American History - Great Depression and World War II

Kindergarten - 7th Grade

` **Not Addressed**

8th Grade

8.SS.5.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

8.SS.5.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

8.SS.5.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

8.SS.5.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

8.SS.5.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

8.SS.5.F. The student explains the causes of World War II and names the major powers in each alliance. H

8.SS.5.G. The student explains how America aided the British prior to Pearl Harbor and why Japan attacked the United States. H

8.SS.5.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

8.SS.5.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

8.SS.5.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

8.SS.5.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

American History - Early Cold War and Civil Rights Movement

Kindergarten - 7th Grade

Not Addressed

8th Grade

8.SS.6.A. The student explains the ends and means of the Marshall Plan. H

8.SS.6.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

8.SS.6.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

8.SS.6.D. The student tells the biographies of Benjamin Reifel and Vine Deloria, Jr., including their different interpretations of American Indian life. H

8.SS.6.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

8.SS.6.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

8.SS.6.G. The student reads and discusses the meaning of Martin Luther King, Jr.'s "I Have a Dream" speech in its entirety. HC

8.SS.6.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

8.SS.6.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

8.SS.6.J. The student explains the accomplishments of the Civil Rights Act and the Voting Rights Act. HC

8.SS.6.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

8.SS.6.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

American History - Vietnam and Cultural Revolution

Kindergarten - 7th Grade

Not Addressed

8th Grade

8.SS.7.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

8.SS.7.B. The student explains why America fought the Vietnam War, particularly within the context of the Cold War. H

8.SS.7.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

8.SS.7.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

8.SS.7.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

8.SS.7.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

8.SS.7.G. The student explains Richard Nixon's "silent majority," the Watergate Scandal, and his resignation. H

8.SS.7.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

8.SS.7.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

American History - Recent U.S. History

Kindergarten - 7th Grade

Not Addressed

8th Grade

8.SS.8.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

8.SS.8.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, Arikara, Cheyenne, Crow, and Hidatsa, among others. HC

8.SS.8.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

8.SS.8.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

8.SS.8.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

8.SS.8.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

8.SS.8.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

8.SS.8.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

8.SS.8.I. The student explains the causes of the 2008 financial crisis. HE

8.SS.8.J. The student tells of the 2008 election and the election of Barack Obama. H

8.SS.8.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

Civics - Core Concepts of Citizenship

Kindergarten

K.SS.1.J. The student can give examples of rules and laws. C

K.SS.1.K. The student can give examples of treating others with and without respect for the equal human dignity of each person. C

K.SS.1.L. The student can give examples of virtues and actions related to hard work, personal potential, and individual independence. CE

1st Grade

1.SS.1.I. The student can give examples of different ways that a group of people can make decisions. C

1.SS.1.J. The student can give examples of virtues and actions related to excellence in character, knowledge, wisdom, and self-government. C

1.SS.1.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

1.SS.7.I. The student explains why rules and laws are important for ensuring that people live freely and in peace. C

1.SS.10.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

1.SS.10.C. The student explains the meaning of “created equal.” C

1.SS.10.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

1.SS.10.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

1.SS.10.F. The student explains that the purpose of government as outlined in the Declaration of Independence is to protect people equally. C

2nd Grade

2.SS.1.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

2.SS.6.A. The student explains the legal meaning of “citizen” in the United States and how someone becomes a citizen. C

2.SS.6.B. The student explains the importance of a knowledgeable, good, and hard-working citizenry in America. C

3rd Grade

Not Addressed

4th Grade

4.SS.1.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

4.SS.1.D. The student can give examples of virtues and actions related to being a responsible and knowledgeable citizen. C

4.SS.7.A. The student reads and discusses the meaning of the first, second, and final paragraphs of the Declaration of Independence. C

4.SS.7.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

4.SS.7.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

4.SS.7.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

4.SS.7.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

4.SS.7.F. The student explains how the purpose of government as outlined in the Declaration of Independence is to “secure these rights.” C

4.SS.10.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

4.SS.10.D. The student explains the importance of a well-informed, virtuous, and industrious citizenry within representative self-government. C

4.SS.10.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

4.SS.10.F. The student explains the role of charity, volunteerism, and philanthropy in a self-governing country. C

5th - 6th Grade

Not Addressed

7th Grade

7.SS.1.A. The student can give examples of patriotism. C

7.SS.1.B. The student can recite the first, second, and final paragraphs of the Declaration of Independence from memory. C

7.SS.6.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

7.SS.7.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

7.SS.7.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

7.SS.7.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

7.SS.7.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

7.SS.7.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

7.SS.7.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

7.SS.7.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

7.SS.7.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

7.SS.9.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

7.SS.9.D. The student explains the importance of a well-informed, virtuous, and industrious citizenry within representative self-government. C

8th Grade

Not Addressed

Civics - U.S. Constitution and System of Government

Kindergarten

Not Addressed

1st Grade

1.SS.1.O. The student can recite the Preamble to the United States Constitution from memory. C

1.SS.8.F. The student explains the rule of law, compared and contrasted in the Magna Carta to the arbitrary rule of man. C

2nd Grade

2.SS.5.A. The student explains what a constitution does. C

2.SS.5.B. The student explains how representation lets the people choose the most responsible individuals to make the laws. C

2.SS.5.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

2.SS.5.D. The student explains the difference between legislative (law making), executive (law enforcing), and judicial (law judging) powers. C

2.SS.5.E. The student explains what Congress, the President, and the Supreme Court each do. C

2.SS.5.F. The student explains how a law is made. C

2.SS.5.G. The student explains what a Governor and state legislators do. C

2.SS.6.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

2.SS.6.D. The student explains the importance of free speech, the free press, and civil dialogue in representative self-government. C

3rd Grade

Not Addressed

4th Grade

4.SS.6.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

4.SS.9.A. The student explains the purpose of a constitution, the history of constitutions, and the differences between unwritten and written constitutions. C

4.SS.9.C. The student explains how a majority can tyrannize over the rights of the minority. C

4.SS.9.D. The student explains the representative or republican form of government compared to a direct democracy, aristocracy, and monarchy. C

4.SS.9.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

4.SS.9.F. The student explains how federalism prevents tyranny by dividing governing power among many levels of governments. C

4.SS.9.G. The student reads and discusses the meaning of the Preamble and selections from the U.S. Constitution and the Bill of Rights. C

4.SS.9.H. The student explains the difference between legislative (law making), executive (law enforcing), and judicial (law interpreting and judging) powers. C

4.SS.9.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.A. The student explains the different roles and responsibilities of each house of Congress, the Presidency, and the Judiciary. C

4.SS.10.B. The student explains how a law is made. C

4.SS.10.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

5th - 6th Grade

Not Addressed

7th Grade

7.SS.8.D. The student explains how a majority can tyrannize over the rights of the minority. C

7.SS.8.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

7.SS.8.F. The student explains how federalism prevents tyranny by dividing governing power among many levels of governments. C

7.SS.8.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

7.SS.9.A. The student explains the different roles and responsibilities of each house of Congress, the Presidency, and the Judiciary. C

7.SS.9.B. The student explains the checks and balances each branch possesses to resist tyranny in the other two branches. C

7.SS.9.I. The student explains the importance of the Constitutional practice of free speech, the free press, and civil dialogue in representative self-government. C

7.SS.10.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

8th Grade

Not Addressed

Civics - National Symbols and Monuments

Kindergarten

K.SS.1.N. The student can recite the “Pledge of Allegiance” from memory. C

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

1st Grade

1.SS.1.K. The student can identify major public buildings in Washington, D.C., and their architectural styles. C

1.SS.1.L. The student can identify the state flag and motto of South Dakota. C

1.SS.1.M. The student can identify the South Dakota State Capitol Building and name the current governor. C

1.SS.11.C. The student explains the meaning of the symbols on the American flag. HC

2nd Grade

2.SS.1.F. The student can identify the major national holidays and their meanings. C

2.SS.1.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

3rd Grade

Not Addressed

4th Grade

4.SS.1.E. The student can sing or recite from memory the first stanza of “The Star-Spangled Banner.” HC

4.SS.8.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

4.SS.8.F. The student explains the meaning of the symbols on the Great Seal of the United States. C

4.SS.11.L. The student reads and explains the meaning of the first stanza to “The Star-Spangled Banner.” H

5th - 6th Grade

Not Addressed

7th Grade

7.SS.1.C. The student can identify the National Archives Building and the Rotunda for the Charters of Freedom and their functions. C

7.SS.6.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

8th Grade

Not Addressed

Economics - Core Concepts

Kindergarten

K.SS.1.M. The student can correctly use words related to work, including: E

- food
- clothing
- home
- job
- money
- make
- serve
- borrow
- buy
- sell
- need
- wan

1st Grade

1.SS.1.F. The student can give examples of goods (made, gathered, or grown products) that people buy, sell, and use. E

1.SS.1.G. The student can give examples of services (actions) that people buy and sell. E

1.SS.1.H. The student can give examples of a trade-off when working, buying, selling, and saving. E

2nd Grade

Not Addressed

3rd Grade

3.SS.1.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

4th Grade

Not Addressed

5th Grade

5.SS.1.A. The student can give examples of natural resources, limited resources, and unlimited resources. E

5.SS.1.B. The student can give examples of how natural resources affect the choices of human beings and societies. E

5.SS.1.C. The student can give examples of how supply and demand influence price, producers, and consumers. E

6th Grade

6.SS.7.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

7th Grade

7.SS.1.D. The student can explain the importance and function of banking in the early American republic. E

8th Grade

Not Addressed