

	A	B	C
1			Social Studies Proposed Standards Public Comment 11-18-22
2	Name	Which group do you represent	Proposed Social Studies standards overall
3	Brittany Williams	Civil Rights Organization	<p>The Standards purposefully include Christian nationalist narratives that are historically inaccurate and religiously coercive. In its current form, these Standards not only undermine history education, they undermine the religious liberty of young people in South Dakota, including religious minorities and nonreligious students, by presenting a false and religious motivated version of history. We strongly urge you to reject provisions of the proposed Standards that unjustifiably further Christian nationalist narratives, at the expense of student education.</p> <p>There is no question that there is a need to educate students with a comprehensive view of U.S. and world history, however the sources used to educate students must be based on objective, factual, neutral, and accurate accounts of history. Instead, the Standards include an agenda-driven attempt to cherry pick religious quotes from scattered historical sources in order to create the desired Christian nationalist narrative. They are inherently antagonistic toward students who are religious minorities or nonreligious, and they lack effective safeguards to protect the First Amendment rights of students subject to religious coercion. These factors put school districts required to teach based on these Standards at risk for liability. Taxpayer dollars should fund public education, not be wasted on efforts to indoctrinate students, nor to defend such unconstitutional indoctrination in court.</p> <p>It is critical to note that significant portions of these Standards reflect Christian nationalist language similar to that used by Project Blitz in model legislation. Project Blitz is a multi-state Christian nationalist campaign intended to promote the false and deceptive narrative that America was founded as a Christian nation. This campaign employs the language of "religious freedom" to attack the very heart of religious freedom: the separation of religion and government guaranteed by the United States Constitution. Christian nationalism is a harmful ideology that falsely claims that America was founded as a Christian nation, that individuals are not truly members of our society unless they are Christian, and that Christian ideals should be favored over other beliefs and principles. We implore you not to allow special interests to impose this political agenda on South Dakota's public schools.</p>
4	Brandy Friese	Parent/Guardian	These are ridiculous and do not serve our children. They're way too complex and way too much memorization is required. As a parent of 4 and wife of a teacher, I urge drastic reform.
5	Jessica Larsen-Gallup	Parent/Guardian	<p>Watching my children advance through elementary school I was happy to see topics of Native American history and culture taught. However there is much more our children could truly learn about that history. South Dakota was the first state in our region that recognized changing Columbus Day to Native American Day. And I think we should again lead the way in integration of indigenous studies into our curriculum. Because SD is a small but big in land mass state there is an opportunity for SD students to learn and integrate that learning because there are many indigenous spaces in our state. We have the Bad Lands, Blood Run, the Black Hills in addition to the Native American asylum site in Canton and Mount Rushmore which ruined a very special Sioux Indian rock formation. All this should be taught. The light and the darkness because without learning how white supremacy has shaped our state we will never overcome it. Through my work I have had the opportunity to learn about the Lakota culture and I have integrated some of those principles into my own life. Our Indigenous populations have a great respect for community and all creatures and products of the earth. As climate change and reckless individualism continue to harm all of us there is a great deal of information already available to us through the history of our indigenous tribes. To give our children the best chance in this world, we need to be humble enough to integrate it. Don't be swayed by catchy buzz words and a governor who addresses problems that don't even exist. My children aren't being indoctrinated to hate themselves, they're being taught to think about someone other than themselves. And that is something I know every South Dakotan can rally behind.</p>
6	Jessica Larsen-Gallup	Parent/Guardian	<p>Watching my children advance through elementary school I was happy to see topics of Native American history and culture taught. However there is much more our children could truly learn about that history. South Dakota was the first state in our region that recognized changing Columbus Day to Native American Day. And I think we should again lead the way in integration of indigenous studies into our curriculum. Because SD is a small but big in land mass state there is an opportunity for SD students to learn and integrate that learning because there are many indigenous spaces in our state. We have the Bad Lands, Blood Run, the Black Hills in addition to the Native American asylum site in Canton and Mount Rushmore which ruined a very special Sioux Indian rock formation. All this should be taught. The light and the darkness because without learning how white supremacy has shaped our state we will never overcome it. Through my work I have had the opportunity to learn about the Lakota culture and I have integrated some of those principles into my own life. Our Indigenous populations have a great respect for community and all creatures and products of the earth. As climate change and reckless individualism continue to harm all of us there is a great deal of information already available to us through the history of our indigenous tribes. To give our children the best chance in this world, we need to be humble enough to integrate it. Don't be swayed by catchy buzz words and a governor who addresses problems that don't even exist. My children aren't being indoctrinated to hate themselves, they're being taught to think about someone other than themselves. And that is something I know every South Dakotan can rally behind.</p>
7	Daniel Mahlum	Parent/Guardian	Seems like these standards are solution to a problem that doesn't exist. My son is attending college with a History Education major. He picked a History major due to enjoying learning History as it was taught in this state prior to these standards. It also seems these demands would take away time to learn STEM courses for those that do not intend to major in history at a post secondary school.
8	Amy Brech	Parent/Guardian	Scrap all of this crap. Let our teachers decide what to teach their students. Quit whitewashing history and teach the truth!!!! Kristi Noem is an embarrassment to education
9	Sam	Tax payer	Looks good overall, we need to split from the Federal mandates.

	A	D	E
1			
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
3	Brittany Williams		<p>1) 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. Requiring students to learn that the “American colonist” was generally defined by certain traits may present itself as innocuous. However, the proposed curriculum requires students to learn the “American colonist” was identified by many traits, including being religious by the first grade. The standards require that this be taught four times in a student’s educational career. This is not a coincidence, but a key effort to purport the narrative that the United States was founded and has been a Christian nation.</p> <p>2) The proposed curriculum also requires First Grade students to memorize and recite a specific passage from the Declaration of Independence that includes: “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.” (emphasis added)</p> <p>This is the only passage in the Declaration that references a Creator, and unlike the US Constitution and other foundational documents of our government, the Declaration of Independence is the only one that makes reference to a creator or divine being. It’s easy to dismiss this concern because, of course, the Declaration of Independence is an important element of US history, and it should be taught in schools. We agree! However, note that, unlike nearly every other requirement in these Standards, this requirement quotes the specific language within the Declaration and requires recitation of the concept of a creator. This is a purposeful attempt to mislead students by trying to normalize the core belief of Christian nationalism: that America was founded as a Christian nation.</p> <p>3) In addition to the Declaration of Independence, the curriculum also mandates that students learn the Mayflower Compact. While there may be educational value in studying this document in what will become the United States of America, there is an overemphasis on the Mayflower Compact, which so happens to be filled with religious references:</p> <p>“Having undertaken for the Glory of God and advancement of the Christian Faith and Honour of our King and Country, a Voyage to plant the First Colony in the Northern Parts of Virginia, do by these presents solemnly and mutually in the presence of God and one of another, Covenant and Combine ourselves together in a Civil Body Politic, for our better ordering and preservation and furtherance of the ends aforesaid; and by virtue hereof to enact, constitute and frame such just and equal Laws, Ordinances, Acts, Constitutions and Offices from time to time, as shall be thought most meet and convenient for the general good of the Colony, unto which we promise all due submission and obedience.”</p> <p>The Mayflower Compact is an important element of American history but is not typical for states to require students to read and analyze the document “in its entirety,” nor to require this relatively obscure document to be taught to students six times, as required in the proposed Standards. Not even Massachusetts places such an emphasis on this document! This overemphasis only makes sense if the primary goal here is to promote the message that America was founded as a Christian nation.</p>
4	Brandy Friese		Memorizing the Preamble to the Constitution? This is not age appropriate and there is no basis for memorizing this.
5	Jessica Larsen-Gallup		
6	Jessica Larsen-Gallup		
7	Daniel Mahlum		
8	Amy Brech		Absolutely inappropriate
9	Sam	Looks good	Looks good

	A	F	G
1			
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
3	Brittany Williams		<p>1) 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.</p> <p>The proposed curriculum reinforces the idea that the United States was founded as, and should continue to be, a Christian nation. While this is already taught in the first grade, it is taught again in the third grade.</p> <p>2) Even though the current curriculum requires students to learn about the Mayflower Compact in the first grade, students must also be taught the Mayflower Compact within the next two years. As noted above, the Mayflower Compact is filled with religious references and the overemphasis on the Mayflower Compact is a poorly-disguised attempt to promote the message that America was founded as a Christian nation.</p>
4	Brandy Friese	Way too complex for a second grader. Second graders are just starting to learn Pierre is the capital of their state, South Dakota.	
5	Jessica Larsen-Gallup		
6	Jessica Larsen-Gallup		
7	Daniel Mahlum		
8	Amy Brech	Ridiculous timeline for 2nd Graders	Absolutely ridiculous
9	Sam	Looks good	Looks good

	A	H	I
1			
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
3	Brittany Williams	<p>1) Fourth grade students are expected to 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...”</p> <p>Again, this is the only passage in the Declaration that references a Creator, and unlike the US Constitution and other foundational documents of our government, the Declaration of Independence is the only one that makes reference to a creator or divine being. Also, note that, unlike nearly every other requirement in these Standards, this requirement quotes the specific language within the Declaration and requires recitation of the concept of a creator and nature’s creator.</p> <p>2) It is also important to note that the Standards require students to learn events surrounding the “life of Jesus of Nazareth” five times in the context of Roman history. While there is general agreement among scholars that Jesus of Nazareth was a historical figure, the bible is not a reliable historical account, and there are insufficient Roman historical sources that would allow teachers to present the “major historical ideas and events surrounds the life of Jesus of Nazareth and their historical effects,” as required by the Standards. This requirement is literally impossible for teachers to meet unless they accept as true Christian dogma and teach from Christian literary sources. And, of course, instructing students to accept as true the beliefs of particular religions is a flagrant violation of the Establishment Clause.</p> <p>3) In alignment with the Christian nationalist requirements of Project Blitz, the Standards also call for students, starting in the 4th grade, to learn George Washington’s Farewell Address five times. Like the other proposed materials, the Farewell Address conveys the idea that religion is an essential aspect of what it means to be an American, claiming that “religion and morality” are “indispensable” to “political prosperity” and disputing the idea that “national morality can prevail in the exclusion of religious principle.”</p> <p>These are purposeful attempts to mislead students by trying to normalize the core belief of Christian nationalism: that America was founded as a Christian nation. There is no question that there is a need to educate students with a comprehensive view of U.S. and world history, however the sources used to educate students must be based on objective, factual, neutral, and accurate accounts of history. Instead, the Standards include an agenda-driven attempt to cherry pick religious quotes from scattered historical sources in order to create the desired Christian nationalist narrative. They are inherently antagonistic toward students who are religious minorities or nonreligious, and they lack effective safeguards to protect the First Amendment rights of students subject to religious coercion. These factors put school districts required to teach based on these Standards at risk for liability. Taxpayer dollars should fund public education, not be wasted on efforts to indoctrinate students, nor to defend such unconstitutional indoctrination in court.</p>	
4	Brandy Frieze		
5	Jessica Larsen-Gallup		
6	Jessica Larsen-Gallup		
7	Daniel Mahlum		
8	Amy Brech	Same as previous- this is ridiculous	Inappropriate for this he group
9	Sam	Looks good	Looks good

	A	J	K
1			
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
3	Brittany Williams	1) Beginning in the 4th grade, the Standards require students to learn events surrounding the “life of Jesus of Nazareth” in the context of Roman history. By the 6th grade, this subject area is expounded upon to include students learning about the belief of Jesus as divine and the redeeming of a person’s sins. As noted previously, while there is general agreement among scholars that Jesus of Nazareth was a historical figure, the bible is not a reliable historical account, and there are insufficient Roman historical sources that would allow teachers to present the “major historical ideas and events surrounds the life of Jesus of Nazareth and their historical effects,” as required by the Standards. This requirement is literally impossible for teachers to meet unless they accept as true Christian dogma and teach from Christian literary sources. And, of course, instructing students to accept as true the beliefs of particular religions is a flagrant violation of the Establishment Clause.	<p>curriculum requires students to recite passages of the Declaration that reference a Creator, and unlike the US Constitution and other foundational documents of our government, the Declaration of Independence is the only one that makes reference to a creator or divine being.</p> <p>Unlike previous grades, the standards reach ever further by requiring students to explain:</p> <p>a. 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.</p> <p>b. 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...</p> <p>c. 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.”</p> <p>At this given point in the proposed standards, there is little to no effort to obscure a Christian nationalist agenda. Repeatedly mandating students recite and explain cherry-picked quotes from the Declaration that only reference a creator or God is unduly coercive and inherently antagonistic toward students who are religious minorities or nonreligious. These messages promoted by these Standards exclude atheists, members of minority religious, and even Christians with different religious views; potentially subjecting these students to harassment, bullying, and discrimination based on their beliefs. These factors put school districts required to teach based on these Standards at risk for liability. Taxpayer dollars should fund public education, not be wasted on efforts to indoctrinate students, nor to defend such unconstitutional indoctrination in court.</p> <p>This is one of many intentional and conscious attempts to to mislead students by trying to normalize the core belief of Christian nationalism: that America was founded as a Christian nation.</p> <p>2) Once more, students are expected to discuss and learn the Mayflower Compact. The Mayflower Compact is an important element of American history but is not typical for states to require students to read and analyze the document “in its entirety,” as required in the proposed Standards. Not even Massachusetts places such an emphasis on this document! This overemphasis only makes sense if the primary goal here is to promote the message that America was founded as a Christian nation.</p> <p>3) The student explains how the “American” colonist was generally defined by certain traits, including being hard-working, determined, religious, skeptical of authority, self-governing and more. Requiring students to learn this for a third time continues to reinforce the contorted notion that America and Americans are religious and thereby a Christian nation.</p> <p>4) In alignment with the Christian nationalist requirements of Project Blitz, the Standards call for students to learn George Washington’s Farewell Address five times. Like the other proposed materials, the Farewell Address conveys the idea that religion is an essential aspect of what it means to be an American, claiming that “religion and morality” are “indispensable” to “political prosperity” and disputing the idea that “national morality can prevail in the exclusion of religious principle.” There is no question that there is a need to educate students with a comprehensive view of U.S. and world history, however the sources used to educate students must be based on objective, factual, neutral, and accurate accounts of history. Instead, the Standards include an agenda-driven attempt to cherry pick religious quotes from scattered historical sources in order to create the desired Christian nationalist narrative.</p>
4	Brandy Friese		
5	Jessica Larsen-Gallup		
6	Jessica Larsen-Gallup		
7	Daniel Mahlum		
8	Amy Brech	Nope-teach real history	Teach real history.
9	Sam	Looks good	Looks good

	A	L	M
1			
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
3	Brittany Williams		
4	Brandy Frieze		
5	Jessica Larsen-Gallup		
6	Jessica Larsen-Gallup		
7	Daniel Mahlum		
8	Amy Brech	Quit teaching inaccurate history	Inappropriate for this age group
9	Sam	Looks good	Looks good

	A	N	O
1			
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
3	Brittany Williams		<p>1) Beginning in the 4th grade and taught again in the 6th and 9th grade, the Standards require students to learn events surrounding the “life of Jesus of Nazareth” in the context of Roman history. By the 6th and 9th grade, students are to learn about the belief of Jesus as divine and the redeeming of a person’s sins. As noted previously, while there is general agreement among scholars that Jesus of Nazareth was a historical figure, the bible is not a reliable historical account, and there are insufficient Roman historical sources that would allow teachers to present the “major historical ideas and events surrounds the life of Jesus of Nazareth and their historical effects,” as required by the Standards.</p> <p>2) The student explains how the “American” colonist was generally defined by certain traits, including being hard-working, determined, religious, skeptical of authority, self-governing and more. Requiring students to learn that the “American colonist” is religious for the fourth time is unduly repetitive and a continuous reinforcement that America was founded a Christian nation.</p> <p>3) In addition, the Standards mandate that students explain why religion, the family, and more was necessary for the success of representative self-government in the United States. This too contributes to the Christian nationalist narrative that religion is needed for the success of self-government. Demanding teachers educate students on why religion is a necessity is unduly coercive and infringes on student’s First Amendment rights. This also intentionally excludes religious and nonreligious minorities and audaciously attempts to indoctrinate them.</p> <p>4) After being required to teach students the George Washington Farewell Address, the standards require students to be taught the address yet again. Like the other proposed materials, the Farewell Address conveys the idea that religion is an essential aspect of what it means to be an American, claiming that “religion and morality” are “indispensable” to “political prosperity” and disputing the idea that “national morality can prevail in the exclusion of religious principle.” The Farewell address is being used to infer that religion is a national necessity and support a Christian nationalist agenda.</p> <p>5) Yet again, students are expected to discuss and learn the Mayflower Compact. The Mayflower Compact is an important element of American history but is not typical for states to require students to read and analyze the document “in its entirety”. This overemphasis only makes sense if the primary goal here is to promote the message that America was founded as a Christian nation.</p>
4	Brandy Frieze		
5	Jessica Larsen-Gallup		
6	Jessica Larsen-Gallup		
7	Daniel Mahlum		
8	Amy Brech	Do better	How about current history and teach all of history
9	Sam	Looks good	Looks good

	A	P
1		
2	Name	9-12 - United States Government
3	Brittany Williams	1) For the final time, students are expected to discuss and learn the Mayflower Compact. This overemphasis only makes sense if the primary goal here is to promote the message that America was founded as a Christian nation.
4	Brandy Frieze	
5	Jessica Larsen-Gallup	
6	Jessica Larsen-Gallup	
7	Daniel Mahlum	
8	Amy Brech	Insure you are teaching what actual educators from SD recommend
9	Sam	Looks good

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
10	Roshal Rossman	Parent/Guardian	<p>As a lifelong resident of South Dakota and a parent of two young children, who will be brought up through the public education system in South Dakota, I am very disappointed in and concerned by these standards. I wholeheartedly encourage Secretary Sanderson to reject these standards and re-consider the social studies standards revisions that were proposed in 2020—not the version that was redlined. I personally know a few of the educators who participated in the 2020 workgroup to revise social studies standards and poured their knowledge, expertise, and heart into that process. None of them participated in an attempt to push Critical Race Theory in the K-12 classrooms and indoctrinate children. They gave of their time and expertise because they are passionate about the topics they teach and the students they teach this content to. It was disappointing back then to learn that the standards revisions they brought forth were essentially redlined and eventually thrown out. But, it is even more disappointing to know those revisions were replaced with standards created by a workgroup that includes out of state consultants and only a few South Dakota educators. Why does the current workgroup only have their names listed and not their title/affiliation or location? The workgroups from both 2020 and 2015 listed the names and school districts represented in the workgroup.</p> <p>As a parent of a 1st grader, I read through the proposed standards for 1st grade with my own child in mind. He does very well in school, but I know the standards currently proposed for his age are not appropriate and would be far too difficult to teach and learn. Making a child memorize something will have no impact on them if they don't understand why they are memorizing it and what it truly means. The standards proposed for this grade level and the other standards I read through (K-8) are neither reasonable nor age-appropriate.</p> <p>Call me crazy, but I wouldn't go to my dentist to fix my broken leg. Why would we look to out-of-state consultants and people who don't manage a classroom in South Dakota on a daily basis to tell us how social studies should be taught in South Dakota? That should be left up to educators in South Dakota. Trust them to do their jobs.</p>
11	Donna Fisher	Retired educator	<p>I will cite examples that illustrate just three of many deficiencies in the proposed Social Studies K-12 Standards.</p> <p>(1) Lack of awareness about how students learn; (2) Expectations inappropriate to grade level; (3) Attention to regional content and focus.</p> <p>Such deficiencies abound in these standards. These deficiencies cannot be fixed so the South Dakota Board of Education must reject the Social Studies Standards drafted by Dr. William Morrissey and his Hillsdale team. The most fiscally and pedagogically responsible solution is that South Dakota schools use existing standards until such time as the work submitted by the original committee of 46 educators and citizens can be evaluated and approved without pressure of political culture wars and campaign slogans.</p> <p>Example of Deficiency About How Students Learn.</p> <p>In understanding complex concepts and ideas, rote memorization is the lazy person's answer to teaching and learning.</p> <p>Here is an example of a "lazy" expectation in a 4th grade standard:</p> <p>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..."</p> <p>Memorization can be considered a "quick-fix" solution to gaining knowledge. It proves only that a student has memorized, not whether the student understands and appreciates. Rote memorization rarely encourages mental connections between the knowledge they already have and new experiences, thoughts or conditions.</p> <p>Frankly, asking a 4th grader to parrot the sacred words of the Declaration of Independence without understanding dishonors foundational American principles.</p> <p>Example of Deficiency in Expectations Appropriate to Grade Level</p> <p>These examples are from Grade 6 standards.</p> <p>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.</p> <p>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.</p> <p>6.SS.4. 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.</p> <p>6.SS.7. 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.</p> <p>Seriously, in perhaps 30-40 instructional minutes per day, how shall teachers manage such complex content for the average 11-12 year-old? These standards sound as if they were lifted from the syllabus of an upper-level civilizations course in a liberal arts college. Undergraduate philosophy students might write comprehensive exams discussing Aristotle's ethics or Machiavelli's The Prince, but a busy teacher addressing a wide range of student ability levels in Burke, Sisseton or Belle Fourche is unlikely to have time or experience in reading or perhaps even in pronouncing Descartes or Rousseau. Seriously!</p> <p>This hodge-podge of cut-and-paste academics insult serious K-12 educators, parents and the learners in our charge.</p> <p>Example of Deficiency in Attention to Regional Content and Focus.</p> <p>Some standards, supposedly designed for South Dakota students, are simply puzzling like this one from 8th grade:</p> <p>8.SS.2 F The student describes the style of and identifies pieces from the Hudson River School art movement.</p> <p>Inspired by Romanticism, artists of the Hudson River School (Cole, Bierstadt, Church, etc.) painted idealized mostly eastern landscapes and historical events. Why the Hudson River School and why not ledger art, winter counts, pictographs and petroglyphs, both ancient or more recent?</p> <p>Wouldn't our students be better served by learning the work of Catlin, Moran, Russell, Remington, and the pioneering women artists like South Dakota's own Grace French? Standards like these one seem to have been forgotten in the poorly-edited document that was drafted for another region or curriculum market and hastily adapted for South Dakota use.</p> <p>Professor Morrissey and his Hillsdale team appear to have thrown together pieces of Hillsdale College syllabi; course offerings for home school parents; Hillsdale's ready -for-purchase American Classical Curriculum; and lists of biographies and "classics" that resemble a 1950s library's holdings. Informed South Dakota citizens</p>
12	Paige Goldade	Parent/Guardian	<p>Hello, I would like to provide a comment for the meeting Nov. 21 regarding the proposed changes to social studies curriculum. I oppose that changes and feel they are not age appropriate. I believe they are excessive and not going to allow teachers Freedom to teach a more curriculum they deem as appropriate for their students. I fear for my children having to meet these standards and missing out on other learning opportunities that would foster their creativity and classroom structure. Thank you, Paige Goldade</p>
13	JoAnne Sargent	not listed	<p>Greetings, Having examined the proposed new standards for South Dakota Social Studies curriculum, I am quite perplexed on many levels. For early elementary students, who possess no background information regarding much of this information, ROTE learning, which is quickly forgotten sans constant repetition, would be the obvious outcome. For a teacher to build the background information necessary for very young students to grasp these concepts would be extremely time-consuming, and difficult to translate to their level of comprehension. This is just one of many concerns. Another very relevant concern involves the amount of instructional time these newly proposed standards would consume, particularly on the elementary level. I also note the lack of our own state's history, which seems very relevant, particularly in light of the need for cultural awareness in today's world. I would like to see our rich cultural history expanded upon, rather than minimized. As recently as 100 years ago, many students began their educational journey with no exposure to the English language. Please reconsider these newly proposed changes, the reasoning behind them, and whether or not the implementation of these new standards would undermine STEM goals by robbing educational time necessary for STEM projects designed to keep South Dakota students competitive on the world stage, and to teach them collaborative skills relevant to today's workplace environment. Thank you for your consideration.</p> <p>Respectfully, JoAnne Sargent</p>
14	Wendell Van Cleave	College student finishing degree in history ed	<p>Way to much. These standards are trying to dictate exactly what needs to be taught and not leaving anything up to teacher discretion. They also focus way to much on specific dates and names rather then critical thinking skills.</p>

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
10	Roshal Rossman		
11	Donna Fisher		
12	Paige Goldade		
13	JoAnne Sargent		
14	Wendell Van Cleave		

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
10	Roshal Rossman		
11	Donna Fisher		
12	Paige Goldade		
13	JoAnne Sargent		
14	Wendell Van Cleave		

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
10	Roshal Rossman		
11	Donna Fisher		
12	Paige Goldade		
13	JoAnne Sargent		
14	Wendell Van Cleave		

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
10	Roshal Rossman		
11	Donna Fisher		
12	Paige Goldade		
13	JoAnne Sargent		
14	Wendell Van Cleave		

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
10	Roshal Rossman		
11	Donna Fisher		
12	Paige Goldade		
13	JoAnne Sargent		
14	Wendell Van Cleave		

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
10	Roshal Rossman		
11	Donna Fisher		
12	Paige Goldade		
13	JoAnne Sargent		
14	Wendell Van Cleave		

	A	P
2	Name	9-12 - United States Government
10	Roshal Rossman	
11	Donna Fisher	
12	Paige Goldade	
13	JoAnne Sargent	
14	Wendell Van Cleave	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
15	Samantha Benson	K-12 Educator	The standards for the younger grades are extremely heavy. There are so many concepts to teach that it will be difficult for teachers to effectively teach without sacrificing the limited time we have to meet other educational requirements with reading, writing, and math. While some standards would be reasonable because of their importance and reliance on teaching students how to think critically, most of the standards are dense and tell students how to think. Overall, the younger grade content is too full for any teacher to teach it with efficacy, and it is too fact-focused and dense for it to be setting up little ones for success and love of history.
16	LaGrande Woods	Parent/Guardian	These are ridiculous. They are not age appropriate. They are not developmentally appropriate. There is no emphasis on South Dakota.
17	Jennifer Nedrebo	K-12 Educator	I am disappointed that we dismissed and disregarded the work of the original social studies standards committee. It is appalling to not listen to the voices of the professionals working within our classrooms. These proposed standards are inappropriate for all ages but especially our lower grade students. The lower-grade standards call for a level of memorization that is not cognitively appropriate for our state's early learners, and the upper-grade standards fail to challenge students' critical thinking skills through standards that encourage analysis and evaluation of the world around them. The early grade standards also focus on many violent events in world history. Young children cannot and should not be asked to comprehend such events.
18	Bailey	K-12 Educator	Please listen to the voices of so many teachers who are opposed to these standards. I think elementary students should be learning about American history because that is complex in itself. Once students get into middle school and high school they should be focused on world history.
19	Sarah M Gross	Parent/Guardian	These standard are not appropriate for students in South Dakota. There are too many standards. I am disappointed educators were not more included.
20	Heather Nebel	K-12 Educator	These are all out of touch and reflect opinions of those that have no idea how an elementary classroom works. Please pay attention to elementary educators and spend time in the buildings observing and speaking with teachers.
21	Robert H. Hoffmann	Retired	The process should be conducted by teachers and academic professionals, not imported from partisan 'think-tanks'.
22	Hannah Kirwan	K-12 Educator	Overall the proposed social studies standards are not developmentally appropriate for the younger ages. I personally have not looked at the upper grade levels, but from what I have seen in the younger grades they are inappropriate. There are too many large topics, memorization, and just not developmentally appropriate. Young children cannot understand these types of content, let alone learn and retell these topics. I believe whoever wrote these has never worked with children, been an educator, or has studied the adolescent brain.
23	Kristin Janet Breitag	Grandparent	I oppose implementation of the proposed Social Studies standards for the following reasons: 1. Requirements are not age-appropriate 2. Though South Dakota educators had some input, the standards were written by an out-of-state consultant. 3. Memorization and facts are emphasized in these standards. Critical thinking is not a part of the curriculum. 4. I understand that there are certain words that are not to be used by educators, i.e. racism, etc. I believe that this restricts the ability of the educators to provide a balanced educational experience. I believe that educators have serious responsibilities, and do not need the threat of having their careers jeopardized because they used certain words or discussed topics of serious concern to our nation. 5. Avoidance of certain topics is like burying one's head in the sand. When our young people complete their education, and enter the working world, they will not be sufficiently prepared to face these challenging issues. In summary, I do not feel that the proposed standards are the best way to prepare our children and grandchildren for life in this country. Fixing an aspect of the 1st grade standards will not be sufficient. I feel that if new standards are to be implemented, they need to be developed by a group of educators and parents which is inclusive of all races and religions in the state. Respectfully, Kristin Breitag
24	Elizabeth Hughes Quinn	K-12 Educator	I think there is great value in new standards. I have been all over the world. I do see that South Dakota is lacking in many areas, and the requirements of history knowledge is one of them. However, I do question the historical context and the control of those above that seem to deny certain aspects that clearly did happen. To learn effectively in History and its processes in the world going forward, we need to admit to current and past history. This is enable us to make informed decisions in our communities and classrooms.

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
15	Samantha Benson	The content being assigned to kindergarten is combining kindergarten, first, and second grade standards from the previous social studies curriculum. While teaching first grade, much of this content was difficult for the students to comprehend, much less master. Maps are important, but not an easy concept for little ones to grasp so quickly with much more content coming their way.	<p>Recitation of facts serves no purpose in the age of easily accessible information through public access libraries and internet. Recitation of historic documents is also unnecessary and cannot be blended with other curriculum. The time it takes to teach students recitation of historic documents can be more aptly used in teaching critical thinking skills.</p> <p>The historic facts we would be instructed to teach are incredibly complicated stories that require the understanding of nuance not easily attainable for first graders. The historic battles, civilizations, and more are things that I was able to grasp as an undergrad, not a 7 year old. There is also the concern that most of this history focuses on the history of western nations, ostracizing students whose heritage connects them to Asia, Africa, Latin America, or eastern Europe.</p> <p>Much of the American history is also a one-sided view of what occurred with vague generalizations in the standards. It's important for students to be taught HOW to think, not WHAT to think. Sharing stories from our past is important when we are recognizing all sides of a situation without the labels of "good" or "bad." We need to help them ask questions like "why" and "how did that affect the future" rather than tell them what they should see in an event or person.</p>
16	LaGrande Woods	This is not age appropriate	Much of this period is wars, illness, violence. It is not content appropriate for the development of these students.
17	Jennifer Nedrebo		
18	Bailey		First graders should be focusing on America not the world history.
19	Sarah M Gross	There is too much content.	There is too much content.
20	Heather Nebel		
21	Robert H. Hoffmann		
22	Hannah Kirwan	Absolutely ridiculous. These standards are asking way too much of 5 and 6 year olds. Most of these students are learning their letters, letter sounds, numbers, shapes and colors. To expect them to be able to tell you about a person's childhood, lives as an adult and examples of their character of a LONG list of people is way out of their scope. (K.SS.3) I personally do not know who everyone is on that list, and now we want students to be able to talk about all of these people's life stories?? Insane. Maybe pick 5 of them.. our current president, governor, and then some historical ones to introduce them to. K.SS.4 is also asking so much of them. These standards are not developmentally appropriate for this age of students.	Teaching students what a massacre is is inappropriate. We can talk about tragedy, but some of these massacres are way too advanced for young children to understand. Having to explain wars is not developmentally appropriate for these students.
23	Kristin Janet Breitag		
24	Elizabeth Hughes Quinn		

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
15	Samantha Benson		
16	LaGrande Woods	Seriously! That is too much content for 2nd grade. Much of this period is wars, illness, violence. It is not content appropriate for the development of these students.	Much of this period is wars, illness, violence. It is not content appropriate for the development of these students.
17	Jennifer Nedrebo		
18	Bailey	Second graders also should be focused on American history and the importance of it.	
19	Sarah M Gross	There is too much content. Pg. 19 alone is a waaaaaaaaaaaaaaaaaaaaay to much for any 2nd grader.	
20	Heather Nebel		
21	Robert H. Hoffmann		
22	Hannah Kirwan		
23	Kristin Janet Breitag		
24	Elizabeth Hughes Quinn		

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
15	Samantha Benson		
16	LaGrande Woods	Much of this period is wars, illness, violence. It is not content appropriate for the development of these students. Where is the South Dakota history?	
17	Jennifer Nedrebo		
18	Bailey		
19	Sarah M Gross		
20	Heather Nebel		
21	Robert H. Hoffmann		
22	Hannah Kirwan		
23	Kristin Janet Breitag		
24	Elizabeth Hughes Quinn		

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
15	Samantha Benson		
16	LaGrande Woods		
17	Jennifer Nedrebo		
18	Bailey		
19	Sarah M Gross		Will resources in districts across the state match these standards?
20	Heather Nebel		
21	Robert H. Hoffmann		
22	Hannah Kirwan		
23	Kristin Janet Breitag		
24	Elizabeth Hughes Quinn	I feel that the historical impact of influential ideas that impact us has been jaded and personally picked as they see fit instead of the factual representation that is needed. You cannot pick and choose certain aspects of history and ignore the fact that they did happen. You are teaching children that there is an interpretation to things and this is not necessarily accurate.	There is a theory that North America started at European contact which was slated as 1492. But there had been multiple encounters in the area way before that year. There was the French, and Spanish in the area. There is also a vast history of Native Americans. I would think if you are going to bring up in later history personalities of the Oceti Sakowin, you would maybe give the creation story and the history of their people prior to 1492. The proposed standards just introduce them , but do not discuss their way of life prior to this period.

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
15	Samantha Benson		
16	LaGrande Woods		
17	Jennifer Nedrebo		
18	Bailey		
19	Sarah M Gross		
20	Heather Nebel		
21	Robert H. Hoffmann		
22	Hannah Kirwan		
23	Kristin Janet Breitag		
24	Elizabeth Hughes Quinn	I think that being able to grasp history from 1877 to 2008 is very difficult to cover in one year. Again I think as South Dakotas we need to be able to think more personal about South Dakota History as it implies to Native history, the Homestead Act, South Dakota state inception, and onto the state issues. I think being able to encapsulate all that period in one year is very difficult. Most curriculum for 8th grade is built around contact to WW2. Is this a costly issue for districts?	

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
15	Samantha Benson		
16	LaGrande Woods		
17	Jennifer Nedrebo		
18	Bailey		
19	Sarah M Gross		
20	Heather Nebel		
21	Robert H. Hoffmann		
22	Hannah Kirwan		
23	Kristin Janet Breitag		
24	Elizabeth Hughes Quinn		There is a theory that North America started at European contact which was slated as 1492. But there had been multiple encounters in the area way before that year. There was the French, and Spanish in the area. There is also a vast history of Native Americans. I would think if you are going to bring up in later history personalities of the Oceti Sakowin, you would maybe give the creation story and the history of their people prior to 1492. The proposed standards just introduce them , but do not discuss their way of life prior to this period. You also cannot discredit the issues that have plagued this country and go forward as a society. There has been racism, genocide, and civil rights acts violated. If you are going to teach the history of the US you need to be able to clearly dictate its successes and failures to be able to learn from it. Ignoring the fact that certain aspects did not happen is not a truthful representation and frankly is disparages the idea of teaching history.

	A	P
2	Name	9-12 - United States Government
15	Samantha Benson	
16	LaGrande Woods	
17	Jennifer Nedrebo	
18	Bailey	
19	Sarah M Gross	Why doesn't this match the AP standards?
20	Heather Nebel	
21	Robert H. Hoffmann	
22	Hannah Kirwan	
23	Kristin Janet Breitag	
24	Elizabeth Hughes Quinn	I think its important to be able to incorporate the misunderstandings that the United States government learned in its creation and instillation of the Constitution. I think there is adequate information in the current standards that indicate properties of the US Government as it is presented. I do think we need to focus more on intense topics of debate in current policy such as tactics, False information, and the constitutional practice of democracy. If we are going to be a democratic society than we have to be able to accept the democratic process ourselves as it happens. Teaching students to ask questions is admirable but not being able to fulfill the democratic process is unacceptable. Are we raising a bunch of children to be anarchists? We have to teach them to respect the process, take liberties in voting and using their voice as it applies to the constitution. I do think that there is a great lapse in the standards about accepting the process.

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
25	Jeremy Wollman	K-12 Educator	<p>The South Central School Board took formal action to oppose the proposed Social Studies Standards for the following reasons. 1. The process of revising the Social Studies standards was done in manner that did not consult the expertise of South Dakota educators in their development, as has been the practice for decades of standards revisions; 2. The proposed Social Studies standards are not based on educational best practices, but rather are written as tasks, not standards; 3. Many of the proposed Social Studies standards are not age appropriate for students, lack depth of knowledge, higher order thinking and do not address skill development; 4. The proposed standards would require excessive contact hours to teach to students, which would take time away from other curricular subjects; 5. Current Social Studies material used in schools do not align with the proposed Social Studies standards, which will result in new materials, teacher training and resources needing to be purchased at a high cost to schools.</p>
26	Philip w. Schonebaum	K-12 Educator	<p>November 15, 2022</p> <p>South Dakota teachers, administrators and school board members from around the state made clear in public comment and testimony during the State Board of Education Standards hearings their serious concerns with the proposed Social Studies standards from the Social Studies Content Standards Commission.</p> <p>We, the Elk Point-Jefferson School Board, oppose the proposed Social Studies standards for the following reasons:</p> <p>Whereas:</p> <p>The process of revising the Social Studies standards was done in a manner that did not consult the expertise of South Dakota educators in their development, as has been the practice for decades of standards revision;</p> <p>The proposed Social Studies standards are not based on educational best practices, but rather are written as tasks, not standards;</p> <p>Many of the proposed Social Studies standards are not age appropriate for students, lack depth of knowledge, higher order thinking and do not address skill development;</p> <p>The proposed standards would require excessive contact hours to teach to students, which would take time away from other curricular subjects;</p> <p>Current Social Studies materials used in schools do not align with the proposed Social Studies standards, which will result in new materials, teacher training and resources needing to be purchased at a high cost to schools.</p> <p>Therefore, we, the Elk Point-Jefferson School Board respectfully ask the State Board of Education Standards request the Department of Education reconvene the Social Studies workgroup from 2021, with instructions for the workgroup to revise their draft with consideration of the Social Studies Content Standards Commission's proposal. The goal should be a third proposed set of standards as a compromise between the first two Social Studies content standards proposals.</p>
27	Travis Hearnen	Parent/Guardian	I think there are improvements here from years past, but we still have a lot more to do. Kids should learn about the tax system, and how our money is squandered.
28	Dr, Kimberly Kludt as Superintendent and Spokesperson for the Deubrook Area School Board	School Board Members	<p>We, the Deubrook Area School Board, oppose the proposed Social Studies standards for the following reasons:</p> <p>Whereas:</p> <ol style="list-style-type: none"> 1. The process of revising the Social Studies standards was done in a manner that did not consult the expertise of South Dakota educators in their development, as has been the practice for decades of standards revision; 2. The proposed Social Studies standards are not based on educational best practices, but rather are written as tasks, not standards; 3. Many of the proposed Social Studies standards are not age appropriate for students, lack depth of knowledge, higher order thinking and do not address skill development; 4. The proposed standards would require excessive contact hours to teach to students, which would take time away from other curricular subjects; 5. Current Social Studies materials used in schools do not align with the proposed Social Studies standards, which will result in new materials, teacher training and resources needing to be purchased at a high cost to schools. <p>Therefore, we, the Deubrook Area School Board respectfully ask the State Board of Education Standards request the Department of Education reconvene the Social Studies workgroup from 2021, with instructions for the workgroup to revise their draft with consideration of the Social Studies Content Standards Commission's proposal. The goal should be a third proposed set of standards as a compromise between the first two Social Studies content standards proposals.</p> <p>School Board Resolution Passed Unanimously on November 14, 2022 in Toronto, South Dakota at the Regular School Board Meeting for Deubrook Area School District</p>
29	Eric Knight	School Board	<p>Centerville School Board Social Studies Resolution: November 14, 2022</p> <p>South Dakota teachers, administrators and school board members from around the state made clear in public comment and testimony during the State Board of Education Standards hearings their serious concerns with the proposed Social Studies standards from the Social Studies Content Standards Commission.</p> <p>We, the Centerville School Board, oppose the proposed Social Studies standards for the following reasons:</p> <p>Whereas:</p> <ol style="list-style-type: none"> 1. The process of revising the Social Studies standards was done in a manner that did not consult the expertise of South Dakota educators in their development, as has been the practice for decades of standards revision; 2. The proposed Social Studies standards are not based on educational best practices, but rather are written as tasks, not standards; 3. Many of the proposed Social Studies standards are not age appropriate for students, lack depth of knowledge, higher order thinking and do not address skill development; 4. The proposed standards would require excessive contact hours to teach to students, which would take time away from other curricular subjects; 5. Current Social Studies materials used in schools do not align with the proposed Social Studies standards, which will result in new materials, teacher training and resources needing to be purchased at a high cost to schools. <p>Therefore, we, the Centerville School Board respectfully ask the State Board of Education Standards request the Department of Education reconvene the Social Studies workgroup from 2021, with instructions for the workgroup to revise their draft with consideration of the Social Studies Content Standards Commission's proposal. The goal should be a third proposed set of standards as a compromise between the first two Social Studies content standards proposals.</p>

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
25	Jeremy Wollman		
26	Philip w. Schonebaum		
27	Travis Hearnen	Looks good to me	Glad that they are going back to the 15th century for slavery. They should teach also how it still exists
28	Dr, Kimberly Kludt as Superintendent and Spokesperson for the Deubrook Area School Board		
29	Eric Knight		

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
25	Jeremy Wollman		
26	Philip w. Schonebaum		
27	Travis Hearnen	Good	Good
28	Dr, Kimberly Kludt as Superintendent and Spokesperson for the Deubrook Area School Board		
29	Eric Knight		

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
25	Jeremy Wollman		
26	Philip w. Schonebaum		
27	Travis Hearnen	Good	Good
28	Dr, Kimberly Kludt as Superintendent and Spokesperson for the Deubrook Area School Board		
29	Eric Knight		

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
25	Jeremy Wollman		
26	Philip w. Schonebaum		
27	Travis Hearnen	Sounds fine	
28	Dr, Kimberly Kludt as Superintendent and Spokesperson for the Deubrook Area School Board		
29	Eric Knight		

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
25	Jeremy Wollman		
26	Philip w. Schonebaum		
27	Travis Hearnen		
28	Dr, Kimberly Kludt as Superintendent and Spokesperson for the Deubrook Area School Board		
29	Eric Knight		

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
25	Jeremy Wollman		
26	Philip w. Schonebaum		
27	Travis Hearnen		
28	Dr, Kimberly Kludt as Superintendent and Spokesperson for the Deubrook Area School Board		
29	Eric Knight		

	A	P
2	Name	9-12 - United States Government
25	Jeremy Wollman	
26	Philip w. Schonebaum	
27	Travis Hearnen	Government is the enemy of the people and kids should understand that
28	Dr, Kimberly Kludt as Superintendent and Spokesperson for the Deubrook Area School Board	
29	Eric Knight	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
30	Kyle Krause	Parent/Guardian	<p>The public meeting process regarding these standards is seriously flawed. When 90% of the people in attendance oppose the proposed standards, it is a farce to give equal time to both proponents and opponents. Bookending the falsely-equivalent public comments with untimed speeches by political proponents just ads further insult. At least get the process right by getting rid of the false equivalence.</p> <p>The proposed standards themselves remain really bad and should be scrapped. They will cost our Rapid City district millions of dollars we don't have and make it much harder to recruit and retain teachers, who are already in short supply. I have yet to meet a South Dakota teacher who thinks these are a good idea.</p>
31	Robyn Ventura	K-12 Educator	<p>These standards are severely flawed and it would be a travesty for them to be implemented in South Dakota. This is merely a political stunt and the well-being of our students and their education has taken a back seat to political ambition. Under no circumstances should these be implemented in out great state.</p> <p>One final thought to consider is the availability of textbooks covering these topics at these grade levels. South Dakota isn't a big enough state for textbook companies to produce books that fit these standards. Where do you think the material will come from. Likely the same gentleman that put these ridiculous standards together. Great way for him to line his own pocketbook at our financial and educational expense.</p> <p>I am a 23 year veteran teacher and in my professional opinion, implementing these standards would be a grave injustice to our children.</p>
32	Jennifer Lowery	Submitted on behalf of the Tea Area School Board	<p>For an easy to read copy of this feedback letter please utilize this link: https://drive.google.com/file/d/15mO4vygFsq2DVV7xsw0Kx9mrTQw6WGjx/view?usp=share_link Date: November 14, 2022 Re: Public Comment - Proposed Social Studies Standards Tea Area School Board Dear Board of Education Standards, The purpose of this letter is to provide the Tea Area School Board's public comment on the proposed social studies standards. The Tea Area School Board does not support the proposed social studies standards and requests the Board of Education Standards consider the following evidence:</p> <ul style="list-style-type: none">• Please watch Tea Area's Veteran's Day Program – November 11, 2022 please utilize this link: (https://youtu.be/hnVMFHo_zgY)<ul style="list-style-type: none">o We apologize for the poor audio. Please begin watching at approximately 3 minutes as the first three minutes records the middle school students and community members entering the gym.o The highlights include:<ul style="list-style-type: none">▪ 1200 Tea Area Public School students (6-12) standing in silence as the colors are presented followed by reciting the Pledge of Allegiance together.▪ Please note the master of ceremony are two seniors joined by their math teacher, a veteran.▪ The first speaker at this year's program was a Tea Area Middle School student who was recognized by the VFW for his Patriot's Pen essay that brought awareness to the responsibility of care we, as a country, need to provide our Veterans.• Full Transcript can be found - please utilize this link:(https://drive.google.com/file/d/15EuaqIOSeDXWn1S9_ZJjyR2Tyve1Y4Vd/view?usp=share_link)<ul style="list-style-type: none">o This essay is powerful evidence that our current system and social studies standards are producing strong results.▪ The second speaker was a Tea Area High School senior who was recognized by the VFW for his Voice of Democracy essay.• Full Transcript can be found by clicking here (https://drive.google.com/file/d/15YlgckMFqXRFZL6SEGqQ5ytJjGej6brA/view?usp=share_link)<ul style="list-style-type: none">o Brock Ellingson's essay brought tears to many eyes and concluded by receiving a standing ovation from his peers. This essay is powerful evidence that our current system and social studies standards are producing strong results.▪ Following the speakers, 1200 Tea Area Public School students (6-12) stood for a moment of silence as a Tea Area High School senior played "Taps".▪ Next, our high school band led the crowd in the "Armed Forces Salute".<p>Our social studies standards are not broken. This is one powerful piece of evidence among many similar scenarios that our current system and social studies standards are producing strong results. Please do not adopt the proposed social studies standards which dramatically alter a system that is producing incredible results. Respectfully Submitted, Tea Area School Board – Kristen Daggett, President; Conrad Pick, Vice President; Jason Bennett; Tara Johanneson; Chad Meyer</p>

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
30	Kyle Krause		
31	Robyn Ventura	<p>These standards are not developmentally appropriate for kindergarten students. Specifically K.SS.1.E is too complex for students to understand. Children of this age have no concept of different time periods and approximately how long ago there were.</p> <p>K.SS.2 requires students to locate major places on a map. Many upper elementary students will struggle on this, let alone a kindergartener.</p> <p>K.SS.3 asks students to tell the stories of different historical figures. Most of the people on the suggested list are too complex or obscure for students to have background knowledge on.</p>	<p>1.ss.1.A - Most upper elementary students can not remember the directions on a compass rose, let alone a 1st grader.</p> <p>1.ss.1.E -Distinguishing between a primary source and a secondary source is usually discussed in 6th grade and is far beyond the ability of a 1st grader.</p> <p>1.ss.1.K - Why do we care that a 1st grader can identify architectural styles in government buildings?? There are so many unnecessary things crammed into these standards, that teachers can not go into depth on a topic because of the amount that needs to be covered in one year.</p> <p>1.SS.1.N/O - Why would we have students memorize so many passages with words that are far out of their vocabulary? Memorization without comprehension is a waste of time. These are typically done in 8th grade which is closer to the vocabulary level of comprehension and importance.</p> <p>1.SS.2.A - Just like in kindergarten, finding these things on a map are 7th grade level. Why would we move it down to first grade? This is so far from age appropriate.</p> <p>**How do educated people not realize that the amount of things that 1st grade tries to cover isn't possible? If all of these things are to be taught, you will not even scratch the surface let alone reach the level of comprehension.</p> <p>Why is 6th grade level Ancient History being taught in 1st grade? First graders can not possibly comprehend and then explain the wars found in 1.SS.5</p>
32	Jennifer Lowery		

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
30	Kyle Krause		
31	Robyn Ventura	I could go on and nit-pick every single grade level, but I think you get the point. These are absolutely not age appropriate and defy logic. These standards cover a mile wide and a in deep. They do not in any way promote true learning, but instead push pure rote memorization. This type of learning kills the joy of learning and will have a negative impact on all of our students. This must be stopped at all costs.	
32	Jennifer Lowery		

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
30	Kyle Krause		
31	Robyn Ventura		
32	Jennifer Lowery		

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
30	Kyle Krause		
31	Robyn Ventura	Too much emphasis on American History has let to the detriment of world histories. US history is very important, but it covers a relatively small part of the history of our world. It does not need to be taught at every grade level. 7th grade geography is needed. One might argue that geography is spread out throughout the rest of the grades' standards, but there truly is so much territory to cover at each grade level, that none of it is taught well. I'm horribly disappointed in the lack of understanding of education fundamentals that is apparent in these standards. It was clearly not done by a professional with a grasp of education theory.	
32	Jennifer Lowery		

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
30	Kyle Krause		
31	Robyn Ventura		
32	Jennifer Lowery		

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
30	Kyle Krause		
31	Robyn Ventura		
32	Jennifer Lowery		

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
			<p>I completely agree that rich and historically informed social studies standards are essential to helping students become "wise and virtuous" members of society - thus ensuring that our freedoms and government are bequeathed to the next generations. However, for lower elementary, these standards fall far short of this goal.</p> <p>First, they are extremely unrealistic for lower elementary. They demand too much memorization at a young age. Most of these standards fall at Webb Levels 1 and 2 - recall and memorization. As every educator knows, the main goal is to guide students to deep thinking and application of skills within and across content areas, and in connection with their own lives. Our aim is Webb Levels 3 and 4 - strategic and extended thinking. The sheer volume of relatively surface level memorization involved in these standards thwarts that aim. Therefore, these standards do not facilitate the original goal of guiding students to be "wise and virtuous" members of society. To attain this, any standards revisions should focus on depth rather than breadth, and concurrently teach students both what AND how to think for themselves as individuals, family members, and citizens.</p> <p>Second, there is a large chasm between the amount of social studies material there is to memorize, and the extreme lack of time that teachers face, given the rigor, depth, and breadth of all the other content standards that we are bound to cover per state requirements. It does not seem that the practical application of these standards was considered in this draft: there simply would not be enough time to effectivley implement them.</p> <p>Finally, to mirror freedom and the ways our government works, the voices and considerations of all South Dakota community members must be incorporated in proportion with their numbers. The standards were written by someone who is out of state. When 80% of people express opposition to the standards and a vocal 20% express support, the 80% opposition clearly shows that there are major issues to revisit. Further, educators' voices must be considered prominently, as this is our area of professional expertise. I consult my doctor about medical issues, my mechanic about mechanical issues; so too should professional educators shape educational issues.</p>
33	Elisabeth Wilson	K-12 Educator	Thank you for your work so far, but the work on revising standards is far from finished. Or perhaps we could simply circle back to the current standards and make a few changes if needed: if it ain't broke, don't fix it.
34	Camille Binder	K-12 Educator	I strongly oppose the adoption of the proposed curriculum. Pretending that the curriculum is based on best practices, is true history and is age appropriate is ludicrous. The larger agenda behind the attempt to approve this curriculum is what is behind this adoption process and is appalling.
35	Matt Yost	K-12 Educator	<p>Social Studies Resolution November 14, 2022</p> <p>South Dakota teachers, administrators and school board members from around the state made clear in public comment and testimony during the State Board of Education Standards hearings their serious concerns with the proposed Social Studies standards from the Social Studies Content Standards Commission.</p> <p>We, the Wagner Community School Board, oppose the proposed Social Studies standards for the following reasons:</p> <p>Whereas:</p> <ol style="list-style-type: none"> 1. The process of revising the Social Studies standards was done in a manner that did not consult the expertise of South Dakota educators in their development, as has been the practice for decades of standards revision; 2. The proposed Social Studies standards are not based on educational best practices, but rather are written as tasks, not standards; 3. Many of the proposed Social Studies standards are not age appropriate for students, lack depth of knowledge, higher order thinking and do not address skill development; 4. The proposed standards would require excessive contact hours to teach to students, which would take time away from other curricular subjects; 5. Current Social Studies materials used in schools do not align with the proposed Social Studies standards, which will result in new materials, teacher training and resources needing to be purchased at a high cost to schools. <p>Therefore, we, the Wagner Community School Board respectfully ask the State Board of Education Standards request the Department of Education reconvene the Social Studies workgroup from 2021, with instructions for the workgroup to revise their draft with consideration of the Social Studies Content Standards Commission's proposal. The goal should be a third proposed set of standards as a compromise between the first two Social Studies content standards proposals.</p>
36	Alyssa McDaniel	Student	no
37	Abby	Student	Leave elementary kids out of it. Rather teach them when they are older and can understand.
38	Todd G Obele	K-12 Educator	The Henry School Board has signed a resolution opposing the proposed social studies standards at their 11/14 school board meeting.
39	Elizabeth	Parent/Guardian	Why are we so focused on memorizing unnecessary information and why are we stopping in 2008. Did the world just stop? No there is a lot going on past then. Who made this new curriculum. Educators who actually teach this should be developing the standards. You shouldn't be forcing kids to grow up so fast and learn stuff way before their time. Slow down and let the educators educate. Politicians need to stay in their lane.
40	Crystal Whitney	Parent/Guardian	The proposed SD social studies standards are alarmingly political. The current governor seems to believe that to love your country is to deny or bury your head in the sand on the less-than-favorable aspects of our collective history, and it's concerning that she is the one who has taken such an active position in rewriting standards with a hand-picked committee who fit her political agenda, of whom only three are certified to teach in SD and one of those three no longer backs the standards. We desperately need to raise a generation of people who can think critically and evaluate complex overarching themes and ideas, which are skills that don't come from rote memorization of facts. I have still been sad for our students since the governor's administration cut references to Native culture and history from a draft last year. We fight racism by learning and celebrating the diversity we have here in SD, not by deleting their existence and experience from standards.
41	Laura Nixon	Parent/Guardian	I am writing with concern and distrust about how this curriculum was created, with partisan political motivation and guided by a very conservative Christian university. Please trust our SD educators to create the curriculum that meets current learning methods focused on age appropriate content, and understanding over memorizing. Our schools are no place for partisan politics. Let's teach the truth about our history, and promote critical thinking. Thank you.

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
33	Elisabeth Wilson	(Please see comments overall).	(Please see comments overall).
34	Camille Binder		
35	Matt Yost		
36	Alyssa McDaniel	no	no
37	Abby	Not possible or appropriate for that age	Not possible or appropriate for that age
38	Todd G Obele		
39	Elizabeth		
40	Crystal Whitney		
41	Laura Nixon		

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
33	Elisabeth Wilson	(Please see comments overall).	
34	Camille Binder		
35	Matt Yost		
36	Alyssa McDaniel	no	no
37	Abby	Not appropriate for that age	Not appropriate for that age
38	Todd G Obele		
39	Elizabeth		
40	Crystal Whitney		
41	Laura Nixon		

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
33	Elisabeth Wilson		
34	Camille Binder		
35	Matt Yost		
36	Alyssa McDaniel	no	no
37	Abby	Not appropriate for that age	Not appropriate for that age
38	Todd G Obele		
39	Elizabeth		
40	Crystal Whitney		
41	Laura Nixon		

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
33	Elisabeth Wilson		
34	Camille Binder		
35	Matt Yost		
36	Alyssa McDaniel	no	no
37	Abby	Appropriate age group	Appropriate age group
38	Todd G Obele		
39	Elizabeth		
40	Crystal Whitney		
41	Laura Nixon		

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
33	Elisabeth Wilson		
34	Camille Binder		
35	Matt Yost		
36	Alyssa McDaniel	no	no
37	Abby	Appropriate age group	Appropriate age group
38	Todd G Obele		
39	Elizabeth		
40	Crystal Whitney		
41	Laura Nixon		

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
33	Elisabeth Wilson		
34	Camille Binder		
35	Matt Yost		
36	Alyssa McDaniel	no	no
37	Abby	Appropriate age group	Appropriate age group
38	Todd G Obele		
39	Elizabeth		
40	Crystal Whitney		
41	Laura Nixon		

	A	P
2	Name	9-12 - United States Government
33	Elisabeth Wilson	
34	Camille Binder	
35	Matt Yost	
	Alyssa	
36	McDaniel	yes
37	Abby	Appropriate age group
38	Todd G Obele	
39	Elizabeth	
40	Crystal Whitney	
41	Laura Nixon	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
42	Cassidy	Parent/Guardian	Extremely disappointed. Unrealistic for all children and all ages.
43	Kristina Conrad	Parent/Guardian	I have a 2nd grader and 4th grader and neither of them understand where NYC is in relation to where we live, even though they've been there three times. Neither can identify names of states and which are near them or how a state is different than a country. I think your proposal is very strict on what they need to learn, but also I think the previous one was too relaxed. Is there a middle ground?
44	Robin Weggener	School Board	<p>Social Studies Standards Resolution November 14, 2022</p> <p>South Dakota teachers, administrators and school board members from around the state made clear in public comment and testimony during the State Board of Education Standards hearings their serious concerns with the proposed Social Studies standards from the Social Studies Content Standards Commission.</p> <p>We, the Belle Fourche School Board, oppose the proposed Social Studies standards for the following reasons:</p> <p>Whereas:</p> <p>1.The process of revising the Social Studies standards was done in a manner that did not consult the expertise of South Dakota educators in their development, as has been the practice for decades of standards revision;</p> <p>2.The proposed Social Studies standards are not based on educational best practices, but rather are written as tasks, not standards;</p> <p>3.Many of the proposed Social Studies standards are not age appropriate for students, lack depth of knowledge, higher order thinking and do not address skill development;</p> <p>4.The proposed standards would require excessive contact hours to teach to students, which would take time away from other curricular subjects;</p> <p>5.Current Social Studies materials used in schools do not align with the proposed Social Studies standards, which will result in new materials, teacher training and resources needing to be purchased at a high cost to schools.</p> <p>Therefore, we, the Belle Fourche School Board respectfully ask the State Board of Education</p> <p>· Standards request the Department of Education reconvene the Social Studies workgroup from 2021, with instructions for the workgroup to revise their draft with consideration of the Social Studies Content Standards Commission's proposal. The goal should be a third proposed set of standards as a compromise between the first two Social Studies content standards proposals.</p> <p>This resolution has been approved by the School Board of Belle Fourche School District 9-1 on this 14th day of November, 2022.</p> <p>I, as authorized by the Belle Fourche School Board, hereby certify and attest that all the information above is true and correct. Tammy Clem President, School Board Belle Fourche School District 9-1</p>
45	Kim Carson	Educational Dyslexia Consultant	<p>November 16,2022</p> <p>South Dakota Department of Education</p> <p>800 Governors Drive</p> <p>Pierre, SD 57501</p> <p>RE: Proposed Social Studies Standards</p> <p>To Whom It May Concern:</p> <p>My name is Kim Carson, and I am the owner of Smart Start Dyslexia Correction Center in Brookings, SD. I recently retired from my office setting, but I have serviced learners of dyslexia (K-12+) and their families for the past 20+ years. I spent the past 20 years teaching learners with dyslexia educational strategies that best meet their learning style, so they may show success in the classroom. I have also offered elementary teacher trainings to provide teachers with strategies that best meet the needs of their students who learn differently.</p> <p>Having been a degreed educator in the state of South Dakota for the past 40 years, I wish to express my significant concerns with the recent Social Studies Standards for grades K – 12. A strong majority of South Dakota educators have already written or verbally testified about their concerns of a negative impact upon our South Dakota students. I appreciably share those same concerns, and I am particularly concerned for the negative impact these standards will cause for students with dyslexia.</p> <p>Overall, the new proposed standards heavily target memorization to prove learning. Memorization is the lowest form of learning in relation to long-term retention and understanding of concepts. It is also a form of procedural or rote memory learning. Much research exists proving that students with dyslexia struggle most when procedural learning strategies are implemented to achieve mastery of the subject matter. Subjects such as reading, writing, spelling, and math all heavily rely on procedural memory techniques. Students use procedural memory techniques when they learn how to do something, learn it to automaticity, and learn it through the means of rules and procedures. Sequencing and use of symbols are common components of procedural memory learning. Applying sequence concepts and the using two-dimensional symbols are two areas of weakness for learners with dyslexia. Since the social studies/history disciplines do not rely on symbols, but instead three-dimensional content, these disciplines are often academic areas of strength and interest for learners with dyslexia because this area does not rely on the implementation of procedural learning techniques in order for students to learn and understand its content. Students with dyslexia often have creative thinking abilities and insight that connect well when concepts are taught using analysis, problem-solving, and critical thinking. Changing the standards to heavily target memorization will negatively impact the dyslexic student population and set them up for further failure, as the learning techniques do not meet how they best learn.</p> <p>In the recent research study, “Developmental Dyslexia: Disorder or Specialization in Exploration?” published in Frontiers in Psychology by Drs. Helen Taylor and Martin David Vestergaard, MD, June, 2022, the study outlined specifics on how students with dyslexia best learn. They learn through exploratory tactics such as search, discovery, creativity, innovation, and risk taking, not through exploitive means using procedural memory techniques. Having to learn content through procedural memory techniques puts the learner with dyslexia at an extreme disadvantage. Heavy loads of memorization also tax a student’s working memory capabilities. Low, working memory capacity is often associated with students with dyslexia. Once the working memory capacity of a student has been overloaded, shut-down behaviors and frustrations occur. This quickly leads to a distaste for school, learning, and the subject matter at hand.</p> <p>I can find NO research that promotes memorization and procedural memory techniques as the best means for ANY student, but especially students with dyslexia from which to learn. Targeting memorization skills beginning at the kindergarten level will not develop our learners to love the disciplines of social studies/history or develop the abilities to analyze the historical events that we cannot afford to repeat. Instead, I find these new standards to be ones that will create further learning frustrations and a distaste of learning in a subject matter that currently is often named their favorite subject in school by my learners with dyslexia. Research notes that students with dyslexia comprise 20% of our population.</p> <p>I wish for the Department of Education to reject these proposed standards and return to having a committee that comprises degreed educators and related professionals who represent South Dakota.</p> <p>Respectfully Submitted,</p> <p>Kim Carson</p> <p>Kim Carson</p> <p>Educational Dyslexia Consultant</p>

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
42	Cassidy	I feel all of these standards are unrealistic for children. Children need to learn basic skills and be set up for success when being taught. Such material will cause students to fall further and further behind and actually lose interest in school. As a parent, I see so many kids come to school without the basic knowledge of colors, shapes, letters, and social skills. If we are expecting them to learn all those plus these new lessons, they will be steps behind other students. This will also make it extremely hard for educators and parents to keep up and help their children. Not all parents are capable of learning and teaching, and from my social work background, some parents have no interest in helping their children at all. This leaves all the responsibility on the eye ache rand the child, and that is also unrealistic. We really need to reconsider what is important and beneficial for our children to be learning. We need to make sure they are enjoying school and succeeding in the basic materials they need. Not every child has the same experiences, but we neeee to make sure we're setting them up for success versus failure. I hope these standards don't become our reality. If so, we may have to look at school elsewhere. Or homeschooling. I will not have my child pushed to meet goals that are not obtainable and quite frankly, unnecessary.	
43	Kristina Conrad		
44	Robin Weggener		
45	Kim Carson		

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
42	Cassidy		
43	Kristina Conrad		
44	Robin Weggener		
45	Kim Carson		

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
42	Cassidy		
43	Kristina Conrad		
44	Robin Weggener		
45	Kim Carson		

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
42	Cassidy		
43	Kristina Conrad		
44	Robin Weggener		
45	Kim Carson		

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
42	Cassidy		
43	Kristina Conrad		
44	Robin Weggener		
45	Kim Carson		

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
42	Cassidy		
43	Kristina Conrad		
44	Robin Weggener		
45	Kim Carson		

	A	P
2	Name	9-12 - United States Government
42	Cassidy	
43	Kristina Conrad	
44	Robin Weggener	
45	Kim Carson	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
			<p>Social Studies Resolution</p> <p>South Dakota teachers, administrators and school board members from around the state made clear in public comment and testimony during the State Board of Education Standards hearings their serious concerns with the proposed Social Studies standards from the Social Studies Content Standards Commission.</p> <p>We, the Deuel School Board, oppose the proposed Social Studies standards for the following reasons:</p> <p>Whereas:</p> <p>1. The process of revising the Social Studies standards was done in a manner that did not consult the expertise of South Dakota educators in their development, as has been the practice for decades of standards revision;</p> <p>2. The proposed Social Studies standards are not based on educational best practices, but rather are written as tasks, not standards;</p> <p>3. Many of the proposed Social Studies standards are not age appropriate for students, lack depth of knowledge, higher order thinking and do not address skill development;</p> <p>4. The proposed standards would require excessive contact hours to teach to students, which would take time away from other curricular subjects;</p> <p>5. Current Social Studies materials used in schools do not align with the proposed Social Studies standards, which will result in new materials, teacher training and resources needing to be purchased at a high cost to schools.</p> <p>Therefore, we, the Deuel School Board respectfully ask the State Board of Education Standards request the Department of Education reconvene the Social Studies workgroup from 2021, with instructions for the workgroup to revise their draft with consideration of the Social Studies Content Standards Commission's proposal. The goal should be a third proposed set of standards as a compromise between the first two Social Studies content standards proposals.</p>
46	Chad Schiernbeck	School Superintendent	Resolution Adoption Date: Monday, November 14th, 2022
47	Marc Benjamin Anderson	Parent/Guardian	<p>Having read through the various standards and curriculum guidelines, my overall impression is that each grade level contains guidelines that are inappropriate for that stage of child development. Wrote memorization does nothing for children or their ability to think critically. Do we really expect first graders to learn about the Persian, Peloponnesian, and Punic Wars? Do we expect 2nd graders to explain the importance of monasteries or the Carolingian Dynasty?</p> <p>My other concern is how easily some of these subjects can lean toward indoctrination. Many of the standards are Christo-centric, gloss over some of the darkest moments of history, and promote a very particular reading of the US constitution. I want the legislature to respect the educators and their development of criteria and curricula that has been scrapped in favor of Hillsdale. I want Hillsdale College to leave South Dakota curriculum alone.</p>
48	Karissa Vander Waerd	Parent/Guardian	Should include South Dakota educators for feedback and involve
49	Darla Kannas	Parent/Guardian	I'm so disappointed that you haven't kept teachers as the driving force in this process.
50	Larissa	Parent/Guardian	Bad, get the input from teachers they are saying the same thing, our kids at these ages mentally cannot do what these ask them to do.!
51	Beth Chesley	Parent/Guardian	Not age appropriate
52	Brittany	Parent/Guardian	TERRIBLE
53	Nathan Downs	K-12 Educator	For younger students, the standards need to be more age appropriate.
54	Crystal Groeneweg	Parent/Guardian	As a state that prides themselves for. "less government intrusion", we suddenly seem to be just fine letting the government control our classrooms.
55	Kate Hamilton	Parent/Guardian	This is not the answer for South Dakota students. Trust teachers and use them as a professional resource for creating standards. Students deserve to be taught authentic age appropriate history.

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
46	Chad Schiernbeck		
47	Marc Benjamin Anderson		
48	Karissa Vander Waerd	Against	Against
49	Darla Kannas		
50	Larissa		This content required of first graders ages six and seven is developmentally not age-appropriate. Kids should be learning about topics and skills that are relevant to them in their everyday lives. These skills are way beyond what their little brains can handle.
51	Beth Chesley	Not age appropriate	Not age appropriate
52	Brittany	These standards are absolutely unrealistic for a kindergartener to master. They are learning how to sound out letters, write words, and be a part of a school community. All of the standards proposed, and specifically including requiring them to locate oceans, continents, and states on a map, know what city, state, country, and continent they live on, requiring them to be able to put historical events in sequential order... these are not age appropriate for my child, or ANY child. Do better. Leave South Dakota History the way it is. What my child is learning now is age appropriate and the people who know what they are doing (teachers) are happy with what they are teaching to our students because it is IMPORTANT for them to know the history of South Dakota.	
53	Nathan Downs		
54	Crystal Groeneweg		Middle school standard. Students do not have the vocabulary to comprehend this material. So much coursework and teaching is missing before getting to this stage of history because they are only in 1st grade!
55	Kate Hamilton	See below	See below

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
46	Chad Schiernbeck		
47	Marc Benjamin Anderson		
48	Karissa Vander Waerd	Against	Against
49	Darla Kannas	2.SS.3 The quantity and depth of vocabulary to teach and understand this strand alone is overwhelming. When my kids were in second grade, I wanted them to spend the greatest amount of time learning to read. Telling stories of conquests, explaining the practice of feudalism, and societal changes following the fall of the Roman Empire just isn't reasonable. It's not that these aren't worthy of being learned and understood, but background knowledge, maturity, and developmental appropriateness must be considered. I would have been very disappointed and overwhelmed as a parent if my own kids were being required to learn topics of this nature at 7 years of age. We had very high standards in our home for learning, but we must consider that there is only so much time in the school day, families are busy, and unreasonable demands on a cognitive load often backfire into student stress. Further, I can't begin to imagine how our educators would be able to teach all of this to the diverse learners found in today's classrooms. What's your plan for that?	
50	Larissa	This content required for kids ages 7-8 is NOT age appropriate. Some topics should not be taught in school. There are details, descriptions, explanations, of time periods and various leaders' lives that is far to rigorous, my second grader is still trying to understand the concept of what his city, state, country, and continent is and even that is a challenge Too many dates and lots of memorization required which is not a good leaning style just to remember facts and dates, it is meaningless. American history and it's past is so important to learn but at an appropriate age level that kids can actually understand and comprehend.	
51	Beth Chesley	Not age appropriate	Not age appropriate
52	Brittany		
53	Nathan Downs		These standards are inappropriate for the age they are taught.
54	Crystal Groeneweg		
55	Kate Hamilton	See below	See below

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
46	Chad Schiernbeck		
47	Marc Benjamin Anderson		
48	Karissa Vander Waerd	Against	Against
49	Darla Kannas		
50	Larissa		
51	Beth Chesley	Not age appropriate	Not age appropriate
52	Brittany		
53	Nathan Downs		
54	Crystal Groeneweg	Where is SD history? Do we no longer want our students to know about our great state?	
55	Kate Hamilton	See below	See below

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
46	Chad Schiernbeck		
47	Marc Benjamin Anderson		
48	Karissa Vander Waerd	Against	Against
49	Darla Kannas		
50	Larissa		
51	Beth Chesley	Not age appropriate	Not age appropriate
52	Brittany		
53	Nathan Downs		
54	Crystal Groeneweg		
55	Kate Hamilton	See below	See below

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
46	Chad Schiernbeck		
47	Marc Benjamin Anderson		
48	Karissa Vander Waerd	Against	Against
49	Darla Kannas		
50	Larissa		
51	Beth Chesley	Not age appropriate	Not age appropriate
52	Brittany		
53	Nathan Downs		
54	Crystal Groeneweg		
55	Kate Hamilton	See below	See below

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
46	Chad Schiernbeck		
47	Marc Benjamin Anderson		
48	Karissa Vander Waerd	Against	Against
49	Darla Kannas		
50	Larissa		
51	Beth Chesley	Not age appropriate	Not age appropriate
52	Brittany		
53	Nathan Downs		
54	Crystal Groeneweg		
55	Kate Hamilton	See below	See below

	A	P
2	Name	9-12 - United States Government
46	Chad Schiernbeck	
47	Marc Benjamin Anderson	
48	Karissa Vander Waerd	Against
49	Darla Kannas	
50	Larissa	
51	Beth Chesley	Not age appropriate
52	Brittany	
53	Nathan Downs	
54	Crystal Groeneweg	
55	Kate Hamilton	See below

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
56	Hannah Decker	Former educator	<p>As a former teacher in the rural town of Newell, SD (I taught middle school social studies for 4 years before choosing to be a stay-at-home mom to my first child), I would like to express my opposition to the proposed standards.</p> <p>First of all, there are WAY too many standards included. There simply isn't enough time in a year to accomplish everything that's being proposed.</p> <p>Second, the standards are far too advanced for students. I read through both the elementary and middle school standards, since I am certified to teach either, and there are concepts in the standards written for 1st & 2nd grade that my former 6th, 7th, & 8th grade students could barely grasp (such as hemispheres/latitude & longitude lines, the Boston Massacre, the Revolution, etc). I also student taught & taught summer school in a 2nd grade classroom, & there is no way the proposed standards are developmentally appropriate.</p> <p>Next, I am concerned that the standards are focused on memorization & not on critical thinking & application. Why would a 1st grader need to recite portions of the Declaration or the entire Preamble? My middle schoolers couldn't do that! Why would a 7th grader need to recite the 1st, 2nd, & final paragraphs of the Declaration?What purpose would that serve them in the "real world?" How is that standard (which is just one of many) preparing them to think critically? In 7th grade, why would students need to know how to spell all the states & capitals correctly & identify them by shape alone? I can understand teaching them how to read maps & locate things independently, so they are prepared to use maps as a tool in the future. But I think the question "What purpose will this standard serve/how will this benefit students as we prepare them to enter our state/nation as adults" needs to be asked. Rote memorization is not nearly as beneficial as teaching students to think critically & analyze things for themselves. It would do a disservice to our students to force them to memorize pieces of history without understanding the "why" or the application behind it.</p> <p>Finally, I am EXTREMELY concerned about the committee of 15 people who were chosen to work on these proposed standards. I have to ask myself - why were only 3 out of the 15 certified teachers (and 1 of those not even in SD)? Why aren't these standards being written by actual SD teachers, the people who spend the most time with students & understand what is developmentally appropriate & how much can realistically be accomplished in a school year? Why are we, as educators, being brushed aside? If I returned to teaching social studies under these standards, I would be incredibly anxious & doubt I would enjoy my job as much. Where are the resources/materials to back up these standards? What will teachers be offered to help them teach these ridiculously difficult concepts? I urge you, do NOT pass the current proposed standards. Listen to current SD teachers, form a committee where a majority of members are TEACHERS, & come up with standards that will set SD students & teachers up for success.</p>
57	Anine Rosse	Parent/Guardian	These standards are not age-appropriate, with elementary standards more suited to an advanced high school or college course. I don't believe we have textbooks or the resources to teach these advanced topics. I really question especially the standards for the younger grades full of students who are just learning to read. While children should be encouraged to engage with our history in a rich and in-depth manner, these standards are simply onerous. Educational standards need to come from SD educators, not from outside consultants with no experience in the classroom.
58	Sarah Thompson	Parent/Guardian	Please leave Christianity-specific teachings out of public school curriculum. I strongly support the separation of church and state. I want my kids to have an objective, well-rounded understanding of history, even if that means it makes them uncomfortable. They need to learn about the good and bad in this country, the achievements and the flaws of our founders. Less Jesus, more Sitting Bull please
59	Kayla DeJong	Community Member	<p>I do not believe that it is possible in our current model of education to expect teachers to cover all of these standards while also maintaining a high level of competency in other subjects. Additionally, most of these standards for the elementary age fail to take into consideration what is age and developmentally appropriate for 6-11 year olds to be learning about (for example, *first grade* standards include knowledge of various wars, architectural styles, rote memorization of sections of the Constitution and Declaration of Independence, differences of methods of “traditional warfare” between Native Americans and settlers, and comparing and contrasting the Magna Carta to the rule of law).</p> <p>South Dakota needs to reassess these standards and allow teachers from various districts across the state to weigh in on what they believe, in their professional opinion, what is necessary and possible to accomplish in the classroom.</p>
60	Quinton Cermak	K-12 Educator	<p>The Highmore-Harrold School Board passed a resolution opposing the proposed SD Social Studies standards based on:</p> <p>1.The process of revising the Social Studies standards was done in a manner that did not consult the expertise of South Dakota educators in their development, as has been the practice for decades of standards revision;</p> <p>2.The proposed Social Studies standards are not based on educational best practices, but rather are written as tasks, not standards;</p> <p>3.Many of the proposed Social Studies standards are not age appropriate for students, lack depth of knowledge, higher order thinking and do not address skill development;</p> <p>4.The proposed standards would require excessive contact hours to teach to students, which would take time away from other curricular subjects;</p> <p>5.Current Social Studies materials used in schools do not align with the proposed Social Studies standards, which will result in new materials, teacher training and resources needing to be purchased at a high cost to schools.</p>
61	Jessica Mumm	Parent/Guardian	<p>My overall impression of these proposed standards is negative. I am disappointed in the way in which the state prepared these guidelines (not the least the composition of the committee with fewer SD education professionals to the conservative, religious curriculum company that was hired.) I believe that the intent was partisan, to make changes and find evidence of supposed divisive content when in reality there is none. I would ask that the committee, should they fully believe there is divisive content, to provide and cite detailed evidence. I am also concerned with the viewpoint of the curriculum through the eyes of western civilization and not a world view. There were many citations of Jesus, and many exclusions of world religions.</p> <p>Keep the committee neutral, state focused, and keep politics out of it.</p>
62	pat geditz	K-12 Educator	I am disappointed and concerned about the makeup of the committee. I believe the committee should mainly include South Dakota educators, not out-of-state people, politicians, etc. I think politics needs to stay out of the committee appointments and the writing of the standards themselves.
63	Heidi Pettit	Parent/Guardian	Can we start again??? Let SoDak educators actually work on this proposal--pay the South Dakota educators more so they are also set-up for success and can therefore set up the next generation for success as well.
64	Rie Vrchota	K-12 Educator	These standards are NOT developmentally appropriate. Students do not have the level of thinking that is needed for these standards. Students should not be required to memorize facts. This also doubles the amount of standards required to be taught. Teaching about battles and death even younger will cause even more trauma at a younger age. The amount of violence can be triggering for students who have experienced trauma or younger students who struggle to understand socially already. We are also taking out even more Native American standards that we need to address especially in South Dakota. Kids are growing up too fast.

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
56	Hannah Decker		
57	Anine Rosse		
58	Sarah Thompson		
59	Kayla DeJong		
60	Quinton Cermak		
61	Jessica Mumm		As a parent of a current first grader, and having two other older children, these proposed standards are ludicrous. My daughter would not understand these concepts. It has been proven that rote memorization of dense facts does not benefit education. I don't believe my daughter would be able to master these concepts, nor would many of her classmates. What is the benefit of knowing these world history facts at age 7? The standards do not address this.
62	pat geditz		Totally outrageous!
63	Heidi Pettit	stick with the basics--founding fathers, but also learn about Native Amercans and their culture. celebrate indigenous peoples day, etc. It seems way too advanced for kindergartens and A LOT for teachers to deliver with overcrowded classes as it is.	again--all of this seems way too advances for this age/level of learner.
64	Rie Vrchota	These are not developmentally appropriate. Kindergarteners do not even know where things are in the classroom let alone memorizing facts that are not developmentally appropriate.	Students who are 6-7 do not need to study wars and massacres.

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
56	Hannah Decker		
57	Anine Rosse		
58	Sarah Thompson		
59	Kayla DeJong		
60	Quinton Cermak		
61	Jessica Mumm		
62	pat geditz		
63	Heidi Pettit	again--all of this seems way too advances for this age/level of learner. I grew up in SoDak, educated here and even went to college here--and graduated with honors...but I feel like we are setting up our kids for failure (and the teachers too) by giving them this sort of info this early in their education.	On repeat--too advance thinking for this age.
64	Rie Vrchota		

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
56	Hannah Decker		
57	Anine Rosse		
58	Sarah Thompson		
59	Kayla DeJong		
60	Quinton Cermak		
61	Jessica Mumm		
62	pat geditz		
63	Heidi Pettit	On repeat--too advance thinking for this age.	On repeat--too advance thinking for this age.
64	Rie Vrchota		

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
56	Hannah Decker		
57	Anine Rosse		
58	Sarah Thompson		
59	Kayla DeJong		
60	Quinton Cermak		
61	Jessica Mumm		
62	pat geditz		
63	Heidi Pettit	see above	see above
64	Rie Vrchota		

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
56	Hannah Decker		
57	Anine Rosse		
58	Sarah Thompson		
59	Kayla DeJong		
60	Quinton Cermak		
61	Jessica Mumm		
62	pat geditz		
63	Heidi Pettit	see above	
64	Rie Vrchota		

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
56	Hannah Decker		
57	Anine Rosse		
58	Sarah Thompson		
59	Kayla DeJong		
60	Quinton Cermak		
61	Jessica Mumm		
62	pat geditz		
63	Heidi Pettit		
64	Rie Vrchota		

	A	P
2	Name	9-12 - United States Government
56	Hannah Decker	
57	Anine Rosse	
58	Sarah Thompson	
59	Kayla DeJong	
60	Quinton Cermak	
61	Jessica Mumm	
62	pat geditz	
63	Heidi Pettit	
64	Rie Vrchota	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
65	Rebecca Randall	Taxpayer and grandparent	<p>In general, these are not standards. This is a list of of content to be covered which is not developmentally appropriate, is rote memory, doesn't consider higher thinking, and does not allow for a teacher to consider individual student needs. Standards are guidelines which allow school districts to develop specific content that is relevant, developmentally appropriate, and allows teachers to use creativity to help their students learn, grow, and develop.</p> <p>If these standards or "lists" are adopted, many schools will need to purchase new materials and pay for increased teacher training, which does not allow my tax dollar to best educate the students in my community.</p> <p>These lists of facts do not allow and encourage critical thinking. Where is is opportunity to discuss current events? There is none. How will educators cover these required lists in one semester? Ultimately, this could delay learning and I am concerned that my grandchildren will not have the background that they need for social studies in out of state colleges and universities. I am concerned about how well students will do on entrance exams for colleges.</p> <p>This list of facts is demeaning to SD teachers. It fails to recognize that educators are professionals who bring many skills to the classroom, which is more than just having students memorize lists.</p> <p>I recommend consideration of some learning principles: 1. Piaget: The child up to age seven is still a concrete thinker. From ages seven to eleven (5th or 6th grade) the child is able to apply logic and use inductive reasoning. From ages 12 and up the child is able to understand more abstract concepts and are able to consider multiple solutions to a problem. 2. Bloom's Taxonomy: This begins with rote memory, building all the way to analyzing, evaluating, and creating. The lists of facts that are presented here do not seem to incorporate any consideration of learning theory.</p> <p>In summary, I urge rejection or a major overhaul of what is presented here. These guidelines were prepared by a small group of people. This project should be reconsidered and actual standards should be developed by experts who are part of our communities.</p>
66	Carrie Huber	Parent/Guardian	<p>These would be disastrous for our state. Students benefit from real, deep learning. There is no way for these to be implemented with fidelity. What happens in that scenario? Do we have teachers disciplined because the state asks them to do the impossible? Or do teachers pick and choose what they teach, going against the idea of standards or a guaranteed and viable learning experience across the state.</p> <p>I teach AP government. Right now all state standards are covered in the AP curriculum. The proposed standards are a significant departure. No one has been able to answer what happens when they are different, but it is impossible to teach both. This means students won't be prepared for the national exam and likely lose out on AFFORDABLE college credit. This would apply to all social studies AP courses.</p> <p>True learning doesn't take place when students memorize. True learning happens when students think critically and challenge themselves. I am a parent of young children and would never want this to be my kids school experience. This will also hurt our state economically. People won't bring their families if our education is controlled by out of state extreme Christian nationalists. I strongly urge you to reject these standards and readopt the 2015 standards until the process can be separated from political influence. Our kids are worth more than being used as a pawn to help politicians careers. Thanks for your time.</p>
67	Heather Rederth	K-12 Educator	<p>The proposed Social Studies standards do not meet the needs of South Dakota's students and educators. The development process was at best controversial (limiting those who were originally involved), and at worst suspect (paying an out of state consultant at a politically-aligned liberal arts college an exorbitant amount). In addition, it is my understanding that the only curriculum aligned with the proposed standards is from Hillsdale College. How can we let this important process be guided by political and financial gains?</p> <p>The standard's creation and approval process aside, the elementary school standards are not developmentally appropriate: to teach these standards, elementary school teachers are expected to address history that needs to be taught by specifically educated history teachers; and the standards are too broad to be taught with fidelity.</p> <p>First, and most importantly, the timeline approach to teaching history is misguided and does not take into account how students develop knowledge and understanding. Educators know that learning requires new knowledge and skills to be within a Zone of Proximal Development (in which a student can connect to existing experiences and understanding). For example, trying to teach a first grader about the Persian Wars would be a rote memorization exercise, as they don't have the background knowledge to make sense of this time period or the motivations of these governments and peoples. Rote memorization is not an effective teaching method. Without the necessary world-view, knowledge, and connections, this learning will be quickly lost and the time spent will have been wasted.</p> <p>In addition, elementary school teachers are continually developing their skills in mathematics, reading, classroom management, and other areas. We are already stressed and strapped for time with current expectations. With this in mind, asking teachers to learn new areas of history to teach will overwhelm and be an undue burden. South Dakota already has a teacher shortage crisis and adopting these standards will exacerbate these problems.</p> <p>Another concern is the number of standards for each grade level. For example, the current set of standards for 4th grade have around 20 standards. The proposed standards have over 80 standards. Anyone who teaches knows that current priorities in education do not provide time for us to address all of these standards with fidelity, which will lead to gaps. This is another reason the proposed timeline approach is misguided, obviously developed mainly by people who do not have knowledge of elementary school teaching and learning.</p> <p>So for the above stated reasons, until an appropriate and transparent development process is undertaken to create educationally appropriate standards, the 2015 standards should remain in place.</p>

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
65	Rebecca Randall	These are not developmentally appropriate. For example, describing clothing and housing from different time periods (E). Objective L is value laden. Objective K.SS3 & K.SS4 contains a "laundry list" of people that that is rote memory, and not development of critical thinking.	I do not understand how objective C relates to world history. Item E and H is above the developmental level of a 1st grader. I t is not realistic to expect a first grader to explain architectural styles (K). Item O is not appropriate developmentally. 1.SS.2 includes too many areas for a first grader to identify on a map. 1. SS.3, 1. SS.4, & 1.SS5 are too long for first graders. 1.SS.6 & 1.SS.7 are too long. This also ignores work that indicates that Vikings may have arrived on the shores of the United States prior to Christopher Columbus, so this is not accurate information. Items G & H under this section end up with too many details. The rest of the standards for this section are too complex and contain too many details for first graders.
66	Carrie Huber	Inappropriate for age group, way too much content, does not provide the basis for further learning	Inappropriate for age group, way too much content, does not provide the basis for further learning
67	Heather Rederth		

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
65	Rebecca Randall	2.SS.1 G. This list is too long. Please note the word trade center is no longer standing. 2SS.2A. Too much detail. Section 2.SS.3 & 2.SS.4 are laden with religious discussions and detail that are not suited for second graders. This content might more appropriately be discussed in fifth grade. Once again section 2.SS.5 & 2.SS.6 are not developmentally appropriate for second graders. 2.SS.8 is also not developmentally appropriate. In generally these are lists of content and many are not developmentally appropriate for second graders.	There is too much emphasis on the ancient Greeks and Roman Republic. There is too much detail in all of the sections and much of it is above the developmental level of the 3rd grader.
66	Carrie Huber	Inappropriate for age group, way too much content, does not provide the basis for further learning	Inappropriate for age group, way too much content, does not provide the basis for further learning
67	Heather Rederth		

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
65	Rebecca Randall	Not developmentally appropriate. Fourth graders would not all be able to memorize the indicated lines from the constitution. Some of these things are now repeated from earlier years--they shouldn't be in the earlier years. Section 4.SS.3 is focused on Christian values and much of this section and the next contain too much detail that is not developmentally appropriate. Much of what is included is too detailed and not developmentally appropriate.	As in most of my previous comments, too much detail, rote memorization and no opportunity to process and explore ideas and concepts.
66	Carrie Huber	Inappropriate for age group, way too much content, does not provide the basis for further learning	Inappropriate for age group, way too much content, does not provide the basis for further learning
67	Heather Rederth		

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
65	Rebecca Randall	Not all is developmentally appropriate.	As stated under 4th grade, some of this information is now repetitious and should not even be in the earlier grades since it was not appropriate for their age level. Some of the content here is more appropriate for high school than seventh grade.
66	Carrie Huber		
67	Heather Rederth		

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
65	Rebecca Randall	As before	It is not realistic for all of this to be taught in one term (semester).
66	Carrie Huber		There is no reason to memorize all those locations, students will always have access to technology. What happened to geography?
67	Heather Rederth		

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
65	Rebecca Randall	It is not realistic for all of this to be taught in one term (semester).	It is not realistic for all of this to be taught in one term (semester).
66	Carrie Huber		
67	Heather Rederth		

	A	P
2	Name	9-12 - United States Government
65	Rebecca Randall	It is not realistic for all of this to be taught in one term (semester).
66	Carrie Huber	This is what I teach: based on our schedule, I would have approximately 25 minutes to teach and assess each substandard or indicator. That is not learning. In my classes right now, students drive the learning based on the standards and the skills they need in the 21st century.
67	Heather Rederth	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
68	Teresa L Boysen	K-12 Educator	Sioux Falls School District Social Studies Standards Implementation Recommendations Process - Timeline The Sioux Falls School District believes student learning is facilitated most effectively through a standard written, taught, and assessed curriculum. The guaranteed and viable curriculum provides the foundation for teachers to develop and deliver engaging and effective lessons using research-based instructional practices. Development and review of the existing and proposed curriculum follow the District's Curriculum Revision Cycle. The cycle is based on the South Dakota Standards Revision and Adoption Timeline utilized by the South Dakota Board of Education and specifies the time frame in which the curriculum is studied, developed, adopted, and implemented. The SFSD curriculum revision process includes a K12 Steering Committee and Instructional Level Subcommittees that require two years to complete the three prongs included in a comprehensive curriculum adoption: curriculum selection, professional development, and assessment development and alignment. The analysis of the draft standards indicates that a significant amount of time and resources will be necessary to implement the standards as intended at all grade levels. Therefore, the Sioux Falls School District requests consideration of the following recommendations: 1. Provide districts with a three-year implementation timeline to develop a guaranteed and viable written curriculum that is actionable in the classroom. The written curriculum is subject-specific, guided by a philosophy statement, aligned with state standards, and includes formative and summative assessments and professional development for staff to ensure the curriculum is implemented as intended. Acknowledging the extent of the content and ability of districts to access quality Materials, recommending a transition period for implementing the social studies standards. Three-year comprehensive curriculum adoption starting fall 2023 - Year one - unpacking the standards and writing clear learning targets and proficiency scales - Years two and three - write curriculum, summative assessments, and provide professional development and work with publishers to find quality resources aligned with standards - Classroom teachers develop essential/pacing guides to ensure vertical alignment, and instructional resources are chosen to support the diverse learning needs of all students, including SPED, English Learners, and Spanish Immersion programs. (Trans Adaptive materials are required to accommodate instruction in the immersion language) Elementary (implementation - fall 2026) Middle School (implementation - fall 2027) High School (implementation - fall 2028) 2. Increase Anticipated Implementation Funding - Costs of Developing/Adopting/Refining the Social Studies Curriculum The SFSD prides itself on providing instruction to students through standards-based teaching and learning. The steps necessary to create this environment for teachers and students take years to refine. When standards are adopted off-cycle, the revisions and adjustments needed throughout the curriculum involve instructional methods, assessments, and intervention designs. However, when a new set of standards is adopted, these systems are redesigned from scratch. - The analysis of the proposed standards indicates that a significant amount of time and resources will be necessary to implement the standards as intended at all grade levels. - The proposed social studies standards will require teams of teachers to work together to align resources and write curriculum pacing guides and assessments. Curriculum alignment across the content areas will also be required. The anticipated implementation cost for SFSD reflects an estimate as the proposed Social Studies standards are drastically different from the current standards and will require multiple resources at all levels, including professional development for staff. The funding request from the Sioux Falls School District is \$3,410,626. The SFSD recommends that the State Board of Education Standards make specific recommendations to the South Dakota Legislature for increasing school district funding for all school districts to support the scope of full implementation of the proposed Social Studies Standards. Other Impacts of the Proposed Social Studies Standards South Dakota History and Agriculture Education The previous standards, at selected grade levels, were designated to have the opportunity to take a deep dive into South Dakota history and production agriculture. Staff members utilized local and state resources, such as SD Road Map, books written by local authors, field trips, and county and state officials, to develop a rich learning experience for students. These moments in time have provided a real-life experience for students to research and analyze the impact of past and present environmental, economic, and cultural issues experienced by the people of South Dakota. The standards, as currently proposed, move South Dakota History across all grade levels K 12. By dividing and disseminating the standards across the grade levels, we are compromising the rigor of learning expected of our students at any grade level and making integrating learning across other core curriculum areas more challenging. The impact of spreading SD History across the grade levels creates additional costs and limits field trip opportunities to local historical sites. College and Career Readiness Advanced Placement and Dual Credit courses prepare students for success at the post-secondary level. - AP U.S.History course requires students to analyze primary and secondary sources, develop historical arguments, and utilize reasoning about comparison, causation, continuity, and change. - AP Government students cultivate their understanding of U.S. government and politics through analysis of data and text-based sources as they explore topics like constitutionalism, liberty, and order, civic participation in a representative democracy, competing for policy-making interests, and methods of political analysis. At the university level, students in history are expected to develop reading, writing, research, and critical thinking skills and explore past and contemporary human experiences. Historical study is more than memorizing dates and battles in the Civil War or remembering who was president in 1897. However, immersion in ideas, the complexity of human behavior, and lessons learned from each situation. The ripple effects of these proposed standards could be far-reaching for high school students who plan to attend postsecondary because the proposed standards do not require students to engage in higher-level thinking skills such as analyzing, evaluating, and investigating. The world is changing quickly, and as educators, our job is to prepare students for the real world, which requires critical thinking. The ability to think critically and apply knowledge is essential to a future innovative workforce that South Dakota needs to continue to grow economically.
69	Carol Risse	Grandparent	I am extremely concerned about these standards. There is way too much memorization in the lower grades. Learning dates or speeches has never done anything for me in life. Some of the topics that are being proposed in the lower grades are not cognitively relevant. I loved hearing about South Dakota history from my 4th grade grandkids; now they are not going to learn it. I think teachers from South Dakota could have done a much better job than the people who did this. Please do not adopt this.
70	Sadie Elverud	K-12 Educator	Not only would this double the amount of standards we would have, but they are not developmentally appropriate for 5-6 year olds. The focus is on memorization instead of an understanding. What we teach we see transfer into their play. When we teach violence in an early age, there are children who have trauma and we will see violence in play. It's making kids grow up too fast. What is the purpose of teaching this this early? Where is the teacher input?
71	Sue Carlson	K-12 Educator	Please don't adopt these standards. They aren't developmentally appropriate.
72	tonya gaalswyk	K-12 Educator	This is a horrible waste of taxpayer money. Why in the world would anyone think it would be ok to bring in a company from out of state to tell us what we should be teaching about our state? This is going to cause much lower test scores. The amount of work the kids and teachers will have to put into making these proposed changes is costly. Why do we constantly think we need to "fix" something if it isn't broke? South Dakota is about common sense. This company has thrown you a poisoned bone and you are dumb enough to take it.
73	Merrie Miller-White Bull	CRST Education Committee Chairperson	CHAIRMAN MERIE MILLER-WHITE BULL 5. HENDER DISTRICT 1. DEBRA HART BULLMAN THE WOODS EDWIN WHITE FEATHER BRYCE IN THE WOODS THE ROCKY MOUNTAIN DISTRICT 2. DONALD CLARK THEODORE KING, JR. VICE CHAIRMAN DISTRICT 3. ROBERT BOB WALTERS EDWARD WIDOW JOHN C. ROSSIER DISTRICT 4. CHARON T. LEE VINCE T. DUPRIS MERIE MILLER-WHITE BULL KEVIN C.KECKLER DISTRICT 5 RYMAN LeBeau TRIBAL MEMORANDUM Robert "Bob" Walters Randall "R.J." Lawrence DATE: 10/06/22 Derek Bartlett TO: SUPERINTENDENT, Cheyenne River Agency DISTRICT 6 Tuffy Thompson FROM: Ev Ann White Feather, Tribal Secretary Ronald Rousseau SUBJECT: Resolution No. 198-2022-CR: That an equal party to the consultative process required by SDCL 1-54-5, the Cheyenne River Sioux Tribe firmly rejects the state's second set of proposed K-12 Social Studies curriculum standards that were released on August 15, 2022 and that the Cheyenne River Sioux Tribe strongly opposes such standards' approval and implementation in South Dakota schools unless the original recommendations made by the original 44-person workgroup are re-instated and a more accurate account of the Native American experience in South Dakota is included in the Social Studies standards and contains the provision. Transmitted herewith are an original and two (2) copies of Resolution No. 198-2022-CR which was duly adopted by the Cheyenne River Sioux Tribal Council during its Regular Session held on October 4, 2022. EWWF/kr Cc. Chairman Treasurer Administrative Officer Tribal Comptroller Central Records Committee Secretary District Officers (6) Education Committee Chairman Education Agency, Dr. Cherie Farlee File/2 The blue represents the thunderclouds above the world where live the thunder birds who control the four winds. The rainbow is for the Cheyenne River Sioux people who are keepers of the Most Sacred Calf Pipe, a gift from the White Buffalo Calf Maiden. The eagle feathers at the edges of the rim of the world represent the spotted eagle who is the protector of all Lakota. The two pipes fused together are for unity. One pipe is for the Lakota, the other for all the other Indian Nations. The yellow hoops represent the Sacred Hoop, which shall not be broken. The Sacred Calf Pipe Bundle in red represents Wakan Tanka - The Great Mystery. All the colors of the Lakota are visible. The red, yellow, black and white represent the four major races. The blue is for heaven and the green for Mother Earth. RESOLUTION NO. 198-2022-CR WHEREAS, the Cheyenne River Sioux Tribe of South Dakota is an unincorporated Tribe of Indians having accepted the provisions of the Act of June 18, 1934 (48 Stat. 984); and WHEREAS, the Tribe in order to establish its tribal organization, to conserve its tribal property, to develop its common resources, and to promote the general welfare of its people, has ordained and established a Constitution and By-laws; and WHEREAS, pursuant to CRST Bylaws Article VIII Section 2, the Tribal Council has the responsibility to promote and increase learning and education among members of the Tribe; and WHEREAS, pursuant to South Dakota Codified Law 1-54-5, the State of South Dakota has a legal obligation to consult with the Cheyenne River Sioux Tribe and other Tribes regarding the revision of the K-12 Education curricula; and WHEREAS, in 2021 the State of South Dakota attempted to revise the Social Studies curriculum standards for K-12 schools in the state, which includes both schools on the Cheyenne River Sioux Reservation and other schools throughout the state that are attended by numerous young CRST members; and WHEREAS, as described in CRST Resolution #232-21-CR, the Tribe initially supported the, State's revision effort when it was being undertaken by a 40-person working group comprised of educators, historians, and other experts; and WHEREAS, despite the earnest, humble, and fair effort put into the Social Studies revisions by consensus of the 44-person workgroup, the SD Governor and her State Department of Education scrapped the hard work of the group and instead published proposed Social Studies standards that did not incorporate the recommendations of the workgroup and were almost devoid of any references to Native Americans, the Oceti Sakowin Oyate whose homelands and history are a deep part of South Dakota's history and identity, or the Oceti Sakowin Essential Understandings; and WHEREAS, after loud public outcry over her actions, in late 2021 the SD Governor formed a 2nd workgroup to make a 2nd attempt at revising the K-12 Social Studies curriculum. However, this time instead of unbiased educators, historians, and other experts, the workgroup was comprised of only 15 individuals who were handpicked by the Governor herself. Included in the 2nd workgroup are only 3people who have teaching certificates, the Governor's Chief of Staff, Republican lawmakers, the head of the South Dakota Catholic Conference, and a member of the Cheyenne River Sioux Tribe who DOES NOT have the connections, knowledge, or authority to represent the Tribe in any way. Also among the members of the Governor's handpicked workgroup is a retired professor from a private Christian college in Michigan who helped author "The 1776 Report", which was filled with errors and extreme conservative partisan politics; and RESOLUTION NO. 198-2022-CR Page Two: WHEREAS, the Governor's workgroup released its draft of K-12 Social Studies curriculum standards on August 15, 2022, and the State is currently accepting comments on this 2nd proposed set of standards; and WHEREAS, the 2nd workgroup's draft Social Studies standards still lack inclusion of objective, fact-based events and instead paints an inaccurate portrait of Indigenous peoples. The Tribe believes that the scrubbing of the Social Studies standards is yet another form of institutional racism and Native American holocaust that the leaders of this state have tried for generations to subtly perpetuate through State-sanctioned educational systems; and WHEREAS, racism has influenced policy throughout the State of South Dakota's history. If a true accounting of the State's history is taught - one that describes the atrocities and deceit that Native Americans endured - with a sense of learning rather than judgment, guilt, or defense, only then may reconciliation and healing credibly occur within the State of South Dakota; now THEREFORE BE IT RESOLVED, that as an equal party to the consultative process required by SDCL 1-54-5, the Cheyenne River Sioux Tribe firmly rejects the State's second set of proposed K-12 Social Studies curriculum standards that were released on August 15, 2022; and BE IT FURTHER RESOLVED, that the Cheyenne River Sioux Tribe strongly opposes such standards' approval and implementation in South Dakota schools unless the original 44-person workgroup are re-instated and a more accurate account of the Native American experience in South Dakota is included in the Social Studies standards; and BE IT FINALLY RESOLVED, that nothing in this resolution diminishes, divests, alters, or otherwise affects any inherent, treaty, statutory or other rights of the Cheyenne River Sioux Tribe over the property or activities described herein. The Cheyenne River Sioux Tribe expressly retains all rights and authority over the property and activities described herein, including but not limited to legislative, regulatory, adjudicatory, and taxing powers. RESOLUTION NO.198-2022-CR Page Three: CERTIFICATION I, the undersigned, as Secretary of the Cheyenne River Sioux Tribe, certify that the Tribal Council is composed of fifteen (15) members, of whom 11, constituting a quorum, were present at a meeting duly and regularly called, noticed, convened and held this 4th day of October 2022, Regular Session; and that the foregoing resolution was duly adopted at such meeting by a roll call vote of 11 yes, 0 no, 0 abstaining, and 4 absent. Ev Ann White Feather, Secretary Cheyenne River Sioux Tribe
74	Jamey Strom	Community member	Although I appreciate the ambitious nature of these standards, I am very concerned that this is more of a political move rather than a revision that keeps our teachers' and students' true best interests in mind. The rigor and specificity of content knowledge presented, particularly in the elementary years, are very demanding and would likely consume much of the instructional day to truly help students master the skills listed. I do not believe it is wise to jump to these standards, which are truly written more as a detailed curriculum timeline than an instructional guide. These documents should be edited and revised by educators across the state who are more familiar with developmentally appropriate instruction and realistic expectations for our school systems.

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
68	Teresa L Boysen		
69	Carol Risse		
70	Sadie Elverud		
71	Sue Carlson	memorization isn't easy for this levelNative American historynot appropriate as role models from the past	
72	tonya gaalswyk	This is not age appropriate material for Kindergarten children. How many of the committee even know the things that are being proposed for these learners?	Ridiculous expectations for this age group.
73	Merrie Miller-White Bull		
74	Jamey Strom		As a former first grade teacher, I feel this content knowledge is too comprehensive and not developmentally appropriate for many students who are just learning to read.

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
68	Teresa L Boysen		
69	Carol Risse		
70	Sadie Elverud		
71	Sue Carlson		
72	tonya gaalswyk	This is not age appropriate material for 2nd grade children. How many of the committee even know the things that are being proposed for these learners?	This is not age appropriate material for 3rd grade children. How many of the committee even know the things that are being proposed for these learners?
73	Merrie Miller-White Bull		
74	Jamey Strom		

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
68	Teresa L Boysen		
69	Carol Risse		
70	Sadie Elverud		
71	Sue Carlson		
72	tonya gaalswyk	This is not age appropriate material for 4th grade children. How many of the committee even know the things that are being proposed for these learners?	This is not age appropriate material for 5th grade children. How many of the committee even know the things that are being proposed for these learners?
73	Merrie Miller-White Bull		
74	Jamey Strom		

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
68	Teresa L Boysen		
69	Carol Risse		
70	Sadie Elverud		
71	Sue Carlson		
72	tonya gaalswyk	This is not age appropriate material for 6th grade children. How many of the committee even know the things that are being proposed for these learners?	This is not age appropriate material for 7th grade children. How many of the committee even know the things that are being proposed for these learners?
73	Merrie Miller-White Bull		
74	Jamey Strom		

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
68	Teresa L Boysen		
69	Carol Risse		
70	Sadie Elverud		
71	Sue Carlson		
72	tonya gaalswyk	This is not age appropriate material for 8th grade children. How many of the committee even know the things that are being proposed for these learners?	This is not age appropriate material for high school students. How many of the committee even know the things that are being proposed for these learners?
73	Merrie Miller-White Bull		
74	Jamey Strom		

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
68	Teresa L Boysen		
69	Carol Risse		
70	Sadie Elverud		
71	Sue Carlson		
72	tonya gaalswyk	This is not age appropriate material for high school students. How many of the committee even know the things that are being proposed for these learners?	This is not age appropriate material for high school students. How many of the committee even know the things that are being proposed for these learners?
73	Merrie Miller-White Bull		
74	Jamey Strom		

	A	P
2	Name	9-12 - United States Government
68	Teresa L Boysen	
69	Carol Risse	
70	Sadie Elverud	
71	Sue Carlson	
72	tonya gaalswyk	This is not age appropriate material for high school students. How many of the committee even know the things that are being proposed for these learners?
73	Merrie Miller-White Bull	
74	Jamey Strom	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
75	Jackie Hulscher	K-12 Educator	Overall, the standards would be good. Educational. They are just NOT age appropriate! Students are going to dread History Class with these standards.
76	Pamela Gunner	K-12 Educator	DO NOT ADOPT THESE STANDARDS!
77	Krista Thomas	Taxpaying Patriot	Yes from a Western Civilization View (Christian) - more history, less cultural indoctrination
78	Merrie Miller-White Bull	CRST Tribal Council Member	Submit CRST Resolution No. 198-2022-CR SD Social Studies Standards
79	Delbert Hopkins	Sisseton-Wahpeton Oyate Executive Committee	<p>EXECUTIVE RESOLUTION NO. 22-05 South Dakota Social Studies Standards 2022 WHEREAS, The Sisseton-Wahpeton Oyate of the Lake Traverse Reservation is organized under a Constitution and By-Laws adopted by the members of the Tribe on August 1-2, 1966 and approved by the Commissioner of Indian Affairs on August 25, 1966, and last amended effective November 15, 2006; and, WHEREAS, The said Constitution and By-laws ARTICLE VII, Section 1, authorizes the Tribal Council to: (a) represent the Tribe in all negotiations with Federal, State and local governments; (g) to take actions by ordinance, resolution or otherwise which are reasonably necessary through committees, boards, agents, otherwise, to carry into effect the foregoing purposes; and (h) to promote public health, education, charity, and other services as may contribute to the social advancement of the members of the Sisseton-Wahpeton Oyate of the Lake Traverse Reservation; and, WHEREAS, ARTICLE III, Section 1, states that, the Chai'nnan, Vice-Chai'man and Secretary of the Council shall be elected at large, which Officers shall constitute an Executive Committee; and, WHEREAS, The Constitution Article III, Section 2, authorizes the Executive Committee of the Tribe to act on behalf of the Tribal Council in matters arising between sessions of the Tribal Council, subject to review by the Tribal Council; and, WHEREAS, The By-Laws Article I, Section I(c)(d), authorizes the Tribal Chairman to see that all ordinances and resolutions of both General Council and the Council are carried into effect and to sign on behalf of the Tribe all official papers when authorized to do so; and, WHEREAS, Under established treaties it is the United States Government's responsibility to provide quality education opportunities from early childhood through life in accordance with the Sisseton-Wahpeton Oyate's needs for cultural and economic well-being; and, WHEREAS, The Sisseton-Wahpeton Oyate Tribal Council strives toward self-sufficiency and has a vested interest in the education of Tribal members; and, WHEREAS, The Sisseton-Wahpeton Oyate understands that the learning standards are updated every six years by the South Dakota Department of Education in accordance with a Standards Development Schedule; and, WHEREAS, The Sisseton-Wahpeton Oyate understands that over 40 educators, historians and others came together to review U. S. History, American Government, Civics, Geography, and Economics; and, WHEREAS, The Sisseton-Wahpeton Oyate supported the South Dakota Department of Education (SD DOE) in its endeavor to develop, update and revise the South Dakota Social Studies for kindergaten through twelfth grade by allowing two staff people to engage in the workgroups; and, WHEREAS, The Department of Education released a version that was substantially different in scraped them all and hired William Monisey, a former professor at Hillsdale College for \$200,000 to produce another a social studies standards document; and, WHEREAS, The proposed standards from Monisey is not in the currently adopted standards format, Blooms Taxonomy was not used, Standards are not vertically nor horizontally aligned for progression and growth, and there are repeats from grade to grade, the subtopics are merely tasks to be completed, there is no mastery of the content, Standards are vague, the descriptors are low level, the volume is too great in the lower level, rote memorization and indoctrination is everywhere, the lower elementary subtopics are not developmentally appropriate, there are divisive subtopics, no c1itical thinking, no inquiry learning, no mastery of any concepts, and more; and, WHEREAS, The inclusions in History and Civics should be free of political agendas and activism but still includes indoctrination and specific religious instruction, and state and church should be separate; and, WHEREAS, The Standards were NOT developed by South Dakotans, with very little input from teachers; and, WHEREAS, The Social Studies Standards in regards to Native Americans are missing for great spans of time as if they don't exist, they are primarily portrayed as warlike, Native Students are made to feel embaJTassed about the intended learning and thus it is divisive, Native American 1ight to vote is missing, Native American religion is not mentioned nor was the passage of the Native American Religious Act in 1978, small pox was repeatedly mentioned as one of the only notable occmTences in Native history, Native Ame1ican symbols are missing to include the Native American Flag song, Tribal Flags, and Native American Day which South Dakot was one of the first state to recognize and adopt; and, WHEREAS, The Social Studies first grade standards is called Introduction to American and it lacks any Native American mention, some Native American standards are thrown in at the end as an afterthought or only included when they added Black/ African American content, vague references to whole sections of the Oceti Sakowin Essential Understandings but lacking specificity, so low level that a high school student has to name ONE tribe; and, WHEREAS, The Geography is sadly lack in standards and subtopics and they are low level and are primarily identification only; and, WHEREAS, The Social Studies Standards had NO Tribal Consultation p1ior to release; and, WHEREAS, The Social Studies Standards that are being recommended by the Department of Education are detrimental to the education of all the Citizens of South Dakota and especially the people of the Oceti Sakowin Lands. THEREFORE, BE IT RESOLVED, that the Sisseton-Wahpeton Oyate Executive and Council hereby request that the references to Indigenous Native American Oyate (people) be reinstated into the Social Studies Standards document that was presented to the Department of Education by the Standards Workgroup of 40; and, BE IT FURTHER RESOLVED, that the Sisseton-Wahpeton Oyate are of the first peoples of the Dakotas, a treaty tribe that is a sovereign nation and deserve to have all such respect afforded to the Oyate (people); and, FINALLY, BE IT RESOLVED, that the Sisseton-Wahpeton Oyate Tribal Executive Committee of the Lake Traverse Reservation hereby rejects the proposed Standards document that was developed by Morrisey through a contract from Governor Noem that did not go through a formal Tribal Consultation process. We, the undersigned duly elected Tribal Chairman and Tribal Secretary of the Sisseton-Wahpeton Oyate Tribal Council, do hereby certify that the above resolution was duly adopted by the Sisseton-Wahpeton Oyate Executive Committee, which is composed of 3 members, of whom 3 constituting a quorum, were present at an Executive Committee meeting, duly noticed, called, convened and held at the TiWakan Tio Tipi, Agency Village, South Dakota, October 17, 2022, by a vote of 2 for, 0 opposed, 0 abstained, 0 absent from vote 1 not voting, and that said Resolution has not been rescinded or amended in any way.</p>
80	Cara Belvins	K-12 Educator	<p>To whom it may concern: I am a teacher in the Mitchell School District. This is my 16th year of teaching. I taught for 13 years in California, and this is my third here in South Dakota at LB Williams. I love being in the classroom and seeing students have light bulb moments of understanding and connection. Social Studies is an important subject. We try to integrate it into reading and writing as much as we can. Unfortunately, we have less than an hour a week devoted specifically to Social Studies. Currently we are able to teach all of the standards in that amount of time because they are age appropriate and appropriate for the amount of time allocated to this subject. I have read the proposed standards, and I am highly opposed to their adoption. For one thing, there are so many that we could never realistically get to them all. For context, I teach second grade. One of our current standards is “K-12.C.3 Students will explain how the Constitution organizes the government of the United States.” We talked about the three branches of government. It took nearly two weeks to get to the point where the students had some basic idea of the three branches-names and duties. When we started the unit, I asked them to name our country. They said “South Dakota” which is our state but not our country. That was our starting point. I needed to first explain the differences between a country, a state, and a city. In the new standards, we are asked to teach the fall of the Roman Empire as one of . If my students are barely able to identify our country, how will we be able to teach them the entire context of the Roman empire? If I counted correctly, there are 79 sub-standards not counting those lettered sub-standards who have more than one category. If it took my students two weeks to learn the three branches of government and that was one standard, I would need 158 weeks to teach all of the standards if they went at that pace. If we divided them into the 40 or so weeks of the school year, I would need to teach 2 sub-standards a week. That would mean, for example, teaching this standard 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 AND this standard 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 in one week. That is not possible with that level of detail and the time frame we have for these studies. Not only is the amount of standard unrealistic, the topics of study are inappropriate for this age group. In second grade the students are 7 and 8 years old. The proposed standards expect me to teach them, among other things, the Black Death, the Crusades, the burning of Washington and the causes of the Civil War. In teaching Black Death, for instance, I would be expected to tell students things like 1 in 4 people died and their bodies were stacked on the streets. Kids at this age get scared and cry at cartoon movies. Why would we tell them about such atrocious things? They wouldn't have a context to understand it anyway. The closest thing for them to compare it to would be Covid. Do we want them all to think 1 in 4 friends of theirs will die from this pandemic? Another topic in the second grade standards is understanding and explaining architecture and sculptures. This is not related to the visual arts standards in our grade and is not a realistic fit for this age level. I am not blanketly opposed to all of the standards. I think standards 1 and 2 about map skill are appropriate and give specific skills that can be mastered at this age. I also think standards 5 and 6 about the government would also be possible to master. However, overall these standards are not realistic to complete in a given year and they are not age appropriate for our students. I am highly opposed to the adoption of these standards as they are detailed in the proposal. Thank you for considering a teacher's point of view. We are the ones in the classrooms who know what will and will not work and what will and will not be in the best interests of our students.</p>

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
75	Jackie Hulscher		
76	Pamela Gunner		
77	Krista Thomas	Yes from a Western Civilization View (Christian)	Yes from a Western Civilization View (Christian)
78	Merrie Miller- White Bull		
79	Delbert Hopkins		
80	Cara Belvins		

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
75	Jackie Hulscher		
76	Pamela Gunner		
77	Krista Thomas	Yes from a Western Civilization View (Christian)	Yes from a Western Civilization View (Christian)
78	Merrie Miller-White Bull		
79	Delbert Hopkins		
80	Cara Belvins		

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
75	Jackie Hulscher		
76	Pamela Gunner	I am vehemently opposed to the proposed social studies standards as I do not feel that they are appropriate for the emotional understanding of fourth grade students. Social studies should be taught in a spiral that mimics the way a child's thinking grows. In this way, social studies should be a spiral that grows from their small world (home, neighborhood) to the world - not just one giant step into the entire world! In fourth grade, their minds can grasp the concepts of their state and somewhat into other states. These standards also have a great focus on battles and wars. Why would you want children to learn about this??? As a state that has a great deal of Native American history, to whitewash the atrocities committed by the white settlements here in SD is a slap in their face. The Oceti Sakowin standards should be learned by all South Dakota schools. I also feel strongly that the proposed focus on "America" and the misinformation either omitted or included, is not conducive to higher thinking skills. I am further frightened by where these proposed standards have been obtained from and their blatant aim at including Christian teachings in curriculum at public schools. I find this to be a complete violation of the separation of church and state that the founding fathers were supportive of. Please reconsider this change.	
77	Krista Thomas	Yes from a Western Civilization View (Christian)	Yes from a Western Civilization View (Christian)
78	Merrie Miller-White Bull		
79	Delbert Hopkins		
80	Cara Belvins		

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
75	Jackie Hulscher		
76	Pamela Gunner		
77	Krista Thomas	Yes from a Western Civilization View (Christian)	Yes from a Western Civilization View (Christian)
78	Merrie Miller-White Bull		
79	Delbert Hopkins		
80	Cara Belvins		

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
75	Jackie Hulscher		
76	Pamela Gunner		
77	Krista Thomas	Yes from a Western Civilization View (Christian)	Yes from a Western Civilization View (Christian)
78	Merrie Miller- White Bull		
79	Delbert Hopkins		
80	Cara Belvins		

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
75	Jackie Hulscher		
76	Pamela Gunner		
77	Krista Thomas	Yes from a Western Civilization View (Christian)	Yes from a Western Civilization View (Christian)
78	Merrie Miller-White Bull		
79	Delbert Hopkins		
80	Cara Belvins		

	A	P
2	Name	9-12 - United States Government
75	Jackie Hulscher	
76	Pamela Gunner	
77	Krista Thomas	Yes from a Western Civilization View (Christian)
78	Merrie Miller- White Bull	
79	Delbert Hopkins	
80	Cara Belvins	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
81	Amy Pryor	K-12 Educator	Students will rise to the level of our expectations for them. When I think of the vast injustice being done to students nationwide right now, allowing them to do less because more is perceived as "too hard", I am saddened and dismayed. Students deserve the opportunity to be challenged and educated well. It is the only way to produce concerned, responsible citizens for our future.
82	Erin Boggs	Parent/Guardian	I feel like after seeing the new proposed standards that this is way beyond the grade level proposed. These kids are expected to learn things that are way beyond what they are capable of understanding.
83	SHANNON L HUBACHER	Parent/Guardian	A+++
84	Keith Rhudy	Grandparent	Very good in general
85	Kennedee Goodro	K-12 Educator	Overall these proposed standards do not match where students are academically. These standards are asking more of students then where they are with their learning.
86	Judith Hamskr	Former teacher	The proposed Social Studies standards are most definitely not age appropriate. Lower elementary students are asked to know ancient history concepts which are not relevant to them.
87	Forrest Brady	Parent/Guardian	Valid, expected knowledge. These prepate students for interacting and participating in their govt and society.
88	Preston Atwood	Head of School at Regents Academy	The classical tradition/approach is timeless and largely responsible for the foundation of this country, the proliferation of the humanities and arts, and filling our country with people who pursue truth, beauty, and goodness in all things. Education is about human flourishing, and history/social studies is a vital component of fostering in students a sense of place and home. We must know where we've come from in order to contextualize the present and shape the future.
89	Gabrielle Seeley	K-12 Educator	Reject this entire proposal for what it is: trash. The proposal is an embarrassment to the state of SD. It is against educational best practices.
90	Jenny Hallan	Parent/Guardian	Memorization is not learning. These standards do not allow learners to think critically. Standards have been heavily criticized by South Dakotan educators as they do not reflect realistic expectations for the grade levels and are based only on memorization and regurgitation of information. The standards do not teach children how to process and evaluate the complex ideas they are expected to have memorized. The Social Studies Standards have been transformed to fit Governor Noem's political agenda. Politics have no place in our children's classrooms and directly affects our teacher shortage in South Dakota. Our family supports Critical Race Theory and we want our child to learn how the system is set up and the role we all play in making a better life for ALL.
91	Keri Tisher	K-12 Educator	If we are focusing on traditional curriculum, then why would we take crucial time away from teaching students to read, write, and math concepts which are critical in first grade. The amount of time needed to teach these standards would negatively impact our reading and math scores. Where else would we get the time? Additionally, simply exposing students to concepts that they are not developmentally ready to hear is a waste of their valuable time. We could not teach them to mastery at this age and I do not feel that they will hold this information until the next time they hear it.
92	Lacey Hoogland	K-12 Educator	These standards are wonderful! For years we have had standards at the elementary level that focused on community helpers and what is going on in the students' community. This method does not prepare students for the critical thinking that is needed as an adult. This method does not prepare students for the basic understanding of U.S. and World History that is needed at the secondary level. By introducing students to world and U.S. History from a young age we are setting students up for long-term success. The stories that students learn at a young age will carry with them as they get older. They will now have a basis for their learning in the Middle and High School years that they previously lacked. The proposed standards do not emphasize dates but rather emphasize an understanding of people and what they brought to the world. It is only through understanding people of the past that we can begin to process our current situations as humans and U.S. Citizens. As a middle school history teacher, I have lamented for the past decade that students had little to no exposure to world history or even U.S. history until I would have them as students. This made my job much harder as I had to give them base-level knowledge and stories so that we could then dig deeper into other stories of people and time. When doing this method nothing can ever really be deep. The proposed spiraling of standards will deepen student learning and understanding. this deepening will help students to be critical thinkers because they will have the base knowledge to assist them. I only have praise for the Elementary standards. I do wish that the spiraling continued at the middle school and high school level. I still approve of the standards as being much improved from what we have had in the past.

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
81	Amy Pryor		
82	Erin Boggs	I feel like after seeing the new proposed standards that this is way beyond the grade level proposed. These kids are expected to learn things that are way beyond what they are capable of understanding.	I feel like after seeing the new proposed standards that this is way beyond the grade level proposed. These kids are expected to learn things that are way beyond what they are capable of understanding.
83	SHANNON L HUBACHER	A+	A+
84	Keith Rhudy	Well done	good
85	Kennedee Goodro	As a kindergarten teacher all of our kindergarten standards state with prompting and support. These proposed standards are expecting too much of kindergarteners. These are unrealistic to expect our 5 and 6 years old's to learn on their own without support or prompting. Another way these standards do not fit with what is expected in kindergarten is most of the year I spend working with my students on calling me by my name and not teacher. To expect students to know these different figures in history and what they did when they were younger and old is too far fetched.	These standards do not support where these students are academically.
86	Judith Hamskrr		
87	Forrest Brady	Valid, expected knowledge	Valid, expected knowledge
88	Preston Atwood	This approach to education is very beneficial for students and fosters a love of learning in a way that traditional standards (common core, etc.) simply don't.	This approach to education is very beneficial for students and fosters a love of learning in a way that traditional standards (common core, etc.) simply don't.
89	Gabrielle Seeley	Reject this because any Kindergarten social studies learning should launch with the 5 themes of geography, not what is proposed here.	Reject because this is not age appropriate or feasible for this age group. This document shows a lack of basic understanding of child development and of educational best practices. The proposal is an embarrassment to the state of SD.
90	Jenny Hallan		
91	Keri Tisher		These standards are not developmentally appropriate for first grade students. It is simply not reasonable to expect them to understand the standards proposed. In addition, students are not emotionally ready for some of these topics including wars, conflict, etc. I cannot express how inappropriate I feel these are for our grade level.
92	Lacey Hoogland		

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
81	Amy Pryor		
82	Erin Boggs	I feel like after seeing the new proposed standards that this is way beyond the grade level proposed. These kids are expected to learn things that are way beyond what they are capable of understanding.	I feel like after seeing the new proposed standards that this is way beyond the grade level proposed. These kids are expected to learn things that are way beyond what they are capable of understanding.
83	SHANNON L HUBACHER	A+	A+
84	Keith Rhudy	well done	good
85	Kennedee Goodro	These standards do not support where these students are academically.	These standards do not support where these students are academically.
86	Judith Hamskrr		
87	Forrest Brady	Valid, expected knowledge	Valid, expected knowledge
88	Preston Atwood	This approach to education is very beneficial for students and fosters a love of learning in a way that traditional standards (common core, etc.) simply don't.	This approach to education is very beneficial for students and fosters a love of learning in a way that traditional standards (common core, etc.) simply don't.
89	Gabrielle Seeley	Reject because this is not age appropriate or feasible for this age group. This document shows a lack of basic understanding of child development and of educational best practices. The proposal is an embarrassment to the state of SD.	Reject because this is not age appropriate or feasible for this age group. This document shows a lack of basic understanding of child development and of educational best practices. The proposal is an embarrassment to the state of SD.
90	Jenny Hallan		
91	Keri Tisher		
92	Lacey Hoogland		

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
81	Amy Pryor		
82	Erin Boggs	I feel like after seeing the new proposed standards that this is way beyond the grade level proposed. These kids are expected to learn things that are way beyond what they are capable of understanding.	I feel like after seeing the new proposed standards that this is way beyond the grade level proposed. These kids are expected to learn things that are way beyond what they are capable of understanding.
83	SHANNON L HUBACHER	A+	A+
84	Keith Rhudy	great	good
85	Kennedee Goodro	These standards do not support where these students are academically.	These standards do not support where these students are academically.
86	Judith Hamskrr		
87	Forrest Brady	Valid, expected knowledge	Valid, expected knowledge
88	Preston Atwood	This approach to education is very beneficial for students and fosters a love of learning in a way that traditional standards (common core, etc.) simply don't.	This approach to education is very beneficial for students and fosters a love of learning in a way that traditional standards (common core, etc.) simply don't.
89	Gabrielle Seeley	Reject because this is not age appropriate or feasible for this age group. This document shows a lack of basic understanding of child development and of educational best practices. The proposal is an embarrassment to the state of SD.	Reject because this is not age appropriate or feasible for this age group. This document shows a lack of basic understanding of child development and of educational best practices. The proposal is an embarrassment to the state of SD.
90	Jenny Hallan		
91	Keri Tisher		
92	Lacey Hoogland		

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
81	Amy Pryor		
82	Erin Boggs	I feel like after seeing the new proposed standards that this is way beyond the grade level proposed. These kids are expected to learn things that are way beyond what they are capable of understanding.	I feel like after seeing the new proposed standards that this is way beyond the grade level proposed. These kids are expected to learn things that are way beyond what they are capable of understanding.
83	SHANNON L HUBACHER	A+	A+
84	Keith Rhudy	great	good
85	Kennedee Goodro	These standards do not support where these students are academically.	These standards do not support where these students are academically.
86	Judith Hamskrr		
87	Forrest Brady	Valid, expected knowledge	Valid, expected knowledge
88	Preston Atwood	This approach to education is very beneficial for students and fosters a love of learning in a way that traditional standards (common core, etc.) simply don't.	This approach to education is very beneficial for students and fosters a love of learning in a way that traditional standards (common core, etc.) simply don't.
89	Gabrielle Seeley	Reject because this is not age appropriate or feasible for this age group. This document shows a lack of basic understanding of child development and of educational best practices. The proposal is an embarrassment to the state of SD.	Reject because this is not age appropriate or feasible for this age group. This document shows a lack of basic understanding of child development and of educational best practices. The proposal is an embarrassment to the state of SD.
90	Jenny Hallan		
91	Keri Tisher		
92	Lacey Hoogland		

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
81	Amy Pryor		This is a great sequence for students to follow. Beginning with the ancient provides insight into the origins of cultures and nations.
82	Erin Boggs	I feel like after seeing the new proposed standards that this is way beyond the grade level proposed. These kids are expected to learn things that are way beyond what they are capable of understanding.	I feel like after seeing the new proposed standards that this is way beyond the grade level proposed. These kids are expected to learn things that are way beyond what they are capable of understanding.
83	SHANNON L HUBACHER	A+	A+
84	Keith Rhudy	not bad	good
85	Kennedee Goodro	These standards do not support where these students are academically.	These standards do not support where these students are academically.
86	Judith Hamskrr		
87	Forrest Brady	Valid, expected knowledge	Valid, expected knowledge
88	Preston Atwood	This approach to education is very beneficial for students and fosters a love of learning in a way that traditional standards (common core, etc.) simply don't.	This approach to education is very beneficial for students and fosters a love of learning in a way that traditional standards (common core, etc.) simply don't.
89	Gabrielle Seeley	Reject because this is not age appropriate or feasible for this age group. This document shows a lack of basic understanding of child development and of educational best practices. The proposal is an embarrassment to the state of SD.	Reject because this is not age appropriate or feasible for this age group. This document shows a lack of basic understanding of child development and of educational best practices. The proposal is an embarrassment to the state of SD.
90	Jenny Hallan		
91	Keri Tisher		
92	Lacey Hoogland		

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
81	Amy Pryor	Students will benefit from this knowledge and thorough approach.	Learning about our nation's history in these pivotal years will produce better citizens and members of society.
82	Erin Boggs	I feel like after seeing the new proposed standards that this is way beyond the grade level proposed. These kids are expected to learn things that are way beyond what they are capable of understanding.	I feel like after seeing the new proposed standards that this is way beyond the grade level proposed. These kids are expected to learn things that are way beyond what they are capable of understanding.
83	SHANNON L HUBACHER	A+	A+
84	Keith Rhudy	good	good
85	Kennedee Goodro	These standards do not support where these students are academically.	These standards do not support where these students are academically.
86	Judith Hamskrr		
87	Forrest Brady	Valid, expected knowledge	Valid, expected knowledge
88	Preston Atwood	This approach to education is very beneficial for students and fosters a love of learning in a way that traditional standards (common core, etc.) simply don't.	This approach to education is very beneficial for students and fosters a love of learning in a way that traditional standards (common core, etc.) simply don't.
89	Gabrielle Seeley	Reject because this is not age appropriate or feasible for this age group. This document shows a lack of basic understanding of child development and of educational best practices. The proposal is an embarrassment to the state of SD.	Reject because this is not age appropriate or feasible for this age group. This document shows a lack of basic understanding of child development and of educational best practices. The proposal is an embarrassment to the state of SD.
90	Jenny Hallan		
91	Keri Tisher		
92	Lacey Hoogland		

	A	P
2	Name	9-12 - United States Government
81	Amy Pryor	Every student deserves a thorough education in how our government works. Developing an educated citizen makes our society better and should be our primary goal in teaching Government to children.
82	Erin Boggs	I feel like after seeing the new proposed standards that this is way beyond the grade level proposed. These kids are expected to learn things that are way beyond what they are capable of understanding.
83	SHANNON L HUBACHER	A+
84	Keith Rhudy	lacking where we are now in practically another civil war
85	Kennedee Goodro	These standards do not support where these students are academically.
86	Judith Hamskrr	
87	Forrest Brady	Valid, expected knowledge
88	Preston Atwood	This approach to education is very beneficial for students and fosters a love of learning in a way that traditional standards (common core, etc.) simply don't.
89	Gabrielle Seeley	Reject because this is not age appropriate or feasible for this age group. This document shows a lack of basic understanding of child development and of educational best practices. The proposal is an embarrassment to the state of SD.
90	Jenny Hallan	
91	Keri Tisher	
92	Lacey Hoogland	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
93	Justin Mayer	K-12 Educator	<p>I see 21 standards for high school United States history and 18 for high school government. As I understand things now, students need 1 unit of United States history and a .5 unit of government for graduation in South Dakota.</p> <p>The .5 government unit on these standards might need to be 1 unit, to allow a full academic year to cover the material.</p> <p>Remember not all students learn at the same pace and not all students have support systems to advance their learning outside of school hours. Since this is a public matter that has now been politicized, I hope you seriously appreciate how much you are asking of educators to ensure that all students learn these standards at high levels. Students should learn about politics in South Dakota. They should not be a venture of a political goal.</p> <p>Are you sure all these standards are essential for all students in South Dakota or do you just like the idea of high expectations? With technology, websites and apps help students memorize things well. These standards seem to encourage memorization, and are we as a state satisfied with basic memorization or should we expect our students to demonstrate their learning in multiple ways? Maybe you could pilot these standards in South Dakota and measure how well students learn them before you adopt them statewide.</p>
94	Kendra Pearson	Parent/Guardian	OPPOSED
95	Rebecca Gravholt	K-12 Educator	NA
96	Kenneth H. Updike	K-12 Educator	I support these standards.
97	Mary	K-12 Educator	<p>I am a classically educated teacher now teaching at a classical school in Memphis, and I can personally testify to the benefits of this form of eduction. In elementary school I loved history and geography, and in middle school I loved reading primary documents and discussing ideas that formed our government and culture. In high school I was given opportunities to do actual research with primary documents and create logical arguments, practicing public speaking and excellence in writing. Acknowledging the impact of cultures that shaped the US as well as recognizing the impact of other cultures due to globalization is a excellent preventative measure to repeating the mistakes of history.</p>
98	Brenda K Hill	K-12 Educator	<p>I believe that the proposed elementary standards (K-5) will be devastating to implement. These proposed standards are far too in-depth for the vast majority of children their age in our state. I reviewed the K-6 standards as an administrator for our school.</p> <p>I believe that finding curriculum to teach these specific topics will be extremely difficult, and therefore another burden on our teachers/schools/districts to create.</p> <p>Has anyone considered the amount of time that our students in K-2 need just to learn reading and math skills? The amount of standards put forth for these proposed social studies standards-- indicates that a much greater amount of time (instructional minutes) will be needed just to teach social studies.</p> <p>Students at this level need basic and foundational knowledge to build on. I don't believe that we need to make changes to the standards for change sake. We need to make changes in the best interest of the children of our state. The changes proposed for K-5 are simply not a reflection of well-thought out State standards in regard to child development, resources needed to teach these standards, and the amount of required time it will actually require to teach all of them.</p>
99	Lois Qualseth	Concerned citizen	Appears that the curriculum is at a much higher level than the proposed age groups.
100	Tim Thomas	K-12 Educator	<p>I appreciate the idea of getting the students to understand world and US history as a more cohesive timeline across the ages, but These standards are expecting WAY too much of our kids. Not only will teachers lack the time to consider teaching such subjects, but the contend doesn't align with developmentally what they can comprehend.</p> <p>To add to this, we have not been too far out of the pandemic and most all kids are behind. I don't believe adding more to teacher's plates will be a good move for us at this time.</p> <p>I believe we need to think about how to better support teachers who are still in the profession to assist students in the current standards rather than trying to add more standards to teach. Our state needs better support to the teachers and students rather than attempting to rewrite something that isn't truly necessary.</p> <p>Please reconsider these considerations and possibly put effort and energy into other areas of education. At the very minimum, I would suggest that these World and American history concepts be introduction level or a survey of the topic rather than assessed topics.</p>

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
93	Justin Mayer		1.SS.1.O - What is the utility of being able to recite the Preamble from memory by the end of first grade? Students have devices and means to look at the Constitution when needed. Does research show that memorization of the Preamble by the end of first grade enhances a student's ability to learn about the enduring principles of the Constitution?
94	Kendra Pearson	OPPOSED	OPPOSED
95	Rebecca Gravholt	NA	Standard 1.SS.1 A-D, F-J, L and M are weak standards, but are developmentally appropriate for 1st grade. In regards to standard 1.SS.2 memorizing locations on a map (21 in total) of which only 6 relate to the larger standard of understanding locations in the United States and South Dakota disregards the understanding of child development. The remainder of these Social Studies "Standards" are lacking basic foundational skills. Standards should be written to help our students gain understanding of basic social norms, civic responsibilities, and a basic understanding of how a student becomes a part of the larger community while maintaining individuality. Six- and Seven-year-old students are only beginning to develop into learners that can use the abstract thinking that is needed to comprehend these standards as written. In short, these standards disregard best practices in regards to teaching a student using basic understanding of the cognitive development of a 1st grade student and how a student of this age learns about the world around them.
96	Kenneth H. Updike		
97	Mary	Is literacy and social studies combined or separate?	
98	Brenda K Hill	I believe that the proposed Kindergarten - 5th grade standards are far too in-depth for their age and the amount of time required to teach all subjects. Especially the amount of time needed to teach reading and math-- foundational skills in K-2.	I believe that the proposed Kindergarten - 5th grade standards are far too in-depth for their age and the amount of time required to teach all subjects. Especially the amount of time needed to teach reading and math-- foundational skills in K-2.
99	Lois Qualseth		
100	Tim Thomas		

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
93	Justin Mayer		
94	Kendra Pearson	OPPOSED	OPPOSED
95	Rebecca Gravholt	NA	NA
96	Kenneth H. Updike		
97	Mary		
98	Brenda K Hill	I believe that the proposed Kindergarten - 5th grade standards are far too in-depth for their age and the amount of time required to teach all subjects. Especially the amount of time needed to teach reading and math-- foundational skills in K-2.	I believe that the proposed 3rd grade standards are far too in-depth for their age and the amount of time needed to teach core skills during these foundational years. Let alone-- finding resources to teach the newly proposed standards.
99	Lois Qualseth		
100	Tim Thomas		

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
93	Justin Mayer		
94	Kendra Pearson	OPPOSED	OPPOSED
95	Rebecca Gravholt	NA	NA
96	Kenneth H. Updike		
97	Mary	Great for the dialectic stage to foster productive conversation about ideas that shape US culture.	
98	Brenda K Hill	No comment.	No comment.
99	Lois Qualseth		
100	Tim Thomas		

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
93	Justin Mayer		
	Kendra		
94	Pearson	OPPOSED	OPPOSED
95	Rebecca Gravholt		NA
96	Kenneth H. Updike		Yes, I support, they are more thorough and complete as well as chronological
97	Mary		
98	Brenda K Hill	No comment.	No comment.
99	Lois Qualseth		
100	Tim Thomas		

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
93	Justin Mayer		USH.5 - Learning about 15th century trade and major explorers in a United States history class seems exhaustive. While a sound understanding of this interaction may develop an understanding on a more world history level, United States history should focus on things that happened when the United States was formed. Overall, the time that students are in school seems not adequate to cover all the proposed standards. Currently, the Modern United States history class I teach starts before the Civil War and ends post 9/11. If you add more content, you subtract from somewhere else. We only have so many days for students to learn!
94	Kendra Pearson	OPPOSED	OPPOSED
95	Rebecca Gravholt	NA	NA
96	Kenneth H. Updike		Yes, I support, they are more thorough and complete as well as chronological
97	Mary		
98	Brenda K Hill	No comment.	No comment.
99	Lois Qualseth		
100	Tim Thomas		

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
101	Tanja Pederson	K-12 Educator	South Dakota believes in local control why has this changed for this revision? Why are we letting an out of state college drive what SD kids learn in our classrooms? Why are we allowing a group with a specified agenda to infiltrate our classrooms? Why are we limiting people's voices and the transparency of the process? Typical reviews of standards have a work group of 50 to 60 members representing SD communities and educators- of the 205 people who applied 15 are selected? Two practicing SD educators are the only representatives. The amount of time and money used to develop these standards is a waste of SD taxpayers money. The amount of money it will take to find resources will strap already limited school budgets. What roles should religion play in public schools? The standards lack any depth of knowledge or higher order thinking. There are no public schools who are utilizing these standards- what is the bigger agenda behind the adoption? This is a list of tasks- not standards. Student engagement is non-existent. There is no scope and sequence to the standards. As an educator with 28 years experience, a mom of two and lifelong South Dakotan I fear for our future generation if these standards pass. It will be a mess for the next 7 years and in the end we will pump out learners who have learned very little about about being thinkers, debaters and active citizens in their communities.
102	Samantha McGrath	Parent/Guardian	Reject. I trust our educators to make education decisions. Not politicians.
103	Joyce Lorenzen	Taxpayer	The primary grades content is not Social Studies. Age inappropriate to the younger grades. The upper grades (9-12) were more appropriate but still more history than Social Studies. My input is go back to the plan SD Educators presented before this plan was purchased. A "canned" curriculum will be dictatorial, unteachable and expensive.
104	Edward Manzano	Parent/Guardian	Satisfied
105	Brooke Larson	K-12 Educator	The proposed social studies standards are overall not developmentally appropriate for elementary. Students will not be able to learn by time periods and can not understand most of the content. Please reconsider making these the standards for elementary students.
106	Molly Dailey	K-12 Educator	Overall the standards particularly from K-5th grade are wholly inappropriate for the age level of the students. I say this as an elementary teacher and the parent of a 6th grader. The manner in which these standards were created shows an amount of bias that I would have thought our department of education incapable of. If these standards pass you will be setting up students and teachers to fail. It will not be their fault when SD falls even further behind the rest of the country it will be the fault of Kristi Noem and her personal agenda. Support EDUCATION, not political agendas.

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
101	Tanja Pederson	The standards are not developmentally appropriate. The vocabulary is not age appropriate. Reciting material is not intellectually engaging. The list of historical figures is extensive and provides little guidance related to themes or skills learners should acquire. The list of symbols is extensive, again memorizing places and people is not "minds on learning" and requires little engagement or meaningful learning. There is no depth of knowledge, simple memorization and exposure will not create well informed citizens.	Simply reciting material is not creating thinkers, well- informed citizens or creating meaning. Again, the material is not developmentally appropriate and promotes learning being mere regurgitation. Standard 1.SS.4 and 1.SS.5 are not first grade standards, first grade learners are just learning how to read- expecting them to understand the Punic wars and Roman Civil wars is content is not appropriate for their brains developmentally- they are concrete thinkers. 1st graders are currently learning about time (yesterday, today, tomorrow)- ancient history is an abstract concept they are not prepared to grasp. 1st grade- primary vs. secondary sources (we don't address this in ELA until 3rd-5th grade.). Early elementary is focusing on how to read. We are expecting them memorize major documents.
102	Samantha McGrath		
103	Joyce Lorenzen	Missing different cultures and color-how dull. Social Studies should be interesting and fun!	Age inappropriate.. Again, cultures, events NOT violent History. This is a horrible introduction for students to the United States, world, countries and cultures. If a student does not have geography -how will they know where Rome is located?
104	Edward Manzano	Satisfied with standards	Satisfied with standards
105	Brooke Larson		
106	Molly Dailey		

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
101	Tanja Pederson	Not developmentally appropriate, engaging or meaningful to this age level.	Not developmentally appropriate, engaging or meaningful to this age level.
102	Samantha McGrath		
103	Joyce Lorenzen	Age inappropriate and more a study of violence, history and religion than Social Studies. Inappropriate introduction of specific religions as this should be taught at home under Parental influence. That is why we have a separation of Church and State. The REAL Jesus (love thy God and neighbor) appreciate introducing him amid the violence in this curriculum.	This curriculum is History not Social Studies and age inappropriate. More geography!
104	Edward Manzano	Satsfied with standards	Satisfied with standards
105	Brooke Larson		
106	Molly Dailey		

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
101	Tanja Pederson	Not developmentally appropriate, engaging or meaningful to this age level.	Not developmentally appropriate, engaging or meaningful to this age level.
102	Samantha McGrath		
103	Joyce Lorenzen	This curriculum is History not Social Studies and age inappropriate.	This is more history. Teach current events, how to be stewards of the environment(where does clean water originate, FDA, recycling)interstate and roads, commerce, why driver's licenses are important, Social Security and Medicare (best retirement plan in the World) for our seniors, public schools to educate all, laws to protect citizens, transportation systems.... Engage/connect the student with an appreciation of the United States and all it has to offer.
104	Edward Manzano	Satisfied with standards	Satisfied with standards
105	Brooke Larson		
106	Molly Dailey		

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
101	Tanja Pederson		
102	Samantha McGrath		
103	Joyce Lorenzen	The curriculum fades out as voluminous amounts are covered in previous grades (inappropriately). Not sure this is a good idea unless current civics is known.	Start some History here but why start at 1492?
104	Edward Manzano	Satisfied with standards	Satisfied with standards
105	Brooke Larson		
106	Molly Dailey		

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
101	Tanja Pederson		
102	Samantha McGrath		
103	Joyce Lorenzen	Teach Civics here.	Should be offered as Electives
104	Edward Manzano	Satisfied with standards	Satisfied with standards
105	Brooke Larson		
106	Molly Dailey		

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
101	Tanja Pederson		
102	Samantha McGrath		
103	Joyce Lorenzen	This is a good idea-micro, macro, Capitalism and other types of economies. The role of the government(i.e.: The President of the United States does not determine gas prices).	Why start at 1492?
104	Edward Manzano	Satisfied with standards	Very satisfied with standards
105	Brooke Larson		
106	Molly Dailey		

	A	P
2	Name	9-12 - United States Government
101	Tanja Pederson	
102	Samantha McGrath	
103	Joyce Lorenzen	Age Appropriate
104	Edward Manzano	Very satisfied with standards
105	Brooke Larson	
106	Molly Dailey	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
107	Chad Lamb	Both K-12 educator and Parent/Guardian	<p>I agree with teaching South Dakotan children to learn to respect and honor their country and its history. I champion that! I ensure that in my own classroom. However, these standards ridiculously cover pages and pages of "wishlist" material, unfeasible and unrealistic for the expectations of our students. The standards rely on rote memorization, something that older generations might believe is the only way but is the reason why so many people say they "hate" history. It allows no time for students to actually experience or imagine our history in fun or exciting ways. They will kill our students' desire to learn about civics and history. These standards were created by a college professor without practical experience executing them in a real classroom at the developmental levels of our elementary and middle school students.</p> <p>The standards must be cut down for each grade to two pages or less of more fundamental goals. Goals should include broader expectations such as "Student will be able to explain the purpose and contributions of America's founding documents" or "Students will be able to identify major physical and political features on a United States map." Specifics can be determined by school districts. Let the people decide at their local school boards what is most necessary and feasible. States should not dictate every specific topic that local schools teach. Professors from out-of-state colleges should not dictate what a whole state's future generations must learn! Let South Dakotans decide. Let a real group of educators, reservation leaders, and other professionals give honest feedback about what is important. If we've learned anything about American civics and history, we are a nation "of the people, by the people, for the people." We don't take our orders from an oligarchy.</p>
108	MaryBeth Herrboldt	Parent/Guardian	There are no teaching materials (textbooks, curriculum) that currently exist at the correct grade levels to teach this proposed content.
109	MaryBeth	K-12 Educator	The process did not include educators from every grade level, nor were the educators on the committee of 15 allowed to make suggestions. The South Dakota Department of Education had NOTHING to do with the writing of these standards. The handpicked committee was given a document and was allowed to do nothing more than proofread. (The original committee had 42 members - almost all current SD teachers - who represented every grade level K-12).
110	Ashley Whitehead	K-12 Educator	
111	Courtney Krienert	K-12 Educator	

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
107	Chad Lamb		
108	MaryBeth Herrboldt	Developmentally inappropriate for children. The standards do not promote depth of knowledge or high order thinking skills.	Developmentally inappropriate for children. The standards do not promote depth of knowledge or high order thinking skills.
109	MaryBeth	The standards are not age appropriate - especially K-4. The standards do not promote depth of knowledge or high order thinking skills. The standards start with "tell, memorize, or show." The number of standards (the amount of material) to be covered at each grade level far exceeds the amount of time scheduled for social studies currently. At the elementary level, basic reading and math skills will suffer.	The standards are not age appropriate - especially K-4. The standards do not promote depth of knowledge or high order thinking skills. The standards start with "tell, memorize, or show." The number of standards (the amount of material) to be covered at each grade level far exceeds the amount of time scheduled for social studies currently. At the elementary level, basic reading and math skills will suffer. Where is research that supports that 5 year old's should memorize the preamble to the Constitution? They need to learn an emergency phone number.
110	Ashley Whitehead		These standards are not appropriate for first grade children. Please look further into the developmental stages of children of this age. A 6 year old can only focus on local surroundings. Their world involves their house and neighborhood. Anything beyond that is too abstract for student to grasp. There are numerous studies that have been done on children's understanding of the world and time as they develop (you can look at David Sobel for example). These standards also involve lots of memorization of words they cannot understand the importance of. I literally was laughing out loud when I read some of these expectations. These are not possible for kids to learn. I hope you take the time to look further into this and reach out to teachers who teach children of this age. I have taught first grade for 17 years and I can tell you that you are setting children up for failure with these standards.
111	Courtney Krienert		

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
107	Chad Lamb	<p>My daughter is in 2nd grade. Her reading aptitude puts her at the top of her class and she loves history, like her father. However, she would have a very difficult time describing "the historical events of the Carolingian dynasty" (2.SS.3.G) and reporting the impact of the "Great Schism of 1378" (2.SS.4.G). Not only that, as a Social Studies teacher, I find it unrealistic of 2nd graders, much less the 7th graders I teach. Even "hemispheres" on a globe and what lines are used to form them (2.SS.2.A) can take awhile for some 7th graders to comprehend, and I do a good job, I believe, of approaching the topic. You expect 2nd graders to pack the concept of hemispheres in with six other pages of higher grade-level concepts. You push memorization and leave no time for teachers to bring in games, activities, and projects that make geography and history fun. You will destroy my 2nd grader's love for history and geography before she even gets started.</p>	
108	MaryBeth Herrboldt	<p>Developmentally inappropriate for children. The standards do not promote depth of knowledge or high order thinking skills.</p>	<p>Developmentally inappropriate for children. The standards do not promote depth of knowledge or high order thinking skills. Students are re</p>
109	MaryBeth	<p>The standards are not age appropriate - especially K-4. The standards do not promote depth of knowledge or high order thinking skills. The standards start with "tell, memorize, or show." The number of standards (the amount of material) to be covered at each grade level far exceeds the amount of time scheduled for social studies currently. At the elementary level, basic reading and math skills will suffer.</p>	<p>The standards are not age appropriate - especially K-4. The standards do not promote depth of knowledge or high order thinking skills. The standards start with "tell, memorize, or show." The number of standards (the amount of material) to be covered at each grade level far exceeds the amount of time scheduled for social studies currently. At the elementary level, basic reading and math skills will suffer. What is reason for third graders to memorize how to spell Philadelphia? How will that help them become well rounded citizens?</p>
110	Ashley Whitehead		
111	Courtney Krienert		

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
107	Chad Lamb		
108	MaryBeth Herrboldt	Developmentally inappropriate for children. What happened to teaching 4th graders the history of their state?The standards do not promote depth of knowledge or high order thinking skills.	Developmentally inappropriate for children.The standards do not promote depth of knowledge or high order thinking skills.
109	MaryBeth	The standards are not age appropriate - especially K-4. The standards do not promote depth of knowledge or high order thinking skills. The standards start with "tell, memorize, or show." The number of standards (the amount of material) to be covered at each grade level far exceeds the amount of time scheduled for social studies currently. At the elementary level, basic reading and math skills will suffer.	The standards are not age appropriate - especially K-4. The standards do not promote depth of knowledge or high order thinking skills. The standards start with "tell, memorize, or show." The number of standards (the amount of material) to be covered at each grade level far exceeds the amount of time scheduled for social studies currently. At the elementary level, basic reading and math skills will suffer.
110	Ashley Whitehead		
111	Courtney Krienert	Looking through the proposed standards, there is no way that all of these topics could be discussed in the school year. We would drastically have to alter other subjects around causing them to suffer (math and reading) to fit all of the standards in. These standards are also way above our 4th grade level. They cover such a wide variety of topics as well there is no way to set students up for success. It is also alarming that these standards could pass with no sort of curriculum in place for teachers to feel success to teach these standards. We already have so much on our plates and then to pass these standards and expect us to be able to pick them up and teach is unfair to us. Even with professional development over the summer that is taking away from our break to learn the new standards. Is that going to be enough time to prepare us for the new standards as well? I do not think that these standards will benefit the children of South Dakota and we as educators need to stand up for our children to make sure they receive the best education possible.	

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
107	Chad Lamb		<p>There are over 13 pages jammed with required concepts! 13 pages! It is clear that you did not get feedback from current professional middle school educators. You did not solicit honest input about what is possible in a 36-week school year. For example, do you know how long it takes for someone to memorize one paragraph, much less three paragraphs, of the Declaration of Independence (7.SS.1.B)? What do you call a paragraph in the Declaration anyway? The Declaration of Independence wasn't formatted into paragraphs, except possibly the official resolution at the end of "We, therefore, the Representatives of the United States of America..."</p> <p>Do you know how long it takes to describe the philosophical views of John Locke and Baron de Montesquieu (7.SS.5.G)? Those covered half a political science class I took in college! These proposed standards are simply an exercise in getting teachers and students to "check the box" with covering topics but not long enough to actually learn them or put them into practical use in one's life. You leave no time for enriching activities like playing colonial children's games or having a mock protest between Patriots and Loyalists.</p> <p>As for the perspective taken with some concepts, I think it's important to push forward positive representations of the pioneers (7.SS.5.E). They did not simply come west to "steal and plunder." However, if we're teaching history, not mythology, you left out adjectives in your description: self-interested, greedy, opportunistic, unconcerned of Indian rights, and wasteful (dumping resources along the Oregon Trail, slaughtering the buffalo, etc.). You can't tell one side of the story and hope to get the story right.</p>
108	MaryBeth Herrboldt	The standards do not promote depth of knowledge or high order thinking skills.	The standards do not promote depth of knowledge or high order thinking skills.
109	MaryBeth	Additional required social studies classes will have to be added to middle school and high school schedules in order to cover all material. This will require more staffing and a reduction in the electives that students can take - including career preparation. There are no teaching materials (textbooks, curriculum) that currently exist at the correct grade levels to teach this proposed conte	Additional required social studies classes will have to be added to middle school and high school schedules in order to cover all material. This will require more staffing and a reduction in the electives that students can take - including career preparation. There are no teaching materials (textbooks, curriculum) that currently exist at the correct grade levels to teach this proposed conte
110	Ashley Whitehead		
111	Courtney Krienert		

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
107	Chad Lamb	<p>Standards of 8th grade move further into an unrealistic checklist of things American kids "ought to know" or what the political right want them to know (and I count myself among them). There's no legitimate need for 8th grade students to know the "biography of Calvin Coolidge" (8.SS.4.G) I pull that one out, because I wrote my Master's thesis in History on Calvin Coolidge and his effects on Ronald Reagan's conservative beliefs. I believe Coolidge was a better president than many historians give him credit for, but he is such a low, low priority for 8th grade students having to cover 131 years of American history.</p> <p>I could make a list of every concept or event unnecessarily being pushed in these proposed standards (Booker T. Washington's Atlanta Exposition Address, Art Deco, the Rape of Nanking, etc.), but I would be here for days. That's how long it would take me just to list all the superfluous information these standards expect to be dumped onto 8th grade students over the course of a normal school year.</p> <p>It is hard enough to plan out fun activities to make history come alive for 8th graders without some unrealistic list of standards sucking up our precious time. I would challenge any adult approving these standards to take the time to meet these criteria themselves in the allotted time for Social Studies in 36 weeks of school. These standards placate certain constituents in our state, but they do not represent what's best for the children and adults of South Dakota.</p>	
108	MaryBeth Herrboldt	<p>The standards do not promote depth of knowledge or high order thinking skills.</p>	<p>There are no teaching materials (textbooks, curriculum) that currently exist at the correct grade levels to teach this proposed content.</p>
109	MaryBeth	<p>Additional required social studies classes will have to be added to middle school and high school schedules in order to cover all material. This will require more staffing and a reduction in the electives that students can take - including career preparation.</p> <p>There are no teaching materials (textbooks, curriculum) that currently exist at the correct grade levels to teach this proposed conte</p>	<p>Additional required social studies classes will have to be added to middle school and high school schedules in order to cover all material. This will require more staffing and a reduction in the electives that students can take - including career preparation.</p> <p>There are no teaching materials (textbooks, curriculum) that currently exist at the correct grade levels to teach this proposed conte</p>
110	Ashley Whitehead		
111	Courtney Krienert		

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
107	Chad Lamb		
108	MaryBeth Herrboldt	There are no teaching materials (textbooks, curriculum) that currently exist at the correct grade levels to teach this proposed content.	There are no teaching materials (textbooks, curriculum) that currently exist at the correct grade levels to teach this proposed content.
109	MaryBeth	Additional required social studies classes will have to be added to middle school and high school schedules in order to cover all material. This will require more staffing and a reduction in the electives that students can take - including career preparation. There are no teaching materials (textbooks, curriculum) that currently exist at the correct grade levels to teach this proposed conte	Additional required social studies classes will have to be added to middle school and high school schedules in order to cover all material. This will require more staffing and a reduction in the electives that students can take - including career preparation. There are no teaching materials (textbooks, curriculum) that currently exist at the correct grade levels to teach this proposed conte
110	Ashley Whitehead		
111	Courtney Krienert		

	A	P
2	Name	9-12 - United States Government
107	Chad Lamb	
108	MaryBeth Herrboldt	There are no teaching materials (textbooks, curriculum) that currently exist at the correct grade levels to teach this proposed content.
109	MaryBeth	Additional required social studies classes will have to be added to middle school and high school schedules in order to cover all material. This will require more staffing and a reduction in the electives that students can take - including career preparation. There are no teaching materials (textbooks, curriculum) that currently exist at the correct grade levels to teach this proposed conte
110	Ashley Whitehead	
111	Courtney Krienert	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
112	Joelle Neutzling	K-12 Educator	
113	Cami Wenk	Parent/Guardian	While of some of the standards seem to be age appropriate, many of them are not. A kindergartner, a 5 or 6 year old child, should give examples of "treating others with or without the respect for the equal human dignity of each person" is neither age appropriate nor related to the subject of social studies. The standards are not age appropriate. If these were the only things a teacher focused on for the entire year, a student may be able to meet each standard. However, there are other subjects that teachers must focus on. There are 6 pages of first grade standards. There is no possible way that a teacher could possibly teach all of these on top of other subjects. I would suggest serious revisions that include input from grade-qualified teachers. Although they are bright, intelligent, and love learning, my children would be overwhelmed by these.
114	Sue May	K-12 Educator	I have taught Kindergarten and First grade for the last 25 years in South Dakota. The proposed standards were obviously not written by anyone that understands the development and cognitive understanding of 5-7 year olds. There is no curriculum that would teach these proposed standards. I am deeply disappointed that South Dakota educators had no part in this process. It has become a political opportunity for out of state non-educators to make money off pushing inappropriate standards on our students. These standards should be rejected and trust the educators in our state that actually teach Social Studies to write the standards that reflect the needs of the students in our state.
115	Dale Singer	K-12 Educator	Needs to have higher level thinking activities, less regurgitation of facts.

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
112	Joelle Neutzling	<p>There will be a lack of resources existing to support this overhaul, meaning the time and resources necessary to make this change will fall heavily on our educators, existing within a system that lacks those resources because of minimal funding and alignment to general expectations across other states and nationally. In other words, "do more with less" with respect to content. Teachers can expect a lack of skills development, as these are not defined in the standards. They can expect significant learning gaps at all grade levels, as the drastic change in expectations, as well as scope and sequence, will make this unavoidable - even with a two-to-three-year grace period for preparation. In addition, the standards as proposed do not align with the cognitive ability and age-appropriateness of the learners. involved. We are setting up teachers for failure with a proposal that is unachievable based on the numerous variables that will be impacted by these changes.</p> <p>In addition I personally do not see a way to cover all of these standards in a way that will be meaningful to students while not taking away from what educators are facing with the literacy and math deficiency that we are seeing in our state. There would need to be a dedicated social studies teacher that is worked into a specials rotation similar to PE, IMS, and Music classes.</p>	<p>There will be a lack of resources existing to support this overhaul, meaning the time and resources necessary to make this change will fall heavily on our educators, existing within a system that lacks those resources because of minimal funding and alignment to general expectations across other states and nationally. In other words, "do more with less" with respect to content. Teachers can expect a lack of skills development, as these are not defined in the standards. They can expect significant learning gaps at all grade levels, as the drastic change in expectations, as well as scope and sequence, will make this unavoidable - even with a two-to-three-year grace period for preparation. In addition, the standards as proposed do not align with the cognitive ability and age-appropriateness of the learners. involved. We are setting up teachers for failure with a proposal that is unachievable based on the numerous variables that will be impacted by these changes.</p> <p>Standards aren't developmentally appropriate according to grade level: *1st graders are currently learning about time (yesterday, today, tomorrow) – ancient history is an abstract concept they are not prepared to grasp. The gilded age, etc. *1st grade - Primary vs Secondary sources (don't learn about this in ELA until 3rd-5th grade) *Early elementary is focusing on learning how to read. We are expecting them to memorize major documents.</p> <p>In addition I personally do not see a way to cover all of these standards in a way that will be meaningful to students while not taking away from what educators are facing with the literacy and math deficiency that we are seeing in our state. There would need to be a dedicated social studies teacher that is worked into a specials rotation similar to PE, IMS, and Music classes.</p>
113	Cami Wenk		
114	Sue May	Overwhelming amount of historical figures to teach. Standards need to keep in mind the developmental age and abilities of 5-6 year old students.	Too many standards of inappropriate for age of students (architectural style of buildings, memorizing the Declaration of Independence and Preamble to Constitution, depth of Ancient Civilizations not appropriate for age, Greek Mythology, Peloponnesian War, Punic Wars, etc) First graders need to understand the world they live in and be culturally aware of how people have different backgrounds vs specific wars and empires is not within their understanding for a 6-7 year old student.
115	Dale Singer		

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
		<p>There will be a lack of resources existing to support this overhaul, meaning the time and resources necessary to make this change will fall heavily on our educators, existing within a system that lacks those resources because of minimal funding and alignment to general expectations across other states and nationally. In other words, “do more with less” with respect to content. Teachers can expect a lack of skills development, as these are not defined in the standards. They can expect significant learning gaps at all grade levels, as the drastic change in expectations, as well as scope and sequence, will make this unavoidable - even with a two-to-three-year grace period for preparation. In addition, the standards as proposed do not align with the cognitive ability and age-appropriateness of the learners. involved. We are setting up teachers for failure with a proposal that is unachievable based on the numerous variables that will be impacted by these changes.</p>	
112	Joelle Neutzling	<p>In addition I personally do not see a way to cover all of these standards in a way that will be meaningful to students while not taking away from what educators are facing with the literacy and math deficiency that we are seeing in our state. There would need to be a dedicated social studies teacher that is worked into a specials rotation similar to PE, IMS, and Music classes.</p>	
113	Cami Wenk		
114	Sue May		
115	Dale Singer		

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
112	Joelle Neutzling		
113	Cami Wenk		
114	Sue May		
115	Dale Singer		

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
112	Joelle Neutzling		
113	Cami Wenk		
114	Sue May		
115	Dale Singer		I have read through the Proposed standards for 7th Grade. I believe that there are some good ideas and we are teaching several of these concepts. However, If we are expected to teach students to be critical thinkers and problem solvers then there are few opportunities for students to analyze information or evaluate importance of ideas. The outcomes are mostly measured by explain or tell as the actions. I am also concerned with the scope of expectations for 7th grade. There simply will not be enough hours in the school year to TEACH the expected material. Also, materials will have to be procured, evaluated, and implemented. This is going to involve additional expenses to our classrooms and districts. I appreciate the efforts to improve our social studies curriculum, and I would be glad to off er any input I could.

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
112	Joelle Neutzling		
113	Cami Wenk		
114	Sue May		
115	Dale Singer		

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
112	Joelle Neutzling		
113	Cami Wenk		
114	Sue May		
115	Dale Singer		

	A	P
2	Name	9-12 - United States Government
112	Joelle Neutzling	
113	Cami Wenk	
114	Sue May	
115	Dale Singer	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
116	Caylee Sorum	K-12 Educator	<p>The proposed standards are out of touch. The expectations on the lower grades are insanely over their heads, as are most of the ideas that come with them. Further than that, however, is the absolute lack of chance to really think about anything on a deeper level than what they're being told. There isn't a chance to form opinions on their own about the history, good or bad. The high school standards also eliminate the idea of critical thinking. Rote memorization, ancient civilizations in elementary school, upping the expectations so that they will take a significant amount of time to cover thoroughly. It's asking for children to only know the service level of a variety of topics, without deeper exploration about any of them. If we want to have informed citizens, we have to give students the opportunity to think for themselves. Madison said that factions, and therefore conflicting viewpoints, are essential to liberty, and honestly, I don't see a lot of options for different viewpoints in these standards.</p>
117	Amber Taylor	K-12 Educator	<p>These standards force students to memorize instead of learn.</p>
118	J F	resident of South Dakota	<p>As I homeschooled our son in early elementary school, we both enjoyed exploring history. I learned something I had not absorbed in the 1950's and 1960's social studies curriculum where U.S. History was in tenth and eleventh grade and Geography, World History, and Civics were in twelvth grade. With our son we put World History and U.S. History together on a timeline. I appreciate that in the new standards you are putting the history of all South Dakotan's on a timeline with U.S. History. In a similar way, I I urge you to consider doing the same with World History. The Louisiana Purchase doesn't make as much sense when it is not combined with Napoleon's need for cash, for example.</p>
119	Tricia Birdwell	Parent/Guardian	<p>I approve of these proposed standards, please adopt them asap</p>
120	Linda Schauer	Concerned Women for America of South Dakota	<p>Bravo to the committee who put a great deal of work into these standards! I believe the committee strived for balance in covering a wide variety of subjects while remaining true to our nation's historical roots and honoring South Dakota's unique history, including the Native American contribution. Rather than ignoring our nation's faults and failings, the standards expose them, with the intent that our country not repeat these shortcomings.</p> <p>Most importantly, the standards build a common foundation of the knowledge of our nation which all students will learn and will be used as guiding principles in their lives. It was good to see that the standards are set up in a natural chronological scope and sequence rather than by themes. This "give(s) students a strong sense of how, when, and why things happened in history, and resist(s) the temptation to cherry-pick facts to fit a preconceived ideology or narrative." The building up of historical knowledge and guiding principles results in well-grounded students who understand their history.</p> <p>Sadly, Americans today are constitutionally illiterate, with barely 50 per cent able to name the three branches of government. It is crucial that our children know and appreciate our foundations so they can understand that America is exceptional and so they will become patriotic citizens. The standards place ample emphasis on our Constitution and its concepts to accomplish that goal.</p> <p>In 1913 President Woodrow Wilson stated, "A nation which does not remember what it was yesterday, does not know what it is today, nor what it is trying to do. We are trying to do a futile thing if we do not know where we came from or what we have been about ..."</p> <p>"The ultimate test of a moral society is the kind of world that it leaves to its children."</p> <p>Dietrich Bonhoeffer</p> <p>Respectfully, Linda Schauer State Director Concerned Women for America of South Dakota</p>
121	Heather Lehl	Parent/Guardian	<p>Does not seem all developmentally or age appropriate until possibly high school</p>
122	Nancy East	K-12 Educator	<p>This is not the best our state can do for our students. Standards should be written by South Dakota educators that work with students every day, not purchased from a Professor at an out of state college.</p> <p>The standards are task lists, not true learning standards. They ask students to memorize facts so that they can tell or recall facts. The breadth is too broad, yet the depth is nonexistent. The standards should ask students to apply, analyze, evaluate, and other types of higher level thinking. The proposed standards do not prepare students for post-secondary studies, and that is a disservice to SD students.</p> <p>The standards are not developmentally appropriate. Wars, smallpox, and black death, should not be the content at our youngest grades. Secondly, students that are just barely able to read should not be asked to memorize the Preamble to the constitution.</p> <p>I also have concerns about the cost to implement these standards. These standards do not match the any current curricular materials being used in the state, so all districts would have to find and purchase new materials in order to implement these standards. Teacher training for the new standards and materials also adds to the cost.</p> <p>The concerns I have with these standards are numerous, I urge you to go back to the work that was done by the committee containing South Dakota educators, or throw these standards out and start over. These standards are not what is best for students of this state.</p>

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
116	Caylee Sorum		
117	Amber Taylor		
118	J F		
119	Tricia Birdwell		
120	Linda Schauer		
121	Heather Lehl		
122	Nancy East	None of the elementary standards are placed where they would be developmentally appropriate for students. The new standards are task lists which are primarily based on memorization and recall.	

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
116	Caylee Sorum		
117	Amber Taylor	There are so many requirements to each of the standards that they would be impossible to meet. Many of them are not items that I would deem important enough to teach in the classroom. Rote memorization of specific names, places, dates, etc. is not a skill set that can be applied in the real world. This is forcing students to memorize a lot of information that carries almost no value to them when they leave high school.	
118	J F		
119	Tricia Birdwell		
120	Linda Schauer		
121	Heather Lehl		
122	Nancy East		

	A	P
2	Name	9-12 - United States Government
116	Caylee Sorum	
117	Amber Taylor	
118	J F	
119	Tricia Birdwell	
120	Linda Schauer	
121	Heather Lehl	
122	Nancy East	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
			<p>I attended the SS Standards meeting in Aberdeen on September 19. In addition to the many valid concerns voiced by the opponents, I have two other concerns about the “more rigor” and “high expectations” brought to our attention.</p> <p>First, it appeared to me that most of those who commented on the proponent side are people of privilege. They have been able to provide for their children physically, mentally, economically, and socially. They have resources available to meet their child’s basic needs and more.</p> <p>What about the children that live in poverty or near poverty? In South Dakota 21.2% of children under six live in poverty(welfare info.com). 34% of public school students are eligible for free and reduced lunch programs(sdstate.edu). Keep in mind that many parents/guardians don't apply for this assistance for a number of reasons, including social stigma. These children come to school tired, hungry, and worried about basic needs. They have had less exposure to language, reading, and writing.</p> <p>Are we taking this group into consideration when we demand more rigor and higher expectations?</p> <p>My second issue with more rigor and higher expectations is the fact that only teachers are held accountable. Parents of privilege are all for rigor, high expectations, and discipline until their child isn't succeeding. Then the teacher is blamed for setting expectations too high or making work too hard, or expecting students to behave. Over the last few years less and less homework has been sent home because the majority of students don't return it, including students of privilege. With these new standards there will have to be more homework. Are the parents going to step up to insure their child does the hom+C70ework?</p> <p>Educators, administrators, and school districts constantly strive for more rigor and higher expectations. But it is difficult to achieve with the current needs and issues facing our children and families. As well as the lack of support for educators by parents and politicians. Maybe before we create standards that are currently unrealistic, we should work to solve the bigger issues and provide a level playing field for ALL students. Just imagine the rigor and expectations we could truly achieve!</p>
123	Sandy Ullrich	Retired teacher	Get your heads out of the sand and vote against adopting the Social Studies Standards proposed by the current committee.
124	Jayme Pahl Nopola	Parent/Guardian	
125	Nancy J Fleming	K-12 Educator	<p>I began to read these and find most of the elementary work NOT age appropriate. Children think rather concretely through elementary school and even concepts like equality are difficult. They understand fairness but all that goes into equality would be out of their abilities. The same goes for perspective. This is a waste of tax payer money. It seems more like indoctrination to me. Worst I have ever seen. I am embarrassed as a South Dakotan that this has even been proposed. I work with students K-12 and teach psychology. I know what feeling less than looks like for our children and I know about children's capacity to learn.</p> <p>It is NOT the truth of history that is harmful but when we fail to acknowledge it. I would refuse to teach this.</p>
126	Jacqueline Dusseau- Beilke	K-12 Educator	The standards written are not age appropriate. It is apparent the author, paid \$200,000, is woefully unaware of how and what elementary aged students can and cannot do. The two SD educators on this committee do not feel these standards are good for students and have been disregarded. These standards are being pushed by the Governor who has no background in education and for extreme right ideology. The hard work of 40 SD educators was tossed aside — standards that *are* from SD educators. The majority of parents and educators are against what is being pushed by Gov. Noem. It is time you listen, instead of pretending these “standards” are something to seriously even consider.
127	William Carpenter	K-12 Educator	<p>Here are the current SS standards(2015) and the names of the participants can be found on slides 2 and 3: https://doe.sd.gov/ContentStandards/documents/SDSocialS.pdf In the 2021 SS Standards Draft, over 25 plus teachers from South Dakota were involved with creating the rejected standards. Here is the link with the names(slide 11 and 12): https://doe.sd.gov/contentstandards/documents/SS-StandardsProposed.pdf Juxtapose the 2015 and 2022 proposed SS standards and the list of people who developed them. Names can be found on slide 4. Here is the link: https://doe.sd.gov/contentstandards/documents/SS-Proposed.pdf Once again, I have to ask, how many current South Dakota educators were involved in creating the proposed standards released in August of this year? Has the SD DOE lost faith in the ability of South Dakota teachers to develop rigorous SS standards for the classroom? If so, was the South Dakota Board of Education contacted about the lack of faith SD DOE has in SD teachers in standards development? When was that and is the rationale public? If the South Dakota Board of Education was not contacted by SD DOE, did the SD DOE act unilaterally in excluding certified SD classroom educators? I noticed that in the proposed CTE standards that South Dakota educators were involved. Here is the link with the educators names on it: https://doe.sd.gov/contentstandards/documents/CTE-StandardsProcess.pdf Will the SD DOE lose faith in the ability of South Dakota teachers to develop rigorous CTE standards for the classroom? Does the current Secretary of Education believe that the standards proposed in 2021 weren't classroom appropriate versus the current standards in place? How much of the proposed SD SS standards mirror the Hillsdale 1776 curriculum? Can the 2022 SS Standards group answer this question? Here is the link: https://k12.hillsdale.edu/k12/media/Documents/The-Hillsdale-1776-Curriculum.pdf?ext=.pdf The South Dakota Board of Education has the ability to ask the DOE and the current SS committee the same questions I have asked. The caveat, of course, is the South Dakota Board of Education can demand the answers to the questions. In my opinion, until the SD DOE can answer the questions I have proposed, the standards proposed are a waste of taxpayer time and money.</p>
128	Jennifer Kuehler	Parent/Guardian	Yes
129	Nancy Glassgow	I am a grandmother of a 3rd and 6th grader	My granddaughter is a first grade teacher also and hearing her overall opinion of the standards for her students was eye opening. Just the fact that the state paid all that money for a conservative former college professor to bring "cut and paste" standards tells me a lot.The educators involved were not involved in writing them!! It's another example of over reach by the governor and an extreme waste of money that could have been used to hire a few more teachers or para professionals. Sad!!!
130	Tyler	Parent/Guardian	These standards are not achievable based on grade levels. This process is a joke. You are using our children's future as a political grandstand for donor dollars. You should be ashamed of yourselves. My question...Do you have a soul?
131	Ross	K-12 Educator	Negative. I only read the 4th grade standards, as that is what I teach specifically, but I haven't heard any good things from the other grade levels I have visited with.

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
123	Sandy Ullrich		
124	Jayme Pahl Nopola		
125	Nancy J Fleming	I began to read these and find most of the elementary work NOT age appropriate. Children think rather concretely through elementary school and even concepts like equality are difficult. They understand fairness but all that goes into equality would be out of their abilities. The same goes for perspective.	
126	Jacqueline Dusseau- Beilke		
127	William Carpenter		
128	Jennifer Kuehler	Yes	Yes
129	Nancy Glassgow		
130	Tyler		
131	Ross		

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
123	Sandy Ullrich		
124	Jayme Pahl Nopola		My daughter is a sophomore in AP history and has yet to learn many of the concepts that this new standard expects a third grader to be proficient at. It is disappointing to see our government spending our tax dollars on this curriculum.
125	Nancy J Fleming		
126	Jacqueline Dusseau- Beilke		
127	William Carpenter		
128	Jennifer Kuehler	Yes	Yes
129	Nancy Glassgow		
130	Tyler		
131	Ross		

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
123	Sandy Ullrich		
124	Jayme Pahl Nopola		
125	Nancy J Fleming		
126	Jacqueline Dusseau- Beilke		
127	William Carpenter		
128	Jennifer Kuehler	Yes	Yes
129	Nancy Glassgow		
130	Tyler		
131	Ross	From my understanding 4th grade is the year to study about the state history (South Dakota). I've taught in another state, and it was the same there. I also feel many of these standards are way above in regards to age appropriateness for 9/10 year old children. I also feel we would be opening a can of worms with several of these standards in regards to the Roman Empire, Middle Ages, and High to Late Middle Ages (Monasticism, Confucianism, etc.). In my opinion, it would be a mistake to adopt these standards.	

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
123	Sandy Ullrich		
124	Jayme Pahl Nopola		
125	Nancy J Fleming		
126	Jacqueline Dusseau- Beilke		
127	William Carpenter		
128	Jennifer Kuehler	Yes	Yes
129	Nancy Glassgow		
130	Tyler		
131	Ross		

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
123	Sandy Ullrich		
124	Jayme Pahl Nopola		
125	Nancy J Fleming		
126	Jacqueline Dusseau- Beilke		
127	William Carpenter		
128	Jennifer Kuehler	Yes	Yes
129	Nancy Glassgow		
130	Tyler		
131	Ross		

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
123	Sandy Ullrich		
124	Jayme Pahl Nopola		
125	Nancy J Fleming		
126	Jacqueline Dusseau- Beilke		
127	William Carpenter		
128	Jennifer Kuehler	Yes	Yes
129	Nancy Glassgow		
130	Tyler		
131	Ross		

	A	P
2	Name	9-12 - United States Government
123	Sandy Ullrich	
124	Jayme Pahl Nopola	
125	Nancy J Fleming	
126	Jacqueline Dusseau- Beilke	
127	William Carpenter	
128	Jennifer Kuehler	Yes
129	Nancy Glassgow	
130	Tyler	
131	Ross	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
132	Linda Baldock	Parent/Guardian	I am the parent of 4 students at White River, also a school board member. I am verrrrrry concerned about the proposed social studies standards. Even if teachers could get kids to recite some of the things suggested, young children won't have a clue what it means. Standards have to be age appropriate. The average adult wouldn't know what some the standards for elementary students are let alone high schoolers. Let a few real teachers use it, a year, before it's even thought to be implemented. As you know, the real world is far different from "standard" requirements. My 5th grader would be so frustrated at this, as would I, helping him.
133	Stephany Chalberg	Parent/Guardian	Terrible. These standards are so aggressive, not age appropriate and do not take into consideration how over crowded our schools are. The depth and detail expected at each grade is unreasonable. From K - 8 grade these standards should be reduced by half. I HIGHLY encourage anyone on this committee to spend time in an ACTUAL classroom in South Dakota. Sign-up to be a substitute teacher, volunteer to support a teacher. Or better yet, sit down with a 7 year old kid, spend time with grade school children and REASONABLY ask yourself - are these standards BEST for children? Or are we setting up our teachers, schools, students and their families to fail.
134	Betty	Retired Kindergarten teacher	Do not accept
135	Kevin Doby	Parent/Guardian	Governor Noem is always talking about the greatness of our state and its people, yet she unprecedentedly dispatched South Dakota educators in favor of radically conservative individuals from South Dakota and beyond to rewrite our state's social studies standards. One of those individuals, William Morrissey from Hillsdale College in Michigan, is part of a national movement to radically alter public education in America in a way that completely deviates from conceptual-based learning to one that emphasizes chronology of events, rote fact, and patriotism. The reality of the situation is that far from preventing "activism in the classroom," the proposed standards are a framework for MAGA-influenced right-wing activism in the classroom. In fact, Hillsdale College has a history of promoting the Big Lie about the 2020 election as well as anti-vaccination hoaxes. These are the kinds of individuals Governor Noem has tapped to rewrite our education standards, so there is no way I can support such measures.
136	Carol	K-12 Educator	No, no, no!!
137	JJ Gohl	Higher Education	I think we need more local educators (the professionals on these subjects) to create our standards.
138	Jim Cox	Parent/Guardian	I think there is too much in these standards. Kids will be spending all their time on social studies. What about science and math? You can look most of this up on your phone if you want to know it.
139	Allerie Loof	K-12 Educator	
140	Wanda QuickBear	Concerned citizen	This is so wrong, so biased, and untrue, it eliminates history as it was and attempts to paint ideals as all inclusive when in reality our divisions by race in this state are further apart than they were even in the last few years. Pretending something is a certain way, or certain beliefs are true for everyone is only hurting these children who will have to learn reality as it truly is.

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
132	Linda Baldock		
133	Stephany Chalberg	The curriculum is overly ambitious for kindergarten students and their teachers. Many students are still learning how to identify the letters in their name. Unless class sizes are much smaller, teachers are provided with more support and fewer student to teacher ratios these standards are unreasonable, unfair to the teachers and will not provide a foundational love of learning.	The curriculum is overly ambitious for first grade students and their teachers. Unless class sizes are much smaller, teachers are provided with more support and fewer student to teacher ratios these standards are unreasonable, unfair to the teachers and will not provide a foundational love of learning. Time in the classroom would be better spent with hands-on, interactive learning, rather than map memorization.
134	Betty	Do not accept this proposal	
135	Kevin Doby		
136	Carol		
137	JJ Gohl		
138	Jim Cox		
139	Allerie Loof		
140	Wanda QuickBear	These standards are so ridicules. Obviously, there were not many grade specific teachers it would seem. No one with any knowledge of children would expect children at this early age will be able to recite, remember, or write about these subjects at this age.	

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
132	Linda Baldock		
133	Stephany Chalberg	Memorization of landmarks and being able to point to a manmade landmark on a piece of paper does not indicate comprehension and understanding. This curriculum is far too broad for a 7 to 8 year old child to fully understand what they're being asked to memorize. Time in the classroom would be better spent with hands-on, interactive learning, rather than map memorization. The introduction on religion and lessons on different religions does not seem very equitable. There should not be a heavier focus on Christianity. If religion is to be taught in public school - which it shouldn't - then there needs to be an equal focus on each of the major religions, including that of the Indigenous people. The amount of content expected to be taught, comprehended and retained in 2nd Grade it far too ambitious. There is no time for students to learn this much content.	The amount of content expected to be taught, comprehended and retained in 3rd Grade it far too ambitious. There is no time for students to learn this much content. Class sizes are far too large to expect teachers to provide this level of detail to their students. The time frame in which students are expected to retain a comprehensive knowledge of the material is outrageous. This proposals is not age appropriate.
134	Betty		
135	Kevin Doby		
136	Carol		
137	JJ Gohl		
138	Jim Cox		
139	Allerie Loof		
140	Wanda QuickBear		

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
132	Linda Baldock		
133	Stephany Chalberg	What is the purpose of memorizing a paragraph in the Declaration of Independence if the students don't comprehend the words they're saying? Perhaps this committee should understand - "That whenever any form of government becomes destructive of these ends, it is the right of the people to alter or abolish it." These standards are unreasonable - the Dept. of Education needs to focus on providing tangible resources, safe schools, smaller class sizes and higher pay for teachers. Perhaps signing up as substitute teachers or volunteering in classrooms would provide you with a working knowledge of what children do in an average school day.	This curriculum is far too id-depth and too complex to reasonably expect a 5th grade student and their teacher to accomplish this - and all the other standards - within one school year.
134	Betty		
135	Kevin Doby		
136	Carol		
137	JJ Gohl		
138	Jim Cox		
139	Allerie Loof		
140	Wanda QuickBear		

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
132	Linda Baldock		
133	Stephany Chalberg	Narrow the focus - this curriculum is too broad.	The overall theme for this entire proposal is that these topics are far too broad for students. Narrow the focus. The amount of time it will take teachers to read through this curriculum standard, create appropriate lesson plans and then relay that information to their students is excessive. Show me on a calendar how you think an average classroom will accomplish this curriculum.
134	Betty		
135	Kevin Doby		
136	Carol	memorization does not teach history or civics	memorization does not teach history
137	JJ Gohl		
138	Jim Cox		
139	Allerie Loof		
140	Wanda QuickBear		

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
132	Linda Baldock		
133	Stephany Chalberg	In 8th grade it's important to help those students who have fallen behind be successful to complete high school - this curriculum will encourage any low student to drop out of school. Provide teachers with a reasonable roadmap, not an unachievable mandate - this will allow the high performing students to dive deeper into the content, while allowing the average and below average students an opportunity to catch-up.	I did not review.
134	Betty		
135	Kevin Doby		
136	Carol	memorization does not teach history	
137	JJ Gohl		
138	Jim Cox		
139	Allerie Loof	<p>I keep hearing about how bad these standards are for young students because they require a wild amount of memorization for age groups that are only just beginning to understand that the world is much larger than the little town they live in (most 7th grade geography students don't even know their home address), but they don't evoke higher order thinking skills that the current standards do.</p> <p>Look at the current standards for 8th grade and you'll see words such as: "investigate," "construct," "evaluate," and "analyze." This actually requires students to think critically and put their knowledge into action.</p> <p>The proposed verbiage for 8th grade includes words and phrases such as: "tells the story of", "explains," and "describes." Thus, relying *heavily* on memorization.</p> <p>It's 2022. My kid can look up so much of what these standards require them to memorize in a matter of seconds. I want my child to learn how to think critically and *DO* something with that information.</p>	
140	Wanda QuickBear		

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
132	Linda Baldock		
133	Stephany Chalberg	I did not review.	I did not review.
134	Betty		
135	Kevin Doby		
136	Carol		
137	JJ Gohl		
138	Jim Cox		
139	Allerie Loof		
140	Wanda QuickBear		

	A	P
2	Name	9-12 - United States Government
132	Linda Baldock	
133	Stephany Chalberg	
134	Betty	
135	Kevin Doby	
136	Carol	
137	JJ Gohl	
138	Jim Cox	
139	Allerie Loof	
140	Wanda QuickBear	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
141	Evonne Schumacher	Parent/Guardian	
142	Rebecca A McQuistan	Parent/Guardian	As a mother of 5 kids who have been/are being educated in the SF School district. I agree with the new proposed standards, Something needs to be done. Obviously change is necessary when our youth is not performing well and also seem to suffer from increased anxiety and depression.
143	Julie Muenster	K-12 Educator	
144	Allison Hamik	Parent/Guardian	I do not support any part of the proposed standards. Keep the standards as they were. My children are nearing school age and this would impact their entire educational experience. I cannot support this whatsoever.
145	Ashley	K-12 Educator	As a whole, these standards are not age appropriate in the least. As a parent, and a second grade teacher, I would not want my child learning the things these standards say they will be learning and I most definitely would not be comfortable teaching them to other people's children. They are WAY over the head of these kids at all ages. This would be absolutely ridiculous to pass these and put them into place. I hope the powers that be are smarter than that.

A		D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
141	Evonne Schumacher	Agree with these standards k-12	
142	Rebecca A McQuistan		
143	Julie Muenster		
144	Allison Hamik	I do not support any part of the proposed standards. Keep the standards as they were.	I do not support any part of the proposed standards. Keep the standards as they were.
145	Ashley		

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
141	Evonne Schumacher		
142	Rebecca A McQuistan		
143	Julie Muenster		<p>Have you actually talked to third-grade teachers? The students don't have enough basic understanding of life to hang this information on. Most of my students haven't even been out of the state. How can they possibly understand ancient world history? I'm not saying they are incapable of learning--they just have no context, no background to hang this on (and don't assume learning early world history in previous years will make any difference). Our current units are more relevant to third-graders--studying communities, geography, map skills. I try to make my teaching relevant--a student can understand what affects a community. Why is it important that third-graders know the influence of ancient cultures or the pivotal effects of certain wars?</p> <p>Have you considered the time involved to master all these standards? With most students performing below grade level, our priorities are elsewhere. Have you seen all the standards in other content areas that must be covered?</p> <p>Again, please make the standards relevant to third-graders. I believe in rigor, but also in relevance.</p>
144	Allison Hamik	I do not support any part of the proposed standards. Keep the standards as they were.	I do not support any part of the proposed standards. Keep the standards as they were.
145	Ashley		

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
141	Evonne Schumacher		
142	Rebecca A McQuistan		
143	Julie Muenster		
144	Allison Hamik	I do not support any part of the proposed standards. Keep the standards as they were.	I do not support any part of the proposed standards. Keep the standards as they were.
145	Ashley		

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
141	Evonne Schumacher		
142	Rebecca A McQuistan		
143	Julie Muenster		
144	Allison Hamik	I do not support any part of the proposed standards. Keep the standards as they were.	I do not support any part of the proposed standards. Keep the standards as they were.
145	Ashley		

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
146	Don Kelley	concerned SD citizen	I believe it is inappropriate for Governor Noem to have intervened in this curriculum formation process. The original composition of the relevant committee was more logical, with better representation from actual (secular) educators, and much less likelihood of an ideological influence on the choice of content. I understand that the objections from the 2 actual teachers on the substitute committee were essentially ignored, which is reprehensible. This process needs to go back to square one.
147	Marilyn Azevedo	K-12 Educator	Dear Secretary Sanderson, Upon reviewing the new proposed Social Studies standards, our teachers, school board, and administration have some issues with this document. Currently as superintendent and accessing my experience as teaching middle school social studies for 15 years, these standards at the elementary level are not age or developmentally appropriate and in some cases the amount of content is unreasonable to be addressed in those early grades. For a small district like ourselves, we would need to purchase new curriculum materials K-12 which is extremely expensive and not in our budget. There are no available textbook materials organized in this fashion and at these grade levels. There would also be training needed for our teachers to understand and teach these standards and what strategies should be used to unpack these standards into a curriculum. Teaching the proposed social studies standards at the early elementary level would take such an increased amount of time during the school day, when the majority of focus for early elementary is reading and math. In the upper grade levels, the study of Geography and Economics are missing. The high school graduation requirements would need to be changed and the new graduation tracks will also be affected. Dual credit classes offered will not meet these new standards necessary for graduation. The number of CTE classes and electives would be affected because students would not have room in their schedule to take them. Lastly these standards lack depth of knowledge and critical thinking skills. When our school went through accreditation, one of the main focuses was depth of knowledge. We had to show rigor and dept of knowledge at various levels in our content and activities. These standards come off as a checklist of things that need to be covered and would not meet the accreditation criteria. We respectfully request that the committee review the public's opinions regarding these standards and revise them to address the stakeholders' concerns. Respectfully submitted, Marilyn L Azevedo, Superintendent The Bison School Board; Brad Besler, President, Mike Stadler, Vice-President, Albert Keller, Chris Veal, and Arla Kopren
148	Rebecca Millan	K-12 Educator	
149	Melanie Pries	K-12 Educator	Most proposed standards are not age appropriate.
150	Jeannette Schipper	Former SD student; grandparent of current South Dakota students	SD professionals wrote standards; let's review those instead. South Dakota is smart enough to set our own standards. We do not need a radical right religious school setting standards for SD children. Jesus of Nazareth does not belong in our history classes. All religions played a significant role in history, and the Christian religion was one of the most violent. These standards are indoctrination of our children. It does not belong in our school system. We need free thinkers; these are meant to tell our children what to think.
151	graham wrightson	Higher Education	Not sufficient. It should teach the basic skills of historical interpretation not just memorizing facts, which themselves are open to interpretation by historians: something that is not mentioned anywhere in the standards.
152	Monty Shorter	Parent/Guardian	As a father and as a taxpayer. I oppose these new "standards". For a variety of reasons first of all memorization is not learning. Secondly spending money with any out of state, entity much less a far right unaccredited "college", is a slap in the face of South Dakotans and far more to our quality educators. Third, This whole thing is a farcical ploy by the worst Governor in South Dakota history to play politics with our children's education. Further more the continuing systematic racism shown towards the Native population of South Dakota is on full display here. And lastly, using social studies as a way to bring Christian religion into and force it upon anyone is just plain wrong. For these reasons I vehemently oppose these standards.
153	Rachelle Sutton	Parent/Guardian	
154	Joel Eisenbraun	K-12 Educator	Content does not match the level of students we are teaching. Elementary standards are not realistic and proper. Middle School should not be split into 2 years of US History. Some topics in US history are meant for high school students. Middle schoolers would not understand the depth and magnitude of the situations. They need more time with geography and world history to understand how America came to be first. Should have separate standards for Geography itself and possibly South Dakota History as well. South Dakota standards need to be created by South Dakota educators!
155	Richard Hilgemann	Parent/Guardian	It appears these standards are certainly more thorough yet thoughtful. I am jealous I didn't receive many these instructions prior to college. They certainly would have helped me in my world travels after high school. Notably my time at war in Iraq. I was in the cradle of civilization at 19 years old and didn't comprehend the historical significance of where I was. Let alone the historical events leading up to the war. These standards certainly appear to be more useful for children when they do get out into the real world. I hope the committee adopts as much of this proposal as can possibly fit in the school years instruction time frame.
156	Ashley Twedt	Parent/Guardian	Absolutely terrifying and concerning as a parent - I grew up in SD and moved away for 10 years for my career and moved back here to raise my family because I felt this was a safe environment for children. I am an RN and a mom to 3 in elementary school. This will gravely affect all of my children and I would strongly request, if not plead with you, please hear out these concerns. You are ignoring the developmental ability of the elementary student and putting what was middle school curriculum in elementary. I see college curriculum in middle school. You are inviting lawsuits with this curriculum - one of such violation of SDCL 13-24-17.2 Noem has shown she is not for South Dakota and throwing out the 2021 draft standards is just one example. Noem's Department of Education rewrote the standards-development contract to sideline South Dakota educators and ensure that an outside consultant would develop the political document that Governor Noem desired. Morrisey's 200k contract which involved drafting these standards was tax money spent on indirectly harming all of our children.
157	Joshua Lunt	Parent/Guardian	Terrible. Completely needs to be redone
158	Lois Ward	tax payer	Students need to learn the unabridged truth about the history of the United States of America, not be indoctrinated into any political agenda. Teach the whole truth and teach students how to read and think on their own and allow them to decide for themselves how to apply the truth they have learned. If there appear to be gaps, students can be guided to read biographies of people of the different time periods.

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
146	Don Kelley	see below	see below
147	Marilyn Azevedo		
148	Rebecca Millan	Agree with these standards k-12	
149	Melanie Pries		
150	Jeannette Schipper		
151	graham wrightson	I do not support any part of the proposed standards. Keep the standards as they were.	I do not support any part of the proposed standards. Keep the standards as they were.
152	Monty Shorter		
153	Rachelle Sutton	see below	see below
154	Joel Eisenbraun		
155	Richard Hilgemann	Looks more thorough than the previous standard.	Again more thorough but if it can all be done in the time frame allowed I'm certainly a proponent.
156	Ashley Twedt	Standard K.SS.1.N requires kindergartners to “recite the ‘Pledge of Allegiance’ from memory.” violates SD codified law. K.SS.3 and K.SS.4 is not all age appropriate and the overwhelming list with take away from focused instruction on foundational learning such as language, spelling, and reading	NONE of the curriculum is age appropriate. 1.SS.7 is gravely concerning as a parent for this age as developmentally these kids are not able to understand the concept of slavery! Reading this makes me want to remove my kids from public schools and home school. This is not something as a parent I will stand behind and find that these standards could have harmful consequences.
157	Joshua Lunt	Too complicated	Too complicated
158	Lois Ward		

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
146	Don Kelley	see below	see below
147	Marilyn Azevedo		
148	Rebecca Millan		
149	Melanie Pries		
			Have you actually talked to third-grade teachers? The students don't have enough basic understanding of life to hang this information on. Most of my students haven't even been out of the state. How can they possibly understand ancient world history? I'm not saying they are incapable of learning--they just have no context, no background to hang this on (and don't assume learning early world history in previous years will make any difference). Our current units are more relevant to third-graders--studying communities, geography, map skills. I try to make my teaching relevant--a student can understand what affects a community. Why is it important that third-graders know the influence of ancient cultures or the pivotal effects of certain wars?
150	Jeannette Schipper		Have you considered the time involved to master all these standards? With most students performing below grade level, our priorities are elsewhere. Have you seen all the standards in other content areas that must be covered?
	graham		Again, please make the standards relevant to third-graders. I believe in rigor, but also in relevance.
151	wrightson	I do not support any part of the proposed standards. Keep the standards as they were.	I do not support any part of the proposed standards. Keep the standards as they were.
152	Monty Shorter		
153	Rachelle Sutton	see below	see below
154	Joel Eisenbraun		
155	Richard Hilgemann	Good to see native American history here.	More precise standards than the previous is what I'm seeing here.
156	Ashley Twedt	Again nothing is age appropriate - I cannot say this enough this is harmful. These concepts are far beyond this age group. Slavery and Wars are not curriculum for a 2nd grade child.	Not age appropriate - Peloponnesian War in 3rd grade! PUNIC WARS?! Where is the concern for our social and emotional wellbeing for these children? None of this belongs in an elementary classroom and we will lose veteran and new teachers because of this.
157	Joshua Lunt	Too complicated	Too complicated
158	Lois Ward		

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
146	Don Kelley	see below	see below
147	Marilyn Azevedo		
148	Rebecca Millan		
149	Melanie Pries		
150	Jeannette Schipper		
151	graham wrightson	I do not support any part of the proposed standards. Keep the standards as they were.	I do not support any part of the proposed standards. Keep the standards as they were.
152	Monty Shorter		
153	Rachelle Sutton	see below	see below
154	Joel Eisenbraun		
155	Richard Hilgemann	Again appears more thoroughly descriptive than previous standard.	Changes look good to me.
156	Ashley Twedt	Not age appropriate - the rule of Constantine and exploring the life of Jesus?! This does not belong on the classroom. Church and state are separate. You use words such as "tyrannize over the rights of the minority" "Federalism" "Preamble" none of these are in line the developmental age group of this grade.	Not age appropriate - does not belong in the elementary classroom. Learning about Child labor as a 5th grader? No child should be introduced to this concept at this age.
157	Joshua Lunt	Too complicated	Too complicated
158	Lois Ward		

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
146	Don Kelley	see below	see below
147	Marilyn Azevedo		
148	Rebecca Millan		
149	Melanie Pries		
150	Jeannette Schipper		
151	graham wrightson	I do not support any part of the proposed standards. Keep the standards as they were.	I do not support any part of the proposed standards. Keep the standards as they were.
152	Monty Shorter		
153	Rachelle Sutton	see below	see below
154	Joel Eisenbraun		
155	Richard Hilgemann	More thorough again.	There seems to be a lot to cover but I was pleased to see the part about "natural rights" and "unalienable".
156	Ashley Twedt	Again - Religion does not play apart in our schools. The depth of this curriculum is overwhelming and not realistic	This extent of curriculum was taught to me in my honors placement American History class in college - how is this appropriate?
157	Joshua Lunt	Too complicated	Strange breakdown of years- missing key aspects
158	Lois Ward		

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
146	Don Kelley	see below	see below
147	Marilyn Azevedo		
148	Rebecca Millan		
149	Melanie Pries		
150	Jeannette Schipper		
151	graham wrightson	I do not support any part of the proposed standards. Keep the standards as they were.	I do not support any part of the proposed standards. Keep the standards as they were.
152	Monty Shorter		
153	Rachelle Sutton	see below	see below
154	Joel Eisenbraun		
155	Richard Hilgemann	More rooted in history. Good work.	A lot here but there is 3 years to cover it.
156	Ashley Twedt	Covering the Rape of Nanjing in 8th grade? This is a war crime that involved the slaughter of men, women, and children and MUTILATION AND RAPE of the women and girls. OUR CHILDREN AT THIS AGE SHOULD NOT BE INTRODUCED TO THIS. How can you be barely introducing sex education at this age but you want to discuss the Rape of Nanjing massacre?! None of this is okay	This sounds like an AP class
157	Joshua Lunt	Missing key aspects	Okay
158	Lois Ward		

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
146	Don Kelley	see below	see below
147	Marilyn Azevedo		
148	Rebecca Millan		
149	Melanie Pries		
150	Jeannette Schipper		
151	graham wrightson	I do not support any part of the proposed standards. Keep the standards as they were.	I do not support any part of the proposed standards. Keep the standards as they were.
152	Monty Shorter		
153	Rachelle Sutton	see below	see below
154	Joel Eisenbraun		
155	Richard Hilgemann	Good additions with the types of taxation they will face.	Good additions.
156	Ashley Twedt	This sounds like my college Economics curriculum	AP class
157	Joshua Lunt	Okay	Too complicated- missing key aspects
158	Lois Ward		

	A	P
2	Name	9-12 - United States Government
146	Don Kelley	see below
147	Marilyn Azevedo	
148	Rebecca Millan	
149	Melanie Pries	
150	Jeannette Schipper	
151	graham wrightson	I do not support any part of the proposed standards. Keep the standards as they were.
152	Monty Shorter	
153	Rachelle Sutton	see below
154	Joel Eisenbraun	
155	Richard Hilgemann	Again more thorough but needed.
156	Ashley Twedt	AP calss
157	Joshua Lunt	Crucial but needs to show both sides
158	Lois Ward	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
159	Miranda Jaure	K-12 Educator	These standards are simply an attempt to control teachers, bring an unhealthy sense of nationalism to America's children and control history from a political standpoint. Those who truly understand history know that nationalism and patriotism at an unhealthy level do not benefit anyone (Nazi, Germany). So if that is the goal of these standards, we are already failing our students and teachers by requiring standards that do not align with brain development or positive outcomes in history. I urge you to reconsider these standards for the sake of our students and our professionals. If you do wish to pass these standards, please take into account the voices of the teachers and professional history organizations, who overwhelmingly do not support these standards.
160	Jennifer Leopold	Parent/Guardian	Age-inappropriate content, excessive memorization, redundant content. I would not be ok with these standards being taught in schools to my children at all. There has to be a better middle ground, because this is not what we need to be focusing our children on, not to mention the pervasiveness of the religion content throughout the curriculum is not appropriate for schools.
161	Erica Schipper	Parent/Guardian	I'm very much opposed to these standards as I have read them. They are, in many cases, inappropriate for the ages/grades for which they are proposed per experienced educators. SD teachers do an excellent job and should be permitted to continue to teach. I am particularly disturbed by the emphasis on religion, with primary focus on Christianity. One of the most important principles I learned in public school was the separation of church and state. Additionally, it is irresponsible to have utilized SD taxpayer dollars to pay someone from an extremist religious college (Hillsdale) to design a curriculum for a public school system. Please do NOT adopt these inappropriate standards for our children.
162	Amy	concerned citizen	There is so much information (some of it very obscure), that these children will be deprived of actually being able to ask questions or discuss anything because they will be required to memorize so many things. Younger children are trying to learn how to write their name and remember their address and phone number and these new standards want them to remember/tell stories about historical figures and identify/explain the meaning of different symbols.... this is for 5-6 year olds...kindergarten! Teachers, other educators, historians, even a current group member are speaking about AGAINST these standards. They are telling everyone they are inappropriate. These new standards are the result of a political agenda by the governor and should not be adopted. Listen to the teachers...they are the ones that are with children daily, have the education and experience to be experts on this and they are telling you these are inappropriate.
163	Melissa Zastrow	Parent/Guardian	I find it surprising and concerning that the focus on geography is quite low. The course is entirely removed from the middle school years. The proposed sequence shows a semester of geography in high school, but there are no specific standards, just some standards for geography in history. I fear students will have fewer opportunities to learn geography skills if there are not standards to guide teachers and showcase importance to schools with limited time and resources. As for overall scope and sequence, I feel like what we currently have is very effective. With the amount of repetition that these standards propose, many students will lose interest by the time they get to high school For all high school classes, I question the need to mandate specific classroom tasks such as writing essays with word counts included. Knowing the makeup of different classes is important in deciding what learning tasks and assessments are appropriate. Overall, I find that the standards read more like a curriculum for a specific school or teacher than a set of standards for teachers throughout the state to use as a base for planning and instruction. If we are going to have one year of influential ideas in 6th grade, perhaps they could cover different things than those which are taught again in high school world history. Or, high school world history could focus on different time periods or parts of the world. We have little to no study of Africa or South America in the standards, for example.
164	Anna Marrs	Parent/Guardian	These are very good standards. I hope my grandchildren will be able to learn with these standards. Why can't Black Hill State University produce such fine work in educational data and standards? What the heck are South Dakota taxpayers funding at that Teacher's College?

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
159	Miranda Jaure	The extensiveness of k.ss.4 is ludicrous. Why would kindergartners need to know and be able to identify memorials located in Washington DC? What is the educational benefit of kindergartners learning about the Twenty-One Gun Salute? These tedious expectations are not beneficial to the educational setting in kindergarten and will take time away from more important skill development that is actually appropriate for their age level.	From the kindergarten standards moving forward, many of the standards are now not aligned with what is appropriate or necessary for the age development at each grade. Requiring seven year old's to memorize and recite part of the Declaration of Independence does not promote any educational learning and only tests their "memorization" skills which is very different for each child based on their brain development in their very short life span. Reciting the preamble to the Constitution is also asinine for a first grader and places an undue burden on teachers and students to waste time on content that is not beneficial for anyone at that time period.
160	Jennifer Leopold	Age-inappropriate content. No child should be expected to memorize this content.	Redundant, age-inappropriate, unnecessary memorization, especially in reference to memorization of countries, etc at that age. Greek mythology at 1st grade is completely inappropriate and unnecessary. Cause and effect of wars is also age in-appropriate.
161	Erica Schipper		
162	Amy		
163	Melissa Zastrow		
164	Anna Marrs	Good introduction to little ones	Foundational

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
159	Miranda Jaure	Almost every standard, at every age level, is truly preposterous. There is no real benefit to students or teachers and places an undue burden on both parties.	Almost every standard, at every age level, is truly preposterous. There is no real benefit to students or teachers and places an undue burden on both parties.
160	Jennifer Leopold	Age-inappropriate, regarding map locations, religions (WHAT?), explaining the Bill of Rights, Suffrage, Causes of the Civil War. This is not appropriate for 2nd grade education levels in any way.	Highly age-inappropriate, asking 3rd graders to describe life on a slave ship? Cause and effect of wars, also inappropriate for the age level.
161	Erica Schipper		
162	Amy		
163	Melissa Zastrow		
164	Anna Marrs	Sensible	Promotes truth and love

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
159	Miranda Jaure	Almost every standard, at every age level, is truly preposterous. There is no real benefit to students or teachers and places an undue burden on both parties.	Almost every standard, at every age level, is truly preposterous. There is no real benefit to students or teachers and places an undue burden on both parties.
160	Jennifer Leopold	Rote memorization in these standards is unnecessary and age-inappropriate. Understanding Monasteries and feudalism, and contributions of Muslims at 4th grade, not age-appropriate.	Rote memorization of the Gettysburg Address is unnecessary. Curriculum is redundant and age-inappropriate.
161	Erica Schipper		
162	Amy		
163	Melissa Zastrow		
164	Anna Marrs	Promotes truth and love	Next level foundational study

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
159	Miranda Jaure	Almost every standard, at every age level, is truly preposterous. There is no real benefit to students or teachers and places an undue burden on both parties.	Almost every standard, at every age level, is truly preposterous. There is no real benefit to students or teachers and places an undue burden on both parties.
160	Jennifer Leopold	Understanding philosophers in 6th grade, not age-appropriate. Redundant curriculum, not appropriate for the grade level, especially cause and effect of religious wars??!!	Redundant curriculum, age-inappropriate in regards to the economics, rote memorization, knowing entire biographies of "important" people, and also discussing religion and religious ideas is NOT appropriate for school.
161	Erica Schipper		
162	Amy		
163	Melissa Zastrow	<p>There are a lot of places to locate on a map. This does not make sense if the class is influential ideas in history and civics to 1815.</p> <p>If we are going to be learning about places, something that sounds relatable to 6th graders, a better skill might be to learn about places, why these places are important, what they are like, and how they impact us and the world around us. This will make a longer lasting impact that locating them on a map.</p> <p>The time periods covered are almost identical to those in the high school world history standards. This doesn't seem to be a good use of time when there is so much students can learn.</p> <p>The content expected in this grade is much too complicated. Many/most students in 6th grade are not prepared to learn about the philosophy of Rousseau, for example.</p> <p>Though it is titled "Influential Ideas in History and Civics to 1815", I feel like this set of standards is trying to combine geography and world history.</p>	<p>I am curious why 1492 was chosen as the starting point for learning about American history.</p> <p>There is a lot of listing and labeling. Students at this age are curious and want to discover and wonder about things.</p> <p>The amount of detail determined by the standards is inexplicable. Example one: There are up to 13 subpoints under people to learn about. Example two: There are three battles mentioned to teach for the Civil War. These may or may not be the battles a teacher decides to focus on.</p> <p>This set of proposed standards basically tells teachers exactly what to teach. Sometimes, there are multiple ways to get to students to an understanding. These standards do not allow for teachers to best reach their students.</p>
164	Anna Marrs	Foundational for their civic leadership	Great for young citizens

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
159	Miranda Jaure	Almost every standard, at every age level, is truly preposterous. There is no real benefit to students or teachers and places an undue burden on both parties.	Almost every standard, at every age level, is truly preposterous. There is no real benefit to students or teachers and places an undue burden on both parties.
160	Jennifer Leopold	Marxism in 8th grade, and if they are going to teach about Native American Schools, they better teach ALL of it. Organized crime and prohibition along with the Cold War, Vietnam War, and Watergate is not really age-appropriate content, a lot is redundant from what is listed in previous grades.	Unnecessary rote memorization of world geography. Religion studies are inappropriate for school, redundant content from previous grades, inappropriate content for 9th grade studies.
161	Erica Schipper		
162	Amy		
163	Melissa Zastrow	<p>There are geography skills added in to the standards. The amount of historical information expected to be learned does not appear to give time to also teach geography.</p> <p>This set of proposed standards basically tells teachers exactly what to teach. Sometimes, there are multiple ways to get to students to an understanding. These standards do not allow for teachers to best reach their students.</p> <p>I am curious as to why 2008 is the last year mentioned for the title of this class. "To present" would be a great way to end it. Assuming these standards are used for many years, we would potentially be 15-20 years past 2008. This date seems unnecessarily limiting.</p>	<p>There is a LOT of memorizing places to put on maps. This is not a skill that is generally supported in social studies instruction. It is useful to know where some places are, but the quantity proposed is overwhelming to consider.</p> <p>The only verbs were explain and describe. There are many more things we like students to do. Some examples would be consider, interpret, evaluate, infer, connect, relate, and so on.</p> <p>For each topic that is proposed to be taught, the standards are extremely direct. The level of detail in the standards is much more than I think of for standards. I also think the content proposed is unrealistic for one semester.</p>
164	Anna Marrs	Great for young Citizens	Foundational to Western culture

	A	P
2	Name	9-12 - United States Government
159	Miranda Jaure	Almost every standard, at every age level, is truly preposterous. There is no real benefit to students or teachers and places an undue burden on both parties.
160	Jennifer Leopold	Rote memorization of public leaders is, to the extent listed in the curriculum, excessive. The extent of foreign policy is excessive.
161	Erica Schipper	
162	Amy	
163	Melissa Zastrow	<p>There are a lot of documents that students are to read and discuss in entirety. Very often, using excerpts of documents is a good strategy. Reading an entire historical document can be quite cumbersome and does not engage students well. In this same arena, I feel like the level of reading and discussing proposed is beyond what many high school students are ready to contemplate.</p> <p>There are a lot of current officeholders to identify. While I agree it is good citizenship to know who one's elected officials are, I wonder if that is the best use of time.</p> <p>Some of the government standards look like they would fit much better in a history class, most noticeably the foreign policy section.</p> <p>Once again, I question if the standards, as written, can be taught in a constructive manner.</p>
164	Anna Marrs	This will stick with the students for a lifetime. What the student does with these lessons beyond graduation is their choice.

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
165	Gail L Krause	K-12 Educator	<p>Overall, I am viewing the standards through the lenses of elementary, thus commented from direct teaching and/or supervision experiences. The following are concerns I have:</p> <ol style="list-style-type: none"> 1. They are far outside of best practices, research-based age appropriateness, for each grade level in the elementary. 2. There are too many standards for a reasonable grade level classroom in the elementary to teach during a reasonable social studies class time frame, knowing that reading and math are the cornerstones of an elementary curriculum. These standards are not BAD, but on the contrary, i think there is good information that needs to be taught to our students. However, the age appropriateness of each level is troubling. If taught thoroughly, the standards taught in the elementary could be better served in middle school and high school curriculums. Many of the history of civilization standards mentioned in the elementary curriculum were taught to me as a freshman in a South Dakota state college curriculum. I think a simple rearrangement of the standards, using teachers in the field who know cognitive development, will make this much more successful. 3. I worry that these are going to backfire on the educational process and the trust that patrons and parents have in their educational system and the DOE. When the public knew that South Dakota educators wrote the various South Dakota state standards, there were virtually very limited conflicts. These did not have adequate representation from educators and I fear that the lack of transparency, educator representation at all grade levels, and cognitive understanding will haunt us. At the very least, it will come through to parents when they are studying with their children and helping them with assignments and tests. That loss of trust will haunt us for many years to come.
166	Deb Olson	School board member	As a former elementary educator, administrator, and now board member I do not believe these standards are developmentally appropriate. I also believe we need to teach students to be critical thinkers and this is not achieved by having them regurgitate or memorize information.
167	Jenny Miller	Parent/Guardian	These standards are not supported by the teachers who have taught my 4 children over the last 14 years.
168	Connie Walters	grandparent	<p>I am all for the social studies standards by Hillsdale College professor. I have four grandsons (ages 7-14) that have been using the Hillsdale College material for a few years.</p> <p>Our country is suffering from history repeating itself. The new generation needs to learn from the past, find out what works and find out what doesn't work.</p> <p>The material is only considered "to much" because our educational system has become so relaxed. If the students go through the material they may not recall everything but they will learn the lesson. The younger the better because this standard will repeat lessons as the student matures. By the time the student graduates he/she will be very well versed and understanding of the pros and cons that history has taught them.</p> <p>These kids are memorizing oodles of electronic game rules and maneuvers; they can absorb these lessons.</p> <p>It is time to prepare the new generation on ways to promote and protect their freedom rather than letting them go on as normal and make so many mistakes.</p> <p>One thing I have noticed is all the time-consuming projects the schools promote like pajama day and theme days, sports rallies while school is suppose to be about learning. Cut some of the fluff please.</p>
169	Karen Grinager	Retired elementary teacher	<p>As I read through grades 7-12 I am concerned that there is very little use of higher level thinking skills. The number of standards is unrealistic for teachers to have time for activities to encourage students to use their minds and to think beyond memorizing words from a book.</p> <p>Why does SD bring in persons from out of state to prepare our Standards when we have highly qualified persons in our own state. It is appalling to me that we pay \$200,000.</p> <p>to a person not from our state and not even qualified to teach history!! I hope Your committee will take a good look at these proposed standards and reconsider implementing those standards proposed by the first committee!! Let's give South Dakota students .the best well rounded education we can.</p> <p>Our teachers need more support for the jobs they have done and standards they can teach! Thank you for your time.</p>
170	Rose Bickett	Former teacher of 3rd and 4th grades.	Memorization of facts, however meaningful, does not lead to debate of ideas and understanding of how those facts came to be. Students need to understand the why and how of situations. Why the actions were harmful or productive, what could have been done differently, and how would that have changed the lives of our ancestors. If we don't learn from our past history, we're bound to make the same mistakes. Please remove out of state promoters and return to the ideas and lessons put together by the original group of teachers.
171	Elizabeth Herrboldt	K-12 Educator	<p>Social Studies Standards – Concerns</p> <p>The goal of social studies (and history courses specifically) is to provide students with a survey of our country’s development and history. Current standards allow for teachers to give students an understanding of the major themes, contexts and developments that have shaped our nation into what is it today, at a level that is appropriate for their understanding and application. The proposed standards move away from that goal.</p> <p>Structural Concerns:</p> <ul style="list-style-type: none"> • Would need to restructure our course offerings/curriculum if new standards were to be adopted. <ul style="list-style-type: none"> o Would need to teach American History at every grade (6th-12th) of MS/HS to be able to cover all standards o This would potentially change elective structure and reduce opportunities for students to pursue other areas in order to address all standards • Current curriculum (or mainstream options) do not address the proposed standards, which would require teachers to find new curriculum and/or supplemental materials to address standards <ul style="list-style-type: none"> o This will result in more diversity of instruction as teachers are led to address topics devoid of consistent materials. • World History will need to be added in as required course (remove Geography) – potentially would need a full year to cover all standards (currently 1 semester) <ul style="list-style-type: none"> o Government/Civics would also need to be a full year course (currently 1 semester) o Require a way to address multiple geography standards on top of content <p>Content Concerns:</p> <ul style="list-style-type: none"> • Standards are not written in way that effectively communicate learning outcomes for students <ul style="list-style-type: none"> o Many standards state explain – which requires a deeper understanding o A number of items do not serve to promote a holistic understanding of American history, but focus on specific superfluous historical details <p>Process Concerns:</p> <ul style="list-style-type: none"> • Educators were not adequately involved in the process of standards revision and adoption. <ul style="list-style-type: none"> o The process demeans the commitment and work of teachers over the past years to provide our students with quality instruction. <p>- Within the curriculum, depth of knowledge is not addressed. Standards repeatedly require students to explain. There are little to no application strategies such as investigating, debating, analyzing, interpreting, etc. For example, within the 1st grade standards, students are expected to “explain” 36 times. Students are asked to “tell” or “describe” 23 times. These expectations are the antithesis of our expectations for students which encourage them to question, investigate, and analyze. Critical thinking has been removed from the proposed standards. Depth of Knowledge is not addressed. To what level are students expected to explain each of the standards? Are they reciting word-for-word or are they providing a generalized explanation? A lack of focus in this area is a disservice to our students as they are no longer being challenged within various Webb levels.</p> <p>Removal of essential content: Citizenship is effectively removed from the elementary standards. Geography is removed at the high school level and students are expected to know locations without ever receiving any education on them. A large concern is what gets lost in the directed focus on specific pieces of content.</p> <p>Elementary and Middle School: Concern at the elementary and middle school levels results from proposed standards that are developmentally inappropriate for students. While there are standards well suited for these age groups, the request is for those developmentally inappropriate standards to be reviewed, removed, and placed appropriately.</p>

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
165	Gail L Krause	5-year-olds understand their own surroundings and the present. K.SS.1 E and H speak to students in kindergarten mastering chronological events and how that outwardly 'appears.' That concept is very limited at this age. Long ago could be yesterday. What definition of mastery is being used here? K.SS.3 and 4.....How many people and symbols?	1.SS.4 through 1.SS.11 are totally out of the appropriate age of understanding for a 6-year-old. Research-based practices of cognitive development are not being practiced here. Cognitively, they are in the concrete stage of development. They are able to understand, to some depth, what is going on around them in their own life. Long ago could be yesterday or the month before. This is also the biggest learning year for students to learn how to read. So what would be left out? There is so much time and there are a GREAT DEAL of social studies standards to be taught and mastered here.
166	Deb Olson	I question the need for a kindergarten student to learn what their township is. They do not use this when reciting their address.	The memorization of the preamble to the Constitution seems developmentally inappropriate. The students don't know the meaning of some of the words in the document making it difficult to memorize. Students are to identify major figures and stories within Greek mythology. This is difficult when they are just taking steps to learn to read and write independently. First graders are to tell the story of the Punic War. Most parents are unable to do this.
167	Jenny Miller		
168	Connie Walters		
169	Karen Grinager		Punic wars, Roman Civil Wars & triumvirates are insignificant to a child this age. They are being asked to memorize and explain other issues that are beyond their comprehension. They need hands on activities not trying to read and memorize.
170	Rose Bickett		
171	Elizabeth Herrboldt	K.SS.1.E This is a current 1st-grade standard. K.SS.1.L Developmentally inappropriate for students to not only understand but to need to provide examples of virtues that relate to personal potential and individual independence. K.SS.2 This is a current 1st-grade standard.	1.SS.1.E This is a current 2nd-grade standard. 1.SS.1.I Developmentally inappropriate - Aligns with 5th grade 5.C.4.1. 1.SS.1.O Developmentally inappropriate - What effect does word-for-word recitation of the Preamble to the United States Constitution from memory have on students? 1.SS.2.A This standard is currently embedded in 2nd and 3rd-grade standards. 1.SS.3 These expectations align with current 2nd-grade standards. 1.SS.4 These expectations align with current 6th-grade Social Studies standards. 1.SS.5 These expectations align with current 6th-grade Social Studies standards. 1.SS.7.A-D These expectations align with current 5th-grade Social Studies standards. 1.SS.7.G-H These expectations align with current 5th-grade Social Studies standards. 1.SS.8.A-G These expectations are a combination of current 3rd-5th grade standards. 1.SS.9.A-E These expectations currently align with 5th-grade standards. 1.SS.10.A-F These expectations currently align with 3rd-grade standards. 1.SS.11.A-B These expectations currently align with 3rd-grade standards. 1.SS.11.D This expectation is a current 5th-grade standard.

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
165	Gail L Krause	1.SS.3 through 1.SS.12 are not appropriate, cognitively, for a 7-year-old. They are moving from the concrete stage of development to the semi-abstract stage of development. This would not be understandable for them nor would it be something that would stay in their long-term memory because they would not be able to make a relationship with the material to place it in long-term memory. In second grade, learning how to read is taught and refined. What should teachers leave out with the breadth of these social studies standards?	3.SS.3 through 3.SS.4 are out of their cognitive development for understanding in order to make it meaningful. If the idea is to spiral up, and create good conversations about how history has repeated itself from ancient times, then those ancient times need to be taught when the cognitive development of a child can understand them....like middle school, high school, etc.
166	Deb Olson	The standards related to key developments in the history of India, China, Japan, and Africa are to abstract for students who are seven and 8 years old.	Many adults would not be able to tell the causes effects and warfare of the Peloponnesus War.
167	Jenny Miller		
168	Connie Walters		
169	Karen Grinager	Identify disruptions to society- Again students are expected to read, answer questions, and memorize events not relevant to this age.	Life on slave ship- These requirements are very inappropriate for this age. Where are the hands on experiences?
170	Rose Bickett		
171	Elizabeth Herrboldt	<p>2.SS.1.E Part “E” of this standard contains a lot of vocabulary that a second-grade student would not easily be able to understand. Clarity needs to be provided as teachers are not entirely sure what this piece of the standard is asking students to do.</p> <p>2.SS.3.A-I This content was not previously covered in second grade. It is very complex information for students who are still learning how to read and comprehend basic texts. This information is not developmentally appropriate to teach at this age; it would be difficult to maintain engagement with such complex topics. The complexity of the standards makes it difficult to assess a second grader’s understanding of this material.</p> <p>2.SS.4.A-I This content was not previously covered in second grade. It is very complex information for students who are still learning how to read and comprehend basic texts. This information is not developmentally appropriate to teach at this age; it would be difficult to maintain engagement with such complex topics. The complexity of the standards makes it difficult to assess a second grader’s understanding of this material.</p> <p>2.SS.6.B and D Second graders are very capable of learning about and comprehending many pieces of this standard. However, “B” is up to the interpretation of whoever is teaching it. What one thinks “good citizenry” is may not align with what someone else believes of the same topic. Part “D” of this standard falls into a similar gray space, and the vocabulary used is too complex. Also, how do teachers assess what a student believes is “good” as their belief may not align with the teacher’s belief?</p> <p>2.SS.7.A-F How does one assess a student when the expectation is “the student tells”? A more appropriate goal for this standard would be for students to identify figures such as George Washington and Thomas Jefferson and be able to match details about their history/efforts to their person.</p> <p>2.SS.8.B.D.E The verbiage “the student tells” or “the student explains” is not specific enough to allow for assessment of understanding. A more appropriate goal is for students to be able to identify Andrew Jackson as a historical figure and match events/background pieces to him. With the westward expansion piece, it is worth noting exactly what students are expected to know about this topic; as it is, it’s too broad to assess for understanding.</p> <p>2.SS.9.C “The student tells” is not specific enough - how are they telling? Verbally, in written form, through multiple choice?</p> <p>2.SS.10.A The verbiage “the student tells” or “the student explains” is not specific enough for assessment of understanding. There is concern about the amount of vocabulary needed to fully understand these events.</p> <p>2.SS.11.A.B.D.E.G.H.I.J This standard includes a lot of people, events, and vocabulary. Again, it is stated that “students will tell” and “the student explains” but those phrases are not specific to how the student should be assessed in their understanding of this topic. These topics are complex and would be difficult to teach without losing engagement.</p> <p>2.SS.12.A Second graders are capable of listening to and discussing these topics. However, again, the verbiage is not specific enough for assessing their understanding. It is not developmentally appropriate for teachers to ask second graders to write drawn-out written responses to “describe”/”tell”/”explain” these topics when they are still working to learn how to spell/sound out basic words. Again, teachers are left wondering how they would assess this information in a developmentally appropriate way.</p>	<p>3.SS.1.B This is a current 5th-grade standard.</p> <p>3.SS.2.B This is a current 4th-grade standard.</p> <p>3.SS.3.A-D Developmentally inappropriate for this age level. The breadth of the standards would require extensive time and teaching.</p> <p>3.SS.4.A-H Developmentally inappropriate for this age level. Mythology at this depth is currently covered in high school. The Peloponnesian war is currently covered in 6th grade. The breadth of the standards would require extensive time and teaching.</p> <p>3.SS.5.A.B.C Resources need to be provided to effectively teach this standard. Teachers are not properly trained on Native American traditions, customs, and cultural to correctly teach Native American history at this expected level.</p> <p>3.SS.6.C This standard brings into question the level of what students should know. “Decimated” is a concept they may not comprehend.</p> <p>3.SS.6.D This is a current 5th-grade standard.</p> <p>3.SS.7.D-G These standards are better suited at the 5th-grade or higher level.</p>

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
165	Gail L Krause	There is a great deal of material to be taught in fourth grade. Issues with the teaching of religious leaders in the major religions of the world is troubling at such a young age. As a Christian-based curriculum coming into a public school, public schools could run into trouble. Diversity in our staff makes it difficult to teach these standards in a way that they were intended to be taught coming from a private Christian school. It also puts an educator in a difficult position with parents who believe it to be their job, or their religious institution's job, to teach differences in named leaders of churches.	In fifth grade, there are a great deal of standards to teach. 5.SS.3 through 4 are pretty deep and are dependent on the belief that the students in grades K-4 could retain the information that is out of their cognitive level.
166	Deb Olson	A high school social studies instructor was not able to explain the origin of the Great Schism of 1054 and the investiture controversy but this is a standard for fourth graders.	Locating on a map all the countries of Europe, spelling their names and capitals was taught in 8th grade at one time and many students struggled to achieve this - yet we are asking this of 5th graders.
167	Jenny Miller		
168	Connie Walters		
169	Karen Grinager	Ideas & events of life of Jesus - Where is the separation of "Church and state"? I am a Christian and do not see the relevance of any reference or study of JC in a public school. This can be learned at church or a "Christian" school!!!	Explains political & religious elements of religion wars- Again religion!!!! At this Age the kids are interested in American Revolution and working together on projects.
170	Rose Bickett		
171	Elizabeth Herrboldt	<p>4.SS.1.C Memorization and recitation of lines from the Declaration of Independence. What is the educational significance of rote memorization and recitation? Students do not have the developmental capacity at this stage to memorize and recite the required amount of text.</p> <p>4.SS.3.A Developmentally inappropriate. Bringing into question the separation of church and state.</p> <p>4.SS.3.B and F Developmentally inappropriate. Students are required to discuss barbarian acts.</p> <p>4.SS.3.C Teachings of Jesus of Nazareth. Bringing into question the separation of church and state.</p> <p>4.SS.4.A-G Developmentally inappropriate for students are this level. Students are asked to describe aesthetic features of Christian and Muslim architecture which is more suited in an upper-level aesthetics course or theory class.</p> <p>4.SS.5.A-H Not only are these standards developmentally inappropriate, but the required breadth of each individual standard would also require extensive time to even provide a general overview.</p> <p>4.SS.6.D and E These are currently 5th-grade standards.</p> <p>4.SS.7.C, E, F Developmentally inappropriate for students at this level. Requires students to comprehend abstract concepts including “natural rights”, “unalienable”, and “consent of the governed”.</p> <p>4.SS.7.I This is currently covered in 11th-grade American Literature.</p> <p>4.SS.8.G Developmentally inappropriate for students at this level.</p> <p>4.SS.9.A, B, C, E These standards are better suited for coverage in a high school U.S. History course.</p> <p>4.SS.11.A-F These standards are better suited for coverage in a high school U.S. History course.</p>	<p>5.SS.5.A This is a current 2nd-grade standard.</p> <p>5.SS.5.B This is a current 2nd-grade standard.</p> <p>5.SS.5.D This is a current 2nd-grade standard.</p> <p>5.SS.5.E This is a current 2nd-grade standard.</p> <p>5.SS.6.B This is a current 2nd-grade standard.</p> <p>5.SS.6.I This is a current 2nd-grade standard.</p> <p>5.SS.7.E This is a current 2nd-grade standard.</p> <p>5.SS.7.F This is a current 2nd-grade standard.</p> <p>5.SS.8.C This is a current 2nd-grade standard.</p> <p>5.SS.8.F This is a current 2nd-grade standard.</p> <p>5.SS.9.A This is a current 2nd-grade standard.</p> <p>5.SS.9.N This is a current standard in our Collaborative Classroom curriculum.</p> <p>5.SS.9.O This is a current standard in our Collaborative Classroom curriculum.</p>

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
165	Gail L Krause	6.SS.4 and 6.SS.5 begin prophesizing and we could run into parent issues and legal ramifications.	
166	Deb Olson	The students explaining the major ideas of philosophers and religious thinkers is only rote memorization and has no application for them.	
167	Jenny Miller		
168	Connie Walters		
169	Karen Grinager	Ideas & events of Jesus - Students are asking to do the exact standard as in 4th grade!!!! Again religion!! It seems to me we are pushing our Christian ideas and beliefs on all people!! That has no place in the public school!!!	There are almost 3x's as many required standards as in the past. That does not give time for teachers to allow for more interaction and activities to keep student interested in school at this age!!
170	Rose Bickett		
171	Elizabeth Herrboldt	6.SS.2.A-F Geography and the impact physical features have on a country/continent are important. However, being able to identify each country on a map is not a 21st-century skill. They should know a general idea of where a country is but it is not imperative that they can find each on a map. 6.SS.4.H Developmentally inappropriate standard taught at upper high school or college level. Questions separation of church and state as students identify the fathers of Christianity: Arianism, Council of Nicaea, Augustine of Hipp, and Justinian. 6.SS.5.G Developmentally inappropriate standard taught at upper high school or college level. Question of Christianity and controversy within the Roman Catholic Church. 6.SS.6 A-H Developmentally inappropriate standard taught at in upper high school or college level. Each standard needs extension time for coverage as it contains multiple levels of introduction, understanding, and analysis. 6.SS.7 A-I Developmentally inappropriate standard taught at in upper high school or college level. The study of the scientific method and the Scientific Revolution is a course in and of itself and that is one of 9 standards in this cluster.	7.SS.3.E Lumping 9 Native American tribes into one standard does not allow the opportunity to fully understand and appreciate tribal culture and customs as indicated. This standard alone is a South Dakota Native American Studies Course, and it is one standard of 7 in this cluster. 7.SS.4.A Developmentally inappropriate for student understanding at this level. 7.SS.4.M Developmentally inappropriate standard taught at upper high school or college level and better suited as part of a South Dakota Native American Studies course. 7.SS.6.J Students explain patriotism and holding his or her country up to an objective standard of moral right and wrong. Brings into question individual concepts of patriotism and creates the potential for political divide as not all individuals have the same objective standard of moral right and wrong. 7.SS.6.L Students learn flag etiquette, which would be better suited in an elementary civics course. 7.SS.7.B Students explain the “Laws of Nature and of Nature’s God” and that an eternal God is responsible for this unchanging truth. Calls into question the separation of church and state. This creates a religious divide as religions have varying takes and accounts of an eternal God.

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
165	Gail L Krause		
166	Deb Olson		
167	Jenny Miller		
168	Connie Walters		
169	Karen Grinager	There are twice as many required standards as in the past. At this age students have so many outside activities they are not interested in learning facts. Teachers have to make school active and interesting and encourage thinking not memorization!	
170	Rose Bickett		
171	Elizabeth Herrboldt	8.SS.2.E Students explain Karl Marx’s theories and ideology. This is developmentally inappropriate and better suited in upper-level honors or theory courses. 8.SS.2.F What is the significance of the Hudson River School art movement and its impact on American History? 8.SS.4.F Student explains the process of lynching and violence targeting African Americans. Inappropriate on multiple accounts, most importantly, how will this be taught so social groups are not targeted? 8.SS.4H Art Deco style of art and architecture is better suited in a college aesthetics course.	

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
165	Gail L Krause		
166	Deb Olson	No application of economics. Only explaining and identifying.	
167	Jenny Miller		
168	Connie Walters		
169	Karen Grinager		
170	Rose Bickett		
171	Elizabeth Herrboldt		9-12.US.H.3 This feels too specific in terms of the actual topics listed, but rather could be referred to in terms of political, economic, and/or social structures. Placing directives on an understanding of life will foster the sorts of political discussions that the group has stated it is trying to avoid. Directed topics would be better suited which covering social and political developments in a theory course. 9-12.US.H.4.E An adequate understanding of the traditional warfare and culture of 5 South Dakota tribes cannot be packed into a cluster of 7 other standards that require extensive time to cover. 9-12.US.H.4.F Students describe the lifestyle, language, and culture of the Sioux. Which teachers will be learning the language of the Sioux? How will the language of the Sioux be taught to all students? 9-12.US.H.5.C This standard calls into question Critical Race Theory (which the group does not want taught) in the last line that states “racism manifests itself through...both private words and actions and public speech and actions, such as laws and regulations.” 9-12.US.H.5.I Students read and discuss the meaning of the Mayflower Compact in its entirety. To analyze a document like this is time-consuming and would take extended class time. Similar documents are examined and analyzed in high school American Literature courses. 9-12.US.H.5.K Students explain the gradual condition of slaves and the laws restricting the freeing of slaves. Explaining the process at the level described would take extended coverage and opens the door to political digression and division. 9-12.US.H.6.G Developmentally inappropriate and better suited for a college course. 9-12.US.H.6.I Content of this standard should be present in a stand-alone South Dakota History course. 9-12.US.H.7.K Students explain respect of the American Flag and reasons for respect. Not all students agree with this ideology and teachers are put in a difficult position regarding political conflict and disagreement. 9-12.US.H.8.B This standard is almost verbatim standard 7.SS.7.B.

	A	P
2	Name	9-12 - United States Government
165	Gail L Krause	
166	Deb Olson	
167	Jenny Miller	
168	Connie Walters	
169	Karen Grinager	
170	Rose Bickett	
171	Elizabeth Herrboldt	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
172	Jordan Opp	K-12 Educator	<p>I am not going to comment on every standard. In my opinion, there are too many standards and not enough time in the day to teach every standard and also get in Reading, Language Arts, Science, Math, Handwriting, and Phonics. Some of the standards are not age appropriate such as some of the 1st grade standards. I teach Ancient Egypt in 6th grade and now you want 1st graders to learn the concepts. That is impracticable. Kindergarten and 1st graders should be learning about cities, towns, and being a good citizen. You want them to recite the Declaration of Independence. First graders don't know what the words mean. You are asking them memorize it.</p> <p>One other point I would like to bring up is the curriculum. Where are the schools going to get curriculum to teach these standards? Are the schools going to get extra funding to implement these standards?</p> <p>It is disappointing that after many months that our own South Dakota Educators revised the standards, they were thrown out by the governor and then she hand picked people to be on this committee. Most of them have little to do or know anything about K-12 Education. If things don't change how our state government and specifically our educator respects education, you will be losing more teachers to other states or other industries. I would strongly urge the committee to reject all these standards and go back to the drawing board and let the professionals that know our kids the best, K-12 educators, work on the standards.</p>
173	Robin Robertson	Former Johnson O'Malley Director	
174	Dr. Sherry Johnson	Tribal Education	<p>Overall: The Volume is too much, Complexity is too low, Divisive topics are included, rote memorization and indoctrination are the overarching emphasis. The lower elementary content is not developmentally appropriate. Descriptors are low level. No mastery apparent. The Standards and subtopics are not written in standard form. No inquiry learning. No critical thinking. Not possible for schools to align and buy all new instructional materials to adhere to these standards. Financial burdens on the schools will occur. Potential civil liberties violations. Divisive contents included. Does not align with AP or Dual Credit courses. Schools do not have the professional development available to teach these standards. Teacher training is huge and not cost effective for our schools. Native American are missing through great spans of time, negative connotations and warlike. Religion is not comprehensive and inclusive. Divisive contents are included.</p>
175	Travis Gallipo	Parent/Guardian	"This bears emphasis: The standards you are considering would do significant harm to students in your state." -American Historical Association
176	Chandra Waikel	Parent/Guardian	Very unrealistic, expectations are ridiculous, biased, white and Christian Americans are not the only Americans, very much reads like a white supremacy handbook written by non-educators to push a political agenda
177	Mike Henriksen	Citizen of South Dakota	Not every member of the board making this decision could even pass the 3rd grade test. That shows how ridiculous and non-age appropriate this curriculum is. Dump it all.

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
172	Jordan Opp		
173	Robin Robertson	Replace Clarence Thomas with Ruth Ginsberg, Billy Mills, Jim Thorpe. Also why is Laura Ingalls Wilder on a kindergarten list, why not Ella Deloria.	rote memory schools are not necessary at his age like the for example the "preamble". The John Winthrop "city on a hill" can also be taken out, as it is taken from the bible. The teaching of "the first thanksgiving" should be truthful as the Wampanoag "people of the first light" did not trust the Separatists and did not bring their families for the fear of them being harmed by them.
174	Dr. Sherry Johnson	Kindergarten: Introduction to America. Sub points are merely tasks. Skills are low level for example; locating, tells stories and identify while other skills are not developmentally appropriate. The Sub points are overloaded in content and has many items that kindergarten students don't have the prerequisite skills need. The time period does not make sense in relation to the subpoints. Rote memorization is just memorization. The standard does not have any meaning. There is no mention of Native Americans in Kindergarten and the Time frame is Introduction to America. This is divisive to Native Americans the second largest ethnic group in South Dakota. Small pox decimating Native Americans. What happened with Native Americans prior to 1492. Dr. Suess is not a historic person and other named figures from the History lists don't make sense? Lists are not inclusive and don't represent needed people. How can a kindergarten student be expected to know all of these figures and what they are noted for?? In the symbol standard where is Crazy Horse Monument, Dignity, Flag Song, Native American Day.	1st grade: Low level topics. Rote memorization is just memorization and a form of indoctrination. How do you teach wise and virtuous? This is supposed to be complete honest balanced accounts of historical events and it leave Native American in a poor light as warlike and more. Standards are not age appropriate and the depth of knowledge is not addressed. Topics are surface level and no mastery of expectations. Content is too great for first graders trying to learn to Read, Write and do Arithmetic. Prior areas are a vague reference to what in 1.ss.3? Geography is low level and a repeat from Kindergarten. Indigenous people are portrayed in a negative tone...War Fare. Vauge references to the OSEU and not specific. Small Pox decimating Natives again. 1ss7 and 1ss8 are the same standard??? Only the American Flag has symbols? Where are the tribal flags?
175	Travis Gallipo		
176	Chandra Waikel	Unrealistic expectations and content	Unrealistic expectations, biased towards white America
177	Mike Henriksen		

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
172	Jordan Opp		
173	Robin Robertson	holidays should include Native American Day and how it came to be instead of Columbus Day. Lots of Christian History in the 2nd grade. Feudalism can be taught in 6th grade.	
174	Dr. Sherry Johnson	2nd grade: Too low level. Standards not age appropriate. Standards written as tasks and not standards. Not written by k-12 and doesn't make sense. Repeats again of the standards and sub topics. No mastery of content. How is identifying symbols a civic standard? Why is route 66 important? Shouldn't polar ice caps be somewhere? Spacing errors in a public document...hmm. Education verbage is needed through out this document rather than the language utilized. Listens to. Can do. What happened to Native American Citizenship? Or other groups? Impacts of other groups? Self-government is a very meaningful statement to Native Americans but it is not directly not implicitly stated. 2ss8 A. topic doesn't match the standard. 2ss9 standard refers to Native American but they are not mentioned in the Sub topics. Where is Native American vote? Where is the Native American policy? More indoctrination of students. Lincolns point of view is divisive to Native American's and not inclusive of other's point of view. Negative connotations for Native American people. Only Pioneers are mentioned and not Native Americans. Mention of the discrimination of Black People but no discrimination of Native Americans. I question what the importance of some of the low level topics. Religious contributions are discussed from only one viewpoint and are divisive to other religions. Use of Bloom's Taxonomy is not apparent. The lateral and vertical pattern of standards does not make sense. Standards poorly written.	3rd grade: Too low level and no real meaning behind. Many repeats from other grades and does not represent a cylindrical progression of standards. Standards are not age appropriate. Small pox again! Roman republic and Roman mythology are two different things. 3ss5 has Native American directly stated in the standard but not enough content/subtopics. Sadly lacking. Why is Christopher Columbus again in the Native American standard when it better matches in others standards. In the sub topic of French and Indian Wars there is not Native American. Native American's were not given their due diligence in these standards. Huge time gaps of history. Again Small Pox!
175	Travis Gallipo		
176	Chandra Waikel	Unrealistic expectations, biased towards white America, Christian America	Unrealistic expectations, biased towards white America, Christian America
177	Mike Henriksen		

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
172	Jordan Opp	It is disappointing that South Dakota History was mostly completely stripped out of the 4th grade standards. I think 4th grade social studies should be focused on just the state of South Dakota.	
173	Robin Robertson		
174	Dr. Sherry Johnson	4th grade: Religion and Jesus. Where is the separation of State and Church? Other religious contributions? What is the purpose of reciting...it is indoctrination of students. First writing tasks are in the 4th grade. How were the cities selected? It doesn't make sense. Late and Middle age Standard is not inclusive of all. 1730-1820 Where are the Native American's? A lot of Black Slavery but where is the other forms of slavery for others? War of Independence is not inclusive. There are repeats of sub topics from other grades. Topics and contents are huge and vast amounts of low level expectation. Lack of Native American in the citizenship. American History doesn't include Native Americans. We are again repeating low level Star Spangle Banner...explain the meaning.	5th grade: Low level. Geography throughout the grades are identifying and nothing beyond. Again Small pox is this the only notable content worthy of mention for Native Americans? War of 1812 is not in the time frame of the standard which is a content error. Native American are again only worthy of negative mentions...removals! Where is the Native American vote? Where is the Dakota Uprising and the effects on Native people? Why is the agreement of 187,7 not better stressed. Betterment of African Americans but not Native Americans? The subtopics are not comprehensive and lack subs No Native American vote not citizenship. Two major ideas in one standard Native American and Slavery doesn't provide equity.
175	Travis Gallipo		
	Chandra		
176	Waikel	Unrealistic expectations, biased towards white America, Christian America	Unrealistic expectations, biased towards white America, Christian America
177	Mike Henriksen		

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
172	Jordan Opp		
173	Robin Robertson		
174	Dr. Sherry Johnson	6th grade: What other geographic information needs to be added? Subjective understanding of truth is divisive. Geography is a repeat and low level. Religious indoctrination without including all religions. Excludes and is divisive. Native American are not mentioned in economy. Content is huge. The only mention of Native American is negative- left no written record.	7th grade: Low level calls for identifying and locating again. Lack Native American content. The standard 7ss3 subtopic G is referencing land bridge and Native American which has huge implications for Native People. This does not follow the Content. Spacing errors in a public document. Indoctrination is happening. Native Americans are left out in 7ss4 I. Vauge references to the OSEU with no real purposes. Almost like Native American People are an afterthought...oh yeah let's appease them. Repeats and lack of Native American in the 7th grade content. Low level flag respect...again. Indoctrination of students again. 7ss7 G. Someone is interpreting their own opinion. Voting again...where is Native American? 7ss10 where are the Native Americans? Spacing errors again. Repeats again. Our students don't have enough time to repeat low level content that is not mastery. Native American mentions are negative or exclusive.
175	Travis Gallipo		
176	Chandra Waikel	Unrealistic expectations, biased towards white America, Christian America	Unrealistic expectations, biased towards white America, Christian America
177	Mike Henriksen		

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
172	Jordan Opp		
173	Robin Robertson		
174	Dr. Sherry Johnson	8th grade: Treaties, Wars, and Boarding schools are all mentioned for Native American all negative. 8ss3 M. Native American listed as an afterthought. 8ss6 all low level. Post War Native Americans didn't exist. Lack Native American content or only in negative terms. No mention of the pipeline or effects. Freedom of Religion is not discussed. American Indian Movement and the Second Wounded Knee are not referenced.	9-12 World History: First time the 6 elements of geography are mentioned. Low level standards and subtopics. Religion is not inclusive. Small pox again. Lack of Native American Content. 9-12 WH9 does not include lifestyles and influences especially should be in K subtopic. Could not see the standard or subtopic for the internment camps in the US. Again religion is one Jesus of Nazareth. Taxonomy is in question. High school students should not "tell" as a level.
175	Travis Gallipo		
176	Chandra Waikel	Unrealistic expectations, biased towards white America, Christian America, ignores large amounts of black and indigenous history in America	Unrealistic expectations, biased towards white America, Christian America
177	Mike Henriksen		

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
172	Jordan Opp		
173	Robin Robertson		
174	Dr. Sherry Johnson	9-12 Economic: Native American content is lacking throughout. Spacing errors on a public document. Native American references to OSEU are vague and appear as an afterthought.	9-12 United States History: Low level and mastery is not included. Should include Bear Butte in G. Lists are not comprehensive. Where is the Native American people in 912USH3? How is the distance of one's physical travels??? Why at high school do students name ONE tribe? Natives are portrayed as warlike, no mention of Dakota, Nakota, Lakota. Vague references to OSEU. Sovereignty and Sovereign Nations should be included. Indoctrination is apparent. Constitution and IRA is lacking. Native American Voting is lacking. Native American vote and Religious Act not included. Vague references to the OSEU. Native Americans in a negative connotation. Treaties and Boarding Schools are more comprehensive but are low level. Some topics in this standards are divisive. Native American music and art contributions are not referenced. 912ush H. should include Native American. The pipeline and Standing Rock information should be included.
175	Travis Gallipo		
176	Chandra Waikel	Unrealistic expectations, biased towards white America, Christian America	Unrealistic expectations, biased towards white America, Christian America, ignores large amounts of black and indigenous history in America
177	Mike Henriksen		

	A	P
2	Name	9-12 - United States Government
172	Jordan Opp	
173	Robin Robertson	
174	Dr. Sherry Johnson	9-12 United States Government: Low level not written in Education verbage. 912usg1. NA are not included. Low level throughout. Native American tribes have formal recognition, sovereignty and constitutions but no content. Lack of content is apparent for Native American.
175	Travis Gallipo	
176	Chandra Waikel	Unrealistic expectations, biased towards white America, Christian America, ignores large amounts of black and indigenous history in America
177	Mike Henriksen	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
			<p>It's hard to grow raspberries from a rutabaga root. But not as hard as it will be for anything good to come of this effort. It reads as though it is part of the nationwide, racist 1776 Commission agenda of the former president. [https://en.wikipedia.org/wiki/1776_Commission#:~:text=1776%20Unites,Fathers%20of%20the%20United%20States] This means that whatever is in it cannot be trusted because, like the 1776 Commission agenda, the intent is putrid. That said, there are specific, more academic, objections to it. It seems unlikely that all of these subjects can get more than a cursory mention, even if the students had no other classes or activities. While many subjects are mentioned in this proposal, they seem like needles that are hidden in a stack of other needles. Rigor in our classrooms should be welcomed. However, this agenda seems too overwhelming for teachers to cover well or for the students to reasonably understand. Of course, if the intent is to limit the students' perspectives by focusing on regurgitation, then it is perfect. The repetition of the preface, "The student explains", is the language of propagandists and brainwashing. It reeks of students being forced to regurgitate, rather than understand, these "ideas", for twelve years. Compare the number of times the word "explain" is used versus the word "understand". Many of the things the student will "explain" are highly debatable at best. The proposal positions teachers to be put at the mercy of local bullies because there is so much to cover that they are bound to come under unreasonable criticism for not holding to the standards because something was not taught. We can see this happening all over the country already. This bullying is causing an exodus of teachers from classrooms. If the agenda is to destroy people's faith in the public education system and cause it to collapse, this proposal will likely serve that objective well. While the inclusion of Native Americans and "Blacks" in this proposal is a step in the right direction, where are the discussions of Hispanic Americans, Asian Americans, or other American minorities? The proposal seems to make effort to paint lipstick on the lips of the pig of racism. Apologies to pigs. For example, it makes mention of the first stanza of the Star Spangled Banner but, not the third, "No refuge could save the hireling and slave from the terror of flight or the gloom of the grave." It would seem that the whole song and its racist context should be discussed. The proposal seems to make an effort to justify and normalize slavery by pointing out that other people have done it too. Mentioning that slavery has been practiced by others is important. However, in the context it is presented in this proposal, it seems to be used to minimize what was done in this country. This minimizing, in the hands of white supremacists who seem to be shaping politics in this country at the moment, feels like an attempt to justify and reinstitute the practice of slavery in this country. The proposal seems to have a strong anti-polytheistic bias. Are we going to present monotheism as a "superior" religious perspective? What should be a reasonable reaction to expect from students and parents of students who are polytheists? And it seems to be strongly biased toward one of the monotheistic religions. Even if this were constitutional, history shows it to lead to religious wars. We have been down this road before and it led to religious wars and religious persecution in this country and the rest of the world. This history would be a very important point to underscore in this proposal since it seems to have escaped many of our current adult citizens. https://en.wikipedia.org/wiki/Philadelphia_nativist_riots https://www.au.org/the-latest/church-and-state/articles/a-history-of-violence-how-disputes-over-school/# While there are many more specific objections to this proposal, the proposal is fundamentally flawed. It does not present an approach that will create citizens who can move fluidly in the world they will inherit and/or be able to make meaningful contributions to humankind. A better approach might be to challenge the students to investigate and engage in critical thought and civil conversation right from kindergarten. Teach them to recognize and properly respond to logical fallacies. Give them practice in disagreeing without being disagreeable. Teaching people how to think is more important than teaching them what to think. How to think seems to be deemphasized in the proposal. Learning how to find information for themselves seems to be minimized. There did not seem to be an emphasis on how to have a civil discussion on controversial subjects. Where is the opportunity to practice having such discussions? It would seem that much of the redundancy of the proposal could be replaced by teaching the students to research and wrestle with the information they are receiving. Without such skills, the proposal is reduced to justifying the mistakes of our forefathers. And judging from current events, this is the setup for a continuation of their mistakes because many of our current politicians seem to embrace the racist and bigoted attitudes and actions woven into this country's racist past and present. Without the skill of critical thinking and the ability to hear others and critically think about their positions, society is reduced to a screaming Tower of Babel with people settling their differences with firearms. Thus these skills seem considerably more important than rote memorization of "facts". The proposal claims to build on previously covered topics. However, the historical figures and events seem to be cherry-picked and repeated many times at the expense of introducing different voices and events to add depth to the students' understanding of history. While building on previous knowledge is reasonable, a better way to do that is to challenge the student to do further research and engage in civil discussions about what has been taught. Where are the opportunities to learn from personal experience and experimentation? The ability to engage in civil discussion without one's emotions getting out of hand requires practice. Being able to recognize when one is being psychologically manipulated with logical fallacies and responding appropriately requires practice. Without such skills, the student is not prepared to face the world as a contributing member of society, let alone maximize more advanced lifelong learning. The proposal does not need more condemnation than it gives itself. It would seem advisable to rethink the purpose of this proposal. If it is to further the objectives of the racist 1776 Commission, it needs no further alteration. If it is to create citizens who are able to interact with and make contributions to all of humanity, it would seem that it should be scrapped and reconstructed with that goal in mind. I urge you not to approve this proposal.</p>
178	Lawrence j Diggs	Concerned citizen	
			<p>These standards are not developed with the kids of South Dakota in mind. They do not reflect the appropriate level of teaching for the ages as presented and the material is not consistent with the ages it's being presented to.</p> <p>Elementary school is especially bad. The information being taught is way to complex and difficult for kids ages 5-12. First graders should be able to explain the battle of Thermopylae? Or explain Why Thomas Jefferson owned slaves? Second graders should be able to explain Lincoln's argument on the philosophy of good vs bad? This is completely out of line with what any elementary child can reasonably be expected to learn. And how much time do we expect our teachers to spend teaching social studies? The average grade has six to eight pages of highly detailed content - each item could take a few days to properly teach. When are kids supposed to do math, science, or any other material?</p> <p>Even if the content we better, the amount of "memorize this and explain" work is setting our kids and teachers up to fail. This isn't 1850 where kids get up and recite long passages of history from a book - there are hundreds of better ways to learn and this curriculum doesn't use any of them.</p> <p>Finally, the fact that we're just going to buy this lock stock and barrel from some college in Michigan is a waste of our time and our money. Why can't South Dakotans build a class for our own kids. We have lots of people that have spent tons of time on this in two separate committees, yet here we are buying some class pre-made that has nothing to do with what our kids or our state need.</p>
179	Tim Trebil	Parent/Guardian	To see how little thought the DOE and governor have put into this, how little they must think of our kids, our teachers and us as parents is truly disappointing. For all the time spent on it the result should have been way better than this. Just keep the existing standard and try again in a few years.
		Grandparent and volunteer 4th grade math teacher assistant	<p>I am noting from the standards: "Standards should not be exhaustive, nor should they prevent teachers from teaching topics or items not listed."</p> <p>After a brief perusal of the standards, the overall impression the topics and suggested teaching points appear to be extremely advanced for all levels. Many items such as involved discussions of the topics such as the Punic Wars or the Council of Worms seem to be of little use to a typical public school student. The standard introduction also states these guidelines are not intended to develop research level historians but the range of topics would be a challenge to any serious college student.</p>
180	Mike Monnens		My suggestion is to gather a solid sampling of texts that were offered and used in the 1960's and 1970"s to use as guides in developing an achievable teaching guideline.
			<p>These standards are out of touch with developmentally appropriate academic expectations. As a parent, just reading the first few grades worth of standards has my mind boggled. This must be a joke... right? I don't know how many educated adults can even tell you on which continent the Peloponnesian, Punic, or Persian wars listed in the 1st grade standards happened, let alone tell the "stories" of them.</p> <p>It also greatly disappoints me that SD educators were not trusted to do this work. The amount of money spent on outside entities to create these standards is an embarrassment. Why are we hiring college professors, from private universities, to write standards for OUR children. We have plenty of gifted, brilliant, and unbiased educators here in South Dakota willing and able to do this work.</p>
181	Emelia Gulck	Parent/Guardian	Any politician who supports these standards, should be required to demonstrate their own understanding of every single standard... put common sense ahead of politics. What is the agenda here? Stop allowing our children's education to be political pawn. Reject these standards, and let's get back to work doing things the way they should be done... with awesome educated SD teachers leading the writing of these standards.

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
178	Lawrence j Diggs		
179	Tim Trebil		
180	Mike Monnens		
181	Emelia Gulck		I can't even get past the 1st grade standards. These are ridiculous expectations that are not founded in any sort of logical understanding of what is academically appropriate for a 1st grader.

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
178	Lawrence j Diggs		
179	Tim Trebil		
180	Mike Monnens		
181	Emelia Gulck		

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
178	Lawrence j Diggs		
179	Tim Trebil		
180	Mike Monnens		
181	Emelia Gulck		

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
178	Lawrence j Diggs		
179	Tim Trebil		
180	Mike Monnens		
181	Emelia Gulck		

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
178	Lawrence j Diggs		
179	Tim Trebil		
180	Mike Monnens		
181	Emelia Gulck		

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
178	Lawrence j Diggs		
179	Tim Trebil		
180	Mike Monnens		
181	Emelia Gulck		

	A	P
2	Name	9-12 - United States Government
178	Lawrence j Diggs	
179	Tim Trebil	
180	Mike Monnens	
181	Emelia Gulck	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
182	Daryl Simpson	Concerned citizen	
183	Lois walpole	K-12 Educator	<p>These standards do not meet today's best educational practices in learning theory or age appropriate developmental growth. It is primarily rote memory work neglecting to utilize higher level thinking skills. I read all the standards, particularly the 2nd, 4th. 7th, and high school standards (my grandchildren's grade levels) The number of secondary standards are unrealistic, with little depth.</p> <p>While it is important to study world religions, I was perplexed by the number of standards emphasizing Christianity, topics I taught as a Sunday School teacher. I question if these are public school appropriate.</p> <p>South Dakota students would be better served by SD educators than purchased pre-packaged standards.</p>
184	Darin Huwe	Citizen / Veteran	<p>I urge you to NOT adopt the currently proposed South Dakota Social Studies Standards (dated 8.15.22). I am deeply concerned that this process has been politicized by our current Governor.</p> <p>Why were only 3 certified teachers from South Dakota on this committee?</p> <p>Why were the previous proposed standards (developed with over 40 SD educators) abandoned?</p> <p>Why was a known "right-wing" conservative consultant paid \$200,000 in development of this plan?</p> <p>This proposal appears to rely heavily on the memorization and regurgitation of information. By which metric is this considered favorable when compared to the original committee's proposal , which included more intellectual processing and evaluation of complex ideas?</p> <p>It is worrying that a number of current educators in the state have been heavily critical of these currently proposed standards, including 1 of the only 3 certified teachers that helped develop them.</p> <p>South Dakota continues to struggle to fill teaching positions and this new proposal appears to be telling the previous committee (made up of over 40 South Dakota educators) that their proposed standards didn't align with the Governors political agenda. I fear this will only make finding and retaining quality educators in the state worse.</p> <p>The Board should go back to the originally proposed standards, which over 40 educators had a hand in creating. If the Board still feels compelled to makes changes, then bring on a new diverse group of South Dakota educators to review them. But be open and honest with the public in the process.</p> <p>Making changes behind close doors, hiring out-of-state contractors, and/or hand picking committees based on an agenda is not a reasonable solution.</p> <p>Again, I have severe concerns that this process has been politicized by our current Governor and urge you to NOT adopt these proposed standards.</p>
185	Jane Healy	Retired educator, grandparent of public school students	<p>We now teach SD history and focus on that in 4th grade. These standards broaden expected knowledge, diluting what can be taught about SD. More SD information is taught in 5th grade, according to these standards. In this and many other ways, the entire curriculum is thrown into upheaval with taxpayer \$ funding teacher training and textbooks for every school across the state. I'm not seeing any room for current events, the study of which certainly harks back to historical events and can be a catalyst for "teachable moments." I notice that many of the elementary standards ask students to explain, describe, and analyze. While we want to move students toward higher level thinking skills, they do not have sufficient background or cognitive development to do what is being expected here. Overall, the persons named throughout the standards for special focus and study seem rather random. For example, seventh graders study Thomas Jefferson in some depth and then jump to Andrew Jackson. I see that many standards ask students to explain the role of something, but not usually the effects of that thing. This document in many cases lacks cause & effect, and the critical thinking necessary to learn from history in order to improve the future. The high school standards are again redundant, with students asked to do a lot of explaining or telling the story of, and not much beyond that for higher level thinking. Explaining or telling the story of could simply entail students memorizing and repeating what they are told. I'm missing a sense of scope & sequence, an over-arching picture of what students will learn when and why. There are a lot of standards here, and the breadth seems impractical within a school year. In primary grades, the focus is on reading, writing, and math, and I wonder how teachers will find time to meet these social studies standards while working toward mastery of the 3 R's. There is not a lot of depth, except for certain persons, especially George Washington and Abraham Lincoln. Most of the standards offer students an acquaintanceship with terms, dates, and people, but not a relationship with the concepts themselves. I urge you to reject these standards, because our students and teachers deserve better. Thank you for the opportunity to review and comment.</p>
186	Candace Grant	Concern citizen	<p>I concur 100% with the Joint Statement on Legislative Efforts to Restrict Education about Racism in American History, published in June 2021 by the American Historical Association.</p> <p>https://www.historians.org/divisive-concepts-statement</p>
187	Krista Licht	Community member	<p>The proposed standards, especially in early elementary, are far from age appropriate. A 1st grader can't reasonably be expected to recite from memory the preamble to the Constitution. These standards don't look at inquiry based learning, which is proven to work. Rote memorization does not work for every student. By teaching students to critically analyze events from history, we are creating citizens that can evaluate the world around them from multiple viewpoints. With these proposed standards, teachers will have to completely reconstruct their curriculum and there will be learning loss in other subject areas. Honestly, the proposed standards are pitiful. It's obvious that teachers at the appropriate grade levels were not consulted in creating these standards.</p>

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
182	Daryl Simpson		
183	Lois walpole		
184	Darin Huwe		
185	Jane Healy	K.SS.3 I realize that the words "may include" and "not limited to" allow additions to this list, but I wonder why it states "through 2008." Is 2008-present not considered historical? Is current events no longer part of social studies? Is there no one of merit since then?	1.SS.1 E. Distinguishing between a primary & secondary source can be more difficult than it sounds. A six-year-old could probably grasp this in the simplest of terms. 1.SS.1 J. Based on what and according to whom? 1.SS.1 K. 1st graders should be able to recognize the White House, the Capitol, and maybe a few other famous landmarks that are often shown in today's media, but leave architectural style for higher level, as it has little bearing on first graders' understanding of federal government. 1.SS.1 N and O are not developmentally appropriate. 1.SS.4 and 1.SS.5 are wholly developmentally inappropriate. I have to assume good intent in the standards related to American History, which again, are completely developmentally inappropriate. First graders are just learning to read and learn about the world around them.
186	Candace Grant		
187	Krista Licht		

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
182	Daryl Simpson		
183	Lois walpole		
184	Darin Huwe		
185	Jane Healy	2.SS.1 G. The list of landmarks is short, and full of far away things. Can we pull that in and find more regional landmarks? 2.SS.3 and 4 are not developmentally appropriate nor relevant to 2nd graders. 2.SS.5 C. is not developmentally appropriate, and neither are the most of the rest of the standards for 2nd grade. And I don't see anything about Native Americans in South Dakota until we get to 2.SS.11 which is about their removal and relocation. Is there nothing to learn about their way of life, thought, and culture?	3.SS.3 and 4 Completely developmentally inappropriate and irrelevant to 3rd grade.3.SS.6 C. Developmentally inappropriate and somewhat inaccurate. 3.SS.6 D. the word "Indigenous" should be capitalized. 3.SS.7 most of this is developmentally inappropriate
186	Candace Grant		
187	Krista Licht		

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
182	Daryl Simpson		
183	Lois walpole		
184	Darin Huwe		
185	Jane Healy	4.SS.4 and 5 are not developmentally appropriate. 4.SS.7 A. Readability results using the Flesch-Kinkaid scale are as follows for the Declaration of Independence: 1st paragraph: Grade 35.3; 2nd paragraph: Grade 19.9; final paragraph: 18.1. Not an appropriate standard for grade 4. 4.SS.9 G. would have similar issues with readability levels.	5.SS.1 E. The Flesch-Kinkaid scale shows that the Gettysburg address readability grade level is 10.9, so not developmentally appropriate for 5th grade. 5.SS.2-4 not appropriate for grade 5, and religious parts not appropriate for public school. In 5.SS.4, I don't see the connection of E & F to the Reformation. Re: F.: will this include a discussion of US government policy to exterminate Native Americans? (This entire standard is better left to a higher grade level.) 5.SS.6 H. Again, readability scores show that reading this book is best suited for at least grade 7 and above. By this point in the standards, I'm noticing much redundancy from one grade to the next. One example is what is expected to be known about Abraham Lincoln. 5.SS.10 includes D., which focuses on William McKinley. The choices of Presidents on which to focus seems very arbitrary. No President between Lincoln & McKinley did anything of note? Not even name worthy?
186	Candace Grant		
187	Krista Licht		

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
182	Daryl Simpson		
183	Lois walpole		
184	Darin Huwe		
185	Jane Healy	My comments here in general are similar to those above. Much of these standards are age inappropriate. 6.SS.4 F. is not appropriate for public school because as written, it promotes Christianity over other religions. 6.SS.4 H is also inappropriate as written. Too much emphasis on religion in general in these standards.	
			A lot of recitation of documents that are well above 7th grade level. What is the purpose of memorizing and reciting words one doesn't understand? Re: 7.SS.2 F Is there allowance for adding other more local geographic features? 7.SS.3 the word Indigenous should be capitalized here and throughout the document. Why are some of the items in 7.SS.4 and other 7.SS are identical to those in previous grades? 7.SS.E these traits describe Americans, according to whom? 7.SS.7 C, D, E Will students also be made aware that Blacks, Native Americans, and women were not considered people at this time in history? 7.SS.9 K. If we assume this is true, which is arguable, there should be standards that show some of the reference documents that founders used.
186	Candace Grant		
187	Krista Licht		

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
182	Daryl Simpson		
183	Lois walpole		
184	Darin Huwe		
185	Jane Healy	Again, there's redundancy and developmental inappropriateness. 8.SS.3 G. Wilson's "What is Progress?" readability level is 9.6, which is closer, but still above 8th grade reading level. We jump from President Nixon to a mention of the negatives of Jimmy Carter's Presidency and then to Ronald Reagan, omitting Gerald Ford entirely. It seems to me that all Presidents deserve a mention, and should include good as well as bad. In 8.SS.8, there's no mention of Iran-Contra and US involvement in Central America	
186	Candace Grant		
187	Krista Licht		

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
182	Daryl Simpson		
183	Lois walpole		
184	Darin Huwe		
185	Jane Healy		
186	Candace Grant		
187	Krista Licht		

	A	P
2	Name	9-12 - United States Government
182	Daryl Simpson	
183	Lois walpole	
184	Darin Huwe	
185	Jane Healy	
186	Candace Grant	
187	Krista Licht	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
188	Jordan Garmatz	Parent/Guardian	0 This is a hack of copy and pasted HS curriculum dropped into elementary grades, with questionable renaming and reframing of less than ideal events
189	Danielle Flisrand	Parent/Guardian	Overall, I am highly concerned as a SD parent and tax payer that an out of state entity is shaping the education of my kids. SD standards have been developed and then approved by the expert in our state who know our values and our kids. It is highly inappropriate that the education of our students has been politized to the point that the local and state education system no longer have the largest voice at the table. I believe in our state and the k-12 educators who are trying to help our kids be successful citizens in our communities. If we don't have a well rounded understanding of history, we won't have the best chance in our future.
190	Wade McIntyre	Citizen and interested party	Let SD Education Professional write the SD Content Standards.
191	Mary Boots	K-12 Educator	These poorly researched social studies standards are a travesty for our students and our teachers. What was the purpose of not including educational professionals when proposing these standards? They are not age appropriate and are shallow to say the least. The only answer I can come up with is that there are certain people who want public education to fail and for our people to be uninformed.
192	Heidi Kolbeck-Urlacher	Parent/Guardian	I am a parent of three children in Brandon, SD. These proposed changes are shocking and I urge you not to support approve these new Social Studies Standards. The proposed standards do not reflect critical thinking and encourage memorization of select topics that lean toward a certain political bias. A committee of 40+ educators already developed appropriate standards. These new standards don't reflect good education and are driven by political motivation. South Dakota's children deserve better than this.
193	David Ingalls	K-12 Educator	** Why the complete and drastic overhaul of the previous standards? -including those standards written in 2020 and then revised in 2021 ** What was the rationale behind proposing standards that were not written in collaboration with S.D. teachers? Why not tap into the expertise of those content area teachers who are in our S.D. classrooms each and every year. They know our kids and have a vested interest in their success. Giving S.D. educators ownership in the curriculum process is vital to our students, families, and schools.
194	LaVonne Huisman	Grandparents	I trust this Social Studies curriculum will pass!!!! Thank you for all you do to protect our children.
195	Kari Kralicek	Parent/Guardian	

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
188	Jordan Garmatz	<p>K.SS.1.N - Rote memorization for this age group is questionable</p> <p>K.SS.3 - Many subjects are too advanced for 5 year olds</p> <p>K.SS.4. Many subjects cannot be recognized without detail too advanced for the age group.</p> <p>The National Motto: “In God We Trust” cannot be fully recognized without and introduction to communism, the red scare, and Eisenhower's commitment to the Baptist Church.</p> <p>The Alamo - The Battles surrounding Texas independence may not be content suitable for a Kindergarten age group</p> <p>“God Bless America” - Takes the form of prayer, and is modernly used as a political movement against secularism</p>	<p>1.SS.1.K - Children knowing the difference between Romanesque, Neoclassical and Victorian architectures may prove too advanced and otherwise not useful to the age group</p> <p>1.SS.1.N - Rote memorization of this size and scope has little purpose for this age group</p> <p>1.SS.1.O - Rote memorization of this size and scope has little purpose for this age group</p> <p>1.SS.2 - Identifying Sioux Falls and Rapid City locationally may not serve much use to this age group</p> <p>1.SS.4. This entire section is too advanced for this age group 1.SS.5. This entire section is too advanced for this age group</p> <p>1.SS.7. This entire section may include material that is content inappropriate for this age group</p> <p>1.SS.8. Rebranding the Atlantic slave trade into "triangle trade" is rewriting history.</p> <p>1.SS.8 -1.SS.11 These entire sections are too advanced for this age group</p>
189	Danielle Flisrand	The number of individuals required for students to learn is not developmentally appropriate for my children. One of my children tested in kindergarten as the top reader in one of our AA district in the state and he would have struggled with memorizing all of the people and symbols. These concerns continue in the following e	
190	Wade McIntyre		
191	Mary Boots		
192	Heidi Kolbeck-Urlacher	Do not support changes.	Do not support changes.
193	David Ingalls		
194	LaVonne Huisman		
195	Kari Kralicek		

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
188	Jordan Garmatz		
189	Danielle Flisrand		I have two major concerns with 7th grade changes. I currently have a student in 7th grade who is learning geography as part of his class. Why is this no longer considered important? Again, moving all of this content to one semester in high school does not provide lasting retention for our kids.
190	Wade McIntyre		
191	Mary Boots	As a retired 6th grade teacher who taught for over 20 years at Redfield, SD, I took part in many curriculum reviews. We unpacked the content standards and chose curriculum materials that would help us present the information and help students engage in the learning process. The proposed social studies standards for 6th grade are lacking in substance and scope. The emphasis is on rote memorization with little if any room for critical thinking, analysis, or a deeper understanding of the time periods, the systems and the connections in place during each whether that be the people, governments, economies, religions, wars, technology. All of these topics need to be taught incrementally and age appropriately without bias. History is a complex subject, but students need to learn about the past in all of its nuances. We can not glorify the good and forget to inspect the bad. That would be an egregious disservice to our students and to our country. Dump these poor social studies standards and trust our educational professionals to write real standards for today's world.	
192	Heidi Kolbeck-Urlacher	Do not support changes.	Do not support changes.
193	David Ingalls		Concerns: The proposed standards appear to be written by a historian and so the emphasis on key geography skills/concepts has almost disappeared. From what I can see, there is no grade level K-8 that focuses on geography specific skills/concepts. Currently, geography is taught at the 7th grade level. The proposed standards have no geography specific class. It is essential students know these concepts and skills of geography in order to fully understand history. The majority of standards labeled "G" in the proposed standards have to do with students simply locating political/physical features on a map. The subject of geography goes way beyond locating places on a map. It's about making comparisons/parallels, map skills, influence of culture, government and economic systems, migration, changes in population/settlement, impact of climate, natural disasters, physical features, and so much more that helps one understand history. Another concern is the number of sub-standards. The current 7th grade standards have 24 sub-standards while the proposed standards have 127. It's an overwhelming amount of information for 12 and 13 year old's to learn. The majority of the standards state, "The students will tell..." or "The student will explain." These phrases are typically classified as lower level thought processes. Higher level thinking skills usually require students to compare/contrast, analyze, apply, evaluate, interpret, or create. These phrases are seldom found throughout the standards. It also appears the proposed standards relay heavily on memorization and repetition.
194	LaVonne Huisman		
195	Kari Kralicek		

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
188	Jordan Garmatz		
189	Danielle Flisrand		Covering the volume of content required to fully appreciate our world's development is a big task for our high school teachers and students. We only currently require one semester in high school. The gap between 6th and 9th grade to cover this is too large for many of our kids.
190	Wade McIntyre		
191	Mary Boots		
192	Heidi Kolbeck-Urlacher	Do not support changes.	Do not support changes.
193	David Ingalls		
194	LaVonne Huisman		
195	Kari Kralicek		

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
188	Jordan Garmatz		
189	Danielle Flisrand		
190	Wade McIntyre		
191	Mary Boots		
192	Heidi Kolbeck-Urlacher	Do not support changes.	Do not support changes.
193	David Ingalls		
194	LaVonne Huisman		
195	Kari Kralicek		

	A	P
2	Name	9-12 - United States Government
188	Jordan Garmatz	
189	Danielle Flisrand	
190	Wade McIntyre	
191	Mary Boots	
192	Heidi Kolbeck-Urlacher	Do not support changes.
193	David Ingalls	
194	LaVonne Huisman	
195	Kari Kralicek	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
196	Jason Savey	K-12 Educator	<p>The first concern I have is with the process that went into creating these standards. Why weren't there more educators on the committee and furthermore, why weren't they given the right to make suggestions? There should have been an educator represented for every grade level to help create these standards.</p> <p>My next concern is the fact that the overall number of standards to be covered is too overwhelming. You're trying to cram the entire subject of Geography into U.S. History. Unless you have a plan help schools pay for adding new classes and hiring new teachers, this is not going to work.</p> <p>Another concern I have is that the objectives for students does not include enough Higher Thinking Skills. Too many of the objectives focus on just explaining, describing, and memorizing. In addition to this, many of the standards are not age appropriate and do not have logical expectations for students, especially at the younger grade levels.</p> <p>My final concern has to do with the teaching materials. There are no text books that would fit this content.</p>
197	Angela Hejl	Retired teacher	I am VERY concerned that the standards developed last year by social science educators/experts were discarded. And I, likewise, strongly object to our governor pushing through standards developed by a hand picked group of partisan people (only 3 of which are SD social science educators) led by an extreme partisan from out of state (who was paid a lot of SD tax dollars). If standards developed by political means (that reject the input of the true experts) are adopted, then what is taught to children in school becomes political indoctrination rather than the true and appropriate subject matter for that discipline.
198	Danielle Ulrickson	Student	I strongly encourage the rejection of the Hillsdale Social Studies standards. The students need an integrated approach to learning and this impedes the teacher's ability to use the latest research-based practices that are accepted in the education field. The development of adolescents and how they learn and retain information are better fulfilled with the rich standards written by South Dakota work groups throughout the last several years. Please do not hinder the abilities of our teachers and students by applying the cheap new standards.
199	Erin B.	Parent/Guardian	Too much rote memorization in general. I also have a huge problem with the fact that a former member of Hillsdale college, a conservative christian private institution, got to put fingers in this. Hillsdale's members are trying, and in some places succeeding, to change public school curriculum to a tune more in step with looney tunes religious fundies. Keep religion OUT of public school curriculum, and stop whitewashing history. This was silly and a waste of money.
200	Jan Mangelsen	Grandparent	More teachers should have been involved as they are the ones that have to implement them. Too much memorization. I don't think last year's commission should have been scrapped. It was an insult to those who spent time and energy on them.
201	Kari	Parent/Guardian	
202	Todd Pholлие	Parent/Guardian	
203	Larry Fossum	Pastor and Great Grand Parent	I think these standards are the best overall tool to help our children become educated understanding adults who will better prepared to know where we came from and where they want to take us. Teaching everything that happened to the USA in it's growth - successes, mistakes, and tragedies will help them not to make the same mistakes. We have gone through a lot of things since we began and people have said this material is too much for the average student. I strongly disagree. Standards/goals have to be set high if we want the upcoming generation to succeed so setting standards high will cause the students to rise to the occasion. They are not dumb. They can do it. So set them high, teach them the material and watch them excel. I love the standards and encourage acceptance of these standards as written. Thank you for your time.
204	Lisa Lundeen	Parent/Guardian	These standards are well structured; covering foundational concepts, events, and people in our history. They weave geography, history, language, economics, citizenship, and so many other studies together. If taught well, it would give a teacher much creative freedom to step away from a textbook, to help walk a student through real life, and meaningful standards. I support these standards and hope they can be approved and implemented, to benefit our students.
205	Sal	Citizen	This seems like a ridiculous standard, that doesn't have the best interest of the students in mind. I gave up reading after 3rd grade. This cannot possibly be the standard set.
206	Casey Sloan	Parent/Guardian	I'm appalled. Too much detail, this does not include any critical thinking, only teaches the kids memorization of facts, unacceptable.
207	Mike Sloan	Parent/Guardian	These standards do not teach our children how to think for themselves, simply teaches them unnecessary memorization. This is an outdated method that will have zero benefit to our kids.

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
196	Jason Savey		
197	Angela Hejl		
198	Danielle Ulrickson	The new content lacks Pre-Columbus setting in the Americas.	The new content covered is not age appropriate for this grade. The proposed discussion lacks personal inquiry and experiences to reflect upon.
199	Erin B.		
200	Jan Mangelsen	Information too advanced, not developmentally appropriate	Information not developmentally appropriate
201	Kari		
202	Todd Pholliie		Do you seriously think America had no history prior to 1492? What about the 500 or more Indian nations? What about Scandinavian exploration of our new England coastline? What about the Chinese sailing across the Pacific to the west coast of the Americas or African sailors reaching the east coast of the Americas? America is much older than 1492 and students deserve to know that.
203	Larry Fossum	This is a great place to start the basics for our young children.	Good Building blocks.
204	Lisa Lundeen	This appears to be a great foundation all around. It is age appropriate. This would include some wonderful, real life application opportunities. I support these standards.	This looks age appropriate and builds upon the excellent kindergarten start. It is refreshing to have such thorough map skills, SD education, and an intro to the US Constitution is vital to a child's overall foundation of education in our country. I support these standards.
205	Sal	Why are learning about the days of the week and learning about historical figures of Americans given the same value for kindergarteners? Emphasis on the age of the child. Seems like one of those things is incredibly important, and the other is for another time later down the child's life.	Can you explain to me why a first grader needs to know about the deep history of ancient rome. Emphasis on first grader, not high schooler.
206	Casey Sloan		
207	Mike Sloan		

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
196	Jason Savey		
197	Angela Hejl		
198	Danielle Ulrickson	The new standards for this grade do not align with the accepted research practices for young learners.	The new standards are not giving this age students any guidance to evaluate and interpret this detached information.
199	Erin B.		
200	Jan Mangelsen	Information not developmentally appropriate	Information not developmentally appropriate
201	Kari	Children don't need to learn about other countries history	
202	Todd Pholliie		
203	Larry Fossum	How our nation Began with Columbus. Foundation.	How we were growing and the troubles that were faced. Love it.
204	Lisa Lundeen	The geography and landmarks of this section are a wonderful addition to these standards. The historical places and events included would give a great picture to build historical references from. All appears age appropriate and beneficial to each student. I support these standards.	All of the proposed standards appear age appropriate as well as beneficial. It expands on the historical knowledge, Native studies, and timelines, as well as geographical locations. This historical timeframe will help the child with creative writing, imagination, and so many other valuable pieces; such as architecture and language. I support these standards.
205	Sal	Back again to rome? Why is a child learning about rome at the same time they're learning what a rainforest is?	Why is there so much focus on Rome, again. This seems too much to put on a child of this age.
206	Casey Sloan		
207	Mike Sloan		

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
196	Jason Savey		
197	Angela Hejl		
198	Danielle Ulrickson	These suggestions are not conducive to empowering students with proper tools to thrive in a democracy.	The students are unlikely to engage in this content. It lacks interesting and hands-on substance.
199	Erin B.		
200	Jan Mangelsen		
201	Kari		
202	Todd Pholliie		
203	Larry Fossum	Where our founding fathers acknowledged our nations roots, rights, expectations. A Must!!	What our nation went through in progress. Mistakes and all. Need to know why we have issues today. Mistakes were made. Learn from them
204	Lisa Lundeen	This also continues an equally natural progression of history and geography. It is a wonderful opportunity to solidify knowledge of US history, by building on memorization of our constitution. This is amazing! The map work is beneficial and thorough. The Roman Empire and Middle Age standards will set the child up to better understand more about our early influences of language, law, culture, etc. These are wonderful. I support these standards.	This is a significant year for most children as they transition to middle school. The overall knowledge base and experiences through their education, is what will set them up to be successful as they go on to middle school. These standards proposed are wonderfully and fully-rounded for this age group. The War of 1812, the Westward Expansion, the Native history, and slavery are all well done! I support these standards.
205	Sal		
206	Casey Sloan		
207	Mike Sloan		

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
196	Jason Savey		
197	Angela Hejl		
198	Danielle Ulrickson		
199	Erin B.		
200	Jan Mangelsen		
201	Kari		
202	Todd Pholлие		
203	Larry Fossum	The whys and where they came from.	Again where we came from, struggles endured. Need to know
204	Lisa Lundeen	There is so much creative freedom for the teacher to both support, encourage, and challenge the students in this area. It wonderfully weaves history, geography, speech, writing, language, civics and government together. I support these standards.	This is set up in an insightful way, to reconnect what the students have previously been introduced to; yet building upon more foundational information, such as cities, capitals, economy, climate, regions and historical sites. It is a refreshingly thorough proposed standard! I love the section involving the Mayflower Compact, and the connecting traits of the type of people that established this country! The biographies are priceless, and will surely give opportunities for much foundational and creative learning. I support these standards.
205	Sal		
206	Casey Sloan		
207	Mike Sloan		

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
196	Jason Savey		
197	Angela Hejl		
198	Danielle Ulrickson		
199	Erin B.		
200	Jan Mangelsen		
201	Kari		
202	Todd Pholлие		
203	Larry Fossum	Our children have to know how our economic system works if they are going to make good decisions in their lifetime. Not preparing them would be a tragedy!!	With the basics from younger years and schooling things will begin to make sense. Great.
204	Lisa Lundeen	This is excellent. The concepts in this area are vital to give a personal and historical foundation for students in the realm of economics. This could definitely help them as consumers, business owners, bankers, investors, politicians, etc. I support these standards.	Anything that was not fully covered or understood by the student previous to this, would get a thorough review. Also, the student would benefit from the additional landmarks, leaders, and events proposed in this section. Much of what is included here is vital as the students take ownership of their citizenship and prepare for being a positive and active adult in our societies. Explaining these terms, in their historical time, reference, and timeless application, will help each student in their journey as adults in our nation. The major struggles, events, and people included are foundational. I support these standards.
205	Sal		
206	Casey Sloan		
207	Mike Sloan		

	A	P
2	Name	9-12 - United States Government
196	Jason Savey	
197	Angela Hejl	
198	Danielle Ulrickson	
199	Erin B.	
200	Jan Mangelsen	
201	Kari	
		Student should learn that our government is large and contains many agencies because our culture and our society are so diverse and we are the third most populous nation on earth. Consequently government needs to provide a wide variety of services that the private sector is not equipped to provide
202	Todd Pholliie	
203	Larry Fossum	As a Democracy our children need to know the system we live under and how it works. Better young educated adults is what we want in society Not uninformed.
204	Lisa Lundeen	As long as this can be taught from an open, unbiased perspective- not political for one side or another, or personal motives being injected by the teacher, it would be a class every American could benefit from. It is thorough and appropriate in explaining National and state beginnings, law, citizenship, and government concepts. I support these standards.
205	Sal	
206	Casey Sloan	
207	Mike Sloan	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
208	kmreynolds@mac.com	concerned citizen	<p>This entire thing is complete horse shit. (to use the technical term.)</p> <p>Since the publication of these new proposed standards several months ago, I have been struggling with how best to respond, but I have decided that there are a number of things I must say about them. I offer these thoughts to you in the paragraphs that follow.</p> <p>I am an elementary certified teacher in the state, and I also have a masters degree in U.S. history. Over the past 30 years, I've taught all grades from K to 8 in a multi-grade school and most recently at the middle school level in a traditional public school, and I have never seen content standards written in this way.</p> <p>First, I hesitate to consider them standards because they do not follow the structure of any other educational standards I've ever worked with as a teacher. They look, instead, like a list of topics taken directly from a curriculum that already exists.</p> <p>Second, I do not see any attempt at age appropriateness or at depth of knowledge. Most of the statements include words like "identify, give examples of, tell about, tell the story of, recite", and others, all of which aim at the lowest level of understanding and do not require higher-level thought.</p> <p>Third, the way in which topics and era ranges are divided among various grade levels does not align at all with developmental readiness. Students in the lower grades are expected to cover content that requires abstract thinking that kids are not capable of at that point in their development. While these divisions are chronological, they are most certainly not appropriate for the age levels where they are introduced.</p> <p>Fourth, as a current geography teacher, I see no evidence in the geography portions of the document of an effort to analyze the connection between human activity and history and the physical world. Instead, I see a large checklist of locations for students to identify.</p> <p>Fifth, as a current American history teacher, and while I see nearly all the topics I currently teach to my students, I'm concerned by the lack of greater depth proposed. Students are again asked to "tell about, explain, identify, describe" etc. rather than to look for deep connections between decisions and actions and their consequences. Also, I am concerned that American history has been moved down a level to 7th grade, replacing civics instruction at the middle school level. The 8th grade American history proposed topics have previously been taught at the high school level, and I'm curious why they, as well as the proposed high school American history topics, end with the election of 2008.</p> <p>Finally, in regard to the way the process of creating these proposed standards was conducted, I take great issue with the fact that only a few practicing South Dakota teachers were actually involved in the process. I've worked with state standards unpacking groups several times in the past, and I've also worked with several teachers who have served on standards review teams, and I know the level of seriousness, time, and experience educators at all levels bring to the process of writing and reviewing new standards. None of that process was applied this time. The lack of educator participation is clearly evident in the way these standards are written and it seems clear to me that the 15-member committee assembled for this process was given the task of approving a draft that had already been written rather than building a cohesive scope and sequence that takes into account student readiness and higher level thinking skills.</p> <p>As a 30-year teacher, much of which I've spent teaching social studies at various levels from Kindergarten through 8th grade, I cannot support these standards or the way in which they were created. The process of review and writing that has been in place for many years in our state, and which is still used in our other content areas, has served teachers well in guiding their instruction, and it has resulted in well-thought-out, academically challenging goals to work toward The way in which these new proposed standards were assembled does not reflect the teachers or the people of our state, nor does it present a cohesive learning sequence for the students of our state. Instead, it promotes a content-specific curriculum developed by people with little or no experience in working with students at any level and many of them not from our state.</p> <p>I urge you to reject these proposed standards and return to a transparent and systematic process of standard review that involves those who understand and work directly with students and can create a learning sequence and set of expectations that meets their readiness and needs.</p> <p>I welcome any questions you may have about anything I've said, and I thank you for this opportunity to share my concerns, just as I thank you in advance for your serious consideration of them.</p> <p>Respectfully, Jon Huber 6th-8th Social Studies Instructor</p>
210	Laura Lynn Swier Kotelman	Parent/Guardian	This is something that should be led by SD teachers not an outside consultant. These standards do not seem realistic for elementary classrooms.
211	Anita Ahrendt	Grandparent	Highly inappropriate age level curriculum. Very concerned about the emphasis on religion in a public school setting. I do not trust the teaching of Christianity, Islam or any other religion to the people that wrote these standards (Hillsboro College).
212	Mikael Pietila	Parent/Guardian	What grade do they get to learn history after 2008?! But seriously. I think this is the worst way to do this. Kids in those lower grades are not going to comprehend American/world history in those eras. Maybe bits and pieces. But as a whole, no. In the early years they need the seeds planted. Teach them the very basics, some tidbits of the important stuff. Keep expanding on it every year and dive deeper into the topics when they get older. When their brains can process it better.
213	Amy Bruner	Parent/Guardian	I appreciate the rigor and economics in the standards.. Approve them ASAP! Thanks!
214	Pearl Aldrich	Parent/Guardian	Listen to our educators! They are experts in what age appropriate educational goals are based on the developmental stage of each grade. We need to lay the foundation in early grades for students to be able to think critically about the past and what is happening in the present. I do not support the proposed social studies standards. Our kids and our teachers deserve better. Any future change in curriculum should come from a panel of these expert educators and NOT from a governor stacking the panel with her own appointees in an attempt to further her personal political agenda.
215	NL Foust	Parent/Guardian	This is an obvious attempt to implement a specific, inaccurate and biased worldview as a set of education standards. This all belongs in the waste bin. This is religious "classical christian education" dressed up as education standards. It is unconstitutional, biased, myopic and indoctrination.
216	Charles Kliche	Higher Education	Do NOT use Howard Zinn's stuff! Serious history & econ & other subjects only. None of that CRT stuff or anti-white, anti anybody, anti-colonialism stuff.
217	Sharon Kroontje	K-12 Educator	I think they have done a good job of covering the subject including America and state.
218	Michael Wollman	K-12 Educator	No. No. No. South Dakota standards and curriculum should be written by South Dakota educators. Period. Importing a curriculum from a tiny Michigan "college" is an offense to the millions of us who have thrived under the teaching and guidance of thousands who call SD home.

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
208	kmreynolds@mac.com	Have you folks ever met a Kindergartener? This is just insane. If you get these kids to memorise that much information, they won't have time for anything else including recess.	More memorizing of 'facts.' Was this written by someone trained in early education?
209	Jon Huber	Over the past 30 years, I've taught all grades from K to 8 in a multi-grade school and most recently at the middle school level in a traditional public school, and I have never seen content written in this way.	
210	Laura Lynn Swier Kotelman		
211	Anita Ahrendt		
212	Mikael Pietila		
213	Amy Bruner		
214	Pearl Aldrich	These are not appropriate goals for a kindergartner.	
215	NL Foust	This is religious "classical christian education" dressed up as education standards. It is both unconstitutional and age inappropriate on top of being biased, myopic and indoctrination.	This is religious "classical christian education" dressed up as education standards. It is both unconstitutional and age inappropriate on top of being biased, myopic and indoctrination.
216	Charles Kliche	Ok	Ok
217	Sharon Kroontje	Great!	Very good!
218	Michael Wollman		

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
208	kmreynolds@mac.com	This is the most insane thing I have read in a long time.	Shouldn't trained educators be writing this instead of someone so clearly pushing a religious agenda? Won't we need a state choosen religion to be able to teach these standards?
209	Jon Huber		
210	Laura Lynn Swier Kotelman	My son attends a Blue Ribbon school in Sioux Falls. Our schools and teachers are incredible. These standards will take time away from other requirements. I want our teachers to teach. They do awesome. I want our local teachers to lead education in South Dakota--not consultants. I want an education that does not rely on rote memorization but on critical thinking skills.	
211	Anita Ahrendt		
212	Mikael Pietila	I just can't believe this is the time frame you have deemed appropriate for second graders. Stay with simple concepts and build up from there.	
213	Amy Bruner		
214	Pearl Aldrich		
215	NL Foust	This is religious "classical christian education" dressed up as education standards. It is both unconstitutional and age inappropriate on top of being biased, myopic and indoctrination.	This tosses in some indigenous topics while still being biased even in the basic framework it sets forth. It purposely skips over US slavery while dropping in some white apologist everyone else did it style examples of slavery from everywhere but the US slave trade. This is religious "classical christian education" dressed up as education standards. It is unconstitutional, biased, myopic and indoctrination.
216	Charles Kliche	Ok	Ok
217	Sharon Kroontje	Great!	Good!
218	Michael Wollman		

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
208	kmreynolds@mac.com	This wasn't written by someone who teaches children.	None of this was written by a person who actual teaches children.
209	Jon Huber		
210	Laura Lynn Swier Kotelman	My daughter attends a Blue Ribbon school in Sioux Falls. Our schools and teachers are incredible. These standards will take time away from other requirements. I want our teachers to teach. They do awesome. I want our local teachers to lead education in South Dakota--not consultants. I want an education that does not rely on rote memorization but on critical thinking skills.	
211	Anita Ahrendt		
212	Mikael Pietila		
213	Amy Bruner		
214	Pearl Aldrich		
215	NL Foust	This grade level among others have an inappropriate obsession with Rome and the US as if they are they only history worthy of understanding. This again is part of the religious "classical" curriculum that is trying to pass as real education standards and has no place in public education. This is religious "classical christian education" dressed up as education standards. It is unconstitutional, biased, myopic and indoctrination.	The "world" history purported here is anything but. Two brief mentions of contact with the world outside of Europe and the US is not world history. The rest of the year is more fawning over white christian men and their capitalist ambitions. This is religious "classical christian education" dressed up as education standards. It is unconstitutional, biased, myopic and indoctrination.
216	Charles Kliche	Ok	Ok
217	Sharon Kroontje	Good!	Good!
218	Michael Wollman		

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
208	kmreynolds@mac.com	Again, can't we get someone who knows about education to write these standars?	We need an actual educator to be writing this, not some guy pushing his religion.
209	Jon Huber		
210	Laura Lynn Swier Kotelman		
211	Anita Ahrendt		
212	Mikael Pietila		
213	Amy Bruner		
214	Pearl Aldrich		
215	NL Foust	There is one vague reference to the world outside of what otherwise appears to be a Sunday school lesson about the history of Christianity. This again, is something that belongs in religious education, not as any sort of serious public curriculum. This is religious "classical christian education" dressed up as education standards. It is unconstitutional, biased, myopic and indoctrination.	This year at least touches on slavery but again purports some mythology and religious concepts on history that are inaccurate and inappropriate in school curriculum. This is religious "classical christian education" dressed up as education standards. It is unconstitutional, biased, myopic and indoctrination.
216	Charles Kliche	Ok	Ok
217	Sharon Kroontje	Good!	Good!
218	Michael Wollman		

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
208	kmreynolds@mac.com	We need an actual educator to be writing this, not some guy pushing his religion.	We need an actual educator to be writing this, not some guy pushing his religion.
209	Jon Huber		
210	Laura Lynn Swier Kotelman		
211	Anita Ahrendt		
212	Mikael Pietila		
213	Amy Bruner		
214	Pearl Aldrich		
215	NL Foust	This has to be the strangest buffet of concepts so far. It skips over some obvious topics such as Jim Crow, while specifically picking out the Hudson River School and Art Deco architecture to drop into history lessons. The portions on Marx are particularly skewed, while the insertion of labor and womens rights are footnotes. The outlines of post WWII "prosperity" and societal change are absolutely a set up for a very specific worldview. This is religious "classical christian education" dressed up as education standards. It is unconstitutional, biased, myopic and indoctrination.	Again, world history gives two lines of content before going back into a Sunday school focused lesson on the history of christianity and the Roman empire. This is religious "classical christian education" dressed up as education standards. It is unconstitutional, biased, myopic and indoctrination.
216	Charles Kliche	Ok	Ok
217	Sharon Kroontje	Good!	Good!
218	Michael Wollman		

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
208	kmreynolds@mac.com	We need an actual educator to be writing this, not some guy pushing his religion.	We need an actual educator to be writing this, not some guy pushing his religion.
209	Jon Huber		
210	Laura Lynn Swier Kotelman		
211	Anita Ahrendt		
212	Mikael Pietila		
213	Amy Bruner		
214	Pearl Aldrich		
215	NL Foust	This isn't economics, this is an outline US style free market capitalism. Declaring all of this as "economics" is a horrible disservice to students. The odd addition of "Marx" as a stand in for all systems of communist or socialist economies is dishonest at best. This is religious "classical christian education" dressed up as education standards. It is unconstitutional, biased, myopic and indoctrination.	The "understanding of modern life" is curiously written. This year touches on racism but when you spend the prior 8 years teaching some rather racist world views it seems a pointless afterthought. Then it dives right back in to the mythology of US history. Toss in a brief but safe bit about civil rights to pretend it is being covered. This is religious "classical christian education" dressed up as education standards. It is unconstitutional, biased, myopic and indoctrination.
216	Charles Kliche	Personal finance, basic accounting, basic cash flow analysis, investments, time value of money	Ok
217	Sharon Kroontje	Good!	Good!
218	Michael Wollman		

	A	P
2	Name	9-12 - United States Government
208	kmreynolds@mac.com	We need an actual educator to be writing this, not some guy pushing his religion.
209	Jon Huber	
	Laura Lynn Swier	
210	Kotelman	
211	Anita Ahrendt	
212	Mikael Pietila	
213	Amy Bruner	
214	Pearl Aldrich	
215	NL Foust	The curiously written list of modern life reappears. This includes a completely inaccurate characterization and explanation of the 2nd amendment. This covers some essential topics but always does so with a very skewed worldview that doesn't belong in education standards. This is religious "classical christian education" dressed up as education standards. It is unconstitutional, biased, myopic and indoctrination.
216	Charles Kliche	A good, serious Civics course is needed. Local gov ops, state gove ops, national gov ops, various types of gov, NGOs, Admin Agencies, Rules vs Laws.
	Sharon Kroontje	Good!
218	Michael Wollman	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
219	B. Carlson	Former SD resident, current parent of school aged children, K12 educator	SD's proposed SS curriculum is serving to ensure that I can never bring my children to SD for their education, and I can never return as a professional educator.
220	diana page	grandparent	<p>I am thrilled the constitution is forthright in this proposal. Students need to be taught their rights and how it's the basis for everything we stand on.</p> <p>Many of the standards in grade K-5 are NOT DEVELOPMENTALLY APPROPRIATE. These standards are asking students to do and think about items that their brains are not ready for. Some examples are:</p> <p>K.SS.3 and K.SS.4. Some of these people and symbols Kindergarten would enjoy learning about but the list is too long.</p> <p>1st grade: primary and secondary source is something worked on in 5th grade. Also learning what major public buildings in Washington DC and their architectural styles may not be the best use of time. Reciting the Declaration of Independence and the Preamble from the US Constitution from memory and understanding it, will be difficult when we have 1st graders still learning letters and sounds and starting to read. Geographic features are currently being taught in 4th grade.</p> <p>1.SS.4. The student demonstrates knowledge of ancient civilizations in Asia, the Middle East, northern Africa, and the eastern Mediterranean Sea</p> <p>And</p> <p>1.SS.5. The student demonstrates knowledge of the Roman Republic and the Roman Empire.</p> <p>Not developmentally appropriate. These are the letters under it. These concepts happen in middle school and high. It would be above the reasoning of a 1st grader.</p> <p>A. The student identifies the major cultural features, stories, and contributions of Ancient India, Babylon, and Ancient China. H</p> <p>B. The student identifies the major cultural features, stories, and contributions of Ancient Egypt, including agriculture, hieroglyphic writing, and papyrus. H</p> <p>C. The student explains the major historical events and stories of the ancient Hebrews.</p> <p>D. The student identifies the major figures and stories within Greek mythology. H</p> <p>E. The student tells the story of the Persian Wars, including the battles of Marathon and Thermopylae.</p> <p>F. The student identifies the major cultural features and contributions of Athens, including pottery, architecture, sculpture, and democracy. HC</p> <p>G. The student tells the story of the Peloponnesian War. H</p> <p>H. The student tells the story of the conquests of Alexander of Macedon. H</p> <p>A. The student tells the stories of the founding of Rome and of the Roman Republic. H</p> <p>B. The student identifies the major cultural features and contributions of Rome, including in architecture, engineering, and government. HC</p> <p>C. The student tells the story of the Punic Wars. H</p> <p>D. The student tells the story of the Roman civil wars and the triumvirates. H</p> <p>E. The students identifies key Roman Emperors and events of the Roman Empire. H</p> <p>Much of what is in the American History portion for 1st grade is taught is 5th grade when they have an understanding of the information and can have a conversation about it.</p> <p>In 2nd grade demonstrating understanding of the fall of the Rome and Middle Ages and the Renaissance is not developmentally appropriate. The American History portion is to in depth for a child of 2nd grade age.</p> <p>3rd grade learning about 3.SS.4. The student demonstrates knowledge of ancient Greece and the Roman Republic. Is not developmentally appropriate for this age.</p> <p>4th grade reciting lines from the Declaration of Independence and understanding them is not a good use of time. Learning about the Roman Empire and the Middle ages and the items within these standards are not a good use of time. Time is better spent in South Dakota History as our current standards read.</p> <p>5th grade not sure it is important to learn about European geography and history. Our current standards, 5th grade is learning about The US and how we came to be. And the Struggles our Nation faced in its beginning years through the civil war.</p> <p>I believe we need to take a look at the standard work that was done before this last go around. The standards proposed in 2019, 2020, that had teacher input, have some good changes that add information about our people from South Dakota and culture. I am not sure how we will be about to fund all the books or curriculum etc. that teachers will need to teach these new standards, and many are not developmentally appropriate.</p>
221	Paula Weeldreyer	K-12 Educator	
222	Taylor Miner	Higher Education	0/10 American isn't about just white leaders.
223	Patriot	All the above	Some of the worst curriculum I've ever seen. White nationalism cosplay pretending to be rigorous standards while degrading anyone stupid enough to read, teach or believe this
224	Melisa Bisenius	K-12 Educator and Parent	None of these standards are age or grade level appropriate. The content is divisive because most of it is done for political agenda and not what is best for students. Current social studies teachers in our state should have been included in writing these standards. Teachers would have to completely revamp what is taught in their classrooms so when would that happen and how would they be compensated. I would be interested to know what curricular materials will be used. I would guess no textbooks include these standards...let alone at their designated grade level...and there is a reason for that - they are not age or content appropriate.
225	Jackie Richey	K-12 Educator	

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
219	B. Carlson	SD's proposed SS curriculum is serving to ensure that I can never bring my children to SD for their education, and I can never return as a professional educator.	SD's proposed SS curriculum is serving to ensure that I can never bring my children to SD for their education, and I can never return as a professional educator.
220	diana page	I recommend including the birth of Jesus as the basis for Christmas and hence the Christmas break. I also recommend including the POW flag in the room because it's the part of the history of the wars.	add a POW flag in the room
221	Paula Weeldreyer		
222	Taylor Miner	Make sure to go over small pots	What happened to American Indians during this time
223	Patriot	Some of the worst curriculum I've ever seen. White nationalism cosplay pretending to be rigorous standards while degrading anyone stupid enough to read, teach or believe this	Some of the worst curriculum I've ever seen. White nationalism cosplay pretending to be rigorous standards while degrading anyone stupid enough to read, teach or believe this
224	Melisa Bisenius		
225	Jackie Richey		I am very disheartened that our state leaders would feel that these standards are appropriate, especially at the elementary level. I have been teaching for 22 years and teaching first grade for 15 of those 22 years and I cannot imagine my students being able to comprehend and learn these new standards. I agree that the work done by the committee prior to these were much more appropriate for our students. I cannot imagine the time needed and resources needed to teach these standards. I, myself, have not heard of many of the topics that my own students would be expected to learn. At first grade, learning about rules, community, leaders, basic map skills are much more important than learning about things such as the Pelopenisian and Punic wars. The idea of my students needing to memorize and recite the Preamble and lines from the Declaration of Independence is hard for me to understand when they have trouble reciting common nursery rhymes.

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
219	B. Carlson	SD's proposed SS curriculum is serving to ensure that I can never bring my children to SD for their education, and I can never return as a professional educator.	SD's proposed SS curriculum is serving to ensure that I can never bring my children to SD for their education, and I can never return as a professional educator.
220	diana page	add a POW flag in the room	add a POW flag in the room
221	Paula Weeldreyer		
222	Taylor Miner	Make sure to include the world wide slave trade and Native Americans specifically In South Dakota. Mention the black hills land claim also known as the Sell or Starve act	make sure to include Native Americans.
223	Patriot	Some of the worst curriculum I've ever seen. White nationalism cosplay pretending to be rigorous standards while degrading anyone stupid enough to read, teach or believe this	Some of the worst curriculum I've ever seen. White nationalism cosplay pretending to be rigorous standards while degrading anyone stupid enough to read, teach or believe this
224	Melisa Bisenius		
225	Jackie Richey		

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
219	B. Carlson	SD's proposed SS curriculum is serving to ensure that I can never bring my children to SD for their education, and I can never return as a professional educator.	SD's proposed SS curriculum is serving to ensure that I can never bring my children to SD for their education, and I can never return as a professional educator.
220	diana page	add a POW flag in the room	add a POW flag in the room
221	Paula Weeldreyer		
222	Taylor Miner	Waterlilly book by Ella Cara Deloria	
223	Patriot	Some of the worst curriculum I've ever seen. White nationalism cosplay pretending to be rigorous standards while degrading anyone stupid enough to read, teach or believe this	Some of the worst curriculum I've ever seen. White nationalism cosplay pretending to be rigorous standards while degrading anyone stupid enough to read, teach or believe this
224	Melisa Bisenius		
225	Jackie Richey		

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
219	B. Carlson	SD's proposed SS curriculum is serving to ensure that I can never bring my children to SD for their education, and I can never return as a professional educator.	SD's proposed SS curriculum is serving to ensure that I can never bring my children to SD for their education, and I can never return as a professional educator.
220	diana page	add a POW flag in the room	add POW flag in the room
221	Paula Weeldreyer		
222	Taylor Miner	Make sure to teach them about how the philosophers got a lot of their ideas of what 'happiness' is from native Americans. Unlearning the language of conquest	Readings about slavery
223	Patriot	Some of the worst curriculum I've ever seen. White nationalism cosplay pretending to be rigorous standards while degrading anyone stupid enough to read, teach or believe this	Some of the worst curriculum I've ever seen. White nationalism cosplay pretending to be rigorous standards while degrading anyone stupid enough to read, teach or believe this
224	Melisa Bisenius		
225	Jackie Richey		

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
219	B. Carlson	SD's proposed SS curriculum is serving to ensure that I can never bring my children to SD for their education, and I can never return as a professional educator.	SD's proposed SS curriculum is serving to ensure that I can never bring my children to SD for their education, and I can never return as a professional educator.
220	diana page	add a POW flag in the room	add a POW flag in the room
221	Paula Weeldreyer		
222	Taylor Miner	make sure to include civil rights movements both African and Native American as well as include what America did to the Japanese citizens during the Vietnam war. (concentration camps)	Make sure to include readings from other cultures/races other than white men.
223	Patriot	Some of the worst curriculum I've ever seen. White nationalism cosplay pretending to be rigorous standards while degrading anyone stupid enough to read, teach or believe this	Some of the worst curriculum I've ever seen. White nationalism cosplay pretending to be rigorous standards while degrading anyone stupid enough to read, teach or believe this
224	Melisa Bisenius		
225	Jackie Richey		

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
219	B. Carlson	SD's proposed SS curriculum is serving to ensure that I can never bring my children to SD for their education, and I can never return as a professional educator.	SD's proposed SS curriculum is serving to ensure that I can never bring my children to SD for their education, and I can never return as a professional educator.
220	diana page	add a POW flag in the room	add a POW flag in the room
221	Paula Weeldreyer		
222	Taylor Miner	include Native Americans	please include well detailed historical articles of mistreatment of native Americans and African Americans
223	Patriot	Some of the worst curriculum I've ever seen. White nationalism cosplay pretending to be rigorous standards while degrading anyone stupid enough to read, teach or believe this	Some of the worst curriculum I've ever seen. White nationalism cosplay pretending to be rigorous standards while degrading anyone stupid enough to read, teach or believe this
224	Melisa Bisenius		
225	Jackie Richey		

	A	P
2	Name	9-12 - United States Government
219	B. Carlson	SD's proposed SS curriculum is serving to ensure that I can never bring my children to SD for their education, and I can never return as a professional educator.
220	diana page	add a POW flag in the room
221	Paula Weeldreyer	
222	Taylor Miner	Include the systematic failures such as Roe v Wade, the "sovereignty" American Indians have as well as point out "western" world views
223	Patriot	Some of the worst curriculum I've ever seen. White nationalism cosplay pretending to be rigorous standards while degrading anyone stupid enough to read, teach or believe this
224	Melisa Bisenius	
225	Jackie Richey	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
226	Andrea miller	Parent/Guardian	Na
227	Lila Scandrett	Retired K-8 Educator	Very thorough and well balanced
228	Marcus Nizza	Parent/Guardian	
229	Daniel O'Neill	Parent/Guardian	I strongly support the new standards. In depth educational standards should be the norm and not feared. Nor should educators complain too difficult of standards would be hard on students and themselves.
			We want our students to be challenged in schools, not slow walked out the door in 11 years not prepared as they are now.
230	Nate Hall	Parent/Guardian	As a product of the SF public schools, imagine my embarrassment when I attended my first history class at USD and learned a more nuanced view of our history (ex: Lincoln briefly supported a plan to send slaves back to Africa and wasn't a proponent of full equality.) I do not support demonizing characters of history but rather presenting a less dogmatic and more practical telling so that future humans can learn from mistakes, as well as accomplishments. My children, who are or will be products of the same school system, should be able to converse intelligently about historical facts without an overly patriotic glamour-shots view nor a completely cynical self loathing. Present facts and let them decide. Also please focus on local government currently! How to start a resolution, vote for mayor, add public comment on a new development, etc.
231	Teri Rave	Grandparent	I stand behind the South Dakota Dept of Education. Please reject these new standards by an out of state private organization.
232	Natasha Dykstra	Parent/Guardian	Please use the one created by educators from South Dakota. They have a better understanding of students in South Dakota and South Dakota life.
			<p>I have three grave concerns about the proposed standards:</p> <p>1) The process: While the introduction states that South Dakota students deserve "civics and history instruction free from political agendas and activism", the process by which these standards came forward appears to be part of a political agenda. The standards that were proposed immediately prior to this were developed by a committee with a majority of the members representing South Dakota educators--in keeping with the process used for years with every other set of content standards. Experts from the South Dakota Department of Education facilitated the process. However, those standards were pulled with no explanation given why and a new committee formed. The majority of the members of the new committee were not South Dakota educators and a facilitator who was not from South Dakota was hired to lead the process. The standards were not pulled because they were educationally inappropriate--they were pulled because a political official wanted different standards in place.</p> <p>2) Best practice in curriculum development: Effective instruction is carefully designed to fit with how students learn. When human beings learn, they move from the general to more specific. We learn to recognize four-legged, furry things are animals; then we distinguish between cats, dogs, cows, horses, etc. Then we distinguish between German Shepherds, terriers, etc. Similarly, young children first learn about places -- their home, their community, their state, their region, their country, and finally their place in the world. These standards show no spiraling to support this foundational building of concepts that helps students come to mastery and understanding. Rather, they read like a college syllabus that was taken apart and divided among the grades; chronological order is the driving factor and no consideration is given to the learner.</p> <p>3) Available instructional resources: Because these standards diverge significantly from the National Curriculum Standards for Social Studies, finding instructional resources that align with the proposed standards will be a significant challenge. While it is understandable that resources may need to be developed to teach South Dakota specific history and some areas of Native American history, districts should not be put in a position where age-appropriate resources that align with the majority of the standards are not available. My concern now circles back to my first concern: if Districts find that there is only one or possibly two publishers who have the resources that support these standards, what is the relationship between those publishers and the people who were involved in developing the standards in the first place?</p> <p>One thing that I do like about these standards is that Native American history and issues have been included at each grade level, as has South Dakota history. As with the other proposed standards, these would benefit from work with professional educators who know how students learn who could help with organization to ensure the standards scaffold and spiral appropriately.</p> <p>I encourage the Board of Education to send these standards back to the Department of Education with a directive to bring together educators to rework them to ensure that they align with the National Curriculum Standards for Social Studies and ensure that there are sufficient publications available so that districts will have choices as they select age-appropriate instructional materials to support instruction.</p>
233	Ann Smith	K-12 Educator	
234	Dorothy Aguilera-Black Bear	Both a parent and educator	There is an expectation of too much rote-memorization of facts and dates and very little critical thinking skills are in the standards. Learning about the Americas continent before 1492 is important yet missing from all grade levels. This relevant history since the Americas were already mapped as indigenous territories and forms of government previous to 1492.

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
226	Andrea miller	Na	Na
227	Lila Scandrett	Good content	Good content
228	Marcus Nizza		I reviewed what pertained to my child at his class level. He is excited to learn about the Pelepponesian war. We see no issues with the curriculum. The ideal that children get to learn about the important moments that lead up to today. It's important.
229	Daniel O'Neill		
230	Nate Hall		
231	Teri Rave		
232	Natasha Dykstra	This is just to much information for Kindergarten to learn. Not only are they new to the idea of going to school, your asking them to remember information that most parents don't know. Also, the pressures of reading and math scores.	
233	Ann Smith		
234	Dorothy Aguilera-Black Bear		Learning about the Americas continent before 1492 is important yet is not included here.

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
226	Andrea miller	Na	Na
227	Lila Scandrett	Good content	Good content
228	Marcus Nizza		
229	Daniel O'Neill		
230	Nate Hall		
231	Teri Rave		
232	Natasha Dykstra	It's just to much information for them to remember. I believe all these standards are going to cause students to hate school and parents and educators are going to have a hard time keeping kids engaged.	
233	Ann Smith		
234	Dorothy Aguilera-Black Bear	Learning about the Americas continent before 1492 is important yet is not included here.	Learning about the Americas continent before 1492 is important yet is not included here.

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
226	Andrea miller	Na	Na
227	Lila Scandrett	Good content	Good content
228	Marcus Nizza		
229	Daniel O'Neill		
230	Nate Hall		
231	Teri Rave		
232	Natasha Dykstra		
233	Ann Smith		
234	Dorothy Aguilera-Black Bear	Learning about the Americas continent before 1492 is important yet is not included here.	

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
226	Andrea miller	Na	Na
227	Lila Scandrett	Good content	Good content
228	Marcus Nizza		
229	Daniel O'Neill		
230	Nate Hall		
231	Teri Rave		
232	Natasha Dykstra		
233	Ann Smith		
234	Dorothy Aguilera-Black Bear	Missing are the diverse perspectives versus influential ideas.	Learning about the Americas continent before 1492 is important yet is not included here.

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
226	Andrea miller		Na
227	Lila Scandrett	Good content	Good content
228	Marcus Nizza		
229	Daniel O'Neill		
230	Nate Hall		
231	Teri Rave		
232	Natasha Dykstra		
233	Ann Smith		
234	Dorothy Aguilera-Black Bear		

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
226	Andrea miller	Na	Na
227	Lila Scandrett	Good content	Good content
228	Marcus Nizza		
229	Daniel O'Neill		
230	Nate Hall		
231	Teri Rave		
232	Natasha Dykstra		
233	Ann Smith		
234	Dorothy Aguilera-Black Bear		I did not see specifically the pre-contact history of indigenous peoples here.

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
235	Stephanie Ruter	K-12 Educator	
236	Heidi	K-12 Educator	We are more than happy to get together as a school and help revise the standards so they are developmentally appropriate.
237	PAULA WEYDERT	K-12 Educator	As a veteran teacher of 43 years from grades 1-8 at some point, It is apparent to me that there were very few teachers or even educational research involved in the creation of these standards. They are developmentally inappropriate and have very little to do with enabling students to become critical thinkers. I preferred the previous standards created by a large committee of dedicated educators, rather than this small, hand-picked committee to further Kristi Noem's political agenda.
238	Mary L. Green	Retired elementary teacher/Concerned S.D. citizen	As a retired South Dakota elementary teacher I am very concerned the proposed standards are not age appropriate and are too lengthy. I taught 1st, 2nd and 3rd grades for nearly 30 years. At the age of eight and nine many children are still struggling to name the city, county, state, and country they live in. Having a first grader memorize the Preamble to the Constitution seems ludicrous. I question the reasoning why a Hillsdale College professor was paid \$200,000 to lead the standards committee and write our South Dakota social studies standards. I am against the adoption of these standards.
239	Audra Bormann	K-12 Educator	Overall, the standards are not age appropriate (throughout the elementary standards specifically) nor do they reflect the critical thinking skills we want to instill in our children. The sheer quantity of standards per grade level is too great an expectation for an educator to be able to cover in a school year. They are very rigid and provide only a view of the world from one perspective - not one that is culturally diverse. It is disturbing K-12 educators from our own state were not the primary contributors to forming these standards.

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
235	Stephanie Ruter		<p>My students do not even know that they live in SD more less would have the capacity to grasp ancient wars in other parts of the world. These standards are not age appropriate and for sure do not meet the students at where they are. These are unrealistic concepts for them to understand, and they will not understand them. Why are we pushing high school/college concepts onto first graders. We need to update our standards for today's world. We should be focusing on community and mental health and coping skills.</p>
236	Heidi		<p>Good: 1SS1: A, B, C, F, L, M, N, O (O is pushing it but at least there is a song in School House Rock)</p> <p>1SS2: Would be more appropriate if they learned where they live (Earth, North America, USA, South Dakota, City, Street.) We have great lesson plans that include the book "Me on the Map" and is developmentally appropriate for this age group.</p> <p>And that should be all! In first grade, we are still learning life skills like how to tie our shoes, how to be a team member, how to handle conflict, etc.</p> <p>As much as we would love to spend more time doing science and social studies, we only have 40 min a week of instructional minutes. If we want to teach with fidelity and make sure they understand the content, we will not be able to cover more than listed above.</p> <p>I am happy to further explain my thinking and help plan content standards in the future. Thanks for your consideration!</p>
237	PAULA WEYDERT		
238	Mary L. Green		
239	Audra Bormann		

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
235	Stephanie Ruter		
236	Heidi		
237	PAULA WEYDERT		
238	Mary L. Green		
239	Audra Bormann		

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
235	Stephanie Ruter		
236	Heidi		
237	PAULA WEYDERT	Memorizing part of the Declaration of Independence does not enable students to think critically about what the document means. Research shows that developmentally, students learn starting with the concrete familiar and moving toward the abstract. All of the world history standards are too general and too abstract for 4th graders. The American History standards remind me of 10th grade, not 4th grade. Again, too many standards, too wide, no depth, out of a 4th graders developmental ability. Where did the study of the state of SD go? 4th graders love learning about their state!	
238	Mary L. Green		
239	Audra Bormann	The expectations laid forth in these standards are ridiculously age inappropriate. Starting from the beginning - quite simply wanting them to spell major cities names correctly, you have not worked with this age group. Many will not be able to do that - and that is one of the "easiest" things to do in this grade level's standards. I cannot think of any reason why 10 year olds need to know about the Roman Empire to the detail as described. The Middle Ages - they have no reference point from which to even begin to understand that content. They don't understand how the world was different when their grandparents were young much less something that has no bearing on their life. The proposed standards dance an interesting line with the separation of church/state. Children will have questions - are educators going to be allowed and supported to answer those questions? I do not believe they need to regurgitate the Declaration of Independence or the Constitution. Being able to recite something does not mean you understand it. We are constantly trying to work AWAY from memorization - these standards do not do that. There are few to no higher order thinking skills. Fourth grade has historically been a time to learn South Dakota history, the proposed standards do away with that and do not reflect the cultural diversity that has shaped our country.	

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
235	Stephanie Ruter		
236	Heidi		
237	PAULA WEYDERT		
238	Mary L. Green		
239	Audra Bormann		

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
235	Stephanie Ruter		
236	Heidi		
237	PAULA WEYDERT		
238	Mary L. Green		
239	Audra Bormann		

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
235	Stephanie Ruter		
236	Heidi		
237	PAULA WEYDERT		
238	Mary L. Green		
239	Audra Bormann		

	A	P
2	Name	9-12 - United States Government
235	Stephanie Ruter	
236	Heidi	
237	PAULA WEYDERT	
238	Mary L. Green	
239	Audra Bormann	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
240	carolyn	Parent/Guardian	<p>If we want our kids to understand America and its founding, the standards must be based on truth. These standards meet that truth. In order to understand Western Civilization, the topic of Christianity will be brought up. Both Christianity and Jesus are the principals in which our country was founded on. Jesus was a historical figure not only in the Bible but in Roman documents as well. Bringing up the fact that Christianity is the bedrock of Western civilization is not in anyway going to "convert" anyone to the religion itself. George Washington's Inaugural address and his thanksgiving day proclamation is full of Washington always asking for Gods guidance, his forgiveness of transgressions, and his wisdom. Washington did not look to himself in some sort of pompous way. He acknowledges his failings as a man as well as the vertical relationship between man and the creator. Washington urged the people to always look to God, not government (i.e. The declaration of independence).</p> <p>when slavery is the topic, we should not shy away from it. It should be brought forth as the evil that it was. However, students must be taught the truth. Europeans were not hunting slaves in the jungles of Africa. It was other African tribes who warred with eachother who not only captured but sold Africans into slavery. It is important to also note Anthony Johnson a black man in America who owned black slaves himself! He even went to court to keep his black slave a slave.</p> <p>Also noteworthy, is that Native Americans owned slaves as well. Slavery was universal! every nation all across the earth engaged in slavery. It was a common practice, and accepted everywhere. It wasn't until white nations like Britain and America who spent millions of dollars and hundreds of thousands of lives (white men) who were killed in one of the most bloodiest wars , that finally brought slavery in America to its end.</p> <p>Where the 13-15th Amendments were passed (by white men) who freed blacks from slavery, made black people citizens, and gave black men the right to vote.</p> <p>Even still, Men like Frederick Douglas and Martin luther king, still believed in the hope and promise that America made that "all men are created equal" It was king who held America accountable by pointing to the constitution that gave blacks civil rights.</p> <p>When the crusades are discussed , as they should be, students then too must know the basics of Islam to include Judaism. If we want the students to know the major 3 religions of the world, and why they warred against one another, we have to educate them on that too. Educating students on the principals of those religions will not convert them. They are not being asked to recite the Lords Prayer or believe in the 5 pillars of Islam.</p> <p>It is important that students be taught about the dangers of fascism and Communism and the violence that came along with it. They need to know that millions died in the name of communism by way of "progress". This includes the many countries who fell for the lies of communism and how those countries have been destroyed.</p> <p>America, with all her faults, is still the greatest country in the history of the world , and our kids deserve to know that.</p>
241	Laurie Lippert	Concerned citizen/mental health therapist	These “standards” need to be redone with input mostly from educators, school boards, and experts in the field of learning and brain development, Not some fundie preacher from an out of state evangelical school of indoctrination.
242	Sam Markley	Student	<p>I grew up in Sioux Falls, South Dakota. I went through the k-12 system and now study history education at USD.</p> <p>These new standards are a disgrace all around. They tell teachers to explain that Progressive policies are to thank for ending child labor, improving food regulation, and improving safety standards (8.SS.3), but then tell teachers to explain how progressivism is in tension with America's founding principles (9-12.C.18). Not only does this seem strangely contradictory, it also is in conflict with the idea that students should not be indoctrinated in our classrooms, and this seems to very much try to tell students that progressivism is inherently un-American.</p> <p>I agree with the issues that educators have raised concerning these standards, they demand memorization instead of critical thinking. The amount of memorization that is required by young students by these standards is ridiculous and will continue to push students away from social studies and actually caring about becoming a responsible citizen.</p> <p>The standards reject the idea of teaching based on themes or through a lens, but those very methods of organizing historical events into a consistent pattern that can be applied over time is what caused me to love history. We cannot apply historical concepts and use them to better society if we are not allowed to analyze the themes present throughout similar events. The Encomienda System in South America, the importation of the first slave to the American Colonies, and Jim Crow Laws all have clear themes that show a consistent pattern. Failing to acknowledge this pattern means that we will fail to become better citizens and community members.</p> <p>The way that these standards were made shows a strong contempt for educators in South Dakota, and the more that teachers are demonized in this state the more that this state and the students will lose out on expert teachers and quality education. From personal experience, I see myself considering a different state to teach in due to these standards. These standards should be scrapped, and the state should listen to what teachers in this state have to say.</p>
243	Jeanine Scheetz	Parent/Guardian	The proposed SS Standards lack diverse perspective. The effects of historical events need to be examined from multiple perspectives to be accurate and comprehensive. Although the committee tasked with developing the proposed standards includes 3 people of Native heritage and perspective (essential to learn about SD culture) it lacks individuals of African, Asian, and Hispanic descent (essential for a comprehensive understanding of American and World culture, history, geography, and all other aspects of K-12 Social Studies). Our students are diverse. We need these standards to reflect this diversity and this can only be achieved with a diverse standards development committee. So disappointed in the politicization of South Dakota Public Education.
244	Mick Zerr	K-12 Educator	<p>As a chairman of the largest public school social studies staff in the state, I had been a participant in a few social studies state revisions, and none of them have been involved in politics or interference from a governor or a governor's staff. All the revision groups were composed of teachers, administrators, principals, and a few state education staff. Any suggestions and corrections were dealt with fairly, with outcomes acceptable to all parties. To have a revision committee disbanded because it disagreed with a governor who is pushing a revision put together by a super-conservative, non-public education group from some questionable college is totally unacceptable. School boards, educational groups, and school administrators should simply tell the governor that the purposed revision standards from the outside group should be scrapped and the original committee reinstated. Political interference in public education is not what South Dakota is all about, and such actions can only lead to educational disasters.</p>

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
240	carolyn	Great way to introduce students to the founding of America	
241	Laurie Lippert	Too young developmentally for memorization. At that age, it will be forgotten in a matter of weeks.	Too young developmentally for nothing but memorization.
242	Sam Markley		
243	Jeanine Scheetz	Standards are not age appropriate for this age group and do not correlate to brain development.	Standards are not age appropriate for this age group and do not correlate to brain development.
244	Mick Zerr		

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
240	carolyn		
241	Laurie Lippert	Same as above	Same as above
242	Sam Markley		
243	Jeanine Scheetz	Standards are not age appropriate for this age group and do not correlate to brain development.	Standards are not age appropriate for this age group and do not correlate to brain development.
244	Mick Zerr		

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
240	carolyn		
241	Laurie Lippert	The need for the beginning of how to analyze data, think critically, and offer one’s own thoughts on a subject should be underway.	More of the above.
242	Sam Markley		
243	Jeanine Scheetz	Standards are not age appropriate for this age group and do not correlate to brain development.	Standards are not age appropriate for this age group and do not correlate to brain development.
244	Mick Zerr		

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
240	carolyn		
241	Laurie Lippert	Healthy debate from multiple perspectives offers the best chance to learn the valuable skill of looking at multiple viewpoints.	Developmentally, viewpoints are getting solidified. The development of conscience and empathy are nearly complete. Now the art of debate, subject analysis, and expression need to be part of education. This provides society with informed and prepared future participants.
242	Sam Markley		
243	Jeanine Scheetz		
244	Mick Zerr		

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
240	carolyn		
241	Laurie Lippert	Creating uninformed and ignorant budding young adults is the risk here. At this point in these “standards” for curriculum, we are in grave danger of enabling ignorance and stupidity in the future generation. SD already does not shine in test scores and graduation rates. These ill advised and educationally bankrupt standards will not help.	Too late. See above
242	Sam Markley		
243	Jeanine Scheetz		
244	Mick Zerr		

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
240	carolyn		
241	Laurie Lippert	Too late. See above	Too late. See above
242	Sam Markley		
243	Jeanine Scheetz		
244	Mick Zerr		

	A	P
2	Name	9-12 - United States Government
240	carolyn	
241	Laurie Lippert	How many voters can name the three branches of government? Can the people our governess appointed to come up with “standards” for everyone pass a basic government exam. Does the governess have an issue with how she was educated?
242	Sam Markley	
243	Jeanine Scheetz	
244	Mick Zerr	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
245	Jodi Waltman	Parent/Guardian	As a homeschool mom, I would consider enrolling my children in the public school should these standards be implemented and the proper curriculums be purchased. The standard's content is excellent, comprehensive, and thorough. I like the idea that people from all areas were included in the process of writing these standards. I feel these standards move us back to the proper way we should teach our children about history. I sincerely urge these standards be implemented and I wholeheartedly support them. It would be a wonderful thing for the children of South Dakota.
246	Christi Schmidt	K-12 Educator	I don't understand why our governor and DOE chose to change a process for updating standards that has been in place and successful for many years by primarily Educators, the profession that has the experts in this field and child development in their respective teaching levels to create appropriate standards. As a first grade teacher, these standards are too numerous and too advanced for the child's age developmentally. 1st graders can barely understand life in our country 50 to 100 years ago, and struggle to visualize the vast size of our world. We get 20 mins perhaps 3 days a week for this class so these are not practical and can't be mastered to the level each is written. I support learning more about Native Americans in our state, but resources for this age level are scarce so need to be created and provided to teachers.
247	Chelsea Stills	Parent/Guardian	The proposed social studies are developmentally inappropriate and will not meet the learning needs of students. All content standards need to be created and developed by educators of all levels who are currently teaching in South Dakota.
248	Rachel Bonnema	Parent/Guardian	These standards are developmentally inappropriate and need to be changed. Please get educators who are trained PROFESSIONALS
249	Alyssa	Parent/Guardian	
250	Taylor Thyen	K-12 Educator	These standards are not age appropriate at all. They are too high for younger students and these students will struggle with trying to even grasp what we are trying to teach. Please consider not accepting these and keeping the current standards. Again, these are not age appropriate.
251	Merrie Miller-White Bull	CRST Education Committee Chairwoman	The Cheyenne River Sioux Tribe (CRST) submits this letter in response to the 2nd set of proposed SD K-12 Social Studies curriculum standards that were released last month and are currently under review and comment. 1. The State of South Dakota has a legal obligation to consult with the Cheyenne River Sioux Tribe and other Tribes regarding the revision of the K-12 Education curricula. SDCL 1-54-5 states that "It is the policy of the state to consult with a tribal government regarding the conduct of state government programs which have the potential of affecting tribal members on the reservation." To date the State of South Dakota has not reached out to the Cheyenne River Sioux Tribe's government to consult, seek input, receive feedback, and otherwise meaningfully dialogue with the Tribe regarding proposed revisions to any state educational standards. 2. CRST supported the recommendations made by the first convening of education experts to revise the K-12 Social Studies curriculum standards. The work of the initial 40-person Workgroup was a broad-based, fact-based, objective, and it should be the standards that are utilized by the SD Department of Education. When the State convened 44 educators, historians, and others to review, among other subjects, the K-12 Social Studies curriculum, CRST supported the State in its endeavor to develop, update and revise the curriculum standards. CRST even allowed its education experts to engage in the workgroups. Then-DOE Secretary Sanderson addressed the initial workgroup, saying that the workgroup would need the diversity of the voices in the workgroup. She encouraged all participants to be the positive in the work, analyze the data both on the state and national levels, develop SD goals, be active and aware citizens and identify the gaps in the standards. She had also previously stated the Oceti Sakowin Essential Understandings would be embedded in the Social Studies standards in the next revision cycle.The group was aware that there was a lot of interest in this Social Studies standards revision work - a lot of assumptions, uneasiness, and politics. The Workgroup discussed the gaps in the Native American aspect of the standards, and the need to include more of the true and factual history as it happened, particularly in South Dakota. The Workgroup came together, learned together, and provided a revised and updated version of the Social Studies Standards to the Department of Education that had full consensus. It included the Oceti Sakowin Essential Understandings. The work of the initial 44-person Workgroup was a broad-based, fact-based, objective, and it should be the standards that are utilized by the SD Department of Education. 3. The second set of proposed standards lacks inclusion of objective, factbased events and instead paints an inaccurate portrait of Indigenous peoples. We encourage teaching factual history. If the State is going to teach history in its K-12 educational system, you must teach it with honesty and integrity. The State has yet to tell the true history of the Native American people who were the first to inhabit the territory of what is now called South Dakota. The proposed standards are not a comprehensive, accurate, factual history. Why does the State continue to deny the actual, real events that happened in our state, which led to the formation of the State? Similarly, there is no mention of modernday events that are shaping the course of our society as we speak. For example, where is the inclusion of the event that took place at Standing Rock with the Native and non-Native water protectors attempting to keep the State's main source of water clean for all to use? Why do we teach the history of Mt. Rushmore and little of the Wounded Knee massacre? The references to Native Americans in the proposed standard incorrectly paints Native Americans as heathen, war-like figures relegated to the pages of history. This portrayal contributes to more negative connotations against Native people. If there is going to be discussion in K-12 schools about Jesus of Nazareth, why is there not similar space and time devoted to Native American religious beliefs, or the religious beliefs of other societies around the world? If the Social Studies standards would reflect a fact-based, accurate, and comprehensive history of the State, it would educate all students and dispel the myths in our state history. Scrubbing the State's K-12 Social Studies curriculum of the true past and instead filling children's heads with fanciful and incorrect notions about the supposed superiority of 1776-minded America is setting those children up for failure when they step out of the classrooms and into the real America. The scrubbing of the Social Studies standards is yet another form of institutional racism and Native American holocaust that the leaders of this state have tried for generations to subtly perpetuate through State-sanctioned educational systems. Racism has influenced policy throughout state history. If a true accounting of the State's history is taught - one that describes the atrocities and deceit that Native Americans endured - with a sense of learning rather than judgment, guilt, or defense, reconciliation and healing may credibly occur within our State. Finally. For all these reasons, we want the State of South Dakota to record our profound rejection of the proposed Social Studies standards and strongly oppose their approval and implementation unless the original recommendations are re-instated and a more accurate account of the Native American experience in South Dakota is included.
252	Lori Langdeaux	Parent/Guardian	Will cause undue burden to teachers, student and parents. This will make graduation harder to obtain. This does not prepare children for the future. Let teachers teach. Politics need to stay out of the school system.
253	Jill Sieh	K-12 Educator	
254	Valarie Hower	Grandparent	Ridiculous. All members of committee should have been SD teachers/principles. Not some old religious “nut.”
255	Sue Brokmeier	K-12 Educator	Too much! Please allow for in - depth learning so we can truly help build good citizens. Realistic quality is more important than trying to cast a broad net over so many topics.

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
245	Jodi Waltman	Excellent	Excellent
246	Christi Schmidt		
247	Chelsea Stills	The proposed social studies are developmentally inappropriate and will not meet the learning needs of students. All content standards need to be created and developed by educators of all levels who are currently teaching in South Dakota.	The proposed social studies are developmentally inappropriate and will not meet the learning needs of students. All content standards need to be created and developed by educators of all levels who are currently teaching in South Dakota.
248	Rachel Bonnema	This is WAY too much information for a 5/6 year old to have to learn and be proficient. Ridiculous to expect that of a young child.	There is no way in the world, my 1st grader would be able to memorize and recite the preamble. I find these standards to be absurd. Let kids be kids and stop putting more pressure on them.
249	Alyssa		The proposed social studies standards are not age appropriate for this grade level.
250	Taylor Thyen	These standards are not age appropriate.	These standards are not age appropriate.
251	Merrie Miller-White Bull		
252	Lori Langdeaux	This unacceptable to expect a kindergartener to know. They barley know to write their names in kindergarten, and now they will be expected to identify symbols of America, people and name different things on a map.	Again, expecting children to memorize the preamble to the constitution, intro to the Declaration of Independence, know about the roman empire, AND American history. Again, most kids can barely tie their shoes in 1st grade.
253	Jill Sieh		This is beyond developmentally appropriate for first grade. We need to keep it simple not go into learning about Asia or Rome.
254	Valarie Hower		
255	Sue Brokmeier	Too much! Please allow for in - depth learning so we can truly help build good citizens. Realistic quality is more important than trying to cast a broad net over so many topics.	Too much! Please allow for in - depth learning so we can truly help build good citizens. Realistic quality is more important than trying to cast a broad net over so many topics.

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
245	Jodi Waltman	Excellent	Excellent
246	Christi Schmidt		
247	Chelsea Stills	The proposed social studies are developmentally inappropriate and will not meet the learning needs of students. All content standards need to be created and developed by educators of all levels who are currently teaching in South Dakota.	The proposed social studies are developmentally inappropriate and will not meet the learning needs of students. All content standards need to be created and developed by educators of all levels who are currently teaching in South Dakota.
248	Rachel Bonnema	Terrible. Way too much information to be expected of a 2nd Grade learner. There is not enough time in a school day to get a meaningful amount of time dedicated to social studies.	No.
249	Alyssa		
250	Taylor Thyen	These standards are not age appropriate.	These standards are not age appropriate.
251	Merrie Miller-White Bull		
252	Lori Langdeaux		
253	Jill Sieh		
254	Valarie Hower		
255	Sue Brokmeier	Too much! Please allow for in - depth learning so we can truly help build good citizens. Realistic quality is more important than trying to cast a broad net over so many topics.	Too much! Please allow for in - depth learning so we can truly help build good citizens. Realistic quality is more important than trying to cast a broad net over so many topics.

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
245	Jodi Waltman	Excellent	Excellent
246	Christi Schmidt		
247	Chelsea Stills	The proposed social studies are developmentally inappropriate and will not meet the learning needs of students. All content standards need to be created and developed by educators of all levels who are currently teaching in South Dakota.	The proposed social studies are developmentally inappropriate and will not meet the learning needs of students. All content standards need to be created and developed by educators of all levels who are currently teaching in South Dakota.
248	Rachel Bonnema	No.	No.
249	Alyssa		
250	Taylor Thyen	These standards are not age appropriate.	These standards are not age appropriate.
251	Merrie Miller-White Bull		
252	Lori Langdeaux		
253	Jill Sieh		
254	Valarie Hower		
255	Sue Brokmeier	Too much! Please allow for in - depth learning so we can truly help build good citizens. Realistic quality is more important than trying to cast a broad net over so many topics.	Too much! Please allow for in - depth learning so we can truly help build good citizens. Realistic quality is more important than trying to cast a broad net over so many topics.

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
245	Jodi Waltman	Excellent	Excellent
246	Christi Schmidt		
247	Chelsea Stills	The proposed social studies are developmentally inappropriate and will not meet the learning needs of students. All content standards need to be created and developed by educators of all levels who are currently teaching in South Dakota.	The proposed social studies are developmentally inappropriate and will not meet the learning needs of students. All content standards need to be created and developed by educators of all levels who are currently teaching in South Dakota.
248	Rachel Bonnema	No.	No.
249	Alyssa		
250	Taylor Thyen	These standards are not age appropriate.	
251	Merrie Miller-White Bull		
252	Lori Langdeaux		
253	Jill Sieh		
254	Valarie Hower		
255	Sue Brokmeier	Too much! Please allow for in - depth learning so we can truly help build good citizens. Realistic quality is more important than trying to cast a broad net over so many topics.	

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
245	Jodi Waltman	Excellent	Excellent
246	Christi Schmidt		
247	Chelsea Stills	The proposed social studies are developmentally inappropriate and will not meet the learning needs of students. All content standards need to be created and developed by educators of all levels who are currently teaching in South Dakota.	The proposed social studies are developmentally inappropriate and will not meet the learning needs of students. All content standards need to be created and developed by educators of all levels who are currently teaching in South Dakota.
248	Rachel Bonnema	No.	No.
249	Alyssa		
250	Taylor Thyen		
251	Merrie Miller-White Bull		
252	Lori Langdeaux		
253	Jill Sieh		
254	Valarie Hower		
255	Sue Brokmeier		

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
245	Jodi Waltman	Excellent	Excellent
246	Christi Schmidt		
247	Chelsea Stills	The proposed social studies are developmentally inappropriate and will not meet the learning needs of students. All content standards need to be created and developed by educators of all levels who are currently teaching in South Dakota.	The proposed social studies are developmentally inappropriate and will not meet the learning needs of students. All content standards need to be created and developed by educators of all levels who are currently teaching in South Dakota.
248	Rachel Bonnema		
249	Alyssa		
250	Taylor Thyen		
251	Merrie Miller-White Bull		
252	Lori Langdeaux		
253	Jill Sieh		
254	Valarie Hower		
255	Sue Brokmeier		

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
256	Brittany Williams	American Atheists	<p>American Atheists, on behalf of its constituents in South Dakota, writes in opposition to the 2022 social studies standards (“Standards”) proposed by the South Dakota Board of Education.1 The Standards purposefully include Christian nationalist narratives that are historically inaccurate and religiously coercive. In its current form, these Standards not only undermine history education, they undermine the religious liberty of young people in South Dakota, including religious minorities and nonreligious students, by presenting a false and religious motivated version of history. We strongly urge you to reject provisions of the proposed Standards that unjustifiably further Christian nationalist narratives, at the expense of student education. American Atheists is a national civil rights organization that works to achieve religious equality for all Americans by protecting what Thomas Jefferson called the “wall of separation” between government and religion created by the First Amendment. We strive to create an environment where atheism and atheists are accepted as members of our nation’s communities and where casual bigotry against our community is seen as abhorrent and unacceptable. We promote understanding of atheists through education, outreach, and community-building and work to end the stigma associated with being an atheist in America. As advocates for religious liberty, American Atheists believes that no young person should be subjected to religious coercion by the government. First, it is critical to note that significant portions of these Standards reflect Christian nationalist language similar to that used by Project Blitz in model legislation. Project Blitz is a multistate Christian nationalist campaign intended to promote the false and deceptive narrative that America was founded as a Christian nation.2 This campaign employs the language of “religious freedom” to attack the very heart of religious freedom: the separation of religion and government guaranteed by the United States Constitution. Christian nationalism is a harmful ideology that falsely claims that America was founded as a Christian nation, that individuals are not truly members of our society unless they are Christian, and that Christian ideals should be favored over other beliefs and principles.3 We implore you not to allow special interests to impose this political agenda on South Dakota’s public schools. The United States Supreme Court has noted that, when it comes to the education of our children, the government should be “particularly vigilant” to ensure schools do not promote religious views that may conflict with the religious beliefs of students and their families.4 This includes laws or policies which permit schools and their staff to direct students in prayers, songs, or recitations which espouse a sectarian point of view.5 Through these precedents, both the Supreme Court and lower courts have repeatedly made clear that students are free to engage in voluntary, nondisruptive religious expression in school, but schools and teachers are not constitutionally permitted to promote or participate in religious expression, such as through oral classroom presentations or school assemblies. Standards such as these make it more difficult for schools and teachers to ensure an education that is accessible to all without religious coercion and to protect religious minority, nonreligious, and LGBTQ students from harassment. The Standards would inject Christian nationalist elements into the curriculum by specifically and repeatedly mandating that lessons be based on cherry-picked historical documents that reference religious beliefs or concepts. One example is that the Standards require First Grade students to memorize and recite a specific passage from the Declaration of Independence that includes: “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.” (emphasis added) This is the only passage in the Declaration that references a Creator, and unlike the US Constitution and other foundational documents of our government, the Declaration of Independence is the only one that makes reference to a creator or divine being. It’s easy to dismiss this concern because, of course, the Declaration of Independence is an important element of US history, and it should be taught in schools. We agree! However, note that, unlike nearly every other requirement in these Standards, this requirement quotes the specific language within the Declaration and requires recitation of the concept of a creator. Moreover, this is not the only place in the Standards require recitation or analysis of this specific language from the Declaration of Independence -- in fact, this specific passage is cited six times! This is a purposeful attempt to mislead students by trying to normalize the core belief of Christian nationalism: that America was founded as a Christian nation. Another attempt to impart Christian nationalist ideas to students is the repetitious inclusion of the Mayflower Compact as required study. While there may be educational value in studying this document in what will become the United States of America, there is an overemphasis on the Mayflower Compact, which so happens to be filled with religious references: “Having undertaken for the Glory of God and advancement of the Christian Faith and Honour of our King and Country, a Voyage to plant the First Colony in the Northern Parts of Virginia, do by these presents solemnly and mutually in the presence of God and one of another, Covenant and Combine ourselves together in a Civil Body Politic, for our better ordering and preservation and furtherance of the ends aforesaid; and by virtue hereof to enact, constitute and frame such just and equal Laws, Ordinances, Acts, Constitutions and Offices from time to time, as shall be thought most meet and convenient for the general good of the Colony, unto which we promise all due submission and obedience.”6 The Mayflower Compact is an important element of American history but is not typical for states to require students to read and analyze the document “in its entirety,” nor to require this relatively obscure document to be taught to students six times, as required in the proposed Standards. Not even Massachusetts places such an emphasis on this document!7 This overemphasis only makes sense if the primary goal here is to promote the message that America was founded as a Christian nation. In alignment with the Christian nationalist requirements of Project Blitz, the Standards call for students to learn George Washington’s Farewell Address five times. Like the other proposed materials, the Farewell Address conveys the idea that religion is an essential aspect of what it means to be an American, claiming that “religion and morality” are “indispensable” to “political prosperity” and disputing the idea that “national morality can prevail in the exclusion of religious principle.” We also note that the Standards require students to learn events surrounding the “life of Jesus of Nazareth” five times in the context of Roman history. While there is general agreement among scholars that Jesus of Nazareth was a historical figure, the bible is not a reliable historical account, and there are insufficient Roman historical sources that would allow teachers to present the “major historical ideas and events surrounds the life of Jesus of Nazareth and their historical effects,” as required by the Standards.8 This requirement is literally impossible for teachers to meet unless they accept as true Christian dogma and teach from Christian literary sources. And, of course, instructing students to accept as true the beliefs of particular religions is a flagrant violation of the Establishment Clause. There is no question that there is a need to educate students with a comprehensive view of U.S. and world history, however the sources used to educate students must be based on objective, factual, neutral, and accurate accounts of history. Instead, the Standards include an agenda-driven attempt to cherry pick religious quotes from scattered historical sources in order to create the desired Christian nationalist narrative. They are inherently antagonistic toward students who are religious minorities or nonreligious, and they lack effective safeguards to protect the First Amendment rights of students subject to religious coercion. These factors put school districts required to teach based on these Standards at risk for liability. Taxpayer dollars should fund public education, not be wasted on efforts to indoctrinate students, nor to defend such unconstitutional indoctrination in court. These messages promoted by these Standards exclude atheists, members of minority religious, and even Christians with different religious views; potentially subjecting these students to harassment, bullying, and discrimination based on their beliefs. Currently, about 3 in 10 of adults are religiously unaffiliated, and atheists and agnostics make up about 9% of the total population. Studies show that approximately one-third of U.S. teens 13-17 identify as religiously unaffiliated. Another 6% of Americans follow various non-Christian faiths. South Dakota should not further marginalize this population by adopting such skewed and exclusionary educational standards. We strongly urge you to reject the adoption of these Christian nationalist Standards. 1 SD Dept. of Ed., South Dakota Social Studies Standards, Proposed Aug. 15, 2022. Available at: https://doe.sd.gov/contentstandards/documents/SS-Proposed.pdf 2 Clarkson, Frederick. “Project Blitz’ Seeks to Do for Christian Nationalism What ALEC Does for Big Business.” Religion Dispatches, published online Apr. 27, 2018. Available at: http://religiondispatches.org/project-blitz-seeks-to-do-for-christian-nationalism-what-alec-does-for-big-business/. ; see also Report and Analysis on Religious Freedom Measures, Impacting Prayer, and Faith in America. Available at: https://static1.squarespace.com/static/5bd8728e7eb88c68a5c8509f/l/5d365d78339e9100019cfa70/1563843966208/Project+Blitz+Playbook+2018-19.pdf. 3 Baptist Joint Committee, What is Christian Nationalism? Available at: https://bjconline.org/wp-content/uploads/2021/01/WhatIsChristianNationalism.pdf. 4 Edwards v. Aguillard, 482 U.S. 578 (1987) 5 Wallace v. Jaffree, 472 U.S. 38 (1985). 6 Mayflower Compact, Plymouth, Massachusetts, November 11, 1620. 7 Mass. Dept. of Elementary and Secondary Ed., History and Social Science Framework, 2018. Available at: www.doe.mass.edu/frameworks/hss/2018-12.pdf. 8 Klein, Christopher, “The Bible Says Jesus Was Real. What Other Proof Exists?” History.com, published Mar. 24, 2021. Available at: https://www.history.com/news/was-jesus-real-historical-evidence.</p>
257	Dr. Tim H Creal	retired educator	<p>I am writing in reference to the new proposed social studies standards currently under consideration. I want to preface my comments with the fact that though I was a long time educator in SD (teacher and administrator) I spent my teaching time in mathematics and not social studies. I am fearful that US History will be watered down and not taught as it really happened. I feel this is due to the false premise that “Critical Race Theory” (whatever one thinks that is) is the focus of teachings in SD schools. Having spent 33 years in education and having worked with multitudes of social science educators I have never seen or heard of anyone teaching CRT as I understand the meaning. I don’t believe you will find it anywhere in school curriculums. I see this entire CRT concept as nothing more than a political issue.</p> <p>What I hope for is: History will be taught as history happened...what actually happened and why. If people are offended by what actually happened maybe we will all learn from it and not repeat the mistakes from our historical past. Teachers will not be hamstrung by a set of standards that limits students learning opportunities. There are many inquisitive students who will likely ask questions and if teachers are limited by politically motivated standards students learning will suffer. So I ask...what are we afraid of?I believe the standards should be developed and evaluated by SD educators, not by out-of-staters who have little understanding of SD values and others that have spent little time in a classroom. This should not be a politically motivated issue. State leadership, starting with the Governor, should respect educators can develop and teach standards and will provide a quality learning environment that is truthful and fulfilling. Please remove politics from this process and allow educators to do their job. Thank you for your time.</p>
258	Michael Catalano	not listed	<p>I am writing to object to the standards proposed by Governor Noem on several grounds. First, the drafting of standards process should be left to professionals, not politicians. The governor has inserted herself inappropriately into this process. Secondly, her characterization of these standards as representing true and honest history is inaccurate. In being informed to a great extent by the Hillsdale College curriculum, her specific inclusions and exclusions in these standards are better characterized as jingoistic propaganda rather than accurate history and social studies. Thirdly, the standards give short shrift to certain topics and place other topics at inappropriate grade levels. I understand racism can be a controversial topic. But these standards inappropriately excise out the accurate story of the role of race, both with respect to African and Native Americans, in the history of the United States. It is even more troubling that this is being done in a rather obvious attempt at partisan pandering.</p>
259	Chris Hood	not listed	<p>Per the deadline for the Social Studies curriculum, I’m bummed the I missed it. I delayed too long. Please know that I’m very excited about the new curriculum. My Great Great Great Grandma escaped the Trail of Tears and I saw that will be covered repeatedly and want to encourage our ancestry! Very cool! Have a great weekend!</p>
260	Tammie McKenzie	not listed	<p>I have read the Proposed Social Studies it looked good. So are the current standards including such things CRT, Gender, SEL. I was told that certain people have responded to this with large numbers. I want to make an informed response.</p>
261	Don and Arla Baker	not listed	<p>Just a note to let you know we defend the proposed curriculum.</p>

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
256	Brittany Williams		
257	Dr. Tim H Creal		
258	Michael Catalano		
259	Chris Hood		
260	Tammie McKenzie		
261	Don and Aria Baker		

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
256	Brittany Williams		
257	Dr. Tim H Creal		
258	Michael Catalano		
259	Chris Hood		
260	Tammie McKenzie		
261	Don and Aria Baker		

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
256	Brittany Williams		
257	Dr. Tim H Creal		
258	Michael Catalano		
259	Chris Hood		
260	Tammie McKenzie		
261	Don and Aria Baker		

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
256	Brittany Williams		
257	Dr. Tim H Creal		
258	Michael Catalano		
259	Chris Hood		
260	Tammie McKenzie		
261	Don and Aria Baker		

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
256	Brittany Williams		
257	Dr. Tim H Creal		
258	Michael Catalano		
259	Chris Hood		
260	Tammie McKenzie		
261	Don and Aria Baker		

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
256	Brittany Williams		
257	Dr. Tim H Creal		
258	Michael Catalano		
259	Chris Hood		
260	Tammie McKenzie		
261	Don and Aria Baker		

	A	P
2	Name	9-12 - United States Government
256	Brittany Williams	
257	Dr. Tim H Creal	
258	Michael Catalano	
259	Chris Hood	
	Tammie	
260	McKenzie	
	Don and Aria	
261	Baker	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
262	Annette Roby	retired teacher	I am from Watertown, SD and plan to attend Monday’s meeting in Aberdeen. I'm a retired teacher and I'm very concerned about what is going on in our state and/with education; in particular, the new proposed social studies standards. But one question that stands out in my mind, and I will most likely address this on Monday, is why are these meetings being held on Mondays at 9:00 am? Can you, or your committee, be prepared to address this question? My thought is, if you are concerned and interested in what educators and parents are thinking and have to say why are these meetings being held when it’s nearly impossible for them to attend. I would think if your department is truly concerned about the education of our young people in SD you would hold these meetings when the educators and the parents can more easily be in attendance. I hope to get this question answered. I am looking forward to Mondays meeting.
263	Matt Abdouch	Parent/Guardian	I am writing as a parent of students at O’Gorman High School as well as Harrisburg North Middle School. I would like to present an article for your review written in favor of the proposed changes to the state's social studies curriculum. https://thefederalist.com/2022/09/20/south-dakota-is-debating-what-could-be-the-best-k-12-history-curriculum-in-the-country/ I am strongly in favor of the proposed changes after thoroughly conducting my own research from those in favor as well as those not in favor. As the author of the article points out, "South Dakota's constitution rightly observes, “The stability of a republican form of government depend[s] on the morality and intelligence of the people.” It further states some very alarming facts such as: The latest National Assessment of Educational Progress results, from 2018, show just 15 percent of eighth graders are “proficient” in U.S. history. Just one-quarter of eighth graders rated “proficient” or “advanced” in their civics knowledge on that test. It would be very hard to argue that the current standards are successful based on the above statistics. It seems to me that the most ardent objectors to these changes are ignoring such facts and instead basing their arguments on political motivations rather than what is best for our children and their futures. I appreciate the time and effort the board puts into educating our children. Thank you for your time, service, and consideration.
264	Jenna Peters	Parent/Guardian	I am not in favor of these new standards. As a 6-12 English/Language Arts teacher and a mother of a 1st grader and 5th grader, I am wondering where we are to find the time to teach all of these standards along with the Math, ELA, and Science standards. It's just not reasonable. I would love for our kids to learn about all of these concepts, ideas, historical figures, wars, etc. but it's just not reasonable or fair to put that expectation on these kids.
265	Florence Thompson	Grandparent	Very favorable. The proposed standards will bring us back in the right direction to true, public Education. Guiding Principles #10. Political activism was brought in with the Common Core Standards. I agree it should have no place in the K-12 Curriculum. (Common Core Compliant testing should also be scrapped.) #9. Agreed. We should not be hyper-inflating children's egos by calling them little scientists, etcetera. Students must first master the basics skills, the information and the discipline of a subject before they are mature enough for research. #8. Inquiry-based learning, If overused, wastes students' valuable learning time and dumbs them down. They are constantly having to reinvent the wheel. This results in denying the individual student full and efficient access to the rich heritage of knowledge which should be available to them through our public schools.
266	Barbara Weate	Grandparent	The breadth and depth of studies identified in these standards are wonderful at every level. I look forward to seeing them implemented. Thank you for the good efforts to put together such a strong package!
267	Lauri Davis	Resident and Parent of adult children	I have reviewed the proposed social studies standards for each grade and I support the way it builds upon the knowledge learned in prior grades. It takes a balanced approach to the history of our country, our government, and the legal system in order to educate and not indoctrinate our children. This is a positive step towards giving South Dakota students a better understanding of what it means to be a citizen of this great country. With these standards in place it be would very interesting to provide a typical U.S. Citizenship Test, given during the naturalization process, to our 12th grade students to see how they fair in comparison. The pass rate for naturalization applicants is 91% as of May 2021 so one has to wonder how well our South Dakota students would currently do on such a test. (See https://www.uscis.gov/citizenship-resource-center/learn-about-citizenship/the-naturalization-interview-and-test/applicant-performance-on-the-naturalization-test-may-2021)

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
262	Annette Roby		
263	Matt Abdouch		
264	Jenna Peters		I have a 1st grader and when I looked at these standards, I was shocked. The idea that he is to know some of these standards that are so complex is crazy to me. In 1st grade, he is focusing on reading and basic math so that when he gets older, he can read the history books and learn about these aspects of history. I like that he knows the importance of the flag and directions, but why does he need to know about Ancient China, India, and Babylon? He can barely read. That seems extensive and will probably not happen. Also, why does he need to know about triangle trade? My 5th grader learned about that last year in 4th grade. That seems much more reasonable. These standards are not reasonable.
265	Florence Thompson		
266	Barbara Weate	Great Social Studies Introduction	So great to include study and memorization of the Preamble of our Constitution
267	Lauri Davis		

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
262	Annette Roby		
263	Matt Abdouch		
264	Jenna Peters		
265	Florence Thompson		
266	Barbara Weate	Studies in several grades include comparisons of different ways of life and religions throughout the world	
267	Lauri Davis		

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
262	Annette Roby		
263	Matt Abdouch		
264	Jenna Peters		I have a 5th grader that gets straight As in school. He often tells me about what he learns in class especially when it comes to Math and Social Studies. I would love for him to learn all these things, but there is not enough hours in the day for him to learn all of these standards in 5th grade. I'm flabbergasted that someone would think these standards are doable. I want my son to learn as much as he can, but I also want the expectations to be reasonable. I'm wondering if the people that wrote these standards have ever had kids or ever set foot in a K-12 public school.
265	Florence Thompson		
266	Barbara Weate	I think students in all grades will benefit from the way South Dakota history and characteristics fit into the overall story of America.	Blending knowledge of indigenous people beliefs and history with world wide and American studies will help students to better understand how everything fits together.
267	Lauri Davis		

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
262	Annette Roby		
263	Matt Abdouch		
264	Jenna Peters		
265	Florence Thompson		
266	Barbara Weate		So many topics in these standards at each grade level should provide great critical thinking skills to help our students understand why things have happened and give them better skills for making good decisions in their own lives.
267	Lauri Davis		

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
262	Annette Roby		
263	Matt Abdouch		
264	Jenna Peters		
265	Florence Thompson		
266	Barbara Weate		
267	Lauri Davis		

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
262	Annette Roby		
263	Matt Abdouch		
264	Jenna Peters		
265	Florence Thompson	Economic principles should be taught at all levels, such as individual rights to own property, i.e. no more putting everyone's crayons in a communal box in Kindergarten. #G Should be reworded to include something like: the laws protect the individual's RIGHT to private property, i.e. The Pursuit Of Happiness. Which frees them to produce a profit/surplus and manage that surplus as they see fit.	
266	Barbara Weate		
267	Lauri Davis		

	A	P
2	Name	9-12 - United States Government
262	Annette Roby	
263	Matt Abdouch	
264	Jenna Peters	
265	Florence Thompson	
266	Barbara Weate	
267	Lauri Davis	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
268	Darrell Vig	School board member	While there's significant amounts of good material in the proposed standards, it seems poorly written, incorrectly adapted to the different grade levels, and missing input from "boots on the ground " teachers who teach the elementary and secondary education students. The proposed standards contain improper definitions, overlook important topics, and lack clarification on many aspects. The proposed standards appear to be written by college professors who aren't familiar with teaching elementary, middle school, and high school students at levels the students can understand and comprehend the material.
269	Lexi Johnson	K-12 Educator	Way to wordy and advanced for each grade level and ability level
270	Judith Wright	K-12 Educator	Please, please, please say no to these standards. As an educator I value the educational standards of nationally accredited institutions of learning and the expertise of trained educators. The creators of these standards lack both aside from a few teachers (I believe there were three). What a slap in the face of those who actually teach children. The fact these standards have been even proposed is just another affront to the teaching profession as I am yet to meet even ONE educator and ANY level that thinks these standards are anything but political maneuvering. The cost of our students' education and well being is too high to pay for political pandering. Please do the moral thing, and listen to educators and the public on what they want represented in the standards. Say no to this political agenda and remember what's best for students.
271	Steven Scarbrough	Retired Educator, Masters in Curriculum (UMN)	These standards do not seem to be spiralled. Concepts do not match the cognitive age level in nearly every level and limit a variety of learning preferences. They are this not acceptable. Contact me for more info.

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
268	Darrell Vig		
269	Lexi Johnson		
270	Judith Wright	I teach K-12 Spanish, high school English and High School English. Having taught kindergartners for years the thought of having to teach such higher level thinking concepts to such a young group of kids would actually be comical if it weren't so scary. The question would become, do you want kids to learn math, English, science, art and music, or only social studies standards. This content is NOT age appropriate to the brain development and abilities of students in kindergarten. Early elementary is a time to foster a love of learning and school rather than push course work that would be too challenging and frankly inappropriate to talk about with such a young group. Please don't let political agendas dictate the needs of the classroom but rather the students. Please do the MORAL thing here and reject these standards.	Again these standards are laughable at their complexity. First graders are supposed to recite the Preamble by memory? Seriously? I'm all about fostering pride for our country as my father is a Westpoint graduate and I spent my youth moving with the military. Route memorization is not the way. If anything you will breed dissent amongst the public as a result of their children coming home in tears over having to learn inappropriate content for the age of this student group. Please say no to these standards.
271	Steven Scarbrough		

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
268	Darrell Vig		
269	Lexi Johnson		
270	Judith Wright	Again, these standards are clearly motivated by politics rather than the needs of our students. Not age appropriate for the grade level.	
271	Steven Scarbrough		

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
268	Darrell Vig		
269	Lexi Johnson	<p>4th Grade should mostly be about learning more about Regions in America and more about South Dakota.</p> <p>Being able to recite large portions of famous documents does not teach them about those documents. We do not say half of those words in normal conversation.</p> <p>When addressing the Roman Empire I feel that this does not represent our state at all. The students are interested in learning more about historical events that happened in this region more than the Roman Empire and China. That is high school content.</p> <p>4th graders should know about how our country was started. I do like the standards aligned with 4.SS.8. It gives us teachers exact guidelines as to what to cover.</p> <p>The standards of 4.SS.11 are just a hodge-podge assortment of what could be covered with other standards already addressed.</p> <p>I strongly encourage the people who are coming up with these updated standards to take time to spend a day or a week even in a classroom at each level. Many of the standards K-12 are way above their level of understanding and comprehending. As a teacher I want my students to be informed and be well educated, but at a level that is not frustrating for them. We want our students to succeed. Many of the intended standards are going to be above age level appropriate for our students. Also, in my classroom I am personally pulling resources from various sources to meet the current standards. There is very limited resources or companies that cover these standards all in book or online. All of these resources are coming out of our personal accounts.</p> <p>I do feel the standards for each grade level can be updated but look at all of them as to what is going to educate our students to help them prepare for their future. Our kids are our future. We need to help them grow and succeed to become better adults by addressing standards that even in the worst times in history do not happen again. Then address and celebrate those important times in history that made us the great nation that we are.</p>	
270	Judith Wright		
271	Steven Scarbrough		

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
268	Darrell Vig		
269	Lexi Johnson		
270	Judith Wright		
271	Steven Scarbrough		

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
268	Darrell Vig		
269	Lexi Johnson		
270	Judith Wright		
271	Steven Scarbrough		

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
268	Darrell Vig		
269	Lexi Johnson		
270	Judith Wright		
271	Steven Scarbrough		

	A	P
2	Name	9-12 - United States Government
268	Darrell Vig	
269	Lexi Johnson	
270	Judith Wright	
271	Steven Scarbrough	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
272	Emily Kranz	Higher Education	As a whole, these standards are absurd. Elementary standards equate to college-level content. Put actual educators who work with K-12 students daily on the standards committee as is standard practice. The wide removal of state certified teachers from the committee is appalling. Blooms taxonomy of standards is not appropriate for grade levels. Influence of Christianity religion is overwhelming. Lack of Native American history in South Dakota is a complete white-washing of state history. As someone who is heavily involved in education on a k-12 and higher education level, I cannot fathom what a waste of time and money this process was that lacked involvement from key stakeholders. Start over and do better.
273	Sandee Tucker	Parent/Guardian	Noem is a White Supremacist Hypocritical Killing Authoritarian Governor. Noem only cares foe herself & money. Noem only uses Native American for photo-ops.but has tried to get rid of them in the history books. Noem wants them removed from the Federal land that they were given that she has no rights to or laws over. Noem is changing Social Studies for Political Points & not for the children.
274	Ann Mehlhaff	Parent/Guardian	The standards were created in good faith by a number of people with varied backgrounds who take local history, geography, and government seriously. Let's raise the bar for the next generation; adopt these standards and continue to improve where needed. Thanks to all who worked so hard on this project.
275	McKenzie Bakken	K-12 Educator	Think of ADULTS. How many of them can correctly speak about the Middle Ages? Roman Empire? War of 1812? Additionally, with Social Studies not being a core subject area, there is in no way possible enough time in the school day/year for every single one of the outlined standards to be addressed when a majority of elementary schools are having to teach Social Studies for half of the school year and Science for the remaining half of the school year.
276	Camille Binder	K-12 Educator	<p>As a long time educator, previously certified K-8, I strongly oppose the proposed Social Studies Content Standards.</p> <p>1. The proposed standards ignore important factors that improve the learning process. The proposed standards introduce facts and information and then do not return to the material in subsequent lessons or grade levels. Repetition influences knowledge acquisition by aiding learners to understand and organize material. Prior knowledge has a direct influence on the ability to learn.</p> <p>2. The proposed standards are grossly inappropriate for the intended age and grade level.</p> <p>3. The proposed standards are not education standards, in that they do not state goals; but, are instead a prescribed curriculum or list of activities.</p>

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
272	Emily Kranz		
273	Sandee Tucker	Overreach of Authoritarian Governor	Forcing kids to learn about Christianity from an Authoritarian Governor
274	Ann Mehlhaff		
275	McKenzie Bakken		
276	Camille Binder		

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
272	Emily Kranz		
273	Sandee Tucker	Forcing kids to learn about Christianity from an Authoritarian Governor	Forcing kids to learn about Christianity from an Authoritarian Governor
274	Ann Mehlhaff		
275	McKenzie Bakken		
276	Camille Binder		

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
272	Emily Kranz		
273	Sandee Tucker	Forcing kids to learn about Christianity from an Authoritarian Governor	White-wahing history so no one learns the truth about history. The Governor is creating a racial division between the next generation of children.Noem is creating hate.
274	Ann Mehlhaff		
275	McKenzie Bakken	Thee standards are assuming that students will have built prior knowledge from previous grade levels. If these are implemented in 2023, then you are automatically putting students 4 years behind grade level when it comes to SS content knowledge. 4.SS.2.B implys that students will tell about pertinent cities in regards to westward expansion. This is not developmentally appropriate. I, personally, was not taught about westward expansion until 6th grade, at the earliest. 4.SS.3 - the Roman Empire, was not introduced until 6th grade in years past. I can keep going. In regards to a majority of these standards, they are not developmentally appropriate for students who are 10 years old. Think of students with learning gaps. Think of students with disabilities.	
276	Camille Binder		

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
272	Emily Kranz		
273	Sandee Tucker	White-wahing history so no one learns the truth about history. The Governor is creating a racial division between the next generation of children.Noem is creating hate.	White-wahing history so no one learns the truth about history. The Governor is creating a racial division between the next generation of children.Noem is creating hate.
274	Ann Mehlhaff		
275	McKenzie Bakken		
276	Camille Binder		

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
272	Emily Kranz		
273	Sandee Tucker	White-wahing history so no one learns the truth about history. The Governor is creating a racial division between the next generation of children.Noem is creating hate.	White-wahing history so no one learns the truth about history. The Governor is creating a racial division between the next generation of children.Noem is creating hate.
274	Ann Mehlhaff		
275	McKenzie Bakken		
276	Camille Binder		

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
272	Emily Kranz		
273	Sandee Tucker	White-wahing history so no one learns the truth about history. The Governor is creating a racial division between the next generation of children.Noem is creating hate.	White-wahing history so no one learns the truth about history. The Governor is creating a racial division between the next generation of children.Noem is creating hate.
274	Ann Mehlhaff		
275	McKenzie Bakken		
276	Camille Binder		

	A	P
2	Name	9-12 - United States Government
272	Emily Kranz	
273	Sandee Tucker	White-wahing history so no one learns the truth about history. The Governor is creating a racial division between the next generation of children.Noem is creating hate.
274	Ann Mehlhaff	
275	McKenzie Bakken	
276	Camille Binder	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
277	Wendy Larson	K-12 Educator	<p>1. The standards themselves are not written as if they have a purpose. EVERY standard appears to be a "list" of what to read about and explain. That, in itself, is disturbing because we are taking out the application of knowledge and giving students no opportunities to think critically or apply anything to their lives. There is no longer a "purpose" for learning.</p> <p>2. Many of the "lists" of things to study are just a repetition at every level. The introductory letter to the teachers stated that the repetition was meant to BUILD on previous years. This has not been accomplished because the lists are written the same way at every level. High school has some additional lists and application at the senior level. This is unacceptable in terms of teaching students to be valued members of society.</p> <p>3. Many of the standards are completely inappropriate for certain age levels.</p> <p>4. The chronology meant to make more sense actually makes less sense because without certain ideas and pieces, it is impossible for students to understand an event happening in time. (Example: In 7th grade students are supposed to "explain" the Federalists and Anti-Federalists: however, they are not "explaining" the Bill of Rights until 12th grade. It is impossible to teach the viewpoints of Federalists and Anti-Federalists without addressing the Bill of Rights, Compromises, etc. Although, somewhere in the standard there needs to be a purpose for studying the Federalists and Anti-Federalists. That is NOT addressed right now.)</p> <p>5. The civics standards are mostly nonexistent and the critical thinking and understanding the responsibility of being a citizen. Understanding how to find true information from the web, media, etc. is not addressed until 12th grade! Even then, it is only mentioned in the list. Again, the purpose and objectives are all gone.</p> <p>6. I also find it unacceptable that we are not using standards revised and prepared by educators. Teachers are the experts in their field, and South Dakota teachers were left out of the process.</p> <p>Overall I am completely baffled by these "NEW" standards. What need is being addressed? Why the radical change? What is the purpose? None of that has been addressed in the Introduction to the proposal. I have taught in South Dakota public schools for over 23 years. i currently teach 8th grade social studies. I DO NOT have a problem embracing positive change. Respectfully, these standards are NOT positive. They are the most poorly written standards I have EVER encountered. (Please understand that I use the term "standard" loosely, as it appears to be a "list" of things to study with no purpose or thinking attached to it.</p>
278	Brenda Schmit	Grandparent/ former school board member	<p>These standards are not realistic or obtainable by the ages set within. Please let educators do their jobs without bring more burden down on them with these unobtainable standards. Common sense is something South Dakotans are proud of - these show none of that in regards to educating children at the appropriate level. Please reconsider and re-evaluate these standards!!!</p>
279	Sean Bradley	K-12 Educator AND parent of two elementary age children	<p>My name is Sean Bradley; I have been a certified teacher in South Dakota since 2010. I have a Masters in Teaching, Learning, and Leadership. I am certified to teach everything grade 7-12 English Language Arts, US and World History, Civics, Geography, and Government. In the past, I have participated in the State Department of Education Standards review process; my name is on the most recent South Dakota State Standards for English Language Arts as the 11th and 12th Grade Table Lead. I tell you all of this in the hopes that you will listen when I say the proposed Social Studies standards are both laughably complex and woefully inadequate, developmentally inappropriate, and will not meet the 21st century needs of students.</p> <p>For example, one of the proposed 1st Grade standards says:</p> <p>"1.SS.4. The student demonstrates knowledge of ancient civilizations in Asia, the Middle East, northern Africa, and the eastern Mediterranean Sea.</p> <p>A. The student identifies the major cultural features, stories, and contributions of Ancient India, Babylon, and Ancient China. H</p> <p>B. The student identifies the major cultural features, stories, and contributions of Ancient Egypt, including agriculture, hieroglyphic writing, and papyrus. H</p> <p>C. The student explains the major historical events and stories of the ancient Hebrews. H</p> <p>D. The student identifies the major figures and stories within Greek mythology. H</p> <p>E. The student tells the story of the Persian Wars, including the battles of Marathon and Thermopylae. H</p> <p>F. The student identifies the major cultural features and contributions of Athens, including pottery, architecture, sculpture, and democracy. HC</p> <p>G. The student tells the story of the Peloponnesian War. H</p> <p>H. The student tells the story of the conquests of Alexander of Macedon. H"</p> <p>This is far too advanced for 6 year old students who are still learning basic concepts such as writing their names with proper formation of all letters and proper punctuation, listing the names of presidents, and identifying different animals. A. is currently taught in 7th grade. D. is currently taught in 8th grade. These standards are asking students to do things that are completely beyond their skill level and ability to comprehend.</p> <p>Conversely, the standard is almost identical in the grade 9-12 band, asking students to identify, explain, compare, and tell, completely ignoring Bloom’s Taxonomy and Webb’s Depth of Knowledge; these are all basic skills that do not move into Strategic or Extended Thinking categories. Failure to develop these skills will leave students completely unprepared for coursework in college and beyond.</p> <p>Also, looking at the proposed standard listed above, there are eight specific things that need to be taught in 1st grade. There are eleven such standards in the 1st grade American and World History standards, where students are required to be proficient in 96 different concepts by the end of the year. This is in an elementary school classroom, where students also are required to be proficient readers, learn rudimentary science concepts, add and subtract two-digit numbers, and be tested at least three times a year on their literacy. These standards would require an inordinate amount of time focused on teaching Social Studies, and, quite honestly, they could not be covered in a standard school year.</p> <p>Additionally, there is very little in these standards that addresses South Dakota history and culture, minimizing – or outright ignoring - the impact and contributions of the Oyate in South Dakota history. Most mention of the impact and contributions of the Oyate have been relegated to an optional high school class that has yet to be developed and is not currently taught in any school district in the state.</p> <p>This leads me to my most important point: there is not a single public school district in the country that is using these standards, or ones similar to them. That means there is no curriculum, no resources available to teach to these standards. I would imagine that Hillsdale College would have something... and charge the state a pretty penny for curriculum adoption, which is supposed to be at the discretion of districts, not mandated by the state.</p> <p>These standards are woefully inadequate in several ways: developmentally inappropriate on both ends of the spectrum, too incredibly complex to be taught in a general education classroom, lack focus on important South Dakota history and culture, and force teachers to teach step-by-step rote memorization and recitation – skills that do not translate to proficiency in a 21st century classroom. I would urge the state Board of Education to reject these proposed standards and return the process to the hands of dedicated education professionals where it belongs, and keep politics out of South Dakota classrooms. Thank you.</p>
280	Eric Knight	K-12 Educator	<p>The process for standards adoption was not followed. This will create a double adoption of standards in one year and/or the overlapping in already purchased curriculums. It is concerning to me that we would purchase a curriculum from a singular provider. In all other curriculum areas, we do a curriculum review to make sure the curriculum meets the standards, assessments, and our student and teacher needs. The adoption of these standards would not allow for this valuable work to be done. As a district superintendent, the undertaking of these standards will create about 30% more funding to adopt successfully. With the drastic shift in standards, districts will be required to pay teachers for summer work required to teach these standards. The standards are not age appropriate. I believe we have done such a quality job creating learning environments that foster problem solving and inquiry based learning. These standards throw those skills we have worked so hard to capture out the door. We move back into rote memorization as the primary form of learning. Finally and most profoundly, in my district, we have worked very diligently to meet the needs of our work force through CTE offerings. Whether it was providing funding for classrooms, teacher certification, or project we have worked to expand our CTE offerings and programming over the last four years. This has helped our local workforce, students, and businesses. In a small school schedules are very tight, the expanded social studies classes that will need to be taken by students will reduce their ability to take CTE courses. This will be a difficult conversation to have with our local business leaders who have seen the positive affects of our expanded CTE program. It will also be a difficult conversation to have with our leaners who have chosen the CTE pathway for graduation and their post high school lives. In turn, this will create more problems in the classroom and less student engagement. The adoption of these standards as written will have lasting negative affects on our students, schools, and communities.</p>

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
277	Wendy Larson		
278	Brenda Schmit		Ridiculous was is expected of a child this age. Things need to be explained in simple logic. Think of the children around you- you can not be oblivious that this is beyond there capability!!!
279	Sean Bradley		
280	Eric Knight		

[illegible]

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
277	Wendy Larson		
278	Brenda Schmit		Another one that is terribly out of the realm of their capabilities!
279	Sean Bradley		
280	Eric Knight		

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
277	Wendy Larson		
278	Brenda Schmit		
279	Sean Bradley		
280	Eric Knight		

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
277	Wendy Larson		
278	Brenda Schmit		
279	Sean Bradley		
280	Eric Knight		

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
277	Wendy Larson		
278	Brenda Schmit		
279	Sean Bradley		
280	Eric Knight		

	A	P
2	Name	9-12 - United States Government
277	Wendy Larson	
278	Brenda Schmit	
279	Sean Bradley	
280	Eric Knight	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
281	Dr. Keri Tisher	K-12 Educator	I cannot express how unreasonable and inappropriate the first grade standards are. I have been teaching first grade for over 20 years and I find that the sheer number and topics listed for first graders to be ridiculous. There is already a teacher shortage in this state. I can't imagine that forcing teachers to teach these would help this matter.
282	Denise Swenson	K-12 Educator	
283	Mike Mathis	K-12 Educator	I think this is great. Instilling a solid foundation for our children is so important.
284	Paula Janovy Jean	K-12 Educator	Horrible!!!
285	Vanderweide	Parent/Guardian	Appears to depict an accurate account of our US and SD history without any bias or attempt to add to or take away from our history. History can repeat itself if not taught accurately and we dont learn and teach from both the positives and negatives! Approve
286	Ann Scheepstra	Parent/Guardian	I agree and like these proposed standards.
287	Cassandra Brown	Parent/Guardian	Very happy with these standards. Our children need to know and understand history without being indoctrinated by the ideologies of today. Great base of knowledge to have informed adults.
288	Sarah Skatvold	K-12 Educator	I do like the fact that these standards are specific enough that I do not have to question which standard I am teaching in class.
289	Susan Munger	Parent/Guardian	

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
281	Dr. Keri Tisher		These standards are completely unreasonable and developmentally inappropriate for first grade. Memorizing facts and quotes that will have no meaning to first graders is a waste of instructional time. Many of my students can't remember their 5 digit lunch number, birthday, or even last name. Memorizing these types of information is impossible. A majority of our time in first grade should be spent teaching students to read, write, and the foundations of math so that they can adequately learn about these topics later in their schooling career. Demonstrating knowledge of ancient civilizations in Asia, the Middle East, northern Africa, and the eastern Mediterranean Sea and demonstrating knowledge of the Roman Republic and the Roman Empire is not even something that is reasonable to teach to first graders. Knowing American history from 1492-1787 will not make sense to this age group. They do not have the concept of time required. First graders still think George Washington is alive and our current president. Was there even a first grade teacher on this committee?
282	Denise Swenson		1.SS.5, 1.SS.7-10= These standards are beyond what first graders can understand. The previous standard was to introduce them to what life was like long ago. Some students struggled understanding a time that is not the present. Ancient civilizations are to in depth for what first graders need to understand. Reading and math are our main goals in first grade. Social studies is easy to incorporate reading into, but learning about ancient china should not replace the time I am teaching them to read and write. Please consider removing these standards!
283	Mike Mathis	Great job! This is so important to the development of our children.	Great work
284	Paula Janovy		
285	Jean Vanderweide		
286	Ann Scheepstra	I like this concept.	Yes.
287	Cassandra Brown	Very Happy with this list	Great knowledge to learn
288	Sarah Skatvold		
289	Susan Munger	Positive	Positive

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
281	Dr. Keri Tisher		
282	Denise Swenson		
283	Mike Mathis	Great job	So important, wish I knew more about our history.
284	Paula Janovy		
285	Jean Vanderweide		
286	Ann Scheepstra	I like this timeline.	This looks good.
287	Cassandra Brown	Good	Happy with this list
288	Sarah Skatvold		
289	Susan Munger	Positive	Positive

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
281	Dr. Keri Tisher		
282	Denise Swenson		
283	Mike Mathis	Great	Thank you! Great job
		<p>Memorizing the Declaration of Independence paragraph is ridiculous. I doubt any adult could do this let alone a nine year old. There is no reason that they couldn't read and discuss it, but memorizing is not necessary. If speeches or important documents are needed to be reviewed, they can be found online. They can barely remember their address and basic math facts.</p> <p>Roman Empire: This is inappropriate for our level. What happened to learning about their city and state? I don't see any SD history in this curriculum. That is sad. We need to be teaching these little ones about the history of things around them, not some far off place they may never visit. We aren't equipped to teach a high school history lesson. I would say no to the Roman Empire and Middle Ages. Yes to American Revolution, Dec. of Independance, Constitution, Branches of Govt. .</p>	
284	Paula Janovy	In summary: So many of the concepts are not age appropriate. We are not High School teachers with text books to teach history. Our focus is on reading, writing and math in the few hours we get, We share our science and social studies block so there is not enough time to delve into just social studies in the elementary. Memorizing things is not a necessary skill. Thinking deeply about a concept is way better than just memorizing. I am disappointed in this list of standards and feel whomever wrote these weren't thinking of the intellectual ability of the age. Also, we need to work from community and state learning to world learning. You cant cram all the world into a mind that isn't even aware that they live in a town, inside a state, inside a country that is part of a world.	
285	Jean Vanderweide		
286	Ann Scheepstra	Good.	Yes.
287	Cassandra Brown	Children need to know this	Great program
288	Sarah Skatvold		
289	Susan Munger	Positive	Positive

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
281	Dr. Keri Tisher		
282	Denise Swenson		
283	Mike Mathis	Thank You	Great job!
284	Paula Janovy		
285	Jean Vanderweide		
286	Ann Scheepstra	I like this concept.	Yes.
287	Cassandra Brown	History is important to know and understand	Great knowledge
288	Sarah Skatvold	(1.) 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 I question the wording in this standard as subjective and objective reading of statements are not taught/required until 7th grade reading 7.RI.2. Interpreting between subjective and objective reading is a difficult skill to teach and retain for middle school students. I feel that students should have knowledge of subjective and objective reading/writing before they are asked to identify in social studies. This could be worded differently and still have the same outcome. Maybe "The student can identify a statement that is based on one's personal beliefs of the truth versus a statement based on given facts with the truth." or something like that. (2.) 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 I question this wording as it is very open ended. As I look through the Oceti Sakowin standards, I do not know what has already been taught/emphasized in prior grades and what is needed to be taught/emphasized in 6th grade because the standards are grade specific. Many curriculums give a very brief overview of the major geographic groups of the North American tribes, but not specifically to tribes based in/around South Dakota. To me, this seems too specific of a topic to teach when working with a time frame from 5 million BC to around the 1815.	
289	Susan Munger	Positive	Positive

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
281	Dr. Keri Tisher		
282	Denise Swenson		
283	Mike Mathis	So important our kids know our history.	Thank you! So very important
284	Paula Janovy		
285	Jean Vanderweide		
286	Ann Scheepstra	Yes.	This is appropriate and good to learn.
287	Cassandra Brown	Perfect	Important and well done
288	Sarah Skatvold		
289	Susan Munger	Positive	Positive

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
281	Dr. Keri Tisher		
282	Denise Swenson		
283	Mike Mathis	Thanks	Thanks
284	Paula Janovy		
285	Jean Vanderweide		
286	Ann Scheepstra	Economics is vital for kids to know.	Our history is so important.
287	Cassandra Brown	Happy with this	Great knowledge
288	Sarah Skatvold		
289	Susan Munger	Positive	Positive

	A	P
2	Name	9-12 - United States Government
281	Dr. Keri Tisher	
282	Denise Swenson	
283	Mike Mathis	Great
284	Paula Janovy	
285	Jean Vanderweide	
286	Ann Scheepstra	Kids need to understand our government and how it works.
287	Cassandra Brown	Important to learn
288	Sarah Skatvold	
289	Susan Munger	Positive positive

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
290	SP	Parent/Guardian	<p>Page 3, Introduction:</p> <p>Point 3 employs "love" as a result of what students will attain. This is extreme, as a person cannot be forced to love. however they can gain understanding and respect. I suggest a slight edit such as ...debates that foster understanding and respect for the evolution of our country.</p>
291	Jesse Randall	Citizen & Uncle	I am concerned with the cost-to-implement and the indoctrination methodologies (including the requirement for first graders to memorize the preamble to the Constitution). Schools are better spent teaching children critical thinking and creativity, not having them memorize state capitals or government documents.
292	Alyssa Lindstrom	K-12 Educator	The proposed social studies standards are developmentally inappropriate at every age level. We are pressuring our kids to hold more knowledge at a younger age and pressuring our teachers to cover so many standards by the end of the year, and therefore educators are not able to teach the students very important life lessons that are needed to survive in today's society. A first grade student does not need to be able to tell a story of the Persian War. A third grader does not need to know the roles of Hannibal and Sipio Africanus during the Punic Wars. People often ask the questions, "What is happening in our society?" "Why is there so much violence?" The answer is simple - we are pressuring our kids TOO much. Kids need to be kids. As educators, we need to foster their creativity, help them problem solve, teach them to be upstanding citizens. This doesn't happen if we are so focused on teaching standards that are way too rigorous at a young age. Social studies is an important topic for students of all ages, but if it's not taught at the right level, what's the point?
293	Brian Plahn	Parent/Guardian	When I want medical advice I go to doctors. I do not agree with having noneducators deciding on what is the best way to educate our children. And one of the individuals who was making these decisions not only is not a K-12 educator but not even from our state. These standards need to be rolled back to the original standards that were created by educators. Not these new standards and not the standards that were changed, by state government, after the committee created them.
294	Juli Trowbridge	K-12 Educator	
295	Susan Luschas	Parent/Guardian	Fantastic curriculum! Proud to have my students in South Dakota schools. Thank you for not teaching CRT and promoting propaganda / brainwashing of our kiddos!
296	Dale Horan	Retired educator	What is taught in our entire public school systems should never be politicized or dictated by politics. Social Studies should be taught factually by educators that have trained to teach the absolute history as it actually happened. 'If we do not understand and accept our history, we are doomed to repeat it'. For all of our victories, we should revel in them. However, all of our mistakes need be acknowledged so we try , desperately, not to repeat. We will learn when we understand both sides to every issue.
297	Jennifer	Parent/Guardian	I am very pleased with the new curriculum proposa!!
298	Kelli Jorgensen	Parent/Guardian	Not age appropriate
299	Roo	K-12 Staff member and Parent	
300	Stephen Jackson	Higher Education	<p>These standards do the students of South Dakota a grave disservice. Most importantly, they are entirely educationally inappropriate for the development of young people. They emphasize rote memorization over any sort of critical thought or analysis. In an age where students have endless facts on their phones, it is far more important that they be taught how to evaluate the information at their disposal. In other words: teach them how to understand, not regurgitate, information.</p> <p>This is exactly what is meant when educators speak of inquiry. Here I should note that the inquiry method is the standard by which professionals in the social studies measure the success of standards. The American Historical Association, for instance, explicitly states that "inquiry is a signature aspect of history pedagogy" (link to AHA's statement here: https://www.historians.org/jobs-and-professional-development/statements-standards-and-guidelines-of-the-discipline/criteria-for-standards-in-history/social-studies/social-sciences). Yet these standards explicitly reject inquiry in all its forms in the introduction. This is entirely inappropriate, and represents a fundamental flaw with the Commission's proposed standards.</p> <p>But the chosen content is also problematic three additional reasons.</p> <p>1. Standards should be statements of minimums, and not a complete syllabus. The proposed document acknowledges this in the introduction, but then does the complete opposite in practice. These standards are more than twice the size of our current standards, begging an obvious question: if we teach all of this new material, what gets pushed out of an already crowded curriculum?</p> <p>2. The content chosen does not take into account child development. What 4th grader should be expected to know about the Carolingian Dynasty? I'd wager that if I polled 100 South Dakotans today, only a tiny fraction would have this knowledge. Yet the state is saying it is one of the minimum standards that all students should know! Why?</p> <p>3. At the higher levels, none of the standards ask students to reflect upon what they know. Standard after standard asks students to 'describe,' 'recite,' or 'explain.' All of these require rote memorization, yet none of them ask students to truly think about the material they are being given.</p> <p>In other words, these standards are exactly what you'd expect from a commission composed of few educators, facilitated by someone with no experience or background in K-12 education, and where politicians outnumbered teachers. We must do better for the students of this state.</p>

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
290	SP		
291	Jesse Randall		
292	Alyssa Lindstrom		
293	Brian Plahn		
294	Juli Trowbridge		
295	Susan Luschas		
296	Dale Horan		
297	Jennifer		
298	Kelli Jorgensen	Not age appropriate	Not age appropriate
299	Roo		
300	Stephen Jackson		

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
290	SP		
291	Jesse Randall		
292	Alyssa Lindstrom		
293	Brian Plahn		
294	Juli Trowbridge		After reviewing the current draft, my concerns are appropriateness for third graders. Much of the expectations are comprehensively inappropriate for children 7-9 years old. In question are the areas of knowledge of the Punic, Peloponnesian and Persian wars; ancient civilizations, greek mythology, slavery; preparation for knowledge of the American Revolution, and understanding the French and Indian War. I am not saying that these cannot be taught, but the level of learning is above what many third graders will be able to understand, let alone comprehend or even remember.
295	Susan Luschas		
296	Dale Horan		
297	Jennifer		
298	Kelli Jorgensen	Not age Appropriate	Not age appropriate
299	Roo		
300	Stephen Jackson		

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
290	SP		
291	Jesse Randall		
292	Alyssa Lindstrom		
293	Brian Plahn		
294	Juli Trowbridge		
295	Susan Luschas		
296	Dale Horan		
297	Jennifer		
298	Kelli Jorgensen	Not age appropriate	
299	Roo		
300	Stephen Jackson		

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
290	SP		
291	Jesse Randall		
292	Alyssa Lindstrom		
293	Brian Plahn		
294	Juli Trowbridge		
295	Susan Luschas		Thank you for teaching the Declaration of Independence and our founding documents! Love the emphasis on geography in South Dakota. Really appreciate the back-to-American basics of the curriculum here.
296	Dale Horan		
297	Jennifer		
298	Kelli Jorgensen		
299	Roo		
300	Stephen Jackson		

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
290	SP		
291	Jesse Randall		
292	Alyssa Lindstrom		
293	Brian Plahn		
294	Juli Trowbridge		
295	Susan Luschas		Thank you for teaching about communism, fascism and tyranny. Students need to learn about this to better understand modern events. Great curriculum!
296	Dale Horan		
297	Jennifer		
298	Kelli Jorgensen		
299	Roo		
300	Stephen Jackson		

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
290	SP		
291	Jesse Randall		
292	Alyssa Lindstrom		
293	Brian Plahn		
294	Juli Trowbridge		
295	Susan Luschas		
296	Dale Horan		
297	Jennifer		
298	Kelli Jorgensen		
299	Roo		19-E: Add Emmett Till and the Tulsa Race Massacre (Black Wall Street)
300	Stephen Jackson		

	A	P
2	Name	9-12 - United States Government
290	SP	
291	Jesse Randall	
292	Alyssa Lindstrom	
293	Brian Plahn	
294	Juli Trowbridge	
295	Susan Luschas	
296	Dale Horan	
297	Jennifer	
298	Kelli Jorgensen	
299	Roo	
300	Stephen Jackson	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
301	andrew fergen	K-12 Educator	The new social studies standards need to follow a better process. We only had two teachers on the standards review which needed to be more. The standards were written from a higher education perspective which does not help our students. I am a former social studies teacher and history major for my undergraduate degree. We are having elementary, middle, and high school students learn material I didn't learn in college. The material is vast and there is little higher level thinking associated with the standards. As a former social studies teacher, higher level thinking in social studies increases student buy-in with the subject along with makes them understand material at a critical thinking level which is what you need in society. I do not think our current graduation requirements fit the standards in high school. You will need at least 3 semesters to cover U.S. history standards appropriately and 2 semesters to teacher government standards appropriately. We need to go back to the drawing board and find standards that prepare students for the 21st century. Now as a superintendent, I see that the curriculum for the new social studies standards are only found in the Hillsdale curriculum. My school would need to purchase curriculum that is not in our current budget and would be hard to fit in a future budget. Ultimately, this decision to keep these standards will increase money spent by schools, encourage teachers to leave the profession with lack of buy-in from students, and hurt the education of our students. No one wins in these standards that are being proposed!
302	Edann	K-12 Educator	Terrible and embarrassing
303	Kyle Knips	K-12 Educator	Garbage. I cannot believe anyone on the committee thought these standards were appropriate. If the goal is to drive away teachers from a profession that is already facing a shortage, these standards will do just the trick. What was wrong with the standards that were proposed last year (before they were edited by the DOE) by actual South Dakota teachers?
304	Linnae Soldatke	Grandparent	Very impressed with the proposed standards. Firm foundation for history. Glad to see economics covered.
305	Stacy	K-12 Educator	The proposed standards are not age/developmental appropriate for students. Having unrealistic expectations sets teachers and students up for failure. There also are limited choices for curriculum. Teachers already have an overflowing plate and having to search and find materials with limited resources to teach these standards is unfair to do to them. It takes away from students learning as well as their own daily lives.
306	Patrick Mikkonen	Administrator	<ul style="list-style-type: none">• The standards reveal a lack of educators involved in the process. Scope and sequence are not logical and doesn't build upon itself from year to year and grade band to grade band• Time and resources required for curriculum overhaul, training/PD will be extensive• No higher order thinking, no skills development• There is a lot of depth missing from the standards that teachers will be “assumed” or “expected” to teach, without guidance or clarification on skills development or application. This impacts everything from daily instruction to accreditation.• Sheer volume of standards is not possible - inch deep and a mile wide; It is impossible to accomplish coverage with the time available and assume any quality of instruction.• Staff retention – don’t want to get involved with overhaul/retraining/development• Dual credit and post-secondary options – standards no longer align to allow for offerings• Planning and preparation for current students – even with a two-year preparation period, will result in significant learning gaps• Standards are incredibly specific – there is no flexibility/autonomy available for our teachers. The resulting product will be “cookie cutter” in nature – there will not be civic mindedness, or developed skill sets that allow for intelligent conversation, discourse, and/or collaboration to develop a functional, cohesive society.• Support of ELA standards in Social Studies Standards is needed/expected – there is no alignment between the two core subjects in this proposal, which is detrimental to the overall/comprehensive education we are providing• Standards Subpoints – “complete the following tasks.” There is no flexibility. Authentic teaching/learning experiences will be non-existent.• South Dakotans believe in local control why was that changed for this revision?• Typical reviews of standards have a group of 50-60 members representing the communities in SD, educators in k-12, higher education, and department of education.• The revised Social Studies Content Standards are a result of the contributions of educators from across the state. Many hours were devoted to research and thoughtful consideration of issues to ensure that the standards would reflect rigorous social studies teaching and provide opportunities for students to learn important social studies concepts, facts, and processes. The Social Studies Content Standards Revision Committee members represent concerned individuals across the state dedicated to their profession and to high-quality social studies education. Without their contributions, the revision of the Social Studies Content Standards would not have been possible• You’re losing your perspective of the stakeholders in SD by narrowing your scope of who is on the committee.• When there are fewer people at the table their is the ability to push a narrative that maybe disagreeable to many.• The new proposed standards are not developmentally appropriate.• Is your child prepared to master all of these standards as proposed?• Economics with limited PD for teachers, 60-72% more in implementation cost• Adoption process did not involve educators. Entirely contradictory of past practice.• Curriculum access - might have to double adoption cost• Potential million dollars cost state-wide But, we don’t want to use this as a key argument, as we believe elected officials will just throw money at public education and reduce our argument.• Will lose teachers in the profession (veteran and potential new teachers) If you think staff who are close to retirement age would rather end their career rather than take the time and energy to participate in extensive PD.• Reduced course options for high school students - workforce development and CTE programming will be impacted as students will be required to take more Social Science courses• Align Dual Credit classes - reduced students will be able to take DC options, unless college courses align with new HS standards.• Don’t fit educational best practices• Written as list of tasks—not written as standards. Written as a checklist. There is no room for student growth.• Specifically addressing freedom of speech without fear of repercussion – needs to be clarified within the context of real-life experiences (laws, limitations, etc.). This is not clear.• Speaking on discussion of religious topics – comfort of teaching this objectively, depending on your personal beliefs (example - teaching about Jesus of Nazareth from a teacher who is Christian, Atheist, Muslim, Jewish, etc., will look very different, even if objective from a historical perspective; conflict of interest for both teachers and parents/students)• Teachers will need to create A LOT of curricula to make this work or select one specifically available curriculum (resources don’t exist that align with this, outside of one specific source - namely Hillsdale). Districts/educators want/need more than one option available to deliver instruction. They also should not be required to utilize a specific curriculum, either by mandate or lack of available options.• Curriculum isn’t available for some/many requirements Question – why is the composition of standards so different than what currently exists? What was fundamentally wrong with the current standards, and where is the data to show that they were ineffective?
307	Karin Borgmann	Parent/Guardian	This is terrible. I am so confused as to why a South Dakota higher education professional was not utilized. Why would we, as South Dakotans of different background, agree that this is what our children need to learn? These standards are overtly Christian. I do not understand why more South Dakota educators were not asked to be in on this committee. Please explain the logic of how the time it takes to teach these standards will allow for any other subjects with the schools. Shame on you Governor Noem, I am supremely disappointed in you and this committee.

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
301	andrew fergen		
302	Edann		
303	Kyle Knips		I honestly don't even know where to start. Has anyone on this committee taught 1st grade or know anything about 6- and 7-year-olds? Do you really think it's developmentally appropriate to be asking 1st graders to tell stories of the Battle of Thermopylae during the Persian War? Or the Peloponnesian War? And you want them to memorize the Preamble? Please ask any adult that you see on the street to recite the Preamble. And when are they learning math, reading, writing, or science? I could spend every day all day on these social studies standards and never reach mastery.
304	Linnae Soldatke		
305	Stacy		
306	Patrick Mikkonen	As a former SS educator a greater portion of what is proposed is above students age and cognitive ability to understand and perform. Kindergarten: Page: 11: K.SS.4: Identifying symbols. • Age appropriateness? Lower elementary: Preamble to constitution, ancient Rome, etc., not age appropriate. <ul style="list-style-type: none">• Student engagement strategies not evident•	Developmentally appropriate is in question: Page 13-14: 1. SS.4, 1. SS.5: Punic wars, Roman Civil Wars. 1st graders are currently learning about time (yesterday, today, tomorrow) – ancient history is an abstract concept they are not prepared to grasp. The gilded age, etc. 1st grade - Primary vs Secondary sources (don't learn about this in ELA until 3rd-5th grade) <ul style="list-style-type: none">• Age appropriateness? Lower elementary: Preamble to constitution, ancient Rome, etc., not age appropriate.• Student engagement strategies not evident•
307	Karin Borgmann	There are not enough hours in the day to teach all of what is in the content. Most are still learning how to write letters and spell simple words. This content is NOT age appropriate.	There are not enough hours in the day to teach all of what is in the content. Most are still learning the names of the current President and the current Governor This content is NOT age appropriate for ages 6-7.

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
301	andrew fergen		
302	Edann		
303	Kyle Knips	I started reading through the 2nd grade standards, and I had to literally stop and take a break. I cannot believe how out of touch committee members are with the public education system and how these standards are not developmentally appropriate. It's all lower level thinking where you want student to regurgitate random facts that mean absolutely nothing to them. They have no context.	
304	Linnae Soldatke		
305	Stacy		
306	Patrick Mikkonen	Developmentally appropriate is in question Page 19 2. SS.4: Middle Ages and Renaissance 2. SS.12: Gilded Age• A Age appropriateness? Lower elementary: Preamble to constitution, ancient Rome, etc., not age appropriate. <ul style="list-style-type: none"> Student engagement strategies not evident 	Developmentally appropriate is in question Page 27 3: SS.7A: Student explains triangle trade (slave trade)• Age appropriateness? Lower elementary: Preamble to constitution, ancient Rome, etc., not age appropriate. <ul style="list-style-type: none"> Student engagement strategies not evident DOK: We need more depth of knowledge because we need critical thinking–its very surface and lack of depth. Analyze, evaluate, debate, etc. all taken out. Research is a vital part teaching social study. Debate is an integral part of skills students need. Student engagement strategies not evident
307	Karin Borgmann	There are not enough hours in the day to teach all of what is in the content. Most are still learning what different land masses are called and explorers of the “New World.” This content is NOT age appropriate for 7-8 year olds	There are not enough hours in the day to teach all of what is in the content. Most are still learning how state names and the Capitol of each state. This content is NOT age appropriate.

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
301	andrew fergen		
302	Edann	There is absolutely no functional way that I, as a 4th grade teacher, would be able to encompass this much information throughout one school year. That is assuming that I have all the necessary background and prior knowledge to teach these subjects, without being provided with any curriculum.	
303	Kyle Knips		
304			
	Linnae Soldatke		
305	Stacy		
306		Developmentally appropriate is in question 4. SS.5 Page 40: Mendicant Orders <ul style="list-style-type: none">• Student engagement strategies not evident• DOK: We need more depth of knowledge because we need critical thinking–its very surface and lack of depth. Analyze, evaluate, debate, etc. all taken out.• Research is a vital part teaching social study.• Debate is an integral part of skills students need.	Developmentally appropriate is in question page. 35 2A: Describing European geography <ul style="list-style-type: none">• Student engagement strategies not evident• DOK: We need more depth of knowledge because we need critical thinking–its very surface and lack of depth. Analyze, evaluate, debate, etc. all taken out.• Research is a vital part teaching social study.• Debate is an integral part of skills students need.
	Patrick Mikkonen		
307	Karin Borgmann	There are not enough hours in the day to teach all of what is in the content. Most are not able to complete a proper paragraph or describe the life of a historical figure. This content is NOT age appropriate. There is NO PLACE FOR RELIGION in public education.	There are not enough hours in the day to teach all of what is in the content. Most are still learning what the Constitution is. Religion has NO PLACE in public education. There is separation of church and state FOR A REASON. This content is NOT age appropriate.

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
301	andrew fergen		
302	Edann		
303	Kyle Knips		
304	Linnae Soldatke		
305	Stacy		
306	Patrick Mikkonen	Developmentally appropriate is in question 6. SS.2: Locating obscure geographical features <ul style="list-style-type: none">• Student engagement strategies not evident• DOK: We need more depth of knowledge because we need critical thinking–its very surface and lack of depth. Analyze, evaluate, debate, etc. all taken out.• Research is a vital part teaching social study.• Debate is an integral part of skills students need.	<ul style="list-style-type: none">• Student engagement strategies not evident• DOK: We need more depth of knowledge because we need critical thinking–its very surface and lack of depth. Analyze, evaluate, debate, etc. all taken out.• Research is a vital part teaching social study.• Debate is an integral part of skills students need.
307	Karin Borgmann	There are not enough hours in the day to teach all of what is in the content. Most are still learning why slavery is horrible and why there were slaves in the first place. Religion has NO PLACE in public education. There is separation of church and state FOR A REASON. This content is NOT age appropriate.	There are not enough hours in the day to teach all of what is in the content. Most are still learning who were the ancient civilizations were. More about vulture and no specific events. Religion has NO PLACE in public education. There is separation of church and state FOR A REASON. This content is NOT age appropriate.

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
301	andrew fergen		
302	Edann		
303	Kyle Knips		
304	Linnae Soldatke		
305	Stacy		
306	Patrick Mikkonen	<ul style="list-style-type: none">• Student engagement strategies not evident• DOK: We need more depth of knowledge because we need critical thinking–its very surface and lack of depth. Analyze, evaluate, debate, etc. all taken out.• Research is a vital part teaching social study.• Debate is an integral part of skills students need.	<ul style="list-style-type: none">• Student engagement strategies not evident• DOK: We need more depth of knowledge because we need critical thinking–its very surface and lack of depth. Analyze, evaluate, debate, etc. all taken out.• Research is a vital part teaching social study.• Debate is an integral part of skills students need.
307	Karin Borgmann	There are not enough hours in the day to teach all of what is in the content. More learning of why the United States history is so traumatic for minorities needs to take place. Religion has NO PLACE in public education. There is separation of church and state FOR A REASON. This content is NOT age appropriate.	I am completely confused as to why this is considered age appropriate for 14-18 year olds. Most of this content should be learned in universities and colleges. There is no room for religion in public schools, there is too much history that needs to take place, separation of church and state is a real thing.

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
308	Martha Patzlaff		
309	Jerry Bottger	Junk Not Age appropriate	Junk not age appropriate
310	Chris Hood		
311	Deb Smith		
312	Rachel Ruffinott		
313	Jennifer O'Connell		
314	Tammy Taecker		
315	Melissa Meissner		The new proposed standards are not developmentally appropriate for 1st grade students who are 6 & 7 years old. Students of this age lack the necessary background knowledge and depth of knowledge to fully understand concepts like slavery, Greek gods and new world exploration & the people of this time period. More appropriate areas of study would relate to their own neighborhood & community, community helpers, basic American symbols and being a citizen. More appropriate areas of study would be those that directly apply to students of this age, things that they encounter and have knowledge about in their own lives.

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
308	Martha Patzlaff		
309	Jerry Bottger	About this age children should only be introduced to what history is and all history should start with family, then community then state and maybe, maybe at the end of the year touch on a little of U. S. history as it pertains to the region.	Come into only America at this time introducing both at this time will only confuse them, give stories, stay away from concepts, they are still too young to grasp bringing together facts to come up with concepts.
310	Chris Hood		
311	Deb Smith		
312	Rachel Ruffinott		
313	Jennifer O'Connell		I am currently a third grade teacher. This is my 28th year in education. I am writing to voice my concerns about the proposed 3rd grade standards. The proposed standards are not developmentally appropriate for 3rd graders. For example, one area of the standards focuses on Ancient Greece and the Roman Republic. In these standards you are expecting eight and nine year old students to name the causes, warfare, and effects of the Persian War, Peloponnesian War and Punic Wars. In addition these standards want them to learn about the Hellenistic Period and the cultural features and contributions of Rome. None of these are age appropriate. Whoever thought these were standards for elementary children has obviously spent no time in an elementary classroom. Next, who is paying for the new materials and curriculum that would be required to meet these standards. Who is paying for training of educators to meet these standards? Finally, there is not enough time in a school day to meet all of these standards on top of everything else we are required to teach.
314	Tammy Taecker		
315	Melissa Meissner		

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
308	Martha Patzlaff		<p>Because I am a fifth grade teacher I will comment on this area. In my opinion these standards cover too broad of a time period. If it is the desire of the committee to teach both world and American history to students, then those time periods should be concurrent. For example, if I am teaching about the Irish immigration it would make sense for me to teach about the same time period in European history so that I can connect ideas. Also the proposed standards require too much rote memorization and do not ask for an appropriate understanding of the information. At fifth grade level I am trying to stretch students thinking. Understanding the ideas put forth in the Gettysburg Address and memorizing it, do not go hand in hand. A student who memorizes well could easily do this task without giving any thought to the ideas behind it. A student who does not memorize well will be frustrated and gain nothing from this task. Discussing the ideas put forth in this document and having the students rewrite it in their own words, would be a more engaging task and should help students understand the document. Finally, I feel that the amount of tasks given (and many of these are tasks not standards) would be impossible to cover in a school year. There are some things that I think are good in these standards. I like the idea of splitting American History between fourth and fifth grade because it is too broad a subject for one year. I also like the inclusion of more precise geography skills. It is my opinion that the standards as written should not be approved, but need serious revision in the amount of information covered, the depth of knowledge that students are asked to produce, and the appropriateness of standards in the context of grade level intellectual development.</p>
309	Jerry Bottger	Now you can start bring in world history, however, stay away from concepts go instead to stories and bring out some of the major civilizations. Egypt, Tigres and Euphrates valley, Greece, Rome, Inca, Aztec,Maya, civilizations	Now American and then into world geography. Cover it from a earth scientist perspective.
310	Chris Hood		
311	Deb Smith	<p>I'm curious to know if the "task"/"standard" writers are familiar with the developmental readiness for 4th graders to understand World History? Memorizing part of the Declaration of Independence (memorizing doesn't mean there is understanding) In section 4.SS.2 that asks students to create a map of America, including South Dakota, high lighting physical geographic features to include: "Great Plains, Missouri River, Rocky Mountains, Grand Canyon, and Columbia River" LEAVING OUT the Mississippi River, and the Appalachian Mountains!?? South Dakota geography is left with Coteau de Prairie, Great Plains, James River Valley, Minnesota Valley Lowland, Missouri Plateau, Prairie Plains, and Traverse Gap Divide...NO MENTION of the Missouri River, Black Hills, Badlands, rivers of West River. The Standards writers expect students to explain the origins and major events of Roman civil wars???? Students are to explain the major historical ideas and events surrounding the life of Jesus of Nazareth and their historical effects??? Students are expected to explain the major ideas and events surrounding the life of Mohammed and their historical effects???Under section 4.SS.5 The student demonstrates knowledge of the High and Late Middle Ages...Students will be expected to "explain 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." You're joking right????? Oh, and don't forget there's more...History and features of civilizations in India to include Hinduism, the caste system...history and features of the civilizations in China to include Confucianism...history and features of civilizations of Japan to include Shinto and Japanese Buddhism, feudalism, Shoguns, and isolationism!!!! Sections 4.SS.6--11 Covering American History: 1763-1820 seem to be written at a high school or college level of understanding ie., "The student explains how America's founding based on these words of the Declaration of Independence was unprecedented in human history." In closing, I can't imagine teaching these "tasks/standards" to my fourth graders. They would be absolutely unrealistic to try to teach these concepts in a single year.</p>	
312	Rachel Ruffinott		
313	Jennifer O'Connell		
314	Tammy Taecker		
315	Melissa Meissner		

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
308	Martha Patzlaff		
309	Jerry Bottger	This topic is still too much conceptualizing for this age instead it would work much better in eighth grade. Instead, World History to 1492 should be covered. Especially cover the changes that take place in the rising and falling of these civilizations.	Cover American History 1492-present start conceptualizing changes taking place and why.
310	Chris Hood		
311	Deb Smith		
312	Rachel Ruffinott		
313	Jennifer O'Connell		
314	Tammy Taecker		
315	Melissa Meissner		

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
308	Martha Patzlaff		
309	Jerry Bottger	Now cover what had been set up for 6th grade and bring in more conceptualizing.	World Geography with a heavy emphasis on earth science and geographical concepts. 9th grade
310	Chris Hood		
311	Deb Smith		
	Rachel		
312	Ruffinott		
313	Jennifer O'Connell		
	Tammy		
314	Taecker		
315	Melissa Meissner		

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
308	Martha Patzlaff		
309	Jerry Bottger	United States History 1492-2008 with a heavy emphasis on changes in society and why. 10th grade	World History 1492 till present concepts of changes and why. 11th grade
310	Chris Hood		
311	Deb Smith		
312	Rachel Ruffinott		
313	Jennifer O'Connell		
314	Tammy Taecker		
315	Melissa Meissner		

	A	P
2	Name	9-12 - United States Government
308	Martha Patzlaff	
309	Jerry Bottger	Modern problems, include economics, social sciences, political sciences, and earth sciences and how they interconnect and how these interactions affect our decision making. 12th grade
310	Chris Hood	
311	Deb Smith	
	Rachel	
312	Ruffinott	
	Jennifer	
313	O'Connell	
	Tammy	
314	Taecker	
	Melissa	
315	Meissner	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
316	Austin Albers	K-12 Educator	Overall, these standards are a great improvement. I appreciate the direction: creating more virtuous citizens with love of country while acknowledging its flaws and free from political activism. The standards give more detailed direction which will serve teachers well to orient their course with more precision. The inclusion of various essays (narrative, informative, and persuasive) are welcome additions that are necessary to the formation of research skills and critical thinking.
317	Beth A Kaltsulas	K-12 Educator	I question the process that was used to write these standards. It is evident that teachers were either not involved or not "heard" when the standards were written. As a whole, the standards are not age-appropriate - far too complex for the students. We should be educating children to problem-solve and know how to use history to guide the present. Memorization should be reserved for concepts like math facts to help develop their mental math - not essential in social studies. For example, if a student is able to find the Preamble online, they should not be required to memorize it; they should be taught how to find the content like we adults do. Learning about the Preamble's message is far more important. The vocabulary at each level is very difficult. I like that SD history and geography are included in the standards. Why would people from outside SD be asked to write our state's standards? I have taught in SD for 35 years and I am the 2017 SD Teacher of the Year. I have taught 2nd-6th grades. Please consider my comments and the comments of all of the SD teachers. We know our students and their student development.
318	Travis Hartland	Parent/Guardian	Excellent
319	Patricia Sjurson	K-12 Educator	The proposed social studies standards at the primary level are too extensive and beyond the comprehension level of young learners. Primary students need to concentrate on learning how to read and comprehend as well as grade appropriate math skills.
320	Missy Urbaniak	K-12 Educator	The K-6 content is inappropriate, the amount of standards is triple what is currently expected, and there is no curriculum or resources written for these standards at these developmental levels. I have grave concerns about the implementation of such standards. I am a lifelong resident of South Dakota, and I have taught in this state for twenty years. I am proud to be a strong republican who supports our current governor. But, this is a misstep. These standards are not what our children need. We need standards that are written by teachers who have experience in the classroom and who understand child development. I have been involved in social studies curriculum selection at my district's level in the past. I know from experience that there are no resources that would match these standards at these grade levels, because this content is wildly inappropriate. Adopting such standards would only create more, unnecessary work for school districts and teachers who are already overworked, and would provide no additional benefit for the students. Respectfully submitted, a very concerned teacher
321	Stephanie Murphy	Parent/Guardian	
322	Taylor Reining	Parent/Guardian	Yes
323	Jessica Olson	Parent/Guardian	
324	Jennifer Gerthe	Parent/Guardian	
325	Amy Ondell	Parent/Guardian	Good except the religion part. If not only Christianity then it shouldn't be in there at all
326	Amanda Stucky	Parent/Guardian	WE NEED TO EDUCATE OUR CHILDREN ON ALL HISTORY, GOOD AND BAD. IT HELPS US NOT MAKE THE SAME MISTAKES TWICE AND UNDERSTAND WHY THINGS ARE THE WAY THEY ARE NOW.
327	Katina Lea Wallenstein	Parent/Guardian	
328	Christina N Monarrez	Parent/Guardian	N/A
329	Krysia Reilly	Parent/Guardian	Literally teach these kids the truth. The governor has no idea what belongs in schools.
330	Amy K Ackerman	Parent/Guardian	The proposed standards seem to cover an extensive amount of information. While I agree that the information being covered is tremendously important, especially in this day and age, I can see where some children could feel extremely overwhelmed trying to retain it all.

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
316	Austin Albers		
317	Beth A Kaltsulas	I am shocked to see the expectations in K.SS.3 and K.SS.4. Those standards would be difficult for 4th graders, but more age-appropriate. There are too many things for them to remember and the content is not age-appropriate. Please review child development for this age.	How is it beneficial to expect a 1st grader to memorize the Preamble? Again, standards 1.SS.3-1.SS.10 are too difficult and not age-appropriate.
318	Travis Hartland	Excellent	Excellent
319	Patricia Sjurson		
320	Missy Urbaniak	As a K-8 teacher, I can appreciate the spirit in which the kindergarten standards were written. However, the amount of standards is not appropriate. There is too much content there for a kindergarten teacher to be able to reasonably cover or for a kindergarten age child to be able to understand.	The content proposed in the first grade standards here is inappropriate for a first grade level student. I teach in a multi-grade room, K-8, and have for fifteen years. There are students in sixth grade who struggle to understand ancient Greek and Roman history, as it is presented in our current state standards. It is unthinkable to expect first grade students to tackle this kind of content. As with the kindergarten standards, the sheer amount of content proposed is also unworkable.
321	Stephanie Murphy		
322	Taylor Reining	Yes	Yes
323	Jessica Olson		
324	Jennifer Gerthe	NA	NA
325	Amy Ondell		
326	Amanda Stucky	GOOD	GOOD
327	Katina Lea Wallenstein		
328	Christina N Monarrez	N/A	N/A
329	Krysia Reilly		
330	Amy K Ackerman	N/A	N/A

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
316	Austin Albers		
317	Beth A Kaltsulas	Standards 2.SS.3-2.SS.12 are too difficult and not age-appropriate. I taught many of these same skills to 4th graders for 22 years and the content was challenging for them.	Standards 3.SS.3-3.SS.7 are too difficult and not age-appropriate. I taught many of these standards to 5th and 6th graders for 3 years and the content was challenging for them.
318	Travis Hartland	Excellent	Excellent
319	Patricia Sjurson	Many of these second grade social studies standards are too extensive and beyond the comprehension level of 7 and 8 year olds. I feel that 2.SS.3 and 2.SS.4 are very inappropriate for second graders. Standards 2.SS.1, 2.SS.2, 2.SS.5 and 2.SS.6 are appropriate and attainable. Standards 2.SS.7, 2.SS.8, 2.SS.9, 2.SS.10, 2.SS.11, and 2.SS.12 are somewhat appropriate but way too extensive. There is not time in a school year to adequately teach all these standards. The number of second grade standards needs to be drastically reduced.	
320	Missy Urbaniak	Again, these proposed standards do not take into account the developmental level of the students. A second grade student is still learning to read, and learning to understand and order the events of his or her own life. It would be inappropriate to expect them to grasp the impact of events in ancient world history such as the Middle Ages. Furthermore, there is no curriculum to support such content at this level, because it is simply inappropriate. Some of the proposed geography standards are what I am presently teaching to 7th graders.	At the third grade level, most students are ready for the first time to begin "reading to learn" rather than "learning to read." As with the other levels, the content being proposed is overwhelming and simply inappropriate. At this age, children do best to focus on community and local history, civics, economics, and government. They are also ready to be exposed to US history on a deeper level, including Native American history and contributions. However, they are not ready for Roman myths and Greek history.
321	Stephanie Murphy		
322	Taylor Reining	Yes	Yes
323	Jessica Olson		
324	Jennifer Gerthe	NA	Some standards seem acceptable (America 1492-1763). World to 60 seems a bit much for a 3rd grader. These should be middle or High school topics after the children have learned American History. Also, the topics for the previous grades are pointless to put into effect now if they weren't already learned before.
325	Amy Ondell		
326	Amanda Stucky	GOOD	GOOD
327	Katina Lea Wallenstein		
328	Christina N Monarrez	N/A	Looks good to me
329	Krysia Reilly		This sounds good as long as it is the True history. Our governor and chronies do not understand CRT. I don't want my child thinking Columbus was awesome and discovered America when He didnt. What about the vikings? This is good as long as it is not waterted down to make us "feel better" We need to learn from past mistakes. My daughter knows a lot about indigenous history and how it hasnt changed. Please teach these kids the truth. Our settlers were horrible to the tribes as well as out government. Stop the hate cycle young.
330	Amy K Ackerman	N/A	N/A

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
316	Austin Albers		
317	Beth A Kaltsulas	What is the benefit of memorizing the lines from the Declaration of Independence? How does that help a child to problem-solve? Standards 4.SS.3-4.SS.11 are too difficult and not age-appropriate. I taught many of these concepts to 5th and 6th graders and it was challenging for them.	There are too many standards, the concepts are too difficult, and not age-appropriate.
318	Travis Hartland	Excellent	Excellent
319	Patricia Sjurson		
320	Missy Urbaniak	Currently, fourth grade is the level at which students dig deeply into their state history. We have a wealth of resources on the history, civics, government, and economics of South Dakota written specifically for this age level, and matching their cognitive ability. If these proposed standards are passed, these students would instead spend a large portion of the year focused on the Middle Ages. This content has no developmentally appropriate curriculum for this age level, and for good reason; most students this age are starting to see themselves as a citizen of their state for the first time. They are beginning to have more and more experiences outside of their immediate communities and towns. This is the ideal time to focus on studying their home state and region within the US, as well as gaining an overall understanding of the regions around the USA. These proposed standards simply do not take the development and experiences of the students into account.	It is confusing that the standards committee would completely throw out the scope and sequence of the previous standards. The fifth grade year has traditionally been used to deepen students' understandings of American history, following a year of state history. These older, more experienced students are ready to dive deeper into how our government and economy function, as well as gain a richer understanding of the foundation and history of our nation. Current resources written for this grade level doing an excellent job covering these topics. There are no such resources for the proposed standards.
321	Stephanie Murphy		
322	Taylor Reining	Yes	Yes
323	Jessica Olson	Yes	
324	Jennifer Gerthe	NA	NA
325	Amy Ondell		
326	Amanda Stucky	GOOD	GOOD
327	Katina Lea Wallenstein	N/A	
328	Christina N Monarrez	Looks good to me	N/A
329	Krysia Reilly		
330	Amy K Ackerman	N/A	Seems extensive, but appropriate.

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
316	Austin Albers		
317	Beth A Kaltsulas	There are too many standards, the concepts are too difficult, and not age-appropriate.	
318	Travis Hartland	Excellent	Excellent
319	Patricia Sjurson		
320	Missy Urbaniak	Having a background in state and national history from 4-5th grade, prepares our 6th graders to take their first serious look at ancient history (in our current state standards). This level comes the closest to any in K-8 with matching the current standards to the proposed. However, there is still the issue of covering far too much content.	
321	Stephanie Murphy		
322	Taylor Reining	Yes	Yes
323	Jessica Olson		
324	Jennifer Gerthe	NA	NA
325	Amy Ondell	We are a Christian family and while I love seeing Jesus and Christian history taught in school I do not like the idea of other religions being taught ... I believe there is a place for God in school however I do not want my child taught about other Gods that we do not believe in. This could taint her beliefs and I feel this should be left at home. Unless you are only teaching Christianity in school then I think none of it should be in school:	
326	Amanda Stucky	GOOD	GOOD
327	Katina Lea Wallenstein		
328	Christina N Monarrez	N/A	N/A
329	Krysia Reilly		
330	Amy K Ackerman	N/A	N/A

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
316	Austin Albers		One of the guiding principles is that standards should not be exhaustive. Is the state expecting teachers to cover all of these World History standards (ancient to modern) within a half-credit course? I struggle to teach all the material from Renaissance to Modern Europe in one semester, let alone all of World History.
317	Beth A Kaltsulas		
318	Travis Hartland	Excellent	Excellent
319	Patricia Sjurson		
320	Missy Urbaniak		
321	Stephanie Murphy		
322	Taylor Reining	Yes	Yes
323	Jessica Olson		
324	Jennifer Gerthe	NA	NA
325	Amy Ondell		
326	Amanda Stucky	GOOD	GOOD
327	Katina Lea Wallenstein		
328	Christina N Monarrez	N/A	N/A
329	Krysia Reilly	This sounds good but please don't water it down. My son is a history kid and will flat out tell you that you are wrong. He knows that Europeans were horrible people when they came here.	
330	Amy K Ackerman	N/A	N/A

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
316	Austin Albers		
317	Beth A Kaltsulas		
318	Travis Hartland	Best choice yet!!	Excellent
319	Patricia Sjurson		
320	Missy Urbaniak		
321	Stephanie Murphy		
322	Taylor Reining	Yes	Yes
323	Jessica Olson		
324	Jennifer Gerthe	NA	NA
325	Amy Ondell		
326	Amanda Stucky	GOOD	GOOD
327	Katina Lea Wallenstein		
328	Christina N Monarrez	N/A	N/A
329	Krysia Reilly		
330	Amy K Ackerman	N/A	N/A

	A	P
2	Name	9-12 - United States Government
316	Austin Albers	
	Beth A	
317	Kaltsulas	
318	Travis Hartland	Good
	Patricia	
319	Sjurson	
320	Missy Urbaniak	
	Stephanie	
321	Murphy	
322	Taylor Reining	Yes
323	Jessica Olson	
324	Jennifer Gerthe	NA
325	Amy Ondell	
	Amanda	
326	Stucky	GOOD
	Katina Lea	
327	Wallenstein	
	Christina N	
328	Monarrez	N/A
329	Krysia Reilly	
	Amy K	
330	Ackerman	N/A

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
331	Stephanie Amiotte	ACLU Legal Director and Oglala Lakota Tribal Member	<p>The ACLU of South Dakota supports all Tribal Sovereign Nations and all Indigenous persons. The South Dakota third revised social studies content standards are an example of ongoing colonialism and discrimination against Tribes in South Dakota and Indigenous students. Native Americans represent the second largest ethnic group in South Dakota and have the least representation within these content standards. Indigenous leaders, culture, history and topics are mentioned the least amount within all topics and subjects, especially historical figures. No mention is made of the lasting effects on Indigenous societies caused by colonization within the state of South Dakota or U.S. The content standards fall short of including the substantive Native American topics and Oceti Sakowin Essential Understandings that would foster acceptance of diversity, understanding and meet the needs of Indigenous students.</p> <p>The failure to consult with any Tribal Government is also blatant discrimination against Native American students and Indigenous families in South Dakota. It violates the state’s obligation to first consult with the Tribal governments under S.D.C.L. §1-54 and to obtain from Tribes’ free, prior and informed consent when actions are taken that affect Tribes and their children. Instead of engaging in meaningful consultation with Tribes to obtain suggestions, input and consent to these revisions, the department of education hired a former Christian-college professor. The revisions do not include Oceti Sakowin Essential Understandings in civics, history, geography, economics, government and all other subjects within the social studies content standards for each grade level. The revisions now include mandatory teachings about Christianity in a number and manner that could violate the State of South Dakota’s Constitution and the Establishment Clause. Religious figures of significance to Tribes or other ethnic groups are not mentioned or referenced in any manner.</p> <p>Harmful biases and attitudes toward Native Americans are perpetuated generation after generation by these revised content standards which erase the presence of Indigenous history, culture, innovations, contributions to modern society, and languages from the classroom. Native American students have unique cultural needs that are not being met through these content standards which fail to include, to any meaningful degree, Indigenous perspective. The state of South Dakota receives federal funding specifically for Indian Students every year who attend public schools and the content standards should reflect that.</p> <p>The state also has an ongoing affirmative duty and obligation to honor the Treaties the U.S. entered into with the Tribes of South Dakota, and should not blatantly disregard the federal laws and U.S. Constitution recognizing Tribal sovereignty. This includes the right of Tribes to provide direction and input for the education of their children who attend schools in the State of South Dakota. This obligation and duty were entirely ignored by South Dakota Department of Education which results in discrimination against Indigenous students and the Tribal Nations of our state.</p> <p>Sent from South Dakota – the ancestral land of Yanktonai, Cheyenne, Mnicoujou, and Očeti Šakówiŋ</p>
332	Jennifer Nelson	Parent/Guardian	All students should and need to learn all of this material
333	Kim	Parent/Guardian	
334	Billie Hysell	Parent/Guardian	Approve
335	bernadine breske	Parent/Guardian	N/A
336	Karen Schleiger	Parent/Guardian	<p>Admittedly education is evolving over time, and often it's because better teaching techniques and modalities provide increased opportunities for children to learn. Many parents have a tendency to be "set in their ways"... and I recall how challenging it was for my child to transition to "common core" math. Although it was new, and a particularly difficult transition for children at certain ages, it was logical, added simplification to certain topics, and was developed and implemented by teachers.</p> <p>This complete revamp of social studies standards is ludicrous! How can state funded childhood education become an exercise of political power? A broad group of educators put together proposed curricula based on extensive expertise.... where is that plan now? Discarded. Current local, age-appropriate educators and recently retired teachers should make up the bulk of decision makers, NOT politicians, and NOT out-of-state partisan colleges.</p> <p>Seriously, the standards for young children are far beyond reasonable expectation, to recite excerpts from the Declaration of Independence and the Preamble to the US Constitution? Why instead would we not teach them something more intellectually and developmentally appropriate? These are children who have not yet learned to read or spell beyond the basics. Teaching the fall of Rome and the Middle Ages to second graders? They are still learning to tie their shoes!</p> <p>Once again in the older grade curricula, the children must recite further the Declaration of Independence... where is the part that they learn what the document really means? Memorization is great for spelling words and math equations, and even historical dates, but history is an evolving story of peoples over time. Maybe we should be empowering kids to be thinkers and problem solvers... and then maybe even doers?</p> <p>If our local teachers and school boards are not in favor of these standards, if they are saying that this isn't how our children should be learning... let's have the politicians take a step back and try this again. Don't provide a group tasked to DEVELOP STANDARDS a handbook on standards and ask them to sign off on it. Respectful collaboration amongst educators is what is best for my child's educational future.</p> <p>And by the way, how are teachers going to be brought up to speed on these changes? State Department of Education sponsored "events"? Many school districts are struggling to bring in and/or retain educators... now teachers will be forced to "reteach themselves how to teach the standards". Standards they don't support. Good luck bettering K-12 education in South Dakota.</p>
337	Ceryneh D Slade	Parent/Guardian	The is no form of Native or African American studies so I disagree with the whole curriculum
338	Jessica Kellen	Parent/Guardian	UNREALISTIC. UNATTAINABLE. PUTS TOO MUCH PRESSURE ON OUR KIDS AND OUR EDUCATORS WHO HAVE TO HELP OUR KIDS LEARN ALL THIS INFORMATION!

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
331	Stephanie Amiotte	The proposed Kindergarten social studies content standards provides no mention of Indigenous persons, historical figures, culture, languages, tribes of our regions, fails to include any age appropriate Oceti Sakowin Essential Understandings, Indigenous songs, or basic concepts on human rights viewpoints for a child of Kindergarten to consider toward the goal of accepting diversity of Indigenous Persons who are prominently located in our region. It's as though Indigenous Peoples don't exist in past or contemporary times if these Kindergarten standards were to be adopted. The kindergarten social studies standards are steeped in White colonialism viewpoints that are discriminatory to Indigenous Persons through glaring omission. They are also discriminatory to Indigenous Kindergarteners whose culture, viewpoint, language and education needs are entirely erased by these proposed social studies content standards. The Kindergarten section of the proposed content standards fail to include the recommendations from Tribal Governments contrary to South Dakota law and federal law and fail to honor Tribal Government's right to give free, prior and informed consent before decisions are made by other agencies that affect Tribes and Indigenous children in South Dakota. The Oceti Sakowin Essential Understandings should be represented in Kindergarten content standards in whatever manner, scope and depth that Tribal Governments request and approve. These proposed content standards represent the ongoing White colonialism viewpoints that continue to foster discrimination against Indigenous Peoples in South Dakota, harm our state and perpetuate discrimination against Indigenous Peoples. They also deprive all students of the right to receive education that is inclusive rather than exclusive of Indigenous subjects and information.	The proposed social studies content standards fail to include recommendations from Tribes in South Dakota following meaningful consultation with the Tribal Nation Governments which goes against South Dakota law and Federal law and the Constitution which recognizes Tribal Nations as sovereign governments entitled to make decisions involving their children, including educational decisions. These content standards fail to meet Indigenous students' unique cultural needs, fail to reflect the demographic presence and historical significance of Indigenous Peoples in the state, fail to include Native American topics that are culturally relevant to Indigenous students such as languages, innovations, truthful history, contributions to modern society, artistic styles, or other Indigenous topics that foster acceptance of diversity and respect for Native Americans in our state. Federal funding for Native American students in South Dakota should be reflected in the development of social studies content standards that meet their unique cultural needs of which are recognized by the United States Government and these content standards do not meet them. The Oceti Sakowin Essential Understandings should be represented in civics, history, geography, and all other school subjects in whatever manner, scope and depth that Tribal Governments request and approve. These proposed content standards represent the ongoing White colonialism viewpoints that continue to foster discrimination against Indigenous Peoples in South Dakota, harm our state and perpetuate discrimination against Indigenous Peoples. They also deprive all students of the right to receive education that is inclusive rather than exclusive of Indigenous subjects and information.
332	Jennifer Nelson	Yes	Yes
333	Kim	Directions, continents on a map, how America came about I feel is a valid knowledge for a 1st grader but reciting the Declaration of Independence and preamble is ridiculous. I also feel learning about ways of life in another era and early civilizations too early for 1st graders.	Way to early for this age group. Reading and sounds is what should be focused on at this age and grade.
334	Billie Hysell	Na	Approve
335	bernadine breske	N/A	N/A
336	Karen Schleiger		
337	Ceryneh D Slade		
338	Jessica Kellen	Does not apply to my kiddo, but I'm sure they are being held to an unattainable standard after looking at my grade list.	Does not apply to my kiddo, but I'm sure they are being held to an unattainable standard after looking at my grade list.

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
331	Stephanie Amiotte	The proposed social studies content standards fail to include recommendations from Tribes in South Dakota following meaningful consultation with the Tribal Nation Governments which goes against South Dakota law and Federal law and the Constitution which recognizes Tribal Nations as sovereign governments entitled to make decisions involving their children, including educational decisions. These content standards fail to meet Indigenous students' unique cultural needs, fail to reflect the demographic presence and historical significance of Indigenous Peoples in the state, fail to include Native American topics that are culturally relevant to Indigenous students such as languages, innovations, truthful history, contributions to modern society, artistic styles, or other Indigenous topics that foster acceptance of diversity and respect for Native Americans in our state. Federal funding for Native American students in South Dakota should be reflected in the development of social studies content standards that meet their unique cultural needs of which are recognized by the United States Government and these content standards do not meet them. The Oceti Sakowin Essential Understandings should be represented in civics, history, geography, and all other school subjects in whatever manner, scope and depth that Tribal Governments request and approve. These proposed content standards represent the ongoing White colonialism viewpoints that continue to foster discrimination against Indigenous Peoples in South Dakota, harm our state and perpetuate discrimination against Indigenous Peoples. They also deprive all students of the right to receive education that is inclusive rather than exclusive of Indigenous subjects and information.	The proposed social studies content standards fail to include recommendations from Tribes in South Dakota following meaningful consultation with the Tribal Nation Governments which goes against South Dakota law and Federal law and the Constitution which recognizes Tribal Nations as sovereign governments entitled to make decisions involving their children, including educational decisions. These content standards fail to meet Indigenous students' unique cultural needs, fail to reflect the demographic presence and historical significance of Indigenous Peoples in the state, fail to include Native American topics that are culturally relevant to Indigenous students such as languages, innovations, truthful history, contributions to modern society, artistic styles, or other Indigenous topics that foster acceptance of diversity and respect for Native Americans in our state. Federal funding for Native American students in South Dakota should be reflected in the development of social studies content standards that meet their unique cultural needs of which are recognized by the United States Government and these content standards do not meet them. The Oceti Sakowin Essential Understandings should be represented in civics, history, geography, and all other school subjects in whatever manner, scope and depth that Tribal Governments request and approve. These proposed content standards represent the ongoing White colonialism viewpoints that continue to foster discrimination against Indigenous Peoples in South Dakota, harm our state and perpetuate discrimination against Indigenous Peoples. They also deprive all students of the right to receive education that is inclusive rather than exclusive of Indigenous subjects and information.
332	Jennifer Nelson	Yes	Yes. She needs to learn this, and should learn this material.
333	Kim		
334	Billie Hysell	Na	Approve
335	bernadine breske	N/A	N/A
336	Karen Schleiger		
337	Ceryneh D Slade		
338	Jessica Kellen	It is my belief that these standards are unattainable. Looking through the list there are things listed that I don't expect ANY person to know let alone a second grader. The amount of information to be crammed within a school year is an absurd amount. Fine, teach them the basics but this is a very in-depth, detailed list. We can work with cardinal directions and the legends on the map, but then we start listing an overwhelming amount of more proposed standards that I believe are going to make students become frustrated and disheartened with school. Why in the heck would it be necessary to teach second graders MULTIPLE eras of information (Middle Ages, Late Middle Ages, and American History). You're asking a second grader to explain and understand the importance of various religions, dynasties, and to know the ins and outs of American Government-most of which an adult off the street couldn't even do! You're asking students to know the life of previous presidents, again stick to the basics-what was the major event during their presidency and what number president are they. There is no need at this time to go more in-depth. This is absolutely ridiculous! I don't know at what grade level this information would be appropriate to learn but second grade is not it. I hope you choose to not put this kind of pressure on our kiddos.	Does not apply to my kiddo, but I'm sure they are being held to an unattainable standard after looking at my grade list.

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
331	Stephanie Amiotte	The proposed social studies content standards fail to include recommendations from Tribes in South Dakota following meaningful consultation with the Tribal Nation Governments which goes against South Dakota law and Federal law and the Constitution which recognizes Tribal Nations as sovereign governments entitled to make decisions involving their children, including educational decisions. These content standards fail to meet Indigenous students' unique cultural needs, fail to reflect the demographic presence and historical significance of Indigenous Peoples in the state, fail to include Native American topics that are culturally relevant to Indigenous students such as languages, innovations, truthful history, contributions to modern society, artistic styles, or other Indigenous topics that foster acceptance of diversity and respect for Native Americans in our state. Federal funding for Native American students in South Dakota should be reflected in the development of social studies content standards that meet their unique cultural needs of which are recognized by the United States Government and these content standards do not meet them. The Oceti Sakowin Essential Understandings should be represented in civics, history, geography, and all other school subjects in whatever manner, scope and depth that Tribal Governments request and approve. These proposed content standards represent the ongoing White colonialism viewpoints that continue to foster discrimination against Indigenous Peoples in South Dakota, harm our state and perpetuate discrimination against Indigenous Peoples. They also deprive all students of the right to receive education that is inclusive rather than exclusive of Indigenous subjects and information.	The proposed social studies content standards fail to include recommendations from Tribes in South Dakota following meaningful consultation with the Tribal Nation Governments which goes against South Dakota law and Federal law and the Constitution which recognizes Tribal Nations as sovereign governments entitled to make decisions involving their children, including educational decisions. These content standards fail to meet Indigenous students' unique cultural needs, fail to reflect the demographic presence and historical significance of Indigenous Peoples in the state, fail to include Native American topics that are culturally relevant to Indigenous students such as languages, innovations, truthful history, contributions to modern society, artistic styles, or other Indigenous topics that foster acceptance of diversity and respect for Native Americans in our state. Federal funding for Native American students in South Dakota should be reflected in the development of social studies content standards that meet their unique cultural needs of which are recognized by the United States Government and these content standards do not meet them. The Oceti Sakowin Essential Understandings should be represented in civics, history, geography, and all other school subjects in whatever manner, scope and depth that Tribal Governments request and approve. These proposed content standards represent the ongoing White colonialism viewpoints that continue to foster discrimination against Indigenous Peoples in South Dakota, harm our state and perpetuate discrimination against Indigenous Peoples. They also deprive all students of the right to receive education that is inclusive rather than exclusive of Indigenous subjects and information.
332	Jennifer Nelson	Yes	Yes
333	Kim		
334	Billie Hysell	Na	Na
335	bernadine breske	N/A	N/A
336	Karen Schleiger		
337	Ceryneh D Slade		
338	Jessica Kellen	Does not apply to my kiddo, but I'm sure they are being held to an unattainable standard after looking at my grade list.	Does not apply to my kiddo, but I'm sure they are being held to an unattainable standard after looking at my grade list.

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
331	Stephanie Amiotte	The proposed social studies content standards fail to include recommendations from Tribes in South Dakota following meaningful consultation with the Tribal Nation Governments which goes against South Dakota law and Federal law and the Constitution which recognizes Tribal Nations as sovereign governments entitled to make decisions involving their children, including educational decisions. These content standards fail to meet Indigenous students' unique cultural needs, fail to reflect the demographic presence and historical significance of Indigenous Peoples in the state, fail to include Native American topics that are culturally relevant to Indigenous students such as languages, innovations, truthful history, contributions to modern society, artistic styles, or other Indigenous topics that foster acceptance of diversity and respect for Native Americans in our state. Federal funding for Native American students in South Dakota should be reflected in the development of social studies content standards that meet their unique cultural needs of which are recognized by the United States Government and these content standards do not meet them. The Oceti Sakowin Essential Understandings should be represented in civics, history, geography, and all other school subjects in whatever manner, scope and depth that Tribal Governments request and approve. These proposed content standards represent the ongoing White colonialism viewpoints that continue to foster discrimination against Indigenous Peoples in South Dakota, harm our state and perpetuate discrimination against Indigenous Peoples. They also deprive all students of the right to receive education that is inclusive rather than exclusive of Indigenous subjects and information.	The proposed social studies content standards fail to include recommendations from Tribes in South Dakota following meaningful consultation with the Tribal Nation Governments which goes against South Dakota law and Federal law and the Constitution which recognizes Tribal Nations as sovereign governments entitled to make decisions involving their children, including educational decisions. These content standards fail to meet Indigenous students' unique cultural needs, fail to reflect the demographic presence and historical significance of Indigenous Peoples in the state, fail to include Native American topics that are culturally relevant to Indigenous students such as languages, innovations, truthful history, contributions to modern society, artistic styles, or other Indigenous topics that foster acceptance of diversity and respect for Native Americans in our state. Federal funding for Native American students in South Dakota should be reflected in the development of social studies content standards that meet their unique cultural needs of which are recognized by the United States Government and these content standards do not meet them. The Oceti Sakowin Essential Understandings should be represented in civics, history, geography, and all other school subjects in whatever manner, scope and depth that Tribal Governments request and approve. These proposed content standards represent the ongoing White colonialism viewpoints that continue to foster discrimination against Indigenous Peoples in South Dakota, harm our state and perpetuate discrimination against Indigenous Peoples. They also deprive all students of the right to receive education that is inclusive rather than exclusive of Indigenous subjects and information.
332	Jennifer Nelson	Yes	Yes
333	Kim		
334	Billie Hysell	Na	Na
335	bernadine breske	N/A	N/A
336	Karen Schleiger		
337	Ceryneh D Slade		
338	Jessica Kellen	Does not apply to my kiddo, but I'm sure they are being held to an unattainable standard after looking at my grade list.	Does not apply to my kiddo, but I'm sure they are being held to an unattainable standard after looking at my grade list.

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
331	Stephanie Amiotte	The proposed social studies content standards fail to include recommendations from Tribes in South Dakota following meaningful consultation with the Tribal Nation Governments which goes against South Dakota law and Federal law and the Constitution which recognizes Tribal Nations as sovereign governments entitled to make decisions involving their children, including educational decisions. These content standards fail to meet Indigenous students' unique cultural needs, fail to reflect the demographic presence and historical significance of Indigenous Peoples in the state, fail to include Native American topics that are culturally relevant to Indigenous students such as languages, innovations, truthful history, contributions to modern society, artistic styles, or other Indigenous topics that foster acceptance of diversity and respect for Native Americans in our state. Federal funding for Native American students in South Dakota should be reflected in the development of social studies content standards that meet their unique cultural needs of which are recognized by the United States Government and these content standards do not meet them. The Oceti Sakowin Essential Understandings should be represented in civics, history, geography, and all other school subjects in whatever manner, scope and depth that Tribal Governments request and approve. These proposed content standards represent the ongoing White colonialism viewpoints that continue to foster discrimination against Indigenous Peoples in South Dakota, harm our state and perpetuate discrimination against Indigenous Peoples. They also deprive all students of the right to receive education that is inclusive rather than exclusive of Indigenous subjects and information.	The proposed social studies content standards fail to include recommendations from Tribes in South Dakota following meaningful consultation with the Tribal Nation Governments which goes against South Dakota law and Federal law and the Constitution which recognizes Tribal Nations as sovereign governments entitled to make decisions involving their children, including educational decisions. These content standards fail to meet Indigenous students' unique cultural needs, fail to reflect the demographic presence and historical significance of Indigenous Peoples in the state, fail to include Native American topics that are culturally relevant to Indigenous students such as languages, innovations, truthful history, contributions to modern society, artistic styles, or other Indigenous topics that foster acceptance of diversity and respect for Native Americans in our state. Federal funding for Native American students in South Dakota should be reflected in the development of social studies content standards that meet their unique cultural needs of which are recognized by the United States Government and these content standards do not meet them. The Oceti Sakowin Essential Understandings should be represented in civics, history, geography, and all other school subjects in whatever manner, scope and depth that Tribal Governments request and approve. These proposed content standards represent the ongoing White colonialism viewpoints that continue to foster discrimination against Indigenous Peoples in South Dakota, harm our state and perpetuate discrimination against Indigenous Peoples. They also deprive all students of the right to receive education that is inclusive rather than exclusive of Indigenous subjects and information.
332	Jennifer Nelson	Yes	Yes
333	Kim		
334	Billie Hysell	Na	Na
335	bernadine breske	N/A	N/A
336	Karen Schleiger		
337	Ceryneh D Slade		
338	Jessica Kellen	Does not apply to my kiddo, but I'm sure they are being held to an unattainable standard after looking at my grade list.	Does not apply to my kiddo, but I'm sure they are being held to an unattainable standard after looking at my grade list.

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
331	Stephanie Amiotte	The proposed social studies content standards fail to include recommendations from Tribes in South Dakota following meaningful consultation with the Tribal Nation Governments which goes against South Dakota law and Federal law and the Constitution which recognizes Tribal Nations as sovereign governments entitled to make decisions involving their children, including educational decisions. These content standards fail to meet Indigenous students' unique cultural needs, fail to reflect the demographic presence and historical significance of Indigenous Peoples in the state, fail to include Native American topics that are culturally relevant to Indigenous students such as languages, innovations, truthful history, contributions to modern society, artistic styles, or other Indigenous topics that foster acceptance of diversity and respect for Native Americans in our state. Federal funding for Native American students in South Dakota should be reflected in the development of social studies content standards that meet their unique cultural needs of which are recognized by the United States Government and these content standards do not meet them. The Oceti Sakowin Essential Understandings should be represented in economics and all other school subjects in whatever manner, scope and depth that Tribal Governments request and approve. These proposed content standards represent the ongoing White colonialism viewpoints that continue to foster discrimination against Indigenous Peoples in South Dakota, harm our state and perpetuate discrimination against Indigenous Peoples. They also deprive all students of the right to receive education that is inclusive rather than exclusive of Indigenous subjects and information.	The proposed social studies content standards fail to include recommendations from Tribes in South Dakota following meaningful consultation with the Tribal Nation Governments which goes against South Dakota law and Federal law and the Constitution which recognizes Tribal Nations as sovereign governments entitled to make decisions involving their children, including educational decisions. These content standards fail to meet Indigenous students' unique cultural needs, fail to reflect the demographic presence and historical significance of Indigenous Peoples in the state, fail to include Native American topics that are culturally relevant to Indigenous students such as languages, innovations, truthful history, contributions to modern society, artistic styles, or other Indigenous topics that foster acceptance of diversity and respect for Native Americans in our state. Federal funding for Native American students in South Dakota should be reflected in the development of social studies content standards that meet their unique cultural needs of which are recognized by the United States Government and these content standards do not meet them. The Oceti Sakowin Essential Understandings should be represented in truthful history and all other school subjects in whatever manner, scope and depth that Tribal Governments request and approve. These proposed content standards represent the ongoing White colonialism viewpoints that continue to foster discrimination against Indigenous Peoples in South Dakota, harm our state and perpetuate discrimination against Indigenous Peoples. They also deprive all students of the right to receive education that is inclusive rather than exclusive of Indigenous subjects and information.
332	Jennifer Nelson	Yes	Yes
333	Kim		
334	Billie Hysell	Na	Na
335	bernadine breske	N/A	N/A
336	Karen Schleiger		
337	Ceryneh D Slade		
338	Jessica Kellen	Does not apply to my kiddo, but I'm sure they are being held to an unattainable standard after looking at my grade list.	Does not apply to my kiddo, but I'm sure they are being held to an unattainable standard after looking at my grade list.

	A	P
2	Name	9-12 - United States Government
331	Stephanie Amiotte	The proposed social studies content standards fail to include recommendations from Tribes in South Dakota following meaningful consultation with the Tribal Nation Governments which goes against South Dakota law and Federal law and the Constitution which recognizes Tribal Nations as sovereign governments entitled to make decisions involving their children, including educational decisions. These content standards fail to meet Indigenous students' unique cultural needs, fail to reflect the demographic presence and historical significance of Indigenous Peoples in the state, fail to include Native American topics that are culturally relevant to Indigenous students such as languages, innovations, truthful history, contributions to modern society, artistic styles, or other Indigenous topics that foster acceptance of diversity and respect for Native Americans in our state. Federal funding for Native American students in South Dakota should be reflected in the development of social studies content standards that meet their unique cultural needs of which are recognized by the United States Government and these content standards do not meet them. The Oceti Sakowin Essential Understandings should be represented in government and all other school subjects in whatever manner, scope and depth that Tribal Governments request and approve. These proposed content standards represent the ongoing White colonialism viewpoints that continue to foster discrimination against Indigenous Peoples in South Dakota, harm our state and perpetuate discrimination against Indigenous Peoples. They also deprive all students of the right to receive education that is inclusive rather than exclusive of Indigenous subjects and information.
332	Jennifer Nelson	Yes
333	Kim	
334	Billie Hysell	Na
335	bernadine breske	N/A
336	Karen Schleiger	
337	Ceryneh D Slade	
338	Jessica Kellen	Does not apply to my kiddo, but I'm sure they are being held to an unattainable standard after looking at my grade list.

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
339	Katie Washnok	Parent/Guardian	This is an excellent and much needed curriculum update. I appreciate the Governor's attention to detail, care and diversity of the well crafted standards commission. I trust the knowledge and expertise of these individuals and educators and professionals - I also truly appreciate the Governor's drive to include parents in these important decisions! THANK YOU Governor Noem!
340	Amy Braunesreither	Parent/Guardian	Please include systemic racism
341	Sierra Vanderzee	K-12 Educator	Overall, I would vote no. They do not seem developmentally appropriate for elementary level students.
342	BJAYE SCOTT	Parent/Guardian	i would just like to know how they compare prior to this restructure.
343	Jennifer Anderson	Parent & higher education	<p>Overall, I think this is a very comprehensive plan. I wish I could have had a social sciences experience like this in K-12!</p> <p>I very much appreciate the inclusion and emphasis on indigenous history and culture. That's so important. I also appreciate the acknowledgement of both successes and failures in our history, as well as showing multiple perspectives on complex issues like slavery or economic policies.</p> <p>One thing that seems to have been omitted is any history from South America. There is some mention of Central America, when it relates to American politics/history. But it's strikingly little compared to the treatment of other global regions' histories throughout the curriculum.</p> <p>Women also seem to receive very little attention until the 20th century. This could be rectified.</p> <p>#10 on p. 6 is atrocious. "Debating current political positions or partaking in political activism at the bequest of a school or teacher does not belong in a K-12 social studies class, and the color of one's skin does not determine what one can or should learn." That is so politically motivated, racist, and has no place in a standards document. History is politics and current political environments are formed through events and actions of the past. They are inseparable. It is completely reasonable to include "current events" in a history class; many of those events will have political elements. It is reasonable and good for students to use their understanding of history to help make sense of contemporary events in the U.S. and around the world.</p>
344	Cherie A Farlee	Cheyenne River Sioux Tribal Education Agency	<p>Cheyenne River Tribal Education Response to the Proposed Social Studies Standards:</p> <p>The Cheyenne River Sioux Tribe is opposed to the Proposed Standards</p> <p>As, we reviewed the Social Studies standards, it was noted there is no critical thinking or inquiry learning. There is a list of tasks and it is not feasible to believe that teachers can cover all on content. Most elementary areas focus, on reading, math and language arts; there is limited emphasis on social studies. The levels are not appropriate for elementary students. Rote memory is promoted throughout, a teaching method that is no longer encouraged. The references to Native American history promotes Native Americans into warlike people that contributes to more negative connotations against Native people. If we are going to teach history let us teach it with honesty and integrity. We encourage teaching factual history. The standards are not a comprehensive true history. Where is the historical event that took place at Standing Rock with the water protectors? Why do we teach the history of Mt. Rushmore and little of the Wounded Knee massacre? The standards appear to be divisive against Native Americans. The Scope and Sequence does not make sense. There is one or two instances of Crazy Horse mentioned, Mt. Rushmore mentioned more frequently. There are repeated standards, and there is question on the vertical and horizontal alignment of the curriculum. The Native Americans do teach virtues, yet there is religious inference throughout the standards. An example is Jesus of Nazareth is cited but other religion are ignored.</p> <p>We want to express our disappointment when Governor Noem, removed the original Social Studies standards committee. This committee was composed of 44 individuals and many teachers. Their work was painstaking developed and reviewed by many eyes. And, it was the consensus of the group to approve and forward to the SD DOE and Governor. The Governor disbanded the group and appointed a 15 member board who only had 3 educators participating in the Social Studies standards development. We are sorely disappointed in the proposed Social Studies standards and oppose their approval and implementation.</p> <p>South Dakota should not be looking at history in a biased fashion. The state promotes U.S history and other country histories that provide our students with a world perspective on history. The state of South Dakota has yet to tell the true history of the Native American people who were the first to inhabit the state. While the majority population supports the ideals of state history, we encourage the true historical accountings of the Native American people. Why does the State of South Dakota want to continue to deny the true history that happened in our state? If the standards reflect a progressive scope and sequence for our K-12 students, not only does it provide a true accounting of the history, the standards educate all students and dispel the myths in our state history. Racism has influenced policy throughout state history, and if the classroom level of learning is inclusive in the social studies standards of the true history reflecting the atrocities (holocaust) Native Americans endured, and are taught with a sense of learning, a state of reconciliation and healing may credibly occur within our State of South Dakota.</p> <p>Dr. Cherie Farlee, Director Cheyenne River Education Agency</p>

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
339	Katie Washnok	excellent!	
340	Amy Braunesreither		
341	Sierra Vanderzee	It is not developmentally appropriate for Kindergarteners to be expected to know names of American figures at the age of 5. Symbols like the flag, the white house, the current president are much more developmentally appropriate for them. Kindergarten is for a basic introduction to ideas and concepts to build on later in their education. We need to spend more time on reading and math instruction for students at this age, and drilling them on historical names and places on maps would be a misuse of time. Social studies is a reading heavy subject, and it makes more sense to dedicate the time to building good readers that can be successful in social studies courses later on, rather than forcing them to memorize this information at 5.	
342	BJAYE SCOTT		
343	Jennifer Anderson		WAY too many things going on with that curriculum. Asking 1st graders to recite the preamble from memory? To know details about Jamestown? To describe the architectural styles of buildings in DC? Are you kidding?
344	Cherie A Farlee		

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
339	Katie Washnok		
340	Amy Braunesreither		
341	Sierra Vanderzee		
342	BJAYE SCOTT		
343	Jennifer Anderson	<p>On p. 35, I'm particularly interested in 4.SS.11.I, because it mentions how history was recorded by Native Americans. That made me think about how different means of recording history, and different authors of that recorded history, produce different accounts of the same activities. I hope that this fact will be mentioned perhaps in later grades.</p> <p>It seems there is not enough information about women across the curriculum. Women were also part of these movements and made significant contributions, but they are not being included as major areas of study or discussion. For example, every time that students are learning about the constitution, there should be an acknowledgement that the use of the term "men" to stand in for all people represents a perspective that men are the important people in society, so women need not be mentioned. It is also important to note very early on that all "men" were *not* treated equally even though the constitution states that they were created equally. Women were denied many rights, including the right to vote. Slaves were counted as only a fraction of a person, and of course denied the right to vote, among other things. These things do get included by the 5th grade curriculum, but it would be nice to include them earlier. Involve women in the narrative of history from the beginning.</p>	<p>"World" history for 5th grade seems almost entirely focused on Europe. I can't remember if that was intentional in the overall plan or not.</p> <p>When talking about "westward *expansion*" there should always be a mention that this was not neutral or vacant land that early explorers and settlers simply began to occupy. This was land that already belonged to indigenous peoples that was taken by force or by deception.</p> <p>I really appreciate the authenticity of the curriculum explained on p. 41 in 5.SS.9, especially points M, N, & O.</p>
344	Cherie A Farlee		

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
339	Katie Washnok		
340	Amy Braunesreither		
341	Sierra Vanderzee		
342	BJAYE SCOTT		
343	Jennifer Anderson	<p>The way that 6.SS.3.E is stated makes it seem like polytheistic religions did not believe in the individual worth of each person nor of equal moral obligations of each person regardless of class or authority. That is not true. This might just be an issue of editing/rewriting/rewording. Or, it might reflect some bias in understanding world religions. The final 2 aspects of that list could also just be left out.</p> <p>For 6.SS.4.F, I'm wondering if it makes sense to dive that deeply into Christian beliefs and doctrine. Maybe there needs to be some acknowledgement that this focus is based partly on the major influence of Christianity in the U.S., so these understandings are necessary for contextualizing other events in U.S. history. Right now, though, it just reads like it's biased toward Christianity, b/c there's just not that level of doctrinal detail for any other world religions. For example, there are not specific requirements to learn the 10 commandments of the Hebrews or to learn the 5 pillars of Islam. Those would be at a comparable level of detail for world religions as what we see right now for the detail in understanding Christianity.</p>	<p>I really like the foci of the points in 7.SS.3. These represent a really important part of our civic education, especially in SD. In some ways I wish many of these ideas were presented sooner in the curriculum, b/c it feels like they should be understood alongside topics regarding the establishment and expansion of the U.S.</p> <p>I appreciate the transparency in talking about the 'founding fathers' in terms of which of them owned slaves and which supported abolition. That's important to know and understand.</p> <p>We *finally* get to have a real focus on women in history by 7th grade. Can we do a little more to include women earlier on?</p>
344	Cherie A Farlee		

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
339	Katie Washnok		
340	Amy Braunesreither		
341	Sierra Vanderzee		
342	BJAYE SCOTT		
343	Jennifer Anderson	<p>8.SS.2.E -- another extremely important aspect of Marxist thought is the idea that workers do not control the means of production. This basically boils down to the fact that (by and large) when workers produce goods (and this was very much based in the context of industrialism and the production of material goods), they earn money for their work, but they do not share in the profit generated by that production (with a few exceptions). Workers (the proletariat) create the products, but it is the owners of those companies who profit off of not only the products but also the workers. This also leads to another key point in Marxist thought which is that wealth becomes concentrated among the upper class (bourgeoisie), creating massive gaps in income/wealth that are then also reflected in the power than one class has over another. Essentially the idea is that financial/economic power translates into power over other aspects of one's life, such as the means and priorities of ruling bodies.I don't know where to include this comment, but within discussions of the Great Awakening, as well as other events in the late 1800s, there should probably be some mention of Mormons/Latter-Day Saints and their role in westward expansion, relations with indigenous peoples (e.g., the Mountain Meadows massacre), religious freedom, religious persecution, and its distinction as a uniquely American, monotheistic, Abrahamic religion.8.SS.5.E -- hopefully the story of carving Mt. Rushmore would include multiple viewpoints on its value and meaning, i.e., not all indigenous people were/are on board with carving up their land. The Crazy Horse memorial is also steeped in controversy in terms of how people interpret the memorial.</p> <p>8.SS.6.G-H -- why not have students memorize and recite the I Have a Dream Speech? They will have memorized many other famous works; I'm sure they could do this one. Plus, reciting it helps develop oral communication skills.</p> <p>8.SS.7.B -- needs more detail. The Vietnam War was extremely complicated. Based on the level of detail in other areas where wars are discussed, I think it would be wise to have more detail here.</p> <p>8.SS.7.E -- need to include on the list of things that were being challenged: patriarchy (i.e., a cultural system/structure that places men in positions of authority to the exclusion of women).</p> <p>8.SS.7.F -- why so much focus on welfare? there are 2 separate points about it. Also missing from the curriculum up to this point is talk of medical innovations that shaped societies (e.g., vaccinations, cures, procedures).</p> <p>8.SS.8.J - K -- students should also explain the Affordable Care Act, as this was a major legislative change to medical care that affected many areas of society. I know that the chronology only goes through 2008, but why not go through 2012? Other health-related policies that could be covered include FMLA and HIPPA. Information privacy and security, including cyberthreats are also important to consider as the end of the 20th and early 21st century saw great strides in technological innovation that again impact historical events.</p>	9-12.WH.8.B -- there is a typo: "in" is repeated
344	Cherie A Farlee		

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
339	Katie Washnok		
340	Amy Braunesreither		
341	Sierra Vanderzee		
342	BJAYE SCOTT		
		9-12.E.H -- this is incredibly biased. It's fine to talk about how government actions/policy can harm the economy as long as you also talk about how they can help/improve the economy. Same thing goes for 9-12.E.I -- economic efficiency is also not the goal for private business, profit is. The whole "once social or political goals influence such policies" is very biased. In earlier definitions of capitalism, you talk about how it's a system that allows people to possess more than what they need to live, and to live well. That's absolutely about social goals. Capitalism itself is a reflection of both social and political goals and beliefs--all economic systems are. It's not accurate to characterize government economic/fiscal actions as tainted by social/political elements and to characterize private industry as somehow free from these influences. I think item "I" would be fine if you drop that final clause; it's true that government-run programs are typically not characterized by economic efficiency. But the second clause places a value-laden explanation in there that veers this away from a factual statement into an opinion-based one.	9-12.US.H.3 -- it's important to talk about the roles that men and women have traditionally performed both within their personal and societal spheres, and to contrast that with the differences in those roles and expectations observed across cultures and over time. However, and this is a big however, laying out what the men's and women's roles were/are seems unnecessarily detailed. Compare that with the previous bullet point "the distance of one's physical travels." It doesn't further describe that distance by saying something like (typically within a small geographic region in proximity to one's home and family). It just feels unnecessary and biased to spell out those roles in such a detailed way here. This list is also all over the place in terms of how things are stated. Some are stated as contemporary practices to contrast with earlier practices (e.g., "ability to speak one's mind..."), whereas others are just a general category without much direction (e.g., "family structure"). There should be consistency with how these are written both in terms of grammatical/phrasing issues as well as the level of detail and the perspective from which each of these is written. 9-12.US.H.5.C. -- there should also be a clear/explicit mention of the ways the systems or structures of society can create and reinforce racist practices. For example, things like Japanese internment camps in WWII, red-lining in real estate, or Indian boarding schools. You could just add it on to the sentence to show the scope of racism from individual beliefs and behaviors, to public beliefs and behaviors, to systemic/structural practices and how they all become intertwined. 9-12.US.H.8.D -- wording here falls prey to the trappings of using gendered language when you intend to be inclusive in the phrase "fundamental rights arise out of man's nature..." It should be revised so that "man" is replaced with "person" or "human being". 9-12.US.H.10.F -- voting rights were broader, but they still only applied to land-owning white men. That cannot be ignored. Also, how did our voting rights compare with other *voting* rights in earlier or other civilizations. Seems very similar to what we saw in Greco-Roman times. 9-12.US.H.15.L -- does the "them" at the end of this sentence refer to the KKK or its victims? 9-12.US.H.21 -- why does this not include an overview of the major aspects of the presidencies of George H.W. Bush and Bill Clinton, as it does with all other presidents through Reagan?
343	Jennifer Anderson	Also important to mention somewhere along the line that women were not able to participate fully in economic or labor aspects of society due to hiring and education restrictions. Women are still paid considerably less than men; this has an impact on the economy.	
344	Cherie A Farlee		

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
345	Katie Djurkowitsch	Parent/Guardian	Obscured and unrealistic
346	Julie Eide	Concerned citizen	Excellent
347	Kaitlyn Sasker	K-12 Educator	I am an early childhood educator in the state of SD and the standards that are being proposed are developmentally inappropriate and place unachievable expectations on our students and teacher. While many of the topics are things I hope my own children to be educated on, where they are placed in a child's educational career are not appropriate in any way. Please, please, please- revisit these proposed standards again. Perhaps, with more input from EDUCATORS- the ones who know how children learn AND the ones who will be expected to teach these to children. Let's not set up our students to fail!
348	Tim Jorgenson	Parent/Guardian	accept without changes.
349	Jason R Howe	Parent/Guardian	Curriculum as presented appears to be adequate and provides a general understanding of human sociology
350	Ethan Nehring	Student	Although the Holocaust is included within the current proposed standards, enhanced standards are essential in fully shaping the knowledge of the Holocaust. Please add the following to the proposed standards: The student should communicate the connection between national, ethnic, racial or religious intolerance and antisemitism. The student should communicate the impact of personal responsibility, civic engagement and societal response in the context of the Holocaust. The student should communicate the breath of the history of antisemitism and the Holocaust, including the Third Reich dictatorship, concentration camp system, persecution of Jews and non-Jews, Jewish and non-Jewish resistance and post-World War II trails.
351	Nicole Caton	Parent/Guardian	
352	Nicole Caton	Parent/Guardian	This list is very very specific but leaving out many items that are key to a true understanding of society and history.
353	Gena tarrell	Grandparent	
354	Abby Sprecher	Parent/Guardian	I like the idea
355	Brandy	Parent/Guardian	There is an immense amount of detail expected all around, far more comprehensive than I encountered in college coursework on American history. I am not a teacher. I wonder if students at all places on the bell curve can accomplish all of this. It may be worth really hearing from current educators of all phases of career on these standards. In some courses it's quadruple the standards and spells out the exact instructional method, something I would think falls under the scope of educators. We all learned during covid that teachers know better than most of us! The volume of standards do appear to pose a contrast to project based learning, where a love of content evolves out of a learning experience of depth and local relevance. Educators may best reflect whether the volume and pace are realistic, whether the detailed expectations are realistic to all learner abilities, and whether this level of detail may have unintended adverse impact on other learning that will need to be reduced to make room for all of this.

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
345	Katie Djurkowitsch	NA	Ridiculous
346	Julie Eide	Excellent	Excellent
347	Kaitlyn Sasker	Map skills would be very new to Kindergarten age students, especially going into such detail and locating specific points on a map like the Atlantic Ocean, Alaska, Hawaii. Students would not be able to read these names yet. Students are still trying to understand the difference between a city, state, and country, but now being asked to identify them on a map, plus identify physical features and specific points is not developmentally appropriate.	Reciting the Preamble? First graders are 6 and 7 years old. Big expectations. Also, if a Kindergarten student struggles identifying places on a map, what will change in one year that a first grader will be able to identify all the oceans, continents, several neighboring countries, and large cities in the state of SD? They are still learning to read- both words and maps. This has previously be expected at the Third Grade Level.
348	Tim Jorgenson		
349	Jason R Howe	NA	NA
350	Ethan Nehring		
351	Nicole Caton	Many of these concepts are far too advanced for a kindergartener. Identifying the list of specific oceans countries and state is not something age appropriate. Also being able to tell stories of all of those historic figure would be impossible for children if kindergarten age.	
352	Nicole Caton		
353	Gena tarrell		
354	Abby Sprecher	Love this	Na
355	Brandy	There is quite a bit of “explain/compare/contrast” for a developmental group with minimal world exposure and concrete though formulations.	

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
345	Katie Djurkowitsch	NA	Na
346	Julie Eide	Excellent	Excellent
347	Kaitlyn Sasker	My second grade child who is one of the brightest in her class would have a difficult understanding the fall of Rome, rule of Constantine, what a monastery is, and the signing of the Magna Carta. As an adult and educator, I'm not sure I could tell a story of the Norman Conquest as proposed in the new standards. But let us expect my 8 year old to?	Now that students are in third grade, we should expect them to be able to read and spell words like Peloponnesian War, Scipio Africanus. There is a huge jump between 2nd and 3rd Grade as these students are no longer learning to read, but reading to learn, however, it still needs to be at a 3rd Grade reading level. I am glad Third Graders get to learn about the Mayflower, but can I not share the story with my Kindergarten students?
348	Tim Jorgenson		
349	Jason R Howe	NA	NA
350	Ethan Nehring		
351	Nicole Caton		
352	Nicole Caton		
353	Gena tarrell		
354	Abby Sprecher	Na	Sounds good
355	Brandy		

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
345	Katie Djurkowitsch	Na	Na
346	Julie Eide	Full of wisdom	Excellent
347	Kaitlyn Sasker		
348	Tim Jorgenson		
349	Jason R Howe	NA	NA
350	Ethan Nehring		
351	Nicole Caton		
352	Nicole Caton		
353	Gena tarrell		
354	Abby Sprecher	Na	Na
355	Brandy	<p>This is too much at this age. Compare current 22 standards over 4 sections, to now more than 80, very specific standards over 11 sections including adding extensive world history with the requirement to explain earths earliest cultures and their specific wars. The proposed standards are noble examples of history yet so specific and comprehensive that I don't know how my daughters daily social studies class could cover it all in a year. The higher level compare/contrast and explanation based standards would be a stretch for a good number of these students' cognitive development and reasoning ability. It would seem they would almost need to be coached on the explanation, as would lack the formation to come up with this on their own. This would amount to students parroting the memorized logic taught by adults, versus understanding various perspectives from which the content standard is derived and appreciated.</p> <p>It also sounds a bit like prosperity gospel equating participation as a citizen with moral goodness, and the presumption that those elected to govern are always responsible, special people versus perspective that those who govern are representative of all of us.</p> <p>Why do the standards need to detail the many battles of Washington but there are only 2 out of 80 standards specific to indigenous peoples?</p> <p>I do like the civics, understanding how a law is made, different branches and levels of government. These represent a taxonomy of learning whereby the concept deepens as material is repeated in later years, first learn content and then build understanding.</p>	

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
345	Katie Djurkowitsch	Na	Na
346	Julie Eide	Excellent	Excellent
347	Kaitlyn Sasker		
348	Tim Jorgenson		
349	Jason R Howe	NA	NA
350	Ethan Nehring		
351	Nicole Caton		
352	Nicole Caton		
353	Gena tarrell		
354	Abby Sprecher	Na	Sounds good
355	Brandy		

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
345	Katie Djurkowitsch	Na	Na
346	Julie Eide	Excellent	Excellent
347	Kaitlyn Sasker		
348	Tim Jorgenson		
349	Jason R Howe	NA	Curriculum as presented appears to be objective and provides adequate coverage of world history
350	Ethan Nehring		
351	Nicole Caton		
352	Nicole Caton		
353	Gena tarrell		
354	Abby Sprecher	Na	Na
355	Brandy		

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
345	Katie Djurkowitsch	Na	Na
346	Julie Eide	Excellent	Excellent
347	Kaitlyn Sasker		
348	Tim Jorgenson		
349	Jason R Howe	Curriculum as presented appears to be adequate in providing students a general understanding of economics	Curriculum as presented appears to be adequate and allows for the student to understand the role of all people in the making of the current United States of America
350	Ethan Nehring		
351	Nicole Caton		
352	Nicole Caton		Why is 2009-2021 being taught?
353	Gena tarrell		
354	Abby Sprecher	Na	Na
355	Brandy		

	A	P
2	Name	9-12 - United States Government
345	Katie Djurkowitsch	Na
346	Julie Eide	Excellent
347	Kaitlyn Sasker	
348	Tim Jorgenson	
349	Jason R Howe	Curriculum as presented appears to be adequate and allows for the student to understand the principles of the US government
350	Ethan Nehring	
351	Nicole Caton	
352	Nicole Caton	Where is the mention of the principle our government was built upon- "Seperation of Church and State"?
353	Gena tarrell	
354	Abby Sprecher	Na
355	Brandy	Nice emphasis on different parts of government, including awareness of tribal government. Its important to understand the construct of government if they may ever want to participate to engage with elected officials.

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
356	Rose Hofland	Citizen, tax payer, and a daughter of teachers who cares about kids and education	You need teacher input here. Badly. These are not age appropriate and make no effort to create any relevance for students or encourage their participation beyond absorbing and reciting. As someone who works with students, I can say this would be a disaster in action. Teachers- please help! These are awful. Shame on you for not trusting the initial teacher workgroup. I understand the concern of not wanting students to be encouraged to protest as a part of their curriculum, but having no opportunities for involvement, inquiry, or interest in this current draft is a huge swing and a miss. As written, these will engage and effectively serve maybe 2 percent of any classroom. The brain drain in this state will only continue.
357	Heather Sporrer	Parent/Guardian	<p>The level of knowledge and understanding expected out of elementary students is at a collegiate level!!!! How did anyone think these standards were a good idea!! And yet there is little to no critical thinking! Just memorization!</p> <p>How is there any time for any other subjects? How many more teachers are we going to lose over this ridiculousness, when we are just expecting more and more out of them!</p> <p>These standards double the 2021 standards that were scrapped. There are so many unrealistic expectations already placed on teachers and students, we don't need more. It is obvious there were only three teachers on the committee.</p> <p>These standards are terrible and those that wrote them are completely out of touch with reality. It is obvious teachers' opinions were not sought, quite obvious that only three teachers were on the committee. These standards, especially the elementary standards, need to be scrapped completely. As a parent to elementary students, I can attest there is no way my bright children can achieve those standards. I am aghast anyone thought the standards were appropriate especially for elementary students.</p>
358	Erica Simonsen	Parent/Guardian	Overall, I generally believe the standards are not overly all that shocking. If one looks back on the classroom books of the past, and I mean the way past when schools where ran out of one room schoolhouses, these are very similar to what the students in those schools where learning, even at a very young age. It is very important for children to learn the history of their nation, what rights are bestowed onto them via the Constitution, how people in the past in this nation of numerous cultures, religions, creeds, etc went through very trival and horrendous times at the hands of one another through wars and even against this nations very own Govt. It is important to instill knowlegde of the important people in this nation's history who created change, even if it was bad, so we can have a generation of people growing up who will know through learning that history to not make those same mistakes again, but who also can learn to appreciate the people that make up this nation, to care about their fellowman again. The content may seem like a lot to take in at each grade level, and I have heard this concern from many whom oppose these standards, however, the last decade, maybe even two, of the education system has turned teachers into having to cater to providing instructional lessons on social issues or spending their time not only being teachers, but also trying to fill the role of parent, counselor, therapist, coach, etc. Teachers need to get back to teaching the basics, to teaching the foundations that will prepare students for the real world. Part of that is informing children of what it means to be an American, what it means to be a South Dakotan, what it means to take pride in loving the land that you live in, even if it has some very darked stained moments in time.
359	Arlene Smith	K-12 Educator	There are several areas that need to be re-examined and/or completely left out. If parts of the truth are left out of history, there is no point in teaching it because half truths prevent the students from gaining a complete understanding of the world around them and acquiring growth mindsets.
360	Quinn Merriam	K-12 Educator	-
361	Megan Tschetter	K-12 Educator	My children have learned all of this starting at kindergarten. Methods include, songs, maps, chants, and hands on activities! There is no reason that every kid in South Dakota shouldn't know or be able to learn this material.
362	Heather Fields	Parent/Guardian	I love these new standards and support them fully. They are an accurate representation of our nation's history with positives and negatives. I hope these standards are adopted!
363	Kerri Cook	Parent/Guardian	

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
356	Rose Hofland	I am concerned about discussing figures or historical symbols for this age group without context. Seems like a leap.	Truly terrible. These standards read like a college syllabus. Teaching 1st graders about ancient Persian wars, the Roman Empire, Triangle Trade and having them recite the Preamble? This is not going to be engaging or appropriate for 1st graders. It's clear elementary teachers were not involved in this.
357	Heather Sporrer	Absurd...Kindergartners knowing and being able to identify and explain the different flags, the Alamo, the U.S. Supreme Court Building, United States Constitution (these are a few examples out of 31 different symbols) is ridiculous and this is only a small snippet.	Absurd... First grades memorizing the Preamble of the Constitution, maybe middle schooler but not First graders! Completely ridiculous again and this is only one small portion of the expectations
358	Erica Simonsen	I think the proposed standards at this grade level are actually pretty basic things for a Kindergarten to know at this age; I just think that the format it may be written in makes it APPEAR as the information is outside the reach of this age group. These concepts and standards can easily be taught to the children as long as it is done in a fun and engaging way that is done at THEIR level such as using songs, short animated cartoons and stories, coloring pages acting out scenes in a skit using customs, or making related crafts. All done in short 10-15min increments to not overload kids in this age group with a lot of information at once. This is all similar to how children in the 70s, 80s, and even 90s even in Kindergaten (At least where I grew up in Ohio) actually were introduced to not only important facts and moments in America and about the Constitution, but what it means to be a good citizen of our nation. This is the grade in which the FOUNDATIONS of learning about American history, the history of our state, and basic knowledge of the rights we as American citizens have granted to us by the Constitution.	Although I think it the standards for American history here are well and fine, I do think the world history should actually be lighten in load a little more in this grade and even through maybe 4th. Far too often we are trying to instill knowledge about the history of the world overall to kids before they even have a grasp on the history of America and even their own state. Maybe tying in SOME basics of Roman history and only how it influenced American Govt as well as touching on some important information about the culture and govt of Britain when the pilgrims left to come to America, but there is still so much history within our own nation that could be spent learning about in the classroom still at this age
359	Arlene Smith	Although the structure of this unit is laid out very nicely, the list of historical figures and the ACCURACY of their life stories for several of these figures would not be age appropriate for Kindergarten. Christopher Columbus never "discovered" America and Pocahontas was not her real name. Her life story is a sad, tragic one that should not be introduced to Kindergarten. Also, if the "Founding Fathers" are discussed, their negative, racist attitudes towards Indigenous people should also be discussed- but, again, not to kindergarten.	First graders do not need to know Christopher Columbus's biography because it is violent and inspires greed as per Inter Caetera 1493. They also do not need to know about slavery at such a young age because of the horror that surrounds it.
360	Quinn Merriam	-	<p>As a first grade teacher, I am very concerned to see such a vast change between our current curriculum and proposed curriculum. We have minimal time to teach SS due to such a large focus on writing, reading, and math curriculums. 1st grades; focus is, and should always be, reading and writing, not social studies. I am shocked to see how minimal experience the creators of these standards have, and their language in the documents also proves this. 1st graders are unable to achieve the proposed curriculum, because they are unable to use the higher-thinking skills- such as memorization, that is proposed in the document. If the creators had viewed a current first grade classroom, and discussed standards with 1st grade teachers, this issue would have been addressed immediately. It would be IMPOSSIBLE to implement and teach these standards with success rates to current and future 1st grade students in South Dakota.</p> <p>As a student who was born and raised in South Dakota. Most of the complex new standards were taught to me in HIGH SCHOOL, mostly in an elective AP U.S. History Course. It is unfathomable how anyone thinks these standards are age-appropriate. I wish the focus of the state would be working with teachers to propose new curriculum, instead of creating a whole new system- with almost zero teacher input. With such a concern on numerous open teaching position in South Dakota, and other concerns, this document feels like an impossible mountain to climb and is very troubling.</p>
361	Megan Tschetter	Appropriate for children this age if taught in an interactive way	Appropriate if taught in a hands on eclectic way
362	Heather Fields		
363	Kerri Cook	N/A	N/A

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
356	Rose Hofland	Again- not age appropriate. The war of 1812 and reconstruction for 2nd graders? Students explaining the electoral relationship of slave states? Key developments of China in the late Middle Ages? Child labor laws in the Gilded Age? This is all over the place. Where is the relevance? Where is age appropriate inquiry?	Not age appropriate. Tell me how many of the committee members could explain the causes, warfare, and effects of the Persian Wars, including the battles of Marathon and Thermopylae? And yet this is the sort of thing we want to engage 3rd graders with? What? Not age appropriate- 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. This is a college or high school essay, not a 3rd grade standard. These kids will be disconnected and bored.
357	Heather Sporrer	Absurd...Second graders are expected to identify the major historical events, cultural features, stories, and religious contributions of the early Christian, key developments in Africa, including the influence of Islam and Christianity and the civilizations of Ghana, Mali, and Songhay, key developments in China, including Confucianism and the major dynasties. Completely ridiculous again and this is only one small portion of the expectations. These expectations are after second graders are expected to understand American geography	Absurd...The level of absurdity gets worse with every year...Third graders explaining the causes, warfare, and effects of the Peloponnesian War, Persian Wars, including the battles of Marathon and Thermopylae, Punic Wars, including the roles of Hannibal and Scipio Africanus. This is only a small snippet of what they are supposed to know and all this after they memorize (with correct spelling) a geographical map of the United States!
358	Erica Simonsen	Same as above; think the standards regarding American history/historical events and places are perfectly fine, but still think that holding off learning about other nations such as China, Africa, etc should come at a higher school grade to use the time dedicated for social studies to focus soley on American History at this grade level.	Same as above; think the standards regarding American history/historical events and places are perfectly fine, but still think that holding off learning about other nations such as China, Africa, etc should come at a higher school grade to use the time dedicated for social studies to focus soley on American History at this grade level.
359	Arlene Smith	One of the biggest contributions of Christianity are as follows: "Kill the man, save the Indian". Do we really want 2nd graders to know that? I would never teach the contributions of Christianity to 2nd grade.	What is the point of third grade reciting a document that clearly distinguishes the "merciless Indian savages" from the "all men are created" clause?
360	Quinn Merriam	-	
361	Megan Tschetter	Appropriate when taught with creativity	Appropriate if taught in a way that children love it
362	Heather Fields		
363	Kerri Cook	N/A	N/A

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
356	Rose Hofland	Why do children need to memorize chunks of the Declaration of Independence? Again, can contributing adult citizens do this? No, we have the internet now. We can pick up a book and read it. Rote memorization is not necessary. Then the 4th graders are on to mastering world religions and architecture. And then the one time we seem to be encouraging critical thinking and considering different positions and stepping into a historical figures shoes is to justify/understand the confederate side of slavery. "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." Yuck.	Not age appropriate. "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. ". This is a ridiculous expectation for a 5th grader.
357	Heather Sporrer	I could go on and on but these unrealistic expectations just get worse! How is there to be any time for any other subjects!	I could go on and on but these unrealistic expectations just get worse! How is there to be any time for any other subjects!
358	Erica Simonsen	Same as above; think the standards regarding American history/historical events and places are perfectly fine and I think 4th grade is the time to start introducing more lessons regarding world events and how they tie in with events influenced or led up to events in American history, how those world history events impacted things going on in America	
359	Arlene Smith	The content here is age-appropriate, but why focus so much on the lives of George Washington, Thomas Jefferson, etc. when students should also know the lives of Squanto, Crazy Horse, Massasoit, and Matoaka ("Pocahontas")?	If fifth graders are expected to know Christian and Catholic leaders, perhaps, they should also learn about Hindu leaders, Buddhist leaders, and Native medicine men and women as well. The Doctrine of Discovery could also tie into lessons focused on the Monroe Doctrine.
360	Quinn Merriam		
361	Megan Tschetter	Appropriate	Appropriate
362	Heather Fields		
363	Kerri Cook	N/A	N/A

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
356	Rose Hofland	So are we a private religious or public school? 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. I'm not seeing the same deep dive or explanations of key concepts for the other major world religions.	I take issue with the entire "the student explains" 7.as.7 section. Why are you dictating to kids how to think about a particular text? Why must everything be one right answer. A text can and should be analyzed. Why are we afraid of that? I am analyzing a set of standards at your request. I am not explaining how the proposed social studies are xxxx (insert pre-ascribed learning goal here). Analyze it, talk about it, familiarize, learn different perspectives. Yes. All come away with the same perspective. No. Not creating thinking and engaged citizens. I would have been bored to tears.
357	Heather Sporrer	I could go on and on but these unrealistic expectations just get worse! How is there to be any time for any other subjects!	I could go on and on but these unrealistic expectations just get worse! How is there to be any time for any other subjects!
358	Erica Simonsen		
359	Arlene Smith	Again, there is much focus on Christianity for this topic. If religion must be taught in school, be sure to include the history and relevancy of ALL religions.	Oceti Sakowin people were never agriculturists nor farmers. Despite what VERY FEW Oceti Sakowin "leaders" say or think, Oceti Sakowin people have always hunted. Why lie to 7th graders?
360	Quinn Merriam		
361	Megan Tschetter	Appropriate	Appropriate
362	Heather Fields		
363	Kerri Cook	N/A	N/A

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
356	Rose Hofland	There is too much packed in here.	There is too much packed in here. Basically- Student will know and explain all of history because lots of events are listed in the standards.
357	Heather Sporrer	I could go on and on but these unrealistic expectations just get worse! How is there to be any time for any other subjects!	I could go on and on but these unrealistic expectations just get worse! How is there to be any time for any other subjects!
358	Erica Simonsen		
359	Arlene Smith	This is good.	This is good.
360	Quinn Merriam		
361	Megan Tschetter	Every kid should know this!	Every kid should know this!
362	Heather Fields		
363	Kerri Cook	N/A	I would suggest lessons plans be shared between the history and english teachers and teams be formed to meet the standards for both core classes, ie. while studying a certain period in history the reading and writing in english classes focus on that same period. While studying WWII, for example, read The Diary of Anne Frank. It provides application of the facts.

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
356	Rose Hofland	Not as unreasonable, but still a lot here.	Again. There are a lot of historical events and context for said events that are supposedly supposed to be covered well enough to be explained. I see a lot of studying to pass a test and bored students.
357	Heather Sporrer	I could go on and on but these unrealistic expectations just get worse! How is there to be any time for any other subjects!	I could go on and on but these unrealistic expectations just get worse! How is there to be any time for any other subjects!
358	Erica Simonsen		
359	Arlene Smith	This is good.	Again, When talking about George Washington and John Adams, make sure their racist ideals against the Native population are discussed as well.
360	Quinn Merriam		
361	Megan Tschetter		Every kid should know this!
362	Heather Fields		
363	Kerri Cook		

	A	P
2	Name	9-12 - United States Government
356	Rose Hofland	Too much here to reasonably cover and no student engagement demonstrated.
357	Heather Sporrer	I could go on and on but these unrealistic expectations just get worse! How is there to be any time for any other subjects!
358	Erica Simonsen	
359	Arlene Smith	If students are going to discuss Abraham Lincoln's presidency and all he did while in office, they should also learn about his order of execution for the Dakota hangings in Mankato, MN on December 26, 1862.
360	Quinn Merriam	-
361	Megan Tschetter	Every kid should know this!
362	Heather Fields	
363	Kerri Cook	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
364	milton owen	Pastor	<p>Although the Holocaust is included within the current proposed standards, enhanced standards are essential in fully shaping the knowledge of the Holocaust. Please add the following to the proposed standards.</p> <p>1. The student should communicate the connection between national, ethnic, racial or religious intolerance and antisemitism.</p> <p>2. The student should communicate the impact of personal responsibility, civic engagement and societal response in the context of the Holocaust.</p> <p>3.The student should communicate the breath of the history of antisemitism and the Holocaust, including the Third Reich dictatorship, concentration camp system, persecution of the Jews and non-Jews, Jewish and non-Jewish resistance and post-World War II trials</p>
365	Tiffany	K-12 Educator	<p>Overall, the lack of educator input is very evident, as the scope and sequence does not align and is not logical. Many of these standards are not age appropriate and should be re-evaluated with educators that are in the corresponding classrooms and have taught for a minimum of 3 years. Educators have been trained in the developmental stages of children and have extensive knowledge of how children think and learn in the classroom. They should be the primary source of information for standards and changes in education.</p> <p>To change the entire K-12 social studies standards for each school district at this drastic level would be very costly. Is the state going to pay for all the curriculum and training required to implement these? Will teachers be compensated for all the professional development required on a state level? With such a drastic change from our current standards, the state should compensate, not the district. There is only one publisher that has a curriculum available that would match the majority of standards. Educators should have options on curriculum and not be required to utilize one curriculum.</p> <p>There is no skill development and for much of the younger grades it will be a regurgitation of information with no conceptual understanding of what they are learning or being tested on. At the higher grades, there should be connections on how different parts of history effects how we live today and how it has shaped society. The vast majority of standards start "The student explains" or "The student describes." Where is the application to what they are learning? Also at the higher grades, the standards no longer align with allowing students to take dual credit classes or post-secondary options. For many students, this is important because it makes college more affordable for them.</p> <p>The specificity of some standards and the openness of others is concerning. Religion is part of society and history and has played a large part in shaping different cultures. It should be taught in a history and religion class, with little bits inserted in regular social studies classes. Teachers need to be comfortable with the content they teach and not be afraid of retribution from students/parents for teaching the standards. Some of the religion standards would draw a fine line for teachers and would encourage lawsuits against teachers. Many of these standards would be taught in different ways, depending on the religion of the teacher. That is not fair to both the teacher and student.</p> <p>Please reconsider these standards and put the decision and proposal back into the educator's hands. The teachers that are with the students for the majority of their learning should be the driving force behind any change, especially one this drastic. Where is the evidence that the current standards needed to be changed, that they were ineffective in the current scope and sequence? Why are the proposed standards so vastly different than the current ones? Bring educators back into this process.</p>
366	Dustin	Parent/Guardian	
367	Sally Sisk	K-12 Educator	The new social studies standards over all are awesome! They do a great job of depicting the true nature of our state and nation’s history. I strongly encourage you to pass them!
368	Sarah Lawrence	Parent/Guardian	These are very unreasonable standards to have in the classrooms. Social studies is one class that children are expected to learn. These standards will require an absurd amount of time to learn the concepts required and will take time away from language arts, mathematics, science and others that students need to have a well rounded education. These standards need to be reviewed and redone by educators in the specific grade levels, not some outside agency/professor at a place of higher education in Michigan
369	Adam Sprengeler	Parent/Guardian	I hope the DOE will revisit these standards... After reading them they seem to lack balance and instead of delving into appropriate topics per year in school, they focus on a simple timeline of history. The amount of references to Christianity and Islam without mentions of other religions seems troubling to me as well. I also feel teachers here in South Dakota should have more of a say in the development of these standards, rather than outsourcing it to a private college. Thank you.
370	Jeff Struwe	Parent/Guardian	<p>I have read the entire syllabus for future Social Study instruction from K-12. I find this a truly magnificent and well researched for our youth. All ages and grades. I have spoken specifically with one of the authors and he is excited about this program.</p> <p>It was also imperative to include Native American studies into this process.</p> <p>As my father taught Social Studies for 37 years in Madison, I feel I have some skin in the game. Students and teachers should be excited with the guidelines this new study presents.</p> <p>I urge The Board to fully accept this new Social Study program.</p> <p>Jeff Struwe</p>
371	Jamie Schwenn	K-12 Educator	
372	Cori	K-12 Educator	
373	Kelsey Scarborough	Parent/Guardian	<p>Many standards in the lower elementary are not cognitively or academically age appropriate. For example, 1.SS.5.E—The student tells the story of the Roman civil wars and the triumvirates; 1.SS.7.E—The student explains the history of slavery, including in ancient times and in the 15th century; 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; 3.SS.4.H—The student explains the causes, warfare, and effects of the Punic Wars, including the roles of Hannibal and Scipio Africanus. Several of the current Upper Elementary and Middle School Standards were moved to Early Elementary grades.</p> <p>The increased volume also impacts the High School levels as we may need to offer more required social studies courses to meet all the standards. Current High School US History standards cover from 1877-Current time; the new ones go from 1492-2008. Adding an additional 400 years of information will make it a challenge to cover all the material in the regular year long course we currently offer. This will impact what elective courses they can take, including but not limited to dual-credit offerings, CTE Courses, and upper-level Science and Math classes. These standards will have an impact on preparing our students for post-secondary school and work based on the limits created.</p>

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
364	milton owen		
365	Tiffany	KSS4 - Identify meaning of different symbols of America. This standard is not age appropriate. Students at this level cannot read or investigate the different symbols. Everything they learn would be regurgitation of information they are verbally told. There would be no conceptual understanding of meaning or application to their lives at this time.	1SS6 - Why are first grade students required to talk about and understand "traditional warfare?" I understand that war is a part of our history and current life in various places around the world, but first graders should not be exposed to the violence and horrors of war. 1SS10 - Many of the words at the beginning of the Declaration of Independence are not at a first grade reading level. Students would not be able to pronounce, much less understand the meaning of these words.
366	Dustin		The proposed is has solid content of where our country formed and the principals that we held dear. I fully support the curriculum proposed.
367	Sally Sisk		
368	Sarah Lawrence	K.SS.2- I do not believe that my kindergarten son will be able to locate all of the items on a map and don't believe that it is reasonable to expect him to do that at 6 years old K.SS.3- It is unreasonable to expect a kindergarten student to know all of these figures from the past and expect them to be able to talk about the figures childhood, adulthood, and their character K.SS.4- It is unreasonable to expect a kindergarten student to be able to identify and explain the meanings of all of these symbols of America	NA
369	Adam Sprengeler		
370	Jeff Struwe		
371	Jamie Schwenn		
372	Cori		As a first grade teacher, some of these standards that are being proposed are not age appropriate for 6 year olds. I believe that there should be a change in the social studies standards but not as drastic as this.
373	Kelsey Scarborough	Many standards in the lower elementary are not cognitively or academically age appropriate.	Many standards in the lower elementary are not cognitively or academically age appropriate.

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
364	milton owen		
365	Tiffany	2SS11 - Explaining the meaning of the Gettysburg Address - Again, not age appropriate for conceptual understanding, just regurgitating information. Students cannot even read all of the words, yet they are expected to understand the meaning and context of this speech.	
366	Dustin		
367	Sally Sisk		
368	Sarah Lawrence	NA	3.SS.1- it is unreasonable to think that 3rd grade students can demonstrate how taxes work 3.SS.3- it is unreasonable for 3rd graders to be able to know all of the historical events you are proposing in Asia, the Middle East, and northern Africa 3.SS.4- it is unreasonable for 3rd grade students to have to explain the causes, warfare, and effects of the Persian War, Peloponnesian War, and Punic Wars. I have a BSN from a University and never learned about this information, let alone in 3rd grade
369	Adam Sprengeler		
370	Jeff Struwe		
371	Jamie Schwenn		
372	Cori		
373	Kelsey Scarborough	Many standards in the lower elementary are not cognitively or academically age appropriate.	Many standards in the lower elementary are not cognitively or academically age appropriate.

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
364	milton owen		
365	Tiffany		
366	Dustin		
367	Sally Sisk		
368	Sarah Lawrence	NA	NA
369	Adam Sprengeler		
370	Jeff Struwe		
371	Jamie Schwenn	What is the reasoning for such drastic change in the standards? I feel these proposed standards are for upper grades and the content way too intense for 4th graders.	
372	Cori		
373	Kelsey Scarborough	Many standards in the lower elementary are not cognitively or academically age appropriate.	Many standards in the lower elementary are not cognitively or academically age appropriate.

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
364	milton owen		
365	Tiffany	6SS4 - I appreciate that Christianity is directly in education, but this standard would be addressed in multiple different ways depending on the religion of the person teaching it. The teacher should be comfortable with the content they are presenting. A Muslim would probably be uncomfortable instructing on this standard, just like a Christian would be uncomfortable instructing on Islam or Buddhism	
366	Dustin		
367	Sally Sisk		
368	Sarah Lawrence	NA	NA
369	Adam Sprengeler		
370	Jeff Struwe		
371	Jamie Schwenn		
372	Cori		
373	Kelsey Scarborough		400 years of American History to cover?

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
364	milton owen		
365	Tiffany		
366	Dustin		
367	Sally Sisk		
368	Sarah Lawrence	NA	NA
369	Adam Sprengeler		
370	Jeff Struwe		
371	Jamie Schwenn		
372	Cori		
373	Kelsey Scarborough		

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
364	milton owen		I think that this is something that should be taught in all schools throughout all South Dakota schools
365	Tiffany		
366	Dustin		
367	Sally Sisk		
368	Sarah Lawrence	NA	NA
369	Adam Sprengeler		
370	Jeff Struwe		
371	Jamie Schwenn		
372	Cori		
373	Kelsey Scarborough		

	A	P
2	Name	9-12 - United States Government
364	milton owen	
365	Tiffany	
366	Dustin	
367	Sally Sisk	
368	Sarah Lawrence	NA
369	Adam Sprengeler	
370	Jeff Struwe	
371	Jamie Schwenn	
372	Cori	
373	Kelsey Scarborough	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
374	Sr. Lynn Marie Welbig	Past K-12 and college educator and administrator in SD	<p>I ask that the recently submitted Social Studies Standards for South Dakota be rejected. The primary reason is the inappropriate goals for the standards which are being driven by the political interests of Governor Noem. She has made clear her goals for the standards are to make South Dakota a national leader in social studies education, and to condition our young students with the creed of American exceptionalism. Are these appropriate goals for our students' social studies education?</p> <p>To these ends she has adopted the product of a private college with political beliefs similar to our governor's and a curriculum for a state that has little in common with South Dakota. Reports have it that the governor even offered to build an entire campus to import and duplicate the Michigan ideology here! She put her finger on the scale, spending tax payer's money to bring the curriculum and a strong proponent of it into our standards committee.</p> <p>What is the purpose of social studies curriculum? Like all aspects of education, it should form as well as inform toward responsible citizenship. What values, social awareness and social responsibility do we want to provide for our South Dakota students by way of their social studies curriculum? Is it primarily about being superior to others? And is the formative methodology rote memory...conditioning? Or do we want to develop inquiry, analysis and social responsiveness as our students study the American and South Dakota story?</p> <p>Our teachers and school administrators are pushing back against the politics and the ideology being imposed on our educational system by our Governor. We haven't forgotten her legislative 'cure' of our non-existent critical race theory in our elementary and secondary schools.</p> <p>Our students, our school personnel and our families deserve Social Studies Standards that truthfully present the history of this country and state, as well as an understanding of the past and present social fabric that has grown out of that history. These standards should reflect the experience and the wisdom of our South Dakota citizens. Why is this rejected by our own Governor? Why is she importing some foreign, ideologically motivated set of standards?</p> <p>Please reject these standards and consider the adoption of the original standards developed earlier by South Dakotans, citizens who represented the various constituents in our state, and who worked with dedication and diligence with their task.</p> <p>Thank you.</p> <p>Sister Lynn Marie Welbig, PBVM, PhD</p>
375	Glenna Remington	Former educator and concerned citizen	<p>As a person of faith and values, I love the new Social Studies standards. They have an accurate depiction of US and SD History and I especially appreciate no CRT! It includes economics and is overall great! Please enact these standards.</p> <p>Sincerely,</p> <p>Glenna Remington</p>
376	Lexy	K-12 Educator	<p>There are waaaaaaaay too many standards in each grade level. With all other subjects included no student should be required to learn that much in just one subject. And the biggest thing, the elementary grades standards are NOT age appropriate at all. They discuss ideas and concepts that young children do not need to be learning about. I am a teacher and a parent, and the two biggest problems are too many standards at each level, and elementary is not age appropriate. The standards also do not promote higher order thinking, a lot of it is just memorize, recite, tell, etc and none of those show a true understanding of learning.</p>
377	Rachel	Parent/Guardian	<p>The process did not include educators from every grade level, nor were the educators on the committee of 15 allowed to make suggestions. The South Dakota Department of Education had NOTHING to do with the writing of these standards. The handpicked committee was given a document and was allowed to do nothing more than proofread. (The original committee had 42 members - almost all current SD teachers - who represented every grade level K-12)</p>
378	Bria Peppel	K-12 Educator	<p>DO NOT ADOPT THESE!!!!</p>
379	David Wegner	not listed	<p>Kurtz is an American conservative commentator, author and a senior fellow at the Ethics and Stanley Public Policy Center. He has taught at Harvard University and the University of Chicago. He is also a contributing editor to National Review. His letter published in the Sept. 20, 2021 National Review shows, I believe, that Mr. Kurtz was instrumental in directing Gov. Noem to reverse course; to redo this expensive standards development project. And Gov. Noem did as he dutifully directed. So now we have a Hillsdale College product that contains many topics that Florida educators have described as being easily, if not clearly, shaded for desired political perspective. Also, lots of topics are simply not appropriate for reasons given in interviews. Gov. Noem acquiesced to the outside pressure from Mr. Kurtz and from others. Loyalty to our own educator professionals and to our k12 children is evidently too heavy a lift for Gov. Noem to carry. The Kurtz letter being referenced contains admissions by Mr. Kurtz that, much to his consternation, the previous product was actually very excellent. But, he makes clear, It simply doesn't lend itself to desirable conservative interpretations. So Gov. Noem must take action he says in the article. Published accounts of Florida's training experience this summer, as it was led by Hillsdale-chosen facilitators, did indeed prove lend itself to lots of politicization. Florida participants mentioned being concerned about other k12 topics that our professional teachers believed to be questionable. South Dakota educators are in for a similar training experiences next summer unless DOE stands up to Gov. Noem and reverses back to the original standards product. We should hope and expect that DOE will demonstrate necessary courage and professionalism to reinstate the marvelous product that South Dakota professionals put together.</p>

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
374	Sr. Lynn Marie Welbig		
	Glenna Remington		
376	Lexy		The standards are so specific it's ridiculous. The vocab and topics covered are so beyond what a first grader should be expected to know. The time line that these standards cover is FAR too much for one year. It also includes geography and world history, again too much for first grade.
377	Rachel		
378	Bria Peppel		
379	David Wegner		

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
374	Sr. Lynn Marie Welbig		
	Glenna Remington		
376	Lexy		
377	Rachel		
378	Bria Peppel		
379	David Wegner		

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
374	Sr. Lynn Marie Welbig		
375	Glenna Remington		
376	Lexy		
377	Rachel		
378	Bria Peppel		I would LOVE to be able to teach all of these standards. However, they are WAY too broad and to broad. I can support standards 5-11, the American History from 1800's-present day. That is very similar to what we have been teaching. However these standards jump all over the place and are are too hard for students to connect. I have taught for 20+ years and I do not see even my highest students mastering these standards. I appreciate the time the people who came up with these, but they are not in touch with what 5th grade students in SD are familiar with from previous years. PLEASE do NOT adopt these!!!! We would be setting up our students to fail and our teachers to fail. That would be a shame.
379	David Wegner		

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
374	Sr. Lynn Marie Welbig		
	Glenna Remington		
376	Lexy		
377	Rachel		
378	Bria Peppel		
379	David Wegner		

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
374	Sr. Lynn Marie Welbig		
375	Glenna Remington		
376	Lexy		
377	Rachel		
378	Bria Peppel		
379	David Wegner		

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
374	Sr. Lynn Marie Welbig		
	Glenna Remington		
376	Lexy		
377	Rachel		
378	Bria Peppel		
379	David Wegner		

	A	P
2	Name	9-12 - United States Government
374	Sr. Lynn Marie Welbig	
	Glenna Remington	
376	Lexy	
377	Rachel	
378	Bria Peppel	
379	David Wegner	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
380	Elizabeth Dooley	Parent/Guardian	These proposed Social Studies standards are a disappointment at their best. Not having educators involved in the development of education standards is horrifying! The amount of material the students in each grade/ subject the students are required to learn FAR exceeds what can be realistically taught in one school year. The South Dakota Department of Education and educators MUST be involved in the development and curation of the state Social Studies Standards.
381	Lisa Forcier	Tribal Education	This is too much religion and written without Bloom's Taxonomy or prior teaching knowledge included. Christianity is weaved throughout. I was raised Catholic and this is not needed or wanted in public schools. Separation of state and church is not being seen in this documentation. I do not see a freedom of religion. Negative connotation when addressing Native American's throughout these standards - shame on the writers for writing a decisive concept!
382	Jerrilyn	Parent/Guardian	Standards are not written in usual, proper standard formatting. Information seems to not have any rhyme or reason for the information presented. The repeat of standards- not clear on how the standards are getting more in-depth, what measurements are used to define the deeper learning. Native American information seems to be placed randomly throughout and always with a negative connotation, which feels divisive towards Native American.
383	Carolyn	Parent/Guardian	I think its good that the students are being taught about the foundations of America to include the Native American history. Also its very important that they learn about communism and fascism. Im very impressed with the new standards
384	Brandi Miller	Parent/Guardian	Christianity is mentioned 37 times in the standards. More than tripe any other religion mentioned. With only reviewing in detail the elementary grade standards, as that's the age of my children, I'm disheartened at the amount of memorization. Kids can be wonderful at memorizing information for a short period of time, but it doesn't mean they've learned anything other than to recite something for a passing grade. We've completely removed standards that encouraged and guided discussion/learning and opportunities for students to come to independent conclusions. I still recall middle school and high school geography/civics/social as being among my favorites because those were the first classes we were encouraged to gather information and come to our own conclusions. I'm sad, that with these standards, that type of instruction has been reduced significantly.

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
380	Elizabeth Dooley	NA	NA
381	Lisa Forcier	Too many standards - expectations are too high for this grade level. The list of people to know is unrealistic and includes sports figures and authors - why? Ex: Laura Ingalls Wilder's books are for 4-5th grade and should be taught in literature and her bio should be taught then. Teachers know how teaching should be - non-teaching persons assume they know.	Why would you say that small pox destroyed (decimated) Native Americans when they are still here today? Really need to have teachers write standards not people who have no clue in what they are doing and assume they do.
382	Jerrilyn	Remove: recite "pledge of Allegiance" I do	No significance to having 1st graders recite declaration of independence and preamble to US constitution if context is not explained with it. Question why governor and state capitol building is being introduced at this time.
383	Carolyn	great!	Great
384	Brandi Miller		What does a student learn by memorizing the Declaration of Independence or the Preamble to the Constitution? Rather than memorizing the document, students would be better to learn and discuss the history and actions that led to the documents. My 2nd grader and 4th grader can recite the Pledge of Allegiance to me, but neither know what the words mean. They, can however, have a conversation with me about why our country declared our independence. The Persian War? The Peloponnesian War? The Roman Empire? Punic Wars? Why are these sections detailed out with a fine tooth comb, but the North American Indigenous history is not?

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
380	Elizabeth Dooley	NA	NA
381	Lisa Forcier	<p>Religious contributions of the early Christians - this belongs in religious class NOT school - separation of church and state (does this sound familiar to anyone?) TELL the students about removal of the Dakota/Lakota/Nakota? (Telling is not on the Bloom's Taxonomy - we normally don't "tell" students when teaching there is something we want them to do with the information - I am telling you these standards do not work</p>	<p>Yahoo! one standard on Native American's but you included Christopher Columbus. Why the negative connotation when it involves Native American's? 2/5 sub-standards and one is totally negative. The sub-standards do not align with the standard especially in the 3.SS.5. Why would you say that small pox destroyed (decimated) Native Americans when they are still here today? (repeat from grade 1.SS.7) Really need to have teachers write standards not people who have no clue in what they are doing and assume they do.</p>
382	Jerrilyn	Seems to be a lot of information for little kids, their still learning their basics.	
383	Carolyn	Great	Great
384	Brandi Miller	<p>There is more emphasis on religious history, than perhaps cultural history. There is emphasis on memorizing life details of a dozen individuals in American history alone. Again, I would suggest that rather than memorizing facts about multiple individuals, especially because individuals, such as George Washington or even Abraham Lincoln have nuanced histories and life stories, that creating discussion and learning opportunities about the reasons for their actions or inactions, might be better. Frankly, I'm not sure how the extremely large amount of content in 2nd grade can possibly be covered in 1 school year.</p>	<p>We are again covering Ancient Greece and Rome, Peloponnesian War and Punic War. What information will my 8 year old possibly retain about the Punic War? We placed heavy emphasis on American symbols in Kindergarten, but have now removed the standard of reviewing South Dakota symbols for 3rd grade? Where is the definition of American colonists being pulled from? Do we not consider that the main reason early colonists arrived was to escape from religious persecution any longer?</p>

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
380	Elizabeth Dooley	NA	NA
381	Lisa Forcier	Jesus??? This is a belief from Christianity and should be taught in religion class not school - three sub-standards include religion - separation of church and state!!!! Muslim's religious contributions???? Art and Architecture is taught in ART Class - maybe more teachers and less of Noem's hand picked group would help these standards.	Why would you say that small pox destroyed (decimated) Native Americans when they are still here today? (repeat from grade 1.SS.7 and 3.SS.6) adding "the science of why this happened?" 5.SS.4 letter E - negative connotation "conquest and cooperation between Europeans and Indigenous peoples in Americas" 5.SS.6: Why two major ideas in one standard - Native Americans and Slavery followed by three standards on civil war???? Does not make sense.
382	Jerrilyn	Feel Native Americans and African American should have their own separate standards, and not be lumped together. Allow each their own space and time.	
383	Carolyn	Great	
384	Brandi Miller	Again, if the students memorized the Declaration of Independence in 1st Grade, what is the point of memorizing it again, without being able to discuss the how or why the document was created? Memorizing a song, versus learning about how/why the song was written? Why are we again discussing the historical impacts of Christians, but have had minimal instruction on the historical impacts of other major religions?	So much memorization. We're requiring students to memorize more than 50 geographical markers and cities in Europe alone. We're again focused on religion in terms of historical figures, learning how Protestants are different from Catholics. We're again memorizing facts about Andrew Jackson, Abraham Lincoln, and Theodore Roosevelt (for the 3rd year).

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
380	Elizabeth Dooley	The amount of material expected of students to learn is excessive for one school year. The standards are NOT utilizing any higher thinking. They are requiring students to memorize and regurgitate the information, there is NO higher thinking involved in these standards.	NA
381	Lisa Forcier	Only mention of Native American's is a negative connotation regarding "left no written record" Standards should include a hierarchy of what students will be able to accomplish by the end of a grade - these standards are mainly low-level achieving and do not follow Bloom's Taxonomy for higher order of thinking, doing and achieving.	The continuous of putting Native American's and African persons in one standard continues. These two group of people deserve their own standards. What does 7.SS.3 letter G have to do with the broad standard-- what does land bridge, urban, suburban and rural have to do with it??
382	Jerrilyn		
383	Carolyn		should include native americans owned slaves and it was a universal practice.
384	Brandi Miller		

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
380	Elizabeth Dooley	NA	NA
381	Lisa Forcier	<p>"The Social Gospel Movement was a religious movement that arose during the second half of the nineteenth century. Ministers, especially ones belonging to the Protestant branch of Christianity, began to tie salvation and good works together. They argued that people must emulate the life of Jesus Christ (Google) More RELIGION!!!</p> <p>8.SS.4 Letter I - Snyder Act of 1924 "tenets" = "a principle or belief, especially one of the main principles of a religion or philosophy (Google) and effects????</p> <p>Nothing about Native American's Voting anywhere?????!!!!!!</p> <p>Nothing about the violence towards Native Americans during the time when they were not allowed to have freedom of religion????</p> <p>American Indian Movement? 2nd Wounded Knee??</p> <p>8.SS.6 letter D - "The students tells the biographies of Benjamin Reifel and Vine Deloria, Jr and including different interpretations of American Indian life": 1st using compare/contrast would be more appropriate description. 2nd these are two 20th century people Native Americans - great English assignment. 3rd - "tells" again using a non-Blooms wording.</p>	<p>Religion???? 9-12 WH.3, 9-12. WH.4 F, (Jesus of Nazareth)??? , J - Bible???, K Trinity, Jesus and moral obligations??? M - Christianity???</p> <p>9-12WH.5 C - monasteries D- Mohammed, Islam-, E-Muslims, Holy Roman Empire????</p> <p>Is this religion class or World History?????</p>
382	Jerrilyn		
383	Carolyn		
384	Brandi Miller		Any mention of World War II omits the Holocaust, discussing battles more than concentration camps and the mass killings of Jewish people.

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
380	Elizabeth Dooley	NA	The students are again required to memorize and not utilize higher thinking skills. The current standards for US History are well written and should be used as a template and built upon for future US History standards. I do think students should learn the good, bad, and ugly truths in US History. We would not want to relive the mistakes made in the past.
381	Lisa Forcier	What are you trying to do to students???? "no such thing as a free lunch" - nice hit to the students who get free or reduced lunch. Decisive Concept???? Kinship is economics - Who is chose the "select standards" from Oceti Sakowin Essential Understands 1-2 and 5-7?	Good try on trying to include Native Americans - too bad a little to little to late!
382	Jerrilyn		
383	Carolyn		
384	Brandi Miller		The note that the role of women was working at home/caring for family. Indeed, historically women were not allowed to have a job, vote, or even maintain a bank account independent of a man. That wasn't a role, that was a governed way of limiting women's independence and voice.

	A	P
2	Name	9-12 - United States Government
380	Elizabeth Dooley	NA
381	Lisa Forcier	spent too much time on this already - failure on your part!
382	Jerrilyn	
383	Carolyn	
384	Brandi Miller	The concept of equality is introduced for the first time, but no instruction on how citizens weren't equal historically, even with the Voting Rights or Civil Rights Act.

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
385	Heather Olson	Educator and Parent	<p>I want to first thank you for allowing people to give input on the proposed social studies standards for the state of South Dakota. I only commented on the grade levels of my children in the comments above; however, as an educator reading through these standards I am embarrassed that our state would want to change what is working.</p> <p>Some of the proposed standards are biased and political. As educators, it is our job to educate students both sides of each topic, not persuade anyone into our political beliefs. I am saddened that the expectations for the younger age groups is above their grade level that we will see students struggle just to make sure that they have all the presidents of the United States memorized. Students grow up with technology or resources at their hands, we do not need to waist valuable instructional time teaching students to memorize the names of the presidents instead we need to focus on the facts of the events of history.</p> <p>My overall opinion about the proposed standards are the fact that the people developing the standards are not educators, there are political biases in the standards, and many racial language written. The most disappointment is #10 from the "Guiding Principals of High Quality Standard" component where it reads, "Debating current political positions or partaking in political activism at the bequest of a school or teacher does not belong in a K-12 social studies class, and the color of one's skin does not determine what one can or should learn." What would the "color of one's skin" have to do with learning? Do you mean ethnicity or race? The language is offensive and should not be written. I would think that we should teach each student as they are equals not point out any differences.</p> <p>Thank you for your time</p>
386	Sandy Severtson	Grandparent	Very impressed - job well done! Thank you.
387	Kimberlynn Floren	Parent/Guardian	
388	Liz Reifel	Parent/Guardian	
389	Brooke Bailly	Other	Elementary proposed curriculum is way too intense for there age.
390	Lynda Lee	Grandparents	<p>In Sec. Sanderson's response to all the comments about the proposed Social Studies, she tries to promote these standards as strong, quality standards. She also went on to say "with quality standards in hand, great teachers and instructional leaders translate these expectations into impactful learning." South Dakota has great teachers but when they are not respected enough to take the standards that 40 plus teachers, instructional leaders, parents and concerned citizens reviewed and revised the Social Studies standards in 2021. But these were not used even after paying \$200,000. Gov Noem then decided a smaller work group of 15 people would "work" on these standards revision. They did not have to use much expertise to revise these standards. The committee used the 1776 Curriculum from Hillsdale College. What a waste of one of our great resources— our teachers. They should have been utilized to help revise these. The standards would have been strong and of great quality and age appropriate in all grades. I'm concerned about all the standards but I'm most concerned about age appropriateness in the younger grades. We want our young people to be able to develop and use critical thinking skills. We don't want our young people to be indoctrinated by either extreme right or left political ideas. Even though CRT is taught at the college or university level but not in South Dakota, it was banned from being taught in K-12 public schools. Noem Fed the flames of making CRT bad. It is a non issue in South Dakota. Instead Noem believes instead SD K-12 public schools should utilize the 1776 Curriculum by Hillsdale College to fulfill her own national political agenda to promote herself for a national office. No CRT and No 1776 Curriculum. Use instead the very talented, creative and intelligent educators within our state to revise those standards.</p>
391	Shannon	Parent/Guardian	Standards should be the "what" not the how. Words like "explain" are a how. Also, there are writing standards in these Social Studies standards which makes no sense. Yes, what students learn should be cross-curricular, but writing standards should not be found in SS standards. I'm not a fan of these new proposed standards.

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
385	Heather Olson	NA	NA
386	Sandy Severtson	I have reviewed the proposed Social Studies Standards and am very much in favor of them. Thank you.	I have reviewed the proposed Social Studies Standards and am very much in favor of them. Thank you.
387	Kimberlynn Floren		
388	Liz Reifel		
389	Brooke Bailly	Good to know	Way to complex
390	Lynda Lee		
391	Shannon		

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
385	Heather Olson	NA	The 3rd grade standards under 3.SS.3 & 3.SS.4 are standards that have also been taught at the 6th grade level. Many components of the standards that are indicated are above grade level and would seem a challenge to most students including your highest level of students. As you get into the standards on 3.SS.6 and 3.SS.7 I question whether these are for a political standpoint or is it for the students. I would like to see evidence and data that shows any of these standards that are proposed are beneficial to ALL students.
386	Sandy Severtson	I have reviewed the proposed Social Studies Standards and am very much in favor of them. Thank you.	I have reviewed the proposed Social Studies Standards and am very much in favor of them. Thank you.
			These new 3rd grade standards are so wildly inappropriate that it's difficult to even take them seriously. Most adults I know wouldn't be able to pass this curriculum, and that's after earning a high school or college degree. It's also clearly politically motivated - one example being: "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." Pure propaganda! I also had to Google some of these terms (triumvirates, Peloponnesian War), despite having a Bachelor's degree. And quite frankly, I don't think my 8 year old is emotionally ready to learn about the realities of life on a slave ship in the middle passage. I would prefer that she learn the truth about slavery and colonialization when she is old enough to properly understand the weight of their horrors, rather than some watered-down, romanticized version that would be required to teach these topics to young children. Looking more closely at the history section, I would like to draw attention to these requirements: A. The student identifies the major figures and stories within Greek and Roman mythology. B. The student explains the causes, warfare, and effects of the Persian Wars, including the battles of Marathon and Thermopylae. C. The student explains the major cultural features and contributions of Athens, including pottery, architecture, sculpture, drama, and democratic institutions and practices. D. The student explains the causes, warfare, and effects of the Peloponnesian War. E. The student tells of the conquests of Alexander of Macedon and the spread of Greek culture in the Hellenistic Period. Most of this section reminds me of a 400-level Medieval Europe class that I took during my senior year of college. It was the hardest class I've ever taken and the sheer amount of information was overwhelming. Trying to force these standards on elementary school students will ensure that they not only learn to hate school, but will also learn nothing of value. You cannot force a child's brain to process knowledge that is so above their depth of understanding - they just won't learn it at all, but they will resent you and the process. These standards are a slap in the face to our teachers, school administrators, communities, but most of all our students. They are the ones who will truly suffer the consequences of the political culture war waged by the Noem administration.
387	Kimberlynn Floren		
388	Liz Reifel		
389	Brooke Bailly	Way to complex	Way to complex
390	Lynda Lee		
391	Shannon		

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
			All of the standards in 5th grade are above grade level and seem to be intense. 5.SS.9 seems to be ridiculously long and that all schools will need to hire another social studies teacher and extend the school year to make sure all students can demonstrate their knowledge of all these components.
385	Heather Olson	NA	
386	Sandy Severtson	I have reviewed the proposed Social Studies Standards and am very much in favor of them. Thank you.	I have reviewed the proposed Social Studies Standards and am very much in favor of them. Thank you.
387	Kimberlynn Floren		
388	Liz Reifel	Why is there discussion on Jesus of Nazareth? Not all students are raised "Christian". Purpose of Carolingian Dynasty to the 4th graders...or anyone? Where is the Native American history? I see nothing of the Wounded Knee Massacre, the theft of the Black Hills nor the Tribes refusal to accept monetary compensation. I see nothing except the historical and present day exclusion and ignorance of South Dakota pertaining to our Native culture, especially when this State is rich with it. Why is the Committee white washing South Dakota's history?	
389	Brooke Bailly		
390	Lynda Lee		
391	Shannon		

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
385	Heather Olson		
386	Sandy Severtson	I have reviewed the proposed Social Studies Standards and am very much in favor of them. Thank you.	I have reviewed the proposed Social Studies Standards and am very much in favor of them. Thank you.
387	Kimberlynn Floren		
388	Liz Reifel		
389	Brooke Bailly		
390	Lynda Lee		
391	Shannon		

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
385	Heather Olson	The first standard explaining that all students need to write a thesis persuasive essay in the 8th grade is not teaching to all students. The expectations are not appropriate for the grade level. Standard 8.SS.2-Indicates that there are political views of different ethnicities and what it means to be an "American". Standard 8.SS.3 is controversial. As educators we need to be unbiased. Many of these components are leading towards biases that should not exist in the classroom.	NA
386	Sandy Severtson	I have reviewed the proposed Social Studies Standards and am very much in favor of them. Thank you.	I have reviewed the proposed Social Studies Standards and am very much in favor of them. Thank you.
387	Kimberlynn Floren		
388	Liz Reifel		
389	Brooke Bailly		
390	Lynda Lee		
391	Shannon		

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
385	Heather Olson	NA	NA
386	Sandy Severtson	I have reviewed the proposed Social Studies Standards and am very much in favor of them. Thank you.	I have reviewed the proposed Social Studies Standards and am very much in favor of them. Thank you.
387	Kimberlynn Floren		
388	Liz Reifel		
389	Brooke Bailly		
390	Lynda Lee		
391	Shannon		

	A	P
2	Name	9-12 - United States Government
385	Heather Olson	NA
386	Sandy Severtson	I have reviewed the proposed Social Studies Standards and am very much in favor of them. Thank you.
387	Kimberlynn Floren	
388	Liz Reifel	
389	Brooke Bailly	
390	Lynda Lee	
391	Shannon	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
392	Janice Waltman	concerned Citizen of Faith	The new Social Studies standards have an accurate depiction of U.S. and South Dakota history. I am especially thrilled and appreciate the fact that they contain no CRT! It includes economics and is looks great! History is history and shouldn't be rewritten. Please enact these standards. Thank you ever so much.
393	Lois Johnson	Taxpayer/grandma	Need to point out blacks owned slaves. We are a republic. Don't need to linger on marxism
394	Charles Smith	Parent/Guardian	
395	Heather	Parent/Guardian	Yes please, great job!
396	Megan	Parent/Guardian	I think everything looks great! This will give our children a great understanding history with true facts. I myself am excited to take the journey with my child when they are learning everything. Some people want to cut pieces out to make others look worse or better than they are. I want facts and I want the truth and what is proposed is that.
397	Janel Wright	Parent/Guardian	None of these standards are age appropriate. There is also so much material, how is a teacher expected to cover it all in 9 months? Why is the State forcing Jesus and Christianity on my children? Please don't indoctrinate students with your beliefs. I am disappointed that the State and Noem paid an out of state, ring wing, non accredited college president to write these. What purpose did that serve? Start over and allow SD educators to actual create the standards, not out of state special interest parties trying to indoctrinate our children
398	Kyle Krause	Parent/Guardian	These standards are not age appropriate. They are not suitable for teaching. They would have the effect of dictating curriculum to local districts despite purporting not to do so. They were essentially written by one out-of-touch and politically motivated actor from another state rather than by South Dakota educators. The fact that these are even being seriously considered is astounding. Save everyone the time and scrap the entire thing right now, as is your duty as a member of the Board of Education Standards. Then adopt the standards that were prepared last year by actual South Dakota educators.
399	Krista	Parent/Guardian	"Let's go back to memorization without any regard to actual learning or critical thinking." Good job. This will achieve your goal. Who is indoctrinating our children now? Hint: It's not the so-called evil leftists.
400	Amy Kartak	K-12 Educator	As an educator, I recognize the importance of teaching this information to students; however, these standards lack an awareness of the age and developmental appropriateness for the proposed grade levels of each standard. I urge you to take time to actually visit with students at each age level. Ask them questions and realize these are NOT appropriate.
401	Jason Karels	Educator and parent	I am not in favor of these standards as they are currently written. These standards white-wash history. These standards do not allow students to see various view points of people and cultures, especially controversial, uncomfortable points. These standards hamstring teachers unnecessarily in the classroom. I am especially concerned that these standards were not written by an expert history, has not taught history, or works on an accredited college that trains teachers. 8 am also concerned that these standards are from out of state. I am concerned that these standards were not built from the ground-up by South Dakota educators, researchers that have made their life's work history, groups that have been denied a voice, among others from South Dakota Social studies need to inform our students so that can see how to navigate a complicated world, discern the consequences of our collective actions, and most importantly, be good citizens. These standards do not reflect or address these needs.
402	Kristie Marie Baumeister	K-12 Educator	They always too long, too much recall and not enough critical thinking. Standards shouldn't be a check list. You will lose teachers! They cannot possibly teach these things in a meaningful way. Lack of Native American examples as well. Do not do this to teachers or students, they will go backwards in social studies not forward.
403	Lowell Harms	Parent/Guardian	Looks favorable

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
392	Janice Waltman		
393	Lois Johnson	Affirm	
394	Charles Smith	The truth about America is too horrifying to tell to five year olds.	This is all the white wash of the murder, rape, and theft of lines and indigenous people. It is all from a white supremacists point of view.
395	Heather	Excellent	Super
396	Megan		
397	Janel Wright		
398	Kyle Krause		<p>Speaking as the parent of a first grader - Is this a bad joke? What idiot in their right mind thought these were age-appropriate standards for six-year-olds?</p> <p>These standards expect first graders to:</p> <p>(1) Identify the major cultural features, stories, and contributions of ancient India, Babylon, China, Egypt, Athens, Rome, and the Hebrews.</p> <p>(2) Identify major figures in Greek mythology and key Roman Emperors</p> <p>(3) Tell the story of the Persian Wars, Peloponnesian War, Punic War, the French and Indian War, and the War of Independence</p> <p>(4) Tell the biography of Christopher Columbus, George Washington, and Thomas Jefferson (with or without fathering six kids out of wedlock with one of his slaves?)</p> <p>(5) Explain the triangle trade, multiple theories of the rule of law, the history of slavery, and the prevalence of private property, education, self-government, and religious freedom in pre-colonial times.</p> <p>When are our kids supposed to do reading, math, science and recess while getting their masters in ancient history?</p>
399	Krista	Terrible! You expect 5- and 6-year-old children to MEMORIZE all of this!?	Terrible! Thanks for glossing over Europeans' complete DESOLATION of Native Peoples! Also, you are totally glossing over the DEVESTATION of slavery.
400	Amy Kartak		
401	Jason Karels		
402	Kristie Marie Baumeister	Too much	Too much history to to low a level
403	Lowell Harms	Looks favorable	Looks favorable

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
392	Janice Waltman		
393	Lois Johnson	Void of Christ values that made America	Affirmed
394	Charles Smith	The white supremacy narrative grows even more dishonest as the years go by.	
395	Heather	Yes please	Perfect
396	Megan		
397	Janel Wright		
398	Kyle Krause		
399	Krista	Terrible! Totally glossing over the harm done to Native Peoples by the US government and by westward expansion... False justification of slavery because "they did it too"	Once again, complete disregard for all cultures besides Judeo-Christian European descendants...
400	Amy Kartak	My students are just developing an understanding of state and local communities and location. Many do not understand the difference between country, state, and city. For example that Murdo, SD is a city in SD in the US in North America. These proposed standards are far from age appropriate for 8-9 year olds and exceeds their developmental understanding. It concerns me that we are being pushed to teach things that our students cannot truly comprehend. This is true for ALL grade levels of proposed standards. We can & must do better for the students of our state. PLEASE visit local schools. Ask children about some of these things. Be present in a building and not just behind a desk/screen/etc and truly know children before passing these. Our students are our future. We HAVE to do better.	
401	Jason Karels		
402	Kristie Marie Baumeister	Too broad of time period	
403	Lowell Harms	Looks favorable	Looks favorable

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
392	Janice Waltman		
393	Lois Johnson	Should be pointed out black ppl had slaves	Affirmed
394	Charles Smith		
395	Heather	Great curriculum	Great
396	Megan		
397	Janel Wright		
398	Kyle Krause		
399	Krista	Racism at its finest	More of the same.
400	Amy Kartak		
401	Jason Karels		
402	Kristie Marie Baumeister		
403	Lowell Harms	Looks favorable	Looks favorable

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
392	Janice Waltman		
393	Lois Johnson	Affirmed	Affirmed
394	Charles Smith		
395	Heather	Excellent	Perfect
396	Megan		
397	Janel Wright		
398	Kyle Krause		
399	Krista	Right-wing indoctrination	Right-wing indoctrination
400	Amy Kartak		
401	Jason Karels		
402	Kristie Marie Baumeister		Why 1492? Columbus did not discover America. So this is an arbitrary date that should anger Native American tribes.
403	Lowell Harms	Looks favorable	Looks favorable

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
392	Janice Waltman		
393	Lois Johnson	Why Karl Marx ? What is a Republic better	Affirmed
394	Charles Smith		
395	Heather	Very good	Wonderful
396	Megan		
397	Janel Wright		
398	Kyle Krause		
399	Krista	Right-wing indoctrination	Right-wing indoctrination
400	Amy Kartak		
401	Jason Karels		
402	Kristie Marie Baumeister	Some of the modern concepts are too complicated for the developing 8th grade mind. The list of things you have for students will be overwhelming to some kids.	
403	Lowell Harms	Looks favorable	Looks favorable

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
392	Janice Waltman		
393	Lois Johnson	Affirmed	Affirmed
394	Charles Smith		
395	Heather	Great	Super
396	Megan		
397	Janel Wright		
398	Kyle Krause		
399	Krista	Right-wing indoctrination	Right-wing indoctrination
400	Amy Kartak		
401	Jason Karels		
402	Kristie Marie Baumeister		This is a ridiculous amount of history to teach in a year! So much will have to get skipped. The focus is on miscellaneous information instead of critical thinking. In my 13 years of teacher never have I talked about the building of the Washington monument. It doesn't matter, why not focus on Washington's farewell address or how he handed over power twice? History teachers don't want to teach miscellaneous facts and memorization because students will forget it. It is the lowest level of learning. Recall is only used for the tests and then forgot. Critical thinking allows students to to develop life long skills.
403	Lowell Harms	Looks favorable	Looks favorable

	A	P
2	Name	9-12 - United States Government
392	Janice Waltman	
393	Lois Johnson	Affirmed
394	Charles Smith	
395	Heather	Excellent
396	Megan	
397	Janel Wright	
398	Kyle Krause	
399	Krista	Right-wing indoctrination
400	Amy Kartak	
401	Jason Karels	
402	Kristie Marie Baumeister	This is too much of a list like the others and forces focus on miscellaneous facts. This will force teacher opinions in the class room instead of students to freely think and develop skills.
403	Lowell Harms	Looks favorable

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
404	Kristy Loen	Parent/Guardian	I have four kids that span across this curriculum and I just want to say one thing, it's too much! The expectations of our children these days is too much. It's ruining society and forcing our children to hate school. Out of my four kids, there's one kid who kind of likes school but that's mainly because he gets to see friends. There's so much homework that they're bombarded with every night amidst having to keep up with extracurricular activities, which are a standard of society these days. Our kids can't even take a day off for family vacation for fear that they will never catch back up if they miss a day of school. It's just too much. Please reconsider.
405	Dr. Greg Aas	K-12 Educator	<p>I have been actively involved in the teaching of Social Studies in South Dakota for more than three decades. I have been a teacher (including Soc. St.), coach, guidance counselor, and have recently retired after twenty-eight years as a building principal. I have concerns with the standards themselves, and maybe more concern for the process.</p> <p>In the years/decades I was responsible to oversee the instruction of Social Studies I found it refreshing to see delivery move from memorization of places and timelines to helping students understand civilizations, economies, and geography. We as Americans are criticized for having a poor understanding and knowledge of geography. One theory being we think it's all about us, and have little interest in other places and cultures. I see the latest proposed standards to set us back decades with this. I also am very concerned with how the standards do not support contemporary knowledge and practice for developmentally appropriate instruction (What is appropriate to teach at which age).</p> <p>My next, and probably larger concern is for the process. The usual process that included input from local experts and educators was tossed out after a huge investment of time and money when it did not reflect the much less educated opinions of those currently in power. Hand picking the next group to guarantee the desired result was inconsistent with past practice and clearly inappropriate. The poor standards that are likely to be adopted are a big concern, but replacing the democratic process with one obviously dictatorial should be a concern to anyone. The state says our students deserve, "History and civics instruction free from political agendas and activism." This entire process smacks of significant political agenda and activism and is a glaring example of hypocrisy.</p> <p>I wish I were more optimistic in my hopes that the powers that be will follow the guidance of those on the front lines and really are experts in their fields, and steer away from the political motivation that has obviously corrupted this process.</p>
406	Kelly Mills	Parent/Guardian	I seriously want to know if our governor and all of the legislators can do each standard as well because that's what they are asking our young people to do. As a parent, and and educator, I can imagine the amount of stress that this will create for our educators, who are already leaving the field in droves, and for our children! I have no problem setting goals and creating expectations for my children and my students, but what this is proposing to do is way too extreme. Yes, our kiddos are capable of doing a lot of great things, but again, these standards are too extreme! And what are they going to actually learn? It's going to turn into a ton of memorization without the learning. Kids are kids. You have to be realistic, and these standards are far from realistic. If every state employee can proficiently accomplish EVERY standard on the list (because ultimately that's what is being proposed here as you're asking kids to build on knowledge from year to year so by the time they are seniors and graduating, they have mastered EVERY standard proficiently), then I'd say great. Let's challenge the kids. But I can guarantee, unless every state employee is a super genius with a love of history and a desire to learn or study nothing else because there will be no time for anything else, then we can't ask our kiddos to do the same. I have a 1st grader, a 5th grader, a 7th grader, and a senior. While all four are good students, I absolutely can't imagine them mastering all of these standards. Kids already have enough pressure on them to master what is already in place. Let's not push them over the edge with a whole lot of ridiculousness. Please, please, please! Do NOT adopt these standards. Let's try to use common sense, and not political agendas, to help our youth become good citizens. Thank you!
407	Tom Downs	Parent/Guardian	

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
404	Kristy Loen		
405	Dr. Greg Aas		
406	Kelly Mills	Ridiculous! Can our governor and legislators do all of this? With relative ease that is.	Ridiculous! Can our governor and legislators do all of this? With relative ease that is.
407	Tom Downs		

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
404	Kristy Loen		
405	Dr. Greg Aas		
406	Kelly Mills	Ridiculous! Can our governor and legislators do all of this? With relative ease that is.	Ridiculous! Can our governor and legislators do all of this? With relative ease that is.
407	Tom Downs	<p>I am very pleased to see that the true history of the United States is represented in this proposal of social studies standards for my child's grade level. I believe in telling the difficult story of American history from our roots to today. U.S. history is still being recorded and the children of today have the power to overcome some problems currently plaguing American society.</p> <p>The removal of indigenous people from their ancestral lands, the enslavement of African captives in a "free country", and the battle to stop the spread of slavery in the United States are impossible topics to "whitewash" in American history. I believe that the sooner children understand these difficult chapters, the more likely they are to understand the issues that persist to this day with learned prejudism, America's ugliest feature.</p> <p>Teaching our children to understand the struggle and fight for freedom while also providing knowledge of the injustices that have occurred will give them a foundation to work with from an early age of understanding. From there, they begin to realize how special our country is and how all people should be celebrated to share in its story.</p> <p>Two edits: Constitution: I would eliminate the role of a governor from the topic of the Constitution as that role is a state function, not federal. Man-made Landmarks: I would include the location of Abraham Lincoln's childhood log cabin in Kentucky. I would include the Washington Monument since you highlight George Washington - it could also help students understand the location for the nation's capital. THANK YOU for including true American history in this proposal! This has my full support!</p>	

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
404	Kristy Loen		
405	Dr. Greg Aas		
406	Kelly Mills	Ridiculous! Can our governor and legislators do all of this? With relative ease that is.	Ridiculous! Can our governor and legislators do all of this? With relative ease that is.
407	Tom Downs		

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
404	Kristy Loen		
405	Dr. Greg Aas		
406	Kelly Mills	Ridiculous! Can our governor and legislators do all of this? With relative ease that is.	Ridiculous! Can our governor and legislators do all of this? With relative ease that is.
407	Tom Downs		

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
404	Kristy Loen		
405	Dr. Greg Aas		
406	Kelly Mills	Ridiculous! Can our governor and legislators do all of this? With relative ease that is.	Ridiculous! Can our governor and legislators do all of this? With relative ease that is.
407	Tom Downs		

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
404	Kristy Loen		
405	Dr. Greg Aas		
406	Kelly Mills	Ridiculous! Can our governor and legislators do all of this? With relative ease that is.	Ridiculous! Can our governor and legislators do all of this? With relative ease that is.
407	Tom Downs		

	A	P
2	Name	9-12 - United States Government
404	Kristy Loen	
405	Dr. Greg Aas	
406	Kelly Mills	Ridiculous! Can our governor and legislators do all of this? With relative ease that is.
407	Tom Downs	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
408	Travis Dahle	K-12 Educator	<p>The fact that you had multiple professionals and teachers spend a good amount of time coming up with some good standards only to throw them out, give someone \$200,000 from Hillsdale College to push a religious and wholly inappropriate standards for younger kids and not have in-depth discussion at the high school level is just plain insulting.</p> <p>The standards from last year should have never been thrown out. This has become way too political. Take politics out and get out-of-state consultants out of here as well. Listen to teachers who know what they are doing instead of politicians who are pushing an agenda so they can increase their national profile.</p>
409	Grayson York	Student	<p>Dear Board of Education Standards,</p> <p>My name is Grayson York, and I attend the University of South Dakota through the Sioux Falls campus. I have several cousins still attending K-12 education, and these changes will impact them. I urge you not to approve the Social Studies Standards. Thirty-nine educators across the state developed the current Social Studies Standards in 2020, and they know what is best for education compared to those that are not educators. The new proposed standards have been heavily criticized by South Dakotan educators, as they do not reflect realistic expectations for the grade levels and are based solely on memorization and regurgitation of information. For these reasons, please do not approve the Social Studies Standards. Thank you for your time and consideration.</p> <p>Sincerely, Grayson York</p>
410	Jana Hanson	Parent/Guardian	<p>It's almost like you hired a college professor with no k-12 experience. Poor process and poor product. Everyone involved should be embarrassed. We expect and demand better.</p>
411	Michael C Loos	Parent/Guardian	<p>One of the worst "ideas" and "solution looking for a problem" in a long line of terrible policy considerations by this administration. Grotesquely wasteful use of money and human resources for no reason other than to raise the governor's profile among out-of-State and out of touch extreme conservatives. I was taught in SD public schools. My children were taught under the current curriculum, including my son currently in public high school. None of the so-called problems were ever once mentioned or even considered. This is a bad joke on SD taxpayers and continues to make our great State and its citizens look like a bunch of knee-jerk followers to extremists and the latest conservative wedge issue. Our only hope is that the public outcry shelves this horrible project.</p>
412	B Patterson	Student	<p>The new things to study that have been added in are good. But the timeline and knowledge is impossible for small children. Having so much information and so little time is already an issue in school, this will add to the burdens of our teacher even more. Getting teachers in our State is difficult enough, having a great curriculum is good, but you have to have people to teach them. If this goes into affect, my children will not be attending school in South Dakota for until at least 5th grade. I love South Dakota, the environment and people are what makes it feel like home. BUT this curriculum would very much influence my future life decisions.</p>

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
408	Travis Dahle	<p>K.SS.3. - this is a jumbled list of people that should and shouldn't be on this list. Additionally, you're going to have kindergarten students tell a full story about people? Additionally, how many of these. People who shouldn't be on there: Christopher Columbus - unless you want to talk about his killing and enslaving of people; Pocahontas and John Smith - unless it's the actually story of them and not the Disney version; Andrew jackson - again, as long as they talk about his treatment of Natives and African Americans, whey is he on this list? Why Babe Ruth? Really? Okay, he was an amazing athlete??? Again, how many?</p> <p>K.SS.4. - Really, you think Kindergarten kids can talk about the symbolic meaning of things like Lincoln's Memorial or the Tomb of the Unknown Soldier? Additionally, the fact that yo are including "America the Beautiful" and "God Bless America" is a joke - really - bad country songs? That is pure indoctrination of students if you are pushing stuff like that on students as young as 5. Again - all of these they should start having an idea of what they are, but to expect someone to explain the meaning behind some of these symbols is ridiculous.</p>	<p>1.SS.1. - H - my high schoolers have a hard time explaining trade-offs and opportunity cost, you expect a 6 year old to explain this coherently???</p> <p>1.SS.1 - K - why in the world would someone need to know the architectural style of buildings in DC? Why? No reason except for useless trivial knowledge</p> <p>1.SS.1 - N & O - Rote memorization is one of the first things that leads kids to hating school. Having kids have to memorize the entire Preamble to the Constitution? What purpose does that serve except to have it memorized. Additionally, having it memorized is wholly different from understanding it's context and words. How many of those kids are going to actually understand the concept of "in Order to form a more perfect Union, establish Justice, insure domestic Tranquility" etc.</p> <p>1.SS.3 - The first two bullet points are again, well beyond the capacity of 1st grade - you're asking a 6 and 7 year old to understand that they can believe and act on whatever they believe without fear of arrest? What does that even mean to a 1st grader? This is way too much for that age group.</p> <p>1.SS.4. - C - there is ZERO reason this should be here except to push Christianity on students. They can learn about the Hebrews when they go to Church. This is a blatant push to get kids early onto the christianity is the only true religion - why not learn about the Arab people and the historical events of things like Mohammed and the cultural impact of Mecca and Medina at those times??? Or how about Buddha or the impact that Hinduism has had on the world (it is the oldest religion)</p> <p>1.SS.4 - E - The Persian Wars of Marathon and Thermopylae? Why - what purpose and understanding does this deal with - especially for 1st graders - this is way too much</p> <p>1.SS.4 - G - Same as above, what purpose does knowing the story of the Peloponnesian War have for education of 1st graders? It is not age appropriate</p> <p>1.SS.5 - C - Again, same as above - not age appropriate</p> <p>1.SS.5 - D - Not age appropriate</p> <p>1.SS.7 - B - Again, unless you talk about the atrocities of Columbus, let's stop worshiping him like he's a genius</p> <p>1.SS.7 - I - This is massively age inappropriate - no 1st grader or elementary student is going to be able to explain how rules and laws help ensure their freedom</p> <p>Instead of writing a ton of more comments on specific items let me just summarize - SO MANY OF THESE STANDARDS ARE NOT AGE APPROPRIATE!!!</p>
409	Grayson York		
410	Jana Hanson	<p>Completely inappropriate. It is not logical that a child at this age and development level to engage in these topics. These do not align with expectations of other states and there are no materials or resources available to engage learners. I would hate to see the budget to try to overhall and implement these standards. There is nothing salvageable from this work. It's embarrassing and a waste of time and resources. Please trust the content experts and educators.</p>	<p>Completely inappropriate. It is not logical that a child at this age and development level to engage in these topics. These do not align with expectations of other states and there are no materials or resources available to engage learners. I would hate to see the budget to try to overhall and implement these standards. There is nothing salvageable from this work. It's embarrassing and a waste of time and resources. Please trust the content experts and educators.</p>
411	Michael C Loos		Entirely unnecessary political publicity stunt; Waste of resources which will hurt kids and SD
412	B Patterson	<p>I believe these standards are unreachable for most Kindergarten Students. As Kindergarten is optional in this state having these standards will set up students not attending Kindergarten for failure in 1st grade. Most Kindergarten students spend their year learning the ABC's, 1,2,3's, and how to read, spell your name, and tie your shoes. I believe this curriculum is unfathomable for Kindergarten students and their parents. Kindergarten is stressful enough without this pressing of curriculum.</p>	<p>These standards would somewhat make sense if the Kindergarten terms were normal. The building aspect of this curriculum is a great aspect, but the amount to learn is unrealistic. All of the explanation and reasoning about the early America is interesting, but I believe this knowledge would be lost on 1st graders. Also Thomas Jefferson seems unimportant, I barely know anything about him, other than he helped write the constitution. Memorizing his biography would do little good. Overall he wasn't an amazing person, why should we teach 1st graders how horrible our founding fathers could be at anytime. I have few memories of first grade, and none of which is my social studies class. An overview of the 13 colonies and life there sounds like a great curriculum, just much less in depth than this proposal is suggesting.</p>

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
408	Travis Dahle	<p>Not age appropriate sections include: 2.SS. 4.A.; Mostly all of 4 - it covers way too much for 2nd grade 5.B; 5.C; 6.D 7.B 11.D - this isn't appropriate for anyone in elementary school The depth of what you are asking kids in regards to biographies of Lincoln and Frederick Douglass and others is not age appropriate</p> <p>Not appropriate for all grades due to either pushing religion or indoctrination or uselessness: 2.SS. 3.B; 3.E; 4.B. (specifically the Mendicant orders); 5.B; 8.E - why are we talking so much about Andrew Jackson???</p>	<p>Again - way to many items are not age appropriate and/or are not appropriate to be taught in a public school either due to indoctrination or not relevant enough to be discussed. (Example - 3.SS.3 - why are we studying about the Hebrews unless you are pushing Christianity) Additionally, you are repeating some of the exact same standards, word for word, from previous years. I think this proves that those standards are not age appropriate for the younger generations!</p>
409	Grayson York		
410	Jana Hanson	<p>Completely inappropriate. It is not logical that a child at this age and development level to engage in these topics. These do not align with expectations of other states and there are no materials or resources available to engage learners. I would hate to see the budget to try to overhaul and implement these standards. There is nothing salvageable from this work. It's embarrassing and a waste of time and resources. Please trust the content experts and educators.</p>	<p>Completely inappropriate. It is not logical that a child at this age and development level to engage in these topics. These do not align with expectations of other states and there are no materials or resources available to engage learners. I would hate to see the budget to try to overhaul and implement these standards. There is nothing salvageable from this work. It's embarrassing and a waste of time and resources. Please trust the content experts and educators.</p>
411	Michael C Loos	Entirely unnecessary political publicity stunt; Waste of resources which will hurt kids and SD	Entirely unnecessary political publicity stunt; Waste of resources which will hurt kids and SD
412	B Patterson	<p>My younger sister is currently in 2nd grade, when asked to learn this curriculum she would revolt. Screaming, cry, laying on the floor fit. I know from experience, when you're in elementary school you're there for the friends and fun. The learning experience becomes more important as you progress but at this age it is not important. I never fully learned the directions, North South East West, until I was working on my family farm and it became relevant. I still struggle with those and I believe that teaching them this is beneficial. However the landmarks around the USA may become a struggle. Many people will never see or experience these landmarks and will never need the knowledge of them. Most of this curriculum is beneficial yes, but it will take away to much time and energy from learning itself. Its also to immersive. In 2nd grade I spent my time developing my love of reading because we were given time specifically to read and pursue our interests. How will 2nd graders ever find things they enjoy and want to purse if they are learning the little details about Constantinople.</p>	<p>3rd grade is when I think all of the in-depth information from the previous grades could be introduced. But this much information to fit throughout 180 days is un-logical. The summer loss of knowledge is a real thing. With all of the repeat for the beginning of the school year learning all of this would be impossible.</p>

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
		<p>Again - way to many items are not age appropriate and/or are not appropriate to be taught in a public school either due to indoctrination or not relevant enough to be discussed.</p> <p>Specifically - 4.SS.1 - C - Rote memorization of parts of the declaration of independence is not something that is needed and will just make kids hate this. Additionally, it doesn't help us understand the context of it either.</p> <p>The indoctrination of sing or recite the Star-Spangled Banner in a social studies curriculum is beyond the pale.</p> <p>Additionally - 4.SS.3 - C & D & E - why are students in a public school learning about Jesus? Are they learning about other religious figures and narratives????</p>	
408	Travis Dahle	4.SS.5 A - not appropriate	Again - way to many items are not age appropriate and/or are not appropriate to be taught in a public school either due to indoctrination or not relevant enough to be discussed.
409	Grayson York		
		<p>Completely inappropriate. It is not logical that a child at this age and development level to engage in these topics. These do not align with expectations of other states and there are no materials or resources available to engage learners. I would hate to see the budget to try to overhaul and implement these standards. There is nothing salvageable from this work. It's embarrassing and a waste of time and resources. Please trust the content experts and educators.</p>	<p>Completely inappropriate. It is not logical that a child at this age and development level to engage in these topics. These do not align with expectations of other states and there are no materials or resources available to engage learners. I would hate to see the budget to try to overhaul and implement these standards. There is nothing salvageable from this work. It's embarrassing and a waste of time and resources. Please trust the content experts and educators.</p>
411	Michael C Loos	Entirely unnecessary political publicity stunt; Waste of resources which will hurt kids and SD	Entirely unnecessary political publicity stunt; Waste of resources which will hurt kids and SD
412	B Patterson	My previous 4 paragraphs can already inform you about my believes of this curriculum. Yes some of the new points are good, but this is to much to expect from children.	My previous 4 paragraphs can already inform you about my believes of this curriculum. Yes some of the new points are good, but this is to much to expect from children.

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
408	Travis Dahle	Repeating standards again. Additionally, not appropriate items. 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. What does that statement even mean? Not age appropriate	7.SS.1 - indoctrination - stop pushing it on kids - unless you want to talk about Nationalism and how Patriotism is pushed that way by rulers looking to blame others to stay in power and it leads to violence and war. 7.SS.6 - J - again, stop trying to indoctrinate kids
409	Grayson York		
410	Jana Hanson	Completely inappropriate. It is not logical that a child at this age and development level to engage in these topics. These do not align with expectations of other states and there are no materials or resources available to engage learners. I would hate to see the budget to try to overhaul and implement these standards. There is nothing salvageable from this work. It's embarrassing and a waste of time and resources. Please trust the content experts and educators.	Completely inappropriate. It is not logical that a child at this age and development level to engage in these topics. These do not align with expectations of other states and there are no materials or resources available to engage learners. I would hate to see the budget to try to overhaul and implement these standards. There is nothing salvageable from this work. It's embarrassing and a waste of time and resources. Please trust the content experts and educators.
411	Michael C Loos	Entirely unnecessary political publicity stunt; Waste of resources which will hurt kids and SD	Entirely unnecessary political publicity stunt; Waste of resources which will hurt kids and SD
412	B Patterson	My previous 4 paragraphs can already inform you about my believes of this curriculum. Yes some of the new points are good, but this is to much to expect from children.	My previous 4 paragraphs can already inform you about my believes of this curriculum. Yes some of the new points are good, but this is to much to expect from children.

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
408	Travis Dahle	Inch deep and a mile wide summarizes this - so many things you want to cover, but no in-depth discussion.	Insane amount of material you want students to know - this is less than an inch deep and about 5 miles wide.
409	Grayson York		
410	Jana Hanson	Completely inappropriate. It is not logical that a child at this age and development level to engage in these topics. These do not align with expectations of other states and there are no materials or resources available to engage learners. I would hate to see the budget to try to overhaul and implement these standards. There is nothing salvageable from this work. It's embarrassing and a waste of time and resources. Please trust the content experts and educators.	Completely inappropriate. It is not logical that a child at this age and development level to engage in these topics. These do not align with expectations of other states and there are no materials or resources available to engage learners. I would hate to see the budget to try to overhaul and implement these standards. There is nothing salvageable from this work. It's embarrassing and a waste of time and resources. Please trust the content experts and educators.
411	Michael C Loos	Entirely unnecessary political publicity stunt; Waste of resources which will hurt kids and SD	Entirely unnecessary political publicity stunt; Waste of resources which will hurt kids and SD
412	B Patterson	My previous 4 paragraphs can already inform you about my believes of this curriculum. Yes some of the new points are good, but this is to much to expect from children.	My previous 4 paragraphs can already inform you about my believes of this curriculum. Yes some of the new points are good, but this is to much to expect from children.

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
408	Travis Dahle	Eh - a bit too much focus on microeconomics - should be more balanced with macroecon	Insane amount of material you want students to know - this is less than an inch deep and about 5 miles wide.
409	Grayson York		
410	Jana Hanson	Completely inappropriate. It is not logical that a child at this age and development level to engage in these topics. These do not align with expectations of other states and there are no materials or resources available to engage learners. I would hate to see the budget to try to overhaul and implement these standards. There is nothing salvageable from this work. It's embarrassing and a waste of time and resources. Please trust the content experts and educators.	Completely inappropriate. It is not logical that a child at this age and development level to engage in these topics. These do not align with expectations of other states and there are no materials or resources available to engage learners. I would hate to see the budget to try to overhaul and implement these standards. There is nothing salvageable from this work. It's embarrassing and a waste of time and resources. Please trust the content experts and educators.
411	Michael C Loos	Entirely unnecessary political publicity stunt; Waste of resources which will hurt kids and SD	Entirely unnecessary political publicity stunt; Waste of resources which will hurt kids and SD
412	B Patterson	My previous 4 paragraphs can already inform you about my believes of this curriculum. Yes some of the new points are good, but this is to much to expect from children.	My previous 4 paragraphs can already inform you about my believes of this curriculum. Yes some of the new points are good, but this is to much to expect from children.

	A	P
2	Name	9-12 - United States Government
408	Travis Dahle	Insane amount of material you want students to know - this is less than an inch deep and about 5 miles wide.
409	Grayson York	
410	Jana Hanson	Completely inappropriate. It is not logical that a child at this age and development level to engage in these topics. These do not align with expectations of other states and there are no materials or resources available to engage learners. I would hate to see the budget to try to overhaul and implement these standards. There is nothing salvageable from this work. It's embarrassing and a waste of time and resources. Please trust the content experts and educators.
411	Michael C Loos	Entirely unnecessary political publicity stunt; Waste of resources which will hurt kids and SD
412	B Patterson	My previous 4 paragraphs can already inform you about my believes of this curriculum. Yes some of the new points are good, but this is to much to expect from children.

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
413	Susie Leahy	Parent/Guardian	<p>I have a Bachelor degree in History and earned a teaching certificate for middle and high school social studies. I have never been in the classroom but I do have three children who are currently in elementary school. There is zero research to show that memorization of items benefit children when it comes to critical thinking and I believe there is to much emphasis on memorization of items. Also, I agree that students should have a rigorous educational experience but I have to ask, do any members of this committee have children and are you current classroom educators? If they are, then they should know that many of the things being set forth as proposed standards are simply beyond the ability of some of these age groups. I would recommend asking professionals who work with students day in and day out to be involved, not a bunch of people who are sucking up to the administration in the hopes that nepotism will play out in their favor. Shame on you, shame on you all!</p>
414	Kelly Thompson	Higher Education	<p>Overall, this curriculum gives the impression that it was written by a conservative history professor. The standards weirdly stop at 2008. I am a librarian and not a K-12 educator so I will leave it to SDEA to explain what the level of cognition and how much they can cram into a year of teaching. I've mentioned areas that seem inappropriate for an age range or excessive but South Dakota teachers are, in the end, the professionals. They teach K-12 students. I'd ask this of the DOE-- Does the Hillsdale Professor William Morrissey teach K-12 students? What work has he done in K-12 education?</p> <p>I will restate my major concern as related to my area of education, information science and libraries-- There is repeated mention past 6th grade of writing essays based on notes. Essays should be written using textbooks, primary and secondary sources, and history books located in well-stocked school librarians. The school libraries should be managed by a credentialed librarian. It is concerning that the curriculum repeatedly omits the use of library books and classroom books to write essays -- or even for reading purposes. The word library appears zero times in the curriculum. Book appears only when referencing how the curriculum doesn't mandate a particular textbook and within the name of Booker T. Washington. Class Notes appears 13 times. What does this mean? Students are only encouraged to learn and synthesize information from the curriculum's perspective. This approach will make them completely unprepared for the current information age and for college work.</p>
415	Tonchi Weaver	grandparent, volunteer, taxpayer	<p>A side-by-side comparison of the old vs. new South Dakota Social Studies (history and government) standards shows how wholly inadequate to raise up a "moral and intelligent" people, as referenced in Article VIII, Section 1 of the South Dakota Constitution, the old set of standards is. Some people may think that the new standards are too 'ambitious', but I disagree. Homeschoolers and many private schools are already accomplishing these things. The curriculum to match the standards already exists. These standards are far superior and should be approved. A friend who is a retired educator told me this: "I wish my children and I had been exposed to this rich [set of standards]. I read to my children constantly, and they all agree that they learned the majority of history from home." If these standards are approved, it will go a long way toward reassuring parents who worry about the lack of true scholarship in public schools.</p>
416	Michelle Heisel	Grandparent	<p>On page 5, under the Guiding Principles for High Quality Standards More, number 9 states that "properly, social studies standards should form the whole student, with a special care for forming wise and responsible citizens." My concern here is on the idea of the state educating the whole student - most especially young children. This leads to a diminished parental role, and to programs such as SEL - which can be implemented in a variety of subjects and graded through a critical lens. For example, in the SEL model, things like unfairness, injustice, poverty, racism, or gender identity can be discussed through generated circumstances, then can be evaluated according to social theories, recorded, and resolutions offered as to how these can be resolved (activism, etc). In the SEL model, the educator/state is central to social and emotional behavioral training, and primary caregivers - who are responsible for growing our children spiritually, physically, emotionally - come in at a distant third. Additionally, 'social and emotional' data collection on the child (and their grades from a critical perspective) is a very big concern to me.</p> <p>Otherwise, overall, I thought the curriculum looked like it was on the right track.</p>
417	Nicole Uhre-Balk	Educator Support	<p>There does not seem to be enough higher level thinking skills, or critical thinking skills, in them. These seem to be more about memorization. And although I know you are not trying to make professional historians, students should walk away with a basic understanding of how research in the field looks like so that they can have a critical eye on any type of historical text that they could consume later in life. Also, the fact that the teachers who were originally brought in to design the standards are not on board with these new proposed standards is a major red flag for me. I hope you will consider revising these standards.</p>
418	Joyce Urlacher	Citizen and grandmother	

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
413	Susie Leahy		
414	Kelly Thompson	Oddly excessive emphasis on working, laws, militarism, and nationalism for five year-olds. Concepts like caring, sharing, learning, playing, creativity are more appropriate for a kindergarten child.	Requiring first graders to identify architectural styles. Excessive emphasis on memorization. 1.SS.4-1.SS.5 and 1SS.6-1.SS.11: This appears to be quite a lot of content for a six year old.
415	Tonchi Weaver	New standards are superior and will provide a good foundation for what comes next.	Students are capable of meeting these standards. Please approve these standards.
416	Michelle Heisel	"The student can give examples of virtues and actions related to hard work, personal potential, and individual independence." What is the source of their instruction on virtue? How would they be graded on this exercise? Existing in the current educational culture is the idea of 'virtues' centered around race, gender, oppressor vs oppressed identities, which are based in cultural Marxism.	"The student can give examples of virtues and actions related to excellence in character, knowledge, wisdom, and self-government." Again, what is the source of their instruction on virtue, and how would the exercise be graded? Some current areas of 'virtue' would be tolerance, inclusivism, multiculturalism, environmentalism, etc. presented from a critical viewpoint.
417	Nicole Uhre-Balk	The standards here do not seem age appropriate.	The standards here do not seem age appropriate.
418	Joyce Urlacher	I just read the kindergarten standards. They were way above what can be expected of a kindergartner. Identifying information on maps would take away time for other important kindergarten tasks. Some of the historical figures they need to identify I don't think many adults could explain why they are historically relevant . I would say child development was not taken into consideration when writing these. I hope these are not adopted.	

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
413	Susie Leahy		
414	Kelly Thompson	Do most adults know about the historical events of the Carolingian dynasty? In 2.SS.5, the student is "listening to" and discussing the meaning of the Preamble of the constitution. Last year, the student memorized the preamble.	3.SS.1 A-- students have already learned a lot of history and they are just now learning about what a decade/century/millennium is?
415	Tonchi Weaver	The new standards provide factual structure and encourage imagination and intellectual engagement. Please approve new standards.	New standards are superior. Please approve.
416	Michelle Heisel		
417	Nicole Uhre-Balk	The standards here do not seem age appropriate.	The standards here do not seem age appropriate.
418	Joyce Urlacher		

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
413	Susie Leahy		
414	Kelly Thompson	More memorization-- why is the first stanza of the Star Spangled Banner coming in 4th grade. It's much easier than the Constitution. The placement of memorization seems arbitrary. They are again learning about the Carolingian Dynasty. 4.SS.7-- they are now discussing the meaning of the words they memorized 3 years ago. Multiple years of explaining the meaning of the Star-Spangled-Banner.	5.SS.2 -- European Geography-- Seems like an excessive amount of European geography for a fifth grader, especially since there hasn't been a unit with so detailed North American geography yet. 5.SS.10-- first time a specific biography is required for a woman, Susan B. Anthony b. 1820.
415	Tonchi Weaver	Big improvement in the new standards. Please approve.	Old standards especially weak in this section. New standards offer structure and basis from which to develop ideas and opinions. Please approve these standards.
416	Michelle Heisel		
417	Nicole Uhre-Balk		
418	Joyce Urlacher		

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
413	Susie Leahy		
414	Kelly Thompson	<p>6.SS.1 -- This is the first mention of writing an essay based on class notes. This is the primary issue I have with the curriculum. There is repeated mention past 6th grade of writing essays based on notes. Essays should be written using textbooks, primary and secondary sources, and history books located in well-stocked school libraries. The school libraries should be managed by a credentialed librarian. It is concerning that the curriculum repeatedly omits the use of library books and classroom books to write essays -- or even for reading purposes. The word library appears zero times in the curriculum. Book appears only when referencing how the curriculum doesn't mandate a particular textbook and within the name of Booker T. Washington. Class Notes appears 13 times. What does this mean? Students are only encouraged to learn and synthesize information from the curriculum's perspective. This approach will make them completely unprepared for the current information age and for college work.</p> <p>6.SS.2-- Excessive geographical memorization requirements for a 10 year old.</p> <p>6.SS.4-- A sixth grader is going to explain the contributions of the Histories of Livy and Polybius?</p> <p>6.SS.4 -- Understanding of the historical importance of Christianity is necessary but the specific theological points in F are beyond for a public school education. This is not a balanced representation of religions. Similarly, in H students are learning about specific church fathers. in 6.SS.5 there's the Great Schism, the Investiture Controversy, and the Concordat of Worms. In fact, the third mention (4th grade, 5th grade, 6th grade) of the Great Schism so far out of six (another in 6th and two in 9th grade, Is this serious</p>	<p>7.SS.1 -- writing based on class notes. Not based on primary and secondary sources. Based on the amount of items that the teacher has to cover, these kids are going to have a hard time keeping accurate and complete notes.</p> <p>7.SS.2-- Students are now required to learn specific American and SD geography-- and capitals. Two years after they have learned all of the European geography, political boundaries, capitals, and major cities.</p> <p>7.SS.11-- Why the lack of details under the bio of Sequoyah as compared to the details of Andrew Jackson directly below? This is an example of the odd emphasis on the details of the white, male, christian figures while non-white, non-christian figures get cursory mention with the exceptions of Frederick Douglass and Booker T. Washington. It's either a deliberate lack of balance or it's a lack of format consistency.</p> <p>C. The student tells the biography of Sequoyah. H</p> <p>D. The student tells the biography of Andrew Jackson, including: H</p> <ul style="list-style-type: none">-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 <p>7.SS.13-- The students are now discussing the meaning of the Gettysburg Address, which they memorized in 5th grade.</p>
415	Tonchi Weaver	New standards continue to develop learned skills and historical context. Please approve.	New standards encourage objective understanding of life in earlier times. Please approve.
416	Michelle Heisel		
417	Nicole Uhre-Balk	The detail with which Christianity is studied is not to the same level of which other religions are looked at. Muslim and Native American spirituality is not addressed with the same level of detail, and thus seems to blur the lines of separation of church and state.	
418	Joyce Urlacher		

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
413	Susie Leahy		
414	Kelly Thompson	8.SS.1-- Again writing an essay based on class notes. Page 71 is blank	9-12.WH.1 - High Schoolers writing based on notes rather than from a variety of resources provided by the school library. 9-12.WH.8. - There is a lack of detail for historical figures in this area. Students learn about specific figures in ancient history here you don't mention Robespierre, Mary Wollstonecraft, Louis XVI, Marquis de Lafayette, Marie Antoinette, Marat, Carlotte Corday...
415	Tonchi Weaver	New standards allow students to acquire a sense of the societal forces that shaped the modern world. Please approve the new standards.	New standards assure acquisition of essential geo-political knowledge and engagement of reason to aid historical understanding. Please approve.
416	Michelle Heisel		
417	Nicole Uhre-Balk		
418	Joyce Urlacher		

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
413	Susie Leahy		
414	Kelly Thompson	Many of these ideas would be useful for a 12th grader to be aware of, the finer points of the concepts are probably more appropriate for college-level courses. It's interesting, however, that the maxims "no such thing as a free lunch" and "the unintended consequences of good intentions" are mentioned yet "a rising tide lifts all boats" and "money is the root of all evil" aren't included.	<p>Writing multiple essays based on class notes with no mention of using multiple books, articles, primary sources, to synthesize information and use critical thinking skills.</p> <p>9-12.USH.5 C. -- this sounds like CRT. I wonder if this point would be contrary to the Governor's Executive Order.</p> <p>Many of the concepts covered in the 9-12 section are word-for-word the concepts covered in middle school. I understand that the spiraled sequence is supposed to reinforce learning but Perhaps the younger students could be required to cover less material-- but cover that material more extensively-- if they are going to be covered later in high school. They learn about the lives of founding fathers, Fredrick Douglass, Lincoln multiple times. Booker T. Washington is reviewed 7 times. Not for nothing, MLK is mentioned 14 times and Malcom X two times. Emmett Till is mentioned zero times.</p>
415	Tonchi Weaver	Old standards are extremely weak in this area. New standards seek to remedy those inadequacies. Please approve the new standards.	New standards go far beyond the vagueness of the old standards and builds on the student's acquired knowledge of the country. The new standards employ the student's higher reasoning skills. Please approve.
416	Michelle Heisel		
417	Nicole Uhre-Balk		
418	Joyce Urlacher		

	A	P
2	Name	9-12 - United States Government
413	Susie Leahy	
414	Kelly Thompson	<p>9-12.C.13 G-- What conclusions are the students expected to make regarding the Founding Father's positions in health care? Or Education and Welfare for that matter?</p> <p>9-12.C.15 D-- why would a student need to explain why the founders believed that religion was necessary for the success of representative self government? Are the teachers going to teach about Deism, secular humanism, theistic rationalism? Or Thomas Paine's The Age of Reason?</p> <p>9-12.C 19 C: Why is Progressivism included as a "tension" with America's founding principals and not Conservatism? The very founding of the American government was a progressive act.</p>
415	Tonchi Weaver	<p>The new standards will assure that students not only have an essential understanding of the ideas and philosophies which led to the founding of our country as a Republic, but why. The old standards leaned heavily on a subjective approach. New standards give students a knowledge base from which to use objective analysis to understand the principles of government. Please approve the new standards.</p>
416	Michelle Heisel	
417	Nicole Uhre-Balk	
418	Joyce Urlacher	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
419	Alanna Binder	Higher Education	I take issue with the fact that an out of state entity was used when writing these standards rather than utilizing our own teachers from South Dakota. A lot of these standards do not encourage higher level thinking but instead ask students to “memorize, identify, or locate”. Where will the new materials these grade levels need come from? Each grade level set of standards have a lot to be covered in a single year. The standards difficulty are not appropriate for grade levels especially for elementary ages.
420	Louisa Otto	Parent/Guardian	I am concerned with the amount of standards given and the emphasis given to memorization. Social studies is usually given no more than 30 minutes per day in elementary school. How is a teacher supposed to cover all that material at a level that students can understand? These standards are also not developmentally appropriate. Children should be discussing ancient wars in first grade when they are not even aware that war is a possibility. I believe that the implementation of these standards will cause more teachers to leave the profession in the state. The standards for social studies need to be written by the qualified social studies teachers of our state.
421	Sarah Kehn	Parent/Guardian	
422	James Grossman	American Historical Association	The American Historical Association (AHA) registers strong concern regarding the social standards revisions process undertaken by the Board of Education in 2022. The proposed standards and the process by which they have been developed fail to meet the AHA’s Criteria for Standards in History/Social Studies/Social Sciences. To adopt and implement the document that the state BOE has proposed would be a disservice both to students and to the state itself. The problems the AHA has identified with the proposed standards can be traced to the process by which they were developed. According to the AHA’s criteria, standards should “include input from practicing historians, social studies methods professors, and history teachers, who can help attune standards to current research findings and best teaching practices in the field.” In 2021, the South Dakota Department of Education appropriately convened a group composed of a wide range of historians and educators to revise the social studies standards. But Governor Noem cast aside the work of this group before any public hearings were held. The lack of input by experienced educators is evident in the proposed 2022 standards. The new standards fail to meet the AHA’s criteria in many ways. They are excessively long and detailed in their prescriptions, yet totally inadequate in their vision of what history learning entails. By design, the proposed standards omit any and all forms of historical inquiry in favor of rote memorization. There are no references to the practice of historical interpretation, understanding historical context, or critical thinking. The AHA’s criteria emphasize that good history education helps students learn to explore issues from various angles; the proposed standards fall far short of incorporating multiple historical perspectives. These flaws and shortcomings are the results of an extended, political process that has already undermined the ability of teachers in South Dakota to teach accurate history with professional integrity. In February 2022, the AHA sent letters to South Dakota’s legislature strongly opposing proposed legislation restricting history education, noting that the legislation “would create a climate of fear for students in which trusted teachers could be subject to legal reprisals or highly valued community schools could suffer damaging penalties for teaching a full and accurate account of the past.” When the legislation failed to pass, Governor Noem issued an executive order prohibiting the teaching of “divisive concepts” and “critical race theory.” This executive order and the summary rejection of the 2021 standards draft created a climate of intimidation in which professional historians and educators in South Dakota can have no confidence that the proposed social studies standards draft reflects good disciplinary practices, much less high standards of historical scholarship. This bears emphasis: The standards you are considering would do significant harm to students in your state. The substantial gaps in the knowledge, critical thinking skills, and habits of mind taught to South Dakota high school students would limit their preparedness for college as well as their access to early college credit. If adopted, these standards would result in ignorance of fundamental understandings about American history, as well as undermine students’ ability to perform effectively on the US History Advanced Placement test or successfully complete college-level dual enrollment courses in US history. These proposed standards will also harm students’ employment prospects. As the AHA has documented through our extensive work on career preparedness in history classrooms, the aspect of history education employers value most is students’ ability to communicate with and understand people from different backgrounds. The narrow history education elaborated in this draft would limit students’ exposure to complex and contested voices from the past, making them less competitive job candidates and imperiling their future career prospects. The AHA urges you to revisit the 2021 proposed standards, which were part of a process that engaged historians and experienced educators more meaningfully. The 2022 process has been tainted by serious procedural problems and cannot be redeemed to meet the standards of our discipline. With 11,500 members, the AHA is the largest membership association of professional historians in the world, representing every historical era and geographical area. Founded in 1884 and incorporated by Congress in 1889 for the promotion of historical studies, the Association provides leadership for the discipline, helps to sustain and enhance the work of historians, and promotes the critical role of historical thinking in public life. Everything has a history. I also attach a statement criticizing legislative efforts to restrict education about racism in American history, co-authored by the AHA in June 2021 and signed by 155 organizations, including seven college accreditation agencies.
423	Charles Skidmore	Parent/Guardian	These proposed standards are incredibly out of touch. Expecting second grade students to learn about the gilded age and renaissance as primary goals is far fetched. The overall standards are widely opposed by South Dakota educators for a variety of reasons. Our educational system has been improving using local control and this is absolutely the wrong decision. This change screams "big government" and does not give educators flexibility to adapt their classrooms. Deny this, no need to change our social studies standards mid cycle as some sort of knee jerk political reaction in a midterm year.
424	Sandi King	K-12 Educator	In a general way, social studies standards should be unbiased and achievable. I don't think the current set of proposed standards meets either of those expectations. As a veteran special education teacher in a small K-12 school, I work with varying age groups and have observed many different social studies curriculums. Comparing what is proposed with what I am certain that kids are able to do at different age and ability levels, I feel that these standards are in need of further development. This development should come largely from the input, background and expertise of South Dakota teachers who are actively working or from educators who have previously taught, across all grade levels. Please rethink this curriculum and allow for the opportunity to make it better.
425	Shannon Stubbe	K-12 educator, parent	I really appreciate and am thankful for the overall social studies standards. I think that how it is laid out and added to the previous year's knowledge is vital to continued learning and expanding that knowledge each year is vital. These are great standards that we should be proud to uphold and teach our students. South Dakota students will be at the top of their classes for the wealth of information they have been given to learn and the connections they have been able to make with our great American and World History. Thank you to all the people who put in the time to create, draft and work these out, you did a fantastic job and should be proud to have these as our basis for learning across our great state. These truly teach about we the people. I would be thankful and grateful to have learned this while I was in school or for any student in our state. These standards set our students up for success. If a student changes schools or districts they can know that they will not be lost in class as students across the state are all learning basically the same things and that pressure is lifted from them. I encourage you to adopt these standards as is and see how our students rise to the challenge, the opportunities that they are presented with and the knowledge they will have when they proudly graduate as a South Dakota student.

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
419	Alanna Binder		
420	Louisa Otto		The scope and timeline of these standards extend far beyond what a first grader can comprehend. There is an emphasis on memorizing and recalling stories which are not developmentally appropriate. For example, standard 1-SS-9 asks students to explain the Boston Massacre. First graders should not be taught about murder. It is not appropriate at that age level.
421	Sarah Kehn	This is not age appropriate. You are setting these children up for failure. A kindergartener's mind is not capable of retaining this kind of information and then putting it into words. Some of them can barely write a basic sentence.	This is not age appropriate. They cannot be expected to retain this kind of information at this age.
422	James Grossman		
423	Charles Skidmore		
424	Sandi King		
425	Shannon Stubbe	Being able to connect to where each student live in relation to the rest of the state and see other students in their class live near them is great. Map work looks great and appropriate as well. The figures in American history are fantastic to learn about as well. Love that they are exposed to and get to learn about symbols that have made this country unique too.	I really appreciate the fact that these standards are sequential and build upon each other over the years. American and SD geography is a great way to see the world. I am thankful that they are making the connections to people and places in the world and how they have contributed to who and what we built this county's foundation on.

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
419	Alanna Binder		
420	Louisa Otto	The content explained in these standards are topics that are normally addressed in high school. Second graders are not developmentally able to discuss Confucianism or any of the other topics at a level beyond memorization.	
421	Sarah Kehn	This is not age appropriate. They cannot be expected to retain this kind of information at this age. 2nd graders do not need to be learning about wars and all the other horrors of history. Though I do agree it is very important, I don't think it needs to be taught as such a young age.	I don't think knowing the major figures of Greek and Roman mythology is something our children need to be taught.
422	James Grossman		
423	Charles Skidmore		
424	Sandi King		
425	Shannon Stubbe	The student listens to and discusses the meaning of the Preamble to the U.S. Constitution and selections from the Bill of Rights, this is something every American citizen should have knowledge of. Learning the 3 branches of government makes for a better citizen. Identifying and learning about the manmade landmarks not only in SD but across the county is so helpful to see how they are connected but also solidifies their map work and helps to make these places real. Personally, being able to go to some of these landmarks helped me solidify the meanings of why there were created and their significance.	I so appreciate how the previous year's learning continues to build upon the next and expanding the knowledge and information that the students have access to learning more about, this is exciting to see the connections. Making a connection to all the amazing features that we have in our state is wonderful, I wish I would have learned some of this while I was in school. Learning about these places and their significance would have been a blessing especially when I was able to go visit some of them over the years. (EX. The student locates on a map the following geographic features of South Dakota: Black Hills Badlands Bear Butte Spearfish Canyon -Black Elk Peak -Missouri River -James River -Big Sioux River

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
419	Alanna Binder		
420	Louisa Otto	Once again, these standards go far and above the abilities of 4th graders. There is no way my child could memorize that entire section of the Declaration of Independence.	There are 74 standards for this grade. Compare that to science standards in which there are 13 standards. Social studies and science are allotted the same amount of time.
421	Sarah Kehn		
422	James Grossman		
423	Charles Skidmore		
424	Sandi King		
425	Shannon Stubbe	Seeing how the timeline of History is layed out is so impressive and lays such a good foundation.	The memory work that is expected is rich in history and how proud these kids are going to be with the knowledge they have learned (ex. the Gettysburg Address) Understanding the economics of supply and demand they can see play out when they go to the store, and may they have what they are looking for and maybe they don't now they will know a little more about the why behind it.

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
419	Alanna Binder		I think we are doing students a great disservice
420	Louisa Otto	Too many standards!	
421	Sarah Kehn		
422	James Grossman		
423	Charles Skidmore		
424	Sandi King		
425	Shannon Stubbe	Exposure to people and ideas that they may not have otherwise had the opportunity to learn about is wonderful.	The student demonstrates understanding of the Declaration of Independence and the arguments of leading founders. The student explains the crafting of the Articles of Confederation, their weaknesses, their historical effects, and their relationship to the Constitutional Convention. The student demonstrates understanding of the structure and function of the United States Constitution. (this makes for a more engaged citizen) The History in this section is amazing, deep and rich.

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
419	Alanna Binder		
420	Louisa Otto		
421	Sarah Kehn		
422	James Grossman		
423	Charles Skidmore		
424	Sandi King		
425	Shannon Stubbe	<p>The student explains the economic principles and practices that corresponded with America's industrial and economic growth after the Civil War, including:</p> <ul style="list-style-type: none">-the free market-patent law-economies of scale-mass production-division of labor-big business-monopoly-philanthropy <p>This shows/explains how we got to where we are as a nation and these are important things to learn and understand. I appreciate the Native American history that will be taught and think that the conversations that could be spurred in class with help with understanding of who we are as a people and state of very diverse and rich history.</p> <p>So many great people that they are getting to study and learn about in this year!</p>	<p>All the connections that are able to be made this year are amazing.</p>

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
419	Alanna Binder		
420	Louisa Otto		
421	Sarah Kehn		
422	James Grossman		
423	Charles Skidmore		
424	Sandi King		
425	Shannon Stubbe	This is such a vital part of these standards. I appreciate and am thankful for having Economics apart of the teaching students receive. I would love to take this portion of the class as it affects our daily lives and understanding of this is essential.	Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of high school Pulling the pieces together from the previous years learning is shown throughout this year. Comparing and contrasting and critical thinking skills the students are able to use this year are amazing to piece together the people, place and experiences they have been learning about and show their understanding of how these all fit together. I am thankful for the teaching on Frederick Douglas and his experiences as a slave and then later in life as well.

	A	P
2	Name	9-12 - United States Government
419	Alanna Binder	
420	Louisa Otto	
421	Sarah Kehn	
422	James Grossman	
423	Charles Skidmore	
424	Sandi King	
425	Shannon Stubbe	<p>Not only learning but being able to put that knowledge into practice and demonstrate what that looks like or what they think it shouldn't look like. The critical thinking skills are something that every American citizen should be able to display and be able to articulate.</p> <p>State and National Govt is impressive in these years and much needed to understanding where we are and how we got here but also how we are able to make changes if we desire. Knowing what the Bill of Rights says, The Constitution of the Unites States of America everyone should have this knowledge.</p> <p>The student demonstrates knowledge and understanding of South Dakota and Native American government and politics. The student explains the constitutions, structure, and function of various tribal governments within South Dakota, including the nine federally recognized tribes of South Dakota. I think that learning about the Native govt is important to seeing how this is similar to and different from the rest of the state.</p> <p>The student compares the American system of government—a self-governing representative democracy limited by a written Constitution—to other forms of government in the world, both past and present. This knowledge helps to understand different cultures and counties and how they are all unique and run differently from one another and from America.</p>

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
426	Sarah Manning	Parent/Guardian	Please let the committee do it's work. These don't pass the smell test on content, instruction or critical thinking. The students of this State will be disadvantaged because the standards aren't aligned with national norms. In addition the shear volume of standards is beyond ridiculous. They provide meaningless facts loaded with buzz words and now more than ever we need real curriculum and standards that make our kids ready to lead. Please don't allow these standards to dismiss the amazing opportunity we have before us to educate our kids on civic process and protocol. Let this ship sink and move on. Please.
427	Katie Hansen	Parent/Guardian	I feel like I could have gone through and answered the same thing for almost every grade level. These standards are incredibly outrageous. I have a background in education, have spent time teaching, subbing and working as a Para. Schools cannot implement these impossible standards in the amount of time they have during the day let alone the maturity level and ability level of the students they are teaching. Go spend time with students of all ages, sit in classrooms, visit with teachers, then go back read these standards and maybe you will understand how unattainable they are.
428	Alyssa	K-12 Educator	These standards are not developmentally appropriate for students. Implementing them would put South Dakota students at a severe disadvantage. I believe these standards would make it almost impossible for our children to have a good grasp of the past. They are drastically different from what is being taught in other states. This would make finding meaningful content very difficult for educators and lead to even more gaps in student understanding. Please do not implement these standards for the sake of our future in South Dakota.
429	Julie	Retired Educator	<p>I strongly oppose this curriculum, it needs to be stopped in it's tracks! It's developmentally inappropriate and not based on researched educationally sound practices. Students should be allowed to use their critical thinking skills, instead of being required to memorize. Input should have been sought and utilized from professional educators, not politicians or friends of politicians with a political agenda (And this is definition for political attention, as a political move for votes)! A Christian based curriculum is not appropriate in our public schools and public officials without a background in education should not be given the rite to destroy and whitewash history in our schools. The truth needs to be told, all of it, not just the good parts.</p> <p>Our right wing, uneducated, puppet governor needs to stay out of SD schools! White nationalism should not be forced into our schools. To continue with this curriculum would BE indoctrination and the be whining of the dumbing down of SD children. Which is what will happen if this is adopted. Next will be book banning! This is SD, not Texas or Florida. Please do not do this to the children in this state, our children need to hear a true and factual accounting.</p>
430	Jamie Van Winkle	Higher Education	These standards are grossly developmentally inappropriate. They have reduced richly designed curriculum developed by qualified teachers into bottom level thinking. Do we want our children to understand our history or just be able to spew memorized information? Our children deserve better! Political agendas playing with our children's education. Shame on Governor Noem and the entire department of education!
431	Alanna Davison	K-12 Educator	
432	Rob Sylliaasen	K-12 Educator	<p>The faith terms that appear in these standards and teachers will need to teach: Jesus 5, Christian 37, Christianity 12, Jewish 3, Buddhism 3, Hinduism 3, Muslim 18, and Islam 3. The number of times these terms appear in the current set of standards: 0. With the adoption of these standards, teachers will see a shift in what and when they are teaching items. The faith terms that are in the proposed sets of standards are an example of an area that teachers will need a lot of PD support to make them feel comfortable teaching on these items. Even with that PD support, I believe many will not feel comfortable and will open themselves and school districts up to conflicts/personal opinions as to how the faith terms are being presented in the classroom.</p> <p>The standards as proposed do not align with the cognitive ability and age appropriateness of the learners involved. I believe this is setting teachers up for failure with a proposal that is unachievable, for example:</p> <ul style="list-style-type: none">-Standards aren't developmentally appropriate according to grade level-1st graders are currently learning about time (yesterday, today, tomorrow) – ancient history is an abstract concept they are not prepared to grasp. The gilded age, etc.-1st grade - Primary vs Secondary sources (don't learn about this in ELA until 3rd-5th grade)-Early elementary is focusing on learning how to read. We are expecting them to memorize major documents.-Talking about lifestyle and traditional warfare. <p>Overall, these standards reveal a lack of educators involvement in the process. The scope and sequence are not logical and doesn't build upon itself from year to year and grade band to grade band. The lack of higher order thinking has been replaced with memorization and low level thinking skill sets. I'm extremely concerned about the sheer volume of standards that we are asking educators to get through in a school year. These standards will be an inch deep and a mile wide and educators will find it impossible to accomplish covering all of them with the amount of time available to them in a school day. The proposed standards are also extremely specific, which I believe will produce a cookie cutter approach to instruction and not lead to civic mindedness, or developed skill sets that allow for intelligent conversation, discourse, and/or collaboration to develop a functional, cohesive society.</p> <p>Teachers will need to create A LOT of curricula to make this work or select one specifically available curriculum (resources don't exist that align with this, outside of one specific source - namely Hillsdale). Districts/educators want/need more than one option available to deliver instruction. They also should not be required to utilize a specific curriculum, either by mandate or lack of available options.</p> <p>Lastly, all community members and taxpayers, regardless of their standing as a parent or member of the school community, have a right to be represented in the proposed social studies standards. One of the most significant concerns to be brought to my school community's attention is the lack of representation from members of our state and local communities, as well as how our tax dollars were spent under the purview of a new process. Many of those dollars went out of state to bring in guidance from individuals with no connection to South Dakota. Their understanding of our people, our communities, and our history is limited. Those on the commission with knowledge of our state represent only a handful of individuals, meaning that viewpoints and perspectives are limited at best. The last time I can recall standards being developed out of the state was the Common Core Standards for math and reading. This has parents from my school community concerned as they remember the difficulty of that implementation. The proposed standards are flawed and I hope educators who represent their LOCAL districts voices can be heard and appreciated in the development of the social studies standards that eventually get approved.</p>

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
426	Sarah Manning	The standards are too complex for the developmental age and will lead to a furthering erosion of what the standards are trying to accomplish.	It would be nearly impossible to cover this much in a single year and it doesn't allow for codevelopment and scaffolded learning
427	Katie Hansen	I can see how some of these standards are applicable to children in Kindergarten such as K.SS.1 A, B. However a majority of them are so far above grade level they would be next to impossible to teach kids of this age. Teachers have 20-30 minutes per day at best to teach this content, there is absolutely no way this is even feasible to accomplish these. This same comment goes for almost every grade level. The focus of these standards are so far out there I feel like this would be extremely detrimental to education amd children to implement these standards.	I feel like these standards are even worse than the Kindergarten level. To expect 1st graders to know this information when most of the American population doesn't is absurd. There are a few of the standards I feel are appropriate, but the majority of them are again so high above grade level. Go sit in a classroom, be a sub in a classroom and you will quickly realize how unrealistic these standards really are.
428	Alyssa	These standards are not developmentally appropriate	These standards are not developmentally appropriate.
429	Julie		
430	Jamie Van Winkle		
431	Alanna Davison		
432	Rob Sylliaasen		

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
426	Sarah Manning	Rely too much on memorization losing the value and foundation for future growth and critical thinking.	Because earlier standards lacked foundational skills the standards begin to ask things that haven't been introduced.
427	Katie Hansen		
428	Alyssa	These standards are not developmentally appropriate.	These standards are not developmentally appropriate.
429	Julie		
430	Jamie Van Winkle		
431	Alanna Davison		There are good things about these standards. For example, knowing all 50 states. I do think that would be better for fourth grade and third grade know the states in the Midwest. Then fifth know the capitals. 3.SS.1and 3.SS.2 looks okay. 3.SS.3 and 3.SS.4 These events are too complex for third grade students. Students cannot just memorize all this content. They don't even know basic history at this point. Dates and years are very difficult to memorize for little kids.
432	Rob Sylliaasen		

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
426	Sarah Manning	None of these standards can be shown to increase the knowledge, application and mastery of content.	Age inappropriate
427	Katie Hansen		
428	Alyssa	These standards are not developmentally appropriate.	These standards are not developmentally appropriate.
429	Julie		
430	Jamie Van Winkle		
431	Alanna Davison		
432	Rob Sylliaasen		

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
426	Sarah Manning	Very beyond what a sixth grader can process and stunts opportunities for future framework	Redundant memorization versus structural foundation for growth and learning
427	Katie Hansen		
428	Alyssa		
429	Julie		
430	Jamie Van Winkle		
431	Alanna Davison		
432	Rob Sylliaasen		

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
426	Sarah Manning	Almost double the requirements and fails to show how it would achieve results	Simplistic, autocratic and not-in-line with sounds pedagogy
427	Katie Hansen		
428	Alyssa		
429	Julie		
430	Jamie Van Winkle		
431	Alanna Davison		
432	Rob Sylliaasen		

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
426	Sarah Manning	Fails to provide the context needed to form and process economic thought	Memorization and selective content eliminate learning and force a command structure of education. It's contrary to history.
427	Katie Hansen		
428	Alyssa		
429	Julie		
430	Jamie Van Winkle		
431	Alanna Davison		
432	Rob Sylliaasen		

	A	P
2	Name	9-12 - United States Government
426	Sarah Manning	Now more than ever our students need to understand our Government. Democracy relies on a well-educated populace to sustain itself. Wrought with memorization and incantations of nationalism these standards will fail our students and our Democracy.
427	Katie Hansen	
428	Alyssa	
429	Julie	
430	Jamie Van Winkle	
431	Alanna Davison	
432	Rob Sylliaasen	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
433	Heather Mathis	Parent/Guardian	<p>I fully believe these standards are ridiculous and created by such an inept board of people they didn't even bother writing separate standards for each grade and instead copied and pasted the same items over and over again. Do these people even understand the capacity of a 6 year old and a 7 year old?</p> <p>But biggest problem I have with these standards is that it is very evident that Jewish people are basically written out of history. The term "Jewish view" is mentioned a total of three times, with Judaism not included at all. And each mention of the word "Jewish" is always directly connected to "Christian". There is no mention of them individually like there is Christianity and Islam. In comparison, the word "Christian" is mentioned 37 times and Jesus is mentioned 5 times by name. Muslims are also mentioned 18 times with Mohammed mentioned 3 times. If you are going to rewrite the way history is taught and bring up world religions constantly, maybe try harder to vet people for antisemitism. It's very clear with the Holocaust being mentioned only twice, and both times as a bullet point, that the goal of this group was to erase the memory of Jewish people and Jewish influence from the future generations of South Dakotans.</p>
434	P.A. Harens	Interested Citizen who taught World History, Ancient Civilization, Sociology, and substituted a lot in Government and US History (Plus, the AP history & Government)	<p>I am an educator with 39 years' experience as full-time classroom teacher. I have another eight (8) years as adjunct professor and substitute teacher in the Yankton Area. I was a table leader for the 2021 Social Studies Standards Committee (SSSC) in the area of World History. After the committee had submitted their standards, all of the table leaders were contacted for a copy of their sources used (we were told it was to make sure these were South Dakota Standards and not someone else's).</p> <p>I can speak for the World History table and say that we looked at four sources, but did not like the information they had. Our table rewrote old standards and/or created new ones. I believe most of the other tables did the same. The newest edition from the 2022 SSSC group are NOT South Dakota Standards. They were created at Hillsdale College education department. Hillsdale creates sources for the use of Charter and Private Schools that they administer and get paid for. Charter schools are not used in South Dakota. Unfortunately, according to WBIR 10 News NBC news the President of Hillsdale College said. "...the teachers are trained in the dumbest parts of the dumbest colleges in the country," There is recorded evidence of this about public school teachers.</p> <p>This is from the institution that wrote the Social Studies Standards for South Dakota. Public School Teachers in SD are some of the hardest working, continuing educated, and professional people you will find. They are not dumb and to insinuate that any state and private colleges are dumb is an insult to the entire nation's college and/or university institutions.</p> <p>These are the type of people that wrote that standards that were handed to the SSSC to force into a structure, that is what we see when we look at the new standards that Gov. Noem wants. Unfortunately, Gov. Noem has turned the issue of Social Studies Educational Standards into Conservative Christian Movement, which is a political action.</p> <p>There are several large problems with the SSSC group standards. First, the standards are primarily lesson plans and not standards. By trying to make standards like this, content is mandated. This is political and not educational.</p> <p>Secondly, the standards/lessons are primarily rote learning, memorization only. There is little or no critical thinking in these standards. This is what is called "Classical Education." It is primarily used in charter or private schools and colleges.</p> <p>Third, they do not allow inquiry standards. The inquiry standards include the following areas: Developing Questions and Planning Inquiries; Essential Questions; Constructing Supporting Questions: Determining Helpful Sources, Evaluating Sources, and Using Evidence; Gathering and Evaluating Sources; Developing Claims and Using Evidence.</p> <p>Fourth, many of the standards in the early and upper grade school levels are not age appropriate. Plus, just how much time are elementary teachers supposed to put into these standards. Do they give up time from learning to read, write, add, etc....</p> <p>Fifth, the elimination of Geography and South Dakota History classes is shameful. I have always been proud of South Dakota's teaching of Geography. I have visited many other states and most of the young adults have no idea where South Dakota is and what it has (oh, that's the state we fly over).</p> <p>Our students have always had exception geographical skills. The new standards have a two-year implementation process (to possibly create new classes to cover Native American History, elective). This is wrong. Two years with no Native American education is not acceptable.</p> <p>Lastly, has the Board considered the expense of these standards? I challenge you to find textbooks (not written by Hillsdale College or anyone connected to them) for each grade that will cover the scope and sequence proposed by the Hillsdale Standards.</p> <p>I would urge the South Dakota Board of Education Standards go back and exam the proposed Standards of 2021. These standards were apolitical, with no Critical Race Theory or Action Politics, just clear, concise, and much more user friendly for teachers and students. The 2021 Standards will not require two years to implement or the massive expenses of finding adequate text and supplemental material. 2021 standards also contain specific standards for Native American education (which we were asked specifically to create by the Secretary of Education).</p> <p>Do what is best for the children of South Dakota and do not worry about the nation. Each state should create their own standards and not have standards from someone who have probably never been to South Dakota.</p> <p>One last note that I just received. The American Historical Association has sent a letter rejecting the standards because of how they were done and recommend that 2021 proposed Standards be reconsidered. To Quote, "This executive order and the summary rejection of the 2021 standards draft created a climate of intimidation in which professional historians and educators in South Dakota can have no confidence that the proposed social studies standards draft reflects good disciplinary practices, much less high standards of historical scholarship."</p>
435	Linda Moe	Grandparent	Please rethink this nonsense!
436	Clayton Lehmann	Higher Education	<p>A minor point: I'd like to see some attention to the history of science, which has only cursory treatment.</p> <p>A major point: I'd like to see more engagement of students with the evidence (documents, oral history, archaeological data, photographs and other visual material, etc). Doing so will allow them to undertake critical historical analysis.</p>
437	Marie Cissell	concerned citizen	<p>I found this document to be very lengthy and not age appropriate at almost all levels. It appears that the student would have to be spending time with this area of education to the neglect of the sciences and language development. I am unhappy with the cost to the SD taxpayers as an outside source was used that appears to be in political alliance with the Governor. The lack of K-12 educators on this committee is apparent.</p>
438	Nancy Lorenz	Grandparent/retired educator	
439	Elizabeth Qualseth	K-12 Educator	<p>Overall these standards at the elementary level are not age appropriate. First and second graders that are just learning to read are not ready to learn about wars and the nuances of different religions and Ancient cultures. There is a lack of critical thinking skills and an emphasis on rote memorization throughout all elementary levels. While I believe that it is important to study historical documents, I don't see that there is any benefit to memorizing those documents (5.SS.1.E, 1.SS.1.N are some examples). It is going to be difficult to find a curriculum with this content at a reading level that is appropriate for the younger grades. The lack of educator input on these standards is very apparent.</p>

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
433	Heather Mathis	<p>It's almost completely memorization, nothing they actually have to think about, just reciting, identifying and using words correctly. I don't see how this is an introduction to American. Why not have standards that explore the great nation and what each region has to offer?</p>	<p>Again with the "give examples and identify" repeated constantly. Then the student is expect to identify major aspects of ancient history, and not just one era, it's ancient India, Babylon, Chine, Egypt, Greek and, most alarmingly, ancient wars. How is learning the details of grisly ancient wars before even learning the states or presidents even ethical? Literal 6 year olds should not be learning stories of these horrific times and be forced to memorize the details and differences. Then to already start of on the horrors of slavery so young as well. It's the first grade! These concepts are way to mature for that age. And the Magna Carta at age 6? How can they even comprehend the significance of it so young? North, east, south and west isnt even taught until the next year and you think they can comprehend the Magna Carta? It's also ridiculous that a group of supposed academics used the incorrect term of "Triangle Trade" in the standards. How can these be standards if the incorrect terms are used on the very document that sets them?</p>
434	P.A. Harens	<p>Questionable areas of study E. The student can identify and describe differences in setting, housing, and clothing from different time periods. H This is not a standard – lesson plan – Which time periods you talking about? K. The student can give examples of treating others with and without respect for the equal human dignity of each person. C Do you really think a kindergartener will know what this means? Plus, this is a form of indoctrination because someone must define “Human dignity of each person...” What does it mean? L. The student can give examples of virtues and actions related to hard work, personal potential, and individual independence. CE Do you really think a kindergartener will know what this means? Indoctrination strikes again. Is this justified? M. The student can correctly use words related to work, including: E Where did this word list come from? Why these words? Again, lesson plan, not a standard. food- clothing- home- job- money-make- serve- borrow- buy- sell- need- want N. The student can recite the “Pledge of Allegiance” from memory. C Will the child know what the words mean?K.SS.2. The student locates each of the following on a map: G- North America- Atlantic Ocean- Pacific Ocean- The United States of America- Alaska- Hawaii- South Dakota and its neighbors-the location of the schoolThere is too much information here. Also, lesson plans, not standards. The standard should be: A student should be able to identify South Dakota, neighoring states, and local places of importance.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: HCChristopher 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 Just how many “stories is the student supposed to tell and how do they do the research for the standard of childhood and character. Plus, just how much time is the teacher supposed to spend on Social Studies? 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 Bdge- 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 DayWhy fictional characters? Is music a symbol or patriotic? Is a motto symbolic? There is some confusion on what is patriotic vs. symbolic. They are not the same thing. Kindergarteners must cover 16 major standards and all of the details (lesson plans) before the end of the year. Just when are the other subjects supposed to be covered? The very first standard for first grade is that all will be built upon previous GRADES, but there is only one grade covering everything 1st graders need.</p>	<p>First Grade World: to 315 and America: 1492-1787 This does not make sense and would be confusing to a first grade student. Different eras for at the same time? Just how can the first grader differentiate between the two concepts and understand them? 1.SS.1. Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 1st grade. Following this there are 15 sub-standards were are primarily specific lesson plans on what exactly must be taught. Such as:E. The student can distinguish between a primary source and a secondary source. G. The student can give examples of services (actions) that people buy and sell. J. The student can give examples o f virtues and actions related to excellence in character, knowledge, wisdom, and self-government K. The student can identify major public buildings in Washington, D.C., and their architectural styles 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.” O. The student can recite the Preamble to the United States Constitution from memory. E. Students need to be able to read primary and secondary sources before they can distinguish between them. F. Again, this is a lesson plan, not a standard. J. Virtues and actions related to character is teaching religion in a public school. It has no place there. K. Again, specific lesson plans and not a standard. N. Reciting words that have no meaning to a student is not good use of educational time. O. Again, reciting words that have no meaning has no real purpose.1.SS.2 The student demonstrates knowledge of American and South Dakota geography. A. There are 21 components that the child must learn. Is all age appropriate? Are all of the components necessary, at this time, to further their education? This is more lesson plans than standards. The standards are too specific.B. What definitions does the standard require? Again, lesson plans not a standard.1.SS.3. The student demonstrates understanding of the modern way of life by comparing the following in history to prior eras.There are six specific modern items that must be considered and compared to prior eras. Again, this is a lesson plan and the eras are not listed. So, it one era or a dozen? How many eras are there to be discussed or gain knowledge about?1.SS.4. The student demonstrates knowledge of ancient civilizations in Asia, the Middle East, northern Africa, and the eastern Mediterranean SeaA through H requires the first grader to identify, explain, tell the story of various historical cultur4es and/or civilizations. Many of these go into great detail (again, lesson plan vs. standard)Basically, there are over 23 items that the first grader must be knowledgeable about. Please explain/justify the historical events and stories of ancient Hebrews, Greek mythology, battles of Marathon & Thrmopylae (and can any of you explain them to me?). How about the Punic wars? Roman Civilization? Cultural features and contributions of Roman architecture, engineering, and government? Roman civil wars and the resulting triumvirates? The list goes on.I would ask the standards committee (and not the Chairman) to justify all of this historical relevance to the public. It is relevant, but not at the First Grade Level.Let’s turn to First Grade US History.AMERICAN HISTORY: 1492-1787 1.SS.6. The student demonstrates knowledge of pre-Columbian indigenous peoples of North America.A. The student describes the similarities and differences in lifestyle, traditional warfare, and culture between two historical pre-Columbian Native American tribes, one of which is from the Oceti Sakowin Oyate (including select standards from Oceti Sakowin Essential Understandings 1-5 and 7). Other tribes to consider include, but are not limited to, the Mandan, Arikara, Cheyenne, Crow, and Hidatsa.Basically, there are 15 different items that the first grader must be able to describe between the Oceti Sakowin Oyate and another tribe. THESE ARE LESSON PLANS WITH MANDATED CONTENT.1.SS.7. The student demonstrates knowledge of European exploration and settlement of what would become the United States.Subpoints A through I – Just how much reading, writing and arithmetic is the first grade teacher going to be able to bet done? These lesson plans are demanding massive amount of information, research, and requires more advanced development than most first graders are capable of.IE: F. The student explains why slavery is morally evil. Defining Morality Morality is the ability to see the difference between right and wrong in intentions, thoughts, actions, and behavior. Teaching this concept to children is the primary goal of parenting.Moral Development In Children: What Are Its Stages And What You Should Do (momjunction.com) At this stage I must say no. Teachers are not to teach morality, it comes from the home. This is nothing but indoctrination. There is so much more to consider with first graders that is above their comprehension and development. Primary function of First Grade Teachers is to teach students how to behave in a classroom, read, write, and beginnings of math. There is some time for Social Studies, but with the content being required in these standards it would take massive amount of time from needed lessons.</p>
435	Linda Moe	Need to have curriculum suitable for the age	Curriculum to hard for 1st graders
436	Clayton Lehmann		
437	Marie Cissell	This level seems to be appropriate	This section is full of proposed information that is way beyond the development level of this age. For example, the wars of ancient times would be meaningless to this age as they do not have an understanding of last year much less from the beginning of history.
438	Nancy Lorenz		
439	Elizabeth Qualseth		

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
433	Heather Mathis	<p>Starting teaching world religions in second grade is also an insane concept. Learning about the crusades at age 7? Why not just show them videos from ISIS extremists as well? Come on, it's an absolutely brutal item in history to force 7 year olds to endure. It makes no sense to learn about world religions before even learning about the world itself. How can you expect a teacher to teach about the influence of early Christians, Muslims, and Hinduism if children don't even learn what time periods are until the third grade when they have to "use the terms correctly' for the first time. And all of this is just HALF of what they have to learn in a year. Throw on the extensive American History half and you might as well be busing these tiny children to sit in on college courses so they can complete the requirements for the year. It requires everything from the constitution, to what a president does, to the first couple presidents, the War of 1812, slavery, west expansion, women's suffrage, the Mexican-American War, the Gold Rush, the Civil War, the Gilded Age... I mean it just keeps going and going. This might as well be the curriculum for a college level course and it's sadly just HALF of what they are expected to learn.</p>	<p>To put it in perspective, this is the FIRST YEAR they learn all 50 states and the US capital yet two years after first learning of the Magna Carta and the Civil War. It's at this point I also think the creators of these standards don't have a solid grasp of ancient history as a lot of it is incredibly vague and very similar to the previous year. I am also wondering just how often "slavery in comparison with indentured servitude" is going to be brought up in these standards. This is the third year in the row with slavery. It's also sadly amusing that this is when students learn where the name "America" came from... you know, after they have learned about the War of 1812, the Mexican-American War, the Civil War, Women's Suffrage, and the Gilded Age. How could they miss how ridiculous it is to learn all of that in 2nd grade before learning about the origin of our country's name?</p>
434	P.A. Harens	<p>So, from the beginning of the major religions of the world (which the major Far East religions are left out) from the Industrial Revolution to the discover of the Americas and then from the founding of the US, Civil War, and expansion of the US. Just how much do you expect these students to retain, and sill be able to learn to read, write, and other necessities.</p>	<p>More of lesson plans then standards</p>
435	Linda Moe	They need to have things they can understand	Too hard
436	Clayton Lehmann		
437	Marie Cissell	<p>Again, the proposed ideas are way above the developmental level of a second grader. I did not study many of the ideas such as the Middle Ages and the Black Death until at least early High School years. Morally correct is identified, but whose idea of morality would need to be followed?</p>	<p>Indigenous People are finally introduced and not in a positive way, why not identify the tribes of South Dakota as South Dakota was only inhabited by indigenous people in this time period. I don't understand the way this is laid out as children tend to know present time better than past times in the early grades. This seems to be backwards to me.</p>
438	Nancy Lorenz	<p>Your standards are too abstract! Did any second grade teachers work on this? Did anyone working on this have kids? Looking over the standards for elementary I am extremely disappointed in what has been created here. Please let teachers of that grade level determine what is appropriate for each grade! As a teacher I helped to participate in the standards development in math and SS. These are way off base! For the sake of my grandchildren, look at these again. I don't want them to hate SS and try to memorize words and concepts that are age inappropriate!</p>	
439	Elizabeth Qualseth		

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
433	Heather Mathis	This is the year that is almost exclusively memorization. Which is super sad considering this would normally be a time to really hammer critical thinking instead.	
434	P.A. Harens		
435	Linda Moe		
	Clayton Lehmann		
436			
437	Marie Cissell	There so much religion mentioned in this section, and seems to be overly Christian focused. I do not believe this belongs in the public school system.	
438	Nancy Lorenz		
439	Elizabeth Qualseth		

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
433	Heather Mathis	My absolute biggest critique of these proposed standard is the fact that THIS year, 8th grade, is the VERY FIRST mention of the Holocaust. And one of only two mentions in the entire proposal. You have students learning about Jesus specifically double the amount of times. It's like this board literally could care less about the 9 million lives lost because they didn't even have the strength to make it a separate item, both times it's just a bullet point.	
434	P.A. Harens		
435	Linda Moe		
436	Clayton Lehmann		
437	Marie Cissell		
438	Nancy Lorenz		
439	Elizabeth Qualseth		

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
433	Heather Mathis		
434	P.A. Harens		
435	Linda Moe		
	Clayton 436 Lehmann		
437	Marie Cissell		
438	Nancy Lorenz		
439	Elizabeth Qualseth		

	A	P
2	Name	9-12 - United States Government
433	Heather Mathis	
434	P.A. Harens	
435	Linda Moe	
	Clayton Lehmann	
436		
437	Marie Cissell	
438	Nancy Lorenz	
439	Elizabeth Qualseth	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
440	Laurie Long	citizen of south Dakota	I am very concerned and opposed to the way the process was conducted. It did not include educators from every grade level, nor were the educators on the committee of 15 allowed to make suggestions. The SD DOE was not involved in this process in any way The handpicked committee was merely given a document to proofread and nothing more. The standards are not age appropriate-particularly for K-4. The number of standards(mount of material) to be covered at each grade level far exceeds the amount of time scheduled for social studies currently.At the elementary level, basic reading and math skills will suffer. Additional required social studies classes will have to be added to middle and high school schedules to cover all of the material. This will require more staffing and a reduction in electives students can take including career preparation. It saddens me to know that our educators and other experts were not included in the process . These are our front line personnel in the education system with first hand knowledge and experience to provide feedback into the process. It makes one wonder if there was a political agenda at work.
441	Justin Warfel	Chaplain	<p>Although the Holocaust is included within the current proposed standards, enhanced standards are essential in fully shaping the knowledge of the Holocaust. Please add the following to the proposed standards:</p> <p>The student should communicate the connection between national, ethnic, racial or religious intolerance and antisemitism.</p> <p>The student should communicate the impact of personal responsibility, civic engagement and societal response in the context of the Holocaust.</p> <p>The student should communicate the breath of the history of antisemitism and the Holocaust, including the Third Reich dictatorship, concentration camp system, persecution of Jews and non-Jews, Jewish and non-Jewish resistance and post-World War II trails.</p>
442	Carol Larrington	Parent/Guardian	These standards were not developed by classroom teachers. That is a major problem. The standards do not focus on higher level thinking. The standards are not suitable for each grade level.
443	Andrew Olson	K-12 Educator	<p>I believe age appropriateness vastly misses the mark across many subjects and grade levels. The mention of Christianity over three-dozen times seems problematic, especially when compared to Judaism (ZERO), and the Holocaust being mentioned only twice.</p> <p>I believe the memorization required in younger age groups will discourage the growth of critical thinking skills in our children. This will kill interest and creativity in our students.</p> <p>The fact that William Morrisey was brought in to write these standards is an absolute slap in the face to educators state-wide. Hillsdale's history of anti-teacher rhetoric is disgusting, and a polarizing, far leaning group has no place in writing standards for our students.</p>
444	Megan Rieck	Concerned citizen	Please let the people who live and teach here write the standards and not out of state, unqualified people. If they're not employed in South Dakota, we don't need their outside influence. Please listen to the residents that live here. Trust the teachers in our classrooms.
445	Stephanie Van De Walle	K-12 Educator	I am NOT in favor of the standards. The standards proposed are not age appropriate. As an educator, I fear that these standards will set students up for failure and not give our students a chance to love social studies and our history. With these standards, students will be bogged down in memorizing facts verses having a deep understanding and love for our history. In my opinion, social studies standards should allow students to learn about our history while also learn about our present. They should encourage students to become well rounded citizens who contribute to the good of society. The standards proposed are not age appropriate, unattainable, and are not going to create successful students nor people. It would be an absolute disservice and shame if these standards were to pass.
446	Debra K Kraft	Parent/Guardian	Standards do not reflect the learning stages of students or the development of critical thinking skills. They are so detailed that it will be extremely difficult to fit the teaching into the amount of time that is allocated within most school systems. Standards which are so specific as to specify the number of paragraphs and that things must be written are limiting to students who are IEP's. There are other ways to demonstrate learning than through writing and through explanation.
447	Mark Kreie	Parent/Guardian	I do not support the adoption of these standards at all. The elementary standards are not age appropriate. Many of the grade levels require far too much memorizing and not enough critical thinking. The entire process of throwing out the 2021 standards, which were created by local educators, and replacing them with standards created by Hillside, was completely inappropriate and an enormous waste of taxpayer money. I would like to see the 2021 standards revisited after discarding these proposed standards.
448	Rebecca Harvey	K-12 Educator	I am angered. Angered at how these standards were developed. Angered at how far backwards this takes our education system. Angered at the stress and anxiety this will place on children who are going through their first years of education in a society where teen suicide is at an all time high and depression is being diagnosed earlier and earlier. Angered at the unrealistic expectations of these standards, particularly on the younger students. We should be emphasizing PLAY and social learning in kindergarten and first grade and here we are expecting them to create stories about WARS at the age of 7. What is the actual thought process on this?! I am ANGRY that thousands of dollars were spent creating completely inappropriate and asinine standards as we continue to struggle with teacher salaries and funding as a whole. This is a disaster. I fear for the future of my daughters' educations in South Dakota public schools.
449	Suzanne Rogers	School board member	These standards need to be decided by the educators in our state not people chosen because they are acquaintances. It is important to include all of the Native American history in SD not just the parts that are good. Yes there are bad events in our state and world that we are not proud of but they are still history that our students should learn about. I don't agree with the inclusion of Christianity and it's principles being taught in public school even though I am a Christian. This is not appropriate. Also there is way too much memorizing and rote repeating selected items but no actual learning about the matter. The k-3 standards are not reasonable for those age groups. Please have the original standards group including SD educators review and revise these standards.
450	Jessica	Higher Education	Jesus is referenced many times, no mention of "separation of church and state" and why it is important, requires memorization of the pledge of allegiance as under God and motto as "In God we trust". From at least the 7th grade on there is an abundance of overly white washed viewpoints represented. Not enough emphasis on the oppression of groups of people by the privileged in charge. Overall, there is a preponderance of Christianity represented over any other religion. No mention of the scandals in local and national governments in recent years.

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
440	Laurie Long		
441	Justin Warfel		
442	Carol Larrington		
443	Andrew Olson		These standards include information that is not grade appropriate. First graders should not be focusing on the Persian or Peloponnesian Wars, for example, or forced to memorize information on the foundations of Rome. The story of Pocahontas is another example of the inappropriate information for this level.
444	Megan Rieck		
445	Stephanie Van De Walle		<p>The concepts proposed are not age appropriate nor obtainable. A 6 year olds world is too small to be learning about the entire world. We currently focus on learning about our city and how we can be good citizens. How is “ The student tells the story of the Persian Wars, including the battles of Marathon and Thermopylae. “ more beneficial?? In what world would this make sense?</p> <p>Think of your own 6 and 7 year old children or grandchildren. Do you want them to tell you the battles of the Persian War or do you want them to be good citizens who have a sense of belonging to a community and city?</p>
446	Debra K Kraft	The list of American figures and symbols are both too long. My understanding of standards is that you can add to standards but not remove standards. This list is too much for kindergarten students who are still learning numbers and letters of the alphabet.	The section that deals with knowledge of Ancient civilizations, and Roman Empire, & Roman Republic are too indepth for this age. Students need to be able to make connections between their own lives and the past. At this age, students do not see the connections to these ancient civilizations. I have worked with sophomores who could not tell me about the Peloponnesian War.
447	Mark Kreie	These are not age appropriate.	These are not age appropriate.
448	Rebecca Harvey	As a speech pathologist, I am appaled at the vocabulary and receptive language capacity these standards are placing on young students. The complexity of the vocabulary alone on these topics is beyond the average ability level for this age. We will create bigger gaps between our high students (who will struggle with these more than current standards for NO gain of critical thinking, appropriate skills gained) and our average and lower learners. Atrocious on all accounts.	As a speech pathologist, I am appaled at the vocabulary and receptive language capacity these standards are placing on young students. The complexity of the vocabulary alone on these topics is beyond the average ability level for this age. We will create bigger gaps between our high students (who will struggle with these more than current standards for NO gain of critical thinking, appropriate skills gained) and our average and lower learners. Atrocious on all accounts. As a parent I'm frustrated that my child who still believes in Santa, plays Barbies, and still sees the good in the world will be expected to tell stories/recite information about multiple WARS in first grade, at the age of SEVEN. What on earth?!
449	Suzanne Rogers		
450	Jessica		

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
440	Laurie Long		
441	Justin Warfel		
442	Carol Larrington		
443	Andrew Olson		
444	Megan Rieck		
445	Stephanie Van De Walle		
446	Debra K Kraft	Again, many of these concepts have little connection to the lives of our students at this age. While many facets of history are arbitrary, why would knowing where the Mackinac Bridge, Hoover Dam and Brooklyn Bridge be helpful for a seven yr old? How do you explain the power of the papacy, and the founding of the mendicant orders to a child who has never been in church or never heard of the Pope?	Children learn in many different ways. 3SS1 strand C & D both specify writing as the way to investigate and evaluate historical events and figures. The term narrative and informative writing are just being developed in the language arts curriculum. Specifying written examples is limiting to students.
447	Mark Kreie	These are not age appropriate.	These are not age appropriate.
448	Rebecca Harvey	These standards remove the critical thinking and teaching kids to learn and takes huge steps backward to reciting information they more than likely don't understand.	
449	Suzanne Rogers		
450	Jessica		

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
440	Laurie Long		
441	Justin Warfel		
442	Carol Larrington		
443	Andrew Olson		
444	Megan Rieck		
445	Stephanie Van De Walle		
446	Debra K Kraft	Students at this age are beginning to learn independently. Asking students to memorize documents without an understanding of the why is not helpful. The Star Spangled Banner is an important part of our culture. Does it need memorized at this age? While Jefferson and Washington are important figures, why is it important that student can explain their monuments?	In terms of time zones, today everyone uses a cell phone to determine what time it is in another country. There are other map reading skills that are more important than the difference in time zones - particularly if one is looking at international time zones. Please realize that some students can only tell time with a digital clock- not analog.
447	Mark Kreie	These are not age appropriate.	These are not age appropriate.
448	Rebecca Harvey		
449	Suzanne Rogers		
450	Jessica		

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
440	Laurie Long		
441	Justin Warfel		
442	Carol Larrington		
443	Andrew Olson		
444	Megan Rieck		
445	Stephanie Van De Walle		
446	Debra K Kraft	Students at this age should be starting to reading from multiple sources and analyzing information. Being able to identify information on a map does not help students to understand how these places and events that took place there are important.	Again, an overwhelming emphasis on memorization and not on being able to generate, interpret and evaluate. We are missing the introduction of critical thinking skills.
447	Mark Kreie	These are not age appropriate.	These are not age appropriate.
448	Rebecca Harvey		
449	Suzanne Rogers		
450	Jessica		Too much emphasis is placed on a single "God" that is the only correct deity. No emphasis on how the rights of groups of people were and are stripped away. No mention of how those with money buy the government officials in order to maintain their standard of living, which is much higher than those who cannot afford to pay for equal rights. Perpetuates the idea that those who are living in poverty do so because they are allowing it to happen under the guise of it being the consent of the governed rather than the rich ensuring that they get richer while the poor and middle class get poorer.

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
440	Laurie Long		
441	Justin Warfel		
442	Carol Larrington		
443	Andrew Olson		The Holocaust is mentioned once , and only in relation to Adolf Hitler using German democratic processes con consolidate power. The impact of national socialism also seems overblown in his and his party's rise to power.
444	Megan Rieck		
445	Stephanie Van De Walle		
446	Debra K Kraft	Students again should be challenged to analyze and evaluate rather than simply explaining an event. The standards are so detailed that there is little time to work on analysis - lots of memorization again. It is possible to be an effective citizen without having read Woodrow Wilson's What is Progress.	Major emphasis on memorization of map skills/locations. Things that today, I will look up online if I don't know exactly where they area. There is a lot within these standards to cover within the time frame of 18 weeks. While this should build from earlier classes, many students do not remember more than the basics, and a teacher has to re-build background information.
447	Mark Kreie	These are not age appropriate.	These are not age appropriate.
448	Rebecca Harvey		
449	Suzanne Rogers		
450	Jessica	One mention of the Holocaust and only as a bullet point to something else. No mention of the large German's from Russia population in the area and why the migration happened.	

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
440	Laurie Long		
441	Justin Warfel		
442	Carol Larrington		
443	Andrew Olson		
444	Megan Rieck		
445	Stephanie Van De Walle		
446	Debra K Kraft	Again emphasis on explanation rather than understanding, and analysis or application of principles of economics.	Again, a listing of things to be explained as single incidents- not a holistic examination of cause and effect, or analysis or evaluation of events.
447	Mark Kreie	These are not age appropriate.	These are not age appropriate.
448	Rebecca Harvey		
449	Suzanne Rogers		
450	Jessica	Once again perpetuates the idea that simply working harder will improve one's economic position.	No mention of the government's use of "eminent domain" to take over private property for government enterprise.

	A	P
2	Name	9-12 - United States Government
440	Laurie Long	
441	Justin Warfel	
442	Carol Larrington	
443	Andrew Olson	
444	Megan Rieck	
445	Stephanie Van De Walle	
446	Debra K Kraft	The standards for this course will be most comfortable for students with a Judeo Christian background. Will every religious fath interpret the explanations that that are given in the standards? During adolescence, students are expected to be able to sift through multiple sources, evaluate sources and analyze them. These standards have a strong emphasis on what is a "right or correct" understanding - than being able to explain how and why these concepts are important.
447	Mark Kreie	These are not age appropriate.
448	Rebecca Harvey	
449	Suzanne Rogers	
450	Jessica	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
451	Susan Johnston	retired librarian	Dear Board of Education Standards. I am a retired HS Librarian from Aberdeen and my grandchildren attend the Aberdeen School District. As librarian I worked with curriculum throughout the district and also worked closely with teachers providing supplemental material for curriculum delivery. Over the years, I worked with educators who had served on state curriculum committees and always had the highest regard for them and their efforts. Therefore, I was appalled at the state's rejection of the original Social Studies curriculum committee's efforts in drafting those standards. I also was stunned when the governor appointed a new committee, ultimately paying someone from out of state to draft the standards. My grandchildren will be directly impacted by the decisions you make. I urge you not to approve the Social Studies Standards. Thank you for your time and consideration. Do the right thing
452	Valissa	Parent/Guardian	Strongly disapprove
453	Jo Robinson	Concerned former teacher	"There are many ways of studying and teaching history. Many people remember high school classes full of memorization—names, dates, and places of major historical events. Decades ago, that kind of rote learning was important, but things have changed. Today, 60% of the world's population and 90% of the U.S. population use the internet and can find those facts on demand. Today, learning history is about making connections and understanding not just what happened, but WHY." ¹ We can't just learn the "good" things in history and fail to teach things that might make a student feel uncomfortable. That would be a huge disservice to our children. That's not how the world works. I also have a huge concern about the lack of teachers on the committee. WHY wouldn't you use the EXPERTS? Again, this is a huge disservice to our children and a slap in the face to ALL SD educators, both past and present. ¹ https://www.mooc.org/blog/why-is-it-important-to-study-history
454	Louisa Kvale	Parent/Guardian	My concerns with these standards are many, but the top of the list is the cost to implement. Not only will it be a huge cost for the state and school districts, it will cause a great burden for educators to relearn a brand new curriculum that they did not get any say in developing. The list of tasks in the proposed curriculum will be difficult to complete in the allotted time. There will be no time left for discussion. Just memorizing facts. No more critical thinking which is the opposite of what had been stated as the goal. Our teachers and administration are already overburdened and underpaid. We will continue to lose educators and the shortage will continue to grow. I am not an educator, so I do not have the expertise to comment on the content. Most of the committee that discussed and came up with these standards do not have the correct expertise to set these standards. Why are we not listening to our educators? These standards should not go through in their current form.
455	Patty and Dave Jenkins	Parent/Guardian	
456	Derrick Johnson	School Board Member	Just plain asinine and moronic. You are expecting small children to understand concepts and ideas that at times college students struggle with. Again the state should ask for their money back because this is just plain embarrassing.
457	Lisa Sather-long	Grandmother	
458	Thomas Mack	Parent/Guardian	Overall these standards need work. After reading 2015, 2021, and the 2022 standards I believe that the 2021 standards are the best standards moving forward. They are integrated, and similar to the 2015 standards. They incorporate the Oceti Sakowin Essential Understandings. The 2022 standards are redundant, and seem like a copy paste of requirements and not thought about from a teaching perspective. This can be seen by some of the typos in the document, and the bias of the author in how some of the standards are written. I am asking the board to reject these standards, and accept the 2021 standards presented by the previous committee.
459	Steve Hilton	K-12 Educator	As a whole these standards make no sense and are not realistic. They do not present a logical level of measure across the age groups.
460	Chris Huber	Parent/Guardian	All of these standards favor rote memorization over inquiry and discussion. This completely disregards that in the modern world it's not about what you have memorized but instead do you know how to research to find an answer. Once you find that answer can you clearly articulate your position. I fear an entire generation of South Dakotan students will not be prepared for the true tests of daily life. Those rigors do not include reciting the preamble from memory but instead they are having civil discussions about life, liberty and justice. I appreciate the work of this commission but I am urging the Standards Board not to pass these as is. We can and should do better. Thank you for your time, service and commitment to education.
461	Jeff Kirstein	Concerned citizen	This entire thing needs a re-work. Some of the concepts in the early years are far beyond a child's ability to grasp. It looks like someone who has never met a 7 year old wrote this.
462	Jarod Fliehs	Parent/Guardian	Let the teachers set standards, not out of state Hillsdale people.

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
451	Susan Johnston		
452	Valissa	Not age appropriate	Not age appropriate
453	Jo Robinson		
454	Louisa Kvale		
455	Patty and Dave Jenkins	Please leave education up to the Professionals in that field.	Please leave education up to the Professionals, not hired out of State Colleges.
456	Derrick Johnson	Some of these standards are just unrealistic. If the teacher only taught social studies this would be hard to meet, but these teachers are teaching math, reading (which many kindergartners can't do yet), writing (again something many kindergartners struggle with), etc. it is completely unrealistic to believe these standards can be met at this level.	These are extraordinary unrealistic standards for a first grader. There are high schoolers that don't have the Preamble memorized and you want first graders to memorize it, just plain insane to think that's possible. The two triumvirates is hard enough for adults to keep separate and name, but you want six year olds to do it. These standards are just set up for failure and whoever wrote them should give the state their money back.
457	Lisa Sather-long	Ask kristi	Ask Tiffany
458	Thomas Mack	After reviewing the kindergarten standards, my concern with the new standards are the memorization and the teach back of the famous Americans and the American Landmarks. The amount of people and places would be confusing, and students would not fully understand what they are saying. This is not a good use of time.	After reviewing the first-grade standards, my concern with the new standards are the requirement of teaching the Greek and Roman history to this grade level. Having a student explain battles of this period would be lost on the students, and a general understanding of their importance would be lost on them. I am also concerned about the standard of defining a primary and secondary source. The likelihood that a student at this level would understand the concept and have access to primary sources would be confusing.
459	Steve Hilton		
460	Chris Huber		
461	Jeff Kirstein		No first grader in the world could tackle this. It feels like a scene from Good Will Hunting.
462	Jarod Fliehs		

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
451	Susan Johnston		
452	Valissa	Not age appropriate	Not age appropriate
453	Jo Robinson		
454	Louisa Kvale		
455	Patty and Dave Jenkins	Same answer as the two above!	Same as above!
456	Derrick Johnson		
457	Lisa Sather-long	Ask yourself	Ask Booker
458	Thomas Mack	After reviewing the second-grade standards, my concerns with the new standards are with the requirement to understand the Constitution, the reliance of students remembering major middle ages events, and the importance of battles in U.S. history. My concern is understanding context. For the items pertaining to the Constitution a child will not understand or be able meet the requirements. Having experience by teaching the U.S. Constitution class to middle schoolers, I see yearly with that age group lack of understanding of the presented standards. I believe at this grade level that the standards are too complex.	After reviewing the third-grade standards, my concerns with the new standards are the heavy reliance on teaching detail history Greece and Rome. At this age it should be more of an introduction to this history than a second detail retelling of it. I also feel some of the geographic locations that need to be identified under these standards lack importance and should be refined.
459	Steve Hilton		
460	Chris Huber		
461	Jeff Kirstein		
462	Jarod Fliehs		

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
451	Susan Johnston		
452	Valissa	Not age appropriate	Not age appropriate
453	Jo Robinson		
454	Louisa Kvale		
455	Patty and Dave Jenkins	Same as above!	Same as above!
456	Derrick Johnson		
457	Lisa Sather-long	Ask Byron	Ask Ian
458	Thomas Mack	This part has a redundancy problem as in the previous standards. This has a mix of all types of social studies subjects, the complexity has not changed since the previous grades, and will not change going to the future grades.	The organization of this standard is weird. I understand it is a continuation of the previous parts of the previous grades, but the redundancy to go over the same items at various grade levels and split it into covering World and US makes me concern of the learning loss that would occur and if there is a benefit of teaching these items in this manner. I would ask that the committee look at keeping like history in the same year so a student can receive a full picture instead of a semester's worth of both.
459	Steve Hilton		
460	Chris Huber		
461	Jeff Kirstein		
462	Jarod Fliehs		

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
451	Susan Johnston		
452	Valissa	Not age appropriate	Not age appropriate
453	Jo Robinson		
454	Louisa Kvale		
455	Patty and Dave Jenkins	Same as above!	Same as above!
456	Derrick Johnson		
457	Lisa Sather-long	Ask	
458	Thomas Mack	This part of the standard is a junk drawer of historical, governmental, and geographical ideas. There are misconceptions that Christianity and Judaism were the only monotheistic religions at the time. Also in other sections the Manga Carta is referred to as important item in founding English Parliamentary structure, but when a standard is to describe the difference between French and English monarchies in the 1650 it is not in the Grade section. Overall, out of all the grades this is the best write up.	The authors of the standards are putting the same standard in multiple times with no changes to the standard. Also with this standard there is a change from geography to history in the standard. Trying to find a time to stop one subject of teaching and switch it another may be difficult to accomplish. Please read through the standards and remove redundancies or revise the standards.
459	Steve Hilton		
460	Chris Huber		
461	Jeff Kirstein		
462	Jarod Fliehs		

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
451	Susan Johnston		
452	Valissa	Not age appropriate	Not age appropriate
453	Jo Robinson		
454	Louisa Kvale		
455	Patty and Dave Jenkins	Please leave education in SD up to the professionals in those fields!	Please leave education in our State up to the Professionals who are in the Classrooms everyday!
456	Derrick Johnson		
457	Lisa Sather-long		
458	Thomas Mack	The redundancy of the topics show that this standard is either using the same material through out all of the social studies standards, or the author did a poor job in defining the difference between the different grade levels. I would argue consolidation could work with many standards.	Some issues with the proposed standards would be amount is dedicated to naming world capitals, and the over reliance of how Christianity affected world culture. Also trying to explain all governmental systems of regions is complicated and ever changing. Items need to be reduce to actually be covered properly.
459	Steve Hilton		
460	Chris Huber		
461	Jeff Kirstein		
462	Jarod Fliehs		

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
451	Susan Johnston		
452	Valissa	Not age appropriate	Not age appropriate
453	Jo Robinson		
454	Louisa Kvale		
455	Patty and Dave Jenkins		
456	Derrick Johnson		
457	Lisa Sather-long		
458	Thomas Mack	The amount of items covered in this standard is too much. This seems that a semester or even a year. This standard needs to be reduced or changed into two separate classes. In its current form it is too much.	There is redundancy in the standard with the previous history standards. Items could be reduced at a lower grade level and emphasized here. Also the standard needs to be proof read again. 9-12.USH 21 refers to the Black Hills Flood of 1872 in the sub section talking about the late 1900s. This needs to be corrected.
459	Steve Hilton		
460	Chris Huber		
461	Jeff Kirstein		
462	Jarod Fliehs		

	A	P
2	Name	9-12 - United States Government
451	Susan Johnston	
452	Valissa	Not age appropriate
453	Jo Robinson	
454	Louisa Kvale	
455	Patty and Dave Jenkins	
456	Derrick Johnson	
457	Lisa Sather-long	
458	Thomas Mack	This standard has redundancies with the US History and Economic standard. It also gets into the weeds about political fundraising and how elected representatives gain power while in office. This might be good information to have an informed citizenry, but for a student that is finally comprehending the structure of the US government this is too much. Item need to be reduced and author's should be removed from the standard.
459	Steve Hilton	
460	Chris Huber	
461	Jeff Kirstein	
462	Jarod Fliehs	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
463	Destiny Donner	Parent/Guardian	I am highly disappointed and disgusted and will not take the time to list my thoughts on each grade level! As a whole, these proposed standards are based too much on memorization, especially in the younger grades, and I feel these were written without the practical needs of a classroom in mind. The committee who formed these propsed standards are completely out of touch with reality! In all honesty, I read these propsed standards and cringe! These were set up without children in mind and because of that, I feel our kids are set up to fail under these new standards. I highly suggest forming a new committee and this time include teachers within it! They are the ones responsible for teaching the standards and they are the ones who understand best what would be plausible for each grade to comprehend! If what is best for our kids wasn't a part of the thought process nor was the importance of including teacher insight, I am left to wonder what was the drive in these proposed standards? I find myself wanting to ask what is wrong with the current standards and is this instead a political stanza trying to be brought on? We can do better here for our kids, South Dakota!!! Come on!!
464	Amy Shaeffer	K-12 Educator	Excellent. Please adopt without revision.
465	Chris Peterson	Parent/Guardian	As a parent I am in agreement with the proposed standards in this curriculum. I recently saw an interview on Kelo where they interviewed a teacher from Tea, and she said the new standards don't allow for "critical thinking", there is too much memorizing. This is an example of someone who is out of touch. History is already written and should be remembered (by memorizing facts) It is crazy how many people do not know when we became a country, or they don't know about the constitution, which is perhaps the greatest political document ever written. Why not memorize it? It definitely couldn't hurt our country to learn true and accurate history and memorize our constitution and parts or all of the Declaration of Independence and why we fought to become free.
466	Peggy Greenway	Grandparent	I am appalled that the standards written a year ago by a very qualified committee of SD educators, history professors, etc was scrapped by our Governor. The fact that is was replaced with recommendations written by an out of state person and includes things not age appropriate and includes religious references is unacceptable. The most telling critique is the opposition from SD Teacher Assn which includes our state's highly qualified public school servants. PLEASE bring back the standards written by our state's professionals.
467	Karly Hegge	Parent/Guardian	<p>These changes should be attempted in a real-world setting, to determine practicality and feasibility, before making widespread changes to the entire state's curriculum. This is a reasonable expectation, as schools are expected to incorporate changes not yet demonstrated as attainable. Are these standards achievable with available resources, and what are the implications if these standards are not met (despite schools' best efforts) for many young students? Are incremental changes more palatable, to both teachers and families? Even if attainable, are there indirect consequences that might be detrimental? For example, teacher retention may be diminished, education costs may increase significantly, and the educational gap could widen in schools without adequate resources. Perhaps more importantly, undertaking sweeping changes for one subject would undoubtedly impact the time spent on other subjects, such as math and reading. There simply is a finite amount of learning time in each school day, and an intense focus on social studies should not come at the expense of core (also important) topics. Further, there is a potential bias in the proposed learning standards, as it seems to focus primarily on the Christian perspective of history. Is there a liability involved when violating separation of church and state? More importantly, might our society benefit from providing students with a more objective, full-scope education that incorporates diverse viewpoints and histories?</p> <p>As a parent of students who do well in school, I have concerns about the ability of them to meet these standards, without compromising learning in other areas or negatively impacting their health. For students with less support at home, or who may require extra time to learn, this may be overwhelming and detrimental to overall family health. Our state, like many, has unfortunately experienced a tremendous increase in obesity and mental health crises among students, with limited resources available to help affected families. Increased expectations for academic learning (such as more homework) should not negate children's opportunity for physical activity and necessary “down-time”. Rather than adding burdensome educational requirements to teachers and families, we can instead invest additional resources into a balanced education that prepares all students for a physically and emotionally balanced life. Students can have time to explore hobbies, volunteer, do healthy family activities, and hopefully even develop of a love of learning. In addition to academic preparedness, students could develop important life skills that may contribute toward a more healthy, accepting, and productive society. Clearly, there is more to education than social studies, or even academics; a more reasonable approach is warranted.</p> <p>Karly Hegge, PharmD Research Pharmacist</p>
468	April Frost	Grandparent, concerned citizen	The process did not include educators from every grade level, nor were the educators on the committee of 15 allowed to make suggestions. The South Dakota Department of Education had NOTHING to do with the writing of these standards. The handpicked committee was given a document and was allowed to do nothing more than proofread. (The original committee had 42 members - almost all current SD teachers - who represented every grade level K-12)
469	Darby Boyd	Parent/Guardian	The proposed standards and the process by which they have been developed fail to meet the AHA's Criteria for Standards in History/Social Studies/Social Sciences. To adopt and implement the document that the state BOE has proposed would be a disservice both to students and to the state itself.
470	Kyle Vanhove	Parent/Guardian	These new standards are complete bunk, bought and paid for by out of state interests to solve issues that don't exist. Throw the entire thing out.

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
463	Destiny Donner		
464	Amy Shaeffer	Excellent. Please adopt without revision.	Excellent. Please adopt without revision.
465	Chris Peterson		
466	Peggy Greenway		
467	Karly Hegge		
468	April Frost		
469	Darby Boyd	The proposed standards and the process by which they have been developed fail to meet the AHA's Criteria for Standards in History/Social Studies/Social Sciences. To adopt and implement the document that the state BOE has proposed would be a disservice both to students and to the state itself.	The proposed standards and the process by which they have been developed fail to meet the AHA's Criteria for Standards in History/Social Studies/Social Sciences. To adopt and implement the document that the state BOE has proposed would be a disservice both to students and to the state itself.
470	Kyle Vanhove	These new standards are complete bunk, bought and paid for by out of state interests to solve issues that don't exist. Throw the entire thing out.	These new standards are complete bunk, bought and paid for by out of state interests to solve issues that don't exist. Throw the entire thing out.

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
463	Destiny Donner		
464	Amy Shaeffer	Excellent. Please adopt without revision.	Excellent. Please adopt without revision.
465	Chris Peterson		
466	Peggy Greenway		
467	Karly Hegge		
468	April Frost		
469	Darby Boyd	The proposed standards and the process by which they have been developed fail to meet the AHA's Criteria for Standards in History/Social Studies/Social Sciences. To adopt and implement the document that the state BOE has proposed would be a disservice both to students and to the state itself.	The proposed standards and the process by which they have been developed fail to meet the AHA's Criteria for Standards in History/Social Studies/Social Sciences. To adopt and implement the document that the state BOE has proposed would be a disservice both to students and to the state itself.
470	Kyle Vanhove	These new standards are complete bunk, bought and paid for by out of state interests to solve issues that don't exist. Throw the entire thing out.	These new standards are complete bunk, bought and paid for by out of state interests to solve issues that don't exist. Throw the entire thing out.

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
463	Destiny Donner		
464	Amy Shaeffer	Excellent. Please adopt without revision.	Excellent. Please adopt without revision.
465	Chris Peterson		
466	Peggy Greenway		
467	Karly Hegge		
468	April Frost		
469	Darby Boyd	The proposed standards and the process by which they have been developed fail to meet the AHA's Criteria for Standards in History/Social Studies/Social Sciences. To adopt and implement the document that the state BOE has proposed would be a disservice both to students and to the state itself.	The proposed standards and the process by which they have been developed fail to meet the AHA's Criteria for Standards in History/Social Studies/Social Sciences. To adopt and implement the document that the state BOE has proposed would be a disservice both to students and to the state itself.
470	Kyle Vanhove	These new standards are complete bunk, bought and paid for by out of state interests to solve issues that don't exist. Throw the entire thing out.	These new standards are complete bunk, bought and paid for by out of state interests to solve issues that don't exist. Throw the entire thing out.

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
463	Destiny Donner		
464	Amy Shaeffer	Excellent. Please adopt without revision.	Excellent. Please adopt without revision.
465	Chris Peterson		
466	Peggy Greenway		
467	Karly Hegge		
468	April Frost		
469	Darby Boyd	The proposed standards and the process by which they have been developed fail to meet the AHA's Criteria for Standards in History/Social Studies/Social Sciences. To adopt and implement the document that the state BOE has proposed would be a disservice both to students and to the state itself.	The proposed standards and the process by which they have been developed fail to meet the AHA's Criteria for Standards in History/Social Studies/Social Sciences. To adopt and implement the document that the state BOE has proposed would be a disservice both to students and to the state itself.
470	Kyle Vanhove	These new standards are complete bunk, bought and paid for by out of state interests to solve issues that don't exist. Throw the entire thing out.	These new standards are complete bunk, bought and paid for by out of state interests to solve issues that don't exist. Throw the entire thing out.

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
463	Destiny Donner		
464	Amy Shaeffer	Excellent. Please adopt without revision.	Excellent. Please adopt without revision.
465	Chris Peterson		
466	Peggy Greenway		
467	Karly Hegge		
468	April Frost		
469	Darby Boyd	The proposed standards and the process by which they have been developed fail to meet the AHA's Criteria for Standards in History/Social Studies/Social Sciences. To adopt and implement the document that the state BOE has proposed would be a disservice both to students and to the state itself.	The proposed standards and the process by which they have been developed fail to meet the AHA's Criteria for Standards in History/Social Studies/Social Sciences. To adopt and implement the document that the state BOE has proposed would be a disservice both to students and to the state itself.
470	Kyle Vanhove	These new standards are complete bunk, bought and paid for by out of state interests to solve issues that don't exist. Throw the entire thing out.	These new standards are complete bunk, bought and paid for by out of state interests to solve issues that don't exist. Throw the entire thing out.

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
463	Destiny Donner		
464	Amy Shaeffer	Excellent. Please adopt without revision.	Excellent. Please adopt without revision.
465	Chris Peterson		
466	Peggy Greenway		
467	Karly Hegge		
468	April Frost		
469	Darby Boyd	The proposed standards and the process by which they have been developed fail to meet the AHA's Criteria for Standards in History/Social Studies/Social Sciences. To adopt and implement the document that the state BOE has proposed would be a disservice both to students and to the state itself.	The proposed standards and the process by which they have been developed fail to meet the AHA's Criteria for Standards in History/Social Studies/Social Sciences. To adopt and implement the document that the state BOE has proposed would be a disservice both to students and to the state itself.
470	Kyle Vanhove	These new standards are complete bunk, bought and paid for by out of state interests to solve issues that don't exist. Throw the entire thing out.	These new standards are complete bunk, bought and paid for by out of state interests to solve issues that don't exist. Throw the entire thing out.

	A	P
2	Name	9-12 - United States Government
463	Destiny Donner	
464	Amy Shaeffer	Excellent. Please adopt without revision.
465	Chris Peterson	
466	Peggy Greenway	
467	Karly Hegge	
468	April Frost	
469	Darby Boyd	The proposed standards and the process by which they have been developed fail to meet the AHA's Criteria for Standards in History/Social Studies/Social Sciences. To adopt and implement the document that the state BOE has proposed would be a disservice both to students and to the state itself.
470	Kyle Vanhove	These new standards are complete bunk, bought and paid for by out of state interests to solve issues that don't exist. Throw the entire thing out.

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
471	Tracy Robinson	Parent/Guardian	<p>These standards are insane. I gave up trying to give my thoughts on each grade, because is was the same thing over and over. You are expecting far to much from students, teachers, schools, and families. I can't imagine the vast amounts of homework we will have every night at home just to get through the sheer quantity of information expected each week. And what are my students going to miss from math, ela, and science just to give teachers the time it will take to go over all of this. Quantity does not equal quality. you are expecting elementary students to write full paragraphs, have they already learned that in ela? and what about the older students? They didn't have this base knowledge, and now you are going to throw all this extra at them? How will failing SS prepare them for college? And now my high schooler will be missing out on electives he needs for college or to go into the work force because he has to take more ss? I promise he is not going to be a historian and will need all of this information. I agree students need a base knowledge, but they really don't need this much. You really need to use the best resources you have available to create SD standards. SD teachers. I am appalled by these standards and you should be ashamed of wasting tax payer dollars to get outsiders to tell us what we need to do as south dakotans. Use the teachers that have experience and do this for a living here in SD.</p>
472	Patrick Cass	K-12 Educator	<p>I am a former member of the Social Studies Content Standards revision committee. The standards I worked on were adopted in August of 2015. I am disappointed that the teachers that were brought together to revise these standards in 2021 had their work thrown out the window. The process in place to revise standards was tried and true but for some reason it was completely overruled this time. Very few teachers were involved in the creation of these new standards and they do not use research based methods to best educate our students. If they are adopted it is a giant step backwards for our students and the process used to revise standards.</p>
473	Kay Hohenecker	former educator	<p>State Board of Education Secretary Tiffany Sanderson I am asking you not to adopt the new proposed Social Studies Standards. No one without a degree in education should prepare such changes and they shouldn't do this with any political or personal agenda influencing their ideas on the outstanding jobs most educators are doing, at least consider carefully what educators recommend. The board considering these changes should at least be composed of educators who know what they are doing. These proposed changes aren't in my opinion good! We cant change past history because we want to , it happened!</p>
474	Mike Gohring	K-12 Educator	
475	Jennifer Gustafson	Parent/Guardian	<p>I am a South Dakotan who fully supports the Governor and her effort to improve our public schools. I fully support these new Social Studies Standards and thank the Governor for her efforts.</p> <p>I am an involved and informed parent who also happens to be a school board member. Social studies is one of the last core subjects to be standardized and this process is appreciated.</p>
476	Susan Peters	Grandparent	<p>Appreciate the time put into this project and the quality of it too.</p>
477	Matthew	Parent/Guardian	<p>Our family is extremely grateful for the new proposed Social Studies Standards and we truly hope that we'll be able to learn with our kids, as they're challenged by the these new goals. I know that our kids are capable of greatness when people believe in their ability to learn, and grasp content. We see the opposition to these standards as being divisive and politically motivated, by the teacher's union who doesn't represent our children. Teachers can do this, our kids can do this, please listen to the parents and prioritize our children's future over the handful of lazy union members who don't want to work. Teaching about emotional growth is easy, teaching that skin color defines your life and outcomes is intellectually dishonest, teaching comprehensive sexual education is a means of social change according to the teacher's union, in their own words. Get the union out of public education! Let teachers teach truth and factual history. Let our students rise to the occasion and prosper.</p>
478	Emily Hatton	K-12 Educator	

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
471	Tracy Robinson	These standards are insane. I do not want my student to lose on basic reading, science and math skills because you expect so much quantity of knowledge. that list needs to be cut by at least half. reading maps is hard for a majority of adults, let alone kindergardners.	memorizing the declaration of independance and the preamble to the constitution is not something a 1st grade is able to do with any knowledge of what they are reciting. This is another list that is rediculously long and unachievable without lose from other subjects that are just as/more important from a world view.
472	Patrick Cass		
473	Kay Hohenecker		
474	Mike Gohring		
475	Jennifer Gustafson		
476	Susan Peters	Appropriate for age and accurate	Appropriate for age and accurate
477	Matthew		Our son is in first grade, and the proposed standards are not far off from the current content. Considering the spiraled approach to learning this context, and the ability to build upon prior lessons, we find these standards are the perfect mixture of challenges for our family, engagement and appropriate. The pledge of allegiance is approximately the same amount of words to memorize as the preamble of the constitution, and I think it's important for our children to understand their's and others' inalienable rights, granted by God and garunteed by their government. In addition, the worldview of history to 315 will give students a better understanding of what some call colonialism, and understand that war is not a uniquely white or western concept. American history from 1492-1787 is already being taught, starting in Kindergarten at Madison Elementary, the issue currently is that the content is jumbled, without context and left up to the educator to share. Last year our son came home crying, right before Thanksgiving and told us that we had "stolen" our farm from our native people. He was horrified after his teacher read their class a book about "the real thanksgiving" and how white people stole land, and killed innocent lives. THAT'S NOT AGE APPROPRIATE...
478	Emily Hatton		

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
471	Tracy Robinson	you expect to teach 2nd graders all the features of a globe, 9 MAJOR world events and conflicts, AND all of early american history. I would like my children to learn more than just social studies	
472	Patrick Cass		
473	Kay Hohenecker		
474	Mike Gohring		
475	Jennifer Gustafson		
476	Susan Peters	Appropriate for age and accurate	Appropriate for age and accurate
477	Matthew		
478	Emily Hatton	<p>Although students at this age level are eager to learn, the proposed social studies standards stretch beyond what a second grader's skill set is. Students at this level currently learn to construct and label a map using north, south, east, and west. Students often find it difficult to use the directions correctly. The proposed standards not only require students to use directions, but also label countless areas on a map.</p> <p>The proposed standards also require students to identify various standards about our World. Students at this age are still trying to understand our country. The idea of these standards could possible be introduced at this level but the expectation to master these standards would require more knowledge than the second grade level.</p>	

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
471	Tracy Robinson		
472	Patrick Cass		
473	Kay Hohenecker		
474	Mike Gohring		
475	Jennifer Gustafson		
476	Susan Peters	Appropriate for age and accurate	Appropriate for age and accurate
477	Matthew		
478	Emily Hatton		

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
471	Tracy Robinson		
472	Patrick Cass		
473	Kay Hohenecker		
474	Mike Gohring		
475	Jennifer Gustafson		
476	Susan Peters	Appropriate for age and accurate	Appropriate for age and accurate
477	Matthew		
478	Emily Hatton		

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
471	Tracy Robinson		
472	Patrick Cass		
473	Kay Hohenecker		
474	Mike Gohring		
475	Jennifer Gustafson		
476	Susan Peters	Appropriate for age and accurate	Appropriate for age and accurate
477	Matthew		
478	Emily Hatton		

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
471	Tracy Robinson		
472	Patrick Cass		
473	Kay Hohenecker		
		Overall, I really like what you currently have. I would add the following, although, some of these might be able to fit under what you currently have. But I think these are important enough so I listed them out. 1. Our current system, Keynesian vs Austrian Economics. Basic understanding of each and differences between them. 2. Overview of how money is created in the banking system. 3. I would add to the Federal Reserve section, what terms quantitative easing, quantitative tightening and balance sheet reduction meanings and how it affects the economy. 4. More specific things in history and their importance: When were Central Banks 1st Created, 1st Central Bank of the US, 2nd Central Bank of the US and why it was not renewed. Issues of Greenbacks during the Civil War, Gold Standard up to 1st World War in US and other part of the World, Gold Standard after WW1, FDR executive Order 6102, Bretton Woods Agreement, Nixon Shock and going off the Gold Standard.	
474	Mike Gohring		
475	Jennifer Gustafson		
476	Susan Peters	Appropriate for age and accurate	Appropriate for age and accurate
477	Matthew		
478	Emily Hatton		

	A	P
2	Name	9-12 - United States Government
471	Tracy Robinson	
472	Patrick Cass	
473	Kay Hohenecker	
474	Mike Gohring	
475	Jennifer Gustafson	
476	Susan Peters	Appropriate for age and accurate
477	Matthew	
478	Emily Hatton	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
479	Adam Broin	Parent/Guardian	Overall I find this to be thorough, unbiased, positive, and it encourages students to keep building on the free and successful country we were given.
480	Chandler Nelson	K-12 Educator	
481	Alison Kiesz	Parent/Guardian	<p>To the Social Studies Standards Revision Commission:</p> <p>As a parent, I have spent time reviewing the proposed South Dakota Social studies Standards.</p> <p>I have concerns that the Social Studies Standards Revision Commission only has 3 members who are certified to teach in South Dakota. It seems that teachers who are currently in the classroom every day would be invaluable in providing feedback as to what standards are appropriate for each grade level.</p> <p>Out of 16 members on the commission; 8 of them don't currently work in the education field. What type of feedback did the commission seek from those teachers in the classroom who will be expected to teach these new standards?</p> <p>Because a different format was used for the proposed standards, it was very difficult to compare them to the existing standards.</p> <p>As I reviewed the standards, I noticed that the proposed standards have far more standards than the existing ones. I agree that we should challenge our students and encourage them to work hard. However, I have concerns that it is realistic for teachers to teach and students to learn all of these proposed standards, often in only one semester. For example, the 7th grade standards go from 24 standards currently to 131 proposed standards. Teaching 131 standards in one semester seems like placing an unfair burden on our teachers. Similarly, 2nd grade standards go from 13 currently to 80 proposed standards.</p> <p>I don't think rote memorization of pieces of the Declaration of Independence (or any document) leads to actual learning. And if the Commission does believe memorization is important, why is it not included in each grade level?</p> <p>In the proposed standards, the only topic that seems to be covered in Grade 7 is America. In the current 7th grade standards, there are standards for Civics/Government, Geography and Economics. What happened to those in the proposed standards?</p> <p>There are a few standards that stuck out to me as particularly perplexing, including:</p> <p>1.SS.1. Why do first graders need to learn about architectural styles of buildings?</p> <p>2.SS.3.G. Carolingian dynasty</p> <p>8.SS.2.F. The student describes the style of and identifies pieces from the Hudson River School art movement. H</p> <p>8.SS.4.H H. The student describes and identifies the Art Deco style of art and architecture. H</p> <p>These are just an example of the standards that don't make sense to me. As a college educated adult, I would probably struggle to meet any of these standards. I would urge the commission to revisit these standards, invite more active teachers to be a part of the commission and put the students and teachers best interests at the heart of these proposed standards.</p> <p>Thank you.</p> <p>Alison Kiesz</p>
482	Carey Mitzel	K-12 Educator	<p>General comments regarding proposed standards.</p> <p>1. Existing standards (2015 SS standards) allow for integration into other subjects such as ELA. These standards are very specific and would need to be addressed mostly in a stand-alone Soc. Studies class.</p> <p>2. Skills addressed with the standards are not developmentally appropriate.</p> <p>Ex. 1.SS.1.O Reciting the Preamble is not something most students will be able to do and for those that do memorization of a paragraph and reciting will not be retained or understood.</p> <p>3. There are many additional standards that are being addressed. Elementary teachers are concentrating on Math/ELA with other subjects receiving less time. To cover the proposed standards would take a considerable amount of time that is not available in the school day.</p> <p>4. Standards are much too specific and again not appropriate for age/grade. 2.SS.4 Demonstrating Knowledge of Late Middle Ages and Renaissance</p> <p>There are too many too list but this is one example.</p> <p>5. Textbooks are not in line with the standards as they are written.</p> <p>6. The World History component should be condensed or eliminated. Focus should be on American history and geography, South Dakota history and geography along with a focus on civic and community education regarding local, state and national political structures and branches.</p> <p>There are so many standards not appropriate that it is hard to pick out a few.</p>
483	Myranda	Parent/Guardian	Horrible. The board is made up of 15 political operatives. Only 6 of have Any background in education whatsoever two of the teachers hail from the same community one doesn't even have a license the other is merely the neighbor of Dan Lederman who is absolutely a white Christian nationalist. Fury doesn't even have children and was a major political aoperative for Koch Brother's AFP. Levisay is an ideologue that went on a podcast victimizing himself as the victim of reverse racism who denies that different Americans have different experiences . Morrissey comes from an institution that thinks that teachers are dumb and wants to remake education despite nobody from that college being able to teach in public school due to a lack of accreditation. Having an attorney that is a spokesperson for the unborn is Haily political in his motivation is clear.
484	Gretchen Christenson	K-12 Educator	In general, these standards are not age appropriate in content or vocabulary (triumverates and Punic War in 1st grade?! Mythology in 3rd grade?) and were not created by SD teachers who would understand prior knowledge and abilities. The emphasis on "morally right" borders on mixing church and state.
485	Sara Steever	Parent/Guardian	Please support these new guidelines. The group assembled to craft them includes educators as well as other professionals who have worked hard with the noble goal of graduating better citizens, a goal which I believe these new standards will achieve. Children taught to understand their history and classical virtues are better adjusted as adults, strengthening our families, communities, state, and nation. The benefits of adopting these guidelines will last for generations.

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
479	Adam Broin	This is fantastic. A good representation of our history	I like how this highlights the noble values America was founded on
480	Chandler Nelson		
481	Alison Kiesz		1.SS.1. Why do first graders need to learn about architectural styles of buildings?
482	Carey Mitzel		
483	Myranda	Far to much curriculum and necessarily memorization of material they cannot understand. Kindergarten is about meeting students where they are at, acclimating them to student life and learning the most basic things. Nearly every song, motto, or piece of information they are forced to regurgitate without understanding references a Christian God. Highly inappropriate. (I.e pledge of allegiance, in god we trust, god bless America)	Far too much content. Historically white washed version of “hard-working religious colonist” clearly meant to whitewash history and get students to identify with colonist before being introduced to other groups.
484	Gretchen Christenson		
485	Sara Steever		

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
479	Adam Broin	Much more thorough than the world history education I got from my entire time in the SFSD as a student in the 90s	Again, we never covered this in my education in Sioux Falls in the 90s. Valuable context
480	Chandler Nelson	I do feel as though it is important for students to be pushed in school and expose them to higher order questions and thinking but some of these new standards seem above what they can comprehend at this age. I remember a few of these topics being taught when I was in middle school and high school. I know that things have changed but some of these concepts seem so much more than what they will be able to understand. For example, yesterday is social studies were were discussing the difference between our city, state, and country. That concept alone is hard for them to grasp that we live in Watertown but also our state is South Dakota that is part of the United States.	
481	Alison Kiesz	2nd grade standards go from 13 currently to 80 proposed standards. 2.SS.3.G. Carolingian dynasty - as a college educated adult, I have no idea what this is.	
482	Carey Mitzel		
483	Myranda	Too much curriculum not age appropriate.	
484	Gretchen Christenson		
485	Sara Steever		

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
479	Adam Broin	Global context and highlights the principles Americans cherish to this day	Very thorough
480	Chandler Nelson		
481	Alison Kiesz		
482	Carey Mitzel		
483	Myranda		
484	Gretchen Christenson		
485	Sara Steever		

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
479	Adam Broin	Smart groundwork for the remaining curriculum	Appropriate and thorough
480	Chandler Nelson		
481	Alison Kiesz		For example, the 7th grade standards go from 24 standards currently to 131 proposed standards. Teaching 131 standards in one semester seems like placing an unfair burden on our teachers. In the proposed standards, the only topic that seems to be covered in Grade 7 is America. In the current 7th grade standards, there are standards for Civics/Government, Geography and Economics. What happened to those in the proposed standards?
482	Carey Mitzel		
483	Myranda	Ten Commandments, preference of monotheism and life of Jesus as historical figure violates separation of church and stars. Definition of “patriotism” is flat out wrong.	Suggesting founders advanced rights of everyone equally and unlike other countries because of their belief in an eternal God is inappropriately religious and inaccurate.
484	Gretchen Christenson		
485	Sara Steever		

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
479	Adam Broin	Appropriate and thorough	Wonderful broad spectrum. I did not get this as a student in SD and felt like I missed out on a lot of global history (and western civilization history)
480	Chandler Nelson		
481	Alison Kiesz	8.SS.2.F. The student describes the style of and identifies pieces from the Hudson River School art movement. H 8.SS.4.H H. The student describes and identifies the Art Deco style of art and architecture. H Again, as a college educated adult, I've never heard of the Hudson River School art movement. I am also unsure how art style and architecture are directly related to social studies.	
482	Carey Mitzel		
483	Myranda		Misses several major concepts.
484	Gretchen Christenson		
485	Sara Steever		

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
479	Adam Broin	Could talk more about the dangers of inflation, modern monetary theory, and Keynesian economics. Could also spend more time delving into counter examples: Marxist principles, the ideas behind them, and the ultimate results from these principles (less production, higher taxes, worse services)	Appropriate and thorough
480	Chandler Nelson		
481	Alison Kiesz		
482	Carey Mitzel		
483	Myranda	Highly divisive meant to encourage volunteerism and philanthropy over taxes, poetry's unconventional families poorly, and marginalize those on welfare.	
484	Gretchen Christenson		
485	Sara Steever		

	A	P
2	Name	9-12 - United States Government
479	Adam Broin	Appropriate and thorough
480	Chandler Nelson	
481	Alison Kiesz	
482	Carey Mitzel	
483	Myranda	Highly divisive
484	Gretchen Christenson	
485	Sara Steever	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
486	Gina Schiferl	Interested Community Member	I am so excited to see this content being covered so thoroughly! History is so important for our kids to know. I have been concerned about how much of our history has been lost. Thank you for taking the time to put together a curriculum that teaches not only our national history but also State history!
487	Melissa Molstad	Parent/Guardian	<p>I believe humans of all ages will rise when given the opportunity to do so. In the last century we have dumbed down our educational expectations to a level that bores many. This proposed plan is so very appealing. It looks life- giving rather than life sucking. And it is challenging. Children are smart. They can and do understand “adult” things. I do not think this plan is out of reach or ability of our children. Let’s expect greatness from them.</p> <p>The building and scaffolding of the information presented makes complete sense. I am impressed with the foresight to study “ideas” of the past and to ask the students to think for themselves about the consequences of those ideas.... Good and bad. Allowing the students to struggle with, debate about and think through the ideas and the examples given us by those who have gone before and come to their own conclusions about them rather than telling them exactly what to think about them is real teaching.</p> <p>The list of key historical figures is vast and varied. Love that. It’s great that our students will have the opportunity to see, read of, hear about, think about and begin to understand the great triumphs of our past AND it’s sour failures through the time spent with the peoples of each era.</p> <p>Please pass these proposed standards as is: with NO changes. Let SD be a starting point for vital changes in our nation’s thinking toward Social Studies education. Let’s proudly pave the way that others will follow. And if they don’t....so what. We will be teaching our children to think for themselves, to understand our history as a nation, to be proud citizens of the greatest nation ever created and those children will grow up to lead our nation into the future.</p> <p>Thank you for considering my input. As a parent, I would be proud and excited to assist my children in learning the requirements in this proposal.</p>
488	Ellie Falcon	K-12 Educator	They can be improved to be more age appropriate.
489	Jennifer Lensing	Parent/Guardian	good accurate fair and hopefully gives room for healthy debates we have to be able to debate ideas in a healthy way again.. bring back dialogue and different ideas.. truth always wins! Good bad and ugly so we don't repeat it!
490	Erin Riedel	K-12 Educator	I have been an elementary teacher for 18 years. Based on my experience working with students in grades K-5, these standards are not at all developmentally appropriate for what children at the various grade levels are ready to learn. I urge you to include some actual K-12 educators in this process so that we can adequately and appropriately provide quality social studies education to the children in our state. Thank you.
491	Rebecca Aker	K-12 Educator	<p>As a special education teacher in a K-5 setting, it is my opinion that these standards are not remotely developmentally appropriate. The concepts presented in these standards are written at too difficult a level to allow for mastery of the content. The concept of time is hard for young children to wrap their heads around and these standards are asking them to think about periods of history that are very obscure and difficult for them to connect to. Years of educational research has shown that children this age are very egocentric, focused primarily on themselves and their own experience. While we work on subjects like empathy and considering someone else’s point of view, to try to wrap their minds around things like ancient wars and civilizations will be difficult, if not impossible. In addition, certain content presents moral and ethical content that is not appropriate for young children. Teaching six and seven- year-olds in 1st grade about Greek mythology involves discussions about morality and sexuality that parents and teachers will most certainly object to. Numerous standards also call for memorization of long pieces of text, involving complicated old world language. As a special education teacher I can assure you that this will be difficult, or quite frankly next to impossible, for a large number of children. In the field of education, rote memorization is an ancient technique that best practice does not recommend. In reality, most elementary teachers have enough time in their schedules to teach Social Studies approximately sixty minutes a week. The sheer number of standards presented makes it impossible. As written, the only thing an elementary teacher will have time to teach is Social Studies, which is not reality or where our focus should be. Finally, no materials exist to teach this content. Teachers are great at finding and creating lessons to present to their students. However, to create materials for the hundreds of standards listed is going to be incredibly time consuming. Asking some of the lowest paid teachers in the nation to do this additional work without any compensation is yet another injustice. The old Social Studies standards are in need of improvement, but these new standards are not the answer. Adopting these standards would be a step backwards for the students and teachers in South Dakota.</p>
492	Shelly Pieper	K-12 Educator	Totally developmentally inappropriate for young children!!
493	Shelby Mack	K-12 Educator	

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
486	Gina Schiferl		
487	Melissa Molstad	Great geography starting with familiar and moving outward. Pledge of Allegiance...so very important for our children to be taught to honor and respect for what our flag represents. Glad that is included.	I appreciate that the Constitution has a solid place in this proposed social studies early grade school learning. I am also glad to see emphasis on our historical buildings and mottos both state and national. I appreciate that the historical figures are taught with recognition of how life was lived while they were alive.
488	Ellie Falcon		As a first grade teacher of 3 years, I feel that the proposed Social Studies standards are way too mature for a first grader to understand. In first grade the students are already given so many ELA and Math standards to hit, often there isn't much time for fun activities. Teachers already have to be creative with the way they teach to make the curriculum engaging. These Social Studies standards will put a lot more stress on both the teacher and the student. I have some students that struggle enough with memorizing sight words, much less a part of the Declaration of Independence.
489	Jennifer Lensing	standards are age appropriate	I like that they are learning modern way of life vs. history and the geography
490	Erin Riedel		
491	Rebecca Aker		
492	Shelly Pieper	These standards are completely developmentally inappropriate for Kindergarteners!! (and it looks like the same goes for other grades also) Here are a couple examples that came to mind as I read through them... The student can name his or her town, township or city, county, state or reservation, country, and continent. These concepts are far beyond what a 5 year old can comprehend. Today one of my highest kiddos told me that he went to North America over the weekend and followed it up with-I sure hope we get to go back there some day. Another student once told me that they had driven a long way to go fishing somewhere. When I asked him where they went his reply was-South Dakota, have you ever been there? The student tells stories about figures from American history through 2008, including stories from their childhoods, lives as adults, and examples of their character.Young kids don't understand the concept of time long ago. If it is not happening here and now in their little world, forget it. In kindergarten when we talk about Johnny Appleseed, George Washington, Dr. Seuss etc. and I say it is their birthday, but they aren't living anymore I often have been asked-why are we talking about/celebrating their birthday if they aren't living anymore or if they aren't here for us to wish happy birthday to? The student can use a calendar correctly to identify days, weeks, months, and years and can correctly reference "today," "yesterday," and "tomorrow." 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. Most of these "time" concepts are too abstract for most kindergarteners. We practice yesterday, today and tomorrow every single day during calendar and by the end of the year maybe 1/4-1/3 of the kids can show an understanding of it.	
493	Shelby Mack	How many of the people and symbols do they need to know? Those lists are quite lengthy for a child at the Kindergarten age.	I feel learning the continents at this age might be too much. Maybe move that to a 2nd grade standard? I also think the 1.SS.4 standard is a lot for a 1st grader to know.

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
486	Gina Schiferl		
487	Melissa Molstad		
488	Ellie Falcon		
489	Jennifer Lensing	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. - love this	I like that they are learning about Christopher Columbus and the Native American history with an emphasis on South Dakota Native American tribes
490	Erin Riedel		
491	Rebecca Aker		
492	Shelly Pieper		
493	Shelby Mack		

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
486	Gina Schiferl		
487	Melissa Molstad		
488	Ellie Falcon		
489	Jennifer Lensing	The student can recite from memory the following lines from the Declaration of Independence - So IMPORTANT!	The student describes the lives of slaves on southern plantations and at slave auctions, including cultural developments among African Americans in slavery - important to learn - even the ugly parts!
490	Erin Riedel		
491	Rebecca Aker		
492	Shelly Pieper		
493	Shelby Mack		

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
486	Gina Schiferl		
487	Melissa Molstad	Thank you for focusing on how ideas shape life.	
488	Ellie Falcon		
489	Jennifer Lensing	truth vs. subjective understanding of truth - finding a persuasive topic and backing with evidence - good	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 - love
490	Erin Riedel		
491	Rebecca Aker		
492	Shelly Pieper		
493	Shelby Mack		

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
486	Gina Schiferl		
487	Melissa Molstad		
488	Ellie Falcon		
489	Jennifer Lensing	The student explains Karl Marx’s main ideas on the following - hopefully an emphasis on why these ideas weren't good for Americans - agree with all the black history but where is Frederick Douglas?	good
490	Erin Riedel		
491	Rebecca Aker		
492	Shelly Pieper		
493	Shelby Mack		

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
486	Gina Schiferl		
487	Melissa Molstad		
488	Ellie Falcon		
489	Jennifer Lensing	like it	good
490	Erin Riedel		
491	Rebecca Aker		
492	Shelly Pieper		
493	Shelby Mack		

	A	P
2	Name	9-12 - United States Government
486	Gina Schiferl	
487	Melissa Molstad	Thank you for stressing the importance of citizenship and the responsibilities to care for our country that come with the privilege of USA citizenship.
488	Ellie Falcon	
489	Jennifer Lensing	good
490	Erin Riedel	
491	Rebecca Aker	
492	Shelly Pieper	
493	Shelby Mack	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
			<p>As I sit here and explore the entirety of the standards I can appreciate the want and desire to have our children more educated on the way of the world and why things have happened, but I do not understand the sense of urgency in the standards being taught at such a young age, when most of our children are coming into Kindergarten barely being able to write their name; know their phone number or sometimes sadly even their colors. If your standards are going to include many of the items I see here, then we need to do a much better job as a DOE in funding and helping pre-schools and early education in our communities in order to create and allow children to know the basics before entering Kindergarten, which in turn will set them up for these standards. Overall SD is behind on so may aspects of our education, yet we are only creating additional standards to push us further behind, while adding more stress to our already pressed teachers and administrators.</p> <p>It saddens me to see our own SD teachers not being able to participate at a much higher level when writing content standards that are in their buildings; their classrooms and being taught by them. I respectfully do not support standards or a DOE that chooses to not include so many of our amazing educators in this process. You have overstepped the boundaries of what education is about and even what you talk about at the beginning of your introduction and letter to the teachers "When it comes to a child's formal education, the teacher is the heart of the school, and is, indeed, the most important part to making school a joy and success for the student. The standards, in the hands of an excellent teacher, can create an experience of wonder and delight that endures for a lifetime.", yet you deliberately did not include the majority of those teachers who wanted to participate in this process.</p> <p>Respectfully, I ask that as the public comment area is being reviewed that you truly take the time to review all f the standards and edit them as needed for the K-3 standards, really listen to the the teachers and revisit where this is all coming from. Is this a political push or truly from the hearts of our educators? Do we really need to bring politics into the world that we have fought so hard to keep politics and church out of. There is a reason that our public schools should have the division of church and state.</p>
494	Amber Vogt	Parent/Guardian	
495	Mallory	K-12 Educator	I think that they are completely unrealistic and not age level appropriate. If I had to teach these standards, I would honestly contemplate leaving the profession. I have been in the district for 15 years, and have taught social studies for 14 of those years. In a state where there is a teacher shortage, where we NEED good teachers, this right here would definitely scare them away. Back to the drawing board.
496	Shannon Knopf	K-12 Educator	Not developmentally appropriate. Impossible to cover in a school year.
497	Karen Proctor	Citizen	

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
			<p>Adults can not do this, why would 1st graders be required to do so, this is more a middle school aged child should be looking at, not a 1st grader...do better, the high expectations placed on children of a young age is why we have so many mental health issues as our children get older.</p> <p>1.SS.1. N. The student can recite the following line from the Declaration of Independence from memory:</p> <p>“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.”</p> <p>O. The student can recite the Preamble to the United States Constitution from memory.</p> <p>1.SS.4.A. The student identifies the major cultural features, stories, and contributions of Ancient India, Babylon, and Ancient China. H</p> <p>B. The student identifies the major cultural features, stories, and contributions of Ancient Egypt, including agriculture, hieroglyphic writing, and papyrus. H</p> <p>C. The student explains the major historical events and stories of the ancient Hebrews. H</p> <p>D. The student identifies the major figures and stories within Greek mythology. H</p> <p>E. The student tells the story of the Persian Wars, including the battles of Marathon and Thermopylae. H</p> <p>South Dakota Social Studies Standards 14</p> <p>F. The student identifies the major cultural features and contributions of Athens, including pottery, architecture, sculpture, and democracy. HC</p> <p>G. The student tells the story of the Peloponnesian War. H</p> <p>H. The student tells the story of the conquests of Alexander of Macedon. H</p> <p>1.SS.5 A. The student tells the stories of the founding of Rome and of the Roman Republic. H</p> <p>B. The student identifies the major cultural features and contributions of Rome, including in architecture, engineering, and government. HC</p> <p>C. The student tells the story of the Punic Wars. H</p> <p>D. The student tells the story of the Roman civil wars and the triumvirates. H</p> <p>E. The students identifies key Roman Emperors and events of the Roman Empire. H</p> <p>and so on.....there are pieces throughout the curriculum of a 1st Grader that make absolutely no sense for this age bracket.</p>
494	Amber Vogt	The standards spelled out here need to remain basic knowledge and not put to much emphasis on memorization as a Kindergartner. We need to learn how to do the basics first before we delve into making each of grade levels move a whole year.	
495	Mallory		
496	Shannon Knopf		
497	Karen Proctor	The proposed S.S. Curriculum offers a good introduction to our life here in America.	Offers an intelligent introduction to the the world and America from the important perspectives of history, civics, culture, geography and economics. Children will begin to understand not only where we and others are located on the world map, importantly why we as Americans are here in North America.

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
		<p>I would continue, but I should not have to as again with reviewing the standards I would ask that you look at what is being asked of a 2nd Grader compared to that of a middle school student. You are putting ore pressures on teachers and administrators to meet standards that are not in line with the though processes of a child.</p> <p>2.SS.3.A. The student identifies the major historical events, cultural features, stories, and religious contributions of the early Christians. H</p> <p>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</p> <p>C. The student tells the story of the barbarian invasions and the fall of the Roman Empire. H</p> <p>D. The student explains how society changed with the fall of the Roman Empire. H</p> <p>E. The student explains the establishment of monasteries and their role in the Middle Ages. H</p> <p>F. The student identifies the major historical events, cultural features, stories, and religious contributions of the early Muslims. H</p> <p>G. The student identifies the historical events of the Carolingian dynasty and the Viking invasions.H</p> <p>H. The student explains the practice of feudalism in European societies. H</p> <p>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</p> <p>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</p> <p>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</p> <p>C. The student identifies key developments in Africa, including the influence of Islam and Christianity and the civilizations of Ghana, Mali, and Songhay. H</p> <p>D. The student identifies key developments in India, including Hinduism and Mongol and Muslim rule. H</p> <p>E. The student identifies key developments in China, including Confucianism and the major dynasties. H</p> <p>F. The student identifies key developments in Japan, including Japanese Buddhism, feudalism, and Shoguns. H</p> <p>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</p> <p>South Dakota Social Studies Standards 20</p> <p>H. The student identifies the origins and major ideas of the Renaissance, including a revival of classical Greece and Rome. H</p> <p>I. The student explains the major cultural features and contributions of the Renaissance in Italy and Northern Europe in painting, architecture, and sculpture. H</p>	
494	Amber Vogt	and so on.....again are these standards those of a second grader? Really?	It continues and I have lost interest in being specific.....
495	Mallory		
496	Shannon Knopf		
497	Karen Proctor	Offering teaching in major historical characters and events provides children with opportunity to think about the who and why questions. Providing teaching on the change from Great Britain leaving the colonists alone to govern themselves to the later claims of control explains how our Declaration of Independence and then our Constitution came into being. Students have opportunity to think about the meaning and significance of these documents.	The rule of law, contribution of early Christians, the barbarians, the fall of Rome, Constantinople, the French and Indian War and the roles George Washington and Ben Franklin played all provide students with good background to our Western way of life and great thinking opportunity.

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
494	Amber Vogt	Now in 4 th grade and up it seems to be a better fit for this age bracket.....my real concern is K-3.	
		4.SS.1 C. The students are to recite from memory lines from the Declaration of Independence. This standard is too much! The vocabulary is above their head, and there Is no point in having them memorize something that they will forget within two days of assessment. It is much more beneficial to discuss these things than to memorize. There are plenty of studies behind this. 4.SS.3 The students demonstrated knowledge of the Roman Empire. Again, we are talking about 9 and 10 year olds. This information is above their heads and too much to take in and understand. "Political corruption and economic instability arising from opulence." Again, we are talking about 10 year old kids. The fact that you would like us to cover so many time periods, figures, and topics regarding each time period is completely unrealistic. We have 35 minutes of social studies a day for 1/2 of the school year. There is no possible way to cover such a broad spectrum of times periods in such detail. Love standards 4.SS.9 on the constitution, and standard 4.SS.10 on citizenship and civic participation. This is at their level and things they will comprehend. 4.SS.11 Again, too many topics that you would like addressed and no time to do so. Discussing the meaning of George Washington's Thanksgiving Proclamation? The students explaining George Washington's warnings about parties and unnecessary involvement in foreign affairs, and expressed in his Farewell Address? Every key points under 4.SS.11 part G is not age appropriate . Again, we are teaching 4th graders. 10 year old kids. This is completely over their head.	
496	Shannon Knopf		
497	Karen Proctor		

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
494	Amber Vogt		
495	Mallory		
496	Shannon Knopf		
497	Karen Proctor		

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
494	Amber Vogt		
495	Mallory		
496	Shannon Knopf		
497	Karen Proctor		

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
494	Amber Vogt		
495	Mallory		
496	Shannon Knopf		
497	Karen Proctor		

	A	P
2	Name	9-12 - United States Government
494	Amber Vogt	
495	Mallory	
496	Shannon Knopf	
497	Karen Proctor	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
498	Mary Tveit	none named	<p>Madame Governor; I am prompted to write this letter in reference to the “Proposed Social Studies Standards.” I have downloaded the Proposed Standards to see what they were after talking to my daughter who teaches 4th grade at Kennedy Elementary here in Pierre.I started reading the kindergarten proposed standards. These are 5 & 6 year olds. Some haven’t been to preschool and so are learning their colors, numbers and how to sit still in a classroom. The teachers are supposed to teach the above and now the standard would require them to have students be able to tell stories about historical figures and explain the meaning of different symbols of America and understand those meanings. First graders would have to demonstrate knowledge of pre-Columbian Indigenous peoples of North America. I am not sure that I know what Triangle Trade is. My daughter has always taught South Dakota history and Native Americans with these standards, that won't be a choice for her. I realize that standards need to be updated but shouldn't the teachers have some input about the students in each level. Of all the professors, etc, there were only 3 K-12 teachers is my understanding. Also, if these standards were approved, where would the schools find the social study curriculum in books. Would you require the schools to develop their own books and teacher guides? Personally, I think that the people who developed these standards forgot the ages of the students that they were supposed to be thinking about. I really hope that you and the Department of Ed re-evaluate these and remember the ages of the students you are writing plans for.</p>
499	M.Kathie Tuntland	Retired Educator/School Administrator	<p>Dear Secretary Sanderson, The introduction to the recently proposed Social Studies standards document states that children deserve “history and civics instruction free from political agendas and activism. “ Unfortunately, this entire process and the proposed standards have done the exact opposite. Last summer, your group of 45 current and former educators, social studies professionals, and members of Indigenous populations came together to review and revise the social studies standards as planned. When the proposed standards were stripped of diversity before being published for the public comment, the state Board of Education President, an experienced educator and a former GOP legislator, stressed that the standard revision process was an educational process and should not be political. Before new task force started, the governor replaced the experienced BOE President with an individual who has no teaching experience and knows nothing about the process of reviewing educational standards. As you know, when the new task force was created our governor chose her own staff members with an out-of-state facilitator, a recent Hillsdale college professor to lead the task force. The rest of the 15 member task force was handpicked and included Christian school leaders in South Dakota, Hillsdale College alum with no background in child development, other individuals from out of state and a few local SD citizens. After reviewing the standards proposed by this group, it is very apparent most of the task force members lack any background in the foundations of education and child development. The standards lack balance and sequence or any understanding of how children learn at different ages/ grade levels. For years, the standard revision process has been built upon the standards that were in place before – standards written by educators who work here in the state of South Dakota. I truly can’t believe our K-12 schools and parents in South Dakota would want what this group developed. We have many capable, creative and knowledgeable teachers in South Dakota who do what is best for our children every day. Let them follow the 2015 standards and then work on revisions and updates through the next school year during a later revision cycle. Our teachers know their students and foundations of education. Using this task force to write SD standards is a slap in the face to all SD Educators. Social studies should be an enjoyable content area to teach. It can be integrated with other subject areas and is a great way to involve students in historical research and critical thinking. However, the new standards do not encourage inquiry-based learning, critical thinking or other higher level thinking skills that our students will need to succeed in their life after graduation. Instead, the proposed standards are essentially a timeline to follow ancient civilizations to the present day. More facts do NOT mean better standards. Simply listing additional historical facts is NOT good teaching and will NOT improve the standards process. You are the head of the Department of Education. I am submitting this letter to you with a sincere plea that you NOT put your stamp of approval on this travesty. Show us you have integrity and believe in the wisdom and teaching skills of our SD teachers. Please encourage state leaders and the Board of Education to leave the 2015 standards in place and let SD professionals finish updating and revising Social Studies to include the information provided by our own Native Nations- NOT from the Governors Political allies. Thank you for reading this. We will be watching to hear your opinion and comments to BOE.</p>
500	Ruth Grinager	Retired Teacher & Grandmother of Future SD Students	<p>My overall feeling is disappointment. Our SD students and teachers deserve better than these standards, and we are fully capable of delivering better standards. Grade K-5 standards are unrealistic for primary and intermediate leveled students, both in content and expectations. Some Grade 6 standards sound like Christian indoctrination and feel as if they cross the time-honored line providing for separation of church and state. Standards for grades 7-12 should be requiring students to use higher level thinking skills. Their breadth is overwhelming while their depth is underwhelming. Our students deserve better, and we can deliver better than this. We are cheating our students, SD citizens, and the future of the State of SD if these are adopted.</p>
501	Kim Olson	K-12 Educator	<p>I’ve thoroughly read the entire proposed standards twice, each time telling myself to keep an open mind and concentrate on looking for the good. Each time, however, I came away thinking surely this must be a joke. It is glaringly obvious this committee lacks enough qualified and experienced personnel from K-12 education that actually understand how today’s students LEARN best and the amount of curriculum that can possibly fit into one school year...not to mention how utterly off-base the age-appropriateness is. (1st graders memorizing the Preamble followed by students from each grade level memorizing this or that? 7th graders being able to identify states by their shapes? Why? So they can complete a 50-states jigsaw puzzle? Memorization is not learning.) Once again, it is obvious our state is being run by those who choose to expend precious energy inventing problems where they do not exist as opposed to working to improve and expand upon the solid foundation already in place. The previous Social Studies Standards committee did outstanding, heartfelt, and LOGICAL work with the end goal of creating an enhanced learning experience for our students. Please chalk this up to a well-intentioned ‘miss’ and take us back to the previous committee’s recommendations. Since our state apparently lacks highly qualified education professionals, we’ll only be out a little over \$200,000 in out-of-state “advising fees,” right?</p>
502	Mary Ann McAtee	Retired Elementary Teacher	<p>It's obvious that most of the elementary standards have been written by people who have NO classroom experience. I strongly believe a committee of teachers should be writing these standards. Perhaps it's time to revisit the original proposal written by the first committee of educators.</p>
503	Kortney Amdahl	K-12 Educator	
504	Darrell Vig	School board member	<p>While I have yet to finish reading through the proposed standards, and I will comment on the rest of this, what I've read so far seems to be on completely different levels of understanding than what is currently being taught. What about the curriculum for teaching the standards? Does any of the current curriculum work or will new curriculum need to be purchased? What changes will need to be made by the teachers? What kinds of support will be offered to assist districts in the implementation process?</p>
505	Shelby	K-12 Educator	<p>I am outraged and incredibly disappointed at the K-8 standards proposal for South Dakota. I am a former South Dakota teacher and could not imagine teaching content like this to second and third graders. Wake up, and look at the data. The students cannot comprehend basic simple sentences in 1-2 grade. Why would they be learning about ancient eras? Its setting kids up to fail.</p>

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
498	Mary Tveit		
499	M.Kathie Tuntland		
500	Ruth Grinager	I feel mostly comfortable with these standards and feel they are attainable by some K students. I like that they apply to a 5 year old's world (family, neighborhood, classroom) but are trying to expand students' knowledge about each. My only question is about their scope (17 standards) and wondering how practical that is particularly for communities that still have 1/2 day or every other day kindergarten classes.	I feel many of these standards are grade inappropriate, some because of their content (heavy on wars/specific battles & decimation of entire cultures) and some because of brain development at that age (memorize the Preamble to the US Constitution). Examples of standards I feel inappropriate for most 6 years olds include (but are not limited to): 1.SS.1.O; 1.SS.4.A, B, C, E; 1.SS.5.C & D & E; 1.SS.7.C; 1.SS.8.F; 1.SS.10.B. Are these the most important things for 1st graders to know and understand about our world?
501	Kim Olson		
502	Mary Ann McAtee		It's obvious that NOT one person on this committee has ANY experience in the classroom with first graders. I taught first grade during my career in Watertown, and expecting these 6 yr. olds to memorize the Preamble or the line from the Declaration of Independence is absurd. Math and Reading are vital to the development of these young learners, and wasting precious class time studying Ancient India, Babylon, Ancient China, the Persian Wars, Peloponnesian War, and the Punic Wars is ridiculous. Six and seven year olds are not developmentally ready to be exposed to most of the first grade standards. I hope Governor Noem and this committee will reconsider what has been proposed.
503	Kortney Amdahl		
504	Darrell Vig	This material looks similar to what I would have learned in 3rd grade. Considering the attention spans of many kindergarten students, this could be challenging for teachers and students alike.	How are 1st graders going to grasp this knowledge when many 1st graders are just learning to read? It's good material, just possibly too much for 1st graders. This material would have been in my 4th grade class.
505	Shelby	Inappropriate	Inappropriate

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
498	Mary Tveit		
499	M.Kathie Tuntland		
500	Ruth Grinager	I feel many of these standards are grade level inappropriate, again, because of content (Black Death, the Great Schism of 1378, the Hundreds' Years War, etc.) or the students lack of worldly wisdom/experiences to help make sense of the standard (state and explain the successes & failures of Reconstruction). Examples of standards I feel inappropriate for most 7 years olds include (but are not limited to): 2.SS.4.G; 2.SS.6.D; 2.SS.8.D; 2.SS.9.C & F; 2.SS.10.A; 2.SS.11.I; 2.SS.12.E. Is Reconstruction and the Great Schism of 1378 the most important things for 2nd graders to know and understand about our world?	Again, I feel many of the things we would be asking our 8 year olds are inappropriate for that particular age either because of content (describe life on a slave ship in the Middle Passage -- it was horrific -- let them be innocent kids a little longer) or brain development and what the 3rd grade brain can truly understand and not just memorize (explain the Rule of Law, as asserted in the Magna Carta, compared to the Rule of Man, and its influence on leading colonists). Examples of a few specific standards (I question more than just these standards) include: 3.SS.5.F; 3.SS.7.B & G.
501	Kim Olson		
502	Mary Ann McAtee		
503	Kortney Amdahl	I strongly believe that the proposed S.S. standards for 2nd grade are developmentally inappropriate for this age group. These students are typically 7 turning 8 years old and these concepts are far beyond their understanding, instructional level, and learning capacity. I strongly oppose this proposal.	
504	Darrell Vig	While many 2nd graders are just learning to read, tell time, etc., how are they going to understand world history? Again, this material appears to be on a completely different level than is currently for 2nd graders. This could be in 4th or 5th grade.	
505	Shelby	Inappropriate	Inappropriate

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
498	Mary Tveit		
499	M.Kathie Tuntland		
500	Ruth Grinager	I'm uncomfortable with many of these standards and would not want to be responsible for working on them with students if I was a 4th grade teacher. Are they age and school appropriate? Examples include (but are not limited to): 4.SS.1.C ... Recite from memory the Declaration of Independence ...; 4.SS.3.B ... explain the major historical events & cultural features of the Roman Empire, including under Octavian Caesar, the Julio-Claudian Dynasty, Hadrian, Marcus Aurelius, & Justinian; 4.SS.3.C ... explain the major historical ideas & events surrounding the life of Jesus of Nazareth & their historical effects; 4.SS.5.A ... explain the origin of the Great Schism of 1054 & the Investiture Controversy. Is this what our 4th graders should know and understand (and are capable of knowing and understanding) about our world in order to be be good SD citizens?	Again, I question these standards relevance and appropriateness to a 5th graders (10 year old) life. Examples include (but are not limited to): 5.SS.3.D ... explain the Reconquista of the Iberian Peninsula with the decline of Muslim rule and the ascendance of the Portuguese and Spanish crowns; 5.SS.4.D ... explain the political & religious elements to the wars of religion in the 16th & 17th century, including the Anglo-Spanish War, the French Wars of Religion, and the 30 Years' War; 5.66.9.F ... describe the style and identify pieces from the Hudson River School of Art. Important? Relevant? Appropriate?
501	Kim Olson		
502	Mary Ann McAtee		I also taught fifth grade social studies, and the memorization of the Gettysburg Address is unreasonable and developmentally inappropriate. I believe discussing Lincoln's speech, and understanding the meaning and importance of it would be much more beneficial. Many students at this age will not be able to memorize something of this length, and it will prove to be extremely stressful for them. Is that what we want for our students and teachers?!? Once again I believe this committee has no experience in the classroom, and their recommendations are unreasonable.
503	Kortney Amdahl		
504	Darrell Vig		
505	Shelby	Inappropriate	Inappropriate

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
498	Mary Tveit		
499	M.Kathie Tuntland		
500	Ruth Grinager	I have many concerns at this grade level but I'll limit my comments to Standard 6.SS.4. C ... explain the major ideas & events surrounding the life of Jesus of Nazareth & their historical effects; E ... explain the major historical events, cultural features, stories, & religious contributions of early Christians, including the origins & role of the Bible; F ... compare the religion of the Christians to that of the Hebrews & 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, & equal moral obligations of each person regardless of class or authority; H ... explain the role of the papacy & historical figures in establishing Christianity & Roman law in Europe and the near east, including the Christian church fathers, Arianism, the Council of Nicaea, Augustine of Hippo, & Justinian. This particular standard looks, sounds, and feels like indoctrination or grooming of our 6th graders and includes so many value-based Christian ideas, that I would guess many SD families would be concerned about what is being taught. They seem "family specific" rather than public school, grade-level specific.	This grade level, if standards are broken down into their various components, contains 131 different ideas to master. I believe that is overwhelming for both students and teachers. More concerning, is that most of these 131 different parts only engage the students' brains at a low level of thinking. In other words, these standards ask students to tell/explain/read/discuss/describe/identify/name. At this point, most students have enough real world experiences and exposure, and a certain degree of maturity, that more can be asked of them in their levels of thinking and proof of learning. None of these standards ask students to apply or analyze, or create which are higher level thinking skills. Seventh grade standards have overwhelming breadth and underwhelming depth.
501	Kim Olson		
502	Mary Ann McAtee		
503	Kortney Amdahl		
504	Darrell Vig		
505	Shelby		

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
498	Mary Tveit		
499	M.Kathie Tuntland		
500	Ruth Grinager	See my 7th grade observations -- I think these 2 grades could have slimmed down numbers of standards that would allow for a greater depth of understanding of those standards. As proof of learning, students could be asked to use higher level thinking skills more often and far less "telling" and "explaining."	Why do so many of these standards say "based on class notes?" What primary and secondary sources will be used as the backbone for information? Once again, these standards include too much breadth and not enough depth. Higher order thinking skills are not being included used. Some of these standards, interestingly, showed up in elementary grades and I believe they are identical almost word-for-word.
501	Kim Olson		
502	Mary Ann McAtee		
503	Kortney Amdahl		
504	Darrell Vig		
505	Shelby		Appropriate

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
498	Mary Tveit		
499	M.Kathie Tuntland		
500	Ruth Grinager	Lower level thinking skills are being used to assess students progress (explain and tell). Of all areas, I would think economics would easily lend itself to application, analysis, and creation as methods of proving what students have learned. It would be helpful in their adult lives if they were encouraged to participate in business, stock market, investing, international trade, budgeting, etc. (even if only in game form).	I'm overwhelmed with the standards breadth; but underwhelmed with their depth. Again, I am surprised to see some of the same standards used in both grade school and in high school. Leveled learning and progression of thought is missing.
501	Kim Olson		
502	Mary Ann McAtee		
503	Kortney Amdahl		
504	Darrell Vig		
505	Shelby	Appropriate	Maybe teach them also about CURRENT history? Why stop in 2008? Seems silly to focus heavily on the middle time and not also teach about current time period

	A	P
2	Name	9-12 - United States Government
498	Mary Tveit	
499	M.Kathie Tuntland	
500	Ruth Grinager	See my response to US History 1492-2008. I question if 9-12.C.7.F truly represents the intent our Founding Fathers had for the 2nd Amendment. The first part seems true to what is actually written, it is the second part that I question. I am happy to see in this section that some primary sources will be used.
501	Kim Olson	
502	Mary Ann McAtee	
503	Kortney Amdahl	
504	Darrell Vig	
505	Shelby	Appropriate

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
506	Pam Koller	K-12 Educator	
507	Jean M Gunderson	Parent/Guardian	There are too many standards to be mastered in the elementary grades.
508	Tracy	K-12 Educator	This is such a waste of time. I think that the money you spent for these outrageous standards could have been put to better use in the classrooms. Maybe next time you should have a room full of real experts. The teachers of South Dakota.
509	Wyatt Vander Vorst	K-12 Educator	A majority of the proposed standards contain interesting and important topics. The main concern that I have is the number of standards proposed. As an educator, I want to cover as much as possible, however, that is not feasible with this amount of standards.
510	Heidi Golz	Parent/Guardian	Clearly a lot of time was spent on drafting these proposed standards. I do support stretching our students to learn difficult material. I also believe it's important to recognize what is feasible to achieve during a school year. We want our students to learn and understand topics. We do not need them to be future Jeopardy champions. Flying through such a large volume of topics each year will not lead to clear understanding.
511	Lesleigh Owen	Higher Education	WOW! The amount of memorization and attention to minutiae staggers the mind. Step back, broaden the scope, erase 80% of the pursuit of trivia (research says memorization of facts doesn't stick in the brain!), give teachers a bit more leeway, and push back by 2-3 years (at least) some of the age-specific goals. Also, lay off the "patriotism" emphasis; if we emphasize true, expansive discussions, students will decide on their own what relationship to have with citizenship.
512	Judith Kennedy	Retired	Include all perspectives, not just the white mans
513	Amy Long	K-12 Educator	Higher order thinking skills are rarely addressed by these standards. Students need to be able to apply and evaluate information about historical events. Rote memorization is not necessary in this information age. Students should be taught how to find accurate and reliable information.
514	Samantha	K-12 Educator	
515	Michael Beardt	K-12 Educator	I feel overall that the proposed Social Studies standards are seeking change for political purposes rather than educational ones. We need to be certain that our students are learning history that promotes looking at the past through many perspectives in order to learn from it and grow a better future.

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
506	Pam Koller	The level of rigor that is required by these standards exceeds the level of capability for a kindergarten age learner. There concept of the world is very ego-centric in that they have a hard time thinking beyond what they can see. The abstract is hard for them to grasp. This makes it difficult for them to be able to know and understand the difference in town, state, country, and continent. This list of historical figures and the standard to know about their childhood and adult lives is extensive. The list of US symbols would be difficult for them to distinguish between, especially building that are white, let alone know the meaning of each symbol.	Learners of this age will have a hard time engaging in the ancient civilizations of so many societies. They will be unable to keep all the information straight. It will be hard for them to engage in learning about the ancient civilizations, when their mental capacity is geared toward here and now. Their lives at this age center around things they can touch and see. They are moving toward understanding abstract thinking in other subjects, like math, but often use concrete supplements to help them. To ask them to learn about ancient civilizations and so much of American history is to set them up for failure. It is not fair to ask them to do this.
507	Jean M Gunderson		I teach using classical curriculum at home. I have three sons, and one just finished first grade. He attends public school, and is two years above level in reading. We went over many of these standards at home to supplement what he was learning in public school, but he did not MASTER most of these standards. To expect students in public schools to master these standards is expecting that too much time will be spent on social studies, to the detriment of other subjects, such as reading and math. I think it would take about half of each school day's worth of instruction daily to get first graders to master these standards.
508	Tracy	This material is way too advanced for this age group.	This material is way too advanced for this age group.
509	Wyatt Vander Vorst		
510	Heidi Golz		I have a student in first grade. Some of these standards seem relevant while others feel like a stretch. Reciting from memory the preamble to the Constitution or part of the Declaration of Independence is unnecessary. As a lawyer, I have a pocket copy of these documents. They are not memorized nor do they need to be. Memorization does not enhance understanding. I also feel that 1.SS.4 and 1.SS.5 are not appropriate for this grade level.
511	Lesleigh Owen	I enjoy the general goals, but the specific information expected of kindergarten children is advanced, specific, and excessive.	I teach college, and I think this would be a good goal for them: " The student identifies the major cultural features, stories, and contributions of Ancient India, Babylon, and Ancient China." But for first graders? This is ludicrous.
512	Judith Kennedy	Present both Native and European immigrants perspective	Again, represent all perspectives
513	Amy Long	There are far too many and too complex of standards for students who are just beginning to learn to read. There is not time in Kindergarten to cover this many standards for social studies.	There are far too many and too complex of standards for students who are beginning readers. 6 year olds do not need to be able to explain disturbing and complex subjects like the decimation of Native American tribes by small pox, or the origins of slavery. (1.SS.7.C, 1.SS.7.E). These are very mature topics and have the potential to be upsetting to students. There is absolutely no reason that a 6 year old needs to be able to, or could describe archetictural styles (1.SS.1.K). These are just a few examples of standards that are completely ridiculous for 6 year olds. There is no reason a 6 year old needs to have any knowledge of ancient Greece and Rome.
514	Samantha		After reviewing the proposed Social Studies standards and teaching first graders, I think these standards are completely inappropriate. There is a difference between absurd and rigor. Our students are already pushed to the max by reading at the end of kindergarten- when do they get to be kids! Lets invest in our children so we have a successful future and not burn them out.
515	Michael Beardt		

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
506	Pam Koller	Learners of this age will also have a hard time engaging in the ancient civilizations of so many societies. They will be unable to keep all the information straight. Although their mental capacity is more able to understand abstract thinking, they will struggle to grasp the deep concepts behind the actions of these civilizations and the reasons for the actions in America's past. These standards require too much of them and their level of understanding at this age.	
507	Jean M Gunderson		
508	Tracy	This material is way too advanced for this age group.	This material is way too advanced for this age group.
509	Wyatt Vander Vorst		
510	Heidi Golz		
511	Lesleigh Owen	Emphasizing such detailed, specific minutiae (e.g., "The student identifies key developments in India, including Hinduism" is setting our teachers and students up for failure.	
512	Judith Kennedy	Present factual information, to include m8stakes	Present Native as well as immigrant perspectives
513	Amy Long	There are far too many and too complex of standards for students who are developing readers. 8th grade students struggle to understand the Gilded Age (2.SS.12.)	Students do not need to memorize the location of all the places listed in 3.SS.2. They need to be taught how and where to find that information using the technology available today. Once again too many standards for the age group.
514	Samantha		
515	Michael Beardt		

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
506	Pam Koller		
507	Jean M Gunderson		
508	Tracy		This material is way too advanced for this age group.
509	Wyatt Vander Vorst		
510	Heidi Golz		I have a student in 5th grade. With how little time is spent on social studies, I cannot imagine how it would be possible to accomplish even half of what is proposed. I cannot think of many adults who would have an understanding of the European geography standards proposed. While I support challenging my fifth grader to learn above and beyond what was taught to me during my K-12 years, the volume of what is expected in this grade level needs serious consideration and editing.
511	Lesleigh Owen		
512	Judith Kennedy	Include our mistakes	Include more than whit man version
513	Amy Long	Too many standards - choose either World or US History	Students do not need to memorize the location of all the places listed in 5.SS.2. They need to be taught how and where to find that information using the technology available today. Too many standards - focus on US History through the Civil War.
514	Samantha		
515	Michael Beardt		

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
506	Pam Koller		
507	Jean M Gunderson		
508	Tracy	This material is way too advanced for this age group.	What happened to Geography? Students should still know how to use a map and have a general idea of where countries are around the world.
509	Wyatt Vander Vorst		
510	Heidi Golz		I have a student in 7th grade. Students in 7th grade currently spend only half of their year in a social studies classroom. Similar to my comments about the proposed fifth grade standards, the volume attempting to be taught during a half year of social studies should be reconsidered. To learn such specific geography labeling, and a large swath of American history and demonstrating knowledge of American government and democracy within a matter of months seems unreasonable. We want to set our teachers and children up for success. Blasting through a large volume of topics simply to say that they were covered will not, in reality, contribute to a true understanding of any of of these topics.
511	Lesleigh Owen	Children learn better by applying, not memorizing.	Emphasizing patriotism as a goal is a little, well, creepy and one-sided. Also, our Indigenous students may feel isolated by an institutionalized celebration of American citizenship. Nuance seems key.
512	Judith Kennedy	Teach good citizenship and what is needed for democracy	Include Native perspective. Do not give Columbus too much credit
513	Amy Long	Students do not need to memorize the location of all the places listed in 6.SS.2. They need to be taught how and where to find that information using the technology available today. Too many standards - Focus on ancient Egypt, Greece, Rome and the Middle Ages.	Students do not need to memorize the location of all the places listed in 7.SS.2. They need to be taught how and where to find that information using the technology available today. The Geography Standards from 6th grade should be here. Focus on 7.SS.3. & 7.SS.4. standards.
514	Samantha		
515	Michael Beardt		

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
506	Pam Koller		
507	Jean M Gunderson		
508	Tracy	This material is way too advanced for this age group.	This material is way too advanced for this age group.
509	Wyatt Vander Vorst	While there are many important topics covered by the proposed standards, I do not believe all of the content will be relevant to 8th graders. Also, the amount of standards exceeds available time to cover them thoroughly or effectively.	The number of proposed standards is not time-appropriate. This amount of information to be covered would require at least one academic year to properly cover.
510	Heidi Golz		
511	Lesleigh Owen		
512	Judith Kennedy	Include all facts, all perspectives	Include how it related to America during that time
513	Amy Long	Standards need to challenge students with more than memorization and explaining. Students should be comparing and contrasting sources and events. They should be forming an opion on a topic and citing evidence to support their opinion. U.S. History from the Revolutionary War thru World War II should be covered.	
514	Samantha		
515	Michael Beardt		

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
506	Pam Koller		
507	Jean M Gunderson		
508	Tracy	This material is way too advanced for this age group.	This material is way too advanced for this age group.
509	Wyatt Vander Vorst	The content included in the proposed standards is valuable, however, there is more information than can be covered in a semester.	A comprehensive American History class would require two years to cover this number of standards effectively. The inclusion of South Dakota history and geography is important, and I believe necessary for all high school students. However, time would be a challenge.
510	Heidi Golz		
511	Lesleigh Owen	This section feels uncomfortably like propaganda rather than a critical discussion of the history and effects of an element of US society. The lessons sound like moral indoctrination.	Okay, why does mention of Indigenous differences always include reference to warfare? Not all tribes and peoples are or were warmongers, and strife is not the only or even most important aspect of life and social change.
512	Judith Kennedy	Teach being good steward of all resources	Include perspective of immigrants, Natives and enslaved people
513	Amy Long		
514	Samantha		
515	Michael Beardt		Teaching an entire comprehensive US History course in one school year is asking teachers to cram an extremely large amount of content into a small learning window. I feel that students will be learning less US History through a Comprehensive course vs. learning the way the current standards break down with High School being post Reconstruction era.

	A	P
2	Name	9-12 - United States Government
506	Pam Koller	
507	Jean M Gunderson	
508	Tracy	This material is way too advanced for this age group.
509	Wyatt Vander Vorst	The inclusion of basic civics in addition to background to American politics is a good idea. However, that should not be included with the numerous US History standards previously mentioned.
510	Heidi Golz	
511	Lesleigh Owen	
512	Judith Kennedy	Teach importance of separation of church and state and how to maintain demicracy
513	Amy Long	
514	Samantha	
515	Michael Beardt	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
516	Tammie A Foley	K-12 Educator	<p>The Governor of South Dakota is working hard to whitewash our history. The very fabric of America is devisive - we literally declared independence from our mother country.</p> <p>GET POLITICIANS OUT OF CURRICULUM DISCUSSIONS.</p> <p>The standards also list "State and Native American History" - this isn't a class, the phrase "Native American" isn't listed a single time on the graduation requirements - this is pandering at it's finest.</p>
517	David Micheal Monnens	K-12 Educator	
518	Lauren Jahn	K-12 Educator	<p>Social Studies standards are named to tag learning with experiences of societies and cultures. Politicizing and reducing curriculum or content access based on far right agendas of Governor Noem or the South Dakota Department of Education is a disservice to our students. If we would like our South Dakotan youth to become lifelong learners and continue to enrich our state with knowledge and commerce, we must educate them to exist and interact with different worldviews. Censorship and a removal of content with underlying objectives gives a connotative message to educators and students that they are not valued or competent. Represent our minorities and show them they matter in policymaking.</p>
519	Kelly Remily	School Based Speech Language Pathologist	<p>I have a GREAT concern that we are completely leaving developmental stages out of consideration for these new standards. Even though students continue to be exposed and expected to understand/remember/respond to concepts and ideas that are FAR beyond what their brain and body is able to comprehend and discern, designers of curriculum continue to thrust information and expectations into curriculum that just make NO SENSE. Science is REAL. Listen to it. Follow it. Set appropriate expectations.</p>
520	Jessica Torbert	K-12 Educator	<p>I believe that the proposed social studies standards at the elementary level are not developmentally appropriate on the whole. Students at the is age should be learning about their communities, their state, the region they live in, our country, and then our country's history. I also believe that there are far too many standards to accomplish in a school year.</p>
521	Heidi Gefroh	Parent/Guardian	<p>There are three issues that I have with the new proposed standards. 1. It is not fiscally responsible to have all the schools purchase new items for this curriculum. Some schools bought new books just this year and for them to buy a whole other set for next year is a waste of tax payer money. 2. The curriculum is not developmentally appropriate for the age levels. All of these are way to advanced for the students that will be taught this new curriculum. If the majority of students will struggle with this new curriculum, it isn't worth the money to implement it. 3. I am a Christian and I know this new curriculum will teach that Jesus was a real person. What I disagree with on this point is that public school teachers are not trained in theology. How can we guarantee that they are teaching about Jesus in the same manner as my church would? I am Lutheran and my husband is Catholic, but we were taught very differently in our churches. Which area of Christianity will this curriculum follow? What if it isn't in line with my Lutheran beliefs? Can my children opt out? My pastors have gone through years of training and so I consider them qualified to teach my children about Jesus. I do not think that public school teachers are educated enough in that realm to be qualified to teach about Jesus and his teachings. Thank you for your time.</p>
522	Hailey Soileau	Parent/Guardian	<p>As a direct descendant to Harriet Tubman, I appreciate the inclusion of educating our students on the work of abolitionists. It is extremely important that our future leaders are educated on the history of America, not only from your “typical” American’s point of view, but from the view of Native Americans, African Americans, and immigrants. This is not cause division, but to teach how it was wrong so that we may never go down that path again.</p>

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
516	Tammie A Foley		
517	David Micheal Monnens		
518	Lauren Jahn		
519	Kelly Remily		
520	Jessica Torbert		Though I am not a first grade teacher, I can say with certainty that the American history topics that first graders are asked to learn are not developmentally appropriate. These are topics that I currently teach to fifth graders. My students find these topics challenging! Most first graders are just beginning to read and write. Asking them to learn about these topics would be too much, not to mention the world history topics that are far beyond the scope of what a typical first grader could understand.
521	Heidi Gefroh		
522	Hailey Soileau		

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
516	Tammie A Foley		
517	David Micheal Monnens		
518	Lauren Jahn		
519	Kelly Remily		
520	Jessica Torbert		Again, in third grade there are standards that are repeated, almost verbatim from first grade. (See my comments in 5th grade)
521	Heidi Gefroh		
522	Hailey Soileau		

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
516	Tammie A Foley		
517	David Micheal Monnens		
518	Lauren Jahn		
519	Kelly Remily		
520	Jessica Torbert		<p>I am a 5th grade teacher and have been for the past 12 year. I am very concerned about the proposed standards. First of all, jumping from vastly different content areas will be confusing for students. Studying world history from 1300 - 1648 and then American history from 1820 - 1908 is a big leap. While I know my students would be capable of understanding US history during this time period, I don't believe they would capable of understanding world history during this time period. Many students at this age are still working to form connections between our city, state, region and country. Adding in advanced world history at this age is not necessary yet. The standards say they want students to learn history by following the natural order of historical events, which I do agree with, but I think these events should also be developmentally appropriate for our students. Let's focus on building a foundation of understanding of their own country and its rich and complex history.</p> <p>I am concerned about the depth of knowledge that these standards ask our students to reach. For example, in 5.SS1 students are asked to give examples in 3 standards, use a map in one, and recite from memory in another. These are all tasks in the understand and remember level of Bloom's Taxonomy. Isn't our goal to challenge students to reach high levels of understanding? That doesn't mean that students need to memorize facts and explain various historical events, which they are asked to do well over 35 times in the proposed 5th grade standards. Though these proposed standards say they want to give teachers the autonomy to decide how the standards are taught, and to reach those deeper levels of understanding, I do not believe these standards will allow teachers to do that. It would be more beneficial to lessen the number of standards and to give more specific standards explaining where to dive deeper by comparing and contrasting, investigating, examining, or applying what they've learned to their own lives today.</p> <p>Lastly, I am confused as to why there are standards that are repeated between grades with no difference in the learning that should be taking place. For example 5.SS.10.A, B, D, and G are the exact same as 8.SS.3.B, D, F, and J. The standards say there should be spiraling between grades. Though review of particular concepts should be encouraged, repeating standards like these seems to be unnecessary. It also makes me wonder how many other standards are repeated just like these.</p>
521	Heidi Gefroh		
522	Hailey Soileau		

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
516	Tammie A Foley		
517	David Micheal Monnens		
518	Lauren Jahn	Influential Ideas and Civics are bound to be divisive. The classroom is a place for practice in life and academic skills, which could and should be engaging. While students are exploring ideas and history, there is bound to be conflict. Allow students to examine their own personal biases and how they align or intersect with civics and history.	
519	Kelly Remily		
520	Jessica Torbert		
521	Heidi Gefroh		
522	Hailey Soileau		

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
516	Tammie A Foley		This isn't even offered in most schools.
517	David Micheal Monnens	Why does history stop at 2008? Please modernize the standards to include information on the many social and technological changes which have occurred since 2008.	
518	Lauren Jahn	Civil Rights need to be explicitly examined through the lens of minorities. Without adequate representation of underrepresented groups, they will continue to be marginalized. If literature or content is censored or banned due to representation of straight Christian males, history will continue to be homogenous, when it actually is not.	Differentiation in ethnicity, religion, community, societal norms, and traditions must be encouraged. Students should have perspectives and experiences with diversity that they may not have in their South Dakota communities.
519	Kelly Remily		
520	Jessica Torbert		
521	Heidi Gefroh		
522	Hailey Soileau		

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
516	Tammie A Foley		The United States started in 1776 - Columbus didn't even reach America. Covering nearly 600 years of history in a semester is insanity
517	David Micheal Monnens		The United States has gone through many historical events since 2008. Why do we need to disregard events which have occurred in the time frame between 2008 and 2020?
518	Lauren Jahn		
519	Kelly Remily		
520	Jessica Torbert		
521	Heidi Gefroh		
522	Hailey Soileau		

	A	P
2	Name	9-12 - United States Government
516	Tammie A Foley	
517	David Micheal Monnens	
518	Lauren Jahn	
519	Kelly Remily	
520	Jessica Torbert	
521	Heidi Gefroh	
522	Hailey Soileau	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
			<p>I am not afraid to admit that I cried when I read South Dakota Proposed Standards today. I am a proud South Dakota Citizen, a teacher, and a mother. I am proud of my community, my county and my state. Our history is a complicated and interesting one, one that is not without conflict but also one that is not without beauty. These new standards completely disregard that history.</p> <p>The new standards no longer teach about our communities and disregard our state history until high school. Instead, they propose that we begin teaching our first graders about world history and American history before they even know what their place in the world is. Our first graders are just learning to read and do addition and yet they are asked to memorize the Preamble to the Constitution?! This is absolutely NOT developmentally appropriate.</p> <p>Upon looking at the scope of the standards proposed at all grade levels, not only are they not developmentally inappropriate, but they are unrealistic to try to cover in the small amount of time that is allocated to Social Studies classes. In many South Dakota elementary classrooms, Social Studies is limited to 30-45 minutes a few times a week. The standards that are proposed would take so much more than that, and to be quite honest, probably could not be covered if you spent the entire academic time working on them.</p> <p>The introduction to the standards states that "history and civics instruction free from political agendas and activism," and yet, implies that American History starts in 1492, which is the first time period covered in American History according to the standards. This is clearly a political choice with underlying roots in racism. It implies that there was no history before 1492, that the Native Americans that came before white colonialism are not important to who we are as a country. There are also very few connections to the Native Americans that live in our own state and make our state so great.</p> <p>As an educated individual, I would also like to note that I am incredibly disappointed to see that there are no works cited nor any evidence at all that this is based on research. Upon looking into the panel that helped to write these standards, it is also clear that none of these individuals have spent anytime recently in a K-12 classroom, if at all. Some of the individuals are not even from our state, including the facilitator of the project. This would explain why the standards are not developmentally appropriate, nor a reflection of our great state.</p> <p>As a tax payer, it infuriates me that a group of educators were already paid to write these standards, and then their work was altered for political purposes and then not passed, and now we are paying for yet another group, the facilitator who is not even from our state, are again wasting valuable tax money to produce another piece of politically laced propaganda.</p> <p>Finally, teaching these standards is not even remotely realistic. There is no curriculum or training that would support teaching these standards. Who would fund the creation of textbooks, teacher training and resources that would aid teachers in teaching content that has never before been taught at this grade level? Are we ready to sink even more taxpayer money into something that may be rewritten in a few years when it is proven to be unrealistic? Or worse, are we going to leave teachers with no resources to try to teach content that is so beyond the scope and sequence of what their students have ever done in the past?</p> <p>These standards are setting our students and our teachers up for failure. They are not developmentally appropriate in my opinion, and there is no research or evidence to suggest that these are even achievable at this level. I am out raged that our Governor threw our precious tax dollars that could have been used to enhance our current understanding of our our state, country and international history in the classroom and funneled them into the pockets of an out of state party that shared her same political agenda.</p> <p>I would encourage us to look again at the original standards that were proposed last year by educators and professionals in the field, the version before the late night alteration that included Native American standards, and consider that before pouring money into someone else's pockets.</p>
523	Dorothy Story	K-12 Educator	
524	Nancy Block	K-12 Educator	Many standards are not age appropriate.
525	Kristen Dunlap	Parent/Guardian	In regards to the teacher training, I fully expect that they will be paid for every minute of their time spent at the training sessions; especially if the training occurs outside of their contracted time.
526	Carol Christianson	retired educator	<p>Your form letter did little to reassure me of the qualifications of the individuals serving in the social studies standards committee. Now, as the proposed standards are revealed, I am stunned to see the latest version.</p> <p>These standards do not address the cognitive development of students in the various age groups, and present outlandish vocabulary requirements and conceptual understandings for early elementary students.</p> <p>Can you identify major public buildings in Washington, DC and their architectural styles?</p> <p>The scope of the requirements appears to ignore the fact that teachers have numerous subjects beyond social studies, that demand classroom attention and instruction.</p> <p>How did The fall of Rome become a second grade standard?</p> <p>Why is Chronological Order such a fascination of this committee?</p> <p>I am appalled at the ridiculous nature and structure of these standards. It almost appears that they were designed to draw additional ridicule to the manner in which this state operates. Congratulations on creating a monster!</p> <p>South Dakota has once again proven that it doesn't acknowledge educational expertise or research-based instructional scope and sequence.</p> <p>Please allow professional educators to develop sound standards that suit the abilities of our students and address the concepts of social understandings at appropriate age levels.</p>

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
523	Dorothy Story	This is absolutely not developmentally appropriate at this level.	This is absolutely not developmentally appropriate at this level. American history DID NOT start in 1492.
524	Nancy Block		
525	Kristen Dunlap		I think that for students as young as 1st grade, many of whom are still learning how to read, all of whom are still grasping onto reading comprehension, that memorizing the Preamble to the Constitution is not even close to being age-appropriate. Many of the words used in those documents are not in common usage vocabulary any more and to expect them to comprehend what they all mean, much less memorize a paragraph of unknown historical words and understand the meaning of all of them. My middle school kids memorized the Preamble in 8th grade. Now we are expecting 1st graders to do the same?
526	Carol Christianson		

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
523	Dorothy Story	This is absolutely not developmentally appropriate at this level.	This is absolutely not developmentally appropriate at this level.
524	Nancy Block		
525	Kristen Dunlap		
526	Carol Christianson		

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
523	Dorothy Story	This is absolutely not developmentally appropriate at this level.	While this information may be developmentally appropriate, it leans heavily on prior knowledge that would be given in 1st-4th grade. The problem is that that information is not developmentally appropriate, so it would not be retained, and this new information would have no foundation of understanding on which to build on. Additionally, there is entirely too much information to master in one year that is stated here, and there are no resources nor teacher training in which to completely change what is taught at this grade level.
524	Nancy Block	4 SS1C: very poor standard to have students memorize the excerpt from Declaration of Independence- many adults have a difficult time understanding the language. This standard needs to be thrown out- should not be included at any grade level. 4SS 3-5 none of these are age appropriate- Roman Empire- Middle Ages- Late & High Middle Ages- all 3 moved to high school -	
525	Kristen Dunlap		
526	Carol Christianson		

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
523	Dorothy Story	<p>While this information may be developmentally appropriate, it leans heavily on prior knowledge that would be given in 1st-4th grade. The problem is that that information is not developmentally appropriate, so it would not be retained, and this new information would have no foundation of understanding on which to build on. Additionally, there is entirely too much information to master in one year that is stated here, and there are no resources nor teacher training in which to completely change what is taught at this grade level.</p> <p>There is also a huge shift to introduce civics and participation in civics at a much younger age level. This is a little late to be introducing it and limits it to only one year, as opposed to applying it all along.</p>	<p>While this information may be developmentally appropriate, it leans heavily on prior knowledge that would be given in 1st-4th grade. The problem is that that information is not developmentally appropriate, so it would not be retained, and this new information would have no foundation of understanding on which to build on. Additionally, there is entirely too much information to master in one year that is stated here, and there are no resources nor teacher training in which to completely change what is taught at this grade level.</p> <p>And a little louder for the racists in the back, AMERICAN HISTORY DID NOT START IN 1492.</p>
524	Nancy Block		
525	Kristen Dunlap		
526	Carol Christianson		

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
523	Dorothy Story	While this information may be developmentally appropriate, it leans heavily on prior knowledge that would be given in 1st-4th grade. The problem is that that information is not developmentally appropriate, so it would not be retained, and this new information would have no foundation of understanding on which to build on. Additionally, there is entirely too much information to master in one year that is stated here, and there are no resources nor teacher training in which to completely change what is taught at this grade level.	While this information may be developmentally appropriate, it leans heavily on prior knowledge that would be given in 1st-4th grade. The problem is that that information is not developmentally appropriate, so it would not be retained, and this new information would have no foundation of understanding on which to build on. Additionally, there is entirely too much information to master in one year that is stated here, and there are no resources nor teacher training in which to completely change what is taught at this grade level.
524	Nancy Block		
525	Kristen Dunlap		
526	Carol Christianson		

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
523	Dorothy Story		<p>While this information may be developmentally appropriate, it leans heavily on prior knowledge that would be given in 1st-4th grade. The problem is that that information is not developmentally appropriate, so it would not be retained, and this new information would have no foundation of understanding on which to build on. Additionally, there is entirely too much information to master in one year that is stated here, and there are no resources nor teacher training in which to completely change what is taught at this grade level.</p> <p>And just one more time, because apparently this committee was incredibly racist and hates Native Americans, AMERICAN HISTORY DID NOT BEGIN IN 1492.</p>
524	Nancy Block		
525	Kristen Dunlap		
526	Carol Christianson		

	A	P
2	Name	9-12 - United States Government
523	Dorothy Story	Is United States Government really something that should be held off to teach all in one year? At the very foundation of much of our history, students need to understand our government.
524	Nancy Block	
525	Kristen Dunlap	
526	Carol Christianson	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
527	P.A.Harens	K-12 Educator	<p>The Standards Document: Pages 2 to 5 General Questions: 1. Who wrote the standards that were presented to the Committee to put into the form that is being evaluated by the public? 2. I believe what the content in this document represents what is known as “Classical Educational Ideals.” These ideals are used in private, charter, and public charter schools. In each school, they have a select audience that is allowed into the school. They exclude various types of students that are not allowed into the private, charter, or public charter schools. This is not true in South Dakota Public Schools. Our schools allow any student to attend and to learn. We must adapt to all of the students not the ideal few. INTRO – first impressions? 1. No critical thinking skills explanation in the introduction 2. Is the Dept. of Ed mandating religion: We believe parents desire that their children learn to be wise and virtuous. This is a form of indoctrination/religion. Virtues should be taught in the home. 3. Why no inquiry standards? 4. Aren’t the standards supposed to be for SD children and not the nation? Why is this committee writing standards for the Nation? Wasn’t the committee to write standards for the students of South Dakota? Are these for Hillsdale College to promote their 1776 project? I believe that reading the introduction and the Dear Teacher sections one can discover that other than the Native American Standards, they were not written specifically for South Dakota students. They were written for a National Adience, not South Dakota. These standards are more of lesson plans than standards. Look to the specifics that being forced upon students and teachers. What or who determined “Guiding Principles for High Quality Standards.?” 1. Specific curriculum decisions should be made at the local level by the school board or individual school. Is this even possible with the way these standards that are written in this document? Content is being dictated in what is being presented (and how presented) in this document.2.... The standards merely serve as guidelines based on the minimum requirements for what should be taught in social studies classrooms. Are the presented standards guidelines or specific content that will be taught? Also, by looking at what is presented it is more maximum than minimum. Look at everything that is included.3. A chronological movement through history results in standards that make it easier for teachers to organize their lessons, give students a strong sense of how, when, and why things happened in history, and resist the temptation to cherry-pick facts to fit a preconceived ideology or narrative. Aren’t many of the specific items listed in the presented standards cherry-picked facts to fit the committee’s ideology or narrative? By going chronological, aren’t presenting concepts that some of the elementary students not ready for? Chronological vs topical is the main question. In reality, a teacher should use both. 4. Each standard should be written with clear, direct language that leaves little doubt about what is being asked of the teacher and student. This involves indicating actual topics and details about those topics to help instructors teach them successfully. By writing the standards this way (again) aren’t the writers of the standards, creating information that must be followed, dictating content. Plus, the wording of what is presented is very simplistic and needs to have a higher level of vocabulary to allow higher level of thinking.5. This clarity in the format and description of state standards gives teachers the confidence to know when they have met a standard in their instruction while affording teachers flexibility. If you look at the standards, they are content specific and requires no original thinking or critical thinking. Plus, they are more like lesson plans than standards.6. Social studies standards should spiral between grade levels, with students building on prior knowledge and deepening their understanding with each study of a given topic What happens when there is too much content to allow student understanding or not grade appropriate? How much time are you allowing for the various units you present in this document? 7. Social studies skills, history, geography, civics, and economics should be included at every grade level and should also build upon skills and knowledge learned in previous grades By including every single topic of Social Studies for every grade level, is this even possible to be done, especially in the elementary level? Are there textbooks available that are structured this way?8 Inquiry-based learning is a pedagogical approach that lies outside the scope of a standard. The role of a standard is to outline ends while inquiry-based learning is one of several pedagogical means to South Dakota Social Studies Standards 5 achieving those ends.Inquiry-based learning can bring together a diverse array of educators to showcase lessons, activities, and instructional strategies that advance inquiry-oriented global learning. Directly aligned to the College, Career, and Civic Life (C3) Framework for Social Studies State Standard, this work highlights ways in which global learning can seamlessly be interwoven into the disciplines of history, economics, geography, civics, psychology, sociology, and anthropology. 1st Edition Inquiry-Based PagGlobal Learning in the K–12 Social Studies Classroom Edited By Brad M. Maguth Gloria Wu Copyright Year 2020 This is why inquiry based learning is important to education. You should not eliminate in as a working learning process from a teacher. Consider the student, a teacher should use every available method for the learning of the student.9.More properly, social studies standards should form the whole student, with a special care for forming wise and responsible citizens. Are we concerned with adults or students? The basic concept of social is “concerned with the study of social relationships and the functioning of society and usually made up of courses in history, government, economics, civics, sociology, geography, and anthropology” Webster’s. Many of the concepts are beyond some of the grade levels that the committee has assigned them to. Was there any discussion on grade level appositeness? 10 Debating current political positions or partaking in political activism at the bequest of a school or teacher does not belong in a K-12 social studies class, and the color of one’s skin does not determine what one can or should learn Discussion 1. Debate creates higher thinking skills, research skills, and oral presentation skills. Debate is a life-long learning that benefits everyone.2. I do not know of a teacher/school that promotes political activism. However, if this is what you want then no elected official should be allowed into any public school because allowing them into a classroom could be an example of political activism.3. The second part of the sentence does not fit at all. What does the color of one’s skin Have to do with debate? Nothing. Page 6 Notable adjustments Enhanced Content The content is exactly that, this is requiring specific items to be taught and how it would be taught (ie memorization, oral presentation, rote learning, etc...).</p> <p>Expanded South Dakota and Native American History and Civics This explains the confusion that is in this document. It jumps around too much and is confusing. As a teacher, it would be hard to follow and use. An ideal standard is one that is a general concept that the teacher knows has to be achieved and the teacher comes up with the content and way to achieve it. This document doesn’t do that. It is a document of indoctrination, rote learning, no understanding but memorization, and mandated content.</p> <p>Integrated Civics Definition of civics: a social science dealing with the rights and duties of citizens Definition of history: a chronological record of significant events (such as those affecting a nation or institution) often including an explanation of their causes The two do not fit together, however, civics integrations could be a form of political activism. The elimination of geography classes and South Dakota History class is not what should be done. Plus, waiting two years for implementation leaves Native American History absent for another two years in the educational system. I will have more information in the other sections at a later date. I just want to make sure this is in the record.</p>
528	Dani Ruhd	K-12 Educator	<p>These standards are far too complex for students at the elementary level. I would like to focus on the rigor of these standards and ask when teachers are going to have this amount of time to teach this number of standards. Are specials supposed to be cancelled so teachers can have the time to teacher 6 year olds about maps? It doesn't matter how much training the teachesr have or how many professional developments are offered, if the kids are not developmentally ready to hold a pencil and form letters then they won't be able to comprehend maps or identify the 30+ American symbols you have listed. Please consider taking the feedback of what your elementary SD teachers are telling you.</p>
529	VanEaton	K-12 Educator	<p>These are the most terribly written and proposed standards that I have ever seen in my 20 years of teaching. Clearly children and their learning were not taken into account when these were put together. These standards will create a serious negative impact, these standards will never be taught/learned because the learners will NEVER be able to complete them as they're brains and ability to, are not ready for them. Social Studies instruction and childrens understanding will take a serious backslide. I am so dissapointed of our state and Department of Education for even suggesting that this is what we should teach our children. We spend years of schooling learning how to most effectively teach children and then to have our DoE suggest something so unaligned with children and their learning, it is extremely dissapointing. These should absolutely be thrown out and then have students actually taken into account with the next try. I am completely disgusted by this.</p>
530	Emily Fink	Parent/Guardian	<p>Overall, there are too many topics, which will cause the teacher to simply mention each topic and move on, and therefore not allow the teacher to go into depth into any topic.</p> <p>In the younger grades, students should focus on their communities and South Dakota. They are too young to comprehend United States history and function, as well as world history, culture and functions.</p> <p>Do not approve these standards.</p>

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
527	P.A.Harens		
528	Dani Ruhd	see overall comments below	see overall comments below
529	VanEaton	Completely unattainable as these standards are not developmentally appropriate. There is clearly no understanding of the human brain and childrenns' learning taken into account in the writing of these standards.	Completely unattainable as these standards are not developmentally appropriate. There is clearly no understanding of the human brain and childrenns' learning taken into account in the writing of these standards.
530	Emily Fink	The topics are too complex and too broad for kindergarteners. They're too young. The focus should be on local topics, in their community and maybe extend slightly to the state of South Dakota.	The topics are too broad. For example, first graders are too young to identify buildings in Washington, DC. Focus should be on local topics in their community and maybe extend across the state of South Dakota; not cover across the world. Also, there is too many topics to cover, which will cause the teacher to glaze over all topics and not get into depth of any of them.

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
527	P.A.Harens		
528	Dani Ruhd	see overall comments below	see overall comments below
529	VanEaton	Completely unattainable as these standards are not developmentally appropriate. There is clearly no understanding of the human brain and childreanns' learning taken into account in the writing of these standards.	Completely unattainable as these standards are not developmentally appropriate. There is clearly no understanding of the human brain and childreanns' learning taken into account in the writing of these standards.
530	Emily Fink		

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
527	P.A.Harens		
528	Dani Ruhd	see overall comments below	see overall comments below
529	VanEaton	Completely unattainable as these standards are not developmentally appropriate. There is clearly no understanding of the human brain and childreanns' learning taken into account in the writing of these standards.	Completely unattainable as these standards are not developmentally appropriate. There is clearly no understanding of the human brain and childreanns' learning taken into account in the writing of these standards.
530	Emily Fink		

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
527	P.A.Harens		
528	Dani Ruhd	see overall comments below	see overall comments below
529	VanEaton	Completely unattainable as these standards are not developmentally appropriate. There is clearly no understanding of the human brain and childreanns' learning taken into account in the writing of these standards.	Completely unattainable as these standards are not developmentally appropriate. There is clearly no understanding of the human brain and childreanns' learning taken into account in the writing of these standards.
530	Emily Fink		

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
527	P.A.Harens		
528	Dani Ruhd	see overall comments below	see overall comments below
529	VanEaton	Completely unattainable as these standards are not developmentally appropriate. There is clearly no understanding of the human brain and childrewns' learning taken into account in the writing of these standards.	Due to the fact that the preceding standards will not be understood when they are taught as they are not age and developmentally appropriate, cumbersome and too many, children will not have the basis needed to attain understanding of the 9-12 content.
530	Emily Fink		

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
527	P.A.Harens		
528	Dani Ruhd	see overall comments below	see overall comments below
529	VanEaton	Due to the fact that the preceding standards will not be understood when they are taught as they are not age and developmentally appropriate, cumbersome and too many, children will not have the basis needed to attain understanding of the 9-12 content.	Due to the fact that the preceding standards will not be understood when they are taught as they are not age and developmentally appropriate, cumbersome and too many, children will not have the basis needed to attain understanding of the 9-12 content.
530	Emily Fink		

	A	P
2	Name	9-12 - United States Government
527	P.A.Harens	
528	Dani Ruhd	see overall comments below
529	VanEaton	Due to the fact that the preceding standards will not be understood when they are taught as they are not age and developmentally appropriate, cumbersome and too many, children will not have the basis needed to attain understanding of the 9-12 content.
530	Emily Fink	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
531	Lynn Klaas	Retired 7-12 Social Studies teacher	I will submit another feedback for the rest of the 9-12 standards once I have time to review them all. To be quite honest, these standards are far from objective and need to be revamped. I suggest you continue with the current standards already in place until actual educators can be consulted. It is obvious to me, a former social studies teacher, that these standards were not created by teachers but by politicians, and I fear for the students of our state and what harm will be implemented to them IF these standards are ever approved and implemented. The teacher shortage in our state will continue to get worse if this is how educators are treated. The teachers today teach because they love their students and care about their education. We want to prepare them for life, not make them think as we do. These standards are not a representation of what social studies teachers believe should be taught in the classroom. The waste of time and taxpayer dollars on the revamping of the standards, already once created by actual teachers is appalling. Please feel free to contact me. I have so much more to say. Thank you for allowing public input. I look forward to attending the public hearings.
532	Sarah Burkett	Parent/Guardian	<p>The state of South Dakota assembled a working group in 2021 for approximately \$200,000 that included 45 individuals who live and work in South Dakota to craft standards that reflect South Dakota. The state of South Dakota then disposed of these proposed standards and spent another \$200,000 to contract someone from another state, without K12 experience, who had previously been affiliated with a religious college, to craft a new set of standards. These new standards do not follow a logical scope and sequence. These new standards do not account for appropriate developmental tasks for the age of students. These new standards do not reflect South Dakota. These new standards are not appropriate for K12 learners.</p> <p>In addition, we have a duty to prepare South Dakota students for the future. The future requires skills of analysis and inquiry, not rote memorization. I want my children to be ready for jobs that do not yet exist by knowing how to problem solve and analyze. These new standards do not adequately challenge and prepare my children for a changing world. I urge the state to reject these standards in their entirety.</p>
533	Michelle Curtis	K-12 Educator	
534	Julie Mollman	K-12 Educator	
535	Taylor Henwood	K-12 Educator	<p>These proposed standards are trying to cover too much information without establishing the base for advanced topics in all aspects of social studies.</p> <p>The foundation of social studies should be the focus for elementary grades. Map skills, identification of continents. These standards promote more memorization than applicable skills. No time in my teaching career have I ever been asked to recite the Gettysburg Address. The why and the how are the important parts, not the memorization.</p>
536	Gwyneth	K-12 Educator	The current social studies standards are build around the ideas of critical thinking, inquiry, problem solving, and communication. I see none of that is the proposed standards. I am still trying to wrap my mind around how the in the world this version, written with very little input from south dakota teachers, has made its way to public comment.
537	janet warne	I am a Paraprofessional and a parent	good
538	Amy D	Parent/Guardian	Many of these standards are completely inappropriate for the age levels as written. Memorization of the phrases and passages at various levels are unsuitable skills developmentally. With a background in child development, and a close knowledge of the publishing industry, I can say that the content and 'skills' of the elementary standards are completely inappropriate and the materials that would be needed to attempt to teach them at this level do not exist. This would cost the state an enormous amount to attempt to create the materials to match these so called standards in addition to the exorbitant amount already paid to the unaccredited institution that created them. Please call on professional educators to create standards and content that are relevant to our students knowledge and developmental levels.

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
531	Lynn Klaas	K.SS.4 This standard needs more cultural symbols we incorporate into our culture. More of the "mixed salad" approach to show that many cultures effect our culture today.	The majority of these standards are not age appropriate. I taught them to 8th graders. The 8th grade class would be much better at grasping these concepts than 1st graders. Elementary teachers needed to be included in your panel of people who created these standards. It is obvious that those who did work on the the majority of the 1st grade standards lacked any knowledge of what 1st grade students are able to learn and understand.
532	Sarah Burkett		This content is developmentally inappropriate. It requires students, as 6 and 7 year olds, to memorize the preamble to the Constitution. I believe that we should focus on helping students think and understand, not memorize. The standards read like a set of specific tasks rather than broad standards that allow for local school application.
533	Michelle Curtis		
534	Julie Mollman	I like how these are much more specific - they previously felt very vague. This would give very clear ideas and direction for different lessons and activities to do in the classroom.	
535	Taylor Henwood	Too advanced topics, Too much information to cover	Too advanced topics, Too much information to cover
536	Gwyneth		<p>The chart at the beginning of the standards states the overall study of soc studies is World: To 315 and America: 1492-1787. Why is this a standard? 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. So what, they can memorize it. for first graders, the use of this vocabulary is developmentally inappropriate and honestly a big waste of time. I have taught first and second grade. We need to figure out our place in the world. understanding and exploring community helpers, what would happen if we didn't have community helpers, mapping our classroom and then talking to the other first grade about how they mapped thier classroom... what is similar? what is different? Another very disappointing example: A. The student locates each of the following on a map: G</p> <ul style="list-style-type: none"> -North America -South America -Africa -Europe -Asia -Australia -etc (rest of list on standards) <p>So what? What about those places. they need to locate rapid city and the Indian Ocean? in first grade?!</p> <p>Whoever wrote this hasn't talked to a first grader for a while. How can locating the indian ocean be made meaningful to a first grader.</p> <p>On the other hand, if all we have the first graders do in SS is memorize, they will be done by December 15th with social studies. that frees up some instructional time, I guess.</p>
537	janet warne	I have native children and although I am white I am part native. I do not agree with critical race theory and do not believe it should be taught in our schools. we are all equal and people are not responsible for what their ancestors have done.	good
538	Amy D		

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
531	Lynn Klaas	Again, the majority of these standards are too advanced for 2nd grade students to understand. Whoever created these standards obviously lacked the knowledge of how a 2nd grade student learns and what they are capable of comprehending. The lack of elementary teachers on the standards panel is very obvious here.	The majority of the standards are not age appropriate.
532	Sarah Burkett	It is not practical that students cover this amount of a content in a classroom in one school year. The focus is again on low-level thinking skills rather than teaching learners to analyze. The standards read like a set of specific tasks rather than broad standards that allow for local school application.	It is not practical that students cover this amount of a content in a classroom in one school year. The focus is again on low-level thinking skills rather than teaching learners to analyze. The standards read like a set of specific tasks rather than broad standards that allow for local school application.
533	Michelle Curtis	I have taught second grade for ten years and know their capabilities well. To begin with, the proposed standards are not broad enough. With more of an emphasis being placed on reading and math, the time available for social studies standards like these just isn't there. Social studies needs to be able to be incorporated into other subjects, not be a stand alone huge block of time. Second graders are still learning to read, not reading to learn. This material would have to all be thoroughly explained/investigated with them, but there just isn't time for that many in depth discussions. Much of the material these proposed standards cover is far too advanced for second graders. I agree, they need to be challenged, but it has to be within their capabilities or we are just setting them up for failure.	
534	Julie Mollman		
535	Taylor Henwood	Too advanced topics, Too much information to cover	Too advanced topics, Too much information to cover
536	Gwyneth		
537	janet warne	good	good
538	Amy D		

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
531	Lynn Klaas	The majority of these standards are not age appropriate.	The majority of these standards are not age appropriate.
532	Sarah Burkett	It is not practical that students cover this amount of a content in a classroom in one school year. The focus is again on low-level thinking skills rather than teaching learners to analyze. The standards read like a set of specific tasks rather than broad standards that allow for local school application. We have created a robust South Dakota history and culture curriculum for this grade level; I believe it should remain that way rather than divided between grades for the sake of continuity for the learners.	It is not practical that students cover this amount of a content in a classroom in one school year. The standards read like a set of specific tasks rather than broad standards that allow for local school application.
533	Michelle Curtis		
534	Julie Mollman		
535	Taylor Henwood	Too advanced topics, Too much information to cover	Too much information to cover
536	Gwyneth		
537	janet warne	good	good
538	Amy D		

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
531	Lynn Klaas		The standards listed for 7th grade students are not the correct age to teach. They should be learning geography and not American history at this age. The middle school student has trouble paying attention to classroom instruction involving these higher level thinking standards. These standards should be taught at the 8th grade level. It's obvious there were not an adequate amount of middle school teachers on the education panel establishing these standards. You need to know your audience and it is apparent this was not the case with the social studies group that established these standards. Also, one or two historical figures should not be the focus of this time in history. That is leaving out many other individuals who made many important contributions during this era.
532	Sarah Burkett	It is not practical that students cover this amount of a content in a classroom in one school year. The focus is again on low-level thinking skills rather than teaching learners to analyze.	SS.7.2.B requires recitation and correct spelling of capital cities. This is an unachievable task that should not be a standard. The emphasis seems to be rote memorization rather than higher order thinking skills.
533	Michelle Curtis		
534	Julie Mollman		
535	Taylor Henwood		With world geography now, students are exposed to things outside of their life and community. Yes, the time period suggested would also do that. However, the standards now allow educators to cover topics way outside the aspects of the American continents.
536	Gwyneth		
537	janet warne	good	good
538	Amy D		

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
531	Lynn Klaas	These standards should be taught at the 9-12th grade level, not 8th grade. This is too much American History to try to teach in one school year. In fact, it's not humanly possible to do so. I know that from experience. It shows, again, that the group of individuals on this social studies standards panel has NO (or little) experience in the classroom. We are in the trenches in educated students. Social studies teachers know what works and what does not.	Will submit at a later time.
532	Sarah Burkett	The standards read like a list of tasks with little opportunity for local schools to create curriculum. Standards should be broad, not a list of tasks.	Much of this was covered in middle school. Shouldn't there be variety in content so more of history can be covered.
533	Michelle Curtis		
534	Julie Mollman		
535	Taylor Henwood		
536	Gwyneth		
537	janet warne	good	good
538	Amy D		

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
531	Lynn Klaas	Will submit at a later time.	Will submit at a later time.
532	Sarah Burkett	9-12.E.2.G: "The student explains Adam Smith's idea that to generate wealth one must work to improve a resource." This is very specific. Adam Smith is mentioned five times in the K-12 standards, but other economic viewpoints such as John Maynard Keynes, are only referenced twice. I question the neutrality of this.	9-12.USH.2.B requires the correct spelling of states and capital cities. Rote memorization of spelling capital cities is not what our high school students should focus on. Additionally, this is an incredibly large amount of time to cover in what is traditionally one school year of US History. How will students have an opportunity to properly analyze when such large time periods are covered? It makes sense that some of this US History would be covered in middle school and not again in high school. 9-12.USH.16.I: "The student explains the ways in which certain Progressive ideas contrasted with the ideas of the American founding." This is a very specific task that appears to have bias woven into it, expecting students to adhere to a specific perspective.
533	Michelle Curtis		
534	Julie Mollman		
535	Taylor Henwood		
536	Gwyneth		
537	janet warne	good	good
538	Amy D		

	A	P
2	Name	9-12 - United States Government
531	Lynn Klaas	The standard C. 18.J. should be removed as it is not objective and inappropriate for a school teacher to be required to teach: C.18.B needs to have the Russian Revolution included. c. In 18.C, as far as the tensions is concerned, the words, "have an understanding of" should be removed. Social studies is a discipline that should be taught objectively and this standard is not. We want our students to be self-thinkers and not told how they should think. This is immoral and wrong. In standard C.18.F, the word democracy should be included. In the standard C.18.C., city and county local governments should be included.
532	Sarah Burkett	The standards are too specific and read like a list of tasks to complete and ideals to teach by.
533	Michelle Curtis	
534	Julie Mollman	
535	Taylor Henwood	
536	Gwyneth	
537	janet warne	
538	Amy D	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
539	Gwyneth Fastnacht	Parent/Guardian	<p>I am concerned about the lack of higher order thinking in the proposed standards at the grades 9-12, and all the grades in general. I see many standards written with "know" and "explain". In regard to Bloom Taxonomy (https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/). Bloom's Taxonomy is a hierarchical ordering of cognitive skills that can help teachers teach and students learn at a deeper level. The proposed standards focus on very low-level thinking, memorizing, repeating specific facts learned. For example, the student in high school will have to "The student explains the founders' views on private property and its protection, and the extent to which ordinary people could own their own land in the colonies. HC". This is listing facts only. What did the founders think and how did that play out in land ownership during colonial times. That is it. So what? What did that formation of thought around land ownership impact the country as it moved forward with land ownership? A bigger, more deeply engaging question could be "What has been the view of land ownership in the US and how has that impacted society?" OR "What and how have influences impacted the views and laws of land ownership throughout the history of the US?" these proposed standards just seem really 'recall', like you have a big agenda for making our students/children memorize a specific view of history. Rather, I would like to see reading different sources, viewpoints, discussion on big questions, make a claim and support with evidence and acknowledge and respectfully refute counterclaims. If we all just memorize what one group of people thinks, we are going to end up with people who can't weigh ideas, perspectives and come to their own decision. These proposed standards are a big disappointment and a big step backward in educational practice. very disappointed and embarrassed for these proposed standards.</p>
540	Karen A Schlekeway	K-12 Educator	<p>In a short review of the proposed standards I could not help but be dismayed!</p> <p>I probably will not have a lot of specifics instructions/ideas to improve them as I truly feel scraping these and going back to the drawing board would be the best option after my time-limited review.</p> <p>First, all the standards are just not aligned with the development of the brain for kids at the specified ages. For example, the vocabulary of the Preamble is not developmentally appropriate to be learned as a first grader let alone memorized. And how does rote memorization of this benefit the lives of our students?</p> <p>I also think we would be doing a GREAT injustice to our students if we did not offer our South Dakota students the opportunity to learn the rich and amazing local history of South Dakota. When I taught SD history in 6th grade, my students LOVED to learn about the robust history of Belle Fourche, and that is only our little community in this GREAT state; so much more to offer.</p> <p>I also failed to notice where and when the time period of the American Civil War will be taught. This is a part of our country's history and needs to be taught. It was a time in our history where although divided to the point of war, it teaches us that we can come back together and rise above the ashes to become a more unified and better nation.</p> <p>The standards disappoint me as it will greatly add to the already challenging workload of our elementary teachers who currently have more than enough to teach.</p> <p>I hope this makes a little sense and as stated earlier with everything going on in the first week of school, I cannot think of more appropriate suggestions other than going back and trying one more time.</p> <p>Third time is the charm! Karen the Librarian</p>
541	Mary Bowne	Parent/Guardian	<p>Whoever developed these standards must not have children or are aware of what they can do and cannot do developmentally. These standards are so developmentally inappropriate---children are still learning about people around them, roles, relationships, how to get along with others, etc. Instilling big name people, places, events, etc. will be too difficult for them that they will grow to hate social studies as well as school. We need to stop pushing our children so hard and so early....and we wonder why mental health is skyrocketing. Use teachers and administrators to help develop these---not someone else. That's what they're trained for, they know how children develop overall and what is feasible/not feasible.</p>
542	Wendy Olson	K-12 Educator	<p>These standards seem to present history in a balanced, accurate, and comprehensive way. The study of government and economics flows from and is included in the historical narrative throughout the curriculum. I appreciate this great attempt at an honest and accurate study of the who , what, where, when, and why's of this great nation with all our failures and all our successes. I think students will see that this is a country they can be proud to be citizens of and realize that we have been a nation intent in righting our wrongs over all of our history no matter how imperfectly we have done it.</p>
543	Leesa Haugland	Retired primary teacher taught K-1 from 1978-2017	<p>These standards are ludicrous, absurd, ridiculous, outrageous and totally inappropriate for the ages to which they are assigned. And did we seriously pay \$200k for an out of state facilitator to spearhead this?? Whatever happened to SD YOU k-12 educators sitting on curriculum revision teams???</p>

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
539	Gwyneth Fastnacht		
540	Karen A Schlekeway		
541	Mary Bowne	Not appropriate	Not appropriate
542	Wendy Olson	I think the standards are written for their level of knowledge attainment, and also emphasizes respect for all kinds of people. I like that the symbols of America are studied also.	I like and think it's important that virtue and character are incorporated into learning. Memorizing parts of the Declaration of Independence and Constitution is great and highly attainable at this age. I also like and think it's important that the motivations of explorers and the first Americans are studied and understood.
543	Leesa Haugland	Most standards NOT age appropriate.	1st graders memorizing & reciting the Preamble and part of the Dec of Independence are NOT age appropriate. Ancient civilizations??? "Student explains the major historical events and stories of the ancient Hebrews"????? "The student tells the story of the Persian Wars, including the battles of Marathon and Thermopylae". 6-7 year olds??? Are you serious??? "The student tells the story of the Peloponnesus War". "The student demonstrates knowledge of the Roman Republic and the Roman Empire". What?!?!?!

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
539	Gwyneth Fastnacht		
540	Karen A Schlekeway		
541	Mary Bowne	Not appropriate	Not appropriate
542	Wendy Olson	The skills learned are valuable at this age and stage of development. Learning the different perspectives of conflict in a balanced way is important. Having world history alongside American is very helpful to give answers to the why questions. We are a nation of immigrants.	I like that state history is included at this level. I think the study of the lifestyles of different Native American tribes is important. I think, again, a balanced and accurate teaching of the backgrounds and motivations for the founding of America are crucial. This curriculum seems balanced.
543	Leesa Haugland	7-8 year olds. "The student demonstrates knowledge of the fall of Rome and the middle ages". " The student demonstrates knowledge of the late middle ages and the renaissance". "The student demonstrates knowledge of American history between the war of 1812 and the presidency of Andrew Jackson". These are second graders for god sake!	

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
539	Gwyneth Fastnacht		
540	Karen A Schlekeway		
541	Mary Bowne	Not appropriate	Not appropriate
542	Wendy Olson	Children at this age can memorize and retain much more than we give them credit for attaining. Memorizing our foundational documents for who we are and what America stands for is very relevant. I like the emphasis on knowing and understanding history in a world context with accuracy. Studying and understanding the lives of our country's leaders is essential.	I like the continual increase in understanding of geography and world history, and the influence of religion and the Reformation in Europe on the history of other nations and America. I think the accurate study of why slavery was practiced and how America dealt with it through the Civil War is essential. I also appreciate accurate portrayals (good and ugly) of the settlers and Native Americans.
543	Leesa Haugland		

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
539	Gwyneth Fastnacht		
540	Karen A Schlekeway		
541	Mary Bowne		
542	Wendy Olson	I appreciate the growing use of logic and an understanding of objective vs. subjective truth. I also like that the study of philosophy and the impact of the different religions of the world in a balanced way is included. It is important for a civil society and helps there be understanding of what motivated many of our founders to come to America.	Full memorization happening over many years and culminating in knowing the complete Declaration of Independence is both doable and helpful to have a grateful and engaged citizenry. Continued detailed and accurate learning of the lifestyles and cultures of Native American tribes is helpful and important. I appreciate that the detailed knowledge of the lives of early Americans is stressed.
543	Leesa Haugland		

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
539	Gwyneth Fastnacht		
540	Karen A Schlekeway		
541	Mary Bowne		
542	Wendy Olson	I appreciate that Marxism is taught with accuracy and in it's historical context at this age level. I like that South Dakota history is accurately taught throughout this curriculum. I continue to appreciate that the lives of influential Americans is studied throughout the years of learning.	I appreciate the broad scope of world history taught and built upon year after year, because world history is the foundation of America's history. I appreciate that the religions of the world and how they motivated people is included throughout in age-appropriate ways. I also appreciate the study of political movements like communism and socialism and the fallout of those ideologies in the cultures that lived under them.
543	Leesa Haugland		

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
539	Gwyneth Fastnacht		
540	Karen A Schlekeway		
541	Mary Bowne		
542	Wendy Olson	I appreciate the practicality of the in-depth studying of economics and showing how it affects our personal lives. Also, I see great value in studying other economic systems and the outcome of their use in their historical context. I appreciate the inclusion of virtues and skills required to have employer /employee job satisfaction.	I really think the essay writing throughout the years of learning is important. If a student can write intelligently on a subject, there will be greater retention in learning. I like the more in-depth study of people and ideas in history—especially learning of the real stories of people’s lives. I think the accurate portrayal of Native Americans and their interactions with other tribes and their lives both before settlers came and after is essential for understanding. Again, the study of the backgrounds and motivations of the settlers (in all their varieties) is so important to an accurate portrayal of who we are as a nation. I appreciate teaching on the American flag and why we respect it. I like the emphasis that America and our ideals of equality and liberty are taught as unprecedented in human history, because they are! This history seems comprehensive, age-appropriate, and fair in its portrayal of times when none of us lived.
543	Leesa Haugland		

	A	P
2	Name	9-12 - United States Government
539	Gwyneth Fastnacht	
540	Karen A Schlekeway	
541	Mary Bowne	
542	Wendy Olson	I like that the foundational documents like the Magna Carta and Mayflower Compact are studied. I again appreciate that the historical foundations of our government, coming from English history is essential in understanding our government. Studying the meaning of the Declaration of Independence and the purpose of government is absolutely foundational. The in-depth study of the U.S. Constitution is so important in maintaining a free and just society. I appreciate that in these standards. The study of slavery—worldwide before America’s founding is necessary to understanding the whys and when of its abolition in America. The detailed study of free market economics throughout our history is very pertinent to today.
543	Leesa Haugland	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
544	Sandra Lauer	Retired educator in SD and MN	
545	Clancey	Parent/Guardian	These are crazy! Focus on what these Children's ages are! My 5 year old needs direction in his First year of school not to be overwhelmed with learning standards for a fifth grader! The standards as of now are great focus on those maybe add something smaller but the long list of historical names, seems out of reach! Dr Suess is more realistic! Focus on realist goals! Come SD!
546	Robyn R Ventura	none listed	I have looked over the newly proposed Social Studies standards and I must say I am very much concerned. Why is there a need to completely revamp the standards? Why were the standards that were recently updated completely dismantled and replaced? Why were there so few teachers on this committee? Why were these standards written ahead of time by an out-of-state person and the actual committee was only allowed to move things around? These are very real concerns. I am extremely concerned about children in lower elementary memorizing things that they are far too young to comprehend and certainly don't have the vocabulary skills to understand? Why are we focusing mainly on US history when our history is only a few hundred years of the hundreds of thousands of years of human history? What happened to 7th grade geography? The United States is far behind other countries when it comes to geographical knowledge. Why are we adding more to 6th grade ancient history? When you have so many standards to cover, you only get a glimpse of each ancient culture and no true understanding of it. These standards are nothing more than playing politics and pandering the the Governor's base. We can not allow this grave injustice of our education system. The children will ultimately be the ones to suffer. I respectfully request that these revised standards not be implemented and that we reinstate the standards that were revised by actual educators last year.
547	Jenny Hawk-Heirigs	Retired Educator	I am a recently retired educator who counseled in the SD public schools for 33 years. I deeply care children/youth and their education. They are the future! The currently proposed standards that are in line with the governor's agenda are OUTRAGEOUS! We need to go back to what the committee, made up of actual EDUCATORS, proposed. It was created in good conscious for the good of teaching actual history to our children. I have read excerpts of the 2021 committee's well-thought proposal, and I've read current comments from said committee member about the changes that were made without committee permission; and I have read the current proposal. It is very obvious that the governor is pushing her own agenda, which is a carbon copy of far right political agenda formula. Even though the education standard issue is yet another one of the governor's attempts to gain recognition with the nation's Republicans (she'll no doubt taut this on Fox News and possibly in an upcoming political ad). But, let's put that aside and discuss what is best for children/youth and their education. The current proposition is not developmentally appropriate or realistic. We need to teach age-appropriate actual history and facts! We can not pick and choose history! We can't "put our own spin on it" in education. What has happened, has happened. We must not sweep it under the rug. We need to be open and honest with children (in a developmentally appropriate manner). We learn from history; we do better in the future when we learn from the past.
548	Lorayna Lee Papousek	K-12 Educator	

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
544	Sandra Lauer		I read this is in the New York Times on July 17, 2022, “ Vladimir Putin is making sweeping changes to school curriculums to shape the views of young Russians.” This sounds like what is happening in South Dakota. SD had a process for developing new standards in education in every curriculum area every 7 years. The 46 educators met and presented the proposed standards to the governor and she threw them out before the public even had a chance to give input. She helped choose the 15 people, only 3 of them who are teachers, for the committee including people from out of state who don't even work in education. Why can't we put our faith in our own excellent teachers to determine what is best for the children of SD? After reading through the standards for first grade, it is obvious to me that current teachers working at that level were not involved in the process. I don't think that you can expect first graders to recite the beginning of the Declaration of Independence or the preamble to the Constitution with the vocabulary that is used in it. With the focus on reading and math, why would you want to waste precious class time learning something like that that will not be meaningful to them. Why so much time given to ancient civilizations? I can't speak for upper grades and high school, but these concepts are not appropriate first graders. I can't believe that taxpayers have paid over \$500,000 on this curriculum and this is what we get. Why don't you continue with the 2015 standards that teachers helped create?
545	Clancey		
546	Robyn R Ventura		
547	Jenny Hawk- Heirigs		
548	Lorayna Lee Papousek		

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
544	Sandra Lauer		
545	Clancey		
546	Robyn R Ventura		
547	Jenny Hawk-Heirigs		
548	Lorayna Lee Papousek	The complexity of these standards are so incredibly beyond the capabilities of a second grade student that I seriously question if there were any lower elementary teachers included or sought out on the development of these impossible-to-reach-standards. Lower elementary students are still learning basic foundational skills about their world. (1) The geographical skills expected here are that of a fourth or fifth grade student. (2) They must have prior knowledge of Route 66, Transcontinental Railroad, Mackinac Bridge? (3) For a second grade student to grasp knowledge of the fall of the Roman Empire and the Middle Ages, of the Renaissance? (4) The three branches of law? Know and understand the Emancipation Proclamation. Do you think a seven year old understands what a jury even is? (5) Covering the biographies of eight presidents and historical leaders including their impact on our country? This is only the tip of the ice burg. These are seven and eight year old children! Children of this age are still learning about their world in a much smaller capacity such as where they live and how a town was founded and run. A few of these new standards that may be realistically covered effectively, but what is being asked for a student at this grade level is, in my opinion, unreachable and setting them up for failure as well as an incredible amount of confusion. Please consider consulting a lower elementary teacher before moving forward with these expectations. Thank you,	

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
544	Sandra Lauer		
545	Clancey		
546	Robyn R Ventura		
547	Jenny Hawk- Heirigs		
548	Lorayna Lee Papousek		

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
544	Sandra Lauer		
545	Clancey		
546	Robyn R Ventura		
547	Jenny Hawk- Heirigs		
548	Lorayna Lee Papousek		

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
544	Sandra Lauer		
545	Clancey		
546	Robyn R Ventura		
547	Jenny Hawk- Heirigs		
548	Lorayna Lee Papousek		

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
544	Sandra Lauer		
545	Clancey		
546	Robyn R Ventura		
547	Jenny Hawk- Heirigs		
548	Lorayna Lee Papousek		

	A	P
2	Name	9-12 - United States Government
544	Sandra Lauer	
545	Clancey	
546	Robyn R Ventura	
547	Jenny Hawk- Heirigs	
548	Lorayna Lee Papousek	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
549	Jenae Ruesink-Cross	K-12 Educator	<p>I have taught US History for 19 years at a public high school in SD. I am very concerned regarding these proposed standards. First, there are many highly trained teachers that were paid to develop curriculum that was scrapped for some out of state writers who are not named. What is their training and education? If the Constitution reserves education to be a power for the states, then why is our Governor pushing a curriculum from an outside source rather than trusting her state's teachers, most of whom have been educated by South Dakota institutions? It is insulting to SD teachers, especially those who already did the work. Next, there is simply too much history listed to cover in two semesters. Will there be an additional semester added in the requirements for graduation? I am also shocked that the geography requirements for middle school were dropped. That would be the place to add SD geography. Americans already fall far behind in geography knowledge compared with other countries. There were mentions of some documents that were not focused on in my training and several documents that were not included in the requirements that alarmed me! Why was Malcolm X left out? His views on the CRM are significant and help understand the division in the movement. Overall, these changes should not happen and trained teachers deserve to be treated as professionals by their governor. Below you will see my education. With deepest concern, Jenae Ruesink-Cross I have a bachelors degree in History/Education from the University of Sioux Falls, a master's degree in US History from USD and a master's degree in US History Education from DWU. Both master's degrees were earned through a special federal program that included teachers throughout SD.</p>
550	Standards not accurate. Let real educators decide!	Parent/Guardian	Not acceptable
551	Marie Williams	Parent/Guardian	<p>Dear Governor Noem:</p> <p>I am an educated parent and I know social studies and schooling very well. The newly drafted social studies content standards, to me, has serious flaws.</p> <p>1. I wonder if the work group has the basic understanding of social studies education (SSE). SSE covers four major subject areas: History, Geography, Economics, and Civics. Just looking at the table of contents, one will clearly see this document is dominated by history. Mind you: history is not the only thing in SSE. It doesn't make any sense to embed other three areas into history. Is the work group coming from the 18th century??</p> <p>2. The workgroup doesn't know anything about the current schools and students. They are out of touch! Will they teach their 2nd graders to UNDERSTAND Lincoln's Gettysburg Address? Can 2nd graders even understand that speech? If the workgroup is that smart, why don't they teach all the social studies classes in the entire state of SD?</p> <p>3. Is social studies about memorization? Heck, NO! It is about cultivating young people's ability to think on their own. The workgroup is apparently advocating for drilling of knowledge. Any modern people would despise the workgroup.</p> <p>4. Lastly, just a gentle reminder to the workgroup: They are setting social studies teachers up for failure. The standards simply wouldn't work. If you don't believe in it, go test it.</p> <p>Governor Noem, I hope you will not turn SSE in SD into a joke. I am very concerned about that. I personally like you as our Governor, but you are not the material for education. Your leadership in education is a disaster. Keep your politics out our kids' school. LET TEACHERS DO THE JOB!</p>
552	Abigail Lucchesi	not stated	<p>Are we living in the same world?!? There is a division of religion and state for a reason. How can we possibly hire a teacher from Hillsdale (with no credentials) to change our social studies curriculum?!?!? HOW IS THIS OK?!</p> <p>As a South Dakota resident, I am ENRAGED. I am a religious person, and if I desired to have my children attend a religious school, they would go to one.</p> <p>We are NOT Baptist or whatever it is the Hillsdale people aim to be, and I have a major problem with whatever religion that they're trying to push onto our kids.</p> <p>This is a recipe for a lawsuit.</p> <p>Do Better.</p>

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
549	Jenae Ruesink-Cross		
550	Standards not accurate. Let real educators decide!		
551	Marie Williams		
552	Abigail Lucchesi		

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
549	Jenae Ruesink-Cross		
550	Standards not accurate. Let real educators decide!		
551	Marie Williams		
552	Abigail Lucchesi		

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
549	Jenae Ruesink-Cross		
550	Standards not accurate. Let real educators decide!		
551	Marie Williams		
552	Abigail Lucchesi		

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
549	Jenae Ruesink-Cross		
550	Standards not accurate. Let real educators decide!		
551	Marie Williams		
552	Abigail Lucchesi		

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
549	Jenae Ruesink-Cross		
550	Standards not accurate. Let real educators decide!		
551	Marie Williams		
552	Abigail Lucchesi		

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
549	Jenae Ruesink-Cross		
550	Standards not accurate. Let real educators decide!		
551	Marie Williams		
552	Abigail Lucchesi		

	A	P
2	Name	9-12 - United States Government
549	Jenae Ruesink-Cross	
550	Standards not accurate. Let real educators decide!	
551	Marie Williams	
552	Abigail Lucchesi	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
553	Janet Morrow	K-12 Educator	<p>I am a fourth-grade teacher in Yankton. I teach South Dakota history using The Weekly South Dakotan, Dakota Path Ways, and Tour SD. These were designed specifically for fourth grade and are age appropriate. I also teach the three branches of government, the Bill of Rights, the Amendments, and map skills to meet all of our present standards. I am proud of the work that I do and the accomplishments of my students. They leave my class with great foundational skills and are ready to tackle more complicated material when they leave my class.</p> <p>The new standards for 4th grade include teaching World history 60 B.C.E., which includes: the Roman Empire, the Middle Ages, ancient civilizations in Asia, Africa, Greece, China, etc. All of these materials are supposed to build on the materials that were covered in earlier grades. Why would you expect first graders to learn about Ancient India, Babylon, and the Persian Wars? Please carefully read the proposal and think are these realistic standards for our elementary children.</p> <p>Another red flag I noted is under the standard 4.SS.3 section C: The students are supposed to “explain the major historical ideas and events surrounding the life of Jesus of Nazareth and their historical effects. Section D: The students need to “explain the major historical events, cultural features, stories, and religious contributions of the early Christians.” What happened to the separation of Church and State?</p> <p>The proposed standards are not age-appropriate for elementary students. I hope that you have hear from educators from the middle and high schools regarding their standards. I know that after teaching third and fourth grades for last 34 years that these are not realistic standards and that they will not be successfully implemented. How many six-year-olds will understand and retain major figures and stories from Greek mythology?</p> <p>Please do not allow these standards to go into effect.</p>
554	Megan	K-12 Educator	<p>I was not impressed with how extreme the content is. A 7 year does not need to know about the Roman Empire and the other European wars or the Preamble. Students should be taught age appropriate social studies concepts like wants and needs, how to read a map and the concepts of a map, holidays and cultural celebrations. I think it is important for students to be taught and exposed to world/national events and cultures, but in an appropriate way.</p>
555	Rainee Lisko	School staff and parent	<p>The proposed standards are clear indoctrination to white supremacy and white washing of history. This is not acceptable in any public school and even beyond what I would expect for private school even. I will no longer serve in the public school system nor will my children attend public school if these standards are passed. I'm embarrassed for our state to even be putting this proposal out. Math and science are the future and we seem to be putting little focus on that area to prepare our children for jobs that do not even exist yet. Studying history is crucial but not to this degree of indoctrination. Many of the subjects and events listed are even argued amongst scholars as to the actual events that took place yet we are wanting to teach our children absolute truth when it's not even been determined. Lastly, the fact that it's blatantly listed that our children will be taught "morals" is unacceptable. My family morals are taught at home and how we see our religion play into what we believe. This is not an area for public school to be teaching.</p>
556	Christina David	Parent/Guardian	<p>It's refreshing and exciting to see materials teaching our children actual subject matter without "dumbing them down" but while challenging them with accurate, comprehensive history, and other subjects at an age-appropriate level. This is a much-needed, strong foundation that parents, such as us, have seen lacking in scholastic materials and teaching and have been asking to improve upon for a very long time. I don't know who sets the standards for homework, but I respectfully ask awareness is also made to be an age-appropriate amount of time. Thank you.</p>
557	Martha Nystrom	Retired K-8 teacher	<p>I was a teacher on the SD Social Studies Standards committee before these were created. Please do not implement these standards as they stand today. I do not agree with these standards whatsoever. There needs to be a complete revision with trained educators on the committee. We have to recognize the stress levels that these typical students will be under when faced with these unattainable goals. Let's not set our students up for failure.</p>
558	Julie Nielsen	Prior school board member, substitute teacher	<p>What version of Pocahontas' story will be told? The mythical Disney version? Or the truth about her age and whether or not she was willing to go?</p> <p>Christopher Columbus did not land in the continental US. He never set foot in North America, ever. It only became a National holiday in 1934 to honor Italian Americans.</p>
559	Kayla Besco	K-12 Educator	<p>While I agree with and uphold the OSEU standards and how they're asked to be implemented in the state standards, the rest of the standards are either too developmentally inappropriate, too broad to cover well in an academic year, or too inappropriate in general.</p>
560	Jeremy Robert Risty	K-12 Educator	<p>As I examine these standards in totality, they are absolutely NOT age appropriate nor based on sound educational/psychological principles. I truly fear what would happen to South Dakota's public education if these standards should pass. Again, they are not realistic and sound by nearly any measure.</p>

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
553	Janet Morrow		
554	Megan	Not developmentally appropriate	Not developmentally appropriate
555	Rainee Lisko	Too in depth	America starts way before 1492 and we need to respect that.
556	Christina David		
557	Martha Nystrom	Concerns: ONE Example of standard K.SS.3 Which specific figures of history do they study? That is way too long of a list for a Kindergartner. They are expected to know stories about their childhoods, lives as adults, and examples of their character?! How does a kindergartner convey this knowledge? They are just learning short sight words such as the, cat, in, etc. If all you did was teach social studies to them, this standard would be an easier task, but that is impossible. Children of this age need to feel safe and confident. They need to learn by exploring, playing, inventing, experimenting, constructing, etc. Teachers truly understand the developmental needs of this age group. These standards do not align with a kindergarten student's brain development.	Standard SS.1.O The student can recite the Preamble to the United States Constitution from memory. Memorization of the and comprehension of our pledge is a big task for K-1. Memorization of the preamble without understanding is not real learning. 1.SS.4. The student demonstrates knowledge of ancient civilizations in Asia, the Middle East, northern Africa,and the eastern Mediterranean Sea. This is a 6th grade standard! Let's be realistic, 1st graders need to learn their communities first. They spend a huge portion of their learning time with Reading and Math. How are they to fit in all these 6th grade standards? EXAMPLE 1.SS.5. The student demonstrates knowledge of the Roman Republic and the Roman Empire. How do they demonstrate this?! Is this on the standardized testing? They won't be able to sound out many of the words, let alone comprehend hundreds of years of ancient history. This is not for a typical 1st grader. You start with what they are familiar with and build from there. These proposed standards are years ahead of a first grader. Research show a student who is feeling stress and fear can release toxic levels of the hormone cortisol; this can destroy neurons in the hippocampus, a region that supports factual and episodic memory. HOW is this helping our students?
558	Julie Nielsen		In 1782, the Seal of the US had “E Pluribus Unum” out of many, one. This was changed in 1956 by Dwight D Eisenhower when the fear of communism was at its highest. That is when “under God” was added to the pledge and became the country's motto. It was never intended to be the motto by our founding fathers.
559	Kayla Besco		Students this age should not be expected to learn what current 6th graders learn in their spring units.
560	Jeremy Robert Risty		

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
553	Janet Morrow		
554	Megan	Not developmentally appropriate	Not developmentally appropriate
555	Rainee Lisko	I don't want my children learning this dark of history at this age.	Way beyond comprehension level for this age.
556	Christina David		
557	Martha Nystrom	<p>2.SS.3. The student demonstrates knowledge of the fall of Rome and the Middle Ages. Again, this is a 6th grade standard, NOT 2nd grade. I cannot understand how or why South Dakota government officials think these standards would be attainable by a 2nd grader. Do not set them up for failure. Spend a day in a second grade classroom, then go back with trained teachers and rewrite these for their level.</p>	<p>3.SS.3. The student demonstrates knowledge of ancient civilizations in Asia, the Middle East, and northern Africa. This standard would take months for an older student to be proficient in explaining.</p> <p>3.SS.4. The student demonstrates knowledge of ancient Greece and the Roman Republic. A. The student identifies the major figures and stories within Greek and Roman mythology. This is not age appropriate.</p> <p>B. The student explains the causes, warfare, and effects of the Persian Wars, including the battles of Marathon and Thermopylae. I just did a quick poll of 15 adults and only 3 could demonstrate knowledge of this proposed 3rd grade standard. Why are we pushing our South Dakota children into concepts their brains have not developed enough to demonstrate this depth of knowledge?</p>
558	Julie Nielsen		
559	Kayla Besco		
560	Jeremy Robert Risty		

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
553	Janet Morrow		
554	Megan	Not developmentally appropriate	Not developmentally appropriate
555	Rainee Lisko	Way beyond comprehension level for this age.	Way beyond comprehension level for this age. Do not want any Christianity taught to my child
556	Christina David		
557	Martha Nystrom	I do not agree with these standards. This is above and beyond this grade level.	I do not agree with these standards.
558	Julie Nielsen	In 1782, the Seal of the US had “E Pluribus Unum” out of many, one. This was changed in 1956 by Dwight D Eisenhower when the fear of communism was at its highest. That is when “under God” was added to the pledge and became the country’s motto. It was never intended to be the motto by our founding fathers.	
559	Kayla Besco		I have concerns that some standards are the same as the proposed 7th grade standards. This is not only too in detail for what time allots for 5th grade social studies but is also developmentally inappropriate.
560	Jeremy Robert Risty		

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
553	Janet Morrow		
554	Megan		
555	Rainee Lisko	Nope	Nope
556	Christina David		
557	Martha Nystrom	I do not agree with these standards. They are not age inappropriate.	I do not agree with these standards. There needs to be a complete revision with trained educators on the committee.
558	Julie Nielsen		In 1782, the Seal of the US had “E Pluribus Unum” out of many, one. This was changed in 1956 by Dwight D Eisenhower when the fear of communism was at its highest. That is when “under God” was added to the pledge and became the country’s motto. It was never intended to be the motto by our founding fathers.
559	Kayla Besco	The “ideas” taught and proposed here are way above an average 6th grader’s comprehension and frankly have no connection to important ideas early civilizations promote. I also strongly disagree with the idea that one of the specific standards is asking students to affirm the religious identity of Jesus Christ. I’m also not sure how the modern geography standards connect to any of the historical civilizations along with cramming in an amount of at least half a year of current 7th grade geography standards.	I’m incredibly disappointed that we’ve taken out geography as a year long class and crammed it into 6-8 while expecting kids to have even a basic understanding of the world, current events, human environment interaction while trying to teach a substantial amount of unconnected information. I also don’t understand the value of memorizing portions of the Declaration of Independence, making “patriotism” a standard (since the discussion of patriotism/nationalism etc occurs in current 8th grade) and again affirming religious beliefs of only Christianity. I feel uncomfortable pushing any religious doctrine onto students.
560	Jeremy Robert Risty		

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
553	Janet Morrow		
554	Megan		
555	Rainee Lisko		Nope
556	Christina David		
557	Martha Nystrom	I do not agree with these standards. There needs to be a complete revision with trained educators on the committee.	I do not agree with these standards. There needs to be a complete revision with trained educators on the committee.
558	Julie Nielsen	In 1782, the Seal of the US had “E Pluribus Unum” out of many, one. This was changed in 1956 by Dwight D Eisenhower when the fear of communism was at its highest. That is when “under God” was added to the pledge and became the country’s motto. It was never intended to be the motto by our founding fathers.	
559	Kayla Besco	This is a LARGE period of time to cover in a year as well as the demand that students show map skills without a dedicated geography class. I also disagree that students should take two years to learn this and early American history just to repeat the same process in high school.	
560	Jeremy Robert Risty		

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
553	Janet Morrow		
554	Megan		
555	Rainee Lisko	Nope	Nope
556	Christina David		
557	Martha Nystrom	I do not agree with these standards. There needs to be a complete revision with trained educators on the committee.	I do not agree with these standards. There needs to be a complete revision with trained educators on the committee.
558	Julie Nielsen		In 1782, the Seal of the US had “E Pluribus Unum” out of many, one. This was changed in 1956 by Dwight D Eisenhower when the fear of communism was at its highest. That is when “under God” was added to the pledge and became the country’s motto. It was never intended to be the motto by our founding fathers.
559	Kayla Besco		
560	Jeremy Robert Risty		As a high school history, I believe these standards are unrealistic in the number of expectations and the amount of content teachers are expected to cover. The amount of time covered will not facilitate meaningful, critical thinking about the topics presented. It will lead to a lack of rigor, bereft of meaning and impact. Additionally, it doesn't spiral with 8th grade American history, as the current standards do. 8th grade will begin in 1877 and end with the present, while high school will cover topics prior to 1877.

	A	P
2	Name	9-12 - United States Government
553	Janet Morrow	
554	Megan	
555	Rainee Lisko	Nope
556	Christina David	
557	Martha Nystrom	I do not agree with these standards. There needs to be a complete revision with trained educators on the committee.
558	Julie Nielsen	In 1782, the Seal of the US had “E Pluribus Unum” out of many, one. This was changed in 1956 by Dwight D Eisenhower when the fear of communism was at its highest. That is when “under God” was added to the pledge and became the country’s motto. It was never intended to be the motto by our founding fathers.
559	Kayla Besco	
560	Jeremy Robert Risty	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
561	Rae O'Leary	Parent/Guardian	Elementary standards are not appropriate for their age or comprehensions. Too much time spent on ancient history and not enough on modern history. It's unclear why students should skip the last 14 years of history. Native American history is important to include at all ages, especially in a state like South Dakota.
562	Kim Clark	K-12 Educator	Guiding Principles review 1. Standards must not indicate a specific textbook or curriculum Where did these standards come from? What research and references were used to write these standards? These standards as written feel like they came from an established curriculum or textbook. 2. Standards should not be exhaustive..... When we have tripled or quadrupled the standards they are very exhaustive. When we ask students to learn concepts that are not age appropriate they are exhaustive When we do not have themes or anchor standard K-12 they are exhaustive. When we tell students exactly what to do they are exhaustive 3.Social studies standards should follow the natural order of historical events, moving chronologically as the events actually unfolded. Themes emerge A chronological movement through history Currently World History is in middle and high school. Explain why it is in K-5. The proposed standards do not have themes that are K-12, rather time periods in History. World History is not chronological in K-5 4. Each standard should be written with clear, direct language that leaves little doubt about what is being asked of the teacher and student. The standards as written are at a low cognitive level, a regurgitation of facts to be learned and memorized. 5. Students should be asked to demonstrate their knowledge in ways that reflect ordinary means of communication, such as: name, explain, tell of, describe, tell the story of, list, locate, tell the biography of, read, write, etc Is the committee familiar with the Webbs Depth of Knowledge levels? By giving no idea of understanding needed you have made them harder not easier to teach. Not clear or concise. 6. Social studies standards should spiral between grade levels, with students building on prior knowledge and deepening their understanding with each study of a given topic. Standards that spiral have foundational understanding with increasing complexity Standards that spiral have themes or anchor standards K-12 These standards skip grades, are age inappropriate in K-5, have an amount of standards that can only be taught superficially in order to get through all the material and are sets of facts in a given time period. The study of South Dakota History and Oceti Sakowin History does not spiral. 7. Social studies skills, history, geography, civics, and economics should be included at every grade level and should also build upon skills and knowledge learned in previous grades. Sadly, they are all over the place, mixed in, hard to follow. Increase in complexity? Hard to tell because you have the words tells, shows, locates, explains at every grade. 8. Inquiry-based learning is a pedagogical approach that lies outside the scope of a standard. We want that to take place in the other content areas, but not Social Studies? The committee gets to decide this? 9. The goal of K-12 social studies is not to create research-based historians, just as math class does not try to create professional mathematicians or science class research scientists. In English Language Arts standards K-5,Writing- students are introduced to research as early as Kindergarten. K-2 students participate in shared research (K.W.7, 1.W.7, 2.W.7), grades 3-5 students Research to Build and Present Knowledge (3.W.7, 4.W.7-10, 5.W.7-10) Students are very capable of research.
563	Theresa Yada	Parent/Guardian	Terrible Terrible Terrible
564	Brandy Peterson	Future parent	Overall, these standards are unrealistic and unattainable. As a bachelor's prepared nurse, not even I could meet the standards that are proposed for kindergarteners. Until other matters are fixed first, such as school funding, teacher pay, and teacher retention, I do not think this proposal is where the energy should be focused. This will only make more teachers not want to be in the profession. Unless the board members proposing this are willing to step up and fill the need South Dakota has for teachers, I don't think the proposal holds much ground.
565	Tova Homan	K-12 Educator	Garbage. Hire elementary teachers to come up with the standards and vocabulary. These standards read like a high school/college syllabus. It's not developmentally appropriate, it will take too much time to teach since students have no background knowledge, and it is not assessed on high stakes tests so no one is going to put forth the effort to teach these standards. Not to mention that young kids do not care about things that took place long ago. Try again.

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
561	Rae O'Leary		
562	Kim Clark		
563	Theresa Yada	This is not age appropriate	Not age appropriate
	Brandy Peterson	These standards are unattainable. Kindergarteners need to be learning social skills, independence, and the alphabet. At this age their brains cannot comprehend what is proposed. Unrealistic expectations for both the students and the teachers. Unless all the teacher will be teaching is social studies, there is not enough time in the school year.	
564			Same as above. Unrealistic expectations.
565	Tova Homan	I have taught for over 20 years. There's absolutely no way that teachers will have the time and resources available to teach what you have required in these standards. Students have technology at their fingertips to access any information that they need. Memorizing the Preamble is nothing more than a waste of time. Students don't even memorize phone numbers anymore because it's stored in a phone for them. The standards in general due not meet the developmental needs of the students. Social Studies is not a subject that is on high stakes testing, therefore teachers need to spend time on what is being assessed.	Students at this age have lived such a short period of time that they have no concept of time before them. They don't know or understand the intangible, so it would be a complete waste of time to teach something that they are not cognitively ready for. The standards at this level is higher than the current 5th grade standards.

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
561	Rae O'Leary		
562	Kim Clark		
563	Theresa Yada	Not age appropriate	Not age appropriate
564	Brandy Peterson	Same as above. Unrealistic expectations.	
565	Tova Homan	Did you ask elementary school teachers to be a part of this committee? Nothing I see here is developmentally age appropriate and/or anything that students will retain. Not to mention the relevancy and/or purpose for this knowledge at age 8.	When is this to be taught? What happens when the students don't learn and retain this information?

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
561	Rae O'Leary		
562	Kim Clark		
563	Theresa Yada	Not age appropriate	Not age appropriate
564	Brandy Peterson		
565	Tova Homan		

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
561	Rae O'Leary		
562	Kim Clark		
563	Theresa Yada	Not age appropriate	Nit age appropriate
564	Brandy Peterson		
565	Tova Homan		

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
561	Rae O'Leary		
562	Kim Clark		
563	Theresa Yada		
564	Brandy Peterson		
565	Tova Homan		

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
561	Rae O'Leary		
562	Kim Clark		
563	Theresa Yada		
564	Brandy Peterson		
565	Tova Homan		

	A	P
2	Name	9-12 - United States Government
561	Rae O'Leary	
562	Kim Clark	
563	Theresa Yada	
564	Brandy Peterson	
565	Tova Homan	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
566	Jennifer Geuther	Parent/Guardian	<p>The introduction of these standards claim to be "History and civics instruction free from political agendas and activism". However, the standards are full of both. Schools have no business pushing any religious ideology onto students, yet these standards have constant referrals to Christianity, monotheism, and moral obligations, etc. Those are things to be taught at home, not in the public school setting.</p> <p>These standards are unrealistic. The entire group should be scrapped and returned to the ORIGINAL commission who did a fine job before the governors office got involved and inserted her politics into the standards. Let the educators do their jobs.</p>
567	Pam Gillespie	Grandparent/retired SD educator, (5th grade teacher)	<p>Terrible and what a waste of money. What about all the time educators spent re-writing these standards last year to only have their hard work and collaboration thrown out? I helped on the Technology and math curriculums while teaching from 1998-2017. Never was paid a cent for all my hard work that was actually adopted as curriculum.</p>
568	Kari Furman	K-12 Educator	<p>I think the grade levels of some of these standards need to be changed to a higher grade level. As a 5th grade teacher, I am especially concerned about 5.SS.1E, 5.SS.3, & 5.SS 4. These new standards are a lot to teach in a matter of one year. These standards need to be more appropriate for the grade level.</p>
569	Alan Baskerville	K-12 Educator	<p>As a High School Government teacher:</p> <p>I am unclear on the section of the Standards "Debating current political positions or partaking in political activism at the bequest of a school or teacher does not belong in a K-12 social studies class..." I know as a teacher we should never be activists on certain topics or issues. We are here only to inform them of their role in the government. I also think it is important to talk about the issues in a rational and logical way using the Constitution and the Declaration as their guide in the decision making of our country. Could I get some clarification on what is meant by debating political positions? Would we not be able to teach the unit on platforms and planks?</p>
570	Kathy Cruse	Retired elementary teacher (4-5), Non-profit administration	<p>The standards are absolutely inappropriate. Jumping between ancient civilizations and American History would be nothing more than confusing to elementary students. You are setting them up to fail with these standards.</p>
571	Patty	Concerned SD resident	<p>It seems to me much of the content, particularly with the lower grade school grades, is above and beyond concepts children of those young ages would even be able to grasp. Furthermore, how on earth are teachers supposed to find time to teach other required subjects if Social Studies alone demands this much of their time and energy?</p> <p>Should there be some oversight in education? Absolutely, but within reason. Let's let the people who have actually been trained to educate and who have many years of real-world classroom experience have the main voice in what and how to teach our kids.</p>
572	M. Kathie Tuntland	K-12 Educator	<p>After looking at the new proposed social studies standards I am appalled. It is very apparent there is no one on that task for that has any background in child development or foundations of education. They are almost totally off balance and should not be adopted by any K-12 school system. I could go down the ten guidelines for teaching methods and give you reasons why they are also inappropriate. The K-2 standards are way too much. Please take time to look at them.</p> <p>If what you really want is Christian Nationalism this may be the document for you. However, it is still very inappropriate for early elementary students in any setting. If you want 4th-5th grade students studying religion this might be for you. I am not going to refer to every thing, but SD K-12 system should Not be adopting this!</p> <p>I truly can't believe K-12 schools and parents in South Dakota want this kind political agenda. Please keep the 2015 standards as they are for the future. Our teachers can follow those guidelines and add more updated information as they go. They are very capable and knowledgeable. Do NOT allow these to go through.</p> <p>SD school teachers do Not teach Critical Race Theory. However, to our credit we Do teach Critical Thinking Skills! And, Yes! - it is higher level than rote memorization. We do NOT use racist or sexist language. However, we do teach all content area - history, geography, and social studies included-with truth - using research and inquiry based projects. That should continued - not be squelched by politicians!</p>
573	Robert A Sittig	K-12 Educator	<p>First, the proposed social studies standards involve too much memorization of facts. Why should students memorize facts that are readily accessible on any phone or computer?</p> <p>While some memorization may be necessary, many of the standards include facts that are inappropriate for the indicated grade level. Standards should focus on themes and why events happened rather than recitation of parts of documents, dates, and times. Second, we need to teach students how to think for themselves, and how to take part in discussions on important topics in a rationale and civil manner. The admonition that political discussions have no place in K-12 education is the exact opposite of what should take place in our schools. Our classrooms should be safe places where students can discuss thoughts and ideas, consider other viewpoints with an open mind, and agree to disagree without being disagreeable. Where will the next great leaders and thinkers come from if all students do is recite facts? Third, I agree that political activism should not occur at the behest of educators, but if activism is the byproduct of open discussions, so be it. I fear the current standards will make teachers hesitant to lead discussions on important topics, and the end result will be students who cannot think for themselves or support their own viewpoints. Last, with no disrespect to the standards workgroup, I believe more South Dakota K-12 practicing educators should have been included in the development of the standards.</p>
574	Hailey Schmidt	Concerned Citizen	<p>It is outrageous that these standards include information beyond a reasonable scope of Understanding among many of the age groups. Additionally, I would appreciate a separation of church and state in our public schools unless there are also plans to teach extensively about religious leaders of ALL religions. Furthermore, I would appreciate a large board of South Dakota educators to approve this and that those names are published. Please don't make South Dakota schools and the social studies standards unrealistic and untrue. Teach (at age appropriate times) all history as it happened.</p>

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
566	Jennifer Geuther		
567	Pam Gillespie		Seriously? How many 6-7 year olds would find relevancy in this?
568	Kari Furman		First graders would have trouble saying the large words in the Preamble, so it doesn't make sense to have them memorize it.
569	Alan Baskerville		
570	Kathy Cruse	There may be a couple of standards in this section applicable to a child of Kindergarten age. The majority of these standards are far above the mainstream 5 year old's cognitive ability expectations.	A few standards would make sense, but World History is not appropriate for 1st graders to learn and definitely to understand. That might be why they have History of Civilization as a required freshman college course. 1st graders should be learning about their city and neighborhoods. Some knowledge of the state capital and governor is fine.
571	Patty		
572	M. Kathie Tuntland	Too much!	Too too much!
573	Robert A Sittig		
574	Hailey Schmidt		

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
566	Jennifer Geuther		
567	Pam Gillespie	Seriously? How many 7-8 year olds would find relevancy in this?	Seriously? How many 8-9 year olds would find relevancy in this?
568	Kari Furman	They are too difficult.	Too difficult
569	Alan Baskerville		
570	Kathy Cruse	Not appropriate. Begin school and neighborhood maps as these are within the cognitive ability of most 2nd graders.	Not appropriate. Some early American history can be learned in 3rd grade, but not in-depth knowledge as what is included in these standards. Add to map work complexity
571	Patty		
572	M. Kathie Tuntland	Again- too much!	
573	Robert A Sittig		
574	Hailey Schmidt		

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
566	Jennifer Geuther		
567	Pam Gillespie	Seriously? How many 9-10 year olds would find relevancy in this?	When I taught 5th graders, we used the "We the People" program for American History. They absorbed and absolutely loved how our constitution was written and probably learned more about our government then most adult voters. I am sure they are too young to comprehend and know the importance of world history at this age.
568	Kari Furman	too difficult for a 4th grader	These standards are way too difficult for a 5th grade student.
569	Alan Baskerville		
570	Kathy Cruse	Should be State history and some American history	American History, economics of areas in the US
571	Patty		
572	M. Kathie Tuntland		
573	Robert A Sittig		
574	Hailey Schmidt		

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
566	Jennifer Geuther		
567	Pam Gillespie	Spend a whole school year on this? I don't think so.	Spend a whole school year on this? I don't think so.
568	Kari Furman		
569	Alan Baskerville		
570	Kathy Cruse	World History at an appropriate level plus inventions/economics	n/a
571	Patty		
572	M. Kathie Tuntland		
573	Robert A Sittig		
574	Hailey Schmidt		

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
566	Jennifer Geuther		
567	Pam Gillespie	Spend a whole school year on this? I don't think so.	
568	Kari Furman		
569	Alan Baskerville		
570	Kathy Cruse	n/a	n/a
571	Patty		
572	M. Kathie Tuntland		
573	Robert A Sittig		
574	Hailey Schmidt		

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
566	Jennifer Geuther		
567	Pam Gillespie		
568	Kari Furman		
569	Alan Baskerville		
570	Kathy Cruse	n/a	n/a
571	Patty		
572	M. Kathie Tuntland		
573	Robert A Sittig		
574	Hailey Schmidt		

	A	P
2	Name	9-12 - United States Government
566	Jennifer Geuther	
567	Pam Gillespie	
568	Kari Furman	
569	Alan Baskerville	
570	Kathy Cruse	n/a
571	Patty	
572	M. Kathie Tuntland	
573	Robert A Sittig	
574	Hailey Schmidt	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
575	Desi Kranz	K-12 Educator	-The lack of inclusion of educators in creating these standards -The wasted time of the previous standards committee -The unrealistic skills and content that are assigned to elementary grade levels -The removal of early American history, specifically the indigenous perspective and any history pre-European contact - reinstate the existing standards for another cycle and restart the process in 7 years. - the elimination of local control by going so far to detail exactly what students need to do will set a precedent for future/other classes. - the high cost to purchase new curriculum.
576	Lyndi Hudson	Parent/Guardian	I am an educator and parent of two children in the K-12 Public Ed. system in SD. I am shocked at the proposed content standards for Social Studies. Not only is the content not developmentally appropriate for the age levels, it seems as if the content is driven by an intent to push political agendas, rather than to provide a deeper understanding of SD history, American history, civics, etc. These standards were obviously not created by teachers that currently teach K-12 in South Dakota.
577	Jeany Salter	Retired special Ed and regular education teacher	Please reconvene and look at the standards with a panel of teachers. We can do better for our students and our teachers.
578	Leah	Educator and Parent	Not developmentally appropriate at all! They need to go back to the basics and let the students learn at where they are at!
579	Emily Boes	Parent/Guardian	Enough pressure is already placed on Kindergartners (and all students). Let them be kids. Their brains were not meant to learn this quickly. These standards will not be achievable and will continue to burn out teachers, students, and parents even more. If anything, Kindergarten needs to go back to the content used 20-30 years ago. Focus on play. Leave the reading and standardization for the older children.
580	Justin Goetz	Student	
581	Jennifer Miller	K-12 Educator	These proposed social studies standards are so developmentally inappropriate for the younger grades; it is laughable. There are not enough opportunities for critical thinking; which is so important for our students. These proposed standards focus on so much memorization and tell the students what to think while we want to teach them to learn how to think for themselves. There also seems to be a Christian slant to these standards; which is not appropriate for public schools. These proposed standards are also very far-reaching; I can't imagine being able to teach all of these in a rigorous way in a year with all the other subjects we need to teach. As a 2nd grade teacher who has also taught 1st, 4th, 7th, and 8th grades; and as a parent of two public school high school students in South Dakota; I wholeheartedly believe that these proposed standards need a complete redo. These standards are not right for South Dakota and will not help our children become the conscientious, critical thinkers our state needs for our future.
582	Beverly Graesser	Parent/Guardian	I am so glad we are proposing to teach our children civics, patriotism and factual history. We've gotten away from that in our school systems and I feel that is such a huge part of the problem of our society. I do hope you have involved enough educators in this process to make sure these standards are achievable. I have not read through every grade and I home school so I don't feel I can say more. But overall I'm very excited to see this.
583	Jennifer Shining	Parent/Guardian	I am just curious who the people are who created the standards. As we know information is power, this curriculum is powerful and that is why revising can be controversial on this political climate. The members of this committee hold a lot of power. First, assuming they are all South Dakotans? Are any representing higher education in the state? Next how many are teachers or current parents?

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
575	Desi Kranz		
576	Lyndi Hudson		
577	Jeany Salter		
578	Leah	These are NOT ok to teach kindergarteners. Not developmentally appropriate at all. I'm embarrassed our state is considering implementing such horrid standards for our children. In our district we have students coming to us not knowing where their next meal is coming from, they do not have clean clothes, etc. they need basic needs first!!! No way are they ready to learn about the ridiculousness of these standards! I can not, in my right moral compass, teach these standards!	
579	Emily Boes	The list on this proposed content list is exhaustive and ridiculous for a kindergarten level.	
580	Justin Goetz		
581	Jennifer Miller		1.ss.1.k: knowing architectural styles of buildings is irrelevant to first graders, 1.ss.1.n and o: we should be focused on critical thinking, not memorization of facts; 1.ss.2.a: there are way too many places on this list for a first grader to locate. Students in the younger grades have a hard time with the concept of city, state, and country. 1.ss.4 and 1.ss.5: ancient civilizations of other countries is developmentally inappropriate for students of this age.
582	Beverly Graesser		
583	Jennifer Shining		

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
575	Desi Kranz		
576	Lyndi Hudson		
577	Jeany Salter		<p>I am going to address the 3rd grade standards only in my comments because that is the grade I taught. I would like to say though after reading through the standards proposed for K-2 as well that these standards are unacceptable and need to be completely reviewed by educators and parents. We want our students to love learning and to force this many standards and this difficult learning on them will defeat that purpose. Please also consider that there are math and reading standards for them to master as well.</p> <p>I think my biggest disappointment is that these standards were not written by educators. They are the experts in their field of study and know the students best. Please consider the standards they proposed and work with them to add or delete or improve. The current proposed standards are completely unrealistic.</p> <p>Another concern that I see is the chronological order of these standards. Theoretically this is a very organized approach. However, does it consider age appropriate learning? Children in the younger elementary years are not developmentally ready for many of these standards. Again, we need to include the teachers who are the experts and have years of experience on how and what students learn best.</p> <p>PLEASE open up discussion and review these standards. Our students deserve the BEST and what fits their learning needs and styles. Too much and too difficult will only discourage and turn them off to learning.</p>
578	Leah		
579	Emily Boes		
580	Justin Goetz		
581	Jennifer Miller	2.ss.3: knowledge of the fall of Rome and the Mlddle Ages is not developmentally appropriate.	
582	Beverly Graesser		
583	Jennifer Shining		

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
575	Desi Kranz		
576	Lyndi Hudson		
577	Jeany Salter		
578	Leah		
579	Emily Boes		
580	Justin Goetz		
581	Jennifer Miller		
582	Beverly Graesser		
583	Jennifer Shining		

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
575	Desi Kranz		
576	Lyndi Hudson		
577	Jeany Salter		
578	Leah		
579	Emily Boes		
580	Justin Goetz		
581	Jennifer Miller		
582	Beverly Graesser		
583	Jennifer Shining		

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
575	Desi Kranz		
576	Lyndi Hudson		
577	Jeany Salter		
578	Leah		
579	Emily Boes		
580	Justin Goetz		
581	Jennifer Miller		
582	Beverly Graesser		
583	Jennifer Shining		

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
575	Desi Kranz		
576	Lyndi Hudson		
577	Jeany Salter		
578	Leah		
579	Emily Boes		
580	Justin Goetz		I am really frustrated to not see any updates on teachings on the Japanese internment camps and the civil rights movement of the 1960s including the work of LGBTQIA advocates. As a former student, I didn't know about the Japanese camps until I got to college, and I discovered the horrors that happened during them, specifically the one in Bismarck, ND. Also as a member of the LGBTQIA+ community, it was really difficult to not learn and see examples of my identity in history and the hard work my community has put in to discover their rights in America.
581	Jennifer Miller		
582	Beverly Graesser		
583	Jennifer Shining		

	A	P
2	Name	9-12 - United States Government
575	Desi Kranz	
576	Lyndi Hudson	
577	Jeany Salter	
578	Leah	
579	Emily Boes	
580	Justin Goetz	
581	Jennifer Miller	
582	Beverly Graesser	
583	Jennifer Shining	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
584	Linda Steele	School administrator/former curriculum director	These standards have been written without any true understanding of the developmental educational needs of students in grades K-12. The level of understanding is written exceedingly high for each grade level. Content can be memorized by students, but if we want students to truly comprehend what it is that we are teaching, we must have an understanding of student learning and what is appropriate for their age level. While many of the concepts are important, specific topics are less important than students understanding the deeper meaning of what it means to be a good community member, citizen and global partner. There seems to be such an emphasis on learning specific details that we have lost sight on the bigger picture of applying what the we want them to understand. There are many, many great resources from which we can use to build better learning than what has been presented to us in these standards. I hope that our state will consider those other resources prior to adopting what has been presented here.
585	Dale M. Knebel	K-12 Educator	The best move for the Board of Education in approving standards is to revert to the original set that was compiled by the diverse group in the summer of 2021. When Governor Noem did not like the outcome and moved forward with her own group that provided standards that aligned with her beliefs, the process jumped the tracks. It became a political issue and most of the group that she assembled have no clue about South Dakota education. She continues to push Critical Race Theory because that is what furthers her agenda in promoting herself in her party on the national level. It is not found in South Dakota schools, and I doubt that she even understands it. But that is what she is directed to do; it is part of the script handed her. At this point, the state has spent \$427,000 on the issue. It is time that DOE divorce itself from Hillsdale College. I don't want to see their principles creep into South Dakota education.
586	Jennifer	K-12 Educator	There is a disconnect between the depths of knowledge. May of the skills in lower elementary are not developmentally appropriate. There are too many skills for 180 days of teaching as there are many other skills in language arts and math to cover, too.
587	Barbra DeVos	School Counselor	I am concerned that 1) 3 of 15 drafters were educators, 2) this group of drafters is headed by someone who gains financially and isn't even from SD, 3) because educators weren't largely the creators much of the curriculum does not take into account children's developmental abilities and 4) WHAT IS NOT IN THE CURRICULUM. In contrast to what Governor Noem is saying, these standards are biased and appear to purposely leave out truth that can help children learn to make their own decisions. Ex. how white colonization in fact swept from the east to the west, had done so in other areas of the world, pushed indigenous people from their homes, outlawed their way of life, created boarding schools, etc. along with slavery. Is there education that Hawaii actually began as a monarchy until white colonization built sugar cane plantations, etc and the monarchy was overturn. Our children deserve to receive education not based on bias. It is the truth that will help heal our nation. Is there information about red lining, how banking structures were set up disproportionate, etc. ?
588	Rockiel Akason	Parent/Guardian	TEACHERS DID NOT PUT THIS TOGETHER AND IT SHOWS! I implore South Dakota DOE to stop driving away teachers with thinly veiled idiocy like this in an attempt for the elite to create a charter school environment that will mean disproportionate opportunities for the already well off portion of the community.
589	Janet Morrow	K-12 Educator	I have taught 3rd and 4th graders for the last 34 years. I can tell you what works and what students are developmentally ready to handle. These standards are not realistic for elementary children. You will need to check with middle school and high school educators to determine how they feel about their standards. *Time and time again your proposed standards state "Building upon skills learned in previous grades" Well if students cannot understand the prior concepts because they were not developmentally ready for them, or the teachers could not get through the magnitude of materials the whole purpose has been compromised. *Where are teachers and schools supposed to get curriculum that cover all of these standards. *What happened to separation of church and state? *Maybe I missed it, but where is South Dakota History? While there are things that are good in the proposed standards they need to be adjusted. Most of proposed standards needs to be moved up by two to three grades. You need to include early childhood educators and current elementary teachers for realistic goals. If you can't do that then your team needs to spend time in elementary classrooms to see what works and what is appropriate.
590	Pamela Mettler	Grandparent, SD citizen, retired elementary educator	In my opinion, many of the standards at the elementary grade levels are age inappropriate and are setting children up to fail. Each standard needs to be revisited and be critiqued by trained education professionals at each grade level who work with children at those grade levels. Our governor wants excellence in education in our state, but these standards will do nothing to help reach that goal. In fact, I believe many of the standards are harmful as currently written and must be revised.
591	Miranda	Parent/Guardian	These are horrible!!!! Little minds are concrete, not abstract. There were hardly any teachers on this committee. Do the people on this committee know all these topics inside and out? What curriculum will have all this in there at an appropriate grade level? Put standards of closest to present for young kids than the farthest from today. How come people from MICHIGAN not SOUTH DAKOTA were proposing these. They are all absolutely horrible on so many levels and for all grades. Way too many to teach as well.

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
584	Linda Steele		
585	Dale M. Knebel		
586	Jennifer	It is not developmentally appropriate for five and six year olds to remember stories and explain the lives of over 60 different historical figures in addition to understanding and explaining over 30 different historical symbols. These are children who do not learn to read until almost Christmas time!	Many of these standards and skills are NOT developmentally appropriate for six and seven year olds (ie ancient civilizations, mythology, explaining purpose of government, Boston Massacre); however, those same standards are much more appopriate for upper elementary and middle school. There are so many skills within these standards. How will teachers have enough time to cover all of these?
587	Barbra DeVos	Children at this level learn concretely. I question if I the curriculum creators asked an experienced Kindergarten teacher.	Curriculum does not consider normal developmental ability. Your average 1st grader likely has no ability to memorize the preamble.
588	Rockiel Akason	These	Are
589	Janet Morrow	Most five-year-olds need to learn the alphabet, the sounds the letters make, and recognize a few sight words. They are just beginning to develop the concept of the world around them and the abstract use of time and places. K.SS.1 seems reasonable, but I do not teach kindergarten. You need an early childhood person on your team to help write and adopt these standards. The standard 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. *This is a lofty goal for children that do not know how to read yet. There are over 60 people listed. Where are school districts getting curricula at this level to cover this standard?	1.SS.4. The student demonstrates knowledge of ancient civilizations in Asia, the Middle East, northern Africa, and the eastern Mediterranean Sea. These are six-year-olds who are learning how to read. They are just starting to develop an understanding of their world, which includes local towns and the concept of state. Yet, the standards would require them to identify the major cultural features, stories, and contributions of Ancient India, Babylon, China, Egypt, Hebrews, and Greek Mythology. They would also have to know about the Persian Wars, battles of Marathon, and Thermopylae. Ask yourself whether you know all of these cultural features and stories from each place listed in the first grade standards as an adult. Can you, in a good conscious, say that this is an appropriate standard for six-year-olds? I haven't even addressed the following proposed standards. How many hours a day are you expecting teachers to spend teaching all of these HIGH level standards? What subjects do you think they should eliminate so they can dedicate time to teaching these unrealistic standards to their first graders? 1.SS.5. The student demonstrates knowledge of the Roman Republic and the Roman Empire. 1.SS.6. The student demonstrates knowledge of pre-Columbian indigenous peoples of North America. 1.SS.7. The student demonstrates knowledge of European exploration and settlement of what would become the United States. 1.SS.9. The student demonstrates knowledge of events leading to the American Revolution. 1.SS.10. The student demonstrates understanding of the Declaration of Independence based on the arguments of leading founders. 1.SS.11. The student demonstrates knowledge of the War of Independence.
590	Pamela Mettler		
591	Miranda		1st graders developmentally barely recognize anything outside their city and now they are going to talk about the Roman Empire??? (1.SS.5) Go back to the theorists and understand they have concrete brains and not abstract ones.

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
584	Linda Steele		
585	Dale M. Knebel		
586	Jennifer		
587	Barbra DeVos	How does learning about Roman Empire or Aztec teach SD children about our SD history.	1492 yes Christopher Columbus though please have teachers that teach 3rd grade give input.
588	Rockiel Akason	Not	Age
589	Janet Morrow	Again the standards are not appropriate for seven-year-olds. There are way too many concepts and they are not realistic for elementary children. The following are fourth grade standards that I am teaching to my students. A lot of them struggle with these concepts as nine-year-olds. I can't imagine expecting seven-year-olds to understand the following concepts with the extensive sections under each standard. 2.SS.5. The student demonstrates knowledge of the United States Constitution 2.SS.6. The student demonstrates knowledge of American citizenship and civic participation. 2.SS.7. The student demonstrates knowledge of the early United States under the Constitution.	I found that the standards are again not grade level appropriate and there are way too many.
590	Pamela Mettler		
591	Miranda	What curriculum will have all these standards included at a developmentally appropriate reading level? Again, not abstract brained so how will they understand the world history standards? These students are going to learn about Christianity and Muslims, but religion at this age? This is horrible.	

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
584	Linda Steele		
585	Dale M. Knebel		
586	Jennifer		
587	Barbra DeVos	Same. Where is the SD history and truth about white colonization, the wars that occurred (ex Battle of Wounded Knee), massacre in Mankato MN along with boarding school information.	Same as previous comment. In addition in SD who is Sitting Bill, who is Chief Big Foot, etc. children at 5th grade are ready and want truth to begin making own opinions.
588	Rockiel Akason	Or	Developmentally
589	Janet Morrow	<p>This is my 20th year of teaching fourth graders. We cover the three branches of the government, the Bill of Rights, amendments, and map skills. We also spend about half the year on South Dakota History. Which includes a lot of time studying Native Americans, famous historical figures of SD, and a timeline of major events that shaped the Dakota Territory and the State of SD. My students always enjoy learning about their state and leave with a sound foundation and understanding of our history and the basics of government. It is age appropriate and not overwhelming.</p> <p>The new standards cover way too many concepts and things that are not developmentally appropriate. Another red flag for me was the following:</p> <p>C. The student explains the major historical ideas and events surrounding the life of Jesus of Nazareth and their historical effects. H</p> <p>How do teachers justify this to the atheist parents? I certainly don't want to open that can of worms. You know that there are going to be parents that will challenge this and all of the other references to religion.</p>	
590	Pamela Mettler		
591	Miranda		

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
584	Linda Steele		
585	Dale M. Knebel		
586	Jennifer		
587	Barbra DeVos		
588	Rockiel Akason	Appropriate	For
589	Janet Morrow		
590	Pamela Mettler		
591	Miranda		

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
584	Linda Steele		
585	Dale M. Knebel		
586	Jennifer		
587	Barbra DeVos		In particular same as my 5th grade comment. High schoolers need to have opportunities to know truth (ex. There was an insane asylum in Canton SD where native Americans throughout USA were held, against will, graves located on golf course, Native American children's graves were found in past year in west Rapid City where a boarding school previously was. In order to reconcile differences and to improve peaceful relations in our communities, teachers need opportunity to teach truth. I pay attention to what is not in the standards and what is missing.
588	Rockiel Akason	Students	Teachers
589	Janet Morrow		
590	Pamela Mettler		
591	Miranda		

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
584	Linda Steele		
585	Dale M. Knebel		
586	Jennifer		
587	Barbra DeVos		
588	Rockiel Akason	Should	Have
589	Janet Morrow		
590	Pamela Mettler		
591	Miranda		

	A	P
2	Name	9-12 - United States Government
584	Linda Steele	
585	Dale M. Knebel	
586	Jennifer	
587	Barbra DeVos	
588	Rockiel Akason	Made these.
589	Janet Morrow	
590	Pamela Mettler	
591	Miranda	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
592	Carolyn Westby	K-12 Educator	These standards are not appropriate for elementary students and seem very politically motivated. Please do not move forward with these standards!
593	Julie Prasek	K-12 Educator	Let SD teachers teach ---- government shouldn't be telling us how. No wonder we have fewer and fewer teachers.
594	Jayne Leonard	K-12 Educator	It is clear educators were not included on the writing of these standards. They lack age appropriateness, clarity, logic, and show no understanding of an elementary classroom in which we teach 6 or more subjects a day. These should be piloted by the people who created them. They should have to teach in our schools for at least a year, be held to ALL our district/state standards, and then decide whether these are appropriate.
595	Roxana Uttermark	Parent/Guardian	<p>These standards are appalling and inappropriate. What we are asking of students is not developmentally appropriate. Also some of the members of this committee that came up with these are such poor teachers , and do not understand curriculum that I am really curious how they got choose. To be in this “curriculum “ committee.</p> <p>Very opposed to theses standards.</p> <p>Please choose people for the committee that actually teach and understand curriculum.</p>
596	Melissa	Parent/Guardian	These standards are ridiculous. Also what makes anyone think they will retain what they learned in K to their Freshman year. Also some of this information is nonsense. We do not need to know in 2nd grade why the Japanese created Buddhism. They need to learn what our country stands for What makes us great? Why are the people on our currency on our currency? I agree a change needed to be made as I have been following my child’s curriculum or lack there of but this is not attainable and is worthless to teachers and students. Get some teachers from each grade and have them come up with the standards. Get some high school teachers together from large schools and small schools evenly and let the teachers decide and then let the department of education look and vote if they agree. Let those that teach that have experience create the standards.
597	rachel	Parent/Guardian	
598	Bonnie Carr	Retired public school speecupathologist	Horrible please let me know this has been received and read. Thank you
599	Janet Merriman	Higher Education	Overall the standards through 12th grade remain in Bloom’s taxonomy level 1 of knowledge and never progress to increasing levels of critical thinking. They do not teach our students to think, but to memorize and explain what they are told. As a university level educator I find more and more students can not think their way through problems or issues. The standards need to progress to helping our students develop the ability to critically think about a topic.
600	Melissa Wonnenberg	Parent/Guardian	Where is our South Dakota history?
601	Joan G. Anderson	K-12 Educator	Why were SD educators not the ones to write the standards for SD? This finished product is terrible.
602	Christen	K-12 Educator	
603	Candice Klipfel	Parent/Guardian	These content standards are in no way developmentally appropriate for the students they are written for. I urge you to scrap these standards and have a new set written by South Dakota’s educators—people who have been trained in pedagogy and are familiar with what students are capable of at any given age. These are ridiculous. You will lose even more educators from the state if these are approved. There is already a teacher shortage crisis. It would be foolish to approve these.

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
592	Carolyn Westby	These standards are not developmentally appropriate for 5 and 6 year old students!	These standards are not developmentally appropriate for 6 and 7 year old students!
593	Julie Prasek		
594	Jayne Leonard		
595	Roxana Uttermark	Extremely inappropriate standards for Kindergarten level students	Some of the standards are very high level and not appropriate for 1st graders and their reading and reasoning abilities
596	Melissa		
597	rachel	having a child entering kindergarten these seem to be very advanced concepts such as what you can say now versus history why this is an important concept learning to take turns and be civil is equally important at this age .	
598	Bonnie Carr	Inappropriate for age	Inappropriate for age.
599	Janet Merriman		
600	Melissa Wonnenberg		
601	Joan G. Anderson		Totally inappropriate
602	Christen		How many people with ANY elementary experience wrote these? They are completely developmentally inappropriate for 7 year olds. I have been teaching 1st grade for 19 years and there is no way we could cover even a fourth of these AND teach them to read, write, add, subtract, and be good humans! These are the most ridiculous standards I have ever seen! I'm so embarrassed for our state!
603	Candice Klipfel		

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
592	Carolyn Westby		
593	Julie Prasek		
594	Jayne Leonard		
595	Roxana Uttermark	Some of the standards are very high level and not appropriate for their reading and reasoning abilities	
596	Melissa		
597	rachel		
598	Bonnie Carr	What material to meet these standards will be provided to each school district. This will cause a huge expense for districts at all grade levels.	
599	Janet Merriman		
600	Melissa Wonnemberg		
601	Joan G. Anderson		
602	Christen		
603	Candice Klipfel		

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
592	Carolyn Westby		
593	Julie Prasek	These are beyond what a 4th grader can understand. Who will write this textbook? Who's view of Jesus are we teaching? Where in SD is their Muslim art for the students to see. When will they learn about SD? The Lakota people? When was the last time the committee came to a 4th grade room? We wonder why we have no teachers in SD..... Let us teach.....	
594	Jayne Leonard		
595	Roxana Uttermark		
596	Melissa		
597	rachel		
598	Bonnie Carr		
599	Janet Merriman		
600	Melissa Wonnenberg	Where is our state and local history?	
601	Joan G. Anderson		
602	Christen		
603	Candice Klipfel		

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
592	Carolyn Westby		
593	Julie Prasek		
594	Jayne Leonard		
595	Roxana Uttermark		
596	Melissa		
597	rachel		
598	Bonnie Carr		
599	Janet Merriman		
600	Melissa Wonnenberg		
601	Joan G. Anderson		
602	Christen		
603	Candice Klipfel		

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
592	Carolyn Westby		
593	Julie Prasek		
594	Jayne Leonard		
595	Roxana Uttermark		
596	Melissa		
597	rachel		
598	Bonnie Carr		
599	Janet Merriman		
600	Melissa Wonnenberg		
601	Joan G. Anderson		
602	Christen		
603	Candice Klipfel		

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
592	Carolyn Westby		The history of the United States did not begin in 1492.
593	Julie Prasek		
594	Jayne Leonard		
595	Roxana Uttermark		Overall some of the standards are good , however one of them I think it's in this section requires HS students to accurately spell and know every state and capital . Do the people who wrote these standards understand the the process of spelling and that many students have difficulty in this ????
596	Melissa		
597	rachel		
598	Bonnie Carr		
599	Janet Merriman		
600	Melissa Wonnemberg		
601	Joan G. Anderson		
602	Christen		
603	Candice Klipfel		

	A	P
2	Name	9-12 - United States Government
592	Carolyn Westby	
593	Julie Prasek	
594	Jayne Leonard	
595	Roxana Uttermark	
596	Melissa	
597	rachel	
598	Bonnie Carr	Many standards appear to be irrelevant. There needs to be more emphasis in the three branches if government, the voting process at the local, county, state and national level. The rights of citizens to referendum etc. Teach how one can be active and involved in all levels of government and how the media is the 4th arm of government.
599	Janet Merriman	
600	Melissa Wonnemberg	
601	Joan G. Anderson	
602	Christen	
603	Candice Klipfel	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
604	Kay Koliner	retired South Dakota elementary teacher	
			<p>What has transpired as a result of these standards and their publication has been disheartening, hurtful, and unethical in regards to the process that has traditionally taken place when previous standards were adopted by our state in the field of education. The original Social Studies group members comprised of 41 respected educators from across South Dakota recommended standards for approval was modified without the knowledge of the committee and then eventually a new committee was formed of only 16 individuals, many who have no knowledge of pedagogy at the various levels of learning like the original group did and who have no experience actually teaching the very standards and content that need to be learned.</p> <p>Once the new standards were released, they not only has drawn immediate criticism from social studies teachers and retired teachers across the state, but has called to question the committees professionalism in adopting what many see as a politically influenced set of standards heavily driven by the \$200,000 payment to William Morrissey, who was a former professor of politics at Hillsdale College, a deeply conservative private Christian college in Michigan that has been known throughout the country for its far-right political beliefs. Similar movements are taking place in states like Florida and Tennessee and while the Governor stated clearly in her SD State News article about "Raising the Bar" that "We won't allow political ideologies to invade our classrooms", in fact she has done the very thing she claims to be attempting to prevent. South Dakota educators are not fooled by these lies and the truth is already out there. The influence of Hillsdale College on our standards can be found in the article by Cory Heidelberger from the Dakota Free Press https://dakotafreepress.com/2022/07/07/hillsdale-influence-on-sd-social-studies-standards-follows-florida-pattern/ as well as other articles from nonpartisan news sources like Bridge Michigan https://www.bridgemi.com/talent-education/how-michigan-college-leaning-culture-wars-reshape-education that highlights the political motivations of Larry Arnn that currently views our nations schools as "Leftist indoctrination centers".</p> <p>Further themes of Hillsdale College ideologies include bans on critical race theory, restrictions around discussions of race or gender identity, and a more western and classic focus on reading material. It is also noted that the private college is "engaging states directly to reshape the curricular standards of the public education in those states"</p> <p>One does not need to look further than when the Common Core standards were adopted in 2009 and the criticism that followed to see that states have gone back to the idea that the standards that are adopted need to reflect a more "state approved" version and one that takes into account the agreements of our people in the profession. Educators in the classroom are the experts and outside or private influences that have the potential to indoctrinate any of our students regarding one political ideology versus another should be diminished.</p> <p>Further, the Native American community in our state are diminished in the current standards and we are once again in a position where critics are accusing these standards of "white-washing" history and failing to address the challenges Native Americans have faced since the days of boarding schools https://archleague.org/article/cheyenne-river-reservation-boarding-schools/ and looking at our history as a means of learning how not to repeat the dark days of our past. The Oceti Sakowin standards, highly regarded among many educators in South Dakota, are not adequately embedded and this is problematic in many ways and hurtful to our Native American people. Not to mention there is little exploration of South Dakota history outside of learning the neighboring states, the flag and motto, capitol and Governor, and basic geography.</p> <p>I can not foresee how these standards should have a chance of being adopted. They are already tainted politically and have become a magnet for criticism. They have been politically driven by the Governor and their development has lost the respect of the K-12 education community. The public comment of these standards will be overwhelming and if Governor Noem and the committee are unwilling to hear the concerns of our education professionals, we will fail to implement these standards with the fidelity we hope to and we will destroy the very working relationship needed between our state government and education community and we run the risk of demoralizing an already fragile community of educators that are going to work everyday during a time that our state is short 300 teachers in our classrooms across the state. This is not in the best interest of the students in the state of South Dakota and I believe it is time we go back to the original standards developed by the original 41 teachers and honor their work.</p>
605	Jeremy and Lisa Hurd	K-12 Educator	
606	Misty Jensen	Parent/Guardian	<p>The entire effort should have been spearheaded by actual educators. These standards do not seem age appropriate at all, especially for younger levels. Additionally memorization not nearly as important as learning critical thinking skills. These standards do not seem to support this idea regarding discovery which is extremely disappointing. I'm also extremely disappointed that the work put in just a year ago is being flagrantly disregarded. History and social sciences are so important to understand the world and these standards clearly are biased and are not setting up this generation for appropriate introspection and reflection.</p>
607	BJT	K-12 Educator	<p>I've been debating whether to leave the state and seek employment elsewhere. If these standards pass, my decision will be easy. This content gives no attention to appropriateness of content, and child growth and development. I was a Noem supporter in the last election but her interference in education has guaranteed I will not vote for her again. A waste of tax payer. Money for the second time on the same project. She apparently could use a little work in the economics standards, and I'm 100% confident she would not be able to pass a test of k-5 content. I would hope each board of standards member would offer to take a content test in fact.</p>
608	Bobbie	Parent/Guardian	<p>Very disappointing. No way should we be paying that facilitator the final payments for this work. Any board of standards member who can pass this and live with the destruction of education should be ashamed of themselves. Our elementary children will be having to spend half a day in SS at a minimum because most of their reading and writing time will have to match up with this to get it done. Exploring Hillsdale College's k-12 curriculum it's almost an identical match. Will we be forcing schools to purchase all curriculum from them? It would also be very ironic if the executive order related administrative rule passed because a board member in good conscience could not pass these standards, as they include divisive concepts.</p>
609	Jessica Schoolmeester	Parent/Guardian	<p>My children will enter 2nd and 6th grade next week so I focused mainly on the grades they just completed. The amount of detailed world history is not comprehensible by 6 and 7 year olds. Most of these kids have never left the Midwest. They think their parents who were born in the 1980s are old. They cannot comprehend the 1400s. My son is entering middle school and absolutely loves social studies. He know more than I do about a lot of things on the proposed plan. He is the exception and some of the items listed for 1st grade would only have made sense to him in the last year or so. I am not a teacher. I am a healthcare worker. What I have learned in the last few years is that to get the job done correctly you need to have the people who do the work come up with the plan. The people on the front lines doing the actual work every day are the experts. Give the best group of teachers in South Dakota a guide from the Department of Education but let the teachers come up with a plan. At the very least let them critique this plan and listen to them. Like really listen. This plan is absurd and completely unrealistic. I am all about pushing kids to learn more and expand their knowledge. The curriculum currently listed for social studies would take all day to hopefully be understood by students. There is no spare time for writing and math. Please consider heavy revision to what has been proposed. Thank you.</p>

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
604	Kay Koliner	a lot of this is not developmentally appropriate for 5-6 year old children	for the most part- not developmentally appropriate for the children who are 6 and 7 years old
605	Jeremy and Lisa Hurd	<p>I question a Kindergarten student using the word "because" in an answer to a question. I am not sure what that specifically has to do with social studies and is more of a critical thinking element. Also, providing examples of treating others with respect is a great character trait, but is not a social studies standard. Standard K.SS.2 is too advanced for Kindergarten students. Students at this age level struggle just to identify their alphabet letters at this age and identifying these on a map may be a challenge. It also addresses the USA as a whole and Alaska and Hawaii individually, but not the other 48 states. The list of stories in K.SS.3 is so wide and vast that it is impossible to cover them or allow teachers the opportunity to narrow their focus and resources. This is an overwhelming list and should be narrowed into categories that prioritize which ones are important.</p>	<p>A student in 1st grade will not be able to distinguish between a primary source and secondary source in 1st grade. That is not developmentally appropriate and would be better aligned in 6th grade. There are several "Economics" standards here of working, selling, and transactions that would be better aligned to middle school standards. Students in 1st grade will be limited in their ability to learn these concepts. Again, character education and social studies standards don't have alignment. Item 1.SS.1 letter N. Virtues and actions related to excellence in character, knowledge, wisdom, and self-government should not be included. The standard is not aligned and is too broad to clearly measure. What are considered, "major public buildings in Washington DC"? There would need to be examples.</p> <p>Asking students to recite the line from the Declaration of Independence from memory is developmentally inappropriate. This may be possible in 4th or 5th grade, but students in first grade are barely able to read and reciting this loses meaning when not being able to read and comprehend it with context. This will be a challenging standards for teachers to achieve. Lastly, reciting from memory the Preamble to the US Constitution is a challenge for a high school student to memorize, let alone a 1st Grade student. I would like to know if any of the committee members have the preamble memorized? How do we expect a 6 year old to recite some of the following vocabulary terms when they are still working on their reading skills?</p> <p>"We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America."</p> <p>Geography standards are not developmentally appropriate and ask too much of a 1st grader for locations on a map. Standards 1.SS.3 are better suited for 4th or 5th grade and are again not developmentally appropriate. Standards 1.SS.4 and 1.SS.5 are not developmentally appropriate for 1st grade, again better aligned in 4th or 5th grade. The term "slavery is morally evil" could use better language. First graders understanding of "evil" could be replaced with wrong. The 1st grade American History standards are so comprehensive that I don't believe teachers will be able to adequately cover them at this age level.</p>
606	Misty Jensen		
607	BJT		
608	Bobbie		I am very concerned over the developmental appropriateness of content suggested for first grade. There are no less than 15 mentions of war, massacres, fighting, etc.... Six years kids should not be encouraged to spend this much time on the topic of death and war.
609	Jessica Schoolmeester		

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
604	Kay Koliner		
605	Jeremy and Lisa Hurd	Students memorize the preamble in 1st grade and only listen to and discusses it in 2nd grade does not seem appropriate. Shouldn't the students learn them and discuss them in the same grade level? Again, this is better learned in 4th or 5th grade. What selections from the Bill of Rights do teachers select?	The American History standards are so vast that I do not believe a teacher will be able to cover all of these adequately. There are 50 standards in American History alone and 82 standards total that have to be covered in detail. Previous standards were at about 25-30 for the grade level. I have concerns how teachers will be able to cover it all.
606	Misty Jensen		
607	BJT		
608	Bobbie	I am concerned about the religious content in second grade. While I identify as Religious, I do not want the school teaching my child at age 7/8 about multiple religious concepts. Churches do not allow confirmation before adolescence because they do not believe there is solid understanding before that. I oppose these topics being before 5th grade. How do you expect teachers to teach children from multiple religious backgrounds about all of these different belief systems and not feel like it is divisive concepts? I'm confident many South Dakotans do not want their child to actually learn factual information about religion at school in second grade, even if it were unbiased.	I'm disappointed with lack of content about North America pre Columbus. There was a lot going on here before 1492.
609	Jessica Schoolmeester		

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
604	Kay Koliner		
605	Jeremy and Lisa Hurd	The American History standards are so vast that I do not believe a teacher will be able to cover all of these adequately. There are 50 standards in American History alone and 82 standards total that have to be covered in detail. Previous standards were at about 25-30 for the grade level. I have concerns how teachers will be able to cover it all.	<p>5.SS.1 is very generic and does not provide teachers with clarity about what should be taught except for "building upon skills learned in previous grades" and saying "examples of natural resources, limited resources, and unlimited resources" The standards here are so broad they are hard to measure.</p> <p>Asking to memorize the following from the Declaration of Independence is unnecessary for 5th graders. How is memorizing this important to the actually learning of the what and why? Rote memorization is not a necessity for a topic like this and does not provide students meaning behind a historical context that would better be focused on discussing its content and relevance. There will be unnecessary time spend on memorizing the standards. I can not begin to tell you the tears that will be shed by students who will struggle to memorize such a lengthy paragraph. Does anyone on our committee have this memorized?</p> <p>This is a lengthy paragraph to memorize and recite</p> <p>“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...”</p> <p>The American History standards are so vast that I do not believe a teacher will be able to cover all of these adequately. There are 50 standards in American History alone and 82 standards total that have to be covered in detail. Previous standards were at about 25-30 for the grade level. I have concerns how teachers will be able to cover it all.</p>
606	Misty Jensen		
607	BJT		
608	Bobbie	Not enough emphasis placed on learning South Dakota specific content. This state is a geographic and culturally diverse place. These standards nearly ignore SD.	World history being laid out chronologically from k-5 makes no sense to me. The American History presented here leaves a lot of relevance to South Dakota out of the equation.
609	Jessica Schoolmeester		

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
604	Kay Koliner		
605	Jeremy and Lisa Hurd	The American History standards are so vast that I do not believe a teacher will be able to cover all of these adequately. There are 50 standards in American History alone and 82 standards total that have to be covered in detail. Previous standards were at about 25-30 for the grade level. I have concerns how teachers will be able to cover it all.	There is no reason students need to memorize the first, second, and final paragraphs of the Declaration of Independence from memory. Time would be better spent analyzing the context of the document. This is wasted learning time. There are 132 standards students in 7th Grade must master and most schools have 170 days of school. Students will not be able to adequately master or engage in deep conversations around all of these standards and teachers will be pressed to deliver instruction and adequately cover them all. This resembles what might be able to be covered over the course of two school years, and not one
606	Misty Jensen		
607	BJT		
608	Bobbie		There should be some content related to North America prior to Columbus. A lack of knowledge about what was happening here in the US before European contact makes what happened after European contact biased. An entire year of American History in middle school would bore me to death.
609	Jessica Schoolmeester		

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
604	Kay Koler		
605	Jeremy and Lisa Hurd	There are 132 standards students in 8th Grade must master and most schools have 170 days of school. Students will not be able to adequately master or engage in deep conversations around all of these standards and teachers will be pressed to deliver instruction and adequately cover them all. This resembles what might be able to be covered over the course of two school years, and not one	There are 118 standards students in World History must master and most schools have 170 days of school. Students will not be able to adequately master or engage in deep conversations around all of these standards and teachers will be pressed to deliver instruction and adequately cover them all. This resembles what might be able to be covered over the course of two school years, and not one and this is typically only a semester course. This coursework is not required for high school graduation and should be made clear to the public.
606	Misty Jensen		
607	BJT		
608	Bobbie	Again! More American history? Move some world content out of elementary and give students an opportunity to learn it now.	
609	Jessica Schoolmeester		

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
604	Kay Koliner		
605	Jeremy and Lisa Hurd	There are 75 standards students in Economics must master and most schools have 170 days of school. Students will not be able to adequately master or engage in deep conversations around all of these standards and teachers will be pressed to deliver instruction and adequately cover them all. This resembles what might be able to be covered over the course of 1 1/2 school years, and this is only a semester course	There are 252 standards students in US History must master and most schools have 170 days of school. Students will not be able to adequately master or engage in deep conversations around all of these standards and teachers will be pressed to deliver instruction and adequately cover them all. This resembles what might be able to be covered over the course of 4 school years, and this is only a one year course
606	Misty Jensen		
607	BJT		
608	Bobbie		Spending another year after 2 in middle school on American history is overkill.
609	Jessica Schoolmeester		

	A	P
2	Name	9-12 - United States Government
604	Kay Koliner	
605	Jeremy and Lisa Hurd	There are 175 standards students in US Government must master and most schools have 170 days of school. Students will not be able to adequately master or engage in deep conversations around all of these standards and teachers will be pressed to deliver instruction and adequately cover them all. This resembles what might be able to be covered over the course of 2 school years, and this is only a one semester course
606	Misty Jensen	
607	BJT	
608	Bobbie	
609	Jessica Schoolmeester	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
610	Tyler Jon Thue	K-12 Educator	<p>I am curious about the choice in some beginning and end years for the suggested content to be covered; namely the "1492" start date for American History in 1st, 3rd grade, and 7th grades, and the "2008" 'end' year at the middle and high school levels. If we are setting these beginning and end periods based on textbook publishers, I am concerned. Textbooks are excellent resources, but they are not sole curricula to be used in implementing standards. I understand that there must be a baseline, and that finding sufficient, credible resources might be difficult for more recent events, but if that's the case then perhaps the end year should be 2003.</p> <p>The scope and sequence of the proposed "standards" appears to be far to precise and scripted, leaving little wiggle room to educators that have dedicated themselves to studying the content. These are not standards, but a "suggested" curriculum. At what point does the teacher utilize their competence in determining how the standard is met? When will teachers be teachers? What has been proposed suggests that teachers can't and the average person can.</p> <p>I enjoy the idea of integrating each discipline at each level, but they are not developmentally appropriate. That said, the "standards" (curriculum) offers the exercise of perspective in many cases, content wise, but will be defeated by the fact that we are expecting skills of students that do not match their developmental levels. Outside of the proposed curriculum and its developmentally inappropriate nature, there is far too much here to be realistically taught and learned in a given school year.</p> <p>I'm very wary of the fact that we have paid a consultant \$200,000 to lead the proposition of new standards in our state. What about those of us that have dedicated ourselves to the state of South Dakota, attended university here, and are currently employed as certified teachers? Previous committees have held 40+ competent, well-versed, highly-capable, currently licensed SD state teachers with invaluable classroom experience. Where was their offer to continue serving the learners of our state? Finally, what is up with rolling this proposal out at the beginning of another school year? We as educators have a million things to do in general, let alone at the beginning of a school year. I can't help but feel like we're being spat on with this timing. For the best interest of our teachers, learners, and citizens, I highly recommend that you heavily consider an overhaul of what has been proposed. For the integrity of education in South Dakota and America, seasoned veteran and contemporary SD teachers must be heavily involved in the revision/reconstruction of state standards.</p>
611	Vanessa Schulz	Parent/Guardian	<p>Did our government really spend \$200,000 to pay someone, who is not qualified to teach young children, to write these standards? What a waste of mine and other taxpayers money when a team of teachers who are trained and qualified with experience already wrote standards that are developmentally appropriate. You should all be ashamed of yourselves if you think this is in anyway ok.</p> <p>I don't even know what to comment on these standards because there are so many things wrong with this! I only commented on first grade because after reading through the kindergarten and first grade standards I assume that the rest can't be developmentally appropriate either.</p> <p>Please have a team of qualified teachers who have training and experience working with children review these standards and strongly take their suggestions. Please leave this up the professionals in this field.</p>
612	Kayla Vockrodt	K-12 Educator	Please get some educators (preferably 100%) to create these standards for our kids. Educators know what they're doing and what our kids need to and should know.
613	Michele Perrixo	K-12 Educator	
614	Jordan	Parent/Guardian	Outrageous!!!!
615	Kristin	Parent/Guardian	<p>An absolute failure to grades 5-8!</p> <p>I have 3 kids, 10 (going into 5th) 17 (a senior) and 21 graduates in 2020. If this were implemented today we would see a drastic increase in drop out and not graduating rates.</p> <p>The students who are in the school systems now will have such a drastic learning change, more student than ever will fail. Concentrate on improving the teachers and their pay before you go and ruin our childrens lives.</p>
616	Peyton	K-12 Educator	<p>In the revision process of the SD Social studies standards in 2014, of 35 members of the revision process most were current educators from South Dakota. For the proposed document, you have 16 participants most of who are not educators, and only one who is currently teaching social studies in South Dakota. We trust doctors and nurses to make important medical decisions that guide future direction. We trust pastors and church leaders to provide wisdom and direction for our spiritual lives. We trust experts and workers in their field of knowledge to set the standard and direction for the future of their programs. Why are we not trusting educators to write the standards for social studies education? If we really believe in South Dakota educators like your proposed document says, then trust them to write the standards for what is being taught.</p> <p>These standards as a whole across grade levels are not appropriate for the grades levels they are in. The standards are too complicated. They contain massive lists of things students can know, and often focus on memorizing. We know as educators that students learn from a variety of thinking. Sometimes higher-level thinking is needed but in ways that fit grade-level zones of development and do not just ask students to know memorized speeches or lists.</p> <p>Put into practice what you say in your document. These standards need revision from current South Dakota educators, Native-American educators and historians, with the goal of making them developmentally appropriate standards.</p>
617	Brianna Schmidt	K-12 Educator	The elementary standards are not age appropriate. Schools do not have curriculum to meet these standards and will be incredibly costly to all districts. Most importantly, where has Indigenous people's history gone? These standards are a giant leap backwards.
618	Tiffany Runia	K-12 Educator	Overall these standards are too complex and are not set age appropriately. Why in the world does a 1st grader need to know the preamble, and a 4th grader the first 2 paragraphs, and a 3rd grader about Ancient Rome? These topics are great to be taught- but at age appropriate times. These are usually MS topics not lower elementary. SD history should stay in elementary and these other topics in MS and HS. I also don't see the scope and sequence of these standards; they do not follow any common sequence and need to be switched and reconsidered. As an educator there are many expectations of us- and that's fine, but most make sense. These do not!

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
610	Tyler Jon Thue	K.SS.3 and K.SS.4 are not developmentally responsive in the least. The scripted figures, symbols, and expected actions are better suited for upper elementary - middle-level.	<p>1.SS.1.N offers zero utility, as it does not cater to the appropriate developmental level. Rote memorization is not valuable and students will not have any understanding of what they are actually saying. This is a struggle for many at an 8th grade and even upper high school level.</p> <p>1.SS.& 1.SS.5 and the suggested scripts involve expectations that are completely unrealistic at such a young age. We currently ask this of 6th graders....</p> <p>The American History "standards" are not developmentally responsive. Where is Bloom's Taxonomy integrated? I am all for rigor, and integrating multiple disciplines at each grade level, but these scripts are far too rigorous and lengthy.</p>
611	Vanessa Schulz		It is not developmentally appropriate for a first grader to recite the preamble to the constitution, line of the declaration of independence or state facts from various wars throughout history. How many adults can tell you facts from the Persian war and Peloponnesian war? Can our governor amd congressman and women recite the preamble word for word? All of these standards need to be looked at and reviewed by a team of kindergarten, first and second grade teachers who know what is and is not developmentally appropriate because there are way too many in this first grade list that are not.
612	Kayla Vockrodt		1st graders should NOT have to memorize the preamble.
613	Michele Perrixo		
614	Jordan		Simply beyond comprehension!!!!
615	Kristin	Our regional American history (Lewis and Clark, the Oregon Trail, Native Americans, etc) and a brief overview of state and federal government should be all these kids are absorbing. Why are we not showing what is around them, in their backyard and what they should be proud of?	You have got to be kidding me! A teacher has up to 25 kids in their class. As a parent I watched over half struggle to do a recitation of the times tables, and now to pass first grade the preamble must be memorized? Why are you setting our kids up to fail?!
616	Peyton	<p>K.SS.1.E - " The student can identify and describe differences in setting, housing, and clothing from different time periods." This standard is confusing to me. Are we teaching students about different time periods? I see no other standard meeting this requirement. Other standards use language that students should be able to "long ago" or "yesterday" where as this seems like a detailed enough standard that students can time different time periods. Students in kindergarten are developmentally making sense of their lived experience answering questions such as "when is lunch, when do I go home, and what I did this summer." Requiring students to identify and describe differences in settings, housing, and clothing from different time periods seems developmentally inappropriate.</p> <p>K.SS.1.L. "The student can give examples of virtues and actions related to hard work, personal potential, and individual independence." Is there going to be another standard relating to working as a community or the need for each other as we strive for success? Hard work and independence is important, but it is not the only thing that makes a person successful.</p>	<p>1.SS.4 - It seems that this standard who fit but better in significantly older grades. In first grade, students are still making sense of their physical, present environment. Developmentally they are working with things that physically know and experience. Learning about Greek mythology, Persian wars, and ancient civilizations is not a realistic or developmentally appropriate standard.</p> <p>1.SS.5 - Again, learning about the Roman Republic and the Roman Empire are not developmentally appropriate skills for most students in our schools. This might work in private schools were students are exceeding grade level expectations, but in most our schools in South Dakota 1st grade students are learning about the world happening around them not ancient civilizations. Should students be able to tell the story of the Punic War and Roman civil wars and the triumvirates or should we continue to expect them to learn about firefighters and who makes decisions within the school system? Students are just learning to retell a children's book they just heard. Why is it appropriate to also expect them to tell the story of an ancient war that happened?</p>
617	Brianna Schmidt		Why does American History start in 1492?
618	Tiffany Runia	Too much at young age	Preamble?

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
610	Tyler Jon Thue	Scope and sequence far too rigorous and unrealistic for 2nd graders and their developmental level.	Education is more than a checklist of tasks to be completed. 3.SS.2. clashes with current ELA standards. Proposed WH standards here mirror those currently used in 6th grade. I am grateful for the exercise of perspective in 3.SS.6.D,
611	Vanessa Schulz		
612	Kayla Vockrodt		
613	Michele Perrixo		
614	Jordan		
615	Kristin	Again - what in the Frosted Flakes is this? If my child has to learn about early Christians then I also want them to know about early Muslims, Jewish, and other ancient religions. Do not force private school beliefs to publicly schooled children!	Again - what in the Frosted Flakes is this? If my child has to learn about early Christians then I also want them to know about early Muslims, Jewish, and other ancient religions. Do not force private school beliefs to publicly schooled children!
616	Peyton		
617	Brianna Schmidt	These standards are not age appropriate. My second graders are still learning the difference between towns, states, countries and continents. There is no way for them to understand concepts such as the fall of the Roman Empire.	Why does American History start in 1492?
618	Tiffany Runia	Not age appropriate	

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
610	Tyler Jon Thue	4.SS.1.C involves another case where rote memorization is encouraged. This is not meaningful learning. Current 8th graders struggle with the flowery language used in founding documents, and the meaning of many words. How might this look in a 4th grade classroom? We are to develop critical thinkers, not robots that regurgitate information from memory.	
611	Vanessa Schulz		
612	Kayla Vockrodt		
613	Michele Perrixo	These are developmentally inappropriate and not feasible. I have 2 higher education degrees as well as a specialist degree and I have been working with children for 38 years. I have taught every grade from PreK-6th grade at some point in my career, and I do not think any of these standards are appropriate. I am also concerned that there will be no curriculum to support these and teachers will be expected to find their own materials and spend many hours outside of our school day trying to prepare lessons for what these standards suggest we teach. These are ridiculous and were clearly not written by educators who actually know what is developmentally appropriate. Also through the time allotted for Social Studies at the Elementary level it would be impossible to cover all of this material. I also feel that it is not my place to bring the history of Jesus of Nazareth into a 4th grade classroom.	
614	Jordan		
615	Kristin	My 10 year old son wouldn't have passed third grade. This is so damaging to our kids that I am appalled that this is even being considered!	American history - yes World not until high school where the students will be more intellectually mature.
616	Peyton		
617	Brianna Schmidt		
618	Tiffany Runia	Should be taught SD history	

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
610	Tyler Jon Thue		
611	Vanessa Schulz		
612	Kayla Vockrodt		
613	Michele Perrixo		
614	Jordan		
615	Kristin	Why are we changing the way history is being written? We cannot learn and grow from our past if we do not acknowledge it, and change.	World history of the same periods should be taught concurrently
616	Peyton		
617	Brianna Schmidt		
618	Tiffany Runia	Civics?	

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
610	Tyler Jon Thue		One semester to cover the history of the world is impractical. I don't see "Geography" listed within this specific question section of the form, but Geography could easily be integrated into other disciplines throughout a learner's high school career.
611	Vanessa Schulz		
612	Kayla Vockrodt		
613	Michele Perrixo		
614	Jordan		
615	Kristin	World history of the same periods should be taught concurrently	
616	Peyton		
617	Brianna Schmidt		
618	Tiffany Runia		

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
610	Tyler Jon Thue		
611	Vanessa Schulz		
612	Kayla Vockrodt		
613	Michele Perrixo		
614	Jordan		
615	Kristin		
616	Peyton		
617	Brianna Schmidt		
618	Tiffany Runia		

	A	P
2	Name	9-12 - United States Government
610	Tyler Jon Thue	
611	Vanessa Schulz	
612	Kayla Vockrodt	
613	Michele Perrixo	
614	Jordan	
615	Kristin	
616	Peyton	
617	Brianna Schmidt	
618	Tiffany Runia	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
			<p>As a retired South Dakota teacher for 37 years, and former SD Presidential Awardee in Education, I am vehemently opposed the Board of Education's proposed Social Studies standards.</p> <p>These standards were not written by SD educators or even by the current SD committee. Who wrote these so-called Standards?</p> <p>My concerns start with the complete disregard for the scope and sequence that most schools in the country base their standards around.</p> <p>There are no standards covering state history. Are these standards, in effect, erasing the teaching of South Dakota History in our K-12 schools? Although I realize that standards are not all-inclusive, these leave very little time for teaching anything else.</p> <p>The standards for elementary students are laughable and show absolutely no understanding of cognitive development in young children. As just one example, these standards are asking 1st graders to memorize parts of American documents containing vocabulary they will not understand until they are much older. The standards expect 1st graders to have knowledge of events from ancient history that I, and many adult South Dakotans, have rarely heard of, such as the Peloponnesian War and the Conquests of Alexander of Macedon. Who, in their right mind, would expect this of 6 year olds and WHY is this topic even relevant to elementary education?</p> <p>Please reconsider forcing these ridiculous guidelines on our already overworked (and sadly underpaid) education professionals. Return to the work of the original Standards Committee who are in South Dakota classrooms and know best what our students need to learn!</p> <p>Charla E O'Dea Belle Fourche, SD</p>
619	Charla O'Dea	K-12 Educator	
620	Deborah Hepper	Retired teacher	I do not support the standards. This issue has sadly become too political. The committee hired is biased and I do not believe there were elementary and middle school teachers on the committee. I feel this way because I know 5-year-old children through 16- year-old brain development has not developed enough to handle the standards you have set forth.
621	Lisa	Parent/Guardian	These standards are too much. I think the standard we have now are obtainable and if we change them kids will fall behind.
622	Linda Wegleitner	K-12 Educator	Use the first committee's standards. 2nd group is a political group not a teacher group. Only 15 people with a mandate to do Noem's bidding. This should be led by teachers not her staff.
623	Kim Aman	K-12 Educator	Absolutely ridiculous, developmentally inappropriate, unteachable at the levels denoted, Amount of time covered in each grade level is unattainable, go back to the start and try again.
624	Yvonne Huennekens	K-12 Educator	There is way too much content in the elementary. Why would you have them try to learn world history as well as American history in the same year. Fourth grade does a wonderful job of SD history and then they move on to world history in fifth. I only work with K-5th, but these standards are ridiculous. --- Why weren't elementary and secondary teachers from SD involved in this?
625	Jennifer L Millard	Parent & K-12 Educator	I feel we are suddenly trying to catch up with education levels in other countries without realizing that steps need to be taken, not a cliff sized jump as this feels to be. I believe these standards are over all to much for elementary and a massive switch from current teaching. I love the inclusion of more Native American history, but I cannot help but feel other topics are being toned down due to conceived issues. I feel there are many details that are no needed. To much focus is being put on some individuals in many cases while skipping some all together. Information currently taught in middle school is being shifted down to elementary school. How will this affect those in higher grades who would be expected to have years of knowledge they won't have? If we do not learn from history, we are doomed to repeat it - to learn from it, it must be taught properly.
626	Zach	Citizen	It's impressive just how incompetent and ridiculous the people in charge of our state are. This document is so full of flaws I can't believe people got paid to make it
627	Denise Farley	Parent/Guardian	These standards (especially elementary) are not age appropriate. The class discussions about many of these events are not age appropriate.

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
619	Charla O'Dea		<p>As a retired South Dakota teacher for 37 years, and former SD Presidential Awardee in Education, I am vehemently opposed the Board of Education's proposed Social Studies standards.</p> <p>These standards were not written by SD educators or even by the current SD committee. Who wrote these so-called Standards?</p> <p>My concerns start with the complete disregard for the scope and sequence that most schools in the country base their standards around.</p> <p>There are no standards covering state history. Are these standards, in effect, erasing the teaching of South Dakota History in our K-12 schools? Although I realize that standards are not all-inclusive, these leave very little time for teaching anything else.</p> <p>The standards for elementary students are laughable and show absolutely no understanding of cognitive development in young children. As just one example, these standards are asking 1st graders to memorize parts of American documents containing vocabulary they will not understand until they are much older. The standards expect 1st graders to have knowledge of events from ancient history that I, and many adult South Dakotans, have rarely heard of, such as the Peloponnesian War and the Conquests of Alexander of Macedon. Who, in their right mind, would expect this of 6 year olds and WHY is this topic even relevant to elementary education?</p> <p>Please reconsider forcing these ridiculous guidelines on our already overworked (and sadly underpaid) education professionals. Return to the work of the original Standards Committee who are in South Dakota classrooms and know best what our students need to learn!</p> <p>Charla E O'Dea Belle Fourche, SD</p>
620		At this grade level, the students are needing to learn basic phonics and math concepts. They may be introduced to these standards as part of the curriculum or within a story that is read to them. I doubt they will be able to identify every concept you have listed. There is nothing wrong with including the symbol of the flag with an art lesson for example, but to expect every student to be tested on these concepts is unrealistic. I do appreciate the comments, "may include, but are not limited to" in order to allow a little freedom for the teacher. These standards are too specific and too demanding for a kindergarten student.	<p>1. S.S. 1. k." to identify buildings in Washington DC and the architectural style" I find this inappropriate for the first grader's ability and let alone necessity. The first grader is learning about their own home town and state. Learning about our capital city is a huge accomplishment. n. and o. The preamble to the Declaration of Independence and preamble to the constitution is so not in the cognitive ability of this age range. I taught 5th grade and this is what I required of my 5th graders. We also attempted to understand the meaning of the words and paragraphs. I worked with this for weeks. I was never able to have all of my students succeed. Why would you want a small child to repeat something without understanding? 1.S.S. 2 Maybe the teacher can include the skill with a story, but again identifying all of these is more appropriate at an upper elementary level of 3rd-5th grade. 1 SS 4 and 5 related to ancient civilization and wars? Why would you even introduce these concepts? I am unsure as to what a triumverate is; maybe I learned it in college? That is where the concepts of 1 SS 4 and 5 belong, in a college class. 1.SS.7. B. ..."including his theories about a faster route". At this stage, the first grader is just trying to manipulate a rudimentary ruler to measure the length of their pencil. Try to match the level of your standard with the other standards of a first grader in math and reading.</p>
	Deborah Hepper		
621	Lisa		
622	Linda Wegleitner		
623	Kim Aman	<p>I taught kindergarten for 15+ years. One thing for certain is that five year olds are very egocentric. They only see the world as how it directly relates to themselves. These social studies standards should start at that point, being their home and their neighborhood. Developmentally appropriate standards would start at this point and move outward throughout the grades.</p> <p>Asking kindergarteners to memorize the preamble is bordering on ridiculous. There is not a critical thinking aspect connected to this task. The list of important Americans that kindergarteners are supposed to be familiar with is absolutely laughable. The list in itself is exhaustive, there is no time to teach let alone touch on all of these figures. If I surveyed kindergarten parents, my bet would be that they could not complete this task. The same can be said for the list of American symbols. Picking 5 of these and really focusing on them would be more beneficial than this lengthy list.</p>	<p>The first-grade standard of memorizing part of the declaration of independence is idiotic. Where is the learning, understanding, and critical thinking. Once again, an exhaustive list of items that students need to be aware of is present. We need to go deep into understanding as opposed to this shallow approach of knowing very little about many subjects. Asking first graders to learn about ancient civilizations as opposed to their town and state is bordering on insane. These concepts about the ancient civilizations are as far as one can get from developmentally appropriate for 6-7 year olds. They need to know how to become a good citizen as it relates to their life their existence. This set of standards is completely irrelevant.</p>
624	Yvonne Huennekens		<p>This was written by someone not familiar with a classroom of little people who have to learn the basics of reading, math, writing, social studies and science at this age. The range of this timeline is ridiculous.</p>
625	Jennifer L Millard	I believe to much is being expected. These are 5 and 6 year old children who are still learning how to be in a classroom - now they will be expected to explain virtues of individual independence?	<p>Asking a 1st grader to identify government buildings and their architectural styles? Why is this important information for a 1st grader? I understand this is just an overview but, it seems to be, again, expecting to much from this age group.</p>
626	Zach	Go back to what the teachers said in the study and committee from last year...	Go back to what the teachers said in the study and committee from last year...
627	Denise Farley		

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
619	Charla O'Dea		
620	Deborah Hepper	2.SS.3 Learning about Christianity and the Muslims in order to understand cause and effect of history, is inappropriate cognitively. The second grade student could maybe listen to a story, but it is to be introducing the concept. The brain has not developed enough to understand the complexities of feudalism, the Norman Conquest, the role of monasteries, and world religions. 2.SS.4. Again, the world history religions, dynasties, wars does not belong in the second grade. I almost wonder, did you take high-school standards and copy and paste them into the second grade standards? Perhaps a mistake was made in the process and the real second grade standards are missing? Now, the 2.SS.8 F. is a good standard. The verb listen is used in order to be introduced to this concept.	Why are the geography skills of third grade easier than the kindergarten - second grade skills? 3.SS 4 B. D. E. F. G. H. are not age appropriate.
621	Lisa		
622	Linda Wegleitner		
623	Kim Aman		
624	Yvonne Huennekens		
625	Jennifer L Millard	I love the topics that are being included but, I believe the ages these are taught to should be reconsidered.	Same response as 2nd grade
626	Zach	Go back to what the teachers said in the study and committee from last year...	
627	Denise Farley		

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
619	Charla O'Dea		
	Deborah Hepper	4.SS3 C,D,E I am unsure as to why Jesus Christ of Nazareth is covered so thoroughly as it seems dangerously close to "Separation of Church and State". When I taught 6th grade, we did discuss Jesus Christ but in addition to all other world religions as part of the culture study of each region. By the way, yes I am a Christian. Christian Art and Architecture, Muslim Art and Architecture are inappropriate. Do you plan on covering Eastern Religion, Art and Architecture? It seems like China and India are totally excluded in your World Geography. Where are ancient Egyptian timelines? Why does the time begin at 60 BCE? American History: Very thorough but good luck covering it all.	I taught 5th grade social studies, so I am comparing the 5th grade curriculum and standards from the 1990's to this section. I had 2 semester long classes covering this time period in this much detail when I was in high school. It was very interesting, and I remember a lot. As I said, I was a high school student and my brain had started to develop to handle this level of learning.5th graders would find this boring and overwhelming. As I have previously stated, the time needed to cover this amount is unreasonable and another subject will have to lose allotted time. 5SS9 J It is unfortunate wording using "story". These are actual events.
621	Lisa		
622	Linda Wegleitner		
623	Kim Aman		
	Yvonne Huennekens		
625	Jennifer L Millard	With reading comprehension as low as it is, is memorizing states and their capitals and correctly spelling each really an important issue in 4th grade? When my son was in 4th grade, they weren't even doing regular spelling tests.	Will there be time for other subjects in K-5th other than Social Studies?
626	Zach		
627	Denise Farley		

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
619	Charla O'Dea		
620	Deborah Hepper	8th grade America 8.EE.2. E. Why is Karl Marx in this section of America? 8.SS.3 H. This is such a political conservative talking point. Yes, I am a Republican. This statement is biased. 8.SS.5 and 6-8 These are wonderful. How much time will be devoted to these standards? The educator will never be able to cover it all with this much depth. 8.SS.8 Why is President Clinton not mentioned?	All of these are appropriate for high school classes. With 4 years to devote to these standards and the cognitive ability present in a high school student, it is possible to achieve the standards. Now, I recognize the vocabulary and statements that I had read in the kindergarten - 8th grade standards. I am likely to think all of the standards in the elementary and middle school levels are these same standards. The committee has not been an educator of elementary or middle school student. I have not been a high school teacher. I assumed the standards you wrote for the high school student were appropriate as this is what I remember as a student. Due to me having been a student, I must know how to teach high school students. The prior statement is sarcasm.
621	Lisa		
622	Linda Wegleitner		
623	Kim Aman		
624	Yvonne Huennekens		
625	Jennifer L Millard	See earlier comments	Better suited for age range.
626	Zach		
627	Denise Farley		

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
619	Charla O'Dea		
620	Deborah Hepper	I love these standards. I need to take this class.	As stated, I have not been an educator at the high school level. I will not attempt to judge these standards.
621	Lisa		
622	Linda Wegleitner		
623	Kim Aman		
624	Yvonne Huennekens		
625	Jennifer L Millard	Better suited for age range.	Better suited for age range.
626	Zach		I didn't realize the world stopped turning in 2008. Wouldn't it make sense that our kids learn as much as possible?
627	Denise Farley		

	A	P
2	Name	9-12 - United States Government
619	Charla O'Dea	
620	Deborah Hepper	As stated, I have not been an educator at the high school level. I will not attempt to judge these standards. Wow, that was easy. I just copied and pasted, which is what I believe may have happened with this proposal.
621	Lisa	
622	Linda Wegleitner	
623	Kim Aman	
624	Yvonne Huennekens	
625	Jennifer L Millard	Better suited for age range, some concern about what feels like politically lead issues at times.
626	Zach	
627	Denise Farley	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
628	Jennifer Hoelsing	Parent/Guardian	These standards are unnecessary and developmentally inappropriate. Please rethink this. It will be damaging to kids in SD.
629	Amy Hook	Parent/Guardian	I am opposed to these new standards. They are overwhelming out teachers and students. They did not take advice from our trusted and experienced educators - and we paid people from out of state to help us?!
630	Cheryl theisz	K-12 Educator	Not appropriate and more native curriculum needed
631	Kendra Paulsen	K-12 Educator	<p>Comparing the previous SS standards to the proposed standards, I believe the new ones are absurdly specific and far above the age level for many of the grades they are placed in (specifically elementary). Reading through them, I am pretty certain I didn't learn some of the first-grade standards until I was a high school senior! If those are the proposed standards, I definitely think that they need to be reconsidered. I can see where the previous standards could have possibly been lacking in detail, but the proposed standards are incredibly high-level.</p> <p>The proposed standards seeming to only ever ask a student to "explain" various topics. In college they always drilled it into us that to develop better learners, we need to go beyond recall. If the standards are going to be that specific, they should be using vocab that would better signify what the students will do (ex: compare and contrast, defend, ask "what if", connect, etc.).</p> <p>Regarding the statement "Debating current political positions or partaking in political activism at the bequest of a school or teacher does not belong in a K-12 social studies class, and the color of one's skin does not determine what one can or should learn:" I see this as meaning that, for example, I as a teacher cannot tell students to participate in a protest because of "xyz", just as I cannot tell students to go to church on Sunday because of "xyz". I think this is a fair thing to state, and should be stated. However, I believe it needs to be reworded in a way without the "debate" section, as that can be done healthily and is beneficial in some situations. For example, if a student makes a valid statement about a political matter and another student with a different stance engages appropriately, I believe that should be fostered as that is how we create individuals who will be beneficial to our future society. If we avoid it entirely, the students will never be able to approach future decisions and disagreements with rationale and poise.</p>
632	Sharon Andrews	Higher Education	<p>After reviewing these draft standards, I have more questions than anything else.</p> <p>While I cannot speak to the content specifically, I was struck by the lower-level verbs used pervasively throughout the document; with rare exception, students are parroting back information/content. When you compare these draft standards to our current SS standards, the previous draft SS standards, and SS standards for our region, these are quite peculiar on a variety of levels. It reads more like a listing of "stuff" to know, not a promotion of higher level thinking skills such as analysis, application, evaluation and synthesis. Most K-12 content standards are more competency-based, not a list of topics.</p> <p>In terms of a spiraled curriculum, I don't see it b/c there is nothing that documents how the standards move forward with increasing cognitive demands upon the student. It is all tell, describe, identify, memorize...all lower levels of cognition which are important, but should not dominate the entirety of this K-12 content standards document as they do.</p> <p>Also, there is no reference in the draft document to national standards such as NCSS or other professional organizations that were used to inform the development of this current document.</p>
633	Haley Homan	K-12 Educator	<p>My thoughts pertain to elementary standards, as that is what I teach and feel confident giving an opinion about.</p> <p>*Developmentally inappropriate at elementary level. Current standards are being pushed to being taught YEARS earlier. There is a reason they are taught when they are. People must take into account many things when writing standards, including development of students and time available to teach social studies. In order to achieve these standards students would need hours more time allotted each week to learning only social studies content. There is way too much to cover with the expected depth of knowledge.</p> <p>*Educators should be the biggest contributors to writing the standards. Educators are the experts. We have the knowledge and experience about what is appropriate at each level. Kindergarten & first graders are focused on learning basic reading and math concepts that provide a base for further learning. This is what they should continue to focus on.</p> <p>*There is no curriculum that encompasses all of these things at these grade levels. There aren't any for a reason - it doesn't make sense to try to teach these concepts at these levels.</p> <p>*Do we care that students can memorize the preamble or spell Philadelphia? Or do we want students to know what the Constitution is and why Philadelphia is an important city in the United States?</p>
634	Mindy Erickson	K-12 Educator	Keep it all. It looks great!

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
628	Jennifer Hoelsing		
629	Amy Hook	This is overwhelming for this age group!	Why does America start at 1492? Native Americans were here much longer. Also memorizing the preamble to the Constitution is overwhelming.
630	Cheryl theisz	Not appropriate for this age level	Not appropriate for the age level
631	Kendra Paulsen		
632	Sharon Andrews	See overall comment below	See overall comment below
633	Haley Homan		
634	Mindy Erickson		

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
628	Jennifer Hoelsing		
629	Amy Hook		
630	Cheryl theisz	Not appropriate for age level	
631	Kendra Paulsen		
632	Sharon Andrews	See overall comment below	See overall comment below
633	Haley Homan		
634	Mindy Erickson		

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
628	Jennifer Hoelsing		
629	Amy Hook		
630	Cheryl theisz		
631	Kendra Paulsen		
632	Sharon Andrews	See overall comment below	See overall comment below
633	Haley Homan		
634	Mindy Erickson		

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
628	Jennifer Hoelsing		
629	Amy Hook		
630	Cheryl theisz		
631	Kendra Paulsen		
632	Sharon Andrews	See overall comment below	See overall comment below
633	Haley Homan		
634	Mindy Erickson		

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
628	Jennifer Hoelsing		
629	Amy Hook		
630	Cheryl theisz		
631	Kendra Paulsen		
632	Sharon Andrews	See overall comment below	See overall comment below
633	Haley Homan		
634	Mindy Erickson		

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
628	Jennifer Hoelsing		
629	Amy Hook		
630	Cheryl theisz		
631	Kendra Paulsen		
632	Sharon Andrews	See overall comment below	See overall comment below
633	Haley Homan		
634	Mindy Erickson		

	A	P
2	Name	9-12 - United States Government
628	Jennifer Hoelsing	
629	Amy Hook	
630	Cheryl theisz	
631	Kendra Paulsen	
632	Sharon Andrews	See overall comment below
633	Haley Homan	
634	Mindy Erickson	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
			<p>The US History and US government standards also duplicate some standards/content which at my HS students are already learning possibly simultaneously when they're juniors when they take us history and possibly also US government. I don't understand why there is such a focus on history within government standards when many juniors are already discussing these topics the class period before. Certainly some overlap is appreciated, but it seems like a lot of duplication and wasted time having to learn the same things twice a day if a student has government and US history class the same semester.</p> <p>In addition, in both US History and US government - some the Sub-points that reference readings are really really difficult even for Juniors and Seniors</p> <p>In 9-12.USH.9, sub point E it suggests/requires(????) reading Federalist paper #10.</p> <p>This exact paper I'm using in my government class this year because I think it's a good primary source to use. But it is taken me roughly 8 hours to modify it and at least simplify it so that my students can understand it. And I haven't even modified it enough so that my ELL or students in the SPED Department could even have a remote chance of understanding anything in the document.</p> <p>Multiple readings listed are too high level and without a significant amount of time, text modification, and scaffolding for students, their ability to get anything out of these requirements is unrealistic. These standards don't give any hint as to how an HS teacher should accomplish successful discussion of the readings with the actual academic ability of our students and the literal time constraints on our school day and semesters.</p> <p>To sum up I see five main problems specifically with the US government and US History standards.</p> <p>1. Some the actual sub points are often too high level for high school students it seems to be written for a college level course.</p> <p>2. There isn't a clarification whether the Sub-points are required to teach (and there are way way to many) or if they're optional. I know I can teach more than what standard and sub points are listed, but how many of these sub -points under each standard do i have to hit?</p> <p>3. With my Government class, I don't see any possible way my students will find success when a college level understanding of governmental philosophy/ideologies/thought is required to successfully incorporate your standards.</p> <p>4. Seems to be some duplication specifically between US government and US history - not an efficient use of time.</p> <p>5. Last, I'm concerned at the almost 100% requirement for students to explain - in other words regurgitate information. I want my students to practice higher level thinking with predicting, comparing and contrasting different views/perspective, analyzing historical events or government policy to argue their own viewpoints. And where we use primary sources or readings that they don't just explain what they read, but that they can argue a position or give their own opinion about how the literature fits into history etc.</p> <p>Please make sure to have this be an educator focused standard, built up to actually foster learning and critical thinking for our students. To do this, it is an crucial requirement that numerous expert local teachers who know our students are involved to make a feasible set of standards.</p>
635	Keegan Hecht	K-12 Educator	
636	George and Lynda Lee	Interested grandparents	<p>Please make sure parental and all educators have input in the adoption of new social studies standards. We have huge reservations about adopting these 1776 curriculum standards as written. Educators needto have input because they are the ones presenting these standards to their students. Parents need to be aware of what is taught to their children. No governor has had this much influence over developing or revising standards. No other governor of SD has been this politically motivated to impact our school standards due to her own political agenda. These standards should not be used.</p>
637	Rebecca	Parent/Guardian	<p>The proposed social studies standards does not seem realistic for the age groups and doesn't represent South Dakota.</p>
638	Angela	Parent/Guardian	<p>These are wonderful concepts, but not realistic or practical. A 1st grade, 7 year old, can hardly write a basic paragraph, let alone an essay on Christopher Columbus. Students only have so much class time and honestly can only absorb so much information and retain it.</p>
639	Dawn Stary	Former Preschool and Elementary Teacher	
640	Tina Miller	Grandparent	<p>The proposed standards are above what children need to know especially in kindergarten. After reading the proposal, it appears that the kids won't have time in their school day for any other classes. The current standards may need updating but this is ridiculous!</p>
641	Heidi Ostrem	Parent/Guardian	<p>My daughter is already interested in learning about major historical events and enjoys reading historical fiction. As I read through these standards, I am genuinely concerned that both the scope and the span of the content is too much and will only cause stress for her (and her teachers!).</p> <p>History is such a broad subject that there will have to be picking and choosing of topics. Thankfully, our teachers are well-trained for this. Lessening the number of standards would allow our teachers the flexibility to collaborate with other subjects to help support deeper learning; let them choose the social studies topics that coincides with what is going on in reading or science. This also would allow for more local and state history to be taught.</p> <p>Finally, memorizing dates and reciting speeches does not show learning - nor is it realistic for lower elementary students. Plainly, it goes against modern educational theory. Have the standards highlight the main topics and then allow teachers to use their training to use what works best for them and their students when deciding how to teach AND how to assess their students. Reciting the Preamble to the Constitution in front of the classroom just shows who is the best at memorizing - it does NOT showcase true learning.</p>
642	Mandi Bietz	Parent/Guardian	<p>These are unnecessarily difficult, convoluted, and completely unreasonable. The standards are outrageously time consuming and would require extra education and training for teachers to be able to teach this. On top of this, the standards cost taxpayers loads of money to develop. No one in South Dakota was asking for this. Trust your DOE staff and local teachers to know what it best for SD students. If we have that much money to waste on this, pay teachers more. That would do infinitely more good for SD students than these unnecessary standard revisions. Listen to your people, teachers, and DOE staff.</p>

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
635	Keegan Hecht		
636	George and Lynda Lee	Taken right from Hillsdale College's free to all 1776 curriculum. Why are we paying William Morrissey, a retired professor of economics a \$200,000 fee for hand picking a group of 15 to produce standards that were free to anybody requesting them. Very few of those 15 are actually educators.	Hillsdale College's 1776 Curriculum is politicized by the Conservatives. Heavy for this age group learning about the Declaration of Independence based on arguments of leading founders. Again since CRT standards are too far to the left, these standards are too far to the right. Again this is a waste of \$200,000 of taxpayer's dollars without input of SD teachers, parents and other interested parties. After all the 1776 Curriculum is free from Hillsdale College.
637	Rebecca		
638	Angela		
639	Dawn Stary	These Proposed Standards are absolutely ridiculous! A Kindergarten student should know which "township" that they live in??? Why???	
640	Tina Miller		
641	Heidi Ostrem		
642	Mandi Bietz		

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
635	Keegan Hecht		
636	George and Lynda Lee	In 2021, 40 plus educators, parents and other interested people did formulate new social studies standards. \$200,000 was spent for that consultant. Evidently those standards were deemed not appropriate and the Oceti Sakowin standards were drastically decreased. The revised standards of 2021 did not fit into Noem's political agenda. She was one of the first governors to sign the 1776 Pledge to Save Our Schools. These new standards are indeed very politically charged. Our schools should be neither right or left but represent a truthful history of our country so children can develop critical thinking skills on their own, not brainwashed.	Our South Dakota educators are excellent resources. We need to give them an opportunity to formulate standards in an open and transparent process with parental input. Just like what happened in 2021, before it was agreed to pay \$200,000 for something we could get free on line.
637	Rebecca		
638	Angela		
639	Dawn Stary		
640	Tina Miller		
641	Heidi Ostrem		
642	Mandi Bietz		

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
635	Keegan Hecht		
636	George and Lynda Lee	Hillsdale College in Hillsdale, Mich has a president who doesn't have a great opinion of educators. He was recorded having a conversation with Gov Lee who was trying to establish 50 charter schools in his state. He said that educators know nothing and do nothing. A major in education means nothing. Noem is welcoming the curriculum that has been developed by the college headed by a guy who feels that way. Unbelievable.	Most South Dakotans really don't understand what CRT is. Never heard of it until Kristi Noem told us it is very bad and should not be taught. These admonitions were not needed because CRT is not taught in South Dakota even before the unnecessary Executive Order banning CRT in South Dakota schools. This is a political move on Noem's part for her national political agenda.
637	Rebecca		
638	Angela		
639	Dawn Stary		
640	Tina Miller		
641	Heidi Ostrem		
642	Mandi Bietz		

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
635	Keegan Hecht		
636	George and Lynda Lee	No governor should have that much influence without educator and parent input. These 15 members were not open were not transparent and not inclusive. Noem states she leads South Dakota where people enjoy and maintain their freedoms without government over reach. These standards based on 1776 Curriculum from Hillsdale College is definitely government over reach by the governor.	
637	Rebecca		
638	Angela		
639	Dawn Stary		
640	Tina Miller		
641	Heidi Ostrem		
642	Mandi Bietz		

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
635	Keegan Hecht		
636	George and Lynda Lee		
637	Rebecca		
638	Angela		
639	Dawn Stary		
640	Tina Miller		
641	Heidi Ostrem		
642	Mandi Bietz		

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
635	Keegan Hecht		
636	George and Lynda Lee		
637	Rebecca		
638	Angela		
639	Dawn Stary		
640	Tina Miller		
641	Heidi Ostrem		
642	Mandi Bietz		

	A	P
2	Name	9-12 - United States Government
635	Keegan Hecht	<p>Our standard government class it lasts one semester and the areas that we teach cover are the following: basic principles of government/the declaration of Independence/the Constitution the Bill of Rights, and the three branches of government legislative, judicial, executive. We also cover at very minimum how elections work overall, including the electoral College, the political parties and their very basic characteristics and we generally also cover a little bit of criminal Justice and lawyers basically fourth fifth sixth and eighth amendment. Since it's only a semester class we really don't have a lot of time to do anything else. This is because most students have almost no background knowledge of how out government functions. This is always government is such an important class at the high school level. We have about 3 weeks per unit and that time goes very fast, as we have to work hard to build up a students knowledge to get to be able to use higher order thinking skills and critical thinking about various topics during the last week of each unit. So how does this have to deal with the new standards, well if you look at AP standards for AP government (a college level substitute) they basically narrow it down to five units: First an introduction to American government and foundations of it, the second is how the three branches of government interact, the third is civil liberties and civil rights in other words the Bill of Rights, the 4th is political ideologies and political beliefs and the last is political participation. What we do in a normal government class,not AP, is basically a slimmed down the AP version to a more manageable understanding for most of our students. How these new standards differentiate from both AP standards nationally and our own historical standards in South Dakota for HS US government is they add huge content sections that students won't have the background knowledge to handle within a semester course. The specific standards with the numbers as follows: -9-12.C.8 -9-12.C.9 -9-12.C.10 -9-12.C.11 Each of these goes into a very more in-depth and almost philosophical approach to government. that's not to say that the content above in the listed new standards is bad or wrong, it just seems like we're trying to reach beyond the scope of a high school course, especially when I look at the sub points and clarifications under each of those standards. Each of these points seems to fit great in a mid-level college course for a government major. And the sub points under each of the above standards reflect the appearance that these were pulled from content designed for college students. The above standards require students to have developed detailed knowledge of various current and historical political theories and ideologies and we don't do that at the high school level. We barely have time to cover the basic form and function of our government, and currently don't have enough time to even go through the very important structure and function of State and local government within high school government class. In other words, this Social Studies Standards committee needs multiple local South Dakotan HS history and government teachers to make sure what you are writing is reasonable and actually possible given the abilities of our students.</p>
636	George and Lynda Lee	
637	Rebecca	
638	Angela	
639	Dawn Stary	
640	Tina Miller	
641	Heidi Ostrem	
642	Mandi Bietz	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
643	Dr. Debbie A. Hanson	Higher Education	They're appalling, clearly overly focused on white male figures, and are, in many cases, beyond what can reasonably be expected of students at particular ages. They smack of a lack of teacher input and an effort to push a conservative agenda that even real conservatives, as opposed to mindless followers of Trump, might find problematic. You can't tell students one thing in the classroom when their own experiences tell them something else without those same students thinking that they're being lied to in the classroom. This proposed curriculum tells female students, POC students, and LGBTQ students, among others, that they are largely unimportant in the course of history except for a few favored figures here and there (and the LGBTQ students don't even get that). That's not education--that's a painful and untrue indoctrination.
644	Amanda Hill	K-12 Educator	In general, I would like to express the concerns I have heard from teachers at multiple levels. Principally, that these standards are unrealistic. They encompass far too much information, as well as skills that do not correspond to the grade levels that they are aligned with. These standards show one thing, and that is that no consideration of ACTUAL K-12 educators was taken into account in their creation.
645	Mark Harming	K-12 Educator	I think it is outrageous that you went to an out of state private college (that the Gov's spokesman graduated from, I'll add) to create the State's PUBLIC School Standards. This is just gross. I find it highly upsetting that SD educators were for the large part, excluded from this process. Requiring a 1st grader to memorize the Preamble to the Constitution is just silly. Can we get real, and actually involve actual professionals in the actual fields (public education, south dakota, Social science) and get something accomplished, instead of being a political football for the Gov to kick around?
646	April Oedekoven	Parent/Guardian	Most of the topics here are so complex and abstract for the lower to middle grades they are literally unteachable. Plus no school has the time to deep dive into all of this. They'd need to spend half their day on Social Studies. This is a mess.
647	Kylee Hongslo	K-12 Educator	I enjoy my social studies curriculum in 5th grade. I actually LOVE teaching it. These would completely change my thoughts on teaching social studies and teaching. You already have a teaching shortage and I 100% this will cause even more of a shortage. So if I were you guys I would think twice about what you are doing. You really want a teacher strike when you don't have enough teachers the way it is? Keep your ones you have loving it, don't take that away from them, because you will regret it. I do not need to be taught for over a full year about social studies because I already know the social studies I teach. Thank you.
648	Theresa Bruggeman	Newly retired first grade teacher	
649	Danielle Duxbury	K-12 Educator	<p>These comments are my personal expression of concerns about the proposed South Dakota K-12 Social Studies standards. I am a licensed South Dakota School Counselor. I have worked closely with a variety of students ranging from preschool through high school. I am writing, first, as an advocate for students as well as a friend to teachers. This message will address the K-5 standards with examples from Kindergarten. However, all my statements regarding student and teacher well-being are relatively true throughout all levels.</p> <p>I hope you receive numerous letters with details about specific standards in each grade. I am sticking with what I know personally: overall student well-being.</p> <p>A love for learning must start young and be fostered. My biggest concern about the proposed Social Studies standards is the difficulty and extensivity starting at such a young age. I have personally seen elementary aged students lose confidence in all aspects of themselves simply because they cannot master a subject skill. Educational standards are already taking the enjoyment out of learning.</p> <p>Asking five year old students to “identify and explain” such things as “The Minuteman” and “Uncle Sam” is absurdly unrealistic. This is just one example of many in the proposed standards. The amount of items for each grade level is also unreasonable for both students and teachers. Kindergarten teachers need to spend a large amount of time working on social and basic learning skills. Adding four categories of Social Studies standards to the extensive list of other subjects gives teachers very little time to focus on foundational human skills necessary for success. Without those learned life skills, all our students are being set up for failure in our educational system and beyond. Teachers are being forced to spend less time on these to meet the demands of subject requirements.</p> <p>Kindergarten students have yet to learn emotional regulation and self-control. At what point did we decide rigorous educational standards are more important than our children’s well-being? My first job as a school counselor focused more on social/emotional response than proactive approaches, because that was the need. Students are already feeling defeated by our school system. I had to try to build confidence in many young individuals who thought they were “stupid,” “a failure,” or “retarded.” Those are actually words students used to describe themselves more than once in my counseling office.</p> <p>My curious and excited preschooler will most likely struggle to grasp these concepts next year. I am already fearful he will learn to hate school like so many other students I see. Now, learning is exciting for him. Being tested on concepts outside his cognitive ability will diminish his love for exploring and questioning. Elementary students continue to get more stressed and angry about school because the learning expectations continue to be pushed out of an appropriate age level content. They correlate their ability in school to their self-worth, because that is their major source of identity in early elementary. This is not a healthy way to start learners.</p> <p>In conclusion, the proposed Social Studies standards are not appropriate for their suggested age levels. By putting this pressure on our students, we are adding undue stress and self-doubt to our state’s most vulnerable population. Please reconsider the depth and breadth of these standards for the sake of our children.</p>

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
643	Dr. Debbie A. Hanson	Of the 62 suggested figures Kindergartners should know, only ten are female and only three of those ten are from the 20th or 21st centuries and only one of which (Ruby Bridges) is still alive. I also find it appalling that the one contemporary Supreme Court justice on the list is Clarence Thomas (though, of course, there's no suggestion anyone should know who Anita Hill is). What about any of the female justices who were appointed during the 20th or 21st centuries, at least two of whom are also POC if that was the point of choosing Thomas--though to choose him and not Ruth Bader Ginsburg, a minority in her own right on the Court because she was Jewish, is insulting in the extreme. Whatever one thinks of RBG personally, she was a far more important voice on the Court in terms of her opinions than Thomas has ever been.	First graders, many of whom are just learning to read and/or come from homes where English is not the primary language, are going to have a very hard time memorizing the Preamble. Precious few of them will understand what they are being taught to parrot back to their teachers. The same would be true of what they're expected to learn about, say, Ancient Rome. There's a huge emphasis on Washington and Jefferson, but again, women and POC are largely absent from the curriculum (except in terms of being mentioned as enslaved peoples). It's also laughable to tell students that people now have the ability to speak one's mind and/or act on one's beliefs without fear or arrest or worse. Worse, it's simply dishonest.
644	Amanda Hill		
645	Mark Harming		
646	April Oedekoven		
647	Kylee Hongslo	You can not expect Kindergarteners to know all of this. They need to be focusing on Reading and Math, this would take MORE hours than we already have in a day to just teach this.	This is too much for these younger kids. Stop trying to make things worse.
648	Theresa Bruggeman		Why are students being required to memorize information when they have no idea what they it means? Being a newly retired first grade teacher and knowing the time frame that teachers have to teach these standards, there is NO TIME to teach what is being expected for Social Studies, Science and Health. There have been years that these subjects have been put aside, or not fully taught because of the Language Arts, Math and intervention groups are more important. The content that is being purposed is too much!
649	Danielle Duxbury		

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
643	Dr. Debbie A. Hanson	Now they're listening to the Preamble and discussing it? Why were they memorizing it earlier? And which "selections" from the Bill of Rights? Again with Washington and Jefferson. I realize things need to be repeated to stick, but there's also an over-emphasis on certain figures--the vast majority of them white males--throughout the proposed curriculum. Also, why the whole separate unit on Andrew Jackson, another subject that's repeated throughout the proposed curriculum. He was not that productive or popular a president and some of his ideas were downright reprehensible. Why not cover more presidents--or better yet, people who weren't presidents but were still historically important? First mention of a women's movement with 19th century suffrage--another topic that's repeated throughout the curriculum with basically no emphasis at all on the later movements in the 20th and 21st century.	More repetition--and really, John Smith and Pochantas? The pilgrims? It's like looking at a 1950s textbook table of contents.
644	Amanda Hill		
645	Mark Harming		
646	April Oedekoven	This is not at a level which is understandable for a second grader. Developmentally 2nd graders will not be able to comprehend.	
647	Kylee Hongslo	This is too much and many things are inappropraite for this age group. Let's keep the standards the way they are.	
648	Theresa Bruggeman		
649	Danielle Duxbury		

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
643	Dr. Debbie A. Hanson	Again with Washington and Jefferson, though there's an addition of Franklin. Slavery "was understood by most, but not all, of the founders to be a contradiction of the principle of human equality." Sure, that's why references to it needed to be removed in order to pass the Declaration of Independence--and why those who opposed it were willing to do so. Students are expected to explain Christian and Muslim art and architecture in the Middle Ages. Go ask ten college educated adults and see if they can do that. But you're expecting nine and ten year olds to do it?	Huge emphasis on knowledge of the Reformation and religious history in general, especially Christian history. In all the earlier discussion of American history did the separation of church and state come up? What if a student brings it up? Again, are ten and eleven year olds going to understand the Gettysburg Address even if they can memorize it? And how are they to be tested on this? Do the teachers have to listen to each of them recite it? Or do they each have to write it down? What happens if it is simply beyond their ability to do either? Oh, and guess who they get to study again? Andrew Jackson!
644	Amanda Hill		
645	Mark Harming		
646	April Oedekoven		
647	Kylee Hongslo		I am a 5th grade teacher. This is WAY to much for these kids. I do not have enough time in a school year to teach all of this. This is expecting way to much from these kids. Reciting Gettysburg Address, UNNECESSARY. You can not make them know all countries and Europe and captials, and to spell them correctly. We are still focusing on words in reading, such as our spelling words. We do not need to add in more from History. Also why does a 5th grade need to know so much in depth about Europe's physical geography, and major cities and their countries? DOESN'T MAKE SENSE! Some of these topics are not age appropriate for my 5th graders. This is too much for these kids. Our state testing is over Reading, Writing, Language, Math, and Science. We need to be able to focus on those subjects. We do not have time to teach all of these standards for Social Studies. You want to wear these kids out? It is hard to get kids to love school the way it is and now you want to add this? You people need to come spend time in the classrooms. You should even sub for a couple days before you think you can tell us what to teach.
648	Theresa Bruggeman		
649	Danielle Duxbury		

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
643	Dr. Debbie A. Hanson	In my notes on the over 100 page document, I don't have anything specifically listed for the sixth grade. Apparently by that point I had started to lose my ability to stomach such claptrap and took a mental break from it.	Jamestown and the Pilgrims...again. Quite surprised that the qualities of American colonists include being literate. Bet a lot of them, especially the poorer folks and the women, not to mention the enslaved, would be surprised at that, too. Or any historian who recognizes that trying to come up with accurate figures on literacy in the 1700s is quite difficult. Women mentioned but only with regard to mid-nineteenth century suffrage efforts. But hey, at least Andrew Jackson gets studied for the third time. Lincoln, by comparison, for only the second. Ask any ten adults at random which president they consider more important in American history: Jackson or Lincoln. Guess what answer you'll get. Now ask any ten reputable historians. Think they'll answer the same way? Let's not even limit that to Americans. Let's ask any ten adults or respected historians worldwide. Would you like to wager what their answers will be?
644	Amanda Hill		
645	Mark Harming		
646	April Oedekoven		
647	Kylee Hongslo		
648	Theresa Bruggeman		
649	Danielle Duxbury		

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
643	Dr. Debbie A. Hanson	Apparently the modern Women's Rights movement didn't exist at all and women basically did nothing during World War II except, perhaps, as the vaguely mentioned Homefront non-combatants. Virtually nothing on the concentration or internment camps or the lack of help extended to Jewish refugees by the U.S. due to rampant American anti-Semitism. Also, student protests in the 1960s and 1970s weren't directly related enough to the war in Viet Nam for that to be listed as an actual cause of their protests. Bet the folks who died at Kent State would be surprised to hear that. Also, the only contemporary president worthy of an entire unit devoted to his presidency is Ronald Reagan, who was not the only one who was re-elected during that time period, btw. But, apparently, he was the only one lucky enough to have nothing but positives result from his eight years in office. I'm sure it's only a coincidence that he's also the only one who was a conservative Republican and this whole ridiculous re-formed commission was headed up by someone from an archly conservative institution to whom was paid an appalling amount of money to come up with this biased drivél.	So much to cover here that I'll just mention but a couple revolting items. Women get a mention as in "the role of most women in family life and the community (working at home indoors, caring for the family and neighbors)." Find me a time in history, ancient or modern, in which that was the case, and I'll find you ten where it wasn't. The curriculum likes to talk about the pioneers--are those who developed it aware that at one point, women held 1/3 of the homestead claims in the state of SD and that statistically, more of them proved up on their claims than did men? Or that a number of single women homesteaders--after doing plenty of outdoor work that didn't involve taking care of their families--later sold their claims and used the money to get educations, open successful businesses etc.? I rather doubt it.
644	Amanda Hill		
645	Mark Harming		
646	April Oedekoven		
647	Kylee Hongslo		
648	Theresa Bruggeman		
649	Danielle Duxbury		

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
643	Dr. Debbie A. Hanson	Any interest in looking at what the trickle down theory has (or rather hasn't) accomplished? How wealth is hugely and disproportionately allocated in the US? How big business' political contributions to politicians have affected legislation? How far behind the US is in addressing gender wage gaps, racial wage gaps, food deserts, climate change etc? Yeah, I thought not. Too bad--students are very interested in such things.	Of all the significant Supreme Court decisions, I notice that it was imperative to include Dobbs vs. Jackson Women's Health Organization. I defy anyone to discuss that and Roe vs, Wade fully in a classroom without bringing up political beliefs because if the teacher tries to avoid it, the high schoolers won't. Unless they've been bored into a perpetual stupor of repetition by this point in their history classes, that is. Oh, and no mention of the push for an Equal Rights Amendment. Or the contemporary Women's movement and worldwide Women's Marches. And, of course, no mention of anything regarding Stonewall, Act Up and the AIDS epidemic, or anything related to the LGBTQ community. Or Black Lives Matter. I guess the commission didn't realize that students know about all this and, in some cases, these movements affect their lives directly and they've made the choice to involve themselves in them already.
644	Amanda Hill		I would like to express my concerns at the lack of inclusion of Indigenous History in these standards. To assume that any time pre-European contact is not worth including in our students history education is extremely tone deaf, and will not benefit the large indigenous populations that our state serves. The future of education in our state should be in the hands of our indigenous students. The future of our state in general should be in their hands. By excluding their history, you exclude them from society. Education is collapsing, and we cannot afford to do this disservice to our diverse student populations.
645	Mark Harming		
646	April Oedekoven		
647	Kylee Hongslo		
648	Theresa Bruggeman		
649	Danielle Duxbury		

	A	P
2	Name	9-12 - United States Government
643	Dr. Debbie A. Hanson	I think I covered much of this in the history section. Though it is too bad that no one thought redlining and voter suppression were subjects worth of note.
644	Amanda Hill	
645	Mark Harming	
646	April Oedekoven	
647	Kylee Hongslo	
648	Theresa Bruggeman	
649	Danielle Duxbury	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
650	Charla E O'Dea	retired teacher	<p>As a retired South Dakota teacher for 37 years and former Presidential Awardee in Education, I am vehemently opposed to the Board of Education's proposed Social Studies standards. These standards were not written by SD educators or even by the current SD committee. There are no standards covering state history. Are these standards, in effect, erasing the teaching of South Dakota History in our K-12 schools? Although I realize that standards are not all-inclusive, these leave very little time for teaching anything else. The standards for elementary students show absolutely no understanding of child development. For example, these standards are asking 1st graders to memorize parts of American documents containing vocabulary they will not understand until they are much older. The standards expect 1st graders to have knowledge of events from ancient history that I, and many adult South Dakotans, have rarely heard of, such as the Peloponnesian War and the Conquests of Alexander of Macedon. Who, in their right mind, would expect this of 6-year-old children? Who actually wrote these beyond ridiculous standards? They can't possibly have an understanding of cognitive development in young children. How much of our taxpayer monies was, once again, WASTED on another of Governor Noem's pet projects. To the entire DOE Committee, SHAME ON YOU for disrespecting our SD educators who have labored for far too long with some of the lowest pay in the nation and now have received one more slap in the face by having their SD Standards Committee's work tossed aside only to be replaced by this garbage.</p>
651	Jennifer Bergan Gabor	Parent/Guardian	<p>I am writing to you as the mother of a second grader in regards to the Social Studies Standards that are being proposed. I am appalled at the lack of history that is included, as well as the lack of age appropriate topics. I know that past SS Standards have been writing by educators that teach in this state and who are trained to be the experts. The sheer audacity that includes Jesus contributions, Christopher Columbus sailing the ocean blue and other topics that have been shown to be white washed is so disrespectful to future generations. I am also wondering what the impetus is to stop teaching any history after 2008. This is the history that has the most effect on the world today. If these standards are pushed through, it will be the catalyst for many to remove their children from the public schools in South Dakota. For families who want more Christian beliefs in the education of their children, there are many options. My child attends the church and Sunday School of our choosing. Do what is best for the future generations and let's get SD educators back to the table to put the our Social Studies Standards together that will best prepare our students for the world they will run.</p>
652	Danyelle Cleveland	K-12 Educator	<p>As a current 8th grade history teacher and parent of a child attending public school, I feel compelled to respond to the proposed SS standards. I have taught history since 2008 and when considering the proposed standards, I'm sickened. A respect and appreciation for history will surely be lost if implemented. First the standards do not consider or support the learning abilities of young students. The proposed standards do not take into consideration students ability to understand the proposed historical events. They are not relevant to each grade level. Primary students need to focus on relevant events of their lives and community, not ancient history. In addition, the proposed standards will not allow for educators to provide the time and depth necessary for students to achieve and develop an understanding of historical events. It is impossible to cover the amount of information proposed while making certain students develop critical thinking and comprehend the events and their impact. Students need to have an opportunity to develop a respect, appreciation and understanding of the impact of history. These standards will destroy this. Trust the experts, teachers like me, to determine what is best for our students.</p>
653	Audra West	K-12 Educator	<p>The proposed Social Studies standards have been brought to my immediate attention. As a fourth grade teacher in the state of South Dakota, I am shocked and saddened to read through the unattainable and outlandish expectations of both students and teachers. The standards are not developmentally appropriate, relevant, or meaningful for young minds. They are setting up students (and teachers) to fail. When we have to devote so much time to reading, writing, and math, it is already difficult to integrate social studies into our unforgivable schedule. Educators will not have the time, the means, or the know how to teach these standards. I am genuinely concerned for the students in South Dakota. Education and schooling is already hard as is. We are feeling the teacher shortage now. Why would someone want to impose this on all of us? If you want respectable and attainable standards, please have classroom teachers rewrite these standards. As a district teacher of the year and a state-level educator of the year for South Dakota, I would be more than willing to discuss this issue. Please give teachers and students a chance to succeed. Now is not the time to impose such ludicrous expectations. Please let us teach our students like we know how.</p>
654	Ann Hermann	none listed	<p>I ask that all history, good and bad, be taught to our children. We learn from the past that we are all related and humanity is growing to be better. If we only teach the positive historical facts we cannot learn from our mistakes. If we deny the negative history we will inevitably repeat the atrocities.</p>
655	Sandra Crown	K-12 Educator	<p>I am Sandra Crown certified teacher and registered voter. I vehemently opposed the Board of Education's proposed Social Studies standards, and I have some questions. These standards were not written by SD educators or even by the current committee. Who were they written by? Please be transparent. There is complete disregard for the scope and sequence that most schools in the country base their standards around. How will districts get curriculum materials to teach these standards? There are no standards covering state history. Are these standards, in effect, erasing the teaching of South Dakota History in our K-12 schools? Although I realize that standards are not all-inclusive, these leave very little time for teaching anything else. The standards for elementary students are not appropriately aligned to their age level. For example, these standards are asking 1st graders to memorize parts of American documents containing vocabulary they will not understand until they are much older. The standards expect 1st graders to have knowledge of events from ancient history that I, and many adult South Dakotans, have rarely heard of, such as the Peloponnesian War and the Conquests of Alexander of Macedon. These students have a hard enough time trying to figure out yesterday, today, and tomorrow. Would you really want a 6 year old learn about the Boston massacre or events of ancient Hebrew. I am supposed to get students excited about learning. I question was there anyone on the committee that is a teacher from these grade levels? I await your timely response. Thank you, Sandra Crown</p>
656	Nancy Deranleau	K-12 Educator	<p>To whom it may concern, I have reviewed the proposed SS standards. I've taught in the Rapid City School District for 35 years; a majority of those years have been spent teaching SS. I am concerned with the amount and purpose of information elementary teachers need to cover. There are several standards that raise concerns. 1. I question what the purpose of: 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. Why is it important that kindergarten students tell stories about those people? What is the outcome this standard is supposed to achieve? 2. What is the purpose of First Graders reciting 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." Or students reciting the Preamble to the United States Constitution from memory.? These are not age-appropriate standards. 3. Why should students in 4th grade recite from memory the following lines from the Declaration of Independence:? Wouldn't it be more valuable and sensible to teach what those lines mean? Students need to understand why they are learning something, reciting something doesn't accomplish any learning objective. 4. What's the correlation in 4th grade between World: 60 B.C.E.-C.E. 1300 and America: 1763-1820? Wouldn't it be better to create a time period that is sequential? 5. I question the validity of students telling about the biography of FDR, Coolidge or Washington. Those men were important to our history, but their actions as presidents are far more important than who they married, how many kids they had, etc. Teachers won't have time to discuss Frederick Douglas' upbringing. They should focus on his actions and writings. The time periods that teachers need to cover is unattainable. I teach US History 2, which encompasses topics from the development of the Industrial US to the Great Depression. I struggle to cover the topics during this time frame in a semester. I can't imagine any teacher covering the proposed standards with rigor and relevance given the enormous amount of topics at each grade level. For instance, in 8th grade teachers are supposed to cover 1877 to 2008. The number of topics to cover during that time frame give a teacher about 2 weeks per topic; that isn't enough time to cover all that the standards require them to cover and do it well. I feel the middle and high school standards do not challenge our students - not enough higher level thinking skills. A majority of the standards ask students to explain or compare. Where are students required to analyze or evaluate? As a veteran educator these proposed standards need to be revised. They are not in the best interest and education of our students.</p>

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
650	Charla E O'Dea		
651	Jennifer Bergan Gabor		
652	Danyelle Cleveland		
653	Audra West		
654	Ann Hermann		
655	Sandra Crown		
656	Nancy Deranleau		

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
650	Charla E O'Dea		
651	Jennifer Bergan Gabor		
652	Danyelle Cleveland		
653	Audra West		
654	Ann Hermann		
655	Sandra Crown		
656	Nancy Deranleau		

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
650	Charla E O'Dea		
651	Jennifer Bergan Gabor		
652	Danyelle Cleveland		
653	Audra West		
654	Ann Hermann		
655	Sandra Crown		
656	Nancy Deranleau		

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
650	Charla E O'Dea		
651	Jennifer Bergan Gabor		
652	Danyelle Cleveland		
653	Audra West		
654	Ann Hermann		
655	Sandra Crown		
656	Nancy Deranleau		

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
650	Charla E O'Dea		
651	Jennifer Bergan Gabor		
652	Danyelle Cleveland		
653	Audra West		
654	Ann Hermann		
655	Sandra Crown		
656	Nancy Deranleau		

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
650	Charla E O'Dea		
651	Jennifer Bergan Gabor		
652	Danyelle Cleveland		
653	Audra West		
654	Ann Hermann		
655	Sandra Crown		
656	Nancy Deranleau		

	A	P
2	Name	9-12 - United States Government
650	Charla E O'Dea	
651	Jennifer Bergan Gabor	
652	Danyelle Cleveland	
653	Audra West	
654	Ann Hermann	
655	Sandra Crown	
656	Nancy Deranleau	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
657	Mike Smith	none listed	I strongly oppose the adoption of the proposed social studies standards. This is solution in search of a problem and is nothing more than politics on behalf of the Governor’s office. Please leave decisions like this in the hands of local school boards who are better equipped to respond to local issues than a Governor who spends more time in other states campaigning than she does the state she claims to govern.
658	Cheryl Anagnopoulos	Higher Education	These standards were clearly written by non-professionals with the intent to indoctrinate into a particular religious and political ideology. The standards reflect ZERO knowledge of early childhood cognition. Stop playing political games with our children and let professionals who know what they are doing write the standards. Shame on you.
659	Brandy Friesen	none listed	I was very disappointed to see the proposed content standards for Social Studies. Every student should receive an equitable education and have open and honest dialogue about America’s history and government. This means difficult conversations and hard and uncomfortable topics. This means learning and talking about history, culture and experiences of Indigenous communities, people of color, LGBTQ and other marginalized communities. Education is a tool of empowerment put to its highest use when teachers and students are given the full scope of their constitutional rights to engage in comprehensive, meaningful, and sometimes difficult conversations. When you attempt to censor the truth, you open the door to dangerous false narratives about the past and can create education environments that are inequitable, particularly for students of color. The ability to discuss and debate ideas, even those that some find uncomfortable, is a crucial part of our democracy. I urge reconsideration and revision. Sincerely, Brandy Friesen
660	Kelsey Lovseth	none listed	On page 4, of the newly released Social Studies standards, statement #4 states: "Since schools and teachers should have great autonomy in the crafting of their lessons, standards should merely indicate the minimum foundational knowledge all students should learn and share." That autonomy would be greatly restricted by the passage of this rule. This rule violates the long-held Republican value about "Bureaucratic over-reach" and exercises the arm of the Executive Branch in a way that has not been evident within a Republican Administration in years. The voices of South Dakota residents were heard during the Legislative session when similar sounding bills were defeated or amended significantly.
661	Allyson Boerger	K-12 Educator	I am a 4th grade teacher who loves history and grew up learning to love American history and world history. I even got the chance to see thousands of years of history on a trip to Europe. As a teacher, I have grown to love teaching 4th graders about South Dakota history where I’ve lived all my life. I want to continue teaching our children to love and remember the past so we can continue as a people to learn from it. One thing I cannot recite as an American, a South Dakotan, or a teacher is the Preamble of the Constitution. I also don’t know much of the words in the Declaration of Independence. I know some of the Bill of Rights, but not all of them. If I can’t recite, let alone remember those words, how am I going to require 4th graders to do it? They can sure remember them and practice them but once they go home for the summer, they’ll forget every word. I don’t quite understand how that helps them to understand how to buy items at a store or address an envelope. How is that going to help them when they go to vote for the first time? Another note on the world history standards, no. We never learned it that young because most kids have never even been out of the state, let alone know any other countries. World history needs to continue being taught at older level like 7-12 grades, not in 1st and 4th grade. It would be too hard of content area for younger kids to understand and relate to in their own lives. They need to know some streets in their town or know landforms near them. They certainly don’t need to know about the Roman Empire, yet. History is an amazing topic we can learn from, but we can’t learn from it if we can’t relate to it. I love history but to my students, for most of them, it’s their LEAST favorite subject. If we require them to know some of these proposed new standards, they really going to not like it. Even I won’t think history is my favorite subject anymore. Please think about our kids and want it is we really want them to know and learn. These new standards are not it.
662	Cynthia Grothman	none listed	To whom it may concern: I am disappointed that our Education department would not share the scientific research behind rote learning. There is little to no retention for rote learning. It would not be of any benefit for our students to memorize. Scientific research has shown students need to be able to make connections of meaning in order for their to be any retention. Please reconsider your thinking when it comes your students learning of the Social Studies standards. Sincerely in education, Cynthia Grothmann Submitted via email
663	Elizabeth Ekeland	none listed	I oppose the changes in content standards for social studies. Governor Noem is afraid of a “woke” population of students - well, knowing your history is not “woke.” It is essential to each and every child to have critical thinking skills and to question and know our history- otherwise we are doomed to repeat it!
664	Kim Smith	Educator, grandparent, parent of 3 form SD Public School Students, voter	Overall, these standards were written and submitted in a way that makes it very clear what is to come. Teachers, families, and students deserve much more than a set of standards that is heavily influenced by a Governor with clear intentions and plans to strip our curriculum of honesty and depth. Our children deserve to learn in schools that are not afraid of addressing real histories and struggles of our American people. All of the people. Indigenous people. People of Color. People who’s families settled this country. People who worship in ALL houses, not just one. These standards are subtly skewed. We all see it. Teachers are enraged at the roots of these standards; where they came from and who was in charge of changing them. Please understand that South Dakota families and educators expect and demand accountability and transparency. We are losing educators, we are losing credibility as a state that cares about our education. We still have a lot to lose.
665	Cassi Pietz	Parent/Guardian	Why is there so much repetition without higher levels of understanding? There are literally multiple standards that are identical standards in multiple grades from second grade up to high school. Why is there a focus on memorization? Memorization is one of the lowest levels of education. In a classroom it is usually utilized for extra credit rather than an actual assessment as it does not demonstrate understanding at all. Why are these standards so completely different from other public education social studies standards in other states? Was a single person on the committee trained in child development? The expectations of lower elementary students are completely unrealistic. Social studies is only a piece of elementary education and the standards proposed here imply a dominance of social studies in grades where more focus must be placed on fundamental/developmental reading and writing skills. Where is the scaffolding (aka concepts that build upon each other) from one grade to the next? This is essential to building understanding. It is not scaffolding to just simply repeat an objective from another grade level and add a thing or two to it. These standards are lazy at best and overall completely out of line with child development.
666	Suzy Gab	K-12 Educator	So many of the standards are things that could be looked up. Where is the base understanding for geography? Cultures? I am confused.
667	Scot Dobbs	K-12 Educator	As a second-grade educator, I can tell you the standards are well above a second-grade level. Second graders would not understand the caste system as mentioned in feudalism. Most adults do not understand what feudalism is, and a second grader is expected to understand and comprehend feudalism completely. Where in the standards are we addressing South Dakota history? Where are we addressing Native American history that’s important to the state of South Dakota? The standards do not address issues for South Dakota. They seem to lessen the importance of Native Americans. They seem to focus on what The “white man” has done. They do not focus on cultural diversity. Please do not adopt the standards. These will not further than knowledge of South Dakota’s children. We need better standards! Standards not rooted in politics! Create standards that teach the history of the world, the history of the United States the importance of cultures. The importance of the government and how the government should be run. Not standards that are focused on people’s current political beliefs and current political issues influencing the writing of the standards.

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
657	Mike Smith		
658	Cheryl Anagnopoulos		
659	Brandy Friesen		
660	Kelsey Lovseth		
661	Allyson Boerger		
662	Cynthia Grothman		
663	Elizabeth Ekeland		
664	Kim Smith		
665	Cassi Pietz		Many of these standards are not skill level appropriate for 6 year olds. You are expecting them to learn and comprehend concepts that are too complex. They need scaffolding and basic understanding of what history is before you can expect them to understand wars.
666	Suzy Gab		How can they recite the Preamble when they can't read it?
667	Scot Dobbs		

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
657	Mike Smith		
658	Cheryl Anagnopoulos		
659	Brandy Friesen		
660	Kelsey Lovseth		
661	Allyson Boerger		
662	Cynthia Grothman		
663	Elizabeth Ekeland		
664	Kim Smith		
665	Cassi Pietz		
666	Suzy Gab	How can 2nd graders understand the world when they barely understand their city or state?	
667	Scot Dobbs	As a second-grade educator, I can tell you the standards are well above a second-grade level. Second graders would not understand the caste system as mentioned in feudalism. Most adults do not understand what feudalism is, and a second grader is expected to understand and comprehend feudalism completely. Where in the standards are we addressing South Dakota history? Where are we addressing Native American history that's important to the state of South Dakota? The standards do not address issues for South Dakota. They seem to lessen the importance of Native Americans. They seem to focus on what The "white man" has done. They do not focus on cultural diversity. Please do not adopt the standards. These will not further than knowledge of South Dakota's children. We need better standards! Standards not rooted in politics! Create standards that teach the history of the world, the history of the United States the importance of cultures. The importance of the government and how the government should be run. Not standards that are focused on people's current political beliefs and current political issues influencing the writing of the standards.	

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
657	Mike Smith		
658	Cheryl Anagnopoulos		
659	Brandy Friesen		
660	Kelsey Lovseth		
661	Allyson Boerger		
662	Cynthia Grothman		
663	Elizabeth Ekeland		
664	Kim Smith		
665	Cassi Pietz		
666	Suzy Gab		
667	Scot Dobbs		

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
657	Mike Smith		
658	Cheryl Anagnopoulos		
659	Brandy Friesen		
660	Kelsey Lovseth		
661	Allyson Boerger		
662	Cynthia Grothman		
663	Elizabeth Ekeland		
664	Kim Smith		
665	Cassi Pietz		
666	Suzy Gab		I have taught 7th grade for 15 years and there is no possible way to cover everything listed in one school year. I barely got through the current standards with depth of understanding. I am so confused by the proposed standards and the length of the school year. And who is providing this curriculum?
667	Scot Dobbs		

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
657	Mike Smith		
658	Cheryl Anagnopoulos		
659	Brandy Friesen		
660	Kelsey Lovseth		
661	Allyson Boerger		
662	Cynthia Grothman		
663	Elizabeth Ekeland		
664	Kim Smith		
665	Cassi Pietz		
666	Suzy Gab		
667	Scot Dobbs		

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
657	Mike Smith		
658	Cheryl Anagnopoulos		
659	Brandy Friesen		
660	Kelsey Lovseth		
661	Allyson Boerger		
662	Cynthia Grothman		
663	Elizabeth Ekeland		
664	Kim Smith		
665	Cassi Pietz		
666	Suzy Gab		
667	Scot Dobbs		

	A	P
2	Name	9-12 - United States Government
657	Mike Smith	
658	Cheryl Anagnopoulos	
659	Brandy Friesen	
660	Kelsey Lovseth	
661	Allyson Boerger	
662	Cynthia Grothman	
663	Elizabeth Ekeland	
664	Kim Smith	
665	Cassi Pietz	
666	Suzy Gab	
667	Scot Dobbs	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
668	Kelli Trebil	Parent/Guardian	<p>I am writing today to comment on the proposed South Dakota K-12 state standard issued 8/15/2022. I currently have one child enrolled at the elementary level in the Rapid City Area School district and am deeply concerned about the content, expectations and methodology as currently outlined in the proposed changes. I will focus my comments on the K-5 curriculum as that is where I feel I have the most complete understanding, I do hope other parents, educators and stake holders will add additional insight for the 6-12 grades as the proposed standards seem to have similar issues at all grade levels.</p> <p>Content - As proposed is the suggested content exceedingly detailed and far more focused on specific moments or elements of history than I feel is acceptable for the average K-5 student. In the first-grade section there are elements such as "tell a story about the Punic Wars", "Explain the Roman triumvirate", "Memorize the Preamble of the Constitution". I have a student that excels at school, genuinely enjoys learning and wants to succeed as a student - work like this, at this age, would far outstrip her ability. This type of granular and hyper specific information is found throughout the K-5 curriculum and does not reflect an appropriate level of instruction for this age. Children will be frustrated and disconnected from the information if the content is this detailed. General concepts and foundational work would establish a much better bench mark for sucess and future growth.</p> <p>Expectations - The volume of work expected to be memorized and repeated is not in line with the capabilities of children in the K-5 setting. This curriculum relies almost entirely on rote memorization and does not encourage the growth of ideas, class wide participation with broad concepts, or encourage the incorporation of other educational concepts (sciences, math, etc). Kids certainly can memorize information, but it has no context or meaning to them at this age. My daughter can memorize a bible verse every week; rarely can she tell me what it actually means if there is no broad foundational conversation for her to build on. This is a great disservice to all our kids. Our state already struggles with poor educational outcomes, work like this only sets the stage for student dis-engagement and failure. Instead of working with the strengths of a child's abilities at an age appropriate level, we're working against them and making them feel as if they cannot learn from the outset.</p> <p>Methodology - The sheer volume of detailed information expected to be "standard knowledge" does not reflect the reality of any classroom I have ever volunteered with. Teachers struggle daily to present the range of material required in the K-5 setting while preparing students for extensive testing in a range of subjects. The average K-5 classroom has about 4+ hours of daily instruction for math, reading, handwriting, social studies, and basic sciences. There simply is not enough time in any elementary classroom anywhere in this state to teach to this level of detail without sacrificing other critical subject matter.</p> <p>Other Concerns:</p> <p>How this standard was developed. It's been reported that the state is paying a committee member \$200,000 to participate in this process. Upon some basic research it can easily be leaned this person is a retiree from Hillsdale University. A university that, conveniently, has a social studies curriculum for K-12. The 1776 curriculum from Hillsdale is available on-line and with a few clicks it becomes readily apparent the revised standard is just a bullet pointed summary of the 1776 material. This does not reflect any thoughtful work on the part of the re-convened committee, nor does it reflect any input from our own state educators. This is terribly disappointing and very disheartening. We are financially locking ourselves into a single source, discouraging open competition from other educational material vendors and locking teachers into a single program that may not work for their classrooms' needs. This is not setting our educators up for success nor giving them the ability to make this content work for their students.</p> <p>Other viewpoints - while I commend the committee for better referring to the Oceti Sakowin Essential material and pushing for additional Native and Minority Content the program is still vastly skewed toward Western/Euro-Centric history. There is almost no content reflecting the history of Africa or Asia, while the intense focus on Greek/Roman history is overwhelming in its presence. This terribly skewed in a world of global information.</p> <p>Religious elements. I am deeply, deeply concerned about how a public school district would educate students on subjects such as the "positive impacts of Christianity" and "Jesus of Nazareth". I don't feel comfortable having public school educators cover these topics when there are a wide range of personal beliefs and backgrounds in every classroom. Religion should rightly be the purview of each family or taught in the context of world religion at a higher grade level. I'm not comfortable with a second-grade teacher essentially proselytizing my child with beliefs or viewpoints we may not hold. This also feels like an avoidable lawsuit and, honestly, I'm tired of this state wasting tax money on legal fights we can't win. It's a waste of resources we don't have.</p> <p>In short, I see the revised curriculum standards as a stumbling block not a building block. At a time when developing critical thinking and logical reasoning are essential for our future leaders and citizens South Dakota is once again letting our kids down and leaving them I'll prepared to compete on a national or global level.</p>
669	Julie Pommer	Parent/Guardian	<p>I would recommend Native American culture, taught by Native Americans. They were our first people. Same with African American history and culture.</p> <p>Morals and religion are subjective and should be taught at home.</p>
670	Iorna jost	concerned citizen	<p>go back and use the document written in 2021 by SD educators and teachers. They are in tune with student needs and abilities and I trust their judgement over some professor from MI!</p> <p>We need to keep the standards written about our Native American citizens and history. it is time we came to grips with our past, learn from it, and become a better state for all our citizens to live in.</p> <p>The proposals in the new (2022) standards violate the division of church and state as written in the constitution by our founding fathers. It also tries to teach Christianity in public schools, a no no!</p>
671	Richard Jost	Elder	Go back to the standards proposed by the 2021 committee of SD educators and rebuke those standards from a Michigan college in the 2022 effort that literally whitewashes what our children learn.
672	Jamie Kuhlman	K-12 Educator	
673	Darin Newton	K-12 Educator	<p>I want to preface this comment with the fact that I am no longer a SD resident. However, my wife and family lived there for 8 years, and that is where I began my teaching career. To say that I am shocked and angered by these proposed standards is an understatement. These standards are a blatant slap in the face of educators across South Dakota, many of whom put hours of hard work into previous proposed standards that were made in SD, by South Dakotans, for South Dakotans. These new proposed standards are a poor attempt at trying to sneak extreme right-wing ideology into South Dakota schools, to the detriment of students. It is clear that the individual tasked with developing these standards has no background in social studies, and does not understand the development of adolescents. No educator, even those outside of the Social Studies content, would ever consider these standards practical, useful, , or beneficial for the students of South Dakota. To push these through the Department of Education would be putting ideologies and partisan politics ahead of the education of students.</p>
674	Joseph Tebben	Parent/Guardian	<p>This would be like having to have surgery, then letting 5 people plan the procedure with only 1 of them actually being a doctor, or knowing what a hospital is. It's time to have a governor again that actually cares about the people in this state. This was clearly and transparently propaganda created to get those that can't think outside of their bubble to continue to blindly support Mrs. Noem, and to get her back in the news. All participants in this charade should be ashamed of themselves. And by the way, many founding fathers were actually outspoken atheists, including Thomas Jefferson who you seem to so fondly worship. He would be outraged at you. I guess that's just my opinion though. The difference here is I'm not responsible for providing real education to real children who need to not be idiot political parrots.</p>
675	Marie Schumacher	K-12 Educator	These standards all need to be much more age appropriate to be learned effectively by students and taught with patriotism by teachers.
676	Elizabeth A Ofstad	Concerned citizen	Leave education to educators!

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
668	Kelli Trebil	See below	See below
669	Julie Pommer	Seriously?! Have you taught kindergarten?! They have to learn to count in small increments! Short attention spans.	Maybe start with some American history in first grade and leave it at that.
670	Iorna Jost	in all grade levels, if you teach Christian history, you will have to teach about Jewish, Muslim, Hindi, agnostic, atheism, etc etc etc. you are looking for fair and balanced , right? We are NOT a Christian nation. this type of study should come from churches alone, not public education.	
671	Richard Jost		
672	Jamie Kuhlman		
673	Darin Newton		
674	Joseph Tebben		
675	Marie Schumacher		
676	Elizabeth A Ofstad	You should not be interfering in the education of our children.	Your view of what history should be vs. what actually happened is irrelevant.

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
668	Kelli Trebil	See below	See below
669	Julie Pommer	Native American History and American History.	
670	Iorna Jost		do you think the world started in 60 b.c.e.?
671	Richard Jost		
672	Jamie Kuhlman	As a second grade teacher I view these standards as inappropriate for the developmental level of my students.	
673	Darin Newton		
674	Joseph Tebben		
675	Marie Schumacher		
676	Elizabeth A Ofstad	Let teachers actually decide what needs to be taught.	Republican values are not American values.

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
668	Kelli Trebil	See below	See below
669	Julie Pommer		
670	Iorna jost		
671	Richard Jost		
672	Jamie Kuhlman		
673	Darin Newton		
674	Joseph Tebben		
675	Marie Schumacher		
676	Elizabeth A Ofstad	I hate that you are trying to push your rhetoric on our youngest citizens.	Why would you decide that your opinions are more important than truth?

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
668	Kelli Trebil	See below	See below
669	Julie Pommer		
670	Iorna Jost		
671	Richard Jost		
672	Jamie Kuhlman		
673	Darin Newton		
674	Joseph Tebben		
675	Marie Schumacher		
676	Elizabeth A Ofstad	The fact that you can't handle children to learn the actual truth about the world is pathetic.	Punishing children by not giving them a proper education only hurts South Dakota.

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
668	Kelli Trebil	See below	See below
669	Julie Pommer		
670	Iorna jost		
671	Richard Jost		
672	Jamie Kuhlman		
673	Darin Newton		
674	Joseph Tebben		
675	Marie Schumacher		
676	Elizabeth A Ofstad	I can't wait until you are voted out of office.	Jamie Smith for Governor!

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
668	Kelli Trebil	See below	See below
669	Julie Pommer		
670	Iorna Jost		i believe there was some history here before Christopher Columbus...
671	Richard Jost		
672	Jamie Kuhlman		
673	Darin Newton		
674	Joseph Tebben		
675	Marie Schumacher		
676	Elizabeth A Ofstad	Jamie Smith deserves to be in charge of our state to avoid this nonsense.	At least Jamie Smith isn't afraid of the truth!

	A	P
2	Name	9-12 - United States Government
668	Kelli Trebil	See below
669	Julie Pommer	
670	Iorna Jost	
671	Richard Jost	
672	Jamie Kuhlman	
673	Darin Newton	
674	Joseph Tebben	
675	Marie Schumacher	
676	Elizabeth A Ofstad	Risking our youth's futures by having a false education is too much of a chance.

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
677	Dusty Wilkens		
678	Brianna zobel	Too complicated for little minds	What about America before 1492??? Preamble is not age appropriate
679	Constance Krueger		
680	Kim Clark		
681	Jeff Ganschow		
			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 This is identical to a standard written for third graders (3.SS.7 H) - how can one word-for-word standard be appropriate for two different grade levels? 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 This is identical to a standard written for fourth graders (4.SS.6 D) - how can one word-for-word standard be appropriate for two different grade levels?
682	Emily Lincoln		
683	Shawn Giesler	Not at all possible to teach a five-year old this information.	Seriously??? I highly doubt that a sixth grade student would be able to master most of these standards. None of them are written for a first grader.

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
677	Dusty Wilkens		
678	Brianna zobel	Start kinder materials in 2nd grade	Too early
679	Constance Krueger		
680	Kim Clark	<p>2.SS.1 Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 2nd grade.</p> <p>2.SS.2. The student demonstrates knowledge of American geography and map regions These are not World History standards. Put them in a category for Geography.</p> <p>2.SS.2. The student demonstrates knowledge of American geography and map regions B. Omit in B ocean and wind currents they are not regions and generally not on a map Omit biomes- Tundra, rainforest, desert- These are generally not marked on a map. You have A and B as locating then these as explaining.</p> <p>2.SS.3. The student demonstrates knowledge of the fall of Rome and the Middle Ages</p> <p>2.SS.4. The student demonstrates knowledge of the Late Middle Ages and the Renaissance. Middle or high school content Above grade level in understanding and reading Too much content to be covered Omit both 3 and 4. Need to keep to the focus of American History, Geography, Civics and Economics</p> <p>2.SS.5. The student demonstrates knowledge of the United States Constitution. part C The memorization and understanding of the Preamble is in grade 1. Omit from Grade 1 If needed, add the discussion of the Preamble grade 2 only</p> <p>2.SS.6-12 This is an enormous amount of content that is to be covered. Within each anchor standard you have many items of understanding. Covering several major historical events. Keeping to 6 and 7 would be enough. Covering from Washington to Gilded Age with everything you are asking a grade 2 student to know- above grade level There would not enough time to do what you are asking. Elementary students do not have a standalone Social Studies class. They have either Science or Social Studies. At most they get 5-7 hours of Social Studies a month. The current standards have 20-25 standards with four anchor standards. The proposed has 12 anchor standards with several components in each. Well over 100. Student time in Social Studies remains the same yet the standards have been quadrupled, are not at grade level and are not focused</p>	
681	Jeff Ganschow		
682	Emily Lincoln	<p>2.SS.3 G. The student identifies the historical events of the Carolingian dynasty and the Viking invasions. H</p> <p>This is identical to a standard written for fourth graders (4.SS.4 E) - how can one word-for-word standard be appropriate for two different grade levels?</p>	<p>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</p> <p>This is identical to a standard written for fourth graders (4.SS.4 E) - how can one word-for-word standard be appropriate for two different grade levels?</p>
683	Shawn Giesler		

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
677	Dusty Wilkens		
678	Brianna zobel		
679	Constance Krueger		
680	Kim Clark		
681	Jeff Ganschow		
		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 This is identical to a standard written for second graders (2.SS.3 G) - how can one word-for-word standard be appropriate for two different grade levels? 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	
682	Emily Lincoln	This is identical to a standard written for first graders (1.SS.9 C) - how can one word-for-word standard be appropriate for two different grade levels?	
683	Shawn Giesler		

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
677	Dusty Wilkens		
678	Brianna zobel		
679	Constance Krueger		
680	Kim Clark		
681	Jeff Ganschow		
682	Emily Lincoln		
683	Shawn Giesler		

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
677	Dusty Wilkens		
678	Brianna zobel		
679	Constance Krueger		
680	Kim Clark		
681	Jeff Ganschow		
682	Emily Lincoln		
683	Shawn Giesler		

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
677	Dusty Wilkens		
678	Brianna zobel		
	Constance Krueger		The statements "The role of most men in family life and the community (working at home, out-of-doors, defending the family and community)" and "The role of most women in family life and the community (working at home indoors, caring for the family and neighbors)" do not make sense. Please delete these. They add nothing to the overall scope and sequence of the Social Studies Standards.
680	Kim Clark		
681	Jeff Ganschow		
682	Emily Lincoln		
683	Shawn Giesler		

	A	P
2	Name	9-12 - United States Government
677	Dusty Wilkens	
678	Brianna zobel	
679	Constance Krueger	
680	Kim Clark	
681	Jeff Ganschow	
682	Emily Lincoln	
683	Shawn Giesler	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
684	Courtney	Resident of South Dakota	I'm concerned with the lack of actual experience in teaching social studies & history by the committee that was selected to redesign standards based on the governor's political agenda. These new standards include political bias and should not be accepted by our educators.
685	Kayla	K-12 Educator	Please consider the children of our state. As an educator, I understand the proposed elementary social studies standards to be very inappropriate and written by authors out of touch with the reality of the development of a child.
686	Debra Holloway	K-12 Educator	<p>I was looking at other states standards and these proposed standards are TOTALLY UNREALISTIC. Go to the schools and ASK teachers what they think of this and they will all tell you the same thing. First grade students need to learn about their community before they ever think about learning American History.</p> <p>In 4th grade, South Dakota History has always been the norm as in other states who teach their state history. This needs taught in South Dakota Schools. The book also needs rewritten as there are many typographical errors along with names being changed from one person to another. The South Dakota History book also puts a negative light on Native Americans and that is wrong. If you want to change the standards, try adding the Oceti Sakowin Essential Understandings as all of our schools have Native American Students in them.</p> <p>Stop making setting our students up for failure by having these unreal expectations for them in the proposed Social Studies Standards.</p>
687	Courtney Blake	Parent/Guardian	Honestly, I've never responded to standards being written before and frankly stay out of most divisive conversations but I felt I had to respond to this. What a pathetic excuse for standards. One, I would like to know how many teachers will be able to complete these standards with room for anything else in one year let alone just the standards. You're setting our teachers up for failure and lawsuits. The constant replication about Muslims versus Christianity is going to only cause more divided people, let alone bullying and worse mental health. Memorization at first grade of important documents is not only not age appropriate but way over their heads cognitively. What happened to 7th grade geography? I believe whoever wrote these standards clearly no idea of developmental progression of children and has never taught children in a classroom.
688	Jennifer Gerrietts-Masters	Parent/Guardian	We spent more than a decade in an elementary school that required us to serve in the classroom for a half day every week for each of our children. On the basis of that weekly experience, I can assure you that elementary school students are incapable of the higher level thought and understanding that this curriculum demands. The amount of time that this curriculum would take out of the average day and week in an elementary school classroom would short change our students in subjects they already need more time with: math, reading and science. No one with any educational experience could possibly recommend these standards as proposed.
689	Curt	South Dakota Voter	Many of these are age inappropriately and developed by an out of state interest group.
690	Patrick Day	retired history teacher with relatives in SD schools	I taught social studies and history for 31 years. I have a Master of Science degree in Curriculum and Instruction. A. What is proposed is not really Social Studies, it is History. They are different. B. The proposed plan is overly ambitious and not age appropriate and therefore will not work. C. The topics are fine, but trying to get young children to learn all that, sounds more like an ideology at work here than sound educational practice. Back to the drawing board is my strong recommendation.
691	Ally Bowers	K-12 Educator	I am a certified science teacher and have many concerns and objections to these standards. These standards are age-inappropriate at the lower grade levels. I am very concerned that valuable time and energy will be spent by both students and teachers trying to learn and teach topics that are niche and not widely known or necessary for students to understand in order to be effective citizens. I'm also concerned about the lack of state history and connection to the Oceti Sakowin Essential Understandings. Many of these standards require memorization (of a piece of text, of a place on a map, of the spelling of a capital) and as a teacher, I know very well that memorization is not equal to learning. I'm also concerned with the development of these standards. The fact that an initial committee met and spent their valuable time revising the standards LAST summer, only to have their work changed without change in authorship and eventually thrown out, is disrespectful to the folks who volunteered for that committee. To then spend \$200,000 on the creation of a new committee and facilitation of someone handing the new committee (which is severely lacking in certified education professionals) a batch of standards that they were not allowed to revise is OUTRAGEOUS. This entire process has been a year-long fiasco.
692	Gwen Schwartz	Parent/Guardian	These standards are awful. These are clearly not written with actual students in mind. Those that wrote these standards clearly have not had any interaction with any students especially elementary students. The expectations they have placed on these students are unrealistic. I have a child with a reading disability. These standards set her up for failure. The words she will now be expected to read and memorize in elementary school while she still struggles with basics is unacceptable. How is learning Greek Methology in 3rd grade going to help her? These standards give no room for children to struggle when learning something new. Teachers will not be able to spend extra time on lessons because of all of the material they need to cover. We are setting our children up for failure. I personally know I will be dealing with a child in tears due to these standards. She works hard to overcome her reading disability only to have adults set her up for failure. These standards are not age appropriate. Some of these standards are more for the college level. Do better for our children South Dakota.
693	Ronald Zenor	South Dakota citizens.	Bad Curriculum

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
684	Courtney		
685	Kayla		
686	Debra Holloway	I think these are unrealistic expectations for Kindergarten.	Totally unrealistic for 1st grade.
687	Courtney Blake	Developmentally knowing what county you live in is ridiculous. Safety wise it would make more sense to know your physical address in case of an emergency.	Memorizing the preamble to the constitution and part of the Declaration of Independence is not developmentally appropriate and to what end? Children in first grade do not have the cognitive ability to understand what they are saying. The Peloponnesian, Punic, and Persian wars should not be relevant to a first graders education considering I've never even heard of the first 2. Again, not developmentally appropriate. Also, how do you plan to teach children in first grade to understand BC versus AD in years?
688	Jennifer Gerrietts- Masters		
689	Curt		
690	Patrick Day		
691	Ally Bowers	Age inappropriate	Age inappropriate
692	Gwen Schwartz	Some of the material listed is above what they can comprehend at Kindergarten.	What is expected is too much for 1st graders. Memorizing the preamble when many can't even spell it or even understand the words in the preamble is unacceptable for 1st graders.
693	Ronald Zenor		

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
684	Courtney		
685	Kayla	Students in second grade are 7 and 8 year olds. They have rigorous reading and math standards that are achievable and written with a child's ability level in mind. These social studies standards are developmentally inappropriate for our 7 and 8 year olds. Retention and relatability need to be considered.	
686	Debra Holloway	Still wouldn't teach this in 2nd grade. They can't comprehend it.	This is not taught until High School.
687	Courtney Blake	Conflicts between the Muslims and Christians is only set to cause more divide in our country and alienate children against each other. The Great Schism and Black Death are also not appropriate for 2nd grade. Most 2nd graders have never dealt with death. This just screams increase in mental health issues.	Locating all fifty states on a map is asking for failure as most junior high kids are unable to complete this. Most South Dakotans can't tell you where Bear Butte and Black Elk Peak are located. What is the importance of this? Also please explain why we need to know about ancient hebrews or India, Persia, Babylon, china, Egypt, Greece, Roman republic, etc in 3rd grade? What is the obsession with the Peloponnesian and Punic war? Honestly, I have yet to meet an adult who knows what it is. Do we really need to scare our youth with talk of small pox? Again, not developmentally appropriate. And sounds like more mental health issues. These concepts are above the cognitive ability of a third grader.
688	Jennifer Gerrietts-Masters		
689	Curt		
690	Patrick Day		
691	Ally Bowers	Age inappropriate	Age inappropriate
692	Gwen Schwartz	Way too much material for them to comprehend and grasp for their age. Not age appropriate.	My child with a reading disability would have been in tears with what these standards expected last year. Not material appropriate for this age. Way too much expected for 3rd grade. Learning material I personally didn't learn until 6th grade. Unacceptable.
693	Ronald Zenor		

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
684	Courtney		
685	Kayla		
686	Debra Holloway	Where is South Dakota History????????	This is the year that they should be studying States and Capitals.
687	Courtney Blake	Again, what is the importance of memorizing the Declaration of Independence if they don't understand it or have importance of it. Again, what is the obsession with the Roman Empire. Last I checked, we were in America. Again with Muslim and Christianity, that's going to continue to divide not bring together Americans and just promote bullying. Why the focus on slavery in 4th grade? Tyrannize, aristocracy, monarchy are big concepts for a 4th grader.	I'm pretty sure American geography is more important and applicable than knowing where the straits and canals are in Europe. There are several countries in Europe which would be hard enough to remember let alone the capitals. Again with the slaves, I don't think that is something our children need harpooned into their brains.
688	Jennifer Gerrietts-Masters		
689	Curt		
690	Patrick Day		
691	Ally Bowers	Age inappropriate	Age inappropriate
692	Gwen Schwartz	Not age appropriate. Way too much material.	Not age appropriate. Way too much material.
693	Ronald Zenor		

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
684	Courtney		
685	Kayla		
686	Debra Holloway		
687	Courtney Blake	American geography more important than my 6th grader knowing all the countries of Africa and capitals. Again with the Roman Republic, I swear there is more in here about Roman Empire than America. More Muslim versus Christian divide.	Where is 7th grade geography? It's important to know where countries are. It's a lot different if we were in a war with Canada versus Iraq.
688	Jennifer Gerrietts-Masters		
689	Curt		
690	Patrick Day		
691	Ally Bowers	Very euro- and Christian-centric?	Very euro- and Christian-centric?
692	Gwen Schwartz	Not age appropriate. Way too much material.	Not age appropriate. Way too much material.
693	Ronald Zenor		

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
684	Courtney		
685	Kayla		
686	Debra Holloway		
687	Courtney Blake		
688	Jennifer Gerrietts-Masters		
689	Curt		
690	Patrick Day		
691	Ally Bowers		Very euro- and Christian-centric?
692	Gwen Schwartz	Not age appropriate. Way too much material.	
693	Ronald Zenor		

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
684	Courtney		
685	Kayla		
686	Debra Holloway		
687	Courtney Blake		
688	Jennifer Gerrietts- Masters		
689	Curt		
690	Patrick Day		
691	Ally Bowers		" the role of most men in family life and the community (working at home out of doors, defending the family and community) -the role of most women in family life and the community (working at home indoors, caring for the family and neighbors)" I sure hope this is referencing the part about life in the past...
692	Gwen Schwartz		
693	Ronald Zenor		

	A	P
2	Name	9-12 - United States Government
684	Courtney	
685	Kayla	
686	Debra Holloway	
687	Courtney Blake	
688	Jennifer Gerrietts- Masters	
689	Curt	
690	Patrick Day	
691	Ally Bowers	
692	Gwen Schwartz	
693	Ronald Zenor	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
694	Kari Hall	Parent and higher education	I am absolutely appalled that the State Govt would seek help from a small private school in Michigan whose education dept isn't even CAEP Accredited to simply copy and paste their social studies program, that is littered with bias (and FREE to download online!). Additionally, the news about how the state of TN distancing themselves from Hillsdale University after the gross remarks by their leadership should be a huge red flag into what this government is getting our children into. We have strong educators in our state and the taxpayer dollars should have stayed in this state. I am so disappointed in the constant politicizing of our education programs, while at the same time having our teachers being paid some of the lowest wages in the country. Shame on this administration.
695	Peggy Hubble	Retired teacher	Disappointed in that these standards were written by a private college in Michigan & paid \$200K of our taxes, when our own teachers revised these standards a year ago. This is definitely a political move by our governor to be noticed by the radical conservatives trying to solve a problem that never existed!
696	Danyelle Cleveland	K-12 Educator	<p>I have taught history since 2008 and when considering the proposed standards, I'm sickened. A respect and appreciation for history will surely be lost if implemented. First the standards do not consider or support the learning abilities of young students.</p> <p>The proposed standards do not take into consideration students ability to understand the proposed historical events. They are not relevant to each grade level. Primary students need to focus on relevant events of their lives and community, not ancient history.</p> <p>In addition, the proposed standards will not allow for educators to provide the time and depth necessary for students to achieve and develop an understanding of historical events. It is impossible to cover the amount of information proposed while making certain students develop critical thinking and comprehend the events and their impact.</p> <p>Students need to have an opportunity to develop a respect, appreciation and understanding of the impact of history. These standards will destroy this. Trust the experts, teachers like me, to determine what is best for our students.</p>
697	Kathleen Blake	Parent/Guardian	There is no curriculum available to teach this curriculum. You are setting our teachers and our students up to fail. I hope to see major changes in these standards or that they are scrapped altogether as we will fail our students and our teachers.
698	Jennifer Lacher-Starace	K-12 Educator	I hold a Master's in Education, and I have been a certified English and social studies teacher at the secondary level for 27 years. For 8 of those years, I was an Instructor in the teacher education program at SDSU where, among other courses, I taught the Social Studies Methods course for four years. I am also a parent of an 11th grade student and a 7th grade student. I am extremely upset by the proposed social studies standards for two main reasons: 1) They are not developmentally appropriate -- especially in grades K-5. Asking first graders to memorize and recite the preamble to the Constitution is an empty, meaningless use of instructional time for 6- and 7-year-old children. Second graders cannot be expected to understand feudalism in any meaningful way. Standards like this abound in the new document, and they are ludicrous. 2) There is too much emphasis on low-level thinking skills like memorization and recitation and not enough emphasis on building a deeper understanding of the content, practicing discipline specific skills (like evaluating and citing primary sources), and developing critical thinking and application of knowledge to new contexts. All of these are skills needed in college and career, but rote memorization and recitation are NOT. I am also deeply concerned about the process by which these standards were developed. The committee was NOT representative of the stakeholders in public education in South Dakota. These proposed standards should be REJECTED in favor of revisiting and possibly revising as needed the standards developed by the more representative committee in summer 2021. Submitted via email 8/17/22
699	Lynne Seftner	K-12 Educator	The lack of insight and respect shown actual educators during this process is almost as disturbing as the final product. The amount of money spent with consultants to rewrite these standards is difficult to grasp. Such a waste. As I read the proposed standards, I was disappointed in both the content and lack of understanding in how children learn. From the amount of material, to the lack of developing critical thinking skills, the heavy expectation of rote memorization...it all appears to be in my opinion, a step back from our current standards, not to mention a huge waste of money. As a 35 year veteran educator, I am saddened and concerned with this document. We can do better. We ARE better than this. Let's head back to the meeting table. Sincerely, Lynn Senftner ABO Schools Onida, SD Submitted via email - no email address listed 8/17/22
700	Tonya Gaalswyk	NA	The suggested change to the SD social studies standards will hurt our students. Asking kindergarteners to memorize places and oceans is not academically appropriate. We want our learners to be productive citizens, to be on a competitive level with students across the country, and to become leaders wherever they end up. In order for this to happen or students need a fair shot at an excellent education here. This proposed change would make our students blind to the realities of the world around them. These are not the type of changes to better our society. Kristi Noem needs to stay out of the education realm. She knows NOTHING about educating students. I am a Republican and I would never vote for her or encourage others to vote for her. She has lost four votes from my household. She's losing many more with these types of decisions. Submitted via email 8/17/22
701	Barbara Lindquist	NA	I have reviewed the proposed standards for social studies and find that they are not appropriate. There seems to be little understanding of the developmental levels of children. Many of the standards being proposed for primary age students are not tasks that could be successfully completed by children of that age. I doubt many middle school students would be able to accomplish what is being asked of first grade students. There is a serious lack of standards regarding indigenous people of South Dakota at all levels. Just when are students supposed to learn the history of South Dakota? These standards are just inappropriate and should be rejected. Submitted via email 8/17/22
702	Rebecca A Harvey CCC-SLP	speech language pathologist	I'm writing you tonight to voice significant concern regarding the new social studies standards. As a speech langaige pathologist, I have a deeper understanding of comprehension and vocabulary. I ensure you, the standards as they are proposed, specifically for early elementary students, have unrealistic expectations for their language abilities at that time. Children are learning core academic vocabulary and vocabulary strategies in early grade school that set them up for future success and learning. We should not include unrealistic expectations for their develop. I consistently see this trend of pushing skills appropriate for a certain on younger and younger students. We are doing a disservice to these children by expecting them to learn and perform standards that are beyond their current developmental abilities. This does not create "smarter" children rather creates bigger gaps in performance and stress on teachers, students, and families. Thank you for your time and consideration with my comments. Submitted via email 8/16/22
703	Mike Benson	retired teacher	<p>I am a recently retired teacher with 45 years of teaching experience.</p> <p>I just read the proposed standards and I am in awe of the lack of professionalism for those responsible for writing the standards, and who was responsible?</p> <p>Politicizing education standards has to be the most egregious move this administration has undertaken. Wiping out SD history will not make it go away!</p> <p>Just another slap in the face of South Dakota educators.</p> <p>Hopefully this will be the push SD residents will need to get out and vote!</p> <p>Submitted via email 8/16/22</p>

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
694	Kari Hall		
695	Peggy Hubble		
696	Danyelle Cleveland		Primary students need to focus on relevant events of their lives and community, not early American history.
697	Kathleen Blake	Not age appropriate material for this age group.	Not age appropriate material for this age group
698	Jennifer Lacher-Starace		
699	Lynne Seftner		
700	Tonya Gaalswyk		
701	Barbara Lindquist		
702	Rebecca A Harvey CCC-SLP		
703	Mike Benson		

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
694	Kari Hall		
695	Peggy Hubble		
696	Danyelle Cleveland	Primary students need to focus on relevant events of their lives and community, not American history. Also, the proposed standards will not allow for educators to provide the time and depth necessary for students to achieve and develop an understanding of historical events.	Primary students need to focus on relevant events of their lives and community, not ancient history. Learning basics about the colonies would be the only significant area of content for this grade level. Explorers from around the world would be more appropriate for 5th grade. Also the proposed standards will not allow for educators to provide the time and depth necessary for students to achieve and develop an understanding of historical events.
697	Kathleen Blake	Not age appropriate material for this age group	Not age appropriate material for this age group
698	Jennifer Lacher-Starace		
699	Lynne Seftner		
700	Tonya Gaalswyk		
701	Barbara Lindquist		
702	Rebecca A Harvey CCC-SLP		
703	Mike Benson		

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
694	Kari Hall		
695	Peggy Hubble		
696	Danyelle Cleveland	Stidents at this age need to focus on relevant events of their state and the other states of the nation, not ancient history. Some colonial American history could work adjacent to learning states. In addition, the proposed standards will not allow for educators to provide the time and depth necessary for students to achieve and develop an understanding of historical events.	The proposed standards will not allow for educators to provide the time and depth necessary for students to achieve and develop an understanding of historical events. Early American history from 1763-1850 would suffice
697	Kathleen Blake	Not age appropriate material for this age group	Not age appropriate material for this age group
698	Jennifer Lacher-Starace		
699	Lynne Seftner		
700	Tonya Gaalswyk		
701	Barbara Lindquist		
702	Rebecca A Harvey CCC-SLP		
703	Mike Benson		

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
694	Kari Hall		
695	Peggy Hubble	These topics are not age appropriate for 6th grade. Also, do not include other religions in history just Christianity. That's indoctrination of our students to a Christian way of life, not all SD students are Christian.	Mot enough emphasis on the Native American culture and history of our state is included. More details needed about slavery and the Civil War.
696	Danyelle Cleveland	Ancient history during eras suggested for elementary students should continue as it does now. The reading skills required for understanding this time period would be developed for many students. Also, the concepts suggested here can wait for 8th grade.	World geography needs to be covered at this grade level. Also if these suggested years were adopted at any middle school grade, they will not allow for educators to provide the time and depth necessary for students to achieve and develop an understanding of historical events.
697	Kathleen Blake	It is frustrating that now you are dumbing it down below their age level and only making it memorization and not learning from past history	What? We only need to know about the usa? No geography?? What a joke as we are now a global society in many ways.
698	Jennifer Lacher-Starace		
699	Lynne Seftner		
700	Tonya Gaalswyk		
701	Barbara Lindquist		
702	Rebecca A Harvey CCC-SLP		
703	Mike Benson		

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
694	Kari Hall		
695	Peggy Hubble	Mot enough emphasis on the Native American culture and their history in our state is included. Also, the Civil Rights Era in our US needs to be covered in depth.	
696	Danyelle Cleveland	The start of the new republic should be taught in 8th grade. Also the proposed standards will not allow for educators to provide the time and depth necessary for students to achieve and develop an understanding of historical events.	The proposed standards will not allow for educators to provide the time and depth necessary for students to achieve and develop an understanding of historical events.
697	Kathleen Blake	They need to learn to understand and learn to think for themselves not to just repeat memorized answers.	Please teach them to think for themselves and learn from history - no higher level thinking required with what you are proposing.
698	Jennifer Lacher-Starace		
699	Lynne Seftner		
700	Tonya Gaalswyk		
701	Barbara Lindquist		
702	Rebecca A Harvey CCC-SLP		
703	Mike Benson		

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
694	Kari Hall		
695	Peggy Hubble		Mot enough emphasis on the Native American culture and history of our state is included. Also more details needed about minority groups in the US and Civil Rights.
696	Danyelle Cleveland		The proposed standards will not allow for educators to provide the time and depth necessary for students to achieve and develop an understanding of historical events. Students in high school should focus on Reconstruction through mid 20th century and an additional AI course of 20th century to current day.
697	Kathleen Blake	Please teach them to think for themselves and learn from history - no higher level thinking required with what you are proposing.	Please teach them to think for themselves and learn from history - no higher level thinking required with what you are proposing.
698	Jennifer Lacher-Starace		
699	Lynne Seftner		
700	Tonya Gaalswyk		
701	Barbara Lindquist		
702	Rebecca A Harvey CCC-SLP		
703	Mike Benson		

	A	P
2	Name	9-12 - United States Government
694	Kari Hall	
695	Peggy Hubble	
	Danyelle Cleveland	
696		
697	Kathleen Blake	Please teach them to think for themselves and learn from history - no higher level thinking required with what you are proposing.
	Jennifer Lacher-Starace	
698		
699	Lynne Seftner	
	Tonya Gaalswyk	
700		
	Barbara Lindquist	
701		
	Rebecca A Harvey CCC-SLP	
702		
703	Mike Benson	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
704	Constance Krueger	Retired	These standards seem fraught with problems. May we have enlightened discussion and come to an understanding about what is best for our K-12 Public students.
705	Samantha Lindholm	K-12 Educator	I do not believe these standards are a positive improvement at all. As a K-12 educator myself I do not understand how these are the best option. Eliminating geography at the seventh grade level is not some thing that is beneficial to our students. They need to know about the world around them. Yes it's important to learn our history and culture, but if they don't understand others in the world we are setting them up for failure. I also find it very hard to understand why the standards in the elementary are so high even though I know our students are not at that level developmentally. If you look at what they do in those classes that is not age-appropriate. Then the standards for the middle school are extremely simplistic. Encouraging the students not to think for themselves or do any kind of research is the opposite of what history is. We need to learn from it and understand it. It's not just memorizing facts that you can spew forward. I really hope that these are looked at with much greater intensity and fix. I also find it very hard to understand why we would pick these things when we can't find curriculum for them as a teacher, where are these materials coming from? We will have no resources to pick from. This just doesn't make sense. I hope to see great change in these before they are finalized.
706	Constance Krueger	Retired teacher	
707	Andy McKay	K-12 Educator	Low cognitive complexity, low rigor focused on knowing, telling and reciting. Many K-5 standards are not developmentally appropriate for the age of the student they are tagged too. Additionally, the amount of content in each grade for K-5 is insurmountable from a classroom teacher standpoint. Example: in the draft, K.SS.1 has a total of 14 sub bullet points. The entire K standards in the previous version consisted of 17 headings and sub points. These do not seem to be standards in the sense of educational standards. I'm curious how many minutes per day SS is taught in a classroom that is able to simply address each item in the draft standards? Much less give students time to build understanding, practice, and master.
708	Jeanine Sykora	K-12 Educator	
709	Dale Christensen	Retired	Very poorly written, by a Prof with no Social Studies background on writing standards, from out of state, \$220000 cost No local teacher input@
710	Tucker Bigge	K-12 Educator	Rather than providing individual feedback for the rest of the grades, I will voice my general discontent with the standards here. It is apparent to me that there were not nearly enough teachers or individuals familiar with child development and education on the committee that drafted these standards. While it is commendable to put high educational standards in place for our youth, when these standards are unreasonable for students or educators to meet, they're overall less than worthless. If any revisions are to be made, I sincerely hope that they are made under the watchful eye of those well-acquainted with the day-to-day procedures of a classroom, lest we place attainable goals for students and staff to strive for.

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
704	Constance Krueger		
705	Samantha Lindholm	This is by far too much for these students to do at this age. It is not developmentally appropriate.	This is by far too much for these students to do at this age. It is not developmentally appropriate
706	Constance Krueger		
707	Andy McKay	These do not seem to be standards in the sense of educational standards. Low cognitive complexity, low rigor focused on knowing, telling and reciting. Many K standards are not developmentally appropriate for the age of the student. Additionally, the amount of content for K looks insurmountable from a classroom teacher standpoint. Example: in the draft, K.SS.1 has a total of 14 sub bullet points. The entire K standards in the previous version consisted of 17 headings and sub points. I'm curious how many minutes per day SS is taught in a classroom that is able to simply address each item in the draft standards? Much less give students time to build understanding, practice, and master.	These do not seem to be standards in the sense of educational standards. Low cognitive complexity, low rigor focused on knowing, telling and reciting. Many 1st standards are not developmentally appropriate for the age of the student. Additionally, the amount of content for 1st looks insurmountable from a classroom teacher standpoint. I'm curious how many minutes per day SS is taught in a classroom that is able to simply address each item in the draft standards? Much less give students time to build understanding, practice, and master.
708	Jeanine Sykora		
709	Dale Christensen	Not age appropriate	Not a standard nor age appropriate
710	Tucker Bigge	Asking a Kindergartener to recount the life story of of historical figures such as W.E.B DuBois or Cesar Chavez is an endeavor doomed for failure. One of the developmental milestones of children of this age is being able to tell a story with a clear beginning, middle, and end. The idea that they will be able and willing to perform a task of this length and complexity is laughable at best.	

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
704	Constance Krueger		
705	Samantha Lindholm	This is by far too much for these students to do at this age. It is not developmentally appropriate	This is by far too much for these students to do at this age. It is not developmentally appropriate
706	Constance Krueger		
707	Andy McKay	These do not seem to be standards in the sense of educational standards. Low cognitive complexity, low rigor focused on knowing, telling and reciting. Many 2nd standards are not developmentally appropriate for the age of the student. Additionally, the amount of content for 2nd looks insurmountable from a classroom teacher standpoint. I'm curious how many minutes per day SS is taught in a classroom that is able to simply address each item in the draft standards? Much less give students time to build understanding, practice, and master.	These do not seem to be standards in the sense of educational standards. Low cognitive complexity, low rigor focused on knowing, telling and reciting. Many 3rd standards are not developmentally appropriate for the age of the student. Additionally, the amount of content for 3rd looks insurmountable from a classroom teacher standpoint. I'm curious how many minutes per day SS is taught in a classroom that is able to simply address each item in the draft standards? Much less give students time to build understanding, practice, and master.
708	Jeanine Sykora		
709	Dale Christensen	Not a standard not age appropriate	Not age appropriate
710	Tucker Bigge		

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
704	Constance Krueger		
705	Samantha Lindholm	This is by far too much for these students to do at this age. It is not developmentally appropriate	This is by far too much for these students to do at this age. It is not developmentally appropriate
706	Constance Krueger		
707	Andy McKay	These do not seem to be standards in the sense of educational standards. Low cognitive complexity, low rigor focused on knowing, telling and reciting. Many 4th standards are not developmentally appropriate for the age of the student. Additionally, the amount of content for 4th looks insurmountable from a classroom teacher standpoint. I'm curious how many minutes per day SS is taught in a classroom that is able to simply address each item in the draft standards? Much less give students time to build understanding, practice, and master.	These do not seem to be standards in the sense of educational standards. Low cognitive complexity, low rigor focused on knowing, telling and reciting. Many 5th standards are not developmentally appropriate for the age of the student. Additionally, the amount of content for 5th looks insurmountable from a classroom teacher standpoint. I'm curious how many minutes per day SS is taught in a classroom that is able to simply address each item in the draft standards? Much less give students time to build understanding, practice, and master.
708	Jeanine Sykora		Whoever wrote these standards was not from the DOE-obviously. Some of the standards are geared more toward writing, which already has detailed standards. Additionally, who has schedule time to teach these standards, for example? (The clip of standard 5.SS.3 would not copy into this format.) This really looks more appropriate for a high school curriculum. I wonder from which book company/curriculum these were pulled. Social studies books are notoriously written several grade levels higher than the student being instructed.
709	Dale Christensen	Not age appropriate	Not age appropriate nor a standard
710	Tucker Bigge		

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
704	Constance Krueger		
705	Samantha Lindholm	This does not challenge them to level they should be. The standards are simplistic and not conducive to higher level thinking at all.	This does not challenge them to level they should be. The standards are simplistic and not conducive to higher level thinking at all. Where is geography? These students need to learn about other places in the world. It is important to know ourselves but also the world around us. 1 semester in high school is not enough. This is a disservice to them.
706	Constance Krueger	6.SS.4 The standards calling for "the major ideas and events surrounding the life of Jesus of Nazareth and their historical effects...the major historical events, cultural features, stories, and religious contributions of the early Christians, including the the origins and the role of the Bible.." are cause for concern. I am a Christian, but I do not want public schools teaching things like comparing "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 Devine, the redeeming of a person's sins..." Are you going to use a text like Albert Schweitzer's In Search of the Historical Jesus? What is the historical basis? Surely there is a way to include the historical place religion has played? Do that. But then, are you also going to include the historical place atheism has played? These standards must have integrity or they are just poorly disguised propaganda.	
707	Andy McKay		
708	Jeanine Sykora		
709	Dale Christensen	Not a standard nor age appropriate	Not a standard Not age appropriate
710	Tucker Bigge		

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
704	Constance Krueger		
705	Samantha Lindholm	This does not challenge them to level they should be. The standards are simplistic and not conducive to higher level thinking at all.	This does not challenge them to level they should be. The standards are simplistic and not conducive to higher level thinking at all.
706	Constance Krueger		
707	Andy McKay		
708	Jeanine Sykora		
709	Dale Christensen	Not a standard	Not a standard nor relevant to teaching world history
710	Tucker Bigge		

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
704	Constance Krueger		In 9-12 USH.16 and I believe in the 8th grade there is a separate section for Booker T. Washington. While he is important, he should not be emphasized over W.E.B. Du Bois who gets a brief mention later on. They debated frequently and were at odds. Booker T. Washington wanted Blacks to know their place and not aim for higher education and higher pursuits. W.E.B. Du Bois fought for genuine equality and believed Blacks were as intelligent as whites. He should be emphasized over Booker T. Washington. (See David Levering Lewis's biography, W.E.B. Du Bois: The Fight for Equality and The American Century, 1919-1963.)
705	Samantha Lindholm	This does not challenge them to level they should be. The standards are simplistic and not conducive to higher level thinking at all.	This does not challenge them to level they should be. The standards are simplistic and not conducive to higher level thinking at all.
706	Constance Krueger		
707	Andy McKay		
708	Jeanine Sykora		
709	Dale Christensen	Not a standard	Poorly written. Not a standard and very Ignorant on teaching USHistory, ignores reality
710	Tucker Bigge		

	A	P
2	Name	9-12 - United States Government
704	Constance Krueger	
705	Samantha Lindholm	This does not challenge them to level they should be. The standards are simplistic and not conducive to higher level thinking at all.
706	Constance Krueger	
707	Andy McKay	
708	Jeanine Sykora	
709	Dale Christensen	Not a standard. Not relevant and want to weelite history
710	Tucker Bigge	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
			<p>— A majority of these standards are not developmentally appropriate for each grade level. They only expect students to memorize facts, and not use their critical thinking skills.</p> <p>— What resources/curriculum tools will you be providing for teachers? Do you really have an age-appropriate children’s book about the Persian Wars that can be read to a 1st Grader?</p> <p>— The amount of time it would take to teach all of these standards is astounding and would not leave room for important subjects like Math and Reading.</p> <p>— Also, the blatantly obvious Christian-focused standards would definitely go against our governor’s “divisive concepts” executive order, wouldn’t it? If you want to learn about Jesus then go to a private Christian school. There is such a worry about “indoctrinating” our students, yet there are numerous standards here that are basically telling our children how to think/believe.</p> <p>Please review the standards that were created by the educator-filled committee back in July of 2021. They are appropriately aligned through the grade levels, and were created by a group of educators who actually know what their specific age groups can/should learn.</p> <p>You are also more than welcome to come to my Kindergarten classroom in Aberdeen to see what a 5 year old is capable of before you decide to give them high-school-level material to learn.</p>
711	Sadie Bossert	K-12 Educator	Coming from a teacher and a parent of 3 young girls, you need to completely overhaul these standards for the sake of the children in South Dakota.
			<p>I am Laura Hagen, certified teacher, grandparent of school-aged children, and a registered voter.</p> <p>I vehemently oppose the Board of Education’s proposed Social Studies standards, and I have some questions.</p> <p>These standards were not written by SD educators or even by the current committee. Who were they written by? Please be transparent.</p> <p>There is complete disregard for the scope and sequence that most schools in the country base their standards around. How will districts get curriculum materials to teach these standards?</p> <p>There are no standards covering state history. Are these standards, in effect, erasing the teaching of South Dakota History in our K-12 schools? Although I realize that standards are not all-inclusive, these leave very little time for teaching anything else.</p> <p>The standards for elementary students are laughable and show absolutely no understanding of child development. For example, these standards are asking 1st graders to memorize parts of American documents containing vocabulary they will not understand until they are much older. The standards expect 1st graders to have knowledge of events from ancient history that I, and many adult South Dakotans, have rarely heard of, such as the Peloponnesian War and the Conquests of Alexander of Macedon. Who, in their right mind, would expect these things of 6 year olds? Completely age and developmentally inappropriate.</p> <p>It is my hope that you will take all public comments into serious consideration.</p>
712	Laura Hagen	K-12 Educator	Laura Hagen
			<p>I do not find these standards to be developmentally appropriate. I think the chronological order of the world history piece does not make sense. Why are students learning with such gaps in the years between what they study in American history and what they study in world history, during the same school year? Learning about the world up to 60 BCE while studying America during the 1500s to the 1800s doesn’t make sense. Why not study the rest of the world and what was happening in the early stages of America?</p> <p>I also want to point out that I am a teacher but wished to do this anonymously because I honestly fear retaliation any time I speak my mind regarding my job, particularly if it’s pointing out anything negative. I don’t feel like the public in SD want to hear what we have to say, as evidenced by the very few teachers you had on this committee.</p>
713	Allison Coby	K-12 Educator	
	Donavan DeBoer	I am a Superintendent of Schools, but I represent all of those areas.	As an educator in South Dakota, this is embarrassing. The entire process has been politicized and handled poorly. This document has multiple unrealistic expectations at all levels. This process has been stumbled and bumbled from the beginning, and it has resulted in a document that is ridiculous and up surd. All South Dakota educators and administrators should oppose the entire thing, and it should be done correctly by social studies teachers that are professional and work with KIDS every day. I would gladly be part of that committee, and would gladly stand up and let any legislator in South Dakota know how I feel, including the Governor.
714			
715	Andrea Yarrow	Public- in progress BA in government	All the information does not represent properly what students of different age groups are able to understand thoroughly. For instance, 2nd graders are not going to be able to understand the Roman empire when they are still learning the simple things about their own state. Additionally, America’s history DID NOT start in 1492. There was so much more history before that. Younger students, before high school, are able to learn and understand that and information behind that. Christopher Columbus was not the first to come the this region. Students need to understand that and learn about that. These standards are not taking into account true history, ignoring hundreds to thousands of years of history.
716	Jennifer Clites	Parent/Guardian	The standards are inappropriate across the board. Please scrap this entire thing. Start from scratch. Consult educators and experts in education to come up with age appropriate content standards.

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
711	Sadie Bossert	simplify these standards. 5 year olds are just learning how to hold a pencil and write their names. Do they really need to recite the life of Andrew Carnegie? Focus on basic standards involving locations and time (classroom/city name, and yesterday/today/tomorrow). How to be a good citizen/friend. Introduce stories about our own SD Native American tribes. Describe rules and why they are important. Explain wants vs. needs. Please view the July 2021 educator-created standards for appropriate replacements.	remove world history standards, most of the American history standards, as well as memorizing the Declaration/Preamble - that is not necessary or even justifiable. Focus on wants vs. needs. Occupations. SD Native Americans. Basic US symbols. Please view the July 2021 educator-created standards for appropriate replacements.
712	Laura Hagen		
713	Allison Coby		
714	Donavan DeBoer		
715	Andrea Yarrow		
716	Jennifer Clites	The standards are inappropriate for a child of this age. Please reconsider this entire thing.	The standards are inappropriate for a child of this age. Please reconsider this entire thing.

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
711	Sadie Bossert	remove world history and most of US history. Is it really important for a 7 year old to describe the conflicts of Muslims and Christians during the Crusades? Unbelievable. Focus on things like identifying rules/laws, as well as basic political roles of leaders in our government. SD Native Americans. Create maps with landforms. Spending vs. saving. Please view the July 2021 educator-created standards for appropriate replacements.	remove world history standards and several US history. Some of your history standards are the same as what you require of first graders. Focus on cause/effect of early American settlers. Distinguish between Declaration and Constitution (NOT memorize them). Name continents/states. More about SD and Native Americans. Please view the July 2021 educator-created standards for appropriate replacements.
712	Laura Hagen		
713	Allison Coby		These standards are too overreaching and covers way too much for 8 and 9 year olds to learn in nine months. For instance, memorization of the correct spelling of four and five syllable words is not developmentally appropriate. I am also curious as to why the beginning of America is 1492 when we are well aware that prior to that, Native Americans inhabited the land and it's beginning was far earlier than that. It makes quite clear that these history standards are coming from a European point of view. 3.SS.1B states students will be able to explain, mathematically, how taxes work. We don't cover percentages in third grade so I'm not sure how students will mathematically explain this. Memorization of all fifty states, including their location on a map is questionable. Most students this age aren't even aware that South Dakota IS a state and when asked, will tell us that Rapid City is our state. The standards on Ancient Greece and other ancient civilizations seem oddly placed as well.
714	Donavan DeBoer		
715	Andrea Yarrow		
716	Jennifer Clites	The standards are inappropriate for a child of this age. Please reconsider this entire thing.	The standards are inappropriate for a child of this age. Please reconsider this entire thing.

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
711	Sadie Bossert	remove most of world history standards, especially about the life of Jesus Christ. Are you kidding?? This does not belong in our public schools - save it for Sunday School. In 4th grade, there is a huge focus on SD history and events. This should continue in the next round of standards. Focus on SD and Native Americans. 3 branches of government. Taxation. Please view the July 2021 educator-created standards for appropriate replacements.	remove most of world history. Can YOU recite the Gettysburg Address from memory?? Why are you expecting a 10 year old to do that? Focus on our federal government. Some US history around the Revolutionary War and what happened after. Supply and demand. Latitude and longitude on a map. Sequence historical events chronologically. Please view the July 2021 educator-created standards for appropriate replacements.
712	Laura Hagen		
713	Allison Coby		
714	Donavan DeBoer		
715	Andrea Yarrow		
716	Jennifer Clites	The standards are inappropriate for a child of this age. Please reconsider this entire thing.	The standards are inappropriate for a child of this age. Please reconsider this entire thing.

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
711	Sadie Bossert	why is there no mention of American history in 6th grade? We completely skip it until 7th grade? The amount of standards you have here is unnecessary and time consuming. Please view the July 2021 educator-created standards for appropriate replacements.	my expertise is in lower elementary so I will let the grade level teachers give suggestions on what should be changed. Please view the July 2021 educator-created standards for appropriate replacements.
712	Laura Hagen		
713	Allison Coby		
714	Donavan DeBoer		
715	Andrea Yarrow		
716	Jennifer Clites	The standards are inappropriate for a child of this age. Please reconsider this entire thing.	

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
711	Sadie Bossert	my expertise is in lower elementary so I will let the grade level teachers give suggestions on what should be changed. Please view the July 2021 educator-created standards for appropriate replacements.	my expertise is in lower elementary so I will let the grade level teachers give suggestions on what should be changed. Please view the July 2021 educator-created standards for appropriate replacements.
712	Laura Hagen		
713	Allison Coby		
714	Donavan DeBoer		
715	Andrea Yarrow		
716	Jennifer Clites		

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
711	Sadie Bossert	my expertise is in lower elementary so I will let the grade level teachers give suggestions on what should be changed. Please view the July 2021 educator-created standards for appropriate replacements.	my expertise is in lower elementary so I will let the grade level teachers give suggestions on what should be changed. Please view the July 2021 educator-created standards for appropriate replacements.
712	Laura Hagen		
713	Allison Coby		
714	Donavan DeBoer		
715	Andrea Yarrow		
716	Jennifer Clites		

	A	P
2	Name	9-12 - United States Government
711	Sadie Bossert	my expertise is in lower elementary so I will let the grade level teachers give suggestions on what should be changed. Please view the July 2021 educator-created standards for appropriate replacements.
712	Laura Hagen	
713	Allison Coby	
714	Donavan DeBoer	
715	Andrea Yarrow	
716	Jennifer Clites	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
717	Todd	Student	
718	Michael A Woodraska	Parent/Guardian	I am aware of the current standards which while they may need some work are in my opinion much better than this proposal. I have considered moving back to South Dakota several time over the last 10 years as I grew up and was educated in a South Dakota school. The teachers need to be the ones designing and implementing programming for education in our schools. My children are important to me and they deserve good well thought out educational programming. Lack of such in South Dakota is just another strike against me moving back to my home state because of the lack of a good educational system. I am sad because I think South Dakota has so much to offer, but as a parent part of my decision making process has to be what kind of educational value there is in the schools. Politics has no place in determining curriculum for schools except to implement and adopt sound curriculum designed by experienced educators and not to ask them for their ideas and then when they don't like them toss them aside and do their own thing. Take a good hard look why your schools are shrinking. It's important to parents that their children get a good education.
719	Jessica Trygstad	Higher Education	These proposed standards are a clear attempt at rewriting history in the minds of the younger generation in South Dakota. Write up a new proposal with REALISTIC and ACCURATE standards. Upon reading this proposal it became increasingly clear that the majority of the people who drew this I up are not educators. This proposal is out of touch with reality.
720	Amy Kelley	Parent/Guardian	This curriculum is not developmentally appropriate. It leaves out American history before 1492. It ends in 2008 -leaving out more then a decade of modern history. There are too many religious references for a public school which should be secular. In addition this curriculum did not undergo rigorous review by the actual teachers and education experts in this state. It was bought and paid for from a non-accredited school in Michigan. The politicalization of education in this state is unacceptable and will result in people, including me to consider leaving this state. My children deserve a better and more well rounded education that will help them think critically rather then just memorize things.
721	Sharon Koller	Retired teacher	
722	Sara DeLay	K-12 Educator	These standards are not developmentally appropriate for our learners. Please rethink these and make changes for our kids. Adding SD history back in would also make them more relatable to the kids learning these things.
723	Sonia Jenner	K-12 Educator	
724	Andrew	Parent/Guardian	This proposal is ridiculous. Obviously this was written by someone unfamiliar with elementary children, and whome feels social studies is far more important than any other curriculum. I do feel history is important for our children to learn, but these goals are unrealistic and will severely reduce the time our children are being taught STEM and Language arts. No matter how important we feel history is for our children to learn, there are very few real world jobs that depend on knowledge of history. However, more time spent with language arts and STEM will definitely have an impact on their future success.
725	Ellie Rohlck	K-12 Educator	The proposed social studies standards appear to be wildly out of line for what is appropriate for each grade level. The younger students will not have the background knowledge, vocabulary, or reading comprehension to meet these standards. The older students seem to have standards more focused on memorization, instead of critical thinking. Why were the original standards crafted by educators in the state thrown out and replaced by people who are not experienced in this field with only limited educator involvement by comparison? Where will the curriculum be found to teach these standards, since the sequence was turned upside down?
726	Holly Matzen	K-12 Educator	The standards in the early years are not age appropriate in skill or interest. The standards in the older grades are too focused on rote memorization rather than critical thinking. The scope and sequence of these standards does not line up with any other state, so curriculum materials will be difficult and expensive to find, especially in the elementary grades.

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
717	Todd	<p>Introduction to America? Both South and North America? Shouldn't this be "Introduction to the United States"? Why the pledge of allegiance? Will "Under God" be included in the pledge? Will conscientious objectors be allowed to abstain if their parents are not practitioners of an Abrahamic religion? Why or why not? This is history after all, not church!</p>	<p>Again, should be United States of America or simply, just the United States. America is two continents not just the U.S. Seems quite a bit of material also, and why is the history starting at 1492? Vikings were here long before Columbus, isn't that going to be acknowledged? Also, seems like a lot to cover. I have a feeling this isn't history but instead will be indoctrination as the subject matter is too broad for a first grader and it really has a nationalistic and conservative slant overall.</p> <p>Also, the standard to recite the preamble to the constitution is way to aggressive for a 6 year old child to learn.</p> <p>"We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America."</p> <p>Hell, college graduates have a difficult time reciting the Preamble. Again, this seems like indoctrination, having a 6 year old parrot words they can't possibly understand at this age.</p>
718	Michael A Woodraska		
719	Jessica Trygstad	Not as bad as the others but still terrible.	Terrible. American history does not begin in 1492! Teaching students this would be absolutely insane. Why is reciting the preamble a standard here? There's no way a first grader can do that when some middle schoolers now even struggle with that.
720	Amy Kelley		
721	Sharon Koller	Developmentally Inappropriate	Developmentally Inappropriate
722	Sara DeLay		
723	Sonia Jenner		
724	Andrew		
725	Ellie Rohlck		
726	Holly Matzen		Not age appropriate in expectations or interest, difficult to find curriculum materials at appropriate reading level

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
717	Todd		
718	Michael A Woodraska		
719	Jessica Trygstad	Why aren't students learning more about South Dakota history in this?	Please see the bottom for my general thoughts on the standards of all of these.
720	Amy Kelley		
721	Sharon Koller	Developmentally Inappropriate	Developmentally Inappropriate
722	Sara DeLay		
723	Sonia Jenner		
724	Andrew		
725	Ellie Rohlck		
726	Holly Matzen	Not age appropriate in expectations or interest, hard to find curriculum materials at correct reading level	Not age appropriate in expectations or interest, confusing to switch from 1492 world history in previous year to 1492 American history this year, hard to find curriculum materials at correct reading level

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
717	Todd		
718	Michael A Woodraska		
719	Jessica Trygstad		
720	Amy Kelley		
721	Sharon Koller	Developmentally Inappropriate	
722	Sara DeLay		
723	Sonia Jenner	There is no way in hell that I or any parents want their children taught about Jesus, this should be taught by the parents and their church, There is a little thing in our constitution that states there will not have religion in our Government, I know there will be lawsuits over this, remove it now.I could care less about what NOem wants, she has lied about praying in school,my child attended the same high school , at Hamlin, in fact they graduated together, my other 6 children graduated from Castlewood school, there was no praying going on at either school.	
724	Andrew		
725	Ellie Rohlck		
726	Holly Matzen	Not age appropriate in expectations or interest, hard to find materials at right level	World history is better understood when learning by region rather than chronological worldwide

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
717	Todd		
718	Michael A Woodraska		
719	Jessica Trygstad		
720	Amy Kelley		
721	Sharon Koller		
722	Sara DeLay		
723	Sonia Jenner		
724	Andrew		
725	Ellie Rohlck		
726	Holly Matzen		Why start in 1492? America had many inhabitants before this time period. If we are looking to study life before colonial times, we need to focus on the presence of indigenous cultures as well. Expectations should involve more critical thinking and less rote memorization.

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
717	Todd		
718	Michael A Woodraska		
719	Jessica Trygstad		
720	Amy Kelley	Why does this end in 2008. This leaves out more then a decade of history.	
721	Sharon Koller		
722	Sara DeLay		
723	Sonia Jenner		
724	Andrew		
725	Ellie Rohlck		
726	Holly Matzen	Why stop at 2008 rather than just ending at "today"? Expectations should involve critical thinking rather than so much rote memorization.	

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
717	Todd		
718	Michael A Woodraska		
719	Jessica Trygstad		
720	Amy Kelley		
721	Sharon Koller		
722	Sara DeLay		
723	Sonia Jenner		
724	Andrew		
725	Ellie Rohlck		
726	Holly Matzen		Why those start and end dates? Either start with the Revolution or go back far enough to show respect to ALL early Americans, not just those of European descent.

	A	P
2	Name	9-12 - United States Government
717	Todd	
718	Michael A Woodraska	
719	Jessica Trygstad	
720	Amy Kelley	
721	Sharon Koller	
722	Sara DeLay	
723	Sonia Jenner	
724	Andrew	
725	Ellie Rohlck	
726	Holly Matzen	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
727	Beth Keeney	K-12 Educator	These standards are not age appropriate and seem to have been written by stills who haven't stepped foot in an elementary school, especially 1st grade. Go back to the original draft where real educators , who work in real schools , with real kids wrote the standards. This is polically driven and smells like a desperate presidential campaign. SD has a teacher shortage and yet we continue to disprtrct the work they do. I'm sickened by this whole process.
728	Angela	Parent/Guardian	These standards are absolutely unattainable, especially for elementary levels. They will overwhelm and defeat both students and teachers.
729	Carrie Bergstrom	Parent/Guardian	
730	Brian Scott Shanks	Retired teacher/School Administrator	Native American history is a glaring short coming in these proposed standards. Critical thinking seems to be ignored, bored students will be the outcome. There are ways to have discussions without the teacher preaching their own beliefs. I believe that you need open thoughtful discussions when helping kids become active well informed citizens.
731	Susan Zueger	K-12 Educator	These standards are unrealistic especially at the elementary level where students are learning the fundamentals of literacy. There is also a clear conservative slant that upholds the European/Caucasian experience as most important in our American history. The fact that there were not many South Dakota educators who vetted these standards makes it clear that these standards are a political move to further create animosity toward educators at a time when few want to go into the profession. These standards will cause many young children to feel defeated and if passed, you will have parents and school boards railing for their removal.
732	Ann Krier	Retired teacher having taught for 20 years	These proposed standards need to be reviewed by current group of teachers and school curriculum directors before implementation.
733	Valerie Wilkens	K-12 Educator	Please reconsider the proposed standards and the committee chosen to develop the Social Studies Standards for South Dakota. It is critical to the well-being of our children that experts in the field of education and child development are a part of the committee involved in the SD Social Studies Standards moving forward.
734	Katie	K-12 Educator	These are horrible. South Dakota teachers need to be the ones creating the standards as they are the ones who understand what kids can and cannot do. They understand the abilities of these little ones.
735	Chris Rhodes	Community Member/Retired TC Teacher	(See First Grade standards answer above.). Go back to the drawing board! These standards will set our students and teachers up for a culture of failure. Do right by our South Dakota kids! Redesign these standards!
736	Kelly	Parent/Guardian	This proposal is abhorrent and an embarrassment to South Dakota. Why did the State not reach out to our Board of Regents educational institutions and experts to develop this content? Why were hundreds of thousands of dollars spent out of state at a college without accreditation? South Dakota children, teachers, and taxpayers deserve much better than this "solution" to a nonexistent problem.
737	Sylvia Johnson	K-12 Educator	<p>First, I would like to recognize the time and energy that went into making this document. It's a lot of work planning for students. I would know, I'm an educator. However, I have many concerns about these proposed standards at all levels. The main things that stick out for me are them not being developmentally appropriate, the lack of critical thinking within each standard (looks like a lot of memorizing), and that there isn't curriculum made for these standards at that grade level. Most would agree that teaching the Punic Wars to first graders is inappropriate in so many ways. The first would be the vocabulary associated with such a topic and teaching students about war when they're still trying to tie their shoes.</p> <p>As an educator I've seen a lot. I'm only a 3rd year teacher and I've seen so much. We have students falling behind in basic social skills. Maslow's Hierarchy of Needs tells us that students cannot learn until their basic needs are met. We should be less concerned about our elem students recognizing every president and memorizing a map with major landmarks they'll never get to visit. We need to focus on our students' needs being met. We need them to have food, clothing, and a safe place to go. I've had a student commit suicide and I've had a student (5th grade) go through a D and C. We do not need to add this to their plates. Our world is broken and this will not solve it.</p> <p>History of the US is important. I taught middle school social studies and LOVED it! We dug deep into Andrew Jackson, the effects of Christopher Columbus, how our culture stems from the ancient Greeks and Romans. But that was middle school. Only after our students are able to read informational text will they be able to learn this kind of information. We need this in HS where students are entering into adulthood. They need to be well informed citizens. They need to know our country's founding as well as the world evolving through the centuries. But not as elementary kids who are still learning to read in 3rd grade. Please, just let kids be kids.</p> <p>Love, A burnt out, young educator with a passion to teach the next generation</p>
738	Erik Hanson	South Dakota Resident	Rather than go through all of them, I just want to ask if any teachers at all were consulted when making these standards? Lots of the topics are way too advanced for their proposed grade level, with some even being college level subjects. You need to review these standards with actual teachers from all levels of the K-12 system to refine them to what is both realistic and helpful for students.

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
727	Beth Keeney		
728	Angela		
729	Carrie Bergstrom	As a paraprofessional who helps in kindergarten this curriculum seems out of reach. Much of it is similar to what my daughter covered in 5th grade last year.	
730	Brian Scott Shanks	Too expansive and not practical...I really don't believe you will find a kindergarten teacher who thinks these standards are reasonable	You have to be kidding, reading and math comprise 85% of the day. Other 25% are science, spelling, recess, PE, music, lunch, etc. Did you have any primary teachers on the committee? What is with the memorizing the Preamble!! That alone will take an inordinate amount of time. Unless time...
731	Susan Zueger	K.SS.1 -Items J., K. and L. are not appropriate for this age level as they require more inferential and complex thinking. K.SS.4 asks students to identify and explain symbols of America. Again, this is not an age-level appropriate task. Young students are very literal. Identifying the figurative meaning of language and visual representations is an upper elementary task. Likewise, all the symbols listed for the standard are a very narrow representation of all the aspects that make America. The only one that was diverse was the MLK Memorial.	The first grade standards are not appropriate for this age group. Students are beginning readers and to have them recite excerpts from the Declaration of Independence and the Preamble to the Constitution is beyond the typical Lexile reading level of this age group. In fact, the amount of historical periods and information required at this level is unrealistic because students need much more time learning basic reading and math skills. Most of the information in the proposed standards would not be understood.
732	Ann Krier	These proposed standards need to be reviewed by current group of teachers and school curriculum directors before implementation.	These proposed standards need to be reviewed by current group of teachers and school curriculum directors before implementation.
733	Valerie Wilkens		
734	Katie		These standards are not appropriate for 6 or 7 year olds. The words in the Preamble that students are to memorize are not even in the majority of this age group's vocabulary. They are going to have no idea what they are memorizing means. They're also required to know figures in Greek mythology. They will have no interest in any of that.
735	Chris Rhodes		While I concentrated on first grade, I feel that the proposed standards at every grade level are not realistic. The first grade standards are not developmentally appropriate. Recite the preamble to the Declaration of Independence??? The student tells the story of the Persian Wars, including the battles of Marathon and Thermopylae??? The student tells the story of the Punic Wars??? Get real! First grade students are still learning to read and write. They need to learn about THEIR communities before they can tackle such complex learnings. I strongly urge the Department of Education to completely scrap these standards, and convene a committee of SOUTH DAKOTA EDUCATORS to rewrite the standards in a way that makes developmental and educational sense. The implementation of these standards will establish a culture of failure for students and teachers. Do right by our kids, and veto these standards!
736	Kelly	The content is not at all age appropriate, relevant to kindergarteners, attainable to teach or learn, and adds no value to education in our state.	The content is not at all age appropriate, relevant to young children, attainable to teach or learn, and adds no value to education in our state.
737	Sylvia Johnson		
738	Erik Hanson	The proposed standards seem vastly inappropriate for kindergarten. Kids that age are not prepared for that level of geographical detail or becoming very familiar with historical figures.	You really expect a first grader to learn about the history of western civilization with this level of detail? This is the sort of subject matter one would maybe find in an elective high school course, if not college level. A first grader will not do well with these topics. They are also not prepared for the level of depth that these standards set out for American history, either.

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
727	Beth Keeney		
728	Angela		
729	Carrie Bergstrom		As the parent of a third grader I find this curriculum daunting and unrealistic for a teacher to teach given what my son has learned so far.
730	Brian Scott Shanks	Same as 1st grade, there is no time and it goes beyond their level of understanding.	
731	Susan Zueger	The amount of information that is required to be taught is insurmountable. Students at this level are not cognitively ready for such in-depth concepts like discussing the meaning of the Preamble to the Constitution and the reasons behind the Civil War. At this educational level, students are working on learning how to read - not reading for information.	It is unclear why students at this age would delve into a history of slavery. What is the impetus for them to know this? Knowing the impact of slavery in building the wealth of America makes sense, but I don't think many parents will approve of their children learning about the horrors of the Middle Passage. Again, these standards are too difficult and too time consuming for the age group for which they are targeted. It's also unclear why 2nd grade covers America 1787 to 1908 and 3rd grade goes back to 1492-1763.
732	Ann Krier	These proposed standards need to be reviewed by current group of teachers and school curriculum directors before implementation.	These proposed standards need to be reviewed by current group of teachers and school curriculum directors before implementation.
733	Valerie Wilkens		
734	Katie		
735	Chris Rhodes		
736	Kelly	The content is not at all age appropriate, relevant to young children, attainable to teach or learn, and adds no value to education in our state.	The content is not at all age appropriate, relevant to young children, attainable to teach or learn, and adds no value to education in our state.
737	Sylvia Johnson		
738	Erik Hanson	Again, the level of depth set out is not appropriate for this age. At best, some of these topics are maybe appropriate for a high school level course. And several of these topics would need their own dedicated course, probably in college.	

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
727	Beth Keeney		
728	Angela		
729	Carrie Bergstrom		
730	Brian Scott Shanks	South Dakota has always had a very successful practice of teaching in depth South Dakota history in 4th grade. Why change it?	
731	Susan Zueger	Students at this age level are now moving from learning how to read to reading for information. However, the information in these standards is too complicated for this level.	The number of things to cover, again, seems time intensive. It is unclear why there is an emphasis on European history alongside American.
732	Ann Krier	These proposed standards need to be reviewed by current group of teachers and school curriculum directors before implementation.	These proposed standards need to be reviewed by current group of teachers and school curriculum directors before implementation.
733	Valerie Wilkens		
734	Katie		
735	Chris Rhodes		
736	Kelly	The content is not at all age appropriate, relevant to young children, attainable to teach or learn, and adds no value to education in our state.	The content is not at all age appropriate, relevant to young children, attainable to teach or learn in these volumes, and adds no value to education in our state.
737	Sylvia Johnson		
738	Erik Hanson		

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
727	Beth Keeney		
728	Angela		
729	Carrie Bergstrom		
730	Brian Scott Shanks		
731	Susan Zueger	I question the role of this standard: 6.S.S.4 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." It seems to place undo emphasis on Christianity. This standard should be left to individuals who want further religious instruction outside of public education.	7.S.S.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.” Public school is not a forum for delving into ideas like this regardless if the Founding Fathers wrote them. To have students from varied religious backgrounds focus in on this particular idea is unnecessary and leads to inequitable classroom dynamics -giving undeserved focus on Christian ideals over other religious ideals.
732	Ann Krier	These proposed standards need to be reviewed by current group of teachers and school curriculum directors before implementation.	These proposed standards need to be reviewed by current group of teachers and school curriculum directors before implementation.
733	Valerie Wilkens		
734	Katie		
735	Chris Rhodes		
736	Kelly	The content is not at all age appropriate, attainable to teach or learn in one year, and adds no value to education in our state.	The content is not at all age appropriate, attainable to teach or learn in one year, and adds no value to education in our state.
737	Sylvia Johnson		
738	Erik Hanson		

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
727	Beth Keeney		
728	Angela		
729	Carrie Bergstrom		
730	Brian Scott Shanks		
731	Susan Zueger	8.S.S.5 C: "...arguments both for and against its effectiveness" in regard to the New Deal. This appears to be the only time in the standards that students are asked to share opinions on a previous President's work. Why is there not a similar standard under Ronald Reagan's policies?	
732	Ann Krier	These proposed standards need to be reviewed by current group of teachers and school curriculum directors before implementation.	These proposed standards need to be reviewed by current group of teachers and school curriculum directors before implementation.
733	Valerie Wilkens		
734	Katie		
735	Chris Rhodes		
736	Kelly	The content is not at all age appropriate, attainable to teach or learn in one year, and adds no value to education in our state.	The content is not at all age appropriate, nor is it attainable to teach or learn in one year amidst all other subjects.
737	Sylvia Johnson		
738	Erik Hanson		

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
727	Beth Keeney		
728	Angela		
729	Carrie Bergstrom		
730	Brian Scott Shanks		
731	Susan Zueger		
732	Ann Krier	These proposed standards need to be reviewed by current group of teachers and school curriculum directors before implementation.	These proposed standards need to be reviewed by current group of teachers and school curriculum directors before implementation.
733	Valerie Wilkens		
734	Katie		
735	Chris Rhodes		
736	Kelly	The content is not at all age appropriate, nor is it attainable to teach or learn in one year amidst all other subjects.	The content is not at all age appropriate, nor is it attainable to teach or learn in one year amidst all other subjects. It excludes information from the perspective of and about indigenous cultures.
737	Sylvia Johnson		
738	Erik Hanson		

	A	P
2	Name	9-12 - United States Government
727	Beth Keeney	
728	Angela	
729	Carrie Bergstrom	
730	Brian Scott Shanks	Political discourse not allowed in the classroom?
731	Susan Zueger	Many of the standards focus on what the Founders intended - in other words there is an originalists slant, for example: "The student explains the role of charity, volunteerism, and support for the poor in a well ordered constitutional republic, as expressed by the founders." Just like teachers are not allowed to proselytize their political or religious beliefs within the classroom, our educational standards should also follow that requirement.
732	Ann Krier	These proposed standards need to be reviewed by current group of teachers and school curriculum directors before implementation.
733	Valerie Wilkens	
734	Katie	
735	Chris Rhodes	
736	Kelly	The standards are biased and indoctrinate kids into a conservative perspective, ignoring all others.
737	Sylvia Johnson	
738	Erik Hanson	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
739	Heather Cooper	K-12 Educator	Starting with kindergarten, these standards are very developmentally inappropriate.
740	Carly Ellsworth	Parent/Guardian	Who wrote this? What are their credentials? What experience do they have with children? This is out of touch with age appropriateness. While I understand the attempt at a chronological building of information, the complexity and comprehensiveness of these topics is not taken into consideration.
741	Marilyn Strait	Retired teacher K-12 Masters	We should regard the work of teachers in the field that developed original standards. The updated standards are inappropriate for some of these grades. Who did the updating? More transparency is needed.....about the new writers; who did it? These standards cannot begin to be met per grade level. Drop the revised and go with the original
742	Katie Andreasen	Preschool Teacher/Director	Unrealistic expectations that are not developmentally age appropriate.
743	Kim Bruns	K-12 Educator	
744	Merideth Wald	K-12 Educator	As far as early elementary standards, what is being asked is not even attainable. You can't take the entire world's history from year 1 on and just cut it into chunks. Especially when you are putting the first 315 years into first grade! They will not relate to or retain most of this! If you want students at any age to understand this material you must consider their age, their ability level, reading level, and the means to assess their knowledge. This doesn't even touch on the fact that teachers have very limited time in a week to cover everything, and unfortunately social studies isn't at the very top of the list of necessities. When we are expected to get them to read and be accurate mathematicians, reciting the preamble as a first grader is low on the list. If we want teachers to be able to teach our social studies standards well, the standards must be more attainable than these are.
745	Amanda Dietz	Parent and K-12 Educator	At first, I was very fired up about these standards; reading them, it was clear those who should have been consulted on the feasibility and reasonableness of such standards were not, and that is offensive in many ways to my profession and to the expertise of my colleagues and myself. However, I do want to stress, even after the comments I've already left, that conversations about education are welcome by educators. We find them important. We don't want things to always stay the same, as there is no benefit to stifling progress, and when we know better, we should do better. However, these standards do not reflect collaboration and progress; they do not reflect best practices and they are misguided, at best. They do not welcome educators to share their knowledge and to take part in something they have a huge stake in. The process by which the previous, new standards were discounted and these were created seems suspicious, and the fact that professionals who do have knowledge and experience were largely not included (which is different than all the other standards sessions our state has had) seems not only purposeful, but also a shame. I'm not sure what the public would expect from this process, but as I mentioned before, I am disappointed to say the least. These are unacceptable. I hope after public input has ended, that we can all come to the table together to serve those in our like interest - the children of this state.
746	Bobbi Greenfield	K-12 Educator	The standards at the lower grades seem very developmentally inappropriate. The standards would fit better at the middle school or high school level. I also wonder why students are being asked to memorize parts of historic documents. These documents are readily available and time would be better spent understanding and analyzing the documents.

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
739	Heather Cooper		
740	Carly Ellsworth		Seriously..... reciting the preamble to the constitution? Kids this age don't even know their parents phone numbers. Greek mythology is far too complex for this age group.
741	Marilyn Strait		
742	Katie Andreasen		
743	Kim Bruns		Memorizing the Preamble-Do I think knowing and understanding the Preamble is important, yes. But having students memorize without really understanding what all of these words mean, is that right? Is that beneficial? Please think about all of these standards and visit a classroom, visit with teachers.
744	Merideth Wald		<p>Asking first grade students to recite the preamble is not even close to developmentally appropriate. The reading of it is not at grade level, and many students are not strong auditory learners, let alone able to memorize a text like this.</p> <p>Furthermore, asking them to understand the events that took place in the year 315 is not necessary. At this age, they need their material to be relevant and relatable. This is not even close to that.</p> <p>I also believe that having discussions about maps and learning how to use them is great, but a list as extensive as the one provided, as far as identification goes, isn't age appropriate either. They can't spell or pronounce many of these, and their frustration level is going to be through the roof. Assessing whether or not they can identify all these locations would have to be done one on one, because they would never be able to complete a paper/pencil assessment. They can barely spell sight words, let alone continents, oceans, and rivers. When would we have the time to teach all of this, let alone assess all of it?</p> <p>My 7th grade daughter just had to complete map labeling this year and it was hard for her to remember all of it. I can't even imagine asking a first grader to do it.</p> <p>The stories included in the American History portion of the standards are great exposure but should only be that. Asking them to know and tell all these stories is again, not developmentally appropriate. They could be great class discussions, but that is all they need to be.</p> <p>Kindergarten and first grade are foundational...many if not most of these standards are not foundational at all.</p>
745	Amanda Dietz		
746	Bobbi Greenfield	There are many standards here that are developmentally inappropriate for kindergarten learners. Many of these standards were found in other grades previously. Students will struggle with identifying places on a map. They will struggle with distinguishing between rules and laws. They should be learning about social studies as it relates to their lives.	Like the kinder standards, these standards are not developmentally appropriate. Students are not ready to learn about the Roman Empire or the Punic Wars. It is much more developmentally appropriate for them to learn about social studies as it relates to their lives.

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
739	Heather Cooper	These proposed standards are highly inappropriate for 7-8 year olds. Why are there more social studies standards than reading and math? We're still teaching kids the fundamentals at this age. Besides the standards not being developmentally appropriate, how are we supposed to have time to teach them along with everything else? How are students going to be engaged with concepts that are way above their heads? Where are we going to find curriculum to teach this? What is the goal of making our young students learn middle school and high school material? Were teachers at all grade levels represented in creating these? The answer is no! This process needs to be done the right way. Thank you.	
740	Carly Ellsworth	You're telling me 8 year old children have the mental capacity to understand feudalism? You're out of touch.	I stopped reading at the 3rd grade standards as this is so out of touch with children's interests and capacity.
741	Marilyn Strait		
742	Katie Andreasen		
743	Kim Bruns		
744	Merideth Wald		
745	Amanda Dietz		
746	Bobbi Greenfield	These standards are developmentally inappropriate for students. At this age students are not prepared to learn about the nuances of the causes of the Civil War.	

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
739	Heather Cooper		
740	Carly Ellsworth		
741	Marilyn Strait		
742	Katie Andreasen		
743	Kim Bruns		
744	Merideth Wald		
745	Amanda Dietz		
746	Bobbi Greenfield		

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
739	Heather Cooper		
740	Carly Ellsworth		
741	Marilyn Strait		
742	Katie Andreasen		
743	Kim Bruns		This is quoted, "When it comes to a child's formal education, the teacher is the heart of the school, and is, indeed, the most important part to making school a joy and success for the student. The standards, in the hands of an excellent teacher, can create an experience of wonder and delight that endures for a lifetime". If the teacher is the heart of the school and the most important, have you thought about visiting with teachers and getting input from them since they are the ones that are actually teaching this curriculum? Please, let's not take the enjoyment out of teaching. Let's be realistic.
744	Merideth Wald		
745	Amanda Dietz		
746	Bobbi Greenfield		

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
739	Heather Cooper		
740	Carly Ellsworth		
741	Marilyn Strait		
742	Katie Andreasen		
743	Kim Bruns		
744	Merideth Wald		
745	Amanda Dietz		
746	Bobbi Greenfield		

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
739	Heather Cooper		
740	Carly Ellsworth		
741	Marilyn Strait		
742	Katie Andreasen		
743	Kim Bruns		
744	Merideth Wald		
745	Amanda Dietz		
746	Bobbi Greenfield		

	A	P
2	Name	9-12 - United States Government
739	Heather Cooper	
740	Carly Ellsworth	
741	Marilyn Strait	
742	Katie Andreasen	
743	Kim Bruns	
744	Merideth Wald	
745	Amanda Dietz	
746	Bobbi Greenfield	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
747	Mary Hanson	Grandparent of school children	First of all, I like that people from many walks of life were included in the workgroup, however, there should have been mostly current educators. Why is a former professor from Michigan on there pushing our standard of education from the point of view of private and charter schools in another state? Plus I can think of many better ways to spend \$200,000 instead of paying him for his opinion on our state standards. As far as the content, it's easy to see that it hasn't been well thought through. My goodness, 1st graders are expected to identify the major cultural features, stories and contributions of ancient India, Babylon and China, along with studying American history from 1492 to 1787, memorize and recite the preamble to the US Constitution as well as part of the introduction to the Declaration of Independence and relevant geography!!! They haven't even learned to read and write yet at that age. That would be a lot to expect of middle school age students! My next point is: history is history. You can't change what actually happened, as much as Gov. Noem would like to erase "all the bad things". Speaking of Gov. Noem, I thought she believed in free speech and all kinds of other freedoms. Oh, except for the things the unrecognizable Republican party now says they want: No abortions for anyone, even to save the life of the mother, rape victims or even those who have suffered miscarriages, freedom to choose not to get vaccinated even if it can hurt others, freedom to choose not to wear a mask even if it can hurt others, freedom to carry guns openly and to purchase them without much question, free speech. Gov. Noem now feels she has the right to tell educators and school districts what they can and can't teach students. What does she know about teaching? The government should keep it's nose out of people's lives-that's what the previous Republican party always felt. Yes, she believes in free speech, except students aren't allowed to even discuss past history if it might make someone uncomfortable. Teachers aren't allowed to bring up uncomfortable topics either-how is this free speech? Having intelligent conversations and discussions about all kinds of topics should be a learning experience no student should miss out on. It's how life works and they come to school in part to prepare for life after school. This workgroup has alot of work to do and I hope they listen to all how are giving their opinions on this. Our children's and grandchildren's educations should be of the utmost importance. -Mary Hanson, mother of 3 and grandmother of 5
748	Amanda Dietz	K-12 educator AND K-12 parent with a masters degree in education	Breadth of knowledge too great and not developmentally appropriate, especially in the elementary grades. It is obvious those who are experts in childhood development, learning styles, pedagogy, and lesson design/assessment weren't consulted, as these would NOT have passed. As a parent, I am concerned on the type of content that is included; I DO NOT want my children learning some of these things from instructors, and also don't see a benefit, as an educator, in some of these standards. Greatly disappointed, but not surprised that these were presented based on the lack of support for education presented by our governor, as well as lack of respect. These standards offend those who DO understand their implications, and are a great waste of time for those who created them, as well as those who will have to teach them, and down to those who will be asked to learn them. It is not what is best for kids.
749	Mary Husman	K-12 Educator	Ridiculously inappropriate! We're any seasoned certified teachers included in this process? I have been on dozens of curriculum committees and none of them would have presented something this garbage for serious consideration
750	MB	Parent/Guardian	I've run out of time to say my piece on all the other sections. However, I've browsed over all sections. In general, it feels like a social studies standard made with political influence rather than the knowledge of the educators who are actually out there teaching the kids. It's as though the children are being treated like soldiers who must all follow the same school of thought and beliefs, having to cite things from memory that they may or may not believe in. Which is opposite of what this was supposed to bring. Education NEEDS to be neutral. So many things seem out of place. Important things being taught too early on... I know I did not remember much of my middle school social studies by the end of high school. How will the students retain important information like this? How will small children be taught such detailed and complicated events? Sugar-coated? Sugar-coated history is how most of Native American history was left out in the first place. There are some christian thoughts and values sprinkled here and there. I am Christian, but not all South Dakotan families are christian and this proposal does not respect that. Finally, I am disappointed in how this was chosen to be put together. You had a great team from South Dakota come up with something to be proud of and what you did was shit all over it then throw it away. Hired out of state for in state things. If South Dakotans in every area-- education, economic development, health, agriculture, republicans, democrats, etc.-- are continuously disrespected like this, you will fall.
751	Sarah Hermesen	Parent/Guardian	Terrible, not age appropriate whatsoever for elementary, it's almost like you had people with little to no teaching experience determine these standards. Oh that's right, that's exactly what happened after the original work done by actual teaching professionals was flushed for this garbage. Do not approve this and reinstate the work by the original committee, and not the Noem white washed version!

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
747	Mary Hanson		
748	Amanda Dietz	Students at this developmental level are learning names of letters, how to count to 10, and that events can have a cause and effect. The breadth of knowledge required of these standards is completely inappropriate developmentally, and would be extremely difficult to teach. It's easy to say a teacher will teach it; much more difficult to actually do. And if you understood childhood development and considered all that teachers DO teach in the year, as well as the process of teaching, you'd understand many of these standards are meant for older children (intermediate grades), and ridiculous to expect 5 year olds to learn. I'd love to see the creators of this list try to teach these standards; if you'd respond that you aren't trained to teach, I seriously question what caused you to think you should create standards for teaching with that lack of knowledge. As a parent and educator, it is absurd to read these - It gets worse each grade level, and I can't even take them seriously.	Many of these standards are introduced (even nationally, if you consider a large amount of standards across the US) in 3rd and 4th grade, which is appropriate developmentally; Namely primary and secondary sources, information on the constitution, location of vast places on a globe, geographic features, and greek mythology, Students at a 5th grade level currently learn about the American Revolution, because that is the age where students can comprehend information and retain what is learned, developmentally. You are requiring students to not only learn American history, but world events - in depth. Students will not retain this information, and the time needed to teach even a few of these standards would not allow time for any other standards on this list. I have discussed the preamble of the US Constitution with my fourth graders and it is a tough concept to understand; that is ONE of these ridiculous standards for a 6 year old child. And why require rote memorization? Is that best practice? Necessary?
749	Mary Husman		Not a cognitive concept that is useful or necessary at this age. And they are not yet capable of reading analyses & processing that content on a timeline that they can relate to.
750	MB	A kindergartener does not need to know "words related to work". They are not working. They are 5 years old. A kindergartener could care less about "symbols" of America that are of people/things/places that do not exist and have no meaning in their world. They are 5 years old.	Referring to "N" and "O"; Why? The Pledge of Allegiance is enough. Kids can be taught that they are equal, that they deserve peace and happiness, without reciting an old document made by men, to be read by (wo)men, not children. Expecting a 6 year old to be culturally diverse enough to even understand what culture is and then expect them to compare cultures from ancient times to modern times is pure ignorance. Wars are devastating things, are they going to be sugar-coated to be taught to 1st graders? There is a lot of early and important American history events listed in this, but what person is going to remember any of this by high school age?
751	Sarah Hermesen		I have a daughter entering first grade and I'm appalled at the inappropriateness of the content for this age. She is 6 years old for Christ sake. She is a very smart girl but you think she should memorize the Preamble??? Really?? I am a Master degreed professional and easily recognize white washed history. Did America bubble up from the bottom of the ocean in 1492 and no one existed here before then? Ridiculous, insulting, and racist! Please do not approve this horrible set of standards!

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
747	Mary Hanson		
748	Amanda Dietz	My youngest child is a 2nd grader this year. To expect he'd learn 7 pages of social studies standards that cover Rome and the Middle Ages (just to name a few) isn't a priority; he needs to learn to read and to solve word problems with multiple digits. He should be reading to learn, and mastering phonics and phonemic awareness. Your standards will take time away from that important growth, as well as will be forgotten after taught, considering you are requiring him to try to learn so much information that doesn't apply to his life. I'd like to see how many of the people who created these standards actually know the information presented in these standards. In 4th grade, we have discussed maps, hemispheres, regions, and the content is challenging enough to remember. Again, not developmentally appropriate, not an appropriate use of time during the school year, and demonstrates lack of discernment in what students need at this level.	Very few of the standards are developmentally appropriate; over and over again, same thing. Again, would be curious to know how many of those on the standards panel know the information (from memory) they are requiring of students who are 8 and 9 years old. Any benefit isn't even close to the issues these standards present.
749	Mary Husman	Not a significant topic for this grade level. They cannot yet analyze & compare data.	Not a valid subject fir these young children to absorb & relate to.
750	MB		
751	Sarah Hermesen		

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
747	Mary Hanson		
748	Amanda Dietz	Overall, not developmentally appropriate. In the past, South Dakota history has been something students look forward to learning in 4th grade, and the conversations from such have been productive and meaningful because the breadth of information wasn't too great and it was directly related to students and where they live. They were amazed to learn how their state has changed, as well as how they are connected to the rest of the US. They were proud to be South Dakotans. Most of these standards are NOT appropriate; I.E. the religious references and history of Christianity, specifically Jesus of Nazareth. As archeological and physical evidence does not exist beyond the Bible, how can we teach about a person who is theoretically as fictional as Johnny Appleseed? This isn't political, but a personal agenda seems to be all over these standards. As an educator, our job is to be neutral politically and religion is not dictated. I do not feel comfortable as an educator teaching these standards knowing the conversations that would arise; As a parent, I am offended the are included. I do not want my children's teachers to dictate these discussions. I attended a catholic grade school and LOVED my education, and still feel this way - not our place. What is the benefit of teaching these other than to say students are exposed - because to get through 7 pages of standards for SS on top of all the other teaching that is required to help our students excel in reading and math, that's all it would be - exposer. No mastery learning - no time. Too difficult for kids as it isn't developmentally appropriate - and WHAT is the benefit of rote memorization of the Declaration of Independence? To say that they know it? Because I was required to memorize scriptures during school, and after the test, it was forgotten. How will children learn it? Should homework be given outside of school to master these standards? How will they be assessed? Do you know how homework is received in elementary school by parents and families? Lack of understanding is evident in regard to these standards.	Breadth of knowledge too great, and not developmentally appropriate. How were the individuals selected to be included in the standards chosen? Why were only 3 with current teaching certificates included? Were childhood development professionals consulted? Were teaching timelines, scope, and sequences designed and discussed, to see if these standards were even feasible? What is the level of mastery required of these standards? What about other learning standards - how much time do school districts have/allow for SS instruction during the day/week? What will have to be removed or lost to make time for these standards?
749	Mary Husman		
750	MB		
751	Sarah Hermesen		

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
747	Mary Hanson		
748	Amanda Dietz	Breadth of knowledge too great, and not developmentally appropriate - again, why are students exposed to Jesus of Nazareth? As archeological and physical evidence does not exist beyond the Bible, how can we teach about a person who is theoretically as fictional as Johnny Appleseed? And why is this specific person brought up again within the standards, in both 4th and 6th grades? Although I feel students who are older are more equip to handle discussions of religious nature, the types of religion selected seems skewed. How were the individuals selected to be included in the standards chosen? Were childhood development professionals consulted - are students able, developmentally, to consider these standards objectively? Were teaching timelines, scope, and sequences designed and discussed, to see if these standards were even feasible? What is the level of mastery required of these standards? What about other learning standards - how much time do school districts have/allow for SS instruction during the day/week? What will have to be removed or lost to make time for these standards? How will they be assessed? Will you also create assessments? What if students don't pass assessments because it is too difficult to master?	Breadth of knowledge too great, and not developmentally appropriate. Were childhood development professionals consulted - are students able, developmentally, to consider these standards objectively? Is memorization of the Declaration of Independence best practice; what is the benefit without knowledge of meaning. Do YOU have it memorized? Students at this grade level are able to write persuasive essays LONGER than 2-3 paragraphs - that is a 3rd grade standard. What is the benefit of memorizing and spelling states and capitals when students can look them up on an electronic device as an adult? Will describing the lives of Native Americans in the millennia and centuries prior to European arrival not take too long, because it seems not to do it justice, and to address the wide variety of Native groups, it could take an entire semester to teach well? Were teaching timelines, scope, and sequences designed and discussed, to see if these standards were even feasible? What is the level of mastery required of these standards? What about other learning standards - how much time do school districts have/allow for SS instruction during the day/week? What will have to be removed or lost to make time for these standards? How will they be assessed? Will you also create assessments? What if students don't pass assessments because it is too difficult to master?
749	Mary Husman		
750	MB		
751	Sarah Hermesen		Laughable and not even veiled racism - America didn't exist before 1492? The country didn't exist until 1776 but the continent sure as hell existed before 1492!

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
747	Mary Hanson		
748	Amanda Dietz	Breadth of knowledge too great, and not all developmentally appropriate. How were the individuals selected to be included in the standards chosen? Were childhood development professionals consulted - are students able, developmentally, to consider these standards objectively? Were teaching timelines, scope, and sequences designed and discussed, to see if these standards were even feasible? What is the level of mastery required of these standards? What about other learning standards - how much time do school districts have/allow for SS instruction during the day/week? What will have to be removed or lost to make time for these standards? How will they be assessed? Will you also create assessments? What if students don't pass assessments because it is too difficult to master?	Breadth of knowledge too great, and not all developmentally appropriate. How were the individuals selected to be included in the standards chosen? Were childhood development professionals consulted - are students able, developmentally, to consider these standards objectively? Were teaching timelines, scope, and sequences designed and discussed, to see if these standards were even feasible? What is the level of mastery required of these standards? What about other learning standards - how much time do school districts have/allow for SS instruction during the day/week? What will have to be removed or lost to make time for these standards? How will they be assessed? Will you also create assessments? What if students don't pass assessments because it is too difficult to master?
749	Mary Husman		
750	MB		
751	Sarah Hermesen		

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
747	Mary Hanson		
748	Amanda Dietz	Breadth of knowledge too great, and not all developmentally appropriate. How were the individuals selected to be included in the standards chosen? Were childhood development professionals consulted - are students able, developmentally, to consider these standards objectively? Were teaching timelines, scope, and sequences designed and discussed, to see if these standards were even feasible? What is the level of mastery required of these standards? What about other learning standards - how much time do school districts have/allow for SS instruction during the day/week? What will have to be removed or lost to make time for these standards? How will they be assessed? Will you also create assessments? What if students don't pass assessments because it is too difficult to master?	Breadth of knowledge too great, and not all developmentally appropriate. How were the individuals selected to be included in the standards chosen? Were childhood development professionals consulted - are students able, developmentally, to consider these standards objectively? Were teaching timelines, scope, and sequences designed and discussed, to see if these standards were even feasible? What is the level of mastery required of these standards? What about other learning standards - how much time do school districts have/allow for SS instruction during the day/week? What will have to be removed or lost to make time for these standards? How will they be assessed? Will you also create assessments? What if students don't pass assessments because it is too difficult to master?
749	Mary Husman		
750	MB		
751	Sarah Hermesen		Again, the United States wasn't a country until 1776. Not sure how anyone can intelligently say it started in 1492.

	A	P
2	Name	9-12 - United States Government
747	Mary Hanson	
748	Amanda Dietz	Breadth of knowledge too great, and not all developmentally appropriate. How were the individuals selected to be included in the standards chosen? Were childhood development professionals consulted - are students able, developmentally, to consider these standards objectively? Were teaching timelines, scope, and sequences designed and discussed, to see if these standards were even feasible? What is the level of mastery required of these standards? What about other learning standards - how much time do school districts have/allow for SS instruction during the day/week? What will have to be removed or lost to make time for these standards? How will they be assessed? Will you also create assessments? What if students don't pass assessments because it is too difficult to master?
749	Mary Husman	
750	MB	
751	Sarah Hermesen	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
752	Jennifer Bergan Gabor	Parent/Guardian	<p>I am writing to you as the mother of a second grader in regards to the Social Studies Standards that are being proposed. I am appalled at the lack of history that is included, as well as the lack of age appropriate topics. I know that past SS Standards have been writing by educators that teach in this state and who are trained to be the experts. The sheer audacity that includes Jesus contributions, Christopher Columbus sailing the ocean blue and other topics that have been shown to be white washed is so disrespectful to future generations. I am also wondering what the impetus is to stop teaching any history after 2008. This is the history that has the most effect on the world today. If these standards are pushed through, it will be the catalyst for many to remove their children from the public schools in South Dakota. For families who want more Christian beliefs in the education of their children, there are many options. My child attends the church and Sunday School of our choosing.</p> <p>Do what is best for the future generations and let's get SD educators back to the table to put the our Social Studies Standards together that will best prepare our students for the world they will run.</p> <p>Respectfully submitted,</p> <p>Jennifer Bergan Gabor Sioux Falls SD</p>
753	Kurt Drube	Retired Geography Teacher and Trained Teacher Consultant through SD Geographical Society	As a 20+ year retired geography teacher and trained Geography Teacher Consultant through the SD Geographical Society I was stunned by the geography "standards". Geography teachers have worked hard over the years to develop standards that included all aspects of geography and not just the theme of Location. We were able to implement the teaching of geography through 5 Themes. Location, "where is it?" Place, "what's it like there?" Interaction, "how do people interact with others and the environment?" Movement, "how do people, goods and ideas move?" Region, "how do we group locations?" (by population, language, governments, religion, etc) These "standards" for geography were dominated by locating places on a map and spelling them correctly, certainly important but that's not geography. The critical thinking skills developed through the other themes are missing. We are taking a huge step back in time by adopting these geography standards. Go to YouTube and watch any of the replays of the National Geographic Bee competitions and see what kind of questions are asked of the students. They are not just location and spelling.
754	Maureen Wilson	Community member	I think to a certain extent the measure of what is being proposed is based on Eurocentric white Christian history... Not the true history of all people within our country and our state. It would be nice to acknowledge the indigenous people, those who were enslaved, and the experiences that they have had throughout the history of our country. Not a glorified review of the European experience in America.
755	Laurita	Former Teacher	
756	Bobbi Tinant	Parent/Guardian	When I read this I thought to myself that someone was playing a big joke on teachers. This is absolutely absurd. The governor should be ashamed of herself, paying a facilitator \$200,000 to come up with this. This needs trashed.
757	Jim Cox	Parent/Guardian	I am appalled by these standards. I want evidence of every single Board of Education Standards member, the Governor, all state-level legislators and State Senator, and every DOE employee passing a test on these standards before they are implemented. My child would need to spend every minute in school working on these standards to learn them, and I see little value in most of the content. Way too much world history in K-5, and too much focus on memorization and recitation with not enough on deep thinking.
758	Bobbie Cox	K-12 Educator	
759	Hanna Bocian	Concerned citizen	Overall, the proposed Social Studies Standards propose to teach students under half of our true American history. Nearly every section in every year the proposed plans to teach these new standards is tainted by bias and other parts, a made up story of our history to protect White Christians from accountability. I don't ask to be agreed with but I am scared for our country and my future, if you truly want your child to grow up in a more welcoming environment, they have to be taught the truth otherwise there's not much to learn from.

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
752	Jennifer Bergan Gabor		
753	Kurt Drube		
754	Maureen Wilson	I cannot recite the preamble. I would not expect to five or six year old to be able to do so.	American history began long before 1492... Shouldn't we are South Dakota's be including Native American history, the indigenous peoples who were in this land long before us as European white Christian people?
755	Laurita		This is crazy!! These are impossible standards for first grade; setting children up for failure. And a great example of why we are losing wonderful, caring, QUALIFIED teachers right and left. We put more and more on their backs while ignoring their true worth and not respecting the education or training & experience they have. Please stop the madness! We need to love on and encourage our teachers at all levels. Their job is not easy and their rewards are not monetary.
756	Bobbi Tinant		
757	Jim Cox		
758	Bobbie Cox	Not developmentally appropriate, too much content for one subject.	Not developmentally appropriate, would need a much longer school year to cover.
759	Hanna Bocian	Great place to start in our history, however, details seem to be false, under exaggerated and bias toward a white/Christian country. These “minor” details that are being misinterpreted fails to teach children an accurate depiction of our history. The reason I was told we teach history is because people “learn from it” and I don’t think that it’s possible to learn from something that is situated to favor one group of people.	World history is more important than American history and should be treated as such. If and when American history from 1492 to 1787 is put into curriculum it would be unrealistic to mention British settlers, given there were hardly any. As well as it would be taking away from the true American History about the people who were living here for hundreds of years already.

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
752	Jennifer Bergan Gabor	Not age appropriate for learning. Lacking in diverse views.	
753	Kurt Drube		
754	Maureen Wilson	I'm wondering if anyone on the committee who sets the standards actually is a teacher of elementary school children?	
755	Laurita		
756	Bobbi Tinant		
757	Jim Cox		
758	Bobbie Cox	Not developmentally appropriate. Entirely too much to cover.	Not developmentally appropriate
759	Hanna Bocian		

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
752	Jennifer Bergan Gabor		
753	Kurt Drube		
754	Maureen Wilson		
755	Laurita		
756	Bobbi Tinant		
757	Jim Cox		
758	Bobbie Cox	Not developmentally appropriate, lacks focus on things of normal developmental interest.	Not developmentally appropriate. Too much world history. Questionable Native history.
759	Hanna Bocian		

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
752	Jennifer Bergan Gabor		
753	Kurt Drube		
754	Maureen Wilson		
755	Laurita		
756	Bobbi Tinant		
757	Jim Cox		
758	Bobbie Cox	Too much content, low level learning about topics of higher .	Why do two years of American history here and then repeat in high school?
759	Hanna Bocian		

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
752	Jennifer Bergan Gabor	There is no reason to leave out the last 14+ years.	
753	Kurt Drube		
754	Maureen Wilson		
755	Laurita		
756	Bobbi Tinant		
757	Jim Cox		
758	Bobbie Cox	Too much focus on American history. Too much content for one subject to cover in a year.	
759	Hanna Bocian		

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
752	Jennifer Bergan Gabor		Let them study it from all angles up to and through the present. They will amaze you with their insight and want to understand more deeply.
753	Kurt Drube		
754	Maureen Wilson		
755	Laurita		
756	Bobbi Tinant		
757	Jim Cox		
758	Bobbie Cox		
759	Hanna Bocian		

	A	P
2	Name	9-12 - United States Government
752	Jennifer Bergan Gabor	Will they be allowed to study the current issues or will they be left out of the curriculum so they don't have to consider how all contribute and have varying perspectives?
753	Kurt Drube	
	Maureen Wilson	
755	Laurita	
756	Bobbi Tinant	
757	Jim Cox	
758	Bobbie Cox	
759	Hanna Bocian	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
			<p>Granted, there are some admirable goals in here (and I appreciate the nods to the Great Awakening and the Harlem Renaissance). First, the K-5 standards are overwhelming. When is a teacher going to find time to teach math and reading, lunch and recess? I have cited specific examples above.</p> <p>Second, There are gaping holes in the upper grades: I've seen nothing about the Japanese internment, and an unspecific line about the Chinese Exclusion Act. These aspects of our history need to be addressed.</p> <p>Third, there is no mention of the separation of church and state, which is the bedrock of the Constitution (and perhaps the Continental Convention pacts; I fear I don't remember). The standards must include this</p> <p>Fourth, I just read over a hundred pages of standards where students “explain” or “describe,” but next to nothing where they “analyze” or “compare.” Of course, the proposed standards states towards the beginning, “The goal of K-12 social studies is not to create research-based historians, just as math class does not try to create professional mathematicians or science class research scientists. These are excellent pursuits best suited for high school electives and college courses. More properly, social studies standards should form the whole student, with a special care for forming wise and responsible citizens. This, of course, does not prohibit teachers from employing research projects as a pedagogical tool.”. Why on Earth won't you teach critical thinking? How does that help our learners. We are towards the bottom of the states regarding education; this philosophy can only take is lower.</p> <p>Fifth, there is so much repetition. How many grades have to explain the aspects of Jamestown or Andrew Jackson's presidency? That is time wasted. Of course, if later grades were to analyze Jackson's place in history or his success as a military general, that would be another matter. But according to the standards, students would be regurgitating facts.</p>
760	Kate	Parent/Guardian	Please address these flaws.
761	Miranda Rogers	Parent/Guardian	
762	Robin Schwebach	Both an educator and grandparent	
763	Michael Mitchell	K-12 Educator	I'm going to keep this brief: these standards appear to be as politically/religiously/racially charged as the status quo you're trying to oppose. However, I'm only here to say that if you're going to redesign standards, at least allow qualified educators to place them in appropriate grade levels with attainable learning standards that respect things like Webb leveling and Piaget's stages. In order to be functional, standards must at least loosely match stages of development. We don't expect someone who hasn't learned algebra to learn calculus, and if we wish for these standards to be effective, it is important to keep the learning progression in mind.
764	Natalie Kuecker	Parent/Guardian	We can not politicize our children's education. Standards should be set by experts, who are actual educators. We need to set realistic, attainable and age appropriate standards. Some of these standards are impossible to teach young children, ask any kindergarten teacher. Our governor should not be able to force standards and the department of education needs to step up and do the right thing.
765	Tori Lindgren	Parent/Guardian	I think these standards overall will overwhelm both teachers and students. Is there something worth noting early exposure? Sure. But to expect k-4 students to memorize concepts that will be way over most of their heads is absolutely absurd. My child will be attending Kindergarten this year and I would much rather have her learn about local things that affect her: where she lives, who is the mayor and what do they do, president and what do they do, etc. So many of these standards are much too old for the grades they are assigned to. Let our children be children for awhile and developmentally, these standards are not appropriate for their level of assignment. Is social studies the only thing teachers will be teaching? That's a lot of information to expect our children to retain in their first couple of years of school. There are many standards of things I cannot even do as an adult (poor education or time between learning it I don't know) however, the point is, teachers will be expected to take the time to relearn how to teach all these standards and less than half of classes will retain and continue to grow with it because it will interest them. The others are going to space out and dread going to that class/school. No I'm not asking for it to be a party, I'm asking that we look at what children can do DEVELOPMENTALLY. These standards are not it.
766	Ericka Diedrich	Future Educator	Overall, these standards are nothing but going to fail our children. You are teaching these student too much at one time. Elementary and Middle school should be teaching these children how to learn and teaching them information to help them for further education. High School is for expanding on these interests. Please review these standards with teachers and learn that there is no time to teach this in a normal day. You have also seem to forget that children with Disabilities are still here and they will have a hard time doing this. No adult knows the preamble. You are setting children to fail from the moment they start school. Do better.
767	Charlotte Brown	Parent/Guardian	Ridiculous for the younger school grades, am sure our Governor couldn't answer them along with 90% of educated individuals!
768	Deborah Harrowa	K-12 Educator	Where do we find resources for the grades being educated? How do we expect elementary students to LEARN middle and high school content? Vocab and content are far too high. When do students learn geography? Why didn't actual educators help write these standards, like in the past? When do we trust educators to teach students critical thinking and to question the world? These standards are not geared to student learning and achievement!
769	Caitlin Finley Collier	Grandparent	

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
760	Kate		<p>1st graders to understand the architectural styles of buildings in DC? The various wars in the Greek and Roman Empires?</p> <p>—Also proposed: “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” —Will this standard also include the Puritans’ religious intolerance? How they kicked out Roger Williams because of his religious views. And how Roger Williams, who went on to found Rhode Island, fiercely advocated the separation of church and state?</p>
761	Miranda Rogers	Unrealistic Expectation	Unrealistic Expectation
762	Robin Schwebach	Same answer for 1st grade	In the minds of 6 year olds, they do not comprehend this ancient history. Their community and the history of their community is what is important. These standards are way above and beyond what this young age group can understand. The standards are only written for regurgitation purposes. It is not higher level thinking. Why not talk about the purpose of the flag so when they see it waving high, they can have a conversation with their parents about how the flag came to be? Why are there not more elementary teachers who know young students on this board?
763	Michael Mitchell		
764	Natalie Kuecker	These standards are way too advanced for kindergarten to comprehend. We need to have actual SD educators make the standards.	These standards are way too advanced for first graders to comprehend. We need to have actual SD educators make the standards.
765	Tori Lindgren		
766	Ericka Diedrich		
767	Charlotte Brown		
768	Deborah Harrowa	5-6 years old. Too difficult for this age to understand	6-7 years old. Too difficult for this age group to understand
769	Caitlin Finley Collier	<p>I have reviewed this section for kindergarten age students and find it to be ridiculous. The standards read like a wish list for genius child. Children of this age are just learning to read and the idea that they could possibly know the language to express any knowledge of most of these concepts is unfathomable. Further, as in K.55.M. there appears to be, throughout ALL of the standards for all grades, an attempt to brainwash children into the "glories" of work. One might suppose from this bias towards paid employment with an employer that public school had become a tool for creating workers, rather than a means to create knowledgeable and critically thinking citizens.</p> <p>These standards are both too much - covering more topics than most kindergarteners will be capable of understanding - and too little - intentionally narrowing a child's concept of their future selves.</p>	<p>Where to start? The section titled "America 1492- 1787" contains both outright errors (e.g., 1.55.7.B. - regarding Christopher Columbus' KNOWLEDGE of world geography and his motivation for his trip from Europe to Central America) and lacking a context wherein early American history affected later American history and current events. For example, 1.55.7.F would have a First grader be able to explain why slavery is morally evil (which is a philosophical argument most adults could not make) untethered to the existence of the laws of that period which allowed for slavery. Further, this one section appears to be in conflict with 1.55.7.E. which has the child explaining "the history of slavery, including ancient times [not defined] and the 15th century" as if slavery was an accepted practice. Rather like saying "it was okay then, but then it became not okay". Therein lies the argument against reparations for the descendants of American slaves whose life work was stolen and used to enrich white families.</p> <p>In 1.55.8.D, there is a subtle rewrite of current knowledge of colonial life in order to emphasize (incorrectly) and identify with certain (supposed) traits of colonists. Attempting to give "traits" to entire large group of people is hard to support with facts, and is more associated with myth. Current historical research would conflict with the idea that all colonists were hard-working (reference current history of colonial southern Virginia and North and South Carolina). The supposed trait of "skeptical of authority" is a rather obvious attempt to suggest our forefathers (foremothers being rarely mentioned) were freedom-seeking modernists. This is simply not true. Although some colonists were not fans of the King of England, many, many more at that time would have considered themselves royalists.</p> <p>This attempt to insert right-leaning political beliefs into a historical education standard is not in students best interests.</p>

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
760	Kate	Grade school standards are simply not age appropriate. 2nd graders rattling off the achievements of the McKinley presidency? Explaining power of the papacy in the Middle Ages? Recognizing a picture of the Mackinack Bridge?	3rd grade role of monasteries in Middle Ages? Really?
761	Miranda Rogers	Unrealistic Expectation	Unrealistic Expectation
762	Robin Schwebach	Same answer as 1st grade	Same answer as 1st grade
763	Michael Mitchell		
764	Natalie Kuecker	These standards are way too advanced for 2nd graders to comprehend. We need to have actual SD educators make the standards.	America did not start in 1492. Leave the standards up to actual educators:
765	Tori Lindgren		
766	Ericka Diedrich		
767	Charlotte Brown		
768	Deborah Harrowa	7-8 years old. Too difficult for this age group to understand	8-9 years old. Too difficult for this age group to understand
769	Caitlin Finley Collier	2.55.7 does not even attempt to justify its bias. How do schools teach children what "good" is? Is that not the job of churches, mosques, and temples? Certainly moral GOOD is not an concept that is clearly agreed upon by adult citizens, as some people have shown that that they think it is good to murder police officers, writers or anyone else who disagrees with them. Legal good? More appropriate question to consider in law school than second grade. Children have not had enough exposure to the world outside of their families to be able to conceive of the various definitions of "good".	

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
760	Kate		
761	Miranda Rogers	Unrealistic Expectation	Unrealistic Expectation
762	Robin Schwebach		
763	Michael Mitchell		
764	Natalie Kuecker	We can not politicize our children’s education. Standards should be set by experts, who are actual educators.	We can not politicize our children’s education. Standards should be set by experts, who are actual educators.
765	Tori Lindgren		
766	Ericka Diedrich		
767	Charlotte Brown		
768	Deborah Harrowa	9-10 years old. Too difficult for this age group to understand.	10-11 years old. Too difficult for his age group to understand.
769	Caitlin Finley Collier	4.55.9.C - First, I will note that I have studied (in a higher education setting) both legal ethics and religious ethics. I have taught business ethics. This standard is not an appropriate learning tool for fourth grade. Asking a child to explain or understand how a majority can tyrannize over the rights of a minority is a weighted question as in the United States, the first Ten Amendments to the Constitution were put into place to protect INDIVIDUAL minority rights. Constitutional law development in the 1950s onward expanded those rights to groups of minorities because they were denied rights based on facts other than individuality. HOWEVER, democracy is the belief that what the majority believes and supports must prevail, along with the due and legal consideration of the RIGHTS of the minority. Tyranny is a loaded word meant to convey justification for those minorities who refuse to abide by the law.	

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
760	Kate	6th grade “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” —there is absolutely no need to elaborate so much on Christian tenets if you don’t plan a full discussion of other religions’ beliefs.	7th grade (?): . “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.” Please note that the eternal God the founders referred to was God as a clockmaker. He began the universe, but let historical events, the natural world, and people exist on their own terms. I hope your students, then, examine Deism and the role it played in shaping the Declaration and the Constitution. In addition, the “natural God” refers to revelation man makes through logic. God is not revealed through religious revelations, but in the natural world. To teach otherwise is wrong.
761	Miranda Rogers		
762	Robin Schwebach		
763	Michael Mitchell		
764	Natalie Kuecker	We can not politicize our children’s education. Standards should be set by experts, who are actual educators.	We can not politicize our children’s education. Standards should be set by experts, who are actual educators.
765	Tori Lindgren		
766	Ericka Diedrich		
767	Charlotte Brown		
768	Deborah Harrowa	Influential ideas of history? For 11-12 year olds? Civics should be taught in every grade level!	What happened to geography?
769	Caitlin Finley Collier		

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
760	Kate	: You repeat this standard frequently: “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”. I have not seen anywhere in these standards that you stress that the Declaration doesn’t actually guarantee happiness. It guarantees pursuit.	
761	Miranda Rogers		
762	Robin Schwebach		
763	Michael Mitchell		
764	Natalie Kuecker	We can not politicize our children’s education. Standards should be set by experts, who are actual educators.	We can not politicize our children’s education. Standards should be set by experts, who are actual educators.
765	Tori Lindgren		
766	Ericka Diedrich		
767	Charlotte Brown		
768	Deborah Harrowa		
769	Caitlin Finley Collier		

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
760	Kate		“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” —I’m curious: does addressing the way the country does wrong include peaceful protests like the sit-ins during the Civil Rights era? Taking a knee today? Will students be able to discuss if this is appropriate?
761	Miranda Rogers		
762	Robin Schwebach		
763	Michael Mitchell		
764	Natalie Kuecker	We can not politicize our children’s education. Standards should be set by experts, who are actual educators.	We can not politicize our children’s education. Standards should be set by experts, who are actual educators.
765	Tori Lindgren		
766	Ericka Diedrich		
767	Charlotte Brown		
768	Deborah Harrowa		
769	Caitlin Finley Collier		

	A	P
2	Name	9-12 - United States Government
760	Kate	
761	Miranda Rogers	
762	Robin Schwebach	
763	Michael Mitchell	
764	Natalie Kuecker	We can not politicize our children’s education. Standards should be set by experts, who are actual educators.
765	Tori Lindgren	
766	Ericka Diedrich	
767	Charlotte Brown	
768	Deborah Harrowa	
769	Caitlin Finley Collier	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
770	Joe Bundy	K-12 Educator	<p>The elementary standards are ridiculous. Where does the time in the day come from to include longer SS time? Middle school and high school students struggle with some of the concepts that are in the standards for K-5!</p> <p>High school standards are ok, there are just so many of them. To me, a standard is something that needs to be covered. If we have to cover all of that information we will need to add several required social studies classes.</p> <p>It is like you are at an all you can eat buffet and you are trying to put some of everything onto one plate. You cannot fit it on that plate, but you still are trying to. To do this you will need to get more plates (more required SS classes), which is fine with me as a SS teacher, but then you are taking away from other classes and there are fewer opportunities for elective classes.</p> <p>If implemented, what kind of support will you be giving to the teachers, especially elementary teachers), to make these extensive standards possible?</p>
771	Ruth Cordingley	Retired nurse, BSN	Same as above
772	Lizann Autry	Parent/Guardian	At the elementary level you are already expecting way to much. These kids need to be learning how to handle social interaction, bodily atonomy, and self regulation. Stop trying to push them harder. Even at the middle school level things are insane! Kids are not wanting to learn at all due to the amount of homework and social pressures. What we need is more help in the day to day and less pressure to vomit knowledge they will most likely never use except to pad your bottom line. Try making these classes available to those who want to lean that information and stop forcing these kids at such a young age to become robots for the system. These babies need more recess, and less useless knowledge that they don't need. All in all I'm saying as a mother of special needs children and an ally to so many others, we need to back off a bit and stop force feeding kids things that literally make them vomit from fear of failure. You are making the problem so much worse if you push this through.
773	Anne Beckstrand	K-12 Educator	These standards are certainly not age appropriate. I encourage you to revisit them with grade level teachers involved.
774	Jane Healy	Former educator, grandparent of school-age children	Too much rote, which is not high-level thinking. Elementary standards are not developmentally appropriate (many are too high level), nor possible to fulfill in the time allotted. Whole sections on Jesus are better left to home and church. Will require new k-12 curriculum, as what is expected per grade level does not align with current standards.
775	Stacie Grim	Parent/Guardian	This is communist propaganda
776	Shadryn Lemon	K-12 Educator	Each one of these standards could be pulled out on its own and be an entire semester long college course. The majority of these standards are developmentally inappropriate for K-12 students and are setting up South Dakota's students and teachers for failure.
777	Jessica	K-12 Educator	

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
770	Joe Bundy	There are too many standards and some are too complex for this grade level. Reciting should come secondary to understanding what they are saying and the meaning behind the words. Many of these students are not capable of that.	There are too many standards and some are too complex for this grade level. Reciting should come secondary to understanding what they are saying and the meaning behind the words. Many of these students are not capable of that.
771	Ruth Cordingley	Absurd that the members proposing this curriculum think kindergarten students are developmentally ready to grasp these concepts. My background is not education, but as a nurse I do understand human development. What you are proposing will stress students and educators to the point of hindering learning and development. I pray educators are educating you on what is appropriate and when to introduce students to the different levels of social studies and government. I agree with improving social studies and government education, but please listen to our teachers to keep the changes realistic and appropriate for each age level.	Same as above.
772	Lizann Autry	Most kindergarten kids are just starting to learn social skills. Stop pushing them to learn beyond their concept of self.	
773	Anne Beckstrand		
774	Jane Healy		
775	Stacie Grim	This is some Communists propaganda	Communist
776	Shadryn Lemon		
777	Jessica		As a first grade teacher and a Native American Connection committee member, I am so disappointed in the standards that were removed. We have worked hard to represent a large population of SD, including myself and my children. The standards purposed are not age appropriate at all and require a level of comprehension, thinking and understanding that are not geared towards how 6 year olds learn. We have taken away a lot of early learning about our state and our Native people.

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
770	Joe Bundy	There are too many standards and some are too complex for this grade level. Reciting should come secondary to understanding what they are saying and the meaning behind the words. Many of these students are not capable of that.	There are too many standards and some are too complex for this grade level. Where will the time come from for these standards? (What classes will we lose to make room for more SS classes?)
771	Ruth Cordingley	Same as above	Same as above
772	Lizann Autry		
773	Anne Beckstrand		
774	Jane Healy		
775	Stacie Grim		This is too much
776	Shadryn Lemon		As a 3rd Grade teacher in South Dakota - I am completely astounded at the standards listed for 8 and 9 year olds. The topics they are covering are things way beyond their understanding. The entirety of 3.SS.3 and 3.SS.4 are almost laughable when one of the 3rd grade math standards is still working on telling time (3.MD.A). It is developmentally inappropriate to expect these children to have an understanding of ancient civilizations. The large amount of these standards would be impossible to cover over the course of a school year. We know through years of studying best teaching practices that memorization is on the lowest of tiers of understanding - such as memorizing where all 50 states are (3.SS.2.B).
777	Jessica		

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
770	Joe Bundy	There are too many standards and some are too complex for this grade level. Where will the time come from for these standards? (What classes will we lose to make room for more SS classes?)	There are too many standards and some are too complex for this grade level. Where will the time come from for these standards? (What classes will we lose to make room for more SS classes?)
771	Ruth Cordingley	Same as above	Same as above
772	Lizann Autry		
773	Anne Beckstrand		
774	Jane Healy		
775	Stacie Grim	Too much for children	
776	Shadryn Lemon		
777	Jessica		

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
770	Joe Bundy	There are too many standards and some are too complex for this grade level. Where will the time come from for these standards? (What classes will we lose to make room for more SS classes?)	There are too many standards and some are too complex for this grade level. Where will the time come from for these standards? (What classes will we lose to make room for more SS classes?)
771	Ruth Cordingley	Same as above	Same as above
772	Lizann Autry		
773	Anne Beckstrand		
774	Jane Healy		
775	Stacie Grim	Ridiculous for grade school	
776	Shadryn Lemon		
777	Jessica		

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
770	Joe Bundy	There are too many standards and some are too complex for this grade level. Where will the time come from for these standards? (What classes will we lose to make room for more SS classes?)	The content is reasonable. The time allotted is not. We will have to add more required social studies classes to their schedules.
771	Ruth Cordingley	Same as above	Same as above
772	Lizann Autry		
773	Anne Beckstrand		
774	Jane Healy		
775	Stacie Grim		
776	Shadryn Lemon		
777	Jessica		

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
770	Joe Bundy	The content is reasonable. The time allotted is not. We will have to add more required social studies classes to their schedules.	The content is reasonable. The time allotted is not. We will have to add more required social studies classes to their schedules.
771	Ruth Cordingley	Same as above	Same as above
772	Lizann Autry		
773	Anne Beckstrand		
774	Jane Healy		
775	Stacie Grim		
776	Shadryn Lemon		
777	Jessica		

	A	P
2	Name	9-12 - United States Government
770	Joe Bundy	The content is reasonable. The time allotted is not. We will have to add more required social studies classes to their schedules.
771	Ruth Cordingley	Same as above
772	Lizann Autry	
773	Anne Beckstrand	
774	Jane Healy	
775	Stacie Grim	
776	Shadryn Lemon	
777	Jessica	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
			<p>Forward:</p> <p>To introduce this at the start of a school year with a limited timeframe for comment is an indication that the state wants to push this through without a through cross-examination of the proposal. I believe that two months should be the public's time to adequately review the draft. For example, how many SS departments during a back-to-school in-service would like to review this draft and how it will affect current and future textbook purchases?</p> <p>A.The proposed standards committee omits where they teach in SD. The 2015 Document lists everyplace that the committee teaches(p.2-3, 2015 Document).</p> <p>B. How many active South Dakota teachers were involved with this draft proposal? Who is William Morrisey? How many non-teachers in South Dakota were involved with this draft? How many non-residents of South Dakota were involved with this draft?</p> <p>C. How are the Notable Changes from the 2015 document to this proposed draft noted and the why behind the changes? For example, on pg. 8 of the document, the draft says "Streamlined Identification Standards have been relabeled to improve accessibility. This allows for easier use by teachers as they teach and by parents who wish to see what their child is expected to study without having to be up to date on the most recent systems in education administration."</p> <p>C1:Education Administration is the Principal/Superintendent position.</p> <p>C2:The 2015 standards are on the DOE website and anyone can see them(https://doe.sd.gov/contentstandards/documents/SDSocialS.pdf). This statement implies that the state was making it difficult for teachers and parents to access SD SS Standards.</p> <p>D. Resources: On pg.7 of the 2015 document, resources were listed. What resources were used in this draft?</p> <p>E. In relation to the KG proposed standards, how many Kindergarten teachers did the committee consult concerning the proposed KG standards? What were their names and where do they teach?</p> <p>E1. In relation to the 1G proposed standards, how many 1G teachers did the committee consult concerning the proposed 1G standards? What were their names and where do they teach?</p> <p>E2. In relation to the 2G proposed standards, how many 2G teachers did the committee consult concerning the proposed 2G standards? What were their names and where do they teach?</p> <p>E3. In relation to the 3G proposed standards, how many 3G teachers did the committee consult concerning the proposed 3G standards? What were their names and where do they teach?</p> <p>E4. In relation to the 4G proposed standards, how many 4G teachers did the committee consult concerning the proposed 4G standards? What were their names and where do they teach?</p> <p>E5. In relation to the 5G proposed standards, how many 5G teachers did the committee consult concerning the proposed 5G standards? What were their names and where do they teach?</p> <p>E6. In relation to the 6G proposed standards, how many 6G teachers did the committee consult concerning the proposed 6G standards? What were their names and where do they teach?</p> <p>E7. In relation to the 7G proposed standards, how many 7G teachers did the committee consult concerning the proposed 7G standards? What were their names and where do they teach?</p> <p>E8. In relation to the 8G proposed standards, how many 8G teachers did the committee consult concerning the proposed 8G standards? What were their names and where do they teach?</p> <p>E9. In relation to the 9-12G proposed standards, how many 9-12G teachers did the committee consult concerning the proposed 9-12G standards? What were their names and where do they teach?</p> <p>F. Source: Argus Leader: "On that workgroup are at least 13 registered Republicans, and only three people with active South Dakota K-12 teaching certificates. Last year, the workgroup had more than 40 members, and this year, it has only 15. The DOE said it received 203 applications from people wishing to join this year's workgroup."</p> <p>F1. Is there a political litmus test that must be applied to every standard revision in SD?</p> <p>G: Source: Argus Leader: " William Morrisey, who once taught at Hillsdale College, facilitated the workgroup. Morrisey will be paid \$200,000 from the DOE for his work when it's complete, including for facilitating meetings and public hearings, with his expenses paid separately."</p> <p>G1: How is this pay separate? Is this being paid with taxpayer dollars? What is the justification for Mr. Morrisey to be on the draft committee?</p> <p>In conclusion, I hope that the state trusts the certified teachers who live and work in SD enough to consult them once more on the draft proposal.</p> <p>https://www.argusleader.com/story/news/education/2022/08/15/south-dakota-dept-educations-new-social-studies-standards-released/10280414002/</p>
778	William Carpenter	K-12 Educator	
779	Diana	Parent/Guardian	You better not approve this. Who came up with these, I want to see the names of the folks who worked on changing these standards. I feel this is completely unrealistic and poorly thought out. Apparently whoever came up with these do not have children and really do not care about giving our youth a good start in their early education. Why would we only start teaching SD history in high school. Where did the revised standards go from the first committee go? Those folks worked extremely hard in coming up with standards that fit our diverse culture here in SD.
780	Michelle	K-12 Educator	Overall, I am appalled that these are the proposed state social studies standards.
781	Sharee	K-12 Educator	<p>It is ludicrous if you think these are remotely grade appropriate standards. You need to take your ass to a public school and see for yourself why these proposals are insane. You clearly have no idea the emotional toll any teachers or students have been put under, adding inappropriately aged standards in short is a no. Go to a school and teach a class before you waste your time creating stuff like this. Or better yet, get some actual teachers on your board before you create the SS standards. Not principals/admin either, REAL teachers who are living the day to day in our classrooms. They are the ones who are going to give you the best insight of what you need to teach.</p> <p>Sincerely, one of your highly underpaid, tired of “funding” being used for other things than our teachers, annoyed, public school teachers.</p>
782	Kathryn Bork	Community member & taxpayer	The content and standards are ridiculous at every level. For the sake of our hard working educators and our students, please put some reality into your standards & expectations. Thank you for accepting comments and I trust you will consider re-evaluating your position in this matter.
783	Mary Garnett	Parent/Guardian	Terrible. You are only requiring students to spit out facts. You are presenting philosophy as fact, and you are downplaying America’s own history with slavery. A lot of material with no substance.
784	Maridee Dossett	K-12 Educator	As I compare the proposed standards to the current content standards, I feel we are taking a step backward. The current standards encourage critical thinking, problem solving, and inquiry based learning, while the proposed standards are asking for memoriziing, explaining, and identifying. Research indicates that students typically forget inormation they are forced to memorize, and it is less meaningful to them because real life connections are often not focused on with this method. I feel that by adopting these standards we are stifling student creativity, and overwhelming them with memorizing dates, timelines, and people of the past rather than making connections with history and learning from with the goal of changing the future.
785	Kamaria	Parent/Guardian	If you want to set our kids up for failure then use these standards. If you want our kids to succeed then use the standards that were developed by teachers across the state.
786	Nicole Sarringar	K-12 Educator	<p>I believe that students should not have to learn about American History beginning in 1st grade. The mapping skill are important and something that should be taught young, but there are so many standards for each grade. There is no way that elementary teachers will be able to teach any other subject because there are so many social studies standards. Students learn the same thing in 1st grade that they do in 7th.</p> <p>Do we really think that students are going to remember the information by 7th grade? In reality, we are wasting that 1st grade teachers time. Once students reach middle and high school, they are sectioned into their certain classes. That is the time to hit certain time periods.</p> <p>In all honesty, if we want students to hate social studies, these standards are the way to do it. We can't expect students to memorize all of the information that each standard proposes.</p>

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
778	William Carpenter		
779	Diana	At 5-6 years	At 6 years old
780	Michelle	I feel that it is important that kindergarten students know where they live, some basic map skills, and an understanding of cultures and their country. However, a majority of the standards on the kindergarten standards list are preposterous. They are completely developmentally inappropriate for students that age.	
781	Sharee	No	No
782	Kathryn Bork		
783	Mary Garnett		
784	Maridee Dossett		
785	Kamaria		
786	Nicole Sarringar		

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
778	William Carpenter		
779	Diana	7 maybe 8 years old what's with all the Rome??? Why	Where is any Native American or South Dakota history
780	Michelle		
781	Sharee	No	No
782	Kathryn Bork		
783	Mary Garnett		
784	Maridee Dossett		
785	Kamaria		
786	Nicole Sarringar		

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
778	William Carpenter		
779	Diana		
780	Michelle		
781	Sharee	No	No
782	Kathryn Bork		
783	Mary Garnett	C. The student explains the major historical ideas and events surrounding the life of Jesus of Nazareth and their historical effects. H D. The student explains the major historical events, cultural features, stories, and religious contributions of the early Christians. H You cannot have religion in a public school standard. These all need to be cut out of the standards.	
784	Maridee Dossett		
785	Kamaria		
786	Nicole Sarringar		

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
778	William Carpenter		
779	Diana		
780	Michelle		
781	Sharee	No	No
782	Kathryn Bork		
783	Mary Garnett		
784	Maridee Dossett		
785	Kamaria		
786	Nicole Sarringar		

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
778	William Carpenter		
779	Diana		
780	Michelle		
781	Sharee	No	No
782	Kathryn Bork		
783	Mary Garnett		
784	Maridee Dossett		
785	Kamaria		
786	Nicole Sarringar		

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
778	William Carpenter		
779	Diana		
780	Michelle		
781	Sharee	No	No
782	Kathryn Bork		
783	Mary Garnett		
784	Maridee Dossett		
785	Kamaria		
786	Nicole Sarringar		

	A	P
2	Name	9-12 - United States Government
778	William Carpenter	
779	Diana	
780	Michelle	
781	Sharee	No
782	Kathryn Bork	
783	Mary Garnett	
784	Maridee Dossett	
785	Kamaria	
786	Nicole Sarringar	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
787	Shannon Steckelberg	Parent/Guardian	It is obvious by these standards they were written by people who have no concept of the development of a child's mind. Do you really think the Roman Empire is something an elementary student can fully grasp. No. This actually will harm their education by adding confusion and incomplete information. As far as debating politics, what about the debate team? Since it seems everything can be deemed political these days, what will they debate? How will our kids learn to gather information, cite sources and have a perfectly normal conversation with someone who disagrees with them? How will they ever sees another person's perspective and form opinions if they can't have these discussions? Why are we trying to dumb down and hold back opinions of children? I know why, because the adults have forgotten how to play nice. What a sad time we live in where we can't even have discussion with those who have different opinions.
788	Koleene Newbold	K-12 Educator	
789	Jill Jung	K-12 Educator	
790	Casey Materese	K-12 Educator	
791	Rachel	School board and educator	The standards that you have proposed are completely in left field and have zero information rooted in the ideas that should be taught in the classroom. The ideas that are widely excepted by scholars. Choosing to change the standards into this will cause nothing more than an uproar and issues with teachers that we already have a hard time getting! Let's use what scholars, doctors, and those who are true educators or experts in their fields deem important!
792	Amanda	Parent/Guardian	I believe at all grade levels in elementary the social studies standard was raised too much and at too high of a level for their respective ages. It is not appropriate to expect this level from all students at their age/grade level and expect them to have a well rounded, good, happy education.
793	Greta Garcia	Parent/Guardian	The standards are not realistic. Teachers need to make these standards and they need to be built upon each year two that it is cohesive. Please reconsider the previous proposal or let the educators re create appropriate curriculum. This should not be political it should be about the kids. I am republican and want our history to be preserved but I also want realistic curriculum.
794	Joan M Wilson	K-12 Educator	WOW! The number of standards and the grade level expectations are extraordinary! There are not enough hours in the day or year to adequately cover these standards when added in to the other curriculum and daily activities in a classroom. Students at the various grade levels may not even be able to comprehend many of the standards suggested. Even 2nd and 3rd graders would struggle with standards proposed at the kindergarten level. This not only puts more stress on educators but also overwhelms students with inappropriate age requirements.
795	Teresa	Sped Paraprofessional	This content is over the top for the grade levels that it is being taught. For example, 4th graders should be learning about the history of South Dakota. Kindergarteners are just learning their letters and sounds. Memorizing the Preamble, is not something they need to know at age 5. I disagree with these Social Studies standards. Please don't make this the standard. Thank you
796	John R Salladay	Retired --- Taught College for almost 40 years	Taught each year by those fully qualified
797	Karen Tillma	Pre-K educator	Ridiculous!!! For lower elementary...you are way off!! Talk to parents and teachers! Who are writing these standards??
798	Kayla Anderson	K-12 Educator	Why are you changing it after you had a great group of teachers that worked so hard on making it appropriate for our kids and graded level! Now you just put random people there that probably have never taught a day in their life! As a teacher and a parent you cannot let this pass! This will be a huge mistake for our children! Please think about our children and their future!
799	Marnie	K-12 Educator	
800	Brittni Cordingley	K-12 Educator	I am an elementary educator and a mother of 4. The proposed elementary standards are so age inappropriate it makes my chest tight. Someone clearly has forgotten that a first grader is 6 years old and needs to know nothing about the Punic Wars?! I am really excited if my students leave second grade understanding that we live in a town, which is part of a state, which is part of a country, which is on a continent of planet Earth. Even these details are too abstract for many second graders. Why in the world would elementary educators need to teach these (often disturbing) standards to a young child? We talk so much about the mental health of our children and then we are going to start teaching them about war and arrest at age 6?? My mind is blown that this was even published, and it absolutely breaks my heart that people are making decisions for our students that clearly have no idea what actually happens in a classroom.

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
787	Shannon Steckelberg		
788	Koleene Newbold		These standards are not age or developmentally appropriate for 1st grade.
789	Jill Jung		
790	Casey Materese	I read these standards and, as an educator for over 13 years, know are very unrealistic and inappropriate for their age development.	
791	Rachel	The cognitive level needed for this type of education is not there at this grade.	The cognitive level needed for this type of education is not there at this grade.
792	Amanda	There should be no biography lessons/memorizing of historians lives at 5 years old. This is too much to expect from students who are actively learning to just read and write. For many students this is their first year ever in school.	First grade, 6 years old, there is far too much emphasis put on memorization and far too wide of a scope of lessons for this age group. First grade should have a larger focus on geography and a much smaller focus of historians and civilizations at this grade level. This list is far too long and intense for a year of learning added to all other learning a 6 year old must do and learn in first grade. I believe this intense of a lesson list will lead to frustration now, and in the future of these subjects, lack of learning these subjects properly and even missing other, highly important topic lessons to fit this load in.
793	Greta Garcia		
794	Joan M Wilson		
795	Teresa		
796	John R Salladay	Vital	Vital
797	Karen Tillma	This is great if it is in a broad sense. At this age the children are very concrete learners and are working on learning their address.	No, no and no! They should be working on current and local not world and definitely not 14-92-1787!!
798	Kayla Anderson		You are expecting a 6 year old to memorize the Preamble? Please think about our kids and would that be appropriate??
799	Marnie		As a teacher beginning her 24th year of teaching elementary school I have to say when I read these standards I had to keep checking to see if I truly was on DOE'S website. I have never seen anything so outlandish. I don't know where to begin. I will focus on 1st grade as that is what I have taught foe 19 of my years. These standards are completely inappropriate for the age level. I also believe in quality not quantity. This is an overwhelming amount for student to learn in 9 months. Social Studies should be meaningful and at the first grade level there are many options to create interest and knowledge about their world around them. There are hardly any of these things listed in this insanely idiotic proposal. I will stop with just those few points as I could go on and on for days but thankfully anyone who has ever spent 10 minutes with a child would see how insane these are. Please do not use children to promote your personal agenda.
800	Brittni Cordingley		

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
787	Shannon Steckelberg		
788	Koleene Newbold	These standards are not age or developmentally appropriate for 2nd grade.	
789	Jill Jung		
790	Casey Materese		
791	Rachel	The cognitive level needed for this type of education is not there at this grade.	The cognitive level needed for this type of education is not there at this grade.
792	Amanda		
793	Greta Garcia		
794	Joan M Wilson		
795	Teresa		
796	John R Salladay	Vital	Vital
797	Karen Tillma	Again No! Are there parents and Educators on the board that decides this?? Let's put together a group of 2nd grade teachers and ask them what this age is capable of learning. Please!	Again, see above answers! This is Middle to high school level.
798	Kayla Anderson		
799	Marnie		
800	Brittni Cordingley		

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
787	Shannon Steckelberg		
788	Koleene Newbold		
789	Jill Jung	These standards that have been proposed do not promote authentic learning amongst students. Many of the standards are asking students to memorize information rather than understand and comprehend it. As a teacher, my other concern is the absence of curriculum that matches these standards. There is no curriculum designed with these standards so my concern is where teachers are going to be getting their information from. These standards simply are not realistic.	
790	Casey Materese	As a fourth grade teacher who has been in the district in the current grade level for 9 years, I see the proposed standards as very discouraging and unrealistic. Nevertheless the lack of the depth of knowledge for learning, the learning is nothing we are prepared for. These new standards would require completely new curriculum which we are unsure is available for the reading level of a fourth grader.	
791	Rachel	Inappropriate as we should be focusing on the requirements the federal government asks us to.	
792	Amanda		
793	Greta Garcia		
794	Joan M Wilson		
795	Teresa		
796	John R Salladay	Vital	At least this
797	Karen Tillma	Now kids are becoming more abstract learners. Maybe.... Again, let's talk to a panel of 4th grade teachers who are experts in what kids are capable at this age!	Ok
798	Kayla Anderson	We live in South Dakota! Why are we not teaching our kids South Dakota history any more in 4th grade? I am thankful my kids learned all of this in 4th grade! They loved learning about the place they are growing up!	
799	Marnie		
800	Brittni Cordingley		

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
787	Shannon Steckelberg		
788	Koleene Newbold		
789	Jill Jung		
790	Casey Materese		
791	Rachel	Same as above	
792	Amanda		
793	Greta Garcia		
794	Joan M Wilson		
795	Teresa		
796	John R Salladay	definitely & emphasis on Civics	Yes by fully qualified teachers not just wanna-be coaches
797	Karen Tillma	Ok, kids are more equipped to learn these concepts. However my expertise is early childhood and elementary.	Ok
798	Kayla Anderson		
799	Marnie		
800	Brittni Cordingley		

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
787	Shannon Steckelberg		
788	Koleene Newbold		
789	Jill Jung		
790	Casey Materese		
791	Rachel		
792	Amanda		
793	Greta Garcia		
794	Joan M Wilson		
795	Teresa		
796	John R Salladay	Yes by fully qualified teachers--- not just wanna-be coaches	Yes -- by fully qualified teachers
797	Karen Tillma	Ok	Now this is more appropriate at this age than 1st through 5th grade!
798	Kayla Anderson		
799	Marnie		
800	Brittni Cordingley		

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
787	Shannon Steckelberg		
788	Koleene Newbold		
789	Jill Jung		
790	Casey Materese		
791	Rachel		
792	Amanda		
793	Greta Garcia		
794	Joan M Wilson		
795	Teresa		
796	John R Salladay	Yes by fully qualified teachers ---- not just 'other dutiers'	Yes each year by those fully qualified to do so.
797	Karen Tillma	Ok, at their level (for 9th and 10th). Again talk to teachers of this level!!	Yes
798	Kayla Anderson		
799	Marnie		
800	Brittni Cordingley		

	A	P
2	Name	9-12 - United States Government
787	Shannon Steckelberg	
788	Koleene Newbold	
789	Jill Jung	
790	Casey Materese	
791	Rachel	
792	Amanda	
793	Greta Garcia	
794	Joan M Wilson	
795	Teresa	
796	John R Salladay	Yes each year by those fully qualified to do so.
797	Karen Tillma	Yes
798	Kayla Anderson	
799	Marnie	
800	Brittni Cordingley	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
801	Helen Baron-Wishard	Grandmother	Not useful for teachers, totally age inappropriate. I did not even pursue rest of pages for content and substance as so unrealistic.
802	Jennifer Nedrebo	K-12 Educator	I am highly disappointed that our department of education and secretary of education would even think about adopting these standards. The whole process was done incorrectly and they should go back to the standards that educators in the state spent so much time and energy to revise. If you have a child or have ever raised a child it should be obvious how inappropriate these standards are for kids.
803	Valerie Neuharth	K-12 Educator	As an educator, I am upset that once again, our governor has IGNORED teachers In the process of writing the standards. The initials standards written 2 years ago by a committee of teaching professionals was fine. The depth and complexity of the standards for certain grade levels in absurd. Not to mention, the standards are Christian based, and we are a public school system. Shameful.
804	Kathy Seymour	retired elementary educator	The elementary standards are unrealistic and many are developmentally inappropriate.
805	Sidney Toennies	Parent/Guardian	
806	Sean Hollearn	Parent/Guardian	Too much too soon. Children need to learn how to critically think and how they personally learn best along with what their personal value system is before being thrown into an uncompromising and biased roadmap of our painful and often inaccurate history.
807	Christina Hollearn	Parent/Guardian	The spiraled sequence while good in theory doesn't create or foster a true understanding of the history and the events that actually happened. The advancements in the Roman Empire may mean nothing to children who have never learned what being a good citizen in your community actually means. We need to start at the basics and work our way into history as their minds grow and mature.
808	Julia	K-12 Educator	TERRIBLE
809	Emma Huntimer	K-12 Educator	Not only are many standards inappropriate for the age group of the set grade level; the language used within the standards do not foster a deep understanding of the topic. Instead, the language used is of the lowest level of Webb's Depth of Knowledge. The first level of Webb's Depth of Knowledge is made up of memorization and retelling skills. These skills do nothing to build the critical thinking skills that students will need and use as citizens. Standards should reflect all levels of knowledge and allow students to build their analytical and critical thinking skills. The layout of the standards does not follow the layout of other content standards. In most layouts, there is a main standard listed with an objective and DOK level listed underneath. The objectives that can be used by teachers as they plan lessons. As a teacher, I find it helpful to have the objective of the standard listed along with it's standing of "Depth of Knowledge" (DOK). Overall, these standards are laughable and should not be adopted. I highly suggest that the standards written by the original committee from 2021 be revisited. Those standards were created by local professionals in the education field. Having, once served on a standard revision committee, I know firsthand how much work, thought, and discussion goes into each revision. The newly proposed standards do not showcase that same level of thought and expertise.
810	LADONNA MIELKE	More than one of the above	The amount of standards to cover in each grade level seems exorbitant, especially when looking at needing to teach other subjects throughout the day. Additionally, these seem not to be at the developmental level of learners - for at least the grades through 8th! I cannot find anywhere these standards reference / originate from - that would be nice to know, because I would like to see how these are utilized and tested for data purposes. I am concerned with the depth of knowledge - many of these are VERY low level standards, and even the "research" is just from class notes - how do we develop a citizenry that can evaluate and think if only looking at what they are given. Also, where is the money coming from for the implementation of these standards - it will require new curriculum and materials. I assume this is the "extra" money the governor mentioned at one time.
811	Derek Johnson	Parent/Guardian	Way too difficult and nonsensical in the early years. Gets better in 9-12 but a lot of repeating stuff. Would prefer less mentions of "God" and Jesus. Any talk of "redeeming a person's sins" seems way out of line for public education. Keep that in church. Overall, I don't think we as citizens received a product that was worth the price tag.
812	Brenda Van Beek	Parent/Guardian	The introduction has some run-on sentences. I'm a little embarrassed that my state education department put this together. Put more teachers on the panel and try again, please.
813	Jenna	K-12 Educator	
814	Janel Wright	Parent/Guardian	Has the committee ever interacted with children 5-18? Every year of these standards seem widely age inappropriate. There is also so much content expected to be covered in each year. These standards seem very unrealistic and like your are setting educators up to fail. I am also disappointed the State spent \$800k to an outside Religious College for this mess

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
801	Helen Baron-Wishard		I must be misunderstanding your standards. For example 1.SS.4 C "The student explains the major historical events and stories of the ancient Hebrews. H" Do you truly and sincerely believe this is an appropriate standard for a first grader?
802	Jennifer Nedrebo	Not developmentally appropriate	Not developmentally appropriate
803	Valerie Neuharth		
804	Kathy Seymour	It is one thing to identify land, water areas on a map but to expect this age to locate specific states and know the difference between individual states, the United States, and North America is unrealistic as well as knowing specific oceans. It seems if you want kids to understand equal human dignity you wouldn't put expectations on them that are developmentally inappropriate.	It is one thing to identify a building in DC but to also identify its architectural style is unrealistic. The idea that these students will distinguish between a primary or secondary source is not age appropriate. As I continued reading the standards it was like I was reading something that middle school students would learn. Much/most of what I read was developmentally inappropriate. (-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) When I read this I felt like I was reading a high school standard.
805	Sidney Toennies		This is not age appropriate! How can we have children memorizing something that can't even explain and understand what the words mean.
806	Sean Hollearn	Does this curriculum speak to the genocide inflicted on Native American cultures? Is it the truth or passive generalities that contribute to cultural segregation?	Why is this important for children just learning to read? I'd rather my first graders learn to think creatively for themselves than memorize a generationally derelict indoctrination of beliefs geared toward the creation of slaves rather than free thinkers.
807	Christina Hollearn	I think it's important for kindergartners to learn about local community and civics.	Having to memorize the preamble is not age appropriate when the majority of 1st graders are just learning to read.
808	Julia	Stupid	Way above their heads and stupid
809	Emma Huntimer		As an educator and citizen of our state, I am appalled by these newly purposed standards for Social Studies. Many of these purposed standards are not age or academically appropriate for the grade level it is listed under. Many students in 1st grade are 6 or 7 years old and are still learning the foundational skills of writing and reading. However, they are expected to recite from memory the Preamble to the Constitution! The vocabulary of the document is above the understanding and vocabulary of 1st and 2nd graders. Also, being able to recite a body of writing at that age does not show a depth of knowledge. Instead, students at this age level should be learning the basic foundational skills of government, geography, and citizenship. A more appropriate standard for 1st grade students could be "identifying what a community is" or "describe the importance of laws within a community. "
810	LADONNA MIELKE	These are excessive - all of them. However, the K.SS.3 and ss.4 is huge - how does one have a kid learn this, when in the introduction you state that students are not to be researchers? These seem massive - especially with the thought that they can explain all the different symbols.	Again, students are not to be historical researchers, but 1.ss.1 e has primary and secondary sources. Furthermore, having students needing to memorize - while this is low level (no other option) what happens for differentiation for learners. 1.SS.4. 5 = these are standards that current middle school students do, now you expect a first grader to? Then you are also going to have them have to do American History --- when? The World History standards will take a long time to get through to understand - even through you have just been low level "telling" / "identify". Again, if you say no "research historian" 1.SS.7 - Explain why slavery is morally evil -- wouldn't that require research? 1.ss.8 - in what world is a first grader able to explain rule of law. Ok, have to stop there - but really, I know older students struggle with these - so how is a first grader doing it?
811	Derek Johnson	Way too difficult and unnecessary stuff included.	"recite the Preamble to the United States Constitution from memory" Why?? Waste of time to memorize this.
812	Brenda Van Beek	Looks fine	I don't think 6-year-olds are developmentally ready for ancient world history. Why not basic geography or map reading instruction, sociology or world cultures?
813	Jenna		After reviewing the proposed changes I cannot help but feel uneasy about this possibly happening. As a first grade teacher, I cannot imagine teaching my little people ALL of this. It makes me feel like we are making them grow up way to fast and pushing their brains beyond their limits. Students struggle to comprehend the current standards at times so I cannot imagine trying to teach these. I do not support or agree with these changes. I believe we need to focus on building a solid foundation for students this age instead of forcing them to learning things I learned as an adult or never at all. I respect the hard work and research that went into this proposal but I think it would be wildly unsuccessful and definitely not supported but elementary teachers.
814	Janel Wright		

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
801	Helen Baron-Wishard		
802	Jennifer Nedrebo		
803	Valerie Neuharth		
804	Kathy Seymour	By the time I got to SS 3 most of what I read after that was definitely not developmentally appropriate. Again I kept having to look again to see for what age level these standards were intended.	How is polytheism seen as a civil contribution? Where is the document mentioned in the following? (including select standards from Oceti Sakowin Essential Understandings 1-5 and 7) Again much of what I read is not developmentally appropriate. For a teacher to find age appropriate materials on many of these topics would prove to be very difficult if not impossible. (Such as Greece, Asia, the Middle East, the Roman republic, etc.)
805	Sidney Toennies		
806	Sean Hollearn	Is it possible we are passing our insecurities and failures to learn from our past onto our children through a gaggle of facts and values that do not in fact make the world a better place?	I'd prefer my third grader understand and appreciate a basic understanding of our local history and knowing how to safely navigate themselves in the world we now live.
807	Christina Hollearn	Not age appropriate content	Not age appropriate
808	Julia	Again-way above their level and stupid	Stupid
809	Emma Huntimer	Teachers and school districts will also have a hard time finding curriculum and resources to teach certain topics at different grade levels. I don't know of many curriculums on world history or ancient history available for 2nd grade. Typically, world history is introduced in 5th or 6th grade and is expanded on further in higher level courses. For example, standard 2. SS.3.I has students "tell the stories of the Norman Conquest, the rule of King John of England, and the signing of the Magna Carta." I personally love learning about history in general, and first learned about the Magna Carta and its importance when I was in 9th grade. At age, I could understand the significance of the Magna Carta. A 2nd grader does not have the capability to understand many of the concepts listed above.	
810	LADONNA MIELKE	Ok, I'm going generic here - how on earth are second graders comprehending all of this --- 2.ss.3e, h -- again, requires explaining, which means they would need to learn how to build full thoughts and ideas for a paragraph / essay / even if verbal - this requires more depth and time. Again, many of these are just identify - so are they just suppose to read and quickly recite the information? What is the logical span of these - I get they "Spiral" but with that, how do you cover all? Also, why is TRoosevelt included.	Again, asking to evaluate - but being told not to make research historians. If needing to spell cities - why are they not learning the reservations? Again, these seem way above most third grade levels - especially when looking again at the amount needed to be done. I do like that 3.SS.5 at least includes the nations within South Dakota. For G -- does that include first contact with Columbus? 3.ss.6g - how are they learning about the founding of these colonies? 3.ss.7 - why is Rogers Rangers not included? They are key to the French and Indian War.
811	Derek Johnson	"early Christians." Nope. Leave religious, possibly fictitious, figures out of public education. Child labor laws in second grade? What the...	
812	Brenda Van Beek		Again, is it developmentally helpful to instruct young kids on ancient history?
813	Jenna		
814	Janel Wright		

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
801	Helen Baron-Wishard		
802	Jennifer Nedrebo		
803	Valerie Neuharth		
804	Kathy Seymour	Again so much of these are developmentally inappropriate. SS.1.C. Wow, to recite this from memory would be challenging for many high school students. As I stated earlier, trying to find age appropriate materials to share with students would be difficult or impossible. Especially topics mentioned dealing with the early, high, and late middle ages.	SS.6.D (including select standards from Oceti Sakowin Essential Understandings 2 and 6) Again, where is this document found?
805	Sidney Toennies		
806	Sean Hollearn	Memorizing and reciting facts does not equal knowing how the individual learns themself. Let's give them tools in their toolbox and allow them to construct the world around them.	Geography is great. It's important to know how small we really are.
807	Christina Hollearn	Not age appropriate	Not age appropriate
808	Julia	Stupid	More stupid
809	Emma Huntimer		
810	LADONNA MIELKE	These do not seem appropriate for fourth grade - yet again, not developmentally appropriate for most learners. I love the Declaration of Independence - but the list of grievances is something that even upper learners struggle with. I do appreciate that slave ownership is brought up. 4.ss.10 - a, b, c - these are challenging for adults to understand, now you want fourth grade? I know middle school students who also struggle with this.	5.ss.6 - h - How do you cover this, primary source or an annotated / condensed, who picks the selections? 5.ss.7 - the Civil Was is a big event, and asking students to explain major and minor causes, and then all the other standards seems that this would take a large chunk of teaching time. 5.ss.9 - j - at least this includes the Native Americans within South Dakota and some of the westward movement.
811	Derek Johnson	"The student can recite from memory the following lines from the Declaration of Independence" Waste of time and effort.	"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." This is good. "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" This is good.
812	Brenda Van Beek		
813	Jenna		
814	Janel Wright		

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
801	Helen Baron-Wishard		
802	Jennifer Nedrebo		
803	Valerie Neuharth		
804	Kathy Seymour	Much of SS.6 would require a degree in theology.	This document continues to be named but not proviced. (including select standards from Oceti Sakowin Essential Understandings 1-5 and 7) These should be listed rather than just referenced.
805	Sidney Toennies		
806	Sean Hollearn	Getting a world view that are from other cultures and viewpoints is important.	Memorization is not a proper demonstration of intelligence. How do these events effect you emotionally? What happened that offends your personal value system?
807	Christina Hollearn		
808	Julia	FALSE	Redundant
809	Emma Huntimer		
810	LADONNA MIELKE	This is a large range, like the other grade level standards - how is all this to be done? While most are "tell" -- the start also states an informative essay - on a historical figure - based on notes, are they just rewriting notes into a paragraph? Again - the range -- this is a lot for a year.	This is again a huge scope, but overall low level thinking. Why are there not more mentions of other founders / important people that are not just the main - for instance, Native American leaders, like John Ross and the Ridges for the Trail of Tears?
811	Derek Johnson	" Christian and Muslim art and architecture in the Middle Ages" Don't like it. " how they contrasted with Catholic ideas and practices" No thanks, leave all that out.	"explains how the “American” colonist was generally defined by certain traits, including being:" Ehh seems unnecessary.
812	Brenda Van Beek		
813	Jenna		
814	Janel Wright		

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
801	Helen Baron-Wishard		
802	Jennifer Nedrebo		
803	Valerie Neuharth		
804	Kathy Seymour	Same as above	
805	Sidney Toennies		
806	Sean Hollearn	What is success?	This is an age and maturity that most of this curriculum belongs. Earlier than 14 and it seems more like indoctrination than intelligent studies.
807	Christina Hollearn		
808	Julia	Way, way too many years to cover in one grade	If it's real history, not this fascist versionsjey stop
809	Emma Huntimer		
810	LADONNA MIELKE	I do like that American History has two years - but are some of these topics just to be glanced over (tell of) and (identifies) - for instance, M,N,O, on 8.ss.2. This is a massive range, many of these are semester long classes in high school currently. If doing 8.ss.5 - Rape of Nanjing and Holodomor, why are others not included - like Japanese Internment Camps, ect. War is not limited to one side doing evil.	
811	Derek Johnson	"the biography of Booker T. Washington" I like this. " explains the various progressive policies that were implemented in law" Sounds divisive :D	Way too many places/locations to memorize.
812	Brenda Van Beek		
813	Jenna		
814	Janel Wright		

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
801	Helen Baron-Wishard		
802	Jennifer Nedrebo		
803	Valerie Neuharth		
804	Kathy Seymour		5C is about settlement and yet I see racism is thrown in here. ???
805	Sidney Toennies		
806	Sean Hollearn	How does the student contribute? How will they decide to contribute? Preparing them for life's reality is more important than a glossing over terms and events.	
807	Christina Hollearn		
808	Julia	Boring	Way, way, way too much for 4 years to cover
809	Emma Huntimer		
810	LADONNA MIELKE		
811	Derek Johnson	Seems pretty good.	Looks like quite a bit of repeat material here.
812	Brenda Van Beek		
813	Jenna		
814	Janel Wright		

	A	P
2	Name	9-12 - United States Government
801	Helen Baron-Wishard	
802	Jennifer Nedrebo	
803	Valerie Neuharth	
804	Kathy Seymour	
805	Sidney Toennies	
806	Sean Hollearn	We're all political in one fashion or another. What's more important is what are our personal values and what makes a morally just leader?
807	Christina Hollearn	
808	Julia	Your version is not complete, inclusive, or even close to realistic
809	Emma Huntimer	
810	LADONNA MIELKE	
811	Derek Johnson	"explains Presidential succession" Very important.
812	Brenda Van Beek	
813	Jenna	
814	Janel Wright	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
815	Kevin Teigen	Parent/Guardian	My oldest just completed 2nd grade, so I didn't review the other sections because I don't have a comparison other than myself from long ago. Ultimately, I think breaking things down in distinct periods like this is the biggest problem. It seems to me that we want a certain level of understanding of all those time periods by the end of 6th grade. But if we only talk about a certain time period in Kindergarten, we will either have a) a kindergarten level of understanding of that period, or b) Kindergarteners trying to grasp 6th grade concepts. I think we are falling into B with this plan, and I think we will find that children in the lower grade levels (at least the ones I reviewed) will certainly fail to achieve these ambitious and, in my opinion, flat-out unrealistic goals.
816	Jesse M Sporrer	K-12 Educator	They suck! Clearly not much classroom experience with the people who wrote these. There is no way teachers especially at the elementary levels can do all of what you ask. Stop playing politics and allow the teachers (experts In their field) to do there job!
817	chris thelen	K-12 Educator	I cannot believe, having grown up my entire life in South Dakota, that you are going to ruin the one thing South Dakotan's have always boasted about. Our education system has always been outstanding, since the time I was in kindergarten. I remember every single one of my teachers, because of the support, because they cared, because they wanted you to succeed, because they were part of the community. And, now, our illustrious governor, has proposed the single biggest embarrassment of her time in office. I couldn't believe this horseshit until I read it. one thing is for sure; in one year, you'll be 1500 teachers short because of her shortfall. I have nothing but respect for the teachers in my lifetime, though middle-school, high-school, undergrad and grad courses in college. Obviously, the governor is more concerned with the kickback from the community college in Hillsdale, than the betterment of South Dakota youth. Whoever put this survey together should apologize to everyone they know in South Dakota. Because their children will suffer. Unbelievable. Embarrassing. Beyond embarrassing.
818	Abby Martinez	K-12 Educator	While trying to teach American and World history in chronological order may seem logical it is actually quite the opposite. Children at the K-3rd level do not have the capacity/world view to understand concepts that are so foreign and abstract to them. After reading this through it seems quite obvious that you most likely did not have enough educators helping with the creation of these standards. State history needs to be taught at the elementary level while it is tangible and relevant for them. World history should be taught when they are old enough and mature enough to grasp foreign concepts and apply them. These proposed standards are not practical.
819	Ashley Larson	K-12 Educator	I, Ashley Larson, as an educator, parent, and voter, oppose the proposed Social Studies standards. The State of South Dakota and Governor Kristi Noem have a responsibility to be transparent about the creation of these standards. As an educator, as well as a parent of young children, it is obvious to me that the writer(s) of these standards are woefully uneducated regarding the developmental abilities of young children. This is demonstrated repeatedly in the standards written for Kindergarten through fifth grade. As a second grade teacher, I can assure you that my students are in no way ready to learn, much less comprehend the fall of the Roman Empire and its affects on society. The entirety of standards 2.SS.3 and 4 read as if they were plagiarized from the objectives of a high school course. These standards ignore an already established scope and sequence that is followed throughout the country. I would challenge the writers of these standards to find a textbook written for second graders that covers the major events during the rule of Constantine. Honestly, should these standards be approved and put into place in our state, we will be the laughingstock of the nation. I don't think it takes a specialist in early childhood development to understand that the average first grader will be unlikely to be able to memorize the preamble, let alone understand it. These standards read like a bad April Fools Day joke, and our students deserve so much more.
820	Tamara Voight	K-12 Educator	

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
815	Kevin Teigen	This seems wildly ambitious. K.SS.1.E, for example- 1st graders (and much older) wrongly believe pilgrims had buckles on their hats. Buckles hadn't been invented yet. The lists in K.SS.3 and K.SS.3 are far too extensive.	1.SS.1.E will work for advanced students, but not all. 1.SS.1.K will not grasp architectural styles. M is probably ambitious and fairly irrelevant. Knowing that the governor leads the state is more important than her name. N is rote memorization of a sort that is difficult and irrelevant at the 1st grade level. O is wildly over their heads--more like junior high for that one. 1.ss.2 is overly ambitious. 1.ss.4&d will be a hard fail for most 1st graders. This content over their heads. 1.ss.6 I think identifying the regions of major tribes come from is more realistic. (Iroquois were in the northeast, Hopi were in the southwest, etc.) 1.ss.7 C need not cover Columbian Exchange. E is overly ambitious and too nuanced. It could easily lead to statements of "good" slavery, despite what will be covered in 1.ss.F. The first bullet of G is good enough for 1st grade. I'd say the first, third, and final bullets of H should be reserved for a higher grade. 1.ss.8 A is somewhat nebulous for a fifth grader, and are elementary teachers ready to explain the comparative values of molasses, rum, slaves, and how an economy was built on vice goods? C will probably be similarly difficult for that age to grasp. F is an essay question for a high schooler, not a first grader. G can probably be skipped at this level because that war was far less seminal to American identity than pretty much anything from the Revolution later. 1.ss.9 B,C, and D aren't 1st grade level concepts. 1.ss.10 B-F are too advanced for 1st graders and are fraught with opinion-based determinations that would put teachers under fire for "spreading their agenda" if they try to teach them. Someone will get mad with a complaint of "indoctrination". 1.ss.11 Again, far greater depth than a 1st grader will master. First graders are still learning to read. How on earth do we expect them to learn all of this when they are struggling to add single digit numbers and write legibly??
816	Jesse M Sporrer		Too many standards,
817	chris thelen	absurd. Do you people have any idea what the introduction to kindergarten should be? obviously, not, if you're putting this out to the public. Embarrassed, you should be, however, I doubt it.	absurd. In first grade, you should be learning letters, how to read, how to add, how to get to the bathroom, how to get to lunch, how to get home and how to be disciplined. Embarrassed, you should be, however I doubt it.
818	Abby Martinez		
819	Ashley Larson	The following standards are developmentally inappropriate for Kindergarten: K.SS.3, and	The following standards are developmentally inappropriate for 1st grade: 1.SS.1 K (specifically the architectural styles), 1.SS.1 O, 1.SS.2A, 1.SS.4 (all sections), 1.SS.5 (in its entirety),
820	Tamara Voight		

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
815	Kevin Teigen	<p>2.ss.1.D and E are far too advanced. G is too extensive.</p> <p>2.ss.2 is ambitious but possible, at least for the top half of students.</p> <p>2.ss.3 and 4 are incredibly ambitious. These are second graders; perhaps in the most basic interpretations of achievement of these standards they are possible. But this reads like the expectation is more like what I would expect from junior high or early high school.</p> <p>Honestly, this is where I stopped. All of these comments are getting repetitive because the standards all seem to be off base in similar ways. Go to a library and find a book written at a second grade level and see if any of these standards correlate with the abilities of a student who would read that book. I see no way that any more than the most exceptional 2nd graders will accomplish many of these at the high level implied in the standards document.</p>	
816	Jesse M Sporrer	Too many standards	Too many standards
817	chris thelen	beyond absurd. Who in God's green earth thinks 2nd graders should be learning this. Did Kirstie get a big payout from hillsdale community college for this bullshit?	Come, on. Beyond embarrassing. Can your 3rd grader, read, write and do arithmetic? If not, let's certainly not try and teach them Greek and Roman history. Oh, my bad, you were going to do that in first grade. But it sure is confusing why we are teaching the humanities to kids in South Dakota.
818	Abby Martinez		
819	Ashley Larson		
820	Tamara Voight		I like the focused attention on specific events and connections. The amount of memorization does seem like a lot for third grade. Memorizing all of the geography might take up so much time that other standards get under covered. Perhaps spread the geography out more? Or have students be able to match states to regions and place at least a few key states accurately in each region.

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
815	Kevin Teigen		
816	Jesse M Sporrer	Too many standards	Too many standards
817	chris thelen	who came up with this curriculum? this has to be a joke, correct?	ditto
818	Abby Martinez		
819	Ashley Larson		
820	Tamara Voight		

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
815	Kevin Teigen		
816	Jesse M Sporrer	Too many standards	Too many standards
817	chris thelen	Civics? did you steal Hillsdale community college curriculum?	God Bless America if this what is going to happen in South Dakota
818	Abby Martinez		
819	Ashley Larson		
820	Tamara Voight		

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
815	Kevin Teigen		
816	Jesse M Sporrer	Too many standards	Many schools only teach only a semester of World History, so there is no way one could teach what you have here
817	chris thelen	ditto	zero
818	Abby Martinez		
819	Ashley Larson		
820	Tamara Voight	This is a big adjustment for 8th grade. I do like that WW2 and Vietnam get some more attention in history class. These are important world events, and Vietnam, in particular, is not touched on enough. I appreciate the honesty about positive and negative items in our history and applaud the inclusion of more focused Native American and South Dakotan history.	

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
815	Kevin Teigen		
816	Jesse M Sporrer		All you want teachers to do is present facts and not have debate because there are so many things we need to cover there is ZERO room for critical thinking skills you claim you want students to have. Plus there is. O way to teach inquiry with so much to teach. Do any of you actually teach in a classroom setting? Seriously, need to be paired down and made less specific to allow teachers to have some flexibility in adapting to their classroom needs.
817	chris thelen	out of breath	this has to be a practical joke
818	Abby Martinez		
819	Ashley Larson		
820	Tamara Voight		

	A	P
2	Name	9-12 - United States Government
815	Kevin Teigen	
	Jesse M 816 Sporrer	
817	chris thelen	done. you should all resign
818	Abby Martinez	
819	Ashley Larson	
820	Tamara Voight	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
821	Carol Waider	K-12 Educator	This document is beyond frustrating. The standards lack cohesiveness. At this rate two social studies standards will have to be addressed each week for the year. We will not have time to develop understanding. Teachers will be continually slinging information at students and it will be difficult to determine if learning has occurred.
822	Danielle Hunt	K-12 Educator	I am only directing my comments to the standards I teach (except for the 4th grade comment). I oppose the entire revamping of all standards. . When a country only concentrate on their own country and the past, they will live in the past. Our children will be naive, not encouraged to improve the world, not have empathy to the world's issues and not be prepared to help be the solution. Again, this is embarrassing as an educator and our children will not be ready for the real world when they graduate.
823	Tarra Mathews	Parent/Guardian	I am concerned that the original standards, written by a panel of highly qualified educators, were revised by unknown and undisclosed people. Why the lack of transparency? Why are teachers' names still on these standards that bear little resemblance to what they wrote? Who rewrote the standards? I am also discouraged by the lack of Native American and South Dakota history earlier in the educational process. Why erase some of the most relatable and recognizable parts of their history from these kids' education?
824	Christy Hedderman	K-12 Educator	
825	Jennifer	K-12 Educator	These proposed standards were not put together by a group of educators. Please utilize the standards that TEACHERS created last summer where they are developmentally appropriate and anchored in a way in which students would be able to attain and understanding of these standards. The standards that you proposed are not attainable by young children. You are setting them, and teachers, up for failure.
826	Tatem Effling	K-12 Educator	Trust the educators in this state that came up with the original standards. These go too far. You are pushing the elementary students to learn stuff they are not ready for or have a curriculum for. This is not okay.

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
821	Carol Waider		
822	Danielle Hunt		
823	Tarra Mathews		"America" is a broad term referring to more than just the U.S. It includes both North and South America, the history of which stretch back thousands of years before 1492. To imply that America's history is only 500ish years old erases the impact of previous civilizations on our current one.
824	Christy Hedderman		
825	Jennifer	<p>K.SS.1.G: As kindergarteners are five and six years old, this standard does not take into account that they are building core memories as we speak. The retelling of events is not something they are developmentally able to do. As for the historical aspect of retelling, again it is not developmentally appropriate as they are not able to retain that kind of information as they are building a foundation in language arts and math in which to be able to understand the social sciences. This also ties in with this standard K.SS.1.H</p> <p>K.SS.2: The recognition of land and water is more appropriate than finding specific oceans, states, and continents.</p> <p>K.SS.3: First of all, this list is beyond extensive. How were each of these people chosen? Secondly, knowing all that information about multiple historical figures is not appropriate for kindergarteners. Being introduced to historical figures is developmentally appropriate, not reciting facts about them.</p> <p>K.SS.4: The list of symbols of our nation again is extensive. Being introduced to some of these symbols is developmentally appropriate. Not knowing the entire history of them.</p> <p>This is just a small portion of the proposed standards in which I highlighted. The overall message I want to send is that they are not developmentally appropriate for five and six year olds.</p>	<p>1.SS.1.K: Recognizing some of the buildings in Washington D.C is fine on this standard, but the architectural styles is not.</p> <p>1.SS.1.L: Knowing the state flag, sure. But the motto is not developmentally appropriate for first graders to know. Why do they need to know it in first grade?!</p> <p>1.SS.1 N &O: Tell me HOW is it developmentally appropriate for a first grader to recite part of the Declaration of Independence AND the Preamble of the Constitution. Why would this be necessary for a first grader to know?!</p> <p>In looking at the remaining standards, it seems as if you have taken Ancient History and American History from the HIGH SCHOOL level and put it into first grade. These topics and discussions are not developmentally appropriate for young students.</p> <p>There are many more issues with the first grade standards, most of them being on the fact that they are not developmentally appropriate.</p>
826	Tatem Effling		

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
821	Carol Waider	<p>My immediate concern with these standards is that there are far too many to teach during one school year with fidelity. It is a laundry list of what specifically needs to be taught. Typically standards are a guide for local districts to use as they adopt the curriculum of their choosing to teach the standards. With the specificity of these topics and the lack of age appropriateness it will be difficult for districts to find materials to address these concepts.</p> <p>Many of the standards are terrific and attainable for second grade students. To name a few the American geography and map regions, knowledge of American citizenship and civic participation, knowledge of the US constitution, knowledge of westward expansion's effects on relationships with Native Americans, and describing the life of pioneers in South Dakota during the late 1800s.</p> <p>What is not appropriate are the number of wars studied, battles, the study of Rome, middle ages, renaissance, Greece, the crusades, and the intensive study of the Civil War. These concepts are too advanced for second-graders to comprehend. They do not have the mental velcro to learn, analyze and then describe many of these topics. The war of 1812, crusades, and the civil war are studied currently in grades 8-12. Many of these concepts require intense amounts of research for older students to be able to demonstrate knowledge of. It is absolutely true that America has a violent past as does our world. This is important for students to learn, but not when they are 8-9 years old. Second graders need to know about their local community, city, state, and country. They need to learn the continents, major landforms, and how to read a map. They need to know ABOUT the Constitution, Bill of Rights, and three branches of government. If we can get them to understand these general concepts they can be ready to learn about the more specific historical information later on. As previously stated I liked some of the standards that I saw. Some of them, though, I absolutely cannot imagine why anyone would want any second grader to study those topics.</p> <p>Lastly, the standards really lack a cohesiveness to teach in a way that makes sense. We want our students to have access to materials that present information to them at a grade level where they can understand and learn the information. I'm not sure where this type of curriculum exists, let alone where teachers can access information to present to their students. How will students have the opportunity to further research some of these topics?</p>	
822	Danielle Hunt		
823	Tarra Mathews		
824	Christy Hedderman		
825	Jennifer		
826	Tatem Effling		

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
821	Carol Waider		
822	Danielle Hunt	Where is South Dakota? We want to incorporate the Native History, not get rid of state history. Our rich history has so many fascinating stories and sites, this is why we have so much tourism and people flooding in. Where do we start showing our children why to be so proud of where we live if we don't introduce it young. We are going backwards if we follow these standards.	
823	Tarra Mathews	Since my kids have been in school, fourth grade has always been when South Dakota history was taught. Introducing very specific and complicated world history concepts first seems backwards.	
824	Christy Hedderman	Although this is valuable information, it sadly makes me think nobody on the committee has ever taught kids. To expect 82 social studies standards to be covered in a way that can be understood and used to create knowledgeable, civic-minded citizens is impossible. I'm seriously disappointed in what has been presented.	
825	Jennifer		
826	Tatem Effling	I currently teach fourth grade where our ENTIRE YEAR of social studies is about our state. We learn about our Native American tribes, cities & towns, geography and history of our state coming to be. Students are not ready to learn about ancient civilizations when they can't even name the capital of their own state! South Dakota history and Native Americans are completely wiped out of the standards.	5th graders cannot name all of the United States' capitals and states let alone the country of Europe.

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
821	Carol Waider		
822	Danielle Hunt		This is the grade I teach. I am embarrassed as an educator of children in 2022 that world geography is not introduced here. Yes, all grades can integrate maps but where is global awareness, learning about the culture your recent ancestors came from, learning the the world does not revolve around the little world they live in, support and inform them about the places their parents go in the military, be able to identify that different cultures have different traditions and ways of living, introducing them to the world where they can thrive working and living anywhere, and so much more.
823	Tarra Mathews		
824	Christy Hedderman		
825	Jennifer		
826	Tatem Effling		

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
821	Carol Waider		
822	Danielle Hunt		
823	Tarra Mathews		
824	Christy Hedderman		
825	Jennifer		
826	Tatem Effling		

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
821	Carol Waider		
822	Danielle Hunt		
823	Tarra Mathews		
824	Christy Hedderman		
825	Jennifer		
826	Tatem Effling		

	A	P
2	Name	9-12 - United States Government
821	Carol Waider	
822	Danielle Hunt	
823	Tarra Mathews	
824	Christy Hedderman	
825	Jennifer	
826	Tatem Effling	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
827	Monica Ellwanger	K-12 Educator	Overall, I believe that theses standards outline a specific curriculum and are not truly standards that can be built upon for understanding. As an early childhood educator for over 15 years, I can say with certainty that the K-2 standards (specifically) are not written with a child's development in mind. After reviewing the upper elementary standards with my fellow educators, I they also do not appear developmentally appropriate. Please take our students into account when voting on these standards.
828	Maranda Williamson	Parent/Guardian	
829	Caitlin Duffy	Parent/Guardian	If I wanted my children to attend a Christian school, I would send them to one.
830	Amy	K-12 Educator	Terrible. Why? This is so inappropriate and not age appropriate at all. This is absolutely ridiculous.
831	Kristin Rath	K-12 Educator	I find these proposed social studies wildly developmentally inappropriate, especially at the younger grades. These are DRASTICALLY different than the current standards. What, if anything, supports this major shift and how is it benefitting the growth of our students? I take issue with the standards workgroup being shrunk to just 15 people to create standards for grades K-12, and only 3 of those 15 are license educators!
832	JUSTIN M OHLEEN	Parent/Guardian	Go back to the drawing board. Listen to teachers, not administrators, and get student input.
833	Katie Harrington	K-12 educator and parent	I am very disappointed in the proposed standards. I would really like to keep the standards we have or revisit changing them again. The standards that are being proposed will not work for any grade level. I am very disappointed in these standards that are proposed.
834	Rachel Howard	Higher Education	There is absolutely no way this proposed curriculum would work. Instead of going in date order, children need to be exposed to an overview and key items before diving deeper into years. Just the kindergarten expectations alone would be sufficient for the entire elementary levels k-5. Thus needs a complete overhaul and input from teachers in the early grades.
835	Ashley Zenk	Parent/Guardian	I honestly don't have polite way to say this. What are the people writing these thinking about? I am a parent and educator and I am appalled at these standards and the complete lack of thought put into the expectation of each grade level. The skills students are being asked to perform are beyond their high level thinking skills. I cannot understand why we would want to purposely set our children up to fail. I hope you all take the time to actually listen to the educators in the classroom, instead of lawmakers with no background of schools and children.
836	Danielle Ann Teigen	Parent/Guardian	I think history is vital for children to learn. But what they learn and how they learn it is just as important. These standards are far too inappropriate for the ages they are directed at and would make no sense to try to teach in a real classroom setting. I appreciate the work the committee has done to propose these, but I think these are unrealistic and unattainable standards, not to meant simply ludicrous in the expectations of elementary-age children.
837	Casey Kieffer	K-12 Educator	I couldn't get past the vast amount of first grade standards without glossing over, let alone looking at all the other grade levels. From what I'm hearing from educators and community members, the elementary standards are overall overwhelming.
838	Elizabeth Renbarger	K-12 Educator	Rote memorization at all levels is not learning. The state needs to create critical thinkers, not memorizing robots. These standards are not age appropriate. They obviously were not created by educators who work with each grade level. These standards need to include more Native American standards, as that is a large population in our state. Please reconsider all these standards, and have real experts, current classroom teachers, help write them.
839	C. Richardson	All answers on previous survey should read " inappropriate "	

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
827	Monica Ellwanger	This is the grade level I teach. While some of these standards are reasonable and are in line with current expectations, some standards go above and beyond what is developmentally appropriate for 5-7 year olds.	The MAJORITY of these standards go well above and beyond what is developmentally appropriate for 6-8 year olds. Not only are they not developmentally appropriate, but the sheer volume of material would take a HUGE portion of our day to cover, let alone reach any level of understanding or mastery.
828	Maranda Williamson		
829	Caitlin Duffy		
830	Amy	These standards are ridiculous. Have you ever met a 5 year old that needs to know this content? Ridiculous.	As the grades increase the nonsense increases. First graders are 6 and 7 years old. What are we thinking? This is so out of touch of what a 6 year old child needs or wants to learn about.
831	Kristin Rath	These include standards that previously were in 1st grade, such as identifying primary symbols of the United States. Is this developmentally appropriate?	Are any of the history standards developmentally appropriate?! Knowledge of the Roman Republic and Roman Empire, ancient civilizations in Asia, the Middle East, Northern Africa, and the eastern Mediterranean, detailed European colonization of the Americas, and the leading causes of the American Revolution are not developmentally appropriate for 7 year olds. Being able to memorize the Preamble to the Constitution - what does memorization do if they are unable to conceptualize the meaning of the document, or even pronounce some of the words? 1.SS.10.B Discuss the meaning of a section of the Declaration of Independence - again, is not developmentally appropriate for a meaningful discussion from 1st graders.
832	JUSTIN M OHLEEN	K.SS.3 and K.SS.4 seem very aspirational but quite unrealistic for kindergarten	1.SS.4 and 1.SS.5 are unreasonable. Most SD college students don't know Thucydides is.
833	Katie Harrington		
834	Rachel Howard	Kindergardners are learning colors and the alphabet. There is no way they are prepared to learn to identify the Supreme Court building. This is way too advanced for a 5 year old.	Again, children are just learning how to read and write. The state standard is reading readiness by grade 3. How are they supposed to learn about the year 315 AD before they can even read?
835	Ashley Zenk	Too rigorous	Too rigorous
836	Danielle Ann Teigen	Many of these concepts are too advanced for mainly six-year-olds. You expect a Kindergartener to know who Tecumseh, Booker T. Washington and John Muir are? That's a bit much for kids who are just learning how to put letters together into simple words.	These are outrageous and inappropriate standards for this grade. First graders would have to recite the Preamble from memory? Identify architectural styles of buildings in Washington, D.C.? Are you kidding? Additionally, teaching 7-year-olds about ancient civilizations and the Roman Republic is wildly inappropriate. You want first graders to learn how Julius Caesar was murdered in broad daylight by his subjects or who Nero was? Not okay.
837	Casey Kieffer		I struggle with the what is age appropriate. I've worked with 6 - 7 year olds for the entirety of my 12 year career and I can't wrap my head around them understanding so many events from world history without making connections. I understand that we need our children to be worldly and realize there is history outside of their 7 years on earth but it feels like we are forgetting the developmental abilities of first graders.
838	Elizabeth Renbarger		
839	C. Richardson		

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
827	Monica Ellwanger	The MAJORITY of these standards go well above and beyond what is developmentally appropriate for 7-9 year olds. Not only are they not developmentally appropriate, but the sheer volume of material would take a HUGE portion of our day to cover, let alone reach any level of understanding or mastery.	
828	Maranda Williamson		
829	Caitlin Duffy		
830	Amy	Ridiculous	Even more ridiculous.
831	Kristin Rath	Again, are the history standards developmentally appropriate for 2nd graders? Learning about the fall of Rome, the Late Middle Ages around the world, and the Renaissance are not influential knowledge bases for 2nd grade. You expect teacher to teach about the Constitution, citizenship, and civic participation AFTER memorizing the Preamble? Then you cover post-American Revolution all the way through Reconstruction and the early 20th century with 8 year olds.	I understand the concept of spiral review but we are starting over with world history and now you expect students to be able to correctly use terms related to time periods? What are so special about New York City and Philadelphia that those specific two cities need to be identified and spelled correctly for a 9 year old? How developmentally appropriate are these history standards for this age group?
832	JUSTIN M OHLEEN	Unrealistic expectations for world history, closer to 5th grade level; 2.SS.5-B is completely laughable but explains this process and product perfectly	Let teachers teach. Trust them. Pay them.
833	Katie Harrington	I teach second grade. These standards are impossible for a second grader to understand and process. I want my students to enjoy social studies and that's not possible with these challenging concepts. My students will have no mental Velcro or real life connections to these concepts that will make it possible for them to learn. I also love supporting my students by reading them stories to help them understand social studies concepts. There aren't books at their levels to help with these concepts.	I have a third grader starting this school year. I am not comfortable with my child learning these concepts.
834	Rachel Howard	Again, way too advanced for this age group.	
835	Ashley Zenk	Too rigorous	Too rigorous
836	Danielle Ann Teigen	Again, these are not age-appropriate standards for second grade children. These concepts are often taught in high school and college-level classes, not elementary school.	Again, these are not age-appropriate standards for second grade children. These concepts are often taught in high school and college-level classes, not elementary school.
837	Casey Kieffer		
838	Elizabeth Renbarger		
839	C. Richardson		

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
827	Monica Ellwanger		
828	Maranda Williamson	Dont set kids up for failure. This is ridiculous	
829	Caitlin Duffy		
830	Amy	I read through every single standard as I have a 4th grader this year. These standards make me angry. First of all they are just ridiculous. 2nd of all of you are going to teach this nonsense how will you support their learning. There is no age appropriate material for these kids to read to help them research and understand. Do you people not understand age appropriate content?	Wow
831	Kristin Rath	What is the point of simply reciting from memory lines from the Declaration of Independence if students are not developmentally ready to understand and discuss the content of said section? The minimum reading level of that is grade 10, according to the Coleman-Liau Index. Most other reading level scores rate it college graduate and above or "very difficult to read". Remember, this is 4th grade.	Recite from memory the Gettysburg Address - what is the deal with reciting from memory passages from history that are not taught in context and are above the reading level of the age? Once again, what about these standards are developmentally appropriate?
832	JUSTIN M OHLEEN	Let teachers teach. Trust them. Pay them.	Let teachers teach. Trust them. Pay them.
833	Katie Harrington		
834	Rachel Howard		
835	Ashley Zenk	Too rigorous	Too rigorous
836	Danielle Ann Teigen	Too many are far too advanced. I know a great deal about history and have even written nonfiction local history books, but I have no idea what the Great Schism of 1054 and the Investiture Controversy is or why it's important. Do you really think a fourth grader needs to know that?	These standards seem to be more age-appropriate but are also far more wide-reaching and detailed than I would assume they need to be. Is it wrong to teach high-level events and people so they can be built upon later?
837	Casey Kieffer		
838	Elizabeth Renbarger		
839	C. Richardson		

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
827	Monica Ellwanger		
828	Maranda Williamson		
829	Caitlin Duffy		
830	Amy	No way	More ridiculousness.
831	Kristin Rath	How are these standards developmentally appropriate?	How are these standards developmentally appropriate?
832	JUSTIN M OHLEEN	Let teachers teach. Trust them. Pay them.	Let teachers teach. Trust them. Pay them.
833	Katie Harrington		
834	Rachel Howard		
835	Ashley Zenk	Too rigorous	Too rigorous
836	Danielle Ann Teigen	These concepts seem to finally be making sense in terms of being age-appropriate as well as providing additional information on a foundation of general knowledge.	More age appropriate but still seems excessively detailed
837	Casey Kieffer		
838	Elizabeth Renbarger		
839	C. Richardson		

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
827	Monica Ellwanger		
828	Maranda Williamson		
829	Caitlin Duffy		
830	Amy		
831	Kristin Rath	How are these standards developmentally appropriate?	
832	JUSTIN M OHLEEN	Let teachers teach. Trust them. Pay them.	Let teachers teach. Trust them. Pay them.
833	Katie Harrington		
834	Rachel Howard		
835	Ashley Zenk	Too rigorous	Too rigorous
836	Danielle Ann Teigen	More age appropriate but still seems excessively detailed	More age appropriate but still seems excessively detailed
837	Casey Kieffer		
838	Elizabeth Renbarger		
839	C. Richardson		

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
827	Monica Ellwanger		
828	Maranda Williamson		
829	Caitlin Duffy		
830	Amy		
831	Kristin Rath		
832	JUSTIN M OHLEEN	Most adults can't budget. Why do you expect children to know how?	Let teachers teach. Trust them. Pay them.
833	Katie Harrington		
834	Rachel Howard		
835	Ashley Zenk	Too rigorous	Too rigorous
836	Danielle Ann Teigen	More age appropriate but still seems excessively detailed	More age appropriate but still seems excessively detailed
837	Casey Kieffer		
838	Elizabeth Renbarger		
839	C. Richardson		

	A	P
2	Name	9-12 - United States Government
827	Monica Ellwanger	
828	Maranda Williamson	
829	Caitlin Duffy	
830	Amy	
831	Kristin Rath	
832	JUSTIN M OHLEEN	Let teachers teach. Trust them. Pay them.
833	Katie Harrington	
834	Rachel Howard	
835	Ashley Zenk	Too rigorous
836	Danielle Ann Teigen	More age appropriate but still seems excessively detailed
837	Casey Kieffer	
838	Elizabeth Renbarger	
839	C. Richardson	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
840	Kimberly Soldatke	K-12 Educator	Memorization in lower elementary grades is not appropriate and a lack of critical thinking in the upper grades is missing in the standards. The repetition of the same information each year is also concerning. I question the engagement of students. I am disappointed teachers were not involved in writing the standards. The lack of teacher involvement reinforces a feeling of disrespect and value to educators in South Dakota.
841	Erin (Moser) Clarke	K-12 Educator	First, thank you for your work and dedication to our schools and students. I know it took time to create and revise these social studies standards, however, these are not age or developmentally appropriate for our students. I am a current First Grade teacher and we work on the following social studies concepts throughout the school year: school and classroom rules and expectations, classroom community, friendships, maps and globes (differentiating between the two and being able to locate different landmasses vs. bodies of water), U.S. symbols, traditional U.S. holidays and events, being able to create a personal timeline, and economics (needs vs. wants). We are also teaching our students to build upon their reading and writing skills. I don't understand how teaching about war or being able to memorize the preamble is going to set and encourage foundational learning and growing. My goal is to create a classroom community where all students can feel safe asking questions and learning from their peers, as we all have different experiences and perspectives. In addition, we strive to teach the root to the answer, not to simply memorize facts. See: "new math"! These new standards will not be well received by six and seven year olds because they need concepts that are relatable to where they are in their young lives. Please consider revising these standards so we can provide an appropriate learning experience to our students! Thank you for your time!
842	Julie	K-12 Educator	Elementary standards are far too rigorous for the developmental abilities of children. Many are completely inappropriate as an expectation. Teachers will not be able instruct on these effectively because it is simply too much.
843	Jayme	Former teacher	These are utterly ridiculous. This is not developmentally appropriate for any age level. I highly doubt the committee members themselves know this content let alone suggest that this be a requirement for k thru 12 students. I strongly encourage this go back to the drawing board and start over. Spend time in an actual classroom before making another decision when it comes to the education of our youth. This is a slap in the face to educators and the committee should apologize for the ridiculousness set forth.
844	C. Richardson	Very concerned citizen	Developmentally inappropriate, violent tone, weak on civics.....
845	Travis Lape	Parent/Guardian	Overall, I have a lot of concerns for the K-5 standards that have been brought forward by the commission. As a Christian and someone who leads their family in learning about our faith, I am deeply concerned that this document has 5 times that Jesus of Nazareth is referenced as well as the Christians are referenced around 37 times. This puts me as a parent in a tough position because now instead of just accepting the teachers my kids get, I am now having to think about is his teacher a different religion then us? Will they talk and teach about our faith the way we practice? I have not seen a public education system yet do what South Dakota is trying to do. My wife and I believe in public education, but we practice our faith and teach our boys about our Christianity beliefs at home and at church. This has no place in our standards. When I searched keywords of Christian it came up over 37 times in the document. When I search my child's culture Native American it came up 0 and when I searched indigenous it came up 18 times. Being a family who has adopted two boys with trauma and different cultures that we as a family are learning about, teaching the boys about I take offense to some of these standards as we take into consideration none of that. We are forcing spiritual pieces on our kids at a young age. Christianity shows up in 2nd grade standards as well as Jesus of Nazareth shows up starting in 4th grade. On top of the faith items, I have a lot of concerns of the checklist structure of the standards. Thank you for your time and for taking feedback on these proposed standards that will forever change the course of SD education.
846	Ashley	K-12 Educator	K-5 overall is not developmentally appropriate and we are asking them to learn things that we learned in high school. We want them to learn but we also want them to enjoy school. This is not it.
847	Bethany Newbold	Parent/Guardian	They are all absolutely ridiculous and seem to be proposed to set our children up for failure! These standards are completely out of line unless you expect to see drop out rates increase.
848	Nikki Townsend	K-12 Educator	These standards were clearly not written by educators. I worry about the fact that students are not allowed to debate current political topics. When are our students supposed to learn how to gather information, form an opinion, and politely debate important topics. "Divisive topics" is a very broad term and open to interpretation.
849	Angie	Parent/Guardian	These standards are unrealistic and narrow minded. As a mother of 4 I'm in shock that it's even proposed. I'm disappointed in state leadership.

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
840	Kimberly Soldatke		
841	Erin (Moser) Clarke		This is not age-appropriate! Please consider revising!
842	Julie		<p>Many of these standards, particularly 1.SS.4 and 5, are far too rigorous for 6 year olds. The content is not age-appropriate. Most of those proposed standards for world history are not developmentally appropriate for young minds.</p> <p>As a whole, that is an EXCESSIVE amount of standards to expect a teacher to instruct on. It would require more time than Language Arts or math. First graders are emerging readers, so this would need to be instructed in an engaging way since students wouldn't be able to read the textbook. These standards are completely unrealistic and should not be adopted.</p>
843	Jayme	I dont know any Kindergarten students that would be able to complete these standards, such a shame. We are setting our kids up for failure with this.	This is not developmentally appropriate for 1st grade students. I don't think many adults would know this content.
844	C. Richardson	Developmentally inappropriate	Developmentally inappropriate, violent tone
845	Travis Lape		<p>As a parent of a 1st grader, I will review these standards for feedback. 1st Grade Standards: As a father of a 1st grader this year I look at these and am lost. First, we have 4 standards for KDG, and now we have 11 standards. In our school district we have 9 weeks and 4 quarters. I look at these and see that a teacher is going to have 3 weeks to teach 1 standard. When we look at the checklist of items in the standard, they are deep and need a lot more time then 3 weeks. I also find it hard for 7-year old to understand what an ERA is and how to relate the ERAs back to things they didn't even know about. Again, great knowledge to learn, but to carry this standard out I am not sure how staff will do this. Then we get to 1.SS.4 and I just about lose my mind for what we are expecting our 7-8 year old's to comprehend and understand. First these are still young learners developing their minds. Now we are throwing WARS at them to understand and comprehend. Then we get to help 7-8 old understand and be able to tell of the major events in George Washington's presidency, including his efforts to remain neutral in the conflict between revolutionary France and Great Britain. This one goes on to covering Thomas Jefferson's presidency and all that went on during his service. Then again, we talk about some battles. Overall, this grouping of standards is just not age appropriate. I hope the Board of Education will truly look at these and view this from a parent lens of having this age group of kids. I am sad to think that we could not develop more age-appropriate standards that can engage our youngest of learners in learning about our communities, state, and country.</p>
846	Ashley	I am a concerned kindergarten teacher and after reading these standards I find it extremely concerning and these things expected for 5/6 year olds to learn are completely developmentally inappropriate. At the kindergarten level we should be concerned about them being good citizens and friends and being a part of a community. We discuss special American symbols and holidays but at 5/6 years old they are not able to wrap their heads around the difference between a city and a state let alone a continent and being able to find and identify these on a map. I ask that you strongly reconsider. We wonder why people are leaving the teaching profession and when our government, who do not spend time every day working with 5-6 year olds, tell us we have to teach things we know these little people are not ready for along with all the other demands. Please listen to your teachers. We love our students and want what is best for them and this is not it.	
847	Bethany Newbold		
848	Nikki Townsend	The basic standards that were slightly expanded could be acceptable. Asking a kindergarten learner to identify various continents, oceans, bodies of water, and states is not developmentally appropriate.	World history is not appropriate for any elementary age students. South Dakota history or American history are the only things that elementary-age children should be asked to understand/explain. Standards that were previously taught in 3rd grade should not be pushed down to first grade students.
849	Angie	Unreasonable	Insane

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
840	Kimberly Soldatke		
841	Erin (Moser) Clarke		
842	Julie		
843	Jayme	Again, not developmentally appropriate. Adults don't know these things.	Again, not developmentally appropriate. Setting our kids and teachers up for failure.
844	C. Richardson	Developmentally inappropriate,violent tone, weak on civics	Developmentally inappropriate, violent tone, weak on civics
845	Travis Lape		
846	Ashley		
847	Bethany Newbold		
848	Nikki Townsend		
849	Angie	Unrealistic	Ridiculous

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
840	Kimberly Soldatke	writing "based on class notes" This is possibly appropriate in 4th grade, but I am not so sure about that in middle grades and high school. Students are more engaged when there is more choice and are allowed to be curious and find new information instead of reiterate what is already been presented in class.	
841	Erin (Moser) Clarke		
842	Julie		
843	Jayme	Not developmentally appropriate. I challenge the committee who created this proposal to understand and be competent in these standards.	Not developmentally appropriate
844	C. Richardson	Developmentally inappropriate, violent tone, weak on civics	Same as above
845	Travis Lape		
846	Ashley		
847	Bethany Newbold		
848	Nikki Townsend		
849	Angie	Should be South Dakota studies	Asinine

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
840	Kimberly Soldatke		
841	Erin (Moser) Clarke		
842	Julie		
843	Jayme	Not developmentally appropriate	Not appropriate
844	C. Richardson	Same as above	Same as above, etc
845	Travis Lape		
846	Ashley		
847	Bethany Newbold		
848	Nikki Townsend		
849	Angie	Narrow view	Narrow minded

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
840	Kimberly Soldatke		
841	Erin (Moser) Clarke		
842	Julie		
843	Jayme	Not approrpiate	Not appropriate
844	C. Richardson	Same as above, etc., etc	Same as above, etc., etc., etc
845	Travis Lape		
846	Ashley		
847	Bethany Newbold		
848	Nikki Townsend		
849	Angie	It's ridiculous to expect to cover such an enormous time in history in one year. It's insane to skip prominent moments in our history.	Ridiculous

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
840	Kimberly Soldatke		
841	Erin (Moser) Clarke		
842	Julie		
843	Jayme	Not approrpiate	Not appropriate
844	C. Richardson	Same as above, etc., etc., etc.,etc...	Same as above, etc., etc., etc., etc., etc.....
845	Travis Lape		
846	Ashley		
847	Bethany Newbold		
848	Nikki Townsend		
849	Angie	Laughable	Narrow minded!

	A	P
2	Name	9-12 - United States Government
840	Kimberly Soldatke	
841	Erin (Moser) Clarke	
842	Julie	
843	Jayme	Not appropriate
844	C. Richardson	Same as above.....
845	Travis Lape	
846	Ashley	
847	Bethany Newbold	
848	Nikki Townsend	
849	Angie	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
850	Dick Schieffer	SD business owner	Do not adopt these standards. As written, these standards are far too intense for their audience. You are pushing more students away from learning by making it too difficult to understand.
851	Lilah Gillis	Parent/Guardian	There seem to be unrealistic expectations of what children in their pre-logic ages can do. I believe educators who are recently active in classrooms are the best people to write the curriculum standards for any subject.
852	Susie Hooth	K-12 Educator	None of this is age appropriate. K-5 deep world history will be the biggest waste of time. They will not be able to understand this. Who wanted this added and why? What was wrong with what was being taught already?
853	Paige Stewart	Parent/Guardian	Dislike.
854	Joyce Schieffer	State citizen	No, these should not be adopted. The governor needs to let state educators write the curriculum not a hand picked committee.
855	Caitlin Nissen	Parent/Guardian	Clearly not created by anyone who has or ever has been a teacher or a parent. Lacks complete understanding of what is developmentally appropriate for our children and sets unrealistic and unobtainable standards that not only will the children fail to meet but the teachers as well. Blatant disregard of a whole population of those living in our community.
856	Ginger Phillips	Substitute	What was wrong with the time, energy, and discussion first set forth from the previous committee? Why are there so FEW educators on the current committee? How many of you are going to sit with your early elementary student when they ask why do we have to know this.? Make sure ALL aspects of US history are taught and not just the parts that make our nation look like the good guys 100% of the time. We pride ourselves in SD of being for education but this reeks of people who have no clue. I am a substitute and a paraprofessional in all grades. You can do better committee members.
857	Bonnie	Parent/Guardian	Your proposal is ridiculous! Start over!!!
858	Lachelle	K-12 Educator	Need to leave in the Native studies and not eliminate their existiance
859	Sara Speer	K-12 Educator	I don't work with high school students, but many of the lower elementary standards are not age appropriate.
860	Teri Kinsley	K-12 Educator	I am a concerned parent, educator, and registered voter. I do not approve of these standards. These are not age appropriate, especially for elementary. Some (of many) areas of concern include: Who were the authors? Why is SD state history only taught in high school? Apparently American history only began in 1492? There is no mention of anything related to Native American culture through 2nd grade. Do people realize teachers also need to teach reading, writing, math, and science in a school day? There are too many heavily loaded topics. This material could never be covered deeply enough for primary student comprehension.
861	Haley Gallant	K-12 Educator	These standards are absolutely outrageous in many areas. If we adopt these standards, we will be expecting elementary age children to learn, memorize, and recite pieces of information that were previously only reviewed in high school, if at all. No first grader should have to memorize any part of the constitution. Please, let's get back to learning what is important and attainable to the specific age group! C400
862	Kennedee Goodro	K-12 Educator	Overall I think these standards are not academically where students are. In kindergarten most are beyond their thinking and not developmentally appropriate. I am also concerned with the violent historical events this is exposing students to.
863	Katie Purcella	K-12 Educator	Written as a Kristi Noem supporter: these standards are too big for many of our children to comprehend. Exposure is important and we can and should introduce historical figures, geography, civics, world events....however the elementary standards are not age or developmentally appropriate. It is evident that teachers were not involved in the writing process of these standards.
864	Rachel	Parent/Guardian	

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
850	Dick Schieffer	No	No
851	Lilah Gillis	These requirements would leave little time for learning to recognize letters and numbers, count and write their names. They are beyond most kindergarteners I have known. K.SS.3 would require learning a new person every three days. Not good for lasting retention of information. K.SS.4 would require a new symbol nearly every week. Again, when will these little ones learn how to read, write and count?	I can see the desire to identify the Capitol, White House, etc., but name the style? Why? And reciting from the Declaration of Independence and Preamble to the Constitution...again, why? These standards ask students to learn so many things about ancient civilizations that they really cannot make sense of. I can understand reading stories about the cultures, ancient beliefs, etc., along the way, but let them just absorb the information at this point in their lives. They don't need the stress of being tested on all of this. There will be time later for them to learn about these things. They need to be focusing on honing their reading skills.
852	Susie Hooth		
853	Paige Stewart	This is fine.	Expectations of 1st graders in this category is ridiculous. I do NOT support these changes. If the states goal is for kids to hate school because they learn from an early age that they are incompetent based on these ridiculous standards, then congratulations, the state will find success. Teachers will quit and it'll worsen the shortage.
854	Joyce Schieffer	These concepts are extremely difficult for this age level. They should not be adopted	I have concerns over language. There are religious connotations in some of the language used in these standards. They are extremely difficult concepts. They should not be adopted.
855	Caitlin Nissen	Not developmentally appropriate	My child is entering into the first grade. I read through each and every standard on this list. I feel that the people who have developed these standards are completely out of touch with what is developmentally appropriate for the 1st grade level.
856	Ginger Phillips	The students of this age MAY be able to grasp very basic concepts but really just focusing on the town or state they are from is enough.	Absolutely too difficult of a concept
857	Bonnie		
858	Lachelle		
859	Sara Speer	What are you thinking? Think about age appropriate standards.	
860	Teri Kinsley	K.SS.2 We are lucky if 5 year olds can tell you the name of their school and city. Their world is so much smaller than finding major land/water features on a map.	What is the significance of 6 year olds reciting passages from the Declaration of Independence & U.S. Constitution? 1.SS.4 too broad of ideas for first graders 1.SS.5 Roman Empire in first grade=Not age appropriate 1.SS.8 not age appropriate 1.SS.9 not age appropriate 1.SS.10 not age appropriate
861	Haley Gallant		
862	Kennedee Goodro	Many students in kindergarten recognize parents as mom and dad, not name specific. So for them to recognize historical references is beyond their ability and their world. Exposure is good but many of these standards are beyond their ability. Many students also take the whole year to learn their teacher's name instead of just calling them "teacher." Many of these standards seem beyond where kindergarten students are and where they are ready to learn.	
863	Katie Purcella	These proposed standards would take the majority of the classroom time. Kindergarten students can and should be exposed to maps and globes. Can and should be exposed to historical figures and places of reference. However to identify specifics in civics, laws, historical time periods and figures is not developmentally appropriate. A kindergarten world is the world that directly impacts that child: city, community, state, school, and family and friends. Many of my kindergarten students come into the classroom not recognizing their own name in print. Parents are mom and dad...not name specific. Looking through these standards it is evident that teachers were not involved in the process. I am writing this review as a Kristi Noem supporter...however, we need to also consider the world many of our children are coming from...with little to no exposure outside the classroom. As an educator, I should expose them to many of these things...but mastery at all these standards and complete understanding is an unreachable goal. We are moving from 9 standards at the kindergarten level to 40! These doesn't include the reading, writing, math, and science standards...	Many of these concepts are too abstract for little brains to process.
864	Rachel		These standards do not reflect realistic expectations for 1st graders nor what is developmentally appropriate for them at this age. I am not a current teacher but have my certificate for Elementary and SPED. I will no longer be sending my children to public school based on the current standards that push children and teachers much too far.

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
850	Dick Schieffer	No	No
851	Lilah Gillis		
852	Susie Hooth		
853	Paige Stewart	I do not support.	I do not support.
854	Joyce Schieffer	No	No
855	Caitlin Nissen	Not developmentally appropriate	
856	Ginger Phillips	They won't be able to memorize much and what does Roman Empire have to do with the United States? Allowing them to grasp basic US geography msybe	Too in drpth
857	Bonnie		
858	Lachelle		
859	Sara Speer		
860	Teri Kinsley	2.SS.3 & 4; not age appropriate 2.SS.7-12 not age appropriate	
861	Haley Gallant		
862	Kennedee Goodro		
863	Katie Purcella		
864	Rachel		

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
850	Dick Schieffer	No	No
851	Lilah Gillis		
852	Susie Hooth		
853	Paige Stewart	I do not support.	I do not support.
854	Joyce Schieffer	No	No
855	Caitlin Nissen		
856	Ginger Phillips	This was the grade for SD history. Students would learn about various people from our history as a state. Some of those people were indigenous who helped to shape our state. Students also learned about different regions around the nation. Memorizing states and capitals was difficult for some but doing it earlier would be wrong.	Kids are not going to be interested in world history from this time period.
857	Bonnie		
858	Lachelle		
859	Sara Speer		
860	Teri Kinsley	Why is there no state or Native American history anywhere in the elementary standards???	
861	Haley Gallant		
862	Kennedee Goodro		
863	Katie Purcella		
864	Rachel		

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
850	Dick Schieffer	No	No
851	Lilah Gillis		
852	Susie Hooth		
853	Paige Stewart	This is fine.	This is fine.
854	Joyce Schieffer	No	Mo
855	Caitlin Nissen		As a mother of a child who is of Native American descent, I am appalled by the complete and utter disregard of our Native American community within these standards.
856	Ginger Phillips	Maybe this is appropriate but I have my foubts.	doubts. May be appropriate.
857	Bonnie		
858	Lachelle		
859	Sara Speer		
860	Teri Kinsley		
861	Haley Gallant		
862	Kennedee Goodro		
863	Katie Purcella		
864	Rachel		

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
850	Dick Schieffer	No	No
851	Lilah Gillis		
852	Susie Hooth		
853	Paige Stewart	This is fine.	This is fine.
854	Joyce Schieffer	No	No
855	Caitlin Nissen		
856	Ginger Phillips	This may be appropriate but why stop at 2008? Current year?	
857	Bonnie		
858	Lachelle		
859	Sara Speer		
860	Teri Kinsley		
861	Haley Gallant		
862	Kennedee Goodro		
863	Katie Purcella		
864	Rachel		

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
850	Dick Schieffer	No	No
851	Lilah Gillis		
852	Susie Hooth		
853	Paige Stewart	This is fine.	This is fine.
854	Joyce Schieffer	No	No
855	Caitlin Nissen		
856	Ginger Phillips		
857	Bonnie		
858	Lachelle		
859	Sara Speer		
860	Teri Kinsley		
861	Haley Gallant		
862	Kennedee Goodro		
863	Katie Purcella		
864	Rachel		

	A	P
2	Name	9-12 - United States Government
850	Dick Schieffer	No
851	Lilah Gillis	
852	Susie Hooth	
853	Paige Stewart	This is fine.
854	Joyce Schieffer	No
855	Caitlin Nissen	
856	Ginger Phillips	
857	Bonnie	
858	Lachelle	
859	Sara Speer	
860	Teri Kinsley	
861	Haley Gallant	
862	Kennedee Goodro	
863	Katie Purcella	
864	Rachel	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
865	Teresa	Paraprofessional	
866	Beth	K-12 Educator	
867	Micah Siegel	K-12 Educator	These standards are sickening. They are completely developmentally inappropriate and I'm disappointed in our educational leadership in the state of SD. As a SD elementary educator for over twenty-five years, our students, families, and teachers deserve better. Leave these decisions up to the experts. I welcome this committee to visit my classroom for a week as they need a reminder that I am teaching children.
868	Stephanie Rhodes	Parent/Guardian	They are expecting too much for the young children. Older ones will do ok but the elementary kids will not succeed in this plan
869	Haley Dressler	K-12 Educator	These should be tossed out entirely. Either go back to what was proposed last summer or do not change the standards at all.
870	Mary K Boe	K-12 Educator	I am strongly opposed.
871	Cody Sanderson	Parent/Guardian	Where does explicit geography education exist? What textbook company would support this scope and sequence? This entire document seems above and beyond what children in that age group are capable of understanding/memorizing. The standards seem more like a list of facts and mandates rather than guidelines to increase knowledge and understanding of the world around them.
872	Kelly Sanderson	Parent/Guardian	These standards are developmentally inappropriate. They are connected to a Christian college. This is a clear violation of church and state. A person connected to the college sat on the committee. This is absolutely not ok. SD citizens and educators did a better job the first time. This isn't appropriate for my child or any child in SD.
873	Brenda	K-12 Educator	Classical education should be a choice. It should not be forced on an entire state.
874	Sarah Mechtenberg	Parent/Guardian	Absolutely terrible and over complicated. This is why teachers are leaving the profession at an alarming rate.
875	Richard L Heule	Citizen	The idea that this was prepared by a little known, fanatically conservative/religious college is a slap in the face to the concept of Separation of Church and State. This program should be designed by education experts, or even better, left alone. The very idea that this had to be done at all is simply political propaganda for Noem and a gift to her campaign to appeal to the republican/trump wacko base. This should not be payed for with state monies nor should it be applied to our public schools.
876	Beryl Olson	Parent/Guardian	I want the standards to move back to the ones that were identified by the original group that was representative of the education system in South Dakota. Not these "less divisive" standards that water down history into only identifying dates and names and telling "stories". That is not what social studies should be about. Our teachers our saying that they have the ability to have conversations with students to promote critical thinking. Let's let them do that by using standards from groups of our own SD citizens who we all know and respect. Not some list that came from some private school that only educates people with enough money to attend. That doesn't make them better or smarter than the rest of us. It just makes it not relevant to SD. Our schoold districts have done an excellent job of working on a local level to identify and work through an issues that arise. Scrap these standards for local control and go back to the original set. Thank you for your time and attention from a parent of 1 graduate snd 2 remaining YSD students.

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
865	Teresa	To difficult for a 6 year old to memorize.	Children can't comprehend this kind of material atbthis age.
866	Beth	Standards are too complex and overwhelming to students.	Standards are too complex and overwhelming to students.
867	Micah Siegel		
868	Stephanie Rhodes	These are very unrealistic for a 5-6 year old to be expected to learn. They are learning to tie their shoes not about Louis Armstrong.	Again these are unrealistic! There are adults that don't know some of this content. How is first grader to do this ?
869	Haley Dressler		These standards are entirely far too advanced for first graders. Most students cannot read at this age and are expected to recite from memory the preamble? Most of them can't even pronounce those words. These standards are asking our students to do far more than what is developmentally appropriate, which in turn will fail them. Where did all of the references to our own state and Native American culture go? These standards are extremely European based and it's honestly quite disgusting. We should be encouraging studying of local history. Most adults cannot tell you half of the information you are asking a first grader to know. Our state can do better than this and we need to step it up so we stop failing our kids.
870	Mary K Boe		As a 1st grade teacher, I am strongly opposed to the Board of Education's proposed Social Studies standards. Was there a first grade or primary (K-2) teacher on the committee? If so, they would understand that many of the added standards are not developmentally appropriate for first grade students. Will all curriculum and materials be provided to school systems because of the lack of alignment to national standards meaning a lack of access to curriculum? First graders are still working to understand that there is a world out there besides their own. Therefore, standards relating to other ancient countries and their histories are way out of line. Students have no need at this age to understand Greek mythology, ancient Egypt, or architectural designs of buildings in Washington D.C. The focus in primary Social Studies classes should focus on community, citizenship, and the city and state around them. I urge you to not move forward with these proposed standards.
871	Cody Sanderson	These standards are not developmentally appropriate.	These standards are not developmentally appropriate. Memorization of the constitution before you can understand the words and meaning is basic brainwashing.
872	Kelly Sanderson	I don't feel like this is developmentally appropriate for my kindergartner.	I don't think that making first graders memorize parts of the constitution is developmentally appropriate.
873	Brenda	As a former bilingual kindergarten teacher in a high migrant community all I can saw is wow.. These students are lucky if they can write their own name. Too over the top!	Memorize the Preamble? Seriously? I did that in 8th grade! Not appropriate for this age level.5th grade..maybe.
874	Sarah Mechtenberg		As a parent, some of these concepts are very advanced for this level.
875	Richard L Heule		
876	Beryl Olson	After reading through these standards, I am very confused as to how the state thinks an educator can teach this level of education to a 5 or 6 year old. They will not be able to grasp these concepts what so ever. I can't imagine trying to have my children learn this information at this age. It's not even possible when they should be learning to read and write. These kids need to learn how to sit still. They will nit be able to rote memorize portions of American History.	Again, you are asking children of 6 and 7 years old to say Pelopenisian war? They will never grasp these concepts. What good will this do for children who are frequently headed to reading recovery (or better yet remdiary phonics training)? Again...these concepts were not run by any teachers in tge public school district. There is no way to hold kids accountable to information that their minds aren't ready for. These are standards for private schools with the ability to admit or reject students bases upon their test scores and pre-school backgrounds. That should not be the basis for public school in SD. Just take a look at the public vs. the private schools in the Yankton school district if you need some real life implications.

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
865	Teresa	Children are learning at this age that they live in a town.	Children at this age are understanding that they live in a state that their town is in.
866	Beth	Standards are too complex and overwhelming to students.	Standards are too complex and overwhelming to students.
867	Micah Siegel		Clearly child growth and development were not taken into account when developing these absurd “grade-level” standards.
868	Stephanie Rhodes		
869	Haley Dressler		
870	Mary K Boe		
871	Cody Sanderson	These standards are not developmentally appropriate.	I think it would be very difficult for children to wrap their minds around such different time periods. Why doesn't the American history align with the world history? American history starts prior to 1492. This would be an obvious and easier alignment.
872	Kelly Sanderson	I don't understand why your world history and American history don't line up better. This is a lot of ground to cover in an elementary classroom. I can't imagine a second grader understanding feudalism.	Why is this jumping backwards from the second grade standard in chronological order? Does American history only start at 1492?
873	Brenda		
874	Sarah Mechtenberg		
875	Richard L Heule		
876	Beryl Olson	My concern here is that none of these social studies standards advance any critical thought. Social studies is not just about identification of "stories" to be able to tell. It is about developing critical thinking skills. And by that I am not referring to critical race theory, I am saying that only expecting children to tell you a story about history is not moving their thought processes forward. These standards are not based upon what even rudimentary child development would support.	Again, by 3rd grade shouldn't the standards be advancing? Also, not including whole dedicated sections of social studies to the native American tribal systems that existed in that time is really just a way to not teach it at all. I learned all about the native Americans in ND through multiple dedicated sections throughout elementary school and middle school. That information could have been considered divisive in this day and age, but it helped to build a better understanding between the tribes and the state as a whole. That is what we need to have reflected in our social studies standards. Starting in 3rd grade and moving forward.

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
865	Teresa	They are just starting to realize there are other countries besides America.	They should now be introduced to the history of America, more mature at the age of ten.
866	Beth	Standards are too complex and overwhelming to students.	Standards are too complex and overwhelming to students.
867	Micah Siegel		
868	Stephanie Rhodes		
869	Haley Dressler		
870	Mary K Boe		
871	Cody Sanderson		
872	Kelly Sanderson		The language you are using in these standards is basic and has no hierarchy of mastery and application.
873	Brenda	My	
874	Sarah Mechtenberg		
875	Richard L Heule		
876	Beryl Olson	Again...there is a lot of Identify...that is the lowest level of comprehension. Should we not be looking at that?	Again...identify, identify, identify....there should be more comprehensive standards built upon how kids really learn. Not just a list made up by a charter/private school

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
865	Teresa		
866	Beth		
867	Micah Siegel		
868	Stephanie Rhodes		
869	Haley Dressler		
870	Mary K Boe		
871	Cody Sanderson		
872	Kelly Sanderson	Influential ideas? Who determines this? Isn't this basically critical race theory or an anti critical race section? I don't agree with this push.	
873	Brenda		
874	Sarah Mechtenberg		When this indicates the history of "America" —does that mean the history of both North American and South American continents? Or does this mean to say the history of the "United States?"
875	Richard L Heule		
876	Beryl Olson	I would like to see these standards have more ability to form thought...we need to get past the identify stage	US to 1877....there needs to be whole sections of this programming that deal with Native American studies and slavery studies. And those need to be discussed in class beyond "identify" as the standard.

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
865	Teresa		
866	Beth		
867	Micah Siegel		
868	Stephanie Rhodes		
869	Haley Dressler		
870	Mary K Boe		
871	Cody Sanderson		
872	Kelly Sanderson		
873	Brenda		
874	Sarah Mechtenberg		
875	Richard L Heule		
876	Beryl Olson	Again...if you are discussing 1877 to 2008...there needs to be further breakdown of these standards. That is a huge time period and the standards are mostly identify which is the bottom level of critical understanding.	

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
865	Teresa		
866	Beth		
867	Micah Siegel		
868	Stephanie Rhodes		
869	Haley Dressler		
870	Mary K Boe		
871	Cody Sanderson		
872	Kelly Sanderson		
873	Brenda		
874	Sarah Mechtenberg		
875	Richard L Heule		
876	Beryl Olson		

	A	P
2	Name	9-12 - United States Government
865	Teresa	
866	Beth	
867	Micah Siegel	
868	Stephanie Rhodes	
869	Haley Dressler	
870	Mary K Boe	
871	Cody Sanderson	
872	Kelly Sanderson	
873	Brenda	
874	Sarah Mechtenberg	
875	Richard L Heule	
876	Beryl Olson	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
877	Dani Haensel	K-12 Educator	Keep the American History portion for elementary - take out the world history standards. Way to much for elementary. Put South Dakota History standards back for fourth grade.
878	Ann Kropuenske	K-12 Educator	
879	Rebecca Weber	K-12 Educator	
880	Nikole	K-12 Educator	NO
881	Laura	K-12 Educator	Horrible, and I'm ashamed of the work you have done or not done. As an educator these standards for my k-3 students are not appropriate. There is no scope and sequence, and they're not age-appropriate.
882	Kate Mogard	K-12 Educator	Please, please allow educators of young children to offer constructive feedback about how to make these appropriate for young children.
883	Rebecca Severson	K-12 Educator	What happened to students learning about the history of/in their own state?! Those types of topics along with simplified versions of government and history topics would be much more suited and age appropriate for elementary students. If these standards are adopted, districts are going to have a hard time finding curriculum that will be appropriate for these standards and teachers are going to have a tough time finding supplemental materials that are age appropriate for their students, especially multi-grade teachers like myself.

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
877	Dani Haensel		
878	Ann Kropuenske		These standards are not developmentally appropriate.
879	Rebecca Weber		
880	Nikole		
881	Laura	To Hard and not age appropriate. Where is the scope and sequence? There's no way all these standards can be taught along with everything else. I don't believe anyone on this committee has taught kindergarten obviously.	Everything I said for Kindergarten- I can say for the grades k-4. They are not age appropriate and this is huge concern. Did you look at the previous standards? That maybe should have been your guide instead of what you did use.
882	Kate Mogard	See the notes for 1st grade. Many of these standards are developmentally inappropriate for young children, age five and six.	Some of these expectations are grossly inappropriate for six and seven year old children. The most inappropriate are asking children to memorize and recite the Preamble and the passage from the Declaration of Independence. Additionally, young children don't have a conceptual understanding of types of architecture or world history. I am disappointed and frustrated that anyone thinks children this age are capable of developing any sense of understanding in some of these topics.
883	Rebecca Severson	As soon as I started reading the standards for Kindergarten, I immediately knew that achieving these standards would be an unbelievably difficult task for my students. Not because I don't believe in them, but because they are ESL students that come in for their kindergarten year knowing very little English. I teach at a Hutterite colony, so I have multiple grades in my classroom. As I scrolled through the list, I noticed so many standards that were ridiculous and absurd, but when I came across the (approximately) 62 "important figures" my students will be expected to tell stories about these figures' childhood, their lives, etc., I was absolutely appalled that this type of task is expected of a KINDERGARTENER! I am not sure why anyone would think it would be feasible for kindergarteners to remember, let alone explain, information about that many historical figures. I could see them being expected to know a handful of figures, and I would highly encourage you to reconsider the number of figures on this list to a feasible amount for a 5/6 year old.	As mentioned previously, I teach at a Hutterite colony where English is not their primary language. With this in mind, I was again baffled at the amount of knowledge a 6/7 year old is expected to know and remember by the end of the school year, based on these standards. The fact that they will be expected to recite the Preamble of the Constitution - they are barely able to understand what the Constitution is, let alone be able to say all the words AND understand what it all means! Another issue I found with these standards are the certain historical events that would be expected to be taught to first graders. Discussion about massacres does not belong in first grade. Discussions on those topics are much more suited for middle school or even early high school when students' brains are more developed and they're able to more clearly understand.

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
877	Dani Haensel		
878	Ann Kropuenske		
879	Rebecca Weber		I am in utter disbelief that my little third graders are expected to learn this content. You can tell educators didn't have any part of this because I have some students who are reading at a first grade level and the thought of them learning this content is overwhelming. I seriously don't even know some of the content that they are expected to learn. Why isn't there any civics in the standards? What happen to the community part of Social Studies? With these standards will language arts and math even be able to be taught. These standards will be one more reason teachers don't want to teach in SD.
880	Nikole		
881	Laura	Barbarian invasions and the fall of the Roman Empire is not age appropriate. Neither is talking about Black Death, the Great Schism and the hundred year War.	Persian Wars and Battle of Marathon and Thermopylae is not age appropriate. Nor should Punic wars be addressed in 3rd grade. 3rd graders are 8 or 9. Death and wars is scary to this age of kids. This is something that needs to be taught much lAter. To many standards at this level
882	Kate Mogard		
883	Rebecca Severson	Again, topics found in these standards are much too advanced to be taught to 7/8 year olds. They would be much more appropriate in middle school or high school.	

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
		<p>I LOVE history. Ask anyone of my former students. I am very pro American history and learning all about our government and our historic documents. The American History portion of the new standards I really enjoy. I like the fact that they students would learn more about our founding documents. I agree learning more about our Founding Father is extremely important. I actually really agree with most of the American History standards.</p> <p>However, the new proposed World History standards are unrealistic and over the heads of a 10 year old learner. World History does not need to be covered in fourth grade or even elementary school for that matter. As a CHRISTIAN educator I do not want to be teaching my students about Jesus and Mohammad in a public school setting. First, as a devout Christian that makes me very uncomfortable and second, I would be getting the brunt of parent criticism and questions on that topic.</p> <p>My fourth graders have trouble grasping the three branches of government and I can tell you right now they wouldn't understand Roman History or Julius Caesar. That part of the standards is very unrealistic. Keep World History for advanced middle school and high school students.</p> <p>South Dakota History -</p> <p>You have taken away a huge part of my curriculum here. Right now we spend a majority of time learning about our state history. It's people, both settler and native.</p> <p>We do map studies, landform studies, history research projects and much more. In the new proposed standards it's all gone. My learners say Social Studies is their favorite subject and it would break my heart to have that change.</p> <p>Please replace World History with our South Dakota History and would support these new changes. We need South Dakota history. This is what gets our young kids interested in our historic state and it's wonderful people. Breaking it up into small units for each grade doesn't foster interest in our state. The Focus for elementary should be American History (that is appropriate for that age and not too high over their heads) and South Dakota history, including ALL people that made this state - settler and Native. Their stories are important and deserve to be told.</p> <p>Please - Please take these World History standards away from elementary. Keep the American History - that's important. (Maybe adjust it to age appropriate levels so that we know young learners will understand it.)</p> <p>I have taught SD Social Studies for 16 years. I have done this long enough to tell you what would work for elementary and what would not.</p> <p>Please - Please - Please - take these world history standards away. They are not age appropriate for elementary.</p>	
877	Dani Haensel		
878	Ann Kropuenske		
879	Rebecca Weber	Teaching about Jesus? Wait a minute, this is for public schools!!!!	
880	Nikole		
881	Laura		
882	Kate Mogard		
883	Rebecca Severson		

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
877	Dani Haensel		
878	Ann Kropuenske		
879	Rebecca Weber		
880	Nikole		
881	Laura		
882	Kate Mogard		
883	Rebecca Severson		

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
877	Dani Haensel		
878	Ann Kropuenske		
879	Rebecca Weber		
880	Nikole		
881	Laura		
882	Kate Mogard		
883	Rebecca Severson		

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
877	Dani Haensel		
878	Ann Kropuenske		
879	Rebecca Weber		
880	Nikole		
881	Laura		
882	Kate Mogard		
883	Rebecca Severson		

	A	P
2	Name	9-12 - United States Government
877	Dani Haensel	
878	Ann Kropuenske	
879	Rebecca Weber	
880	Nikole	
881	Laura	
882	Kate Mogard	
883	Rebecca Severson	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
884	Holly Hodge	K-12 Educator	no
885	Abby Gullickson	K-12 Educator	The standards should not be changed. This proposal is unnecessary and not based in research. I urge you to stop this change.
886	Carrie Aaron	retired educator (43 years)	Where is the SD history? Why are some items so very age-inappropriate? Why are you afraid of teaching all parts of our history, both things to be proud of and things that need(ed) to be changed? You know full well that CRT has never been taught in K-12 education in SD. Kristi Noem is making a culture war when it's a non-issue. Shame.
887	Caylee	Parent/Guardian	What's the goal of this? Because it can't really be learning. These standards start kids way over their heads, are overwhelming at best, and detrimental at worst. Realistically, if you follow this course, current high school students will be covering things previously taught in college level class. Furthermore, the sheer amount of expectations here means that these standards won't be covered completely or thoroughly. The students may have the barest idea of some of these concepts, but no understanding with any depth. It's impractical to cover the amount that's being asked.
888	Amber Birkmire	K-12 Educator	Overall, the standards are not developmentally appropriate. The expectations of elementary students are not what students are capable of meeting. Keeping these standards as proposed would hinder our students. There is also much missing as it pertains to race and culture in the United States. These standards show a white-washed version of history akin to present-day Germany ignoring Hitler and WWII in their history curriculum. Knowing history helps us prevent atrocities from the past happening in the future. These standards do nothing to help our students make a better future.
889	Justin Herreman	Parent/Guardian	Many of the middle school and high school standards as outlined are focusing on college level subjects not developmentally appropriate for the secondary levels. This curriculum eliminates most of the references to Native Americans from previous proposals and are suggested to be taught in a standalone semester Native American history course which has not been developed and no school in the state currently teaches. Overall, especially for secondary levels the skills focused on in the standards are very low developmentally: list, explain, tell, define. These tasks are rote memorization and recitation with limited application or synthesis. The breadth of what is expected to be covered is far too much for a grade school classroom or a semester middle or high school course. In order to cover everything in the standards, far more time would have to be dedicated than what is allotted. These standards should be fully rejected and a refund requested from the contractor that provided them as they do not meet modern educational best practices or standards.
890	Kayla Ohleen	K-12 Educator	I'm not sure who was part of this committee, but it would seem it was clearly NOT many educators. Anyone whose taught would be aware that these new proposed standards are not age appropriate. It gives me serious qualms about sending my own children to public school, or for that matter, continuing to teach in a public school if this is what our state expects. Very disappointing to say the least.
891	Kathleen Petersen	K-12 Educator	Overall Elementary is very developmentally inappropriate. The expectations aren't reasonable and the variety of content is ridiculous. This is not reasonable for any elementary child.

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
884	Holly Hodge		No, these are not age appropriate in content, quantity or level of learning. The content of these standards is reaching into a level way beyond the understanding of first grade students. The quantity of information expected in these standards is not realistic to fit into a school day or year. This would severely hinder our ability to adequately cover other subjects. First grader have so very many things they are learning and absorbing but asking them to learn things that are above and beyond their level is unfair to the students and teachers.
885	Abby Gullickson	There is a fundamental misunderstanding of what kindergarteners are able to do. Kindergarten should be for play and socializing, not this. There is a lack of research to support this change and therefore should not be implemented.	There is a fundamental misunderstanding of what first graders are able to do. There is a lack of research to support this change and therefore should not be implemented.
886	Carrie Aaron		
887	Caylee	The standards and expectations for a 6 year old are farfetched at best. Kindergarten is to learn about routine, school rules, writing, reading. How are we going to expect them to identify and understand people of American historical importance when some of them still think their parents names are Mom and Dad.	First, this is a huge time span. Second. Again. They're six and seven year olds.
888	Amber Birkmire		
889	Justin Herreman	The proposed standards are not age appropriate.	<p>The proposed standards are not age appropriate, Greek Mythology and the Peloponnesian War are not topics appropriate at this age level.</p> <p>The proposed standards essentially dictate curriculum and will steer teachers to a specific set of materials to align with these standards.</p> <p>The proposed standards are very poorly organized. Teaching history chronologically in a series spanning grades 1-5 makes no sense.</p>
890	Kayla Ohleen	Inappropriate age level expectations for majority of standards	It is inexcusable to expect 1st graders to explain the rule of law compared and contrasted in the Magna Carta. I'd like to know how many educated adults can even do that. There's no reason for them to know this.
891	Kathleen Petersen	These standards are not age appropriate. The expectations are too high. The standards are not age appropriate. The expectations are too high.	The standards are not age appropriate. The expectations are too high. The standards are not age appropriate. The expectations are too high.

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
884	Holly Hodge		
885	Abby Gullickson	There is a lack of research to support the necessity of these standards. The SD standards are almost entirely aligned with Common Core already, which had years of research to support them. We, as educators, parents, and stakeholders can do better than this. South Dakota should not change the social studies standards for this grade level.	There is a lack of research to support the necessity of these standards. The SD standards are almost entirely aligned with Common Core already, which had years of research to support them. We, as educators, parents, and stakeholders can do better than this. South Dakota should not change the social studies standards for this grade level.
886	Carrie Aaron		
887	Caylee		
888	Amber Birkmire		
889	Justin Herreman	<p>The proposed standards are not age appropriate, the Civil War and Reconstruction are not topics appropriate at this age level.</p> <p>The proposed standards essentially dictate curriculum and will steer teachers to a specific set of materials to align with these standards.</p> <p>The proposed standards are very poorly organized. Teaching history chronologically in a series spanning grades 1-5 makes no sense.</p>	<p>Again the proposed standards are not age appropriate at this level. The exclusion of Native American history and culture in the proposed standards is a significant omission.</p> <p>The proposed standards essentially dictate curriculum and will steer teachers to a specific set of materials to align with these standards.</p> <p>The proposed standards are very poorly organized. Teaching history chronologically in a series spanning grades 1-5 makes no sense.</p>
890	Kayla Ohleen	Inappropriate age level expectations for majority of standards	Inappropriate age level expectations for majority of standards
891	Kathleen Petersen	The standards are not age appropriate. The expectations are too high. The standards are not age appropriate. The expectations are too high.	The standards are not age appropriate. The expectations are too high. The standards are not age appropriate. The expectations are too high.

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
884	Holly Hodge		
885	Abby Gullickson	There is a lack of research to support the necessity of these standards. The SD standards are almost entirely aligned with Common Core already, which had years of research to support them. We, as educators, parents, and stakeholders can do better than this. South Dakota should not change the social studies standards for this grade level.	There is a lack of research to support the necessity of these standards. The SD standards are almost entirely aligned with Common Core already, which had years of research to support them. We, as educators, parents, and stakeholders can do better than this. South Dakota should not change the social studies standards for this grade level.
886	Carrie Aaron		
887	Caylee		
888	Amber Birkmire	I teach fourth grade and have for 9 years. One of my main concerns is the fact that 4th grade has typically been a year to study state history. I see virtually no mention of South Dakota history in the proposed standards. Part of our state's important history is of indigenous peoples who lived here (and in the rest of the country) prior to European entry. None of this is included. For a state trying to "do better" in terms of not erasing indigenous culture from our history, this is disappointing and concerning. I am also concerned by the breadth of standards in conjunction with the amount. If we are to cover this entire amount in the school year, something of other importance will have to go. In addition, there is nothing pertaining to the most recent two centuries. So much seems overlooked, and it doesn't flow with any discernable rhythm. Most of the topics do not seem age-appropriate as well. At the age of 9-10 (fourth grade) students are barely capable of understanding the difference between a city and a state. They are developmentally not capable of grasping concepts of countries and the larger world, yet I see a majority of the proposed content dealing with these elements outside the capabilities of my students. Keeping the standards this way would only serve to confuse, frustrate, and crush the desire to learn from students.	
889	Justin Herreman	<p>The proposed standards are not age appropriate at this level. The exclusion of Native American's contribution to US Independence is a significant omission.</p> <p>The proposed standards essentially dictate curriculum and will steer teachers to a specific set of materials to align with these standards.</p> <p>The proposed standards are very poorly organized. Teaching history chronologically in a series spanning grades 1-5 makes no sense.</p>	<p>The proposed standards are not age appropriate at this level. The topic of the slave trade and indentured servitude are not appropriate for 5th grade as detailed in this curriculum.</p> <p>The proposed standards essentially dictate curriculum and will steer teachers to a specific set of materials to align with these standards.</p> <p>The proposed standards are very poorly organized. Teaching history chronologically in a series spanning grades 1-5 makes no sense.</p>
890	Kayla Ohleen	<p>Students do not need to recite from memory this enormous paragraph from the Declaration of Independence: "When in the course of human events....It is the rights of the people to alter or abolish it..."</p> <p>I have an issue 4.SS.3 as well in regards to knowledge of the Roman Empire.</p>	Inappropriate age level expectations for majority of standards. College level material.
891	Kathleen Petersen	The standards are not age appropriate. The expectations are too high. There is also little to no focus on South Dakota native american tribes that have contributed to so much of our state's history. The standards are not age appropriate. The expectations are too high.	The standards are not age appropriate. The expectations are too high. The focus on European countries and capitals has no correlation to previous standards because learners are not even required to memorize United States States and Capitals. The standards are not age appropriate. The expectations are too high.

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
884	Holly Hodge		
885	Abby Gullickson	There is a lack of research to support the necessity of these standards. The SD standards are almost entirely aligned with Common Core already, which had years of research to support them. We, as educators, parents, and stakeholders can do better than this. South Dakota should not change the social studies standards for this grade level.	There is a lack of research to support the necessity of these standards. The SD standards are almost entirely aligned with Common Core already, which had years of research to support them. We, as educators, parents, and stakeholders can do better than this. South Dakota should not change the social studies standards for this grade level.
886	Carrie Aaron		
887	Caylee		
888	Amber Birkmire		
889	Justin Herreman		
890	Kayla Ohleen	Inappropriate age level expectations for majority of standards. College level material	Inappropriate age level expectations for majority of standards
891	Kathleen Petersen		

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
884	Holly Hodge		
885	Abby Gullickson	There is a lack of research to support the necessity of these standards. The SD standards are almost entirely aligned with Common Core already, which had years of research to support them. We, as educators, parents, and stakeholders can do better than this. South Dakota should not change the social studies standards for this grade level.	There is a lack of research to support the necessity of these standards. The SD standards are almost entirely aligned with Common Core already, which had years of research to support them. We, as educators, parents, and stakeholders can do better than this. South Dakota should not change the social studies standards for this grade level.
886	Carrie Aaron		
887	Caylee		
888	Amber Birkmire		
889	Justin Herreman		Dictating in curriculum specific countries a student should be able to identify is inflexible and makes no sense as territorial boundaries change with world events.
890	Kayla Ohleen	Inappropriate age level expectations for majority of standards	Inappropriate age level expectations for majority of standards
891	Kathleen Petersen		

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
884	Holly Hodge		
885	Abby Gullickson	There is a lack of research to support the necessity of these standards. The SD standards are almost entirely aligned with Common Core already, which had years of research to support them. We, as educators, parents, and stakeholders can do better than this. South Dakota should not change the social studies standards for this grade level.	There is a lack of research to support the necessity of these standards. The SD standards are almost entirely aligned with Common Core already, which had years of research to support them. We, as educators, parents, and stakeholders can do better than this. South Dakota should not change the social studies standards for this grade level.
886	Carrie Aaron		
887	Caylee		
888	Amber Birkmire		
889	Justin Herreman	The requirements detailed in section 9-12.E.7 are not appropriate and contextually presented as outlined in this curriculum.	
890	Kayla Ohleen	Inappropriate age level expectations for majority of standards	Inappropriate age level expectations for majority of standards
891	Kathleen Petersen		

	A	P
2	Name	9-12 - United States Government
884	Holly Hodge	
885	Abby Gullickson	There is a lack of research to support the necessity of these standards. The SD standards are almost entirely aligned with Common Core already, which had years of research to support them. We, as educators, parents, and stakeholders can do better than this. South Dakota should not change the social studies standards for this grade level.
886	Carrie Aaron	
887	Caylee	
888	Amber Birkmire	
889	Justin Herreman	
890	Kayla Ohleen	Inappropriate age level expectations for majority of standards
891	Kathleen Petersen	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
			<p>Rather than comment about each individual grade band, I will leave just generalized comment. I identified myself as a parent for the purpose of this survey (having both an elementary and middle school child) but am also a 20 year early elementary educator. Here are some general thoughts:</p> <p>*The content in early elementary (K-2) is completely inappropriate for the age and development for children. (An example may be to have the First Graders tell the story of the Peloponnesian War). Children ages 5-8 need to be learning about their own community and state, developing an understanding of America, and beginning to hear stories of historical figures. Not learning of Greek Mythology, Persian Wars, etc.</p> <p>*Much of the general geography is good (mapping, direcitonality, landmarks, etc.)</p> <p>*The amount of content is also inappropriate. Educators (especially in early grades) are pressed for time to get children to learn letters, letter sounds, numbers, writing their names, learning to read, addition and subtraction. etc. There is too much content to hit upon. As I look further into the MS and HS standards, it also feels very content heavy without much depth, and our MS and HS students and teachers have actual daily/large blocks of time to do the teaching.</p> <p>*I do appreciate that some of the content spirals or is touched on more than once. But I still wonder why world history (ancient) is happening so early when they do not have a firm or appreciated grasp on their own "world".</p> <p>*I like the additonal focus on things like learning more about the constitution in depth. That should be pushed into post-elementary grades so that true understanding of the vocabulary and meaning is appreciated. I am curious, though, is there a reason for a first grader to memorize the preamble of the Constitution? I know they could memorize it, but what learning purpose does it serve? It would have zero meaning to them until they are much older, even if an educator took the time to break it down piece by piece and word by word to explain it.</p> <p>*The level of critical thinking required for these standards is very poor. Most of the standards require nothing more than retell, recall, identification, and memorization. Blooms Taxonomy teaches us that children (even our youngest) need to spend more time outside of recall and into analyzing and evaluating and synthesizing.</p> <p>*The proposed standards read more like a curriculum, which is not what standards are intended to do. They pinpoint exactly what needs to be taught (or memorized), rather than the overarching learning a child should have in a grade band. Doing this limits their learning and thinking and pigeon holes educators. Also, because of how poorly these are laid out, there is not a viable and respected curriculum that aligns with this.</p> <p>*I have personal concerns for my own two children about the inclusion of religious ideations. (For example, 4th and 6th graders should be learning about the life events of Jesus of Nazareth.) I strongly prefer that that teaching take place in my own home and in my own church. Not in a public school setting by teachers who may or may not believe in the life and teaching of Jesus. I understand that Jesus is considered a historical figure, but that level of learning should be left to my family.</p>
893	Alissa Koens	K-12 Educator	These standards do not push for a higher order of thinking for learners to practice and master. Memorizing documents seems inappropriate for elementary age levels when they are just learning the history of our own country and the world around them. Personally growing up in South Dakota, Brookings specifically, I had to memorize US documents in high school courses on government.
894	Chelsea Murphy	K-12 Educator	These standards are not age appropriate and have eliminated so many important concepts that we have taught in the past as well.
895	Alex Puthoff	K-12 Educator	
896	Alexis Bohn	K-12 Educator	This content is above and beyond their capability at the elementary education level.
897	Frosty	Higher Education	Absolutely terrible and over complicated. This is why teachers are leaving the profession at an alarming rate.
898	Lindsey Tellinghuisen	Parent/Guardian	Developmentally inappropriate
899	Elizabeth Ekeland	K-12 Educator	I oppose the changes in content standards for social studies. Governor Noem is afraid of a “woke” population of students - well, knowing your history is not “woke.” It is essential to each and every child to have critical thinking skills and to question and know our history- otherwise we are doomed to repeat it!
900	Jessie Fjeldheim	K-12 Educator	

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
892	Amanda Chaney		
893	Alissa Koens	These standards are NOT age appropriate. The expectations are far too high.	These standards are NOT age appropriate. The expectations are far too high.
894	Chelsea Murphy	This content is NOT age appropriate. The expectations are WAY to high.	This content is NOT age appropriate. The expectations are WAY to high.
895	Alex Puthoff	This concept is not age appropriate for this age group.	This concept is not age appropriate for this age group.
896	Alexis Bohn	This content is above and beyond their capability.	This content is above and beyond their capability.
897	Frosty	Terrible and over complicated.	Terrible and over complicated.
898	Lindsey Tellinghuisen	Developmentally inappropriate	Developmentally inappropriate
899	Elizabeth Ekeland		
900	Jessie Fjeldheim	As a kindergarten teacher, I fear that many of these standards are not developmentally appropriate for our youngest learners. I don't believe there could be adequate scaffolding to set them up for success.	

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
892	Amanda Chaney		
893	Alissa Koens	These standards are NOT age appropriate. The expectations are far too high.	These standards are NOT age appropriate. The expectations are far too high.
894	Chelsea Murphy	This content is NOT age appropriate. The expectations are WAY to high.	This content is NOT age appropriate. The expectations are WAY to high.
895	Alex Puthoff	This concept is not age appropriate for this age group.	This concept is not age appropriate for this age group.
896	Alexis Bohn	This content is above and beyond their capability.	This content is above and beyond their capability.
897	Frosty	Terrible and over complicated.	Terrible and over complicated.
898	Lindsey Tellinghuisen	Developmentally inappropriate	Developmentally inappropriate
899	Elizabeth Ekeland		
900	Jessie Fjeldheim		

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
892	Amanda Chaney		
893	Alissa Koens	These standards are NOT age appropriate. The expectations are far too high. There is also little to no focus on South Dakota native american tribes that have contributed to so much of our state's history.	These standards are NOT age appropriate. The expectations are far too high. The focus on European countries and capitals has no correlation to previous standards because learners are not even required to memorize United States states and capitals.
894	Chelsea Murphy	This content is NOT age appropriate. The expectations are WAY to high. There is little to no focus on South Dakota native american tribes which had a large impact on South Dakota history.	This content is NOT age appropriate. The expectations are WAY to high.
895	Alex Puthoff	This concept is not age appropriate for this age group.	This concept is not age appropriate for this age group.
896	Alexis Bohn	This content is above and beyond their capability.	This content is above and beyond their capability.
897	Frosty	Terrible and over complicated.	Terrible and over complicated.
898	Lindsey Tellinghuisen	Developmentally inappropriate	Developmentally inappropriate
899	Elizabeth Ekeland		
900	Jessie Fjeldheim		

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
892	Amanda Chaney		
893	Alissa Koens		
894	Chelsea Murphy		
895	Alex Puthoff	This concept is not age appropriate for this age group.	This concept is not age appropriate for this age group.
896	Alexis Bohn		
897	Frosty	Terrible and over complicated.	Terrible and over complicated.
898	Lindsey Tellinghuisen		
899	Elizabeth Ekeland		
900	Jessie Fjeldheim		

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
892	Amanda Chaney		
893	Alissa Koens		
894	Chelsea Murphy		
895	Alex Puthoff		
896	Alexis Bohn		This content is and beyond their capability.
897	Frosty	Terrible and over complicated.	
898	Lindsey Tellinghuisen		
899	Elizabeth Ekeland		
900	Jessie Fjeldheim		

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
892	Amanda Chaney		
893	Alissa Koens		
894	Chelsea Murphy		
895	Alex Puthoff		
896	Alexis Bohn		
897	Frosty		
898	Lindsey Tellinghuisen		
899	Elizabeth Ekeland		
900	Jessie Fjeldheim		

	A	P
2	Name	9-12 - United States Government
892	Amanda Chaney	
893	Alissa Koens	
894	Chelsea Murphy	
895	Alex Puthoff	
896	Alexis Bohn	
897	Frosty	
898	Lindsey Tellinghuisen	
899	Elizabeth Ekeland	
900	Jessie Fjeldheim	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
901	Susan Turnipseed	Retired teacher	<p>I taught in South Dakota schools for close to 40 years before retiring in 2015. During that time I served on numerous district and state committees to review and propose curriculum and standards. Never in all those years did I see anything like these proposed standards. I am shocked! I cannot believe that any educator currently teaching would find them to be appropriate. What would be expected of our learners in the elementary grades is inappropriate for their developmental stages. The standards set students for failure as the vast majority cannot possible to attain them. For what purpose would you require a 1st grader to recite the Preamble or lines of the Declaration of Independence when much of the vocabulary is far above their developmental level? To whom does it seem reasonable that a 2nd grader know about the fall of Rome and the Middle Ages? I find it hard to believe that anyone working in the state capitol and state legislature could explain the causes, warfare, and effects of the Persian Wars, including the battles of Marathon and Thermopylae as is required of a 3rd grader. Can the governor recite these lines from memory as is required of a 4th grader - “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...”</p> <p>Who are the individuals that wrote these standards? Do any other work with K-5 students on a daily basis? If they did, they would understand how developmentally inappropriate these standards are for K-5 learners. The amount of classroom time needed to attempt to teach these standards would diminish the time spent on literacy, math, and science instruction. Far too much is required and far too many of the standards are inappropriate. As was done with a previous version of the proposed Social Studies standards, these should be thrown out and redeveloped with the assistance of actual SOUTH DAKOTA classroom teachers.</p> <p>These standards set up our learners and educators for failure. I hope and pray that is not the intended goal.</p>
902	Naomi Huisman	SD voter and future parent	I cannot understand why we have a fear of Critical Race Theory in South Dakota. Especially with our history of racism towards native Americans - the poorest county in the United States is on one of the reservations, and we think that racial inequity doesn't exist? I'm not a parent yet, but I plan to be in the next 5 years, and I don't want my children to have teachers who will avoid teaching painful subjects just to "not make them feel uncomfortable". Racial injustice continues to be a huge problem in the United States and the only way to combat it is to teach the next generation the truth about where we've come from and how we can change it. Please rethink removing CRT from curriculum just because it's a scary buzzword. Sometimes history is painful but "those who cannot remember the past are condemned to repeat it".
903	Jennifer	K-12 Educator	These "standards" are not standards! They do not come close to the requirement or definition of what an educational standard is. This is a list of tasks to complete during a school year. They are not anywhere near to the current Social Studies standards, which I believe are written as true educational standards. The list of tasks during the middle school years don't even seem achievable because there are so many, and they seem disconnected - not integrated with a theme or true goal/standard at each level. I have been teaching Social Studies for 12 years, and I have never been so disappointed in a document that is supposed to benefit the children of South Dakota. It feels as though the government is attempting to force all teachers in the state to teach identical curriculum instead of actually preparing students to be productive members of society. Teaching to curriculum goes against all educational and psychological research, best practices in the classroom, and everything we have learned as educators. This is not best practice - memorizing a list of anything and regurgitating it is not mastery of anything. It would be a mistake to allow these tasks to be called standards and be adopted in South Dakota.
904	Alex Johnson	K-12 Educator	As a whole, these standards are not age-appropriate and are not in the students' best interests. Early elementary cannot memorize the amount of content seemingly required of them, and there does not seem to be any mention of state-specific history. These standards are check boxes, not concepts to master. If implemented, these standards will fail our children and put them behind their peers across the nation. Stop allowing people to push agendas into classrooms and let teachers teach.
905	Jessica Jorgensen	Parent/Guardian	Across the board, these standards are overwhelming, far too advanced for the ages proposed, and over cumbersome for the teachers. As a parent of two children who are considered advanced, these standards are not appropriate for them to even begin to understand and comprehend. Please reconsider these standards and trust the standards the teachers constructed just last year which are age appropriate. Thank you!
906	Stacie Tschetter	K-12 Educator	These standards are a mile wide and an inch deep. They are totally unrealistic and developmentally inappropriate. Given the rigor in our current math, language arts, writing, and science standards, all of which we are tested on, there is no realistic way to teach even a fraction of these standards.
907	Katrina Callahan	Student and Researcher of K-12 Civics Education, so my comments will be specifically regarding the Civics areas.	Definitely an improvement, but needs some more work. I did send additional comments two years ago to the DOE as part of my thesis, if you'd like to refer to this as well. Additionally, I think that South Dakota should look at Indiana's standards as an example as they were rated good, while South Dakota was rated mediocre just last year, and Indiana's standards are similar to what it appears that the proposed standards are aiming for.
908	Sarah Bowser	Parent/Guardian	
909	Maria	K-12 Educator	I notice a very low level of Bloom's here, with most expectations being in the Level 1(tell, locate, state, explain, discuss) stage. I compared these to the NJ state standards, where students are asked to cite multiple perspectives, use evidence to support a claim, or use examples to make inferences, and more.
910	Melissa Meidinger	K-12 Educator	I am game for pushing kids to achieve great expectations, but they NEED to be expectations they can reach. These proposed standards are quite ridiculous and NOT age appropriate!

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
901	Susan Turnipseed		
902	Naomi Huisman		
903	Jennifer		There are many examples of tasks listed here that are not appropriate for this age level. Students should be learning about what it means to be part of a community, not tracking historical movements of the Hebrews!
904	Alex Johnson		
905	Jessica Jorgensen		
906	Stacie Tschetter		
907	Katrina Callahan	I think Kindergarten should not be as focused on figures from American History up to 2008 as that's a lot of information that may go above and beyond their learning abilities. Instead, I would shift my focus to community helpers and leaders such as the mayor and others who may be from that hometown such as Laura Ingalls Wilder for De Smet schools because she was personally involved within that community. However, I do think that the child should be able to identify and explain the role of the CURRENT President of the United States. I also think the idea of rules should be narrowed down to classroom rules such as everyone should share rather than big rules outside the classroom. Additionally, I think that the student should be able to talk about how to be responsible in a family or classroom setting.	I think this grade level should be more focused on rights and responsibilities. For example, instead of creating rules such as suggested for Kindergarten, now they should be able to explain the importance of rules and may even be able to expand from rules for the classroom to rules for the community. They should also be able to describe ways that individual actions can contribute to the common good. I think the idea of making a kid recite the Preamble from the Constitution is located wayyyyy to early in the standards because at that age, the child will not even be able to understand the words they're saying and is too much for them to memorize at that age anyway. They'll never remember the importance of the Preamble. Same comment for the Declaration of Independence standard.
908	Sarah Bowser		Is it reasonable to assume that these requirements are age appropriate? Where teachers consulted?
909	Maria		
910	Melissa Meidinger	WOW . . . as a teacher I cannot even memorize / do some of these and we expect littles to do it!?	

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
901	Susan Turnipseed		
902	Naomi Huisman		
903	Jennifer	There are many examples of tasks listed here that are not appropriate for this age level. For example, learning about Confucianism and Hinduism is completely inappropriate developmentally for this grade level.	
904	Alex Johnson		
905	Jessica Jorgensen		
906	Stacie Tschetter		
907	Katrina Callahan	Students should be able to explain that the United States government is founded on the belief of equal rights, and should explain the importance of having a responsible government. They should also be able to identify individuals in the community such as the mayor and city council. Students should be able to describe how people's differences contribute to society, and should be able to describe character traits that make good citizens. You should move the MEMORIZATION of the Pledge of Allegiance here. I would also suggest exploring the consequences of violating laws here as well.	Here, students should be able to discuss the different goods and services that governments provide to citizens. While you do mention the idea of a republic, students should be able to identify fundamental democratic principles and ideals as well. Students should also be able to identify and explain the duties and selection process of local and stage government officials. Students should also be able to explain the three levels of government in the U.S. as well. Again, I would highly recommend discussing responsibility of being a citizen within each grade level as it is constantly missing. Students should also be able to explain the role of citizens in decision-making processes.
908	Sarah Bowser		
909	Maria		
910	Melissa Meidinger		

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
901	Susan Turnipseed		
902	Naomi Huisman		
903	Jennifer		
904	Alex Johnson		
905	Jessica Jorgensen		
906	Stacie Tschetter		These standards are a mile wide and an inch deep. They are totally unrealistic and developmentally inappropriate. Given the rigor in our current math, language arts, writing, and science standards, all of which we are tested on, there is no realistic way to teach even a fraction of these standards.
907	Katrina Callahan	I think this grade should be more focused on the importance of South Dakota's Constitution rather than the U.S. Constitution. Additionally, I would discuss the responsibilities of the three South Dakota branches of government, and major state offices like Governor. You should also focus on the responsibility of voting and other civic virtues. They should also be able to take a position on a local or state issue and describe why they feel a certain way about it.	I would move the MEMORIZATION of the Preamble of the U.S. Constitution to this grade level, however. They can probably more-so understand the preamble and you could also focus on the rights mentioned in the Bill of Rights. I would also move the idea of Rule of Law to this grade level. I would also move all of the memorization of the Declaration of Independence currently proposed to this grade level as well. The student should also be able to describe primary and general election processes by this point as well and should be able to discuss the three branches of the U.S. government along with their functions. Students should also be informed of the ways they can effectively participate in the election process.
908	Sarah Bowser		
909	Maria		
910	Melissa Meidinger		

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
901	Susan Turnipseed		
902	Naomi Huisman		
903	Jennifer	There are many examples of tasks listed here that are not appropriate for this age level. These tasks seem random and not interconnected at all. There are tasks listed for Geography, History, Government, etc., that have nothing to do with each other. This is not best practice - memorizing a list of anything and regurgitating it is not mastery of anything. The way these tasks are listed doesn't promote life skills or a way for students to connect any meaning to what they learn.	
904	Alex Johnson		
905	Jessica Jorgensen		
906	Stacie Tschetter		
907	Katrina Callahan	I would move a lot of the civics discussion about direct democracy, representative democracy, and documents like the Magna Carta to this grade level. While I think it's important to discuss all of these items, many kids in early elementary will not understand what is being taught to them at that time. I would focus on the importance and key elements of each of these items in 6th grade, where it is more likely to be understood.	In this section, you start to see the disarray of the proposed standards because giving students examples of patriotism can easily be taught in early elementary school. I would really think about what a student will be able to comprehend at each grade level. Many of the items in the Middle School Sections could be moved to Elementary and the ones in Elementary need to be moved to Middle School for students to even understand and appreciate many of the topics.
908	Sarah Bowser		
909	Maria		
910	Melissa Meidinger		

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
901	Susan Turnipseed		
902	Naomi Huisman		
903	Jennifer		
904	Alex Johnson		
905	Jessica Jorgensen		
906	Stacie Tschetter		
907	Katrina Callahan	8th grade should be a summary of everything they've learned up to this point, so I think they should be able to explain items such as rule of law and due process rather than political cartoons. They should also focus on the importance of separation of powers and how the national government affects the everyday lives of U.S. citizens. They should also be able to compare and contrast the different powers in the U.S. Constitution, and should be able to differentiate between national and state powers. Again, local government can be moved back to Elementary with the focus here being on responsibility and social reform for citizens, i.e., how to participate in the election process at every level of government. Students should additionally be know how to monitor and influence public policy and should be able to research and defend fundamental values that are usually in conflict amongst citizens.	
908	Sarah Bowser		
909	Maria		
910	Melissa Meidinger		

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
901	Susan Turnipseed		
902	Naomi Huisman		
903	Jennifer		
904	Alex Johnson		
905	Jessica Jorgensen		
906	Stacie Tschetter		
907	Katrina Callahan		
908	Sarah Bowser		
909	Maria		
910	Melissa Meidinger		

	A	P
2	Name	9-12 - United States Government
901	Susan Turnipseed	
902	Naomi Huisman	
903	Jennifer	
904	Alex Johnson	
905	Jessica Jorgensen	
906	Stacie Tschetter	
907	Katrina Callahan	At this age, they should now be able to actually interpret the Preamble. They should be able to differentiate between limited and unlimited governments and the difference between unitary, confederate, and federal systems of government. They should also be able to define constitutionalism, rule of law, limited government, and popular sovereignty and the importance of a written constitution. They should also be able to evaluate the U.S. Constitution's idea of majority rule while protecting minority rights. The Student here should focus on the colonial and revolutionary importance of the U.S. Constitution and should be able to understand the concept of compromising. In each of the sections on founding documents, the student should be able to relate the concepts to today, i.e., the idea of civic identity. The student should also be able to use primary documents and compare them to the current Constitution.
908	Sarah Bowser	
909	Maria	
910	Melissa Meidinger	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
911	Kim Clark	K-12 Educator	<p>You have only two public hearings both in the Eastern and upper Central. Both at least five hours away from Western South Dakota. To be fair, please have one in or near Rapid City. You are limiting in person public comment from the Western side of Rapid City.</p> <p>General comment as I look at K-5 is that they cogitively and developmentally inappropriate especially at the K-2 level. For example you are asking a first grader to understand American History and major events over a 300 year period and World History covering each of seven continents over a 1200 year period, plus geography. Envision a 6-7 year comprehending that and learning Reading and Math foundational skills and Science. Read what you wrote out loud and tell me a 1st grader will understand it. Some of it is inappropriate to talk about.</p> <p>That is just grade 1!</p> <p>There are too many standards that cannot be covered in the amount of time given to teach Social Studies.</p> <p>As an educator and as a grandparent I am hugely disappointed. You did not have representation of all the grades or grade bands on your committee. The majority were professors, politicians or businessmen/women. People who have never stepped foot in a classroom yet you deemed them worthy to know what are children need and what is appropriate. Did you not think that educators know and understand their students?</p> <p>In the past we have had a mix of educators and community members, members from across the state, representation from different sized school districts.</p> <p>I will be reviewing every grade level in K-5. I will be sharing this documents with out of state educators and getting their observations. I will share it far and wide with parents.</p> <p>Disappointed in the proposed standards on so many levels.</p>
912	Lisa Sather-long	Grandmother	<p>Separation of church and state is real. All religious references need to be removed. Public school education should be inclusive, the fact that we outsourced this to Ian's ultra conservative "Christian " alma mater speaks volumes. This doesn't represent SD.</p>
913	Jennifer Macziewski	K-12 Educator	<p>I sincerely wish for you to take the outcry about these standards seriously. Please understand that the educators and parents in South Dakota want to be a part of these process. We agree that our state and country history is vitally important for our future but these standards will not help us reach the goals set forth. These standards will drive educators away, crush students' self esteem, and traumatize our youngest learners.</p> <p>The content is relevant but grossly misplaced. The learning is relevant, but not sequenced as written. The concepts deserve deep thinking and primary students can't think deeper than themselves.</p> <p>Educational pedagogy and best practice was not included in creating this document. Restart with educators and parents involved. We have to find a way to come together for our youth - this document is not what our state needs.</p> <p>Our current reality has parents knocking down the doors of our school demanding a say in what and how things are taught. This would put a target on every South Dakota teachers back. The uproar will be the crayon that breaks the teachers' backs. South Dakota education will never come back from this.</p> <p>There is professional development and curriculum guides coming? How much is that going to cost our tax payers? When will teachers complete this professional development AND plan for age appropriate delivery of content. At what cost?</p> <p>START OVER. TRY AGAIN. ASK FOR HELP. DO BETTER.</p>
914	Kathy King	Grandparents	
915	LeighAnn Dunn	K-12 Educator	<p>Good ideas. Lacks guidance for execution. Too many expectations. Utterly embarrassing for teachers in the professional world. Comments coming in from around the country on ridiculousness of these and the rigor expected. Maybe Change these standards into project based learning such as make a 3-D diagram, make a coding project, reinact a time period, learn about culture (food, clothing, music) of a time period, make a video of social movement (Civil Rights). Take field trips to museums, Pow Wow's, historical sites (General Custer' Camp, Fort Meade Cemetery, Wounded Knee, Laural Ingells Home ect..)</p> <p>Students retain history through hands on learning. Reading and watching videos isn't enough!!' Its also important to include South Dakota history the good and the ugly.</p>
916	Nathan Staton	Parent/Guardian	<p>Why are there only three actual educators on the board making these decisions that should be decided by our educators, not people who have no idea what is best for your children.</p>
917	Megan	Parent/Guardian	<p>Most of this does not align with being age appropriate!</p>
918	Megan Dahle	Parent/Guardian	<p>I don't even know where to start with how bad these standards are written. It comes off as a fever dream for someone trying to indoctrinate children while making sure they can't think for themselves. Shame on you.</p>

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
911	Kim Clark		<p>Oh My! Look at the Amount of Learning in 1st grade Current 1st grade standards have four anchor standards, 21 sub standards/subpoints Proposed have two broad domains with 11 standards, 63 subpoints and at least 12 of those having multiple learnings putting the number well over 100. The two domains have a mixture of learnings including history, economics, civics, geography. Proposed standards cover 1200 years of World Histroy and almost three hundred years of American History.</p>
912	Lisa Sather-long		
913	Jennifer Macziewski	<p>Kindergarten children are 5 and 6 years old. Psychologically, students of this age are ego-centric and emotional. The concepts in the standards are far above their capabilities to understand.</p> <p>Remembering the sequential details of their OWN experiences is a difficult task and these standards are expecting students to recall the childhood and significance of HISTORICAL people like Norman Rockwell and Harriet Tubman. I am not discounting the historical impact of these individuas, I am questioning the need to expose our littlest learners to the trauma these individuals experienced?</p> <p>Memorizing the Pledge of Allegiance. I can get behind that. When in the standards does it require a student to UNDERSTAND what they are pledging to?</p> <p>I have worked with kindergarten students for over 10 years. The depth and knowledge in the most recent standards was already plenty rigorous. I would offer my assistance in the next phase of rewriting these standards because this version is not developmentally appropriate, relavant to this age group, nor is it achievable within a single school year.</p> <p>If you dig in to all the other content standards for kindergarten, many - almost all - are written with "With promting and support," or "With guidance from adults." This is by design because students in this age group must have assistance and feedback continually to develop the skills necessary to build upon the foundation of kindergarten. The social studies standards expect students to independently accomplish more than their brains and hearts can do. Kindergarten students need to learn about and experience the 'world' directly around them: experience their community, become helpful citizens, grow in to well-rounded ladies and gentlemen.</p> <p>These standards will overwhelm teachers and students. This is not best practice or research based.</p>	<p>The 1st grade standards are outrageous and inapproriate for 7 year old students. This age group is just learning how to read and write. Many can't even tie their own shoes yet. These students need to spend their time playing with words, practicing asking and answering questions with peers, mastering their handwriting formation, memorizing the ways to make ten, and solving story problems to 20. It is currently expected for these students to concpetualize our base 10 system and learn how to tell time on an analog clock. Both concepts are extremely challenging for young minds. 1st grade students SHOULD not be thinking about the Boston Massacre, the Declaration of Independence, French and Indian War, Lousiana Purchase, Boston Tea Party, or the founding of Jamestown (to name a few).</p> <p>Here is one example of how outrageous these are: Standard(s): 1.SS.1D. The student can draw a depiction of a historical event or figure that intentionally reflects a story learned in class. 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</p> <p>Feedback: If I teach these two standards together - I would have a classroom wall full of 7 year old artwork. Imagine the Boston Massacre with stick figures and red scribbles. Is that fridge worthy? Did the students actually comprehend the significance? Exposing 7 year old children - who still get offended when somebody uses a curse word - to the Boston Massacre would traumatize and scare students. My students take their new learning and do imaginative play at recess - I can't wait to see them act out the Boston Massacre while playing on the playground.</p> <p>Standard: 1.SS.1 O. The student can recite the Preamble to the United States Constitution from memory. C</p> <p>What is the value of memorizing something if it is not understood or internalized. Knowing the preamble is important as a young adult - not as a young child. Let's replace this with understanding the Pledge of Allegiance.</p>
914	Kathy King	Ridiculous	Ridiculous
915	LeighAnn Dunn	Love the inclusion of identifying map and globe features. However there are too many items they will be graded on or expected to know. Maybe size this down to oceans, North America, South Dakota, capital Pierre and two big cities Rapid City & Sioux Falls	Wow! Too many items to teach. Narrow down to specific people and important items like Columbus and the First Thanksgiving. I can't even get my 4th graders to understand timelines !!!!
916	Nathan Staton		How do you expect a 6-7 year old to remember the preamble of the Constitution of the United States. I'm 37 years old and I couldn't even recite the preamble.
917	Megan		What about America before 1492? And why would they need to recite the preamble to the constitution from memory. How will this help them in their future? To me it is more important they learn basics about what states are in the United States, where they are, etc.
918	Megan Dahle		

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
911	Kim Clark		
912	Lisa Sather-long		
913	Jennifer Macziewski	<p>Again, the majority of these standards are full of content and concepts that students of this age simply can not comprehend and internalize.</p> <p>Standard: C. The student identifies key developments in Africa, including the influence of Islam and Christianity and the civilizations of Ghana, Mali, and Songhay. H</p> <p>Students who are just developing their reading comprehension of chapter books like Stuart Little and Charlotte's Webb SHOULD NOT be expected to simultaneously determine the effects of Islam and Christianity in Africa.</p>	
914	Kathy King	Ridiculous	Ridiculous
915	LeighAnn Dunn	I just can't comment.. this is getting ridiculous and absolutely impossible	Ugh way too much
916	Nathan Staton		
917	Megan	Why does my 2nd grader need to understand the world history. That seems like a middle to high school topic. It seems more appropriate to teach elementary the history of their state as they can relate to that more. My 2nd grader does not have the concept of time or distance to fall in line with these standards	
918	Megan Dahle		

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
911	Kim Clark		
912	Lisa Sather-long		
913	Jennifer Macziewski		
914	Kathy King		
915	LeighAnn Dunn	Again, way too much info!!	
916	Nathan Staton		
917	Megan		
918	Megan Dahle		

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
911	Kim Clark		
912	Lisa Sather-long		
913	Jennifer Macziewski		
914	Kathy King		
915	LeighAnn Dunn		
916	Nathan Staton		
917	Megan		
918	Megan Dahle		

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
911	Kim Clark		
912	Lisa Sather-long		
913	Jennifer Macziewski		
914	Kathy King		
915	LeighAnn Dunn		
916	Nathan Staton		
917	Megan		
918	Megan Dahle		

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
911	Kim Clark		
912	Lisa Sather-long		
913	Jennifer Macziewski		
914	Kathy King		
915	LeighAnn Dunn		
916	Nathan Staton		
917	Megan		
918	Megan Dahle		

	A	P
2	Name	9-12 - United States Government
911	Kim Clark	
912	Lisa Sather-long	
913	Jennifer Macziewski	
914	Kathy King	
915	LeighAnn Dunn	
916	Nathan Staton	
917	Megan	
		So... we're not going to allow kids to learn to listen and debate each other with open minds in a safe place? So they can become adults and just start screaming at each other because they never learned how to think for themselves or listen to other ideas.
918	Megan Dahle	This is so bad...all of it. Burn it and start from scratch. How embarassing for you.

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
919	Jamie Healy	Parent and K-12 Educator	I am at a loss for words to express how deeply concerned I am with these proposed Social Studies standards. The majority of the standards for the Elementary level are developmentally inappropriate. These standards ignore best teaching practices, blooms taxonomy and do little to help students learn how to think critically. Not to mention taking the fun out of learning history due to each grade level being required to recite from memory historical documents (which in elementary they will not be able to comprehend).
920	Sarah Reppe	Parent/Guardian	I am appalled by this material being considered as “standards”. These “standards” are by no means age appropriate. Again, the expectations that are required by teachers to teach this material is very unrealistic, with the already stressed expectations they have with the limited resources they are given and poor pay they are receiving. I am seriously hoping that these so called “standards” are NOT passed. I wouldn't expect a 5 year old to identify the differences in time periods based on clothing, nor a 6 year old to know & recite the preamble of the constitution. And neither should you. Please ask an elementary educator what should be considered “standards”, as they would know more than anybody.
921	Caron de la Montanya	K-12 Educator	Too many lofty goals for primary students. Please reconsider most of the world standards. Many don't even know their address or a phone number for a parent.
922	Lachelle olivier	K-12 Educator	These proposals are highly ridiculous in two ways. 1. What you expect students to learn and retain at the ages listed. 2. That you think teachers have enough time in the day to teach all of these to understanding. I can not believe that you expect a 1st grader to do, when most adults and even our president cannot do!! Go back to allowing educators tweek the standards. This is one area Gov. Noem has overstepped!!
923	Diane Reyelts	k-12 Educator (School Psychologist) and Parent	The elementary level standards are not based on what is developmentally appropriate for young children. It seems as if the standards were written without input from those within the field of education and/or individuals with first-hand understanding of what is realistic for developing brains. Using chronological and temporal terms such as in the future, present, past; this week or last week, is not something most five-year-olds are able to grasp, much less incorporate into a narrative. Children at this age are most capable of living in the "here and now". With all the growth and development happening rapidly in their brains, the concept of past and future needs refining. It is unrealistic that an average 6-year-old (typical age for first grade) would be able to recite the Preamble of the Constitution. Their memories are not built for that. Some children go to first grade still trying to remember their letters, numbers, beginning sight words and to progress with the curriculum need to continuously learn new strategies for reading, adding, and recalling the meaning and correct usage of key vocabulary used typically in their daily environment. Thus, memorizing the Preamble, lines from the Declaration of Independence and any words that are well above their current level of vocabulary is not realistic. What meaning is there in very young elementary children to learn about ancient and foreign countries? Again, it is not developmentally appropriate for them to connect a place far away with events that are so unfamiliar to them in a way that is meaningful and retained for the spiraling up that the standards intend. These standards are barely "loosely-aligned" with what a variety of textbooks cover in the elementary grades. This does not suggest that South Dakota standards need to follow a scope and sequence of a textbook, by any means. However, textbooks are designed with concepts that make sense with children at their age/grade and with the "depth" that is appropriate for a child to retain. They are created based on what is developmentally appropriate for a child--which is what is effective for teaching and learning. Children (and school staff) are already so overtaxed with learning all that is essential to navigate in their world, the next grade, in social circles, etc. As a parent, it would be very disappointing to have my own children frustrated with expectations to master these concepts that are not within their own capacity to even understand. We have high schoolers graduating and meeting the current standards without knowledge or understanding of some of the concepts expected in the elementary years by these new standards. If nothing else makes sense with the discussion of developmentally appropriate practices, I would hope individuals within the Department of Education can clearly see this disconnect as a significant concern. Thank you for the opportunity to share comments from the perspective of a professional educator and parent.
924	David Thomas Swank	Parent/Guardian	These standards are not developmentally appropriate for elementary students. There are also few references to the indigenous people who were here before colonization, and during westward expansion.
925	Galen Hoogestraat	Parent/Guardian	Awful. This is why teachers are quitting. I thought we were supposed to support less government intervention in this state. Let the school districts and teachers handle this.
926	Lori Jackson	K-12 Educator	Do not reflect a real understanding of development levels, the teaching day, or reasonable expectation of both teachers and students. Do seem heavily biased towards a while nationalist world view. Complete insanity reigns and Kristi is the queen.
927	Tricia Runyan	K-12 Educator	Who wrote this obviously is not an educator and has no clue what is age and developmentally appropriate. This is not realistic at all. Try getting an actual educator from grades k-12 on this team.

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
919	Jamie Healy	Developmentally inappropriate and too extensive to expect to be taught at this level	Developmentally inappropriate and too extensive to expect to be taught at this level- Many of the US standards are currently taught in 8th grade and it is hard for them to fully understand the meaning of the Declaration of Independence and the Preamble. What is the point of memorizing historical documents that they cannot understand.
920	Sarah Reppe	For a 5-6 year old to understand and describe the different time periods based upon clothing, and housing, is VERY unrealistic and inappropriate. As well as the children to know and explain the difference and effectiveness of virtues vs actions. Kindergartners are supposed to be focused on learning their address, the town and state that they live in, things that are relative to them. For them to understand the concept of the differences between time periods is unacceptable. Especially when preschool is NOT required in the state of South Dakota. The teachers in that age group are already trying to catch those children up with the rest of the classroom that did have formal preschool teaching without having to teach them specifics on history.	As a parent that had a child finish 1st grade this past year and entering 2nd grade this fall, it is ridiculous to think that 6 & 7 year olds are expected to recite the preamble of the constitution, be able to explain the differences in architectural styles, understand the different ancient civilizations of the world, how slavery works and why it is morally wrong, and the differences among the colonies, and different wars in this time period. It is extremely inappropriate and irresponsible to put those expectations on 1st graders, not to mention the hardships that the teachers will have in order to teach these difficult “standards” without the support that they ALREADY rightfully deserve. What my child learned this past year, the differences in different cultures/holidays that are celebrated, as well as why thanksgiving is celebrated, is appropriate enough and I was impressed with their knowledge and how their teachers taught them.
921	Caron de la Montanya		Many of these standards are not age appropriate. Many little people don't have a concept of time and interactions in world history yet we are asking them to understand conflicts that happened so long ago. I really question the purpose of these world standards. I have taught for 30 years and I have never seen such lofty goal for students who still think there is a real Santa and that the tooth fairy is real. Honestly! 1SS.4, 1SS.5 Is not appropriate at all. Please have primary teachers be involved on this document.
922	Lachelle olivier		
923	Diane Reyelts		
924	David Thomas Swank	No major objections	Large portions of these standards are not developmentally appropriate. Also, memorization of the Preamble and portions of the constitution are unnecessary.
925	Galen Hoogestraat		Asking a 1st grader to memorize the preamble to the constitution is ridiculous and shows that no real educators put this hot garbage together. Meaningless task that will only frustrate a 6-7 year old.
926	Lori Jackson	Age inappropriate, far too many standards to reasonably expect a child at this age and reflect no understanding of education at this age level. Clarence Thomas? Really? How about we talk about his wife!	Age inappropriate, far too many standards to reasonably expect a child at this age and reflect no understanding of education at this age level. Far too many standards to cover in a school year and still be bothered with reading, math, recess or even bathroom breaks! It is incomprehensible to me to believe there were actually any teachers involved in this nonsense.
927	Tricia Runyan	Not age appropriate.	Not age appropriate.

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
919	Jamie Healy	Developmentally inappropriate and too extensive to expect to be taught at this level Many of the US standards are currently taught in 8th grade and it is hard for them to fully understand the meaning of the Constitution, branches of government and the Bill of Rights	Developmentally inappropriate and too extensive to expect to be taught at this level
920	Sarah Reppe	Again, it is very age inappropriate for 7 & 8 year olds to know specifics on different religions, and it's regions, and wars. And to ask them to understand and explain the specifics on our country's government systems and its differences. I do NOT expect my child to know this, as this material is not age appropriate and should not have to be understood. This is material that 4th graders should know, not 2nd graders.	
921	Caron de la Montanya		
922	Lachelle olivier		
923	Diane Reyelts		
924	David Thomas Swank	These standards are not developmentally appropriate.	
925	Galen Hoogestraat		
926	Lori Jackson	Talk about bias. Are you out of your collective minds? Constantine? In second grade? And why in the world do we need to delve deep on Andrew Jackson--although at least there is some mention made of his actions with regard to Native Americans. You are asking that second graders explore the role of civil war veterans in settling the state with absolutely no mention being made of the Native American groups already here? Not to mention this: THERE WILL NEVER BE ENOUGH TIME IN ANY EDUCATIONAL DAY TO COVER THESE RIDICULOUS STANDARDS.	Positive note: they are shorter, narrower in scope, and at least some mention is made specifically of the Native American tribes living here. Here is a thought? How many of the members of our state government can identify and locate all fifty states on a map? Not a crazy expectation that they give it a go, but are you expecting it to be taught to mastery? And precisely what version of the Pocahontas Story do you expect children to know and understand?
927	Tricia Runyan	Not age appropriate	Not age appropriate

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
919	Jamie Healy	Developmentally inappropriate and too extensive to expect to be taught at this level	Developmentally inappropriate and too extensive to expect to be taught at this level
920	Sarah Reppe		
921	Caron de la Montanya		
922	Lachelle olivier		
923	Diane Reyelts		
924	David Thomas Swank		
925	Galen Hoogestraat		
926	Lori Jackson	Typically, fourth graders have studied the states and now we expect them to demonstrate knowledge of the Roman Empire, middle ages, etc. Please ask yourself, how time in the instructional day can reasonably be devoted to social studies and are we asking the impossible of educators and children. But on a positive note--Native Americans are included .	General note: Memorization of the Gettysburg Address is not something every child can do, nor is it something that actually teaches a child anything. I am a geeky kid and I memorized it in seventh grade at the same time I really learned about the civil war. How many of you can locate and identify, label and spell all the countries in Europe? Hello, Google. In general--too much. And what is up with Andrew Jackson? You folks really seem to think he was a swell guy. Let's step back and ask ourselves, what portion of the day do we expect educators to devote to social studies instruction and what they will NOT be teaching in other. content areas in order to delve into 348 years of European History and 88 years of American History.
927	Tricia Runyan	Not age appropriate	Not age appropriate

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
919	Jamie Healy	Where is this curriculum going to come from. Is there a single textbook that covers this entire span of time and topics covered in the standards? Where will the money come from to get all new curriculum for the ENTIRE STATE?	What is the reason WHY a student should memorize sections of the Declaration of Independence? Discuss it yes, listen to it absolutely but memorizing it is not necessary nor good academic practice. Documents such as the federalist papers are far too advanced for 7th graders. Too much content to successfully teach in one year.
920	Sarah Reppe		
921	Caron de la Montanya		
922	Lachelle olivier		
923	Diane Reyelts		
924	David Thomas Swank		
925	Galen Hoogestraat		
926	Lori Jackson		
927	Tricia Runyan	N/a	N/a

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
919	Jamie Healy	Proposed standards will require new textbooks for the ENTIRE State. All the economic principles are beyond 8th grade comprehension. Is there 8th grade reading level textbooks that will encompass all standards proposed without having to have multiple texts?	This is too much content, too big of a time span to cover in a semester
920	Sarah Reppe		
921	Caron de la Montanya		
922	Lachelle olivier		
923	Diane Reyelts		
924	David Thomas Swank		
925	Galen Hoogestraat		
926	Lori Jackson		
927	Tricia Runyan	N/a	N/a

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
919	Jamie Healy		It is unrealistic to cover this time frame adequately in a year. It would not leave time to critically thing and dig deep into any topic.
920	Sarah Reppe		
921	Caron de la Montanya		
922	Lachelle olivier		
923	Diane Reyelts		
924	David Thomas Swank		
925	Galen Hoogestraat		
926	Lori Jackson		
927	Tricia Runyan	N/a	N/a

	A	P
2	Name	9-12 - United States Government
919	Jamie Healy	
920	Sarah Reppe	
921	Caron de la Montanya	
922	Lachelle olivier	
923	Diane Reyelts	
924	David Thomas Swank	
925	Galen Hoogestraat	
926	Lori Jackson	
927	Tricia Runyan	N/a

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
928	Faythe J Yerdon	K-12 Educator	
929	Rochelle Schultz	K-12 Educator and Parent	<p>I feel like this echoes textbooks that have been in print since the '80s and '90s. It's pretty standard material. It's very euro-centric, even with the racial diversity standards sprinkled in. It's missing a huge number of historical women. I suggest that the folks who were against government writing common core standards (10 years ago) had a valid point.</p> <p>These standards, as written, are woefully age inappropriate. Teachers are best equipped to write lesson plans and create pacing calendars that are best for their students.</p> <p>Teachers really should earn extra compensation if they wind up required to attend trainings on this. They know the material already.</p>

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
		<p>I have been a kindergarten/first grade teacher for over 20 years in SD. I find these portions of the proposed kindergarten social studies standards inappropriate for kindergarten learners.</p> <p>K.SS.1. C. The student can name his or her town, township or city, county, state or reservation, country, and continent.</p> <ul style="list-style-type: none">- County, and Continent are advanced vocabulary and should not be included at the kindergarten level. <p>D. The student can distinguish on a map between oceans, lakes, rivers, and mountains.</p> <ul style="list-style-type: none">-This specific vocabulary is too advanced. It should be changed to "identify landforms and bodies of water on a map". <p>F. The student can use sequential terms correctly to narrate personal and historical events, including first, next, last, before, and after.</p> <ul style="list-style-type: none">-This standard is a speaking/listening standard that is more advanced than the current SD speaking/listening standards. It should be removed from the social studies standards as our standards need to align across all the subject areas. <p>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.</p> <ul style="list-style-type: none">-This standard is a speaking/listening standard that is more advanced than the current SD speaking/listening standards for kindergarten. It should be removed from the social studies standards as our standards need to align across all the subject areas. <p>I. The student can use the word “because” correctly in answer to questions of “why” and cause and effect.</p> <ul style="list-style-type: none">-This standard is a speaking/listening standard that is more advanced than the current SD speaking/listening standards for kindergarten. It should be removed from the social studies standards as our standards need to align across all the subject areas. <p>N. The student can recite the “Pledge of Allegiance” from memory.</p> <ul style="list-style-type: none">- I have had many students that choose to not recite the pledge daily with our class. This may have to do with religious or personal beliefs. A students' grade should not be affected by their choice to say the pledge. <p>K.SS.2. The student locates each of the following on a map: North America, Atlantic Ocean, Pacific Ocean, The United States of America, Alaska, Hawaii, South Dakota and its neighbors, the location of the school.</p> <ul style="list-style-type: none">-This standard is too advanced for kindergarten students. The only location that I feel should be kept is finding South Dakota on a map of the USA. <p>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.</p> <ul style="list-style-type: none">- I do not agree with the wording of this standard. It should state "Student can state facts about figures from American history." Kindergarten students often get confused about fact and fiction. This would clarify what kind of information we are seeking.	
928	Faythe J Yerdon		
929	Rochelle Schultz	K.SS.3: Women are underrepresented in list. K.SS.4: Native American influence on American symbolism not included.	<p>1.SS.1.k: Architectural styles is a middle school skill, not 1st grade.</p> <p>1.SS.1.o: Reciting preamble is a 5th or 6th grade skill.</p> <p>1.SS.2.a: These map locations are a 5th grade skill.</p> <p>1.SS.4.c-h: These topics are better for high school students.</p> <p>1.SS.5.a-e: Too advanced for 1st graders. This is high school material.</p> <p>1.SS.8-10: Too advanced. Possibly introduce in 4th grade.</p>

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
	Faythe J 928 Yerdon		
929	Rochelle Schultz	2.SS.3-8: Way too advanced for 2nd graders. This is middle school material. 2.SS.10-12: Also too advanced for 2nd graders. These topics are college level.	3.SS.4.b-h: This is possibly 8th grade material 3.SS.5: This is 6th grade material. 3.SS.7: These topics are too complex for 3rd graders to comprehend at their age development.

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
	Faythe J 928 Yerdon		
	Rochelle 929 Schultz	4:SS:3: This is 6th grade material 4:SS:4: This is high school level 4:SS:5: This is college level material 4:SS:9-11: This should be moved to higher levels, perhaps grades 7 & 8	5:SS:3-4: This is high school material 5:SS:9-10: This is 7-8th grade material

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
928	Faythe J Yerdon		
929	Rochelle Schultz	Shorten and focus to reasonable number of topics for one semester class (about 18 weeks). In reality, only about 9 complex topics can be covered.	Move topics that I mentioned in earlier grades to high school level. The items here are college level. Essays should use research and citations, not just class notes.

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
930	J Bruner	Parent/Guardian	Typical Kristi Noem overlooking what the people want and deleting the standards that a QUALIFIED, DIVERSE committee created in favor of her whitewashed, non inclusive standards created by a committee she cherry picked and who wants to stay far away from actual history and only focus on the "high points".
931	Cassie	K-12 Educator	The standards, especially those k through five are so insanely inappropriate for the ages proposed that I'm having a very difficult time even figuring out how to express my perplexion and indignation. I can't even begin to understand how you came up with the idea that it's even remotely realistic to expect a first grader to tell what ancient Egyptians grew for agriculture, or about Thomas Jefferson's early life. It feels as though the standards have been just snatched out of the clear blue sky with absolutely no regard for developmental appropriateness. First graders don't even really grasp the concept of time before their birth. In current standards something that we look at is how times change and technology like vehicles have changed over time. When explaining how in the 1800s the major mode of transportation was via horses first graders can't even really conceptualize how long ago that was. They ask if I was alive then, or if that's how I got to school in "the olden days". Even trying to put it in the perspective of "before your great grandpa's and grandmas were born" is inconceivable to them. I hesitate to imagine that even the narrow committee that has been charged to draft these standards has not met our been around a six year old for more than a few minutes, and it begs the question of what other motives could there be behind writing standards that are so wholly inappropriate and unattainable.
932	Alison	K-12 Educator	These standards are all so inappropriate for the grade levels. They need to be reviewed and revised/rewritten by EDUCATORS!
933	Sherry Olson	K-12 Educator	This whole process is Noem's political games. It's disgraceful that the original group's work was not used and was replaced by this disaster. It's not written or supported by educators in public schools. This would require writing completely new curriculum for our entire state (because such doesn't already exist because these standards are laughably insane). So purchase the curriculum, purchase all the materials to support it, and train the teachers. K-12. In every school in the state. Please listen to the few educators on this committee and the hundreds, hopefully thousands you're hearing from about this. Do not let politics infiltrate and destroy public education in our great state. Respect educators as the professionals they are, listen to their expertise, and stop this madness. You're only going to hurt our children.
934	Donavan Soulek	K-12 Educator	There are way too many standards in each section. I recently received a history minor in college. I learned most of the proposed standards in college. How do you expect elementary students to know this? Get rid of memorizing any famous speeches or writing. It should be about talking about it and learning why it is important instead of the stress of memorizing it. Most adults cannot memorize speeches or writings. I got very sick and disappointed when I read the kindergarten and first grade standards. I think you all need to reread it and think can a 5-7 year old do this? If these proposed standards go through many teachers will not back this and/or want to teach this. Student who normally love social studies will grow to hate them because of the pressure. The standards should be learning about how to be a good citizen, US history and how it affects us today, world history and how it affects us today, geography, learning about our government and how it is different from past and present governments, and how we can learn from mistakes or great events in history. These "proposed standards" are a joke. I have taught and had experience in many grades and these "standards" are not grade level appropriate. If you want these standards to go through I think the people that wrote them should have to "test teach" them. Then they would realize what a bad decision they made. Proposing these right when school is starting is not a good idea.
935	Maggi Soulek	K-12 Educator	I would really like to know whose idea this was and why educators are being undermined on the abilities and developmental appropriateness of the students that we work with every day. I also find it interesting that these are being proposed at the same time that school is starting and teachers already have a lot on their plates. These standards are far too extensive for one grade level. It would be improbable for a teacher to be able to meet all these standards effectively in one school year. Furthermore, expecting students to recite historical documents is not a good indication of their knowledge. You can memorize things but that doesn't mean that you have learned about the significance of it or the impact that is has on today. Expecting a 1st grader to recite the preamble of the constitution is ridiculous, especially since most adults cannot do this and would need to look it up. Also, the vocabulary in the preamble is far above the vocabulary of a 6-7 year old. These standards are a joke and it is clear that educators and the needs of South Dakota students are not being thought of with these "proposed" standards.
936	Christen Hildebrandt	K-12 Educator	These standards do not seem to understand what is developmental appropriate in elementary school. Geography has been turned into find a country and no study of other cultures. 9-12 the standards are demanding more than we can cover in the time we have with students and it is asking students to regurgitate facts and not develop high order thinking skills.
937	Miranda Fuhrer	K-12 Educator	
938	Susan Horner	Grandparent & retired teacher	So wrong in so many ways - no local control, no expert input, no truths, one sided thinking, no local input, where is the history of our state & our people, - memorize things without meaning is worthless, inappropriate teachings at an early age - children at a young age need to learn about their community & state, they need to learn & understand "their" community, so much more. This was written by people out of state & controlled by Gov Noem - should be controlled by a group of SDak educators from all parts of the state & all grade levels. Huge disappointment!

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
930	J Bruner	America started WAY before Christopher Columbus (who actually didn't discover America and was a terrible human)	Columbus didn't discover America and America existed pre 1492 and was home to many indigenous tribes. Zero mention of local or midwestern tribes relevant to South Dakota, but sure, let's tell the false fairytale version of John smith & Pocahontas. Reciting the entire preamble is a little advanced for some first graders- especially if they are expected to memorize it.
931	Cassie		
932	Alison		
933	Sherry Olson	Too much, too complex	Too much, too complex
934	Donavan Soulek		
935	Maggi Soulek	These standard are ridiculous. They are lot developmentally appropriate and there are far too many standards for a five year old to know.	
936	Christen Hildebrandt	These standards are not developmental appropriate and relay to much on memorization which is not help for higher order thinking.	These standards are not developmental appropriate and relay to much on memorization which is not help for higher order thinking.
937	Miranda Fuhrer	Would you like me to stop teaching them who to write their name?	This is ridiculous
938	Susan Horner		

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
930	J Bruner	Will national holidays include other cultural like Kwanza, Juneteenth or Ramadan? Or only Christian holidays. Nothing was specified. History of the beginning of Christianity is being taught- but how about other religions? Will conflicts depict both views or only those of Christians? What importance will Christian history have over the mention of other religions and cultures? Will the lessons on the corps of discovery discuss the role they played on the indigenous tribes of the Midwest- including the Sioux and Lakota? Also the civil war was over states wanting to secede from the union- slavery was simply an arguing point- not the causation of the war. Major figures of the war don't include anything about black soldiers	Again American history doesn't begin in 1492. Columbus didn't discover America and is a terrible human who's crew raped and enslaved girls as young as 8 for sexual acts. (It's written about in detail in his journals) Native American tribes- again no mention of tribes central to the state these kids live in. Again the beginning of the colonies focuses on the white story book versions: Pocahontas, John Smith, Rolfe, etc
931	Cassie		
932	Alison		
933	Sherry Olson	Too much, too complex	Too much, too complex
934	Donavan Soulek		
935	Maggi Soulek		
936	Christen Hildebrandt	These standards are not developmental appropriate and relay to much on memorization which is not help for higher order thinking.	These standards are not developmental appropriate and relay to much on memorization which is not help for higher order thinking. There is too much to be cover.
937	Miranda Fuhrer		
938	Susan Horner		

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
930	J Bruner	Zero state history standards. 4th grade should be learning the history of SD from all perspectives. Again standards focusing on Christianity shouldn't be included unless there are standards going equally in depth to all other religions- not just having a blip in a textbook to "meet" the standard. D. Contributions of other religions including Muslims- will this be in depth and positive contributions, or insinuating that the religion is wrong? I expect that any mention of other religions would be done in the same way as any mention of Christianity with a completely unbiased neutral stance on any of them since the state schools of South Dakota include many different families with different beliefs that deserve equal representation in the text books.	Will natural resources discussions include green energy sources such as wind and solar power? Nothing is specified. Section 5.SS.4: only focuses on Christianity- specifically white Christianity. The history of the white Christian church shouldn't be included in school texts. Will 5th graders learn that slavery simply didn't just end at the emancipation- that it never truly ended and that many people are still enslaved today? Will they learn about cultural appropriation and why certain events, sayings, places, and historical figures may be insensitive to other cultures? Will the truth about Lincoln be told or will he be portrayed as the hero who ended slavery when actually he was not the upstanding man he's portrayed to be? Again will the importance of black soldiers in the civil war be included? Section 5.SS.9- what perspective will the J section be told from? Will any significant history of our local tribes be included? (Lakota Sioux and Santee?) what about the history and the horrors of indigenous boarding schools and the attempt to whitewash native children? P. Certain states?? Laughable. How about ALL states. Will it address how discrimination against blacks and other races is STILL prevalent and common even today- just in different forms?
931	Cassie		
932	Alison		
933	Sherry Olson	Too much, too complex	Too much, too complex
934	Donavan Soulek		
935	Maggi Soulek		
936	Christen Hildebrandt	These standards are not developmental appropriate and relay to much on memorization which is not help for higher order thinking.	These standards are not developmental appropriate and relay to much on memorization which is not help for higher order thinking.
937	Miranda Fuhrer		
938	Susan Horner		

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
930	J Bruner	Section 3- H: truth? Religion? Who's opinion will make those decisions? Section 4-Why is this even considered? Separation of church and state?? No need to learn about Jesus in 6th grade history. And I say that as a very active Christian. It is not the school's job to teach religion unless done equally of all religions across the board. A state standard does not need to specifically state that students must learn about Christ. This entire section is problematic.	Same issues as stated above
931	Cassie		
932	Alison		
933	Sherry Olson	Too much, too complex	This is politically driven; let educators do their job
934	Donavan Soulek		
935	Maggi Soulek		
936	Christen Hildebrandt	I think this messes up almost all middle schools scope and sequence.	I think this messes up almost all middle schools scope and sequence.
937	Miranda Fuhrer		
938	Susan Horner		

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
930	J Bruner	Why does American history end in 2008? Do we not want to talk about the fact that we had a black president or is it that you don't want to talk about the embarrassment that was Trump?	How modern? Will it again stop at 2008?
931	Cassie		
932	Alison		
933	Sherry Olson	This is politically driven; let educators do their job	This is politically driven; let educators do their job
934	Donavan Soulek		
935	Maggi Soulek		
936	Christen Hildebrandt	I think this messes up almost all middle schools scope and sequence.	This course is to much to be covered in a semester. There are also almost no geography standards that have meaningful depth when almost every school teaches geography for a semester. Required word counts for papers and memorization are not best practices for students.
937	Miranda Fuhrer		
938	Susan Horner		

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
930	J Bruner		Hmmm. It's been 14 years since 2008? Will we be using outdated text books or specifically not including the years under an amazing Black president? Or are you just trying to avoid discussion about a twice impeached criminal president who incited a coup de tat?
931	Cassie		
932	Alison		
933	Sherry Olson	This is politically driven; let educators do their job	This is politically driven; let educators do their job
934	Donavan Soulek		
935	Maggi Soulek		
936	Christen Hildebrandt	Most schools don't currently offer this class in SD.	I have concern about the scope of the class and the depth of knowledge expected to be taught.
937	Miranda Fuhrer		
938	Susan Horner		

	A	P
2	Name	9-12 - United States Government
930	J Bruner	Same stuff as mentioned above.
931	Cassie	
932	Alison	
933	Sherry Olson	This is politically driven; let educators do their job
934	Donavan Soulek	
935	Maggi Soulek	
936	Christen Hildebrandt	There is way to much demanded to be covered in a semester class.
937	Miranda Fuhrer	
938	Susan Horner	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
939	Kirstin	Parent/Guardian	As a parent with three children in public elementary schools I am scared for the future of my kids. As I looked through the elementary proposed standards there were many red flags. First of all, most of the proposed standards are not developmentally appropriate. Expecting a first grader to memorize the preamble to the US Constitution would not be meaningful to them and quite honestly would be frustrating for most. Most of the K-5 standards require very low level thinking skills (memorizing, identifying, summarizing). I want to see my children being forced to use higher level thinking skills which are required in the 21st-century. I want them to be analyzing and evaluating what they learn so it becomes meaningful to them and truly impacts them. From what I can tell these proposed standards need a lot of work before they can become reality.
940	Krista Kirst	Former K-12 Educator	These standards are truly atrocious. The lack of knowledge about children and their development is absurd. The mentality used to create this is honestly one of the reasons that I had to leave teaching in SD. The writing on the wall was there and now it is clear. I am deeply saddened by what has been proposed. The lack of knowledge and experience in the field truly shows. Our students deserve better.
941	Amber Finnesand	Parent/Guardian	Lots of rote memorization. Please provide factual evidence that rote memorization is beneficial to student learning. How will student learn about what they are memorizing? Or will they memorize and then forget it - providing no valuable learning.
942	Joy Berg	K-12 Educator	As an educator for over 20 years, I am completely disheartened and enraged by these standards. They are completely ridiculous and embarrassing. First graders reciting the preamble? Come on. These are not developmentally appropriate or sensible. I will go public with this nonsense. As a parent, I am appalled. Get teachers in this group and stop the CRT rhetoric.
943	Nikki Dawson	K-12 Educator	Overall, many of the proposed standards are not developmentally appropriate. Many of the proposed elementary standards are currently taught at a middle school and/or high school level, and some of the proposed middle school standards are taught at the high school level. It would also be nearly impossible to teach all of these standards thoroughly in a school year.
944	Kyla Schuster	K-12 Educator	These standards, specifically elementary, are unrealistic, unethical, and impossible to realistically follow. Please listen to actual educators who are working with the youth in South Dakota. They are the people who should be crafting the expectations of these children.
945	Jacob	K-12 Educator	While American history is very important, it must be said that understanding how the U.S is connected to the rest of the world through trade, politics, and economics is not something that can be taught only at the high school level. In these proposed standards students will not learn any world history, through the modern day, or world geography until they reach high school. This would be a disservice to the students and future generations.
946	Sarah Bertsch	K-12 Educator	This is worse revision possible. Any educator looking at these can tell they are not age appropriate. Think of all the kids who missed years because of covid and not handling the switch back. You had hardly any educators on the comittee. Focus on the kids and not what you think is best. Kids will never get to chance of gaining higher skills if you expect to much out of them at younger ages. Let them be kids and enjoy what they are learning. Tell me how many of you could have done these at that age.
947	Cheryl Prunty	K-12 Educator	These standards are ridiculous. I can't imagine any current classroom instructor agreeing with these standards. Also bring back Native American history. I am Caucasian but they were here first. They have a right to have a truthful account of their past in SD taught in our state.
948	Bree Oatman	Parent/Guardian	I compared the proposed standards to the Hillsdale College curriculum resources and it appears that these standards align perfectly with that curriculum. I question the presence of a former Hillsdale faculty as facilitator. In addition, Governor Noem has appointed several people to staff positions who graduated from there. Is the plan to purchase this curriculum and require all schools to use it? What about local control? Will math, ELA and science standards be revised to fit this curriculum too? Hillsdale College has been involved in campaigns and efforts to undermine public education around the country to privilege a vision of education that is centered on a Christian, Eurocentric, world view. As a tax payer and resident of South Dakota I find these proposed standards an embarrassment and a slap in the face to the original committee members who drafted standards that would have provided for quality education in our state.
949	Natalie Slack	Parent/Guardian	It's almost as if a failed private college with pending litigation was paid to write these standards. Educators in South Dakota are equipped to educate. Why would you implement standards that show no comprehension of student aptitude, age appropriateness, or intellectually curiosity? I'm horrified at the continued dumbing down of our state's children and am on to your plan to ensure a dumbed down voting pool so folks like Kristi Noem stay in office. Deplorable.
950	Amber E	Future Educator	Several of these standards are far too complicated for the grade levels they are assigned. I can even imagine explaining the devastation that is the history of some wars to students who can't even comprehend a majority of terms related. Students do not have the mental capacity to take in the information you are expecting with these new standards.

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
939	Kirstin		
940	Krista Kirst		
941	Amber Finnesand		
942	Joy Berg		
943	Nikki Dawson		
944	Kyla Schuster		I am a first grade teacher... very little of these proposed standards is developmentally appropriate for my students. The idea of 6 year olds being able to actively comprehend these standards is absolutely ubsurd. I have students coming to me without knowing their entire alphabet but we should expect them to memorize the story of the polypenisian war? These standards are ridiculous and it is unethical to put these expectations on our youth.
945	Jacob		
946	Sarah Bertsch		
947	Cheryl Prunty		
948	Bree Oatman		Why are 1st graders learning about the Persian War and how does memorization and recitation of American documents equal good citizens or engaged citizens?
949	Natalie Slack	Have you ever met a kindergartner? What an insult to their creativity to limit them to ideas of only American (exploration, not indigenous history) and not the wide world. Why would you put these standards on a 5 year old? Ludicrous.	
950	Amber E		

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
939	Kirstin		
940	Krista Kirst		
941	Amber Finnesand		
942	Joy Berg		
943	Nikki Dawson		
944	Kyla Schuster		
945	Jacob		
946	Sarah Bertsch		
947	Cheryl Prunty		
948	Bree Oatman	Again, the adoption of classical education standards is counter to what peer reviewed research shows for best practices for social studies education.	It seems that the emphasis is very Judeo Christian and Euro focused. Also, other than Christian homeschool curriculum and classical education proponents, I can't find any examples of this level of world history being taught in elementary school. Why are students not learning about Native American history as part of the history of the Americas? Starting with Columbus is anti-Indigenous and perpetuates myths about there not being civilizations and people here already.
949	Natalie Slack		
950	Amber E		

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
939	Kirstin		
940	Krista Kirst		
941	Amber Finnesand		
942	Joy Berg		
943	Nikki Dawson		
944	Kyla Schuster		
945	Jacob		
946	Sarah Bertsch		
947	Cheryl Prunty		
948	Bree Oatman	See 3rd grade comments	
949	Natalie Slack		
950	Amber E		

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
939	Kirstin		
940	Krista Kirst		There was no history before Columbus??
941	Amber Finnesand		
942	Joy Berg		
943	Nikki Dawson		
944	Kyla Schuster		
945	Jacob		<p>Many of the 7th grade standards, actually most of the grade level standards, are focused on students telling, explaining, or reciting information. These do not reflect the education process or developmental learning strategies for these ages which would include creating, using and understanding important social studies tools. This includes but is not limited to, how to use primary and secondary sources, how to read or apply a map, the importance of global politics and it's impacts on the United States.</p> <p>Having one set of standards, 7.ss.2, where students are just supposed to point out different locations on a map, will not help them to understand why those places are important and the importance of the different tools that are needed to even map those locations.</p> <p>There needs to be a dedicated world geography class BEFORE students reach high school.</p>
946	Sarah Bertsch		
947	Cheryl Prunty		
948	Bree Oatman		
949	Natalie Slack		
950	Amber E		

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
939	Kirstin		
940	Krista Kirst	How do you expect any child up to this point to understand most of this without having a geography class?	A semester to teach the history of the world is truly ridiculous. A year was barely long enough to scratch the surface on many important topics.
941	Amber Finnesand		
942	Joy Berg		
943	Nikki Dawson		
944	Kyla Schuster		
945	Jacob		
946	Sarah Bertsch		
947	Cheryl Prunty		
948	Bree Oatman	Why only to 2008? Are you suggesting that some drastic thing happened that year and nothing has been the same? What could that be? The election of a Black man as President perhaps? This stinks of racism and a neener neener response to the 1619 Project and only serves to polarize and purposefully indoctrinate youth based on conservative ideology.	
949	Natalie Slack		
950	Amber E		

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
939	Kirstin		
940	Krista Kirst		
941	Amber Finnesand		
942	Joy Berg		
943	Nikki Dawson		
944	Kyla Schuster		
945	Jacob		
946	Sarah Bertsch		
947	Cheryl Prunty		
948	Bree Oatman		Again why stop at 2008?
949	Natalie Slack		
950	Amber E		

	A	P
2	Name	9-12 - United States Government
939	Kirstin	
940	Krista Kirst	
941	Amber Finnesand	
942	Joy Berg	
943	Nikki Dawson	
944	Kyla Schuster	
945	Jacob	
946	Sarah Bertsch	
947	Cheryl Prunty	
948	Bree Oatman	
949	Natalie Slack	
950	Amber E	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
951	Andrea Stanosheck	K-12 Educator	<p>These standards were not written by SD educators or even by the current committee. Who were they written by? Please be transparent.</p> <p>There is complete disregard for the scope and sequence that most schools in the country base their standards around. How will districts get curriculum materials to teach these standards?</p> <p>There are no standards covering state history. Are these standards, in effect, erasing the teaching of South Dakota History in our K-12 schools? Although I realize that standards are not all-inclusive, these leave very little time for teaching anything else.</p> <p>The standards for elementary students are laughable and show absolutely no understanding of child development. For example, these standards are asking 1st graders to memorize parts of American documents containing vocabulary they will not understand until they are much older. The standards expect 1st graders to have knowledge of events from ancient history that I, and many adult South Dakotans, have rarely heard of, such as the Peloponnesian War and the Conquests of Alexander of Macedon. Who, in their right mind, would expect these things of 6 year olds?</p>
952	Connie	K-12 Educator	
953	Peter Hasby	Parent/Guardian	
954	Jeff Ganschow	K-12 Educator	These are terrible! I look forward to the groups that form to oppose these and sue the state! Do BETTER!
955	Jenny Barthel	K-12 Educator	These standards are not developmentally appropriate for K-5. More educators need to be involved in this process. This is our profession. Please respect our input.
956	Kelli	K-12 Educator	<p>If the goal is for Kristi Noem to “write” standards for South Dakota’s social studies curriculum and pass those “standards” off as her own handiwork, then this fits the bill. However, if we are aiming to write an appropriate scope and sequence including the very people who have lived here many thousands of years before Lewis and Clark marched through the land, then this is not even close. These “standards” are grossly over the bar for students of a particular age. To dismiss the work of an entire committee that had former and current teachers included, is an insult like none other. Kristi Noem should have no part in this process other than to clap for the work the original committee did in making new standards. Certainly Kristi should understand and accept her role and not interfere in the work of educators; yet, she is doing exactly what she shouldn’t be doing. Did Kristi help write state medical standards or procedures? Of course not, because she is not a medical professional nor does she have any say in medical standards. The absurdity of Kristi’s influence on educational professionals is repulsive and wrong. Her moral compass is nonexistent! Please Kristi, do the right thing and remove yourself and your personally-chosen committee and revert to what the original committee put together.</p>
957	Kim Clark	K-12 Educator	
958	Morgan Bobzien	K-12 Educator	Maybe talk to some actual teachers about what you are proposing. No teacher in their right mind even has the time in a year to teach all of these things. Everything listed, in no way, shape or form, is in the correct grade level. Teachers should be the people you are hiring to write these standards.

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
951	Andrea Stanosheck		
952	Connie	Not developmentally appropriate	Not reasonable for a first grader
953	Peter Hasby		This is college undergraduate intro level material. Recalling details, not overviews, of ancient and US history in first grade? If whoever wrote this is serious, they are eccentric, to be charitable. If they do know what they are doing, why the wildly off base content?
954	Jeff Ganschow	Way too advanced for kindergarten students	Way too advanced for 1st graders
955	Jenny Barthel		Consider revision
956			
	Kelli	Maybe; Are our own Native Americans in South Dakota going to be included in this introduction? They should be and if not, why is the decision based on Kristi Noem's opinion?	No; this is not appropriate for this grade level. Please refer to written standards when the social studies committee had actual teachers included and involved.
957	Kim Clark	<p>E. The student can identify and describe differences in setting, housing, and clothing from different time periods. H Too broad. Instead of different time periods why not talk about the diversity of American culture. What are the customs and celebrations of various communities</p> <p>A. The student can distinguish between a map and a globe. G B. The student can identify and explain a map of the classroom. G C. The student can name his or her town, township or city, county, state or reservation, country, and continent. G D. The student can distinguish on a map between oceans, lakes, rivers, and mountains. G For a first time introduction to a globe and map this is too much. This would be something doable and within understanding.</p> <p>Differentiate land and water features on simple maps and globes. b. Explain that maps and globes show a view from above. c. Explain that maps and globes show features in a smaller size.</p> <p>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. This standard is not needed. If you have it limit the American figures. So basically you want them to talk about figures from 1492 (according to other grade level standards) to 2008. Way beyond their understanding and knowledge.</p> <p>K.SS.4. The student identifies and explains the meaning of different symbols of America. Symbols may include, but are not limited to: HCG</p> <p>Limit the number of symbols. Ones that are appropriate for Kindergarten. This could be:</p> <p>The national and state flags (United States and Georgia flags) b. Pledge of Allegiance c. Star Spangled Banner (identify as the national anthem) d. The bald eagle e. The Statue of Liberty f. Lincoln Memorial (identify image and associate with Abraham Lincoln and Presidents Day) g. Washington Monument (identify image and associate with George Washington and Presidents Day) h. White House (identify image and associate with Presidents Day and the current president)</p> <p>K.SS.1. The student learns the skills to complete the following tasks, completing each task with relative ease by the end of Kindergarten. M. The student can correctly use words related to work, including: E Make this relevant to them. You talk about words related to work. But you have not talked about work and some of the jobs people do. That would be more appropriate. Do they understand that people earn an income by working.</p> <p>K.SS.1. The student learns the skills to complete the following tasks, completing each task with relative ease by the end of Kindergarten.</p> <p>This is not a standard and the topics within are all over the place. Separate understandings out.</p> <p>geopgraphy understanding. Government understanding Economic understanding.</p> <p>K.SS.1. The student learns the skills to complete the following tasks, completing each task with relative ease by the end of Kindergarten.</p> <p>N. Recite from memory the pledge of allegiance. So, they have to memorize it before the understand it? Given they will be saying this everyday of the school year from K-12, this does not need to be a standard.</p> <p>K.SS.1. The student learns the skills to complete the following tasks, completing each task with relative ease by the end of Kindergarten. J. The student can give examples of rules and laws. C What is relevant to them? Not laws. This would be appropriate-Explain how rules are made and why Explain why rules should be followed. This should go under a standard that talks about Government/Civic Understandings. Again you have too many standards under one broad heading.</p> <p>K.SS.2. The student locates each of the following on a map: G North America Atlantic Ocean Pacific Ocean The United States of America Alaska Hawaii South Dakota and its neighbors the location of the school You already have standards about the map and globe. K students do not need to go this extra level. You already have standards for the globe and map. If you were to add anything it would be with those standards. This standard is not needed. In your K document you have skills to be learned, not standards. For example standards would be categories of understanding. Historical Understanding, Geographical understanding etc. Under each general heading there should be 1-4</p>	
958	Morgan Bobzien	This is not language that kindergarteners use and is way above their heads.	Recite the preamble? What adult can recite this? This is way above the vocabulary and learning level of 6 and 7 year olds. Talk to at least one 1st grade teacher.

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
951	Andrea Stanosheck		
952	Connie	Not age appropriate	
953	Peter Hasby		
954	Jeff Ganschow	Way too advanced for 2nd graders	I teach this grade level. This is a joke. These standards don't meet with the cognitive levels of students. They don't know the difference between a state and a city and now they're supposed to know the causes of ancient wars? Give me a break. This is what happens when Kristi Noem appoints noneducators to these standards. 3rd graders DON'T CARE nor do they need to know about the ancient wars.
955	Jenny Barthel	Consider revision	Consider revision
956			
	Kelli	No; this is not appropriate for this grade level. Please refer to written standards when the social studies committee had actual teachers included and involved.	No; this is not appropriate for this grade level. Please refer to written standards when the social studies committee had actual teachers included and involved.
957	Kim Clark		
958	Morgan Bobzien	This is way over 7 and 8 year olds heads. Ask a 2nd grade teacher.	This is way over all 8 and 9 year olds heads. Ask a 3rd grade teacher.

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
951	Andrea Stanosheck		
952	Connie		
953	Peter Hasby		
954	Jeff Ganschow	What happened to separation of church and state? Lots of Chrisitanity being forced down our PUBLIC schools kids' throats	Seriously, not all SD kids are Christian. QUIT the indoctrination of our students.
955	Jenny Barthel	Consider revision	Consider revision
956	Kelli	No; this is not appropriate for this grade level. Please refer to written standards when the social studies committee had actual teachers included and involved.	No; this is not appropriate for this grade level. Please refer to written standards when the social studies committee had actual teachers included and involved.
957	Kim Clark		
958	Morgan Bobzien		

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
951	Andrea Stanosheck		
952	Connie		
953	Peter Hasby		
954	Jeff Ganschow		
955	Jenny Barthel		
956	Kelli	Maybe, although this timeframe seems vague. Please refer to written standards when the social studies committee had actual teachers included and involved.	Maybe; Are Native Americans included in this study? Please refer to written standards when the social studies committee had actual teachers included and involved.
957	Kim Clark		
958	Morgan Bobzien		

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
951	Andrea Stanosheck		
952	Connie		
953	Peter Hasby		
954	Jeff Ganschow		
955	Jenny Barthel		
956	Kelli	Maybe; Please refer to written standards when the social studies committee had actual teachers included and involved.	Too vast and vague; Please refer to written standards when the social studies committee had actual teachers included and involved.
957	Kim Clark		
958	Morgan Bobzien		

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
951	Andrea Stanosheck		
952	Connie		
953	Peter Hasby		
954	Jeff Ganschow		2008 was 14 years ago. There's been ALOT of things that have happened since then. Where do we teach the tyrannous assault of Jan 6th, 2021? Where do we teach civil rights, including the rights of equal marriage? But then again, that's not what Queen wants is it.
955	Jenny Barthel		
956	Kelli	Please refer to written standards when the social studies committee had actual teachers included and involved.	No!! We do not start learning US history when some white man discovered the Bahamas and then moved north! Please refer to written standards when the social studies committee had actual teachers included and involved.
957	Kim Clark		
958	Morgan Bobzien		

	A	P
2	Name	9-12 - United States Government
951	Andrea Stanosheck	
952	Connie	
953	Peter Hasby	
954	Jeff Ganschow	
955	Jenny Barthel	
956	Kelli	Please refer to written standards when the social studies committee had actual teachers included and involved.
957	Kim Clark	
958	Morgan Bobzien	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
959	Caitlin Podoll	K-12 Educator	I am an English teacher and mother. I am appalled at what is proposed for students at such an early age. Many of these standards are not only developmentally inappropriate, they are micromanaging how a teacher runs their classroom. What is the purpose of memorization if the students are too young to even understand what they are saying? What is wrong with having a debate on a divisive issue that is monitored by a neutral instructor? Students are bombarded with rhetoric all day through various media sources, and we need to prepare them for opposing ideas. Educators should be at the heart of the standards process. This is telling all South Dakota Educators that we don't know what is best for our students, but people who work outside of education do.
960	Janel Wright	Student	Keep your religious indoctrination out of the public schools
961	Emily	Parent/Guardian	
962	Sonja	Parent/Guardian	I like the content these standards cover overall!! I feel that some of the grade requirements should be spread over a couple of years for mastery, especially the early elementary things and also allow for easy accommodations for kids with learning delays. Maybe touch on local history a bit more in elementary, but I love that American founding documents are being studied from the beginning and also the Classical history is more of a focus than in the past. That has always been weak in SD schools. Economics is also a huge need that seems misunderstood in America in general, so I believe requiring a basic knowledge base for that is a good thing to do for our students.
963	Jessica	K-12 Educator	These standards are developmentally inappropriate. Reading, writing, and intellectual ability do not seem to factor into these standards. These standards are completely unattainable which will cause less learning and undo stress on teachers and students as they are asked to teach/learn beyond reasonable expectations and time commitments.
964	Kim Biel	K-12 Educator	What you are expecting students to learn is unbelievable. Get your input from educators that are in the classroom. What about the history of South Dakota? Your standards are unrealistic. DO NOT pass these standards. You may possibly lose educators because of this. Try again!!
965	Cody Severson	Parent/Guardian	These seem ridiculously arranged and developmentally inappropriate. How are you going to make this big of a shift and account for lost learning? Kids above second grade won't have a chance to revisit those years. This is a major upheaval that makes no sense at all. Where's the mention if SD history?
966	Natalie Eggers	also a parent	I cannot believe these standards. I am wondering if there were any teachers on the committee!?These standards are not attainable for students to learn and understand or feasible for a teacher to teach. Reading and math are much more important standards at a lower elementary level than social studies. Each grade level standard starts out very reasonable and by the end is just plain ridiculous. The World History standards for lower elementary students are laughable. I do not know how anyone can expect young students to grasp these things. There are several standards that state students are to recite a passage or text- where is the educational value in just reciting something? In most cases they are not going to understand what they are saying and will retain nothing valuable. I cannot wrap my mind around these standards. Start over. Take 3/4 of each grade level out. Especially for grades K-6. Please ask educators to lead this process, not historians with a doctorate. Teachers understand the level of understanding that their students have. There are many things that are on this list that are not developmentally appropriate for students. Start over.
967	Beth Severson	K-12 Educator	These are ridiculously organized and advanced. I am disappointed in the reworking of these standards with so little input from a wide range of educators and parents. This is not helping students understand civics or history.
968	Rachel Rivera Nemmers	K-12 Educator	
969	ryan J Roehr	Parent/Guardian	get rid of it and go back to non political education.
970	Doug Bartel	Parent/Guardian	Obviously there has been a lot of debate surrounding "which" history is being taught. I appreciate that you have set the goal to have "History and civics instruction free from political agendas and activism". Parents are teaching one history, political parties are teaching their brand of history, higher education is teaching another version of history and each K-12 teacher has a historical bias that has been influenced by the above and a myriad of other groups. I'm interested in how these biases can be minimized so the curriculum is consumed as intended. Even with a set curriculum a bias allows one to gloss over one thing and emphasise another. I don't have an answer to this, outside of a one-size-fits-all digital teaching that limits bias, but this would not create an ideal learning environment. Curriculum is only one side of the coin, addressing the human bias element is equally important to providing a successful education.

	A	D	E
2	Name	Kindergarten - Introduction to America	1st Grade - World to 315 and America 1492-1787
959	Caitlin Podoll	Why is there a standard about using the word because? This is a language standard.	I don't understand the purpose of memorizing parts of the Declaration and Constitution. Even if they could, they won't understand what it means. These are parts of my American Literature class and juniors in high school have difficulty unpacking meaning.
960	Janel Wright		
961	Emily	Not developmentally appropriate	Not developmentally appropriate- they need to understand the immediate world around them first. They are not ready for these concepts yet. Should be more focused on individual communities.
962	Sonja		
963	Jessica		These standards are developmentally inappropriate. Children are just learning how to read, but expected to discriminate against primary and secondary sources or define architectural styles, that may be fitting for high school. They struggle with city, state, country, and continent. These standards are completely unattainable.
964	Kim Biel		
965	Cody Severson	Why aren't kindergartners focusing on community? Helpers? Structure of local communities?	Do you really expect first graders to be able to recite the preamble? The language in that document is far advanced for them. They won't even be able to read the words, let alone understand them. This is ridiculously, developmentally inappropriate. I cannot imagine sitting down with my seven year old and working on memorizing something like this. They are just barely learning to read. Do you have any curriculum or evidence based research supporting this curriculum shift?
966			Ancient India and Babylon in first grade!?????
	Natalie Eggers		
967	Beth Severson	It is absurd to think a kindergartner could identify all of the things you are asking for on a map. This is a ridiculously advanced set of standards.	I cannot imagine having first graders learn the preamble. My fifth graders memorize it and it is a huge challenge for them. The standards laid out are completely, developmentally inappropriate.
968	Rachel Rivera Nemmers	Expecting students ts to memorize and recite the pledge of allegiance is not developmentally appropriate or respectful of diverse religious beliefs.	The standards are much too demanding for first graders, they require students to preform tasks that are not developmentally appropriate. They are not capable of identifying many of these points on a map, and the history they are expected to learn is too broad.
969	ryan J Roehr	get rid of it and go back to non political education.	get rid of it and go back to non political education.
970	Doug Bartel		

	A	F	G
2	Name	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1763
959	Caitlin Podoll		
960	Janel Wright		Why are students learning about Jesus and not Allah? Why do students need to discuss the Trinity, forgiveness of sins, and Christianity? Why are you not discussing other religions and religious leaders? I don't send my kids to Church school for a reason, I do not want your indoctrinated forced on my kids.
961	Emily	Not developmentally appropriate- they need to understand the immediate world around them first. They are not ready for these concepts yet. Should be more focused on individual communities, and how they connect to state and country.	
962	Sonja		
963	Jessica		
964	Kim Biel		
965	Cody Severson	This seems like a big spread for kids and a lot of chronological jumping around. Kids will have a lot of difficulty understanding the sequence here.	This seems like a big spread for kids and a lot of chronological jumping around. Kids will have a lot of difficulty understanding the sequence here.
966			
	Natalie Eggers		
967	Beth Severson		
968	Rachel Rivera Nemmers		
969	ryan J Roehr	get rid of it and go back to non political education.	get rid of it and go back to non political education.
970	Doug Bartel		

	A	H	I
2	Name	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
959	Caitlin Podoll	The memorization of such a large portion of the Declaration of Independence seems like a waste of time. Why is it in the World History portion when there is a US History portion?	
960	Janel Wright	Why are students learning about Jesus and not Allah? Why do students need to discuss the Trinity, forgiveness of sins, and Christianity? Why are you not discussing other religions and religious leaders? I don't send my kids to Church school for a reason, I do not want your indoctrinated forced on my kids.	
961	Emily	What happened to elementary kids knowing about the rich history of South Dakota, and the community they are apart of? Native American history and farming/agriculture are more meaningful for kids this age.	
962	Sonja		
963	Jessica		
964	Kim Biel		
965	Cody Severson	Separating world and US history in this way seems nonsensical.	At the very least, why aren't you aligning world and US history dates so kids can learn chronologically? For non concrete thinkers, this is going to be an incredibly difficult spread to understand. Do any textbook companies even support this spread? What will teachers teach from?
966			
	Natalie Eggers	I do not understand the educational value in a student being able to recite the selected section of the Constitution. Cut it in half and have the students try to understand what it means instead of recite it. Learning about the Roman Empire? e Great Schism of 1054 and the Investiture Controversy????	European geography? Clearly no one who created these standards has been in a 5th grade classroom. 5th graders should still be building on US geography, not learning about Europe's geography.
967	Beth Severson	What happens to SD history? Would t that be more developmentally appropriate for children?	This is an incredibly large amount of time to cover.
968	Rachel Rivera Nemmers		
969	ryan J Roehr	get rid of it and go back to non political education.	get rid of it and go back to non political education.
970	Doug Bartel		

	A	J	K
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877
959	Caitlin Podoll	Why are 6th graders asked to write 4-5 paragraphs and then 7th graders go back to 2-3. That seems counterproductive.	The Narrative of the Life of Frederick Douglass used to be read in junior and AP English. Most 7th graders struggle to read at grade level and this will be entirely over their heads.
960	Janel Wright	Why are students learning about Jesus and not Allah? Why do students need to discuss the Trinity, forgiveness of sins, and Christianity? Why are you not discussing other religions and religious leaders? I don't send my kids to Church school for a reason, I do not want your indoctrinated forced on my kids.	
961	Emily		
962	Sonja		
963	Jessica		
964	Kim Biel		
965	Cody Severson	I'm surprised this topic is here covering an entire year. Doesn't this open itself up to more problems with liberal thinking? Influential ideas in American history? Come on.	What about American history prior to 1492? People lived here prior to Columbus.
966			
	Natalie Eggers		
967	Beth Severson	I can't even begin to understand the choices here.	When are you going to tackle geography?
968	Rachel Rivera Nemmers		
969	ryan J Roehr	get rid of it and go back to non political education.	get rid of it and go back to non political education.
970	Doug Bartel		

	A	L	M
2	Name	8th Grade - America 1877-2008	9-12 World History Ancient to Modern
959	Caitlin Podoll		High school students should be expected to write more than 750 words. I do not like the limitation on the word count especially for juniors and seniors.
960	Janel Wright		Why are students learning about Jesus and not Allah? Why do students need to discuss the Trinity, forgiveness of sins, and Christianity? Why are you not discussing other religions and religious leaders? I don't send my kids to Church school for a reason, I do not want your indoctrinated forced on my kids.
961	Emily		
962	Sonja		
963	Jessica		
964	Kim Biel		
965	Cody Severson	This is a very large span of American history. My wife used to teach eight grade and said that they were lucky to even reach much past the Civil War. It seems impossible to start in 1877 and get to modern history. Furthermore, what's the significance of these dates? Why are you randomly picking these? What is the relevance of 2008?	
966			
	Natalie Eggers		
967	Beth Severson		
968	Rachel Rivera Nemmers		
969	ryan J Roehr	get rid of it and go back to non political education.	get rid of it and go back to non political education.
970	Doug Bartel		

	A	N	O
2	Name	9-12 - Economics	9-12 - United States History 1492-2008
959	Caitlin Podoll		There are way too many standards here. I would much rather students learn in-depth than scan over.
960	Janel Wright		
961	Emily		
962	Sonja		
963	Jessica		
964	Kim Biel		
965	Cody Severson		
966			
	Natalie Eggers		
967	Beth Severson		
968	Rachel Rivera Nemmers		
969	ryan J Roehr	get rid of it and go back to non political education.	get rid of it and go back to non political education.
970	Doug Bartel		

	A	P
2	Name	9-12 - United States Government
959	Caitlin Podoll	
960	Janel Wright	
961	Emily	
962	Sonja	
963	Jessica	
964	Kim Biel	
965	Cody Severson	
966		
	Natalie Eggers	
967	Beth Severson	
968	Rachel Rivera Nemmers	
969	ryan J Roehr	get rid of it and go back to non political education.
970	Doug Bartel	