

	A	B	C
1	Social Studies Proposed Standards Public Comment 9-16-22		
2	Name	Which group do you represent	Proposed Social Studies standards overall
3	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.
4	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.
5	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!
6	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)
7	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.
8	Lexi Johnson	K-12 Educator	Way to wordy and advanced for each grade level and ability level
9	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.
10	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.
11	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.
12	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.
13	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.
14	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. As a long time educator, previously certified K-8, I strongly oppose the proposed Social Studies Content Standards.
15	Camille Binder	K-12 Educator	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. 2. The proposed standards are grossly inappropriate for the intended age and grade level. 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.

	A	D
1	Social Studies Proposed Standards Public Comment 9-16-22	
2	Name	Kindergarten - Introduction to America
3	Jenna Peters	
4	Florence Thompson	
5	Barbara Weate	Great Social Studies Introduction
6	Lauri Davis	
7	Darrell Vig	
8	Lexi Johnson	
9	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.
10	Steven Scarbrough	
11	Emily Kranz	
12	Sandee Tucker	Overreach of Authoritarian Governor
13	Ann Mehlhaff	
14	McKenzie Bakken	
15	Camille Binder	

	A	E	F
1	Social Studies Proposed Standards Public Comment 9-16-22		
2	Name	1st Grade - World to 315 and America 1492-1787	2nd Grade - World 315-1492 and America 1787-1908
3	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.	
4	Florence Thompson		
5	Barbara Weate	So great to include study and memorization of the Preamble of our Constitution	Studies in several grades include comparisons of different ways of life and religions throughout the world
6	Lauri Davis		
7	Darrell Vig		
8	Lexi Johnson		
9	Judith Wright	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.	Again, these standards are clearly motivated by politics rather than the needs of our students. Not age appropriate for the grade level.
10	Steven Scarbrough		
11	Emily Kranz		
12	Sandee Tucker	Forcing kids to learn about Christianity from an Authoritarian Governor	Forcing kids to learn about Christianity from an Authoritarian Governor
13	Ann Mehlhaff		
14	McKenzie Bakken		
15	Camille Binder		

	A	G	H	I
1	Social Studies Proposed Standards Public Comment 9-16-22			
2	Name	3rd Grade - World to 60 B.C.E. and America 1492-1763	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
3	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.
4	Florence Thompson			
5	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.
6	Lauri Davis			
7	Darrell Vig			
8	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>	
9	Judith Wright			
10	Steven Scarbrough			
11	Emily Kranz			
12	Sandee Tucker	Forcing kids to learn about Christianity from an Authoritarian Governor	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.
13	Ann Mehlhaff			
14	McKenzie Bakken		These 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 implies 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.	
15	Camille Binder			

	A	J	K	L
1	Social Studies Proposed Standards Public Comment 9-16-22			
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877	8th Grade - America 1877-2008
3	Jenna Peters			
4	Florence Thompson			
5	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.		
6	Lauri Davis			
7	Darrell Vig			
8	Lexi Johnson			
9	Judith Wright			
10	Steven Scarbrough			
11	Emily Kranz			
12	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.	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.
13	Ann Mehlhaff			
14	McKenzie Bakken			
15	Camille Binder			

	A	M	N	O
1	Social Studies Proposed Standards Public Comment 9-16-22			
2	Name	9-12 World History Ancient to Modern	9-12 - Economics	9-12 - United States History 1492-2008
3	Jenna Peters			
4	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.	
5	Barbara Weate			
6	Lauri Davis			
7	Darrell Vig			
8	Lexi Johnson			
9	Judith Wright			
10	Steven Scarbrough			
11	Emily Kranz			
12	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.	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.
13	Ann Mehlhaff			
14	McKenzie Bakken			
15	Camille Binder			

	A	P
1	Social Studies Proposed Standards Public Comment 9-16-22	
2	Name	9-12 - United States Government
3	Jenna Peters	
4	Florence Thompson	
5	Barbara Weate	
6	Lauri Davis	
7	Darrell Vig	
8	Lexi Johnson	
9	Judith Wright	
10	Steven Scarbrough	
11	Emily Kranz	
12	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.
13	Ann Mehlhaff	
14	McKenzie Bakken	
15	Camille Binder	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
			<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>
16	Wendy Larson	K-12 Educator	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!!!
17	Brenda Schmit	Grandparent/ former school board member	
18	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>
19	Eric Knight	K-12 Educator	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 learners 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.
20	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.
21	Denise Swenson	K-12 Educator	
22	Mike Mathis	K-12 Educator	I think this is great. Instilling a solid foundation for our children is so important.
23	Paula Janovy	K-12 Educator	Horrible!!!
24	Jean 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
25	Ann Scheepstra	Parent/Guardian	I agree and like these proposed standards.
26	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.

	A	D
2	Name	Kindergarten - Introduction to America
16	Wendy Larson	
17	Brenda Schmit	
18	Sean Bradley	
19	Eric Knight	
20	Dr. Keri Tisher	
21	Denise Swenson	
22	Mike Mathis	Great job! This is so important to the development of our children.
23	Paula Janovy	
24	Jean Vanderweide	
25	Ann Scheepstra	I like this concept.
26	Cassandra Brown	Very Happy with this list

	A	E	F
2	Name	1st Grade - World to 315 and America 1492-1787	2nd Grade - World 315-1492 and America 1787-1908
16	Wendy Larson		
17	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!!!	
18	Sean Bradley		
19	Eric Knight		
20	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?	
21	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!	
22	Mike Mathis	Great work	Great job
23	Paula Janovy		
24	Jean Vanderweide		
25	Ann Scheepstra	Yes.	I like this timeline.
26	Cassandra Brown	Great knowledge to learn	Good

	A	G	H	I
2	Name	3rd Grade - World to 60 B.C.E. and America 1492-1763	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
16	Wendy Larson			
17	Brenda Schmit			Another one that is terribly out of the realm of their capabilities!
18	Sean Bradley			
19	Eric Knight			
20	Dr. Keri Tisher			
21	Denise Swenson			
22	Mike Mathis	So important, wish I knew more about our history.	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> <p>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.</p>	
23	Paula Janovy			
24	Jean Vanderweide			
25	Ann Scheepstra	This looks good.	Good.	Yes.
26	Cassandra Brown	Happy with this list	Children need to know this	Great program

	A	J	K	L
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877	8th Grade - America 1877-2008
16	Wendy Larson			
17	Brenda Schmit			
18	Sean Bradley			
19	Eric Knight			
20	Dr. Keri Tisher			
21	Denise Swenson			
22	Mike Mathis	Thank You	Great job!	So important our kids know our history.
23	Paula Janovy			
24	Jean Vanderweide			
25	Ann Scheepstra	I like this concept.	Yes.	Yes.
26	Cassandra Brown	History is important to know and understand	Great knowledge	Perfect

	A	M	N	O
2	Name	9-12 World History Ancient to Modern	9-12 - Economics	9-12 - United States History 1492-2008
16	Wendy Larson			
17	Brenda Schmit			
18	Sean Bradley			
19	Eric Knight			
20	Dr. Keri Tisher			
21	Denise Swenson			
22	Mike Mathis	Thank you! So very important	Thanks	Thanks
23	Paula Janovy			
24	Jean Vanderweide			
25	Ann Scheepstra	This is appropriate and good to learn.	Economics is vital for kids to know.	Our history is so important.
26	Cassandra Brown	Important and well done	Happy with this	Great knowledge

	A	P
2	Name	9-12 - United States Government
16	Wendy Larson	
17	Brenda Schmit	
18	Sean Bradley	
19	Eric Knight	
20	Dr. Keri Tisher	
21	Denise Swenson	
22	Mike Mathis	Great
23	Paula Janovy	
24	Jean Vanderweide	
25	Ann Scheepstra	Kids need to understand our government and how it works.
26	Cassandra Brown	Important to learn

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
27	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.
28	Susan Munger	Parent/Guardian	
29	SP	Parent/Guardian	Page 3, Introduction: 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.
30	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. 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 Spio 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?
31	Alyssa Lindstrom	K-12 Educator	
32	Brian Plahn	Parent/Guardian	
33	Juli Trowbridge	K-12 Educator	<p>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.</p> <p>Fantastic curriculum! Proud to have my students in South Dakota schools. Thank you for not teaching CRT and promoting propaganda / brainwashing of our kiddos!</p> <p>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.</p> <p>I am very pleased with the new curriculum proposal!</p> <p>Not age appropriate</p> <p>I nese standards do tne students or South Uakota a grave disservice. most importantly, they are entirely educationaiy inappropriate for the development or young people. tney emphasize rote memorization over any sort or critical thought or anaiysis. 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>
34	Susan Luschas	Parent/Guardian	
35	Dale Horan	Retired educator	
36	Jennifer	Parent/Guardian	
37	Kelli Jorgensen	Parent/Guardian	
38	Roo	K-12 Staff member and Parent	
39	Stephen Jackson	Higher Education	<p>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!</p>
40	andrew fergen	K-12 Educator	
41	Edann	K-12 Educator	Terrible and embarrassing
42	Kyle Knips	K-12 Educator	<p>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?</p> <p>Very impressed with the proposed standards. Firm foundation for history. Glad to see economics covered.</p> <p>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.</p>
43	Linnae Soldatke	Grandparent	
44	Stacy	K-12 Educator	

	A	D
2	Name	Kindergarten - Introduction to America
27	Sarah Skatvold	
28	Susan Munger	Positive
29	SP	
30	Jesse Randall	
31	Alyssa Lindstrom	
32	Brian Plahn	
33	Juli Trowbridge	
34	Susan Luschas	
35	Dale Horan	
36	Jennifer	
37	Kelli Jorgensen	Not age appropriate
38	Roo	
39	Stephen Jackson	
40	andrew fergen	
41	Edann	
42	Kyle Knips	
43	Linnæe Soldatke	
44	Stacy	

A		E	F
2	Name	1st Grade - World to 315 and America 1492-1787	2nd Grade - World 315-1492 and America 1787-1908
27	Sarah Skatvold		
28	Susan Munger	Positive	Positive
29	SP		
30	Jesse Randall		
31	Alyssa Lindstrom		
32	Brian Plahn		
33	Juli Trowbridge		
34	Susan Luschas		
35	Dale Horan		
36	Jennifer		
37	Kelli Jorgensen	Not age appropriate	Not age Appropriate
38	Roo		
39	Stephen Jackson		
40	andrew fergen		
41	Edann		
		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.	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.
42	Kyle Knips		
43	Linnæe Soldatke		
44	Stacy		

	A	G	H	I
2	Name	3rd Grade - World to 60 B.C.E. and America 1492-1763	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
27	Sarah Skatvold			
28	Susan Munger	Positive	Positive	Positive
29	SP			
30	Jesse Randall			
31	Alyssa Lindstrom			
32	Brian Plahn			
33	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.		
34	Susan Luschas			
35	Dale Horan			
36	Jennifer			
37	Kelli Jorgensen	Not age appropriate	Not age appropriate	
38	Roo			
39	Stephen Jackson			
40	andrew fergen			
41	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.	
42	Kyle Knips			
43	Linnæe Soldatke			
44	Stacy			

A		J	K	L
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877	8th Grade - America 1877-2008
		<p>(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</p> <p>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.</p> <p>(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</p> <p>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.</p>		
27	Sarah Skatvold			
28	Susan Munger	Positive	Positive	Positive
29	SP			
30	Jesse Randall			
31	Alyssa Lindstrom			
32	Brian Plahn			
33	Juli Trowbridge			
34	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.	
35	Dale Horan			
36	Jennifer			
37	Kelli Jorgensen			
38	Roo			
39	Stephen Jackson			
40	andrew fergen			
41	Edann			
42	Kyle Knips			
43	Linnae Soldatke			
44	Stacy			

	A	M	N	O
2	Name	9-12 World History Ancient to Modern	9-12 - Economics	9-12 - United States History 1492-2008
27	Sarah Skatvold			
28	Susan Munger	Positive	Positive	Positive
29	SP			
30	Jesse Randall			
31	Alyssa Lindstrom			
32	Brian Plahn			
33	Juli Trowbridge			
34	Susan Luschas	Thank you for teaching about communism, fascism and tyranny. Students need to learn about this to better understand modern events. Great curriculum!		
35	Dale Horan			
36	Jennifer			
37	Kelli Jorgensen			
38	Roo			19-E: Add Emmett Till and the Tulsa Race Massacre (Black Wall Street)
39	Stephen Jackson			
40	andrew fergen			
41	Edann			
42	Kyle Knips			
43	Linnæe Soldatke			
44	Stacy			

	A	P
2	Name	9-12 - United States Government
27	Sarah Skatvold	
28	Susan Munger	Positive positive
29	SP	
30	Jesse Randall	
31	Alyssa Lindstrom	
32	Brian Plahn	
33	Juli Trowbridge	
34	Susan Luschas	
35	Dale Horan	
36	Jennifer	
37	Kelli Jorgensen	
38	Roo	
39	Stephen Jackson	
40	andrew fergen	
41	Edann	
42	Kyle Knips	
43	Linnæe Soldatke	
44	Stacy	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
			<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. <ul style="list-style-type: none"> • 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? <ul style="list-style-type: none"> • 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.
45	Patrick Mikkonen	Administrator	
46	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.
47	Martha Patzlaff	K-12 Educator	
48	Jerry Bottger	Parent/Guardian	Refer more to child development studies when you are designing your curriculum. For instance having children memorize the Preamble to the declaration at the age you set it up when they probably have not seen, let alone, understand half of the words. That's just plane wrong.
49	Chris Hood	Parent/Guardian	Looks really good! I'm part Cherokee and I really appreciate the representation of the Trail of Tears and Dawes..
50	Deb Smith	K-12 Educator	Absolutely UNREALISTIC!!!
51	Rachel Ruffinott	K-12 Educator	Overall the standards are unattainable for students and setting a false standard for what teachers are expected to teach on top of handling behaviors, core subject content, and social/emotional needs of students.
52	Jennifer O'Connell	K-12 Educator	I have been a teacher for 28 years and am very concerned about the proposed social studies standards. The group that formed these standards has obviously not spent time in an elementary classroom. If they had they would realize they are not developmentally appropriate. How can skills that are currently taught in junior high now be moved down to 3rd grade? Another concern I have is the number of standards I would be required to teach in a year. There is simply not enough time in a day/school year to teach all of these standards. Finally, I hope if the state approves these standards that they are planning on funding the purchase of new curriculum, new classroom materials, and staff training. The state cannot expect school district to cover the costs of needed to implement these standards and tax payers should not be required to fund standards that have no scope and sequence and are not appropriate. This proposal will simply cost districts and taxpayers money that they do not have. This is a shame when there is absolutely nothing wrong with our current standards. I hope that the committee will rethink the proposed standards and actually listen to the educators and schools who work with these students every day. Thank you.
53	Tammy Taecker	K-12 Educator	These standards are so far over a child's grasp of reasoning (at the current grade level they are being proposed for in the elementary grades), that it isn't teachable. In addition, there are so many standards that the students will struggle to retain much of this information. Time allotment in class should be taken in to consideration as well as this amount of information will need much more time to be learned. Another curriculum area would most likely need to be downsized to teach this amount/complexity of information.

A		D
2	Name	Kindergarten - Introduction to America
45	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. • Student engagement strategies not evident •
46	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.
47	Martha Patzlaff	
48	Jerry Bottger	Junk Not Age appropriate
49	Chris Hood	
50	Deb Smith	
51	Rachel Ruffinott	
52	Jennifer O'Connell	
53	Tammy Taecker	

	A	E	F
2	Name	1st Grade - World to 315 and America 1492-1787	2nd Grade - World 315-1492 and America 1787-1908
45	Patrick Mikkonen	<p>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.</p> <p>1st grade - Primary vs Secondary sources (don't learn about this in ELA until 3rd-5th grade)</p> <ul style="list-style-type: none"> • Age appropriateness? Lower elementary: Preamble to constitution, ancient Rome, etc., not age appropriate. • Student engagement strategies not evident 	<p>Developmentally appropriate is in question Page 19 2. SS.4: Middle Ages and Renaissance 2. SS.12: Gilded Age• A</p> <p>Age appropriateness? Lower elementary: Preamble to constitution, ancient Rome, etc., not age appropriate.</p> <ul style="list-style-type: none"> • Student engagement strategies not evident
46	Karin Borgmann	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.	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
47	Martha Patzlaff		
48	Jerry Bottger	Junk not age appropriate	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.
49	Chris Hood		
50	Deb Smith		
51	Rachel Ruffinott		
52	Jennifer O'Connell		
53	Tammy Taecker		

	A	G	H	I
2	Name	3rd Grade - World to 60 B.C.E. and America 1492-1763	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
		<p>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.</p> <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 	<p>Developmentally appropriate is in question 4. SS.5 Page 40: Mendicant Orders</p> <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. 	<p>Developmentally appropriate is in question page. 35 2A: Describing European geography</p> <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.
45	Patrick Mikkonen			
46	Karin Borgmann	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.	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.
				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.
47	Martha Patzlaff		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.
48	Jerry Bottger	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.		
49	Chris Hood			
			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.	
50	Deb Smith			
51	Rachel Ruffinott			
		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.		
52	Jennifer O'Connell			
53	Tammy Taecker			

	A	J	K	L
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877	8th Grade - America 1877-2008
45	Patrick Mikkonen	Developmentally appropriate is in question 6. SS.2: Locating obscure geographical features • 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 • 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 • 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.
46	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.	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.
47	Martha Patzlaff			
48	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.	Now cover what had been set up for 6th grade and bring in more conceptualizing.
49	Chris Hood			
50	Deb Smith			
51	Rachel Ruffinott			
52	Jennifer O'Connell			
53	Tammy Taecker			

	A	M	N	O
2	Name	9-12 World History Ancient to Modern	9-12 - Economics	9-12 - United States History 1492-2008
45	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.	<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.
46	Karin Borgmann	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.	There needs to be more taught as far as teaching children about how to manage their funds and what things are important to human kind.	More truthful conversations about the United States and it's sorted past with minorities and women need to take place. Religion has no part in public education, ever
47	Martha Patzlaff			
48	Jerry Bottger	World Geography with a heavy emphasis on earth science and geographical concepts. 9th grade	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
49	Chris Hood			
50	Deb Smith			
51	Rachel Ruffinott			
52	Jennifer O'Connell			
53	Tammy Taecker			

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
54	Melissa Meissner	K-12 Educator	After reading all of the proposed standards, including standards for the grade I teach (1st), I cannot support the standards as written. More input is definitely needs from teachers who teach each of these grade levels to achieve more appropriate standards.
55	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.
56	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.
57	Travis Hartland	Parent/Guardian	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.
58	Patricia Sjurson	K-12 Educator	Excellent
59	Missy Urbaniak	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.
60	Stephanie Murphy	Parent/Guardian	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.
61	Taylor Reining	Parent/Guardian	Respectfully submitted, a very concerned teacher
62	Jessica Olson	Parent/Guardian	Yes
63	Jennifer Gerthe	Parent/Guardian	
64	Amy Ondell	Parent/Guardian	Good except the religion part. If not only Christianity then it shouldn't be in there at all
65	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.
66	Katina Lea	Parent/Guardian	
67	Christina N Monarrez	Parent/Guardian	N/A
68	Krysia Reilly	Parent/Guardian	Literally teach these kids the truth. The governor has no idea what belongs in schools.
69	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.
70	Stephanie Amiotte	ACLU Legal Director and Oglala Lakota Tribal Member	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 Šakowin Essential Understandings that would foster acceptance of diversity, understanding and meet the needs of Indigenous students.
71	Jennifer Nelson	Parent/Guardian	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 Šakowin 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.
72	Kim	Parent/Guardian	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.
73	Billie Hysell	Parent/Guardian	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.
74	bernadine breske	Parent/Guardian	Sent from South Dakota – the ancestral land of Yanktonai, Cheyenne, Mnicoujou, and Oceti Šakowin
			All students should and need to learn all of this material

	A	E	F
2	Name	1st Grade - World to 315 and America 1492-1787	2nd Grade - World 315-1492 and America 1787-1908
54	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.	
55	Austin Albers		
56	Beth A Kaltsulas	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.	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.
57	Travis Hartland	Excellent	Excellent
58	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.
59	Missy Urbaniak	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.	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.
60	Stephanie Murphy		
61	Taylor Reining	Yes	Yes
62	Jessica Olson		
63	Jennifer Gerthe	NA	NA
64	Amy Ondell		
65	Amanda Stucky	GOOD	GOOD
66	Katina Lea Wallenstein		
67	Christina N Monarrez	N/A	N/A
68	Krysia Reilly		
69	Amy K Ackerman	N/A	N/A
70	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.
71	Jennifer Nelson	Yes	Yes
72	Kim	Way to early for this age group. Reading and sounds is what should be focused on at this age and grade.	
73	Billie Hysell	Approve	Na
74	bernadine breske	N/A	N/A

	A	G	H	I
2	Name	3rd Grade - World to 60 B.C.E. and America 1492-1763	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
54	Melissa Meissner			
55	Austin Albers			
56	Beth A Kaltsulas	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.	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.
57	Travis Hartland	Excellent	Excellent	Excellent
58	Patricia Sjurson			
59	Missy Urbaniak	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.	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.
60	Stephanie Murphy			
61	Taylor Reining	Yes	Yes	Yes
62	Jessica Olson		Yes	
63	Jennifer Gerthe	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.	NA	NA
64	Amy Ondell			
65	Amanda Stucky	GOOD	GOOD	GOOD
66	Katina Lea Wallenstein		N/A	
67	Christina N Monarrez	Looks good to me	Looks good to me	N/A
68	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 waterated 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.		
69	Amy K Ackerman	N/A	N/A	Seems extensive, but appropriate.
70	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. 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71	Jennifer Nelson	Yes. She needs to learn this, and should learn this material.	Yes	Yes
72	Kim			
73	Billie Hysell	Approve	Na	Na
74	bernadine breske	N/A	N/A	N/A

	A	J	K	L
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877	8th Grade - America 1877-2008
54	Melissa Meissner			
55	Austin Albers			
56	Beth A Kaltsulas	There are too many standards, the concepts are too difficult, and not age-appropriate.		
57	Travis Hartland	Excellent	Excellent	Excellent
58	Patricia Sjurson			
59	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.		
60	Stephanie Murphy			
61	Taylor Reining	Yes	Yes	Yes
62	Jessica Olson			
63	Jennifer Gerthe	NA	NA	NA
64	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:		
65	Amanda Stucky	GOOD	GOOD	GOOD
66	Katina Lea Wallenstein			
67	Christina N Monarrez	N/A	N/A	N/A
68	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.
69	Amy K Ackerman	N/A	N/A	N/A
70	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. 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71	Jennifer Nelson	Yes	Yes	Yes
72	Kim			
73	Billie Hysell	Na	Na	Na
74	bernadine breske	N/A	N/A	N/A

	A	M	N	O
2	Name	9-12 World History Ancient to Modern	9-12 - Economics	9-12 - United States History 1492-2008
54	Melissa Meissner			
55	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.		
56	Beth A Kaltsulas			
57	Travis Hartland	Excellent	Best choice yet!!	Excellent
58	Patricia Sjurson			
59	Missy Urbaniak			
60	Stephanie Murphy			
61	Taylor Reining	Yes	Yes	Yes
62	Jessica Olson			
63	Jennifer Gerthe	NA	NA	NA
64	Amy Ondell			
65	Amanda Stucky	GOOD	GOOD	GOOD
66	Katina Lea Wallenstein			
67	Christina N Monarrez	N/A	N/A	N/A
68	Krysis Reilly			
69	Amy K Ackerman	N/A	N/A	N/A
70	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. 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71	Jennifer Nelson	Yes	Yes	Yes
72	Kim			
73	Billie Hysell	Na	Na	Na
74	bernadine breske	N/A	N/A	N/A

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
			<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>
75	Karen Schleiger	Parent/Guardian	
76	Ceryneh D Slade	Parent/Guardian	The is no form of Native or African American studies so I disagree with the whole curriculum
77	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!
78	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!
79	Amy Braunesreither	Parent/Guardian	Please include systemic racism
80	Sierra Vanderzee	K-12 Educator	Overall, I would vote no. They do not seem developmentally appropriate for elementary level students.
81	BJAYE SCOTT	Parent/Guardian	i would just like to know how they compare prior to this restructure.
		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>
82	Jennifer Anderson		
		Cheyenne River Sioux Tribal Education Agency	<p>Cheyenne River Tribal Education Response to the Proposed Social Studies Standards: 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>
83	Cherie A Farlee		
84	Katie Djurkowsitch	Parent/Guardian	Obscured and unrealistic
85	Julie Eide	Concerned citizen	Excellent

	A	G	H	I
2	Name	3rd Grade - World to 60 B.C.E. and America 1492-1763	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
75	Karen Schleiger			
76	Ceryneh D Slade			
77	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.	Does not apply to my kiddo, but I'm sure they are being held to an unattainable standard after looking at my grade list.
78	Katie Washnok			
79	Amy Braunesreither			
80	Sierra Vanderzee			
81	BJAYE SCOTT			
82	Jennifer Anderson	<p>Asking 3rd graders to explain how taxes work is a tall order. I was just explaining this to my 3rd grade son last night. He's extremely bright with math (he's almost at the 4th grade level now), and it was difficult for him to grasp. I'm concerned that many students would not be able to grasp those concepts. Many adults find it quite difficult to do so!! What do you mean by "evaluate a historical event" (3SS.1.c, p. 25)? this seems like it would stray from the very 'by the book/chronological/non-political' tone you've got running throughout the rest of this plan. For 2SS.2.g -- I think the names of the reservations should be listed, similar to how you have listed specific cities and states in other sections.</p> <p>Sometimes the standards seem to include an unnecessary emphasis on "the Hebrews," which are a very small group without much global impact other than producing Jesus. They certainly don't compare in size, scope, longevity, or impact to other major groupings on that list: Ancient India, Babylon, Persia, and Ancient China [all in one subpoint] and then Ancient Egypt. This feels biased toward monotheistic, Abrahamic faith traditions (Jewish, Christian, Muslim).</p> <p>Some of the learning points for 3rd grade are identical to those in earlier grades, w/o mention of expanded or extended understanding of the topic. Is that intentional?</p>	<p>On p. 35, I'm particularly interested in 4.SS.11.1, 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>
83	Cherie A Farlee			
84	Katie Djurkowsch	Na	Na	Na
85	Julie Eide	Excellent	Full of wisdom	Excellent

	A	J	K	L
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877	8th Grade - America 1877-2008
75	Karen Schleiger			
76	Ceryneh D Slade			
77	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.	Does not apply to my kiddo, but I'm sure they are being held to an unattainable standard after looking at my grade list.
78	Katie Washnok			
79	Amy Braunesreither			
80	Sierra Vanderzee			
81	BJAYE SCOTT			
				<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>
82	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>	
83	Cherie A Farlee			
84	Katie Djurkowsitch	Na	Na	Na
85	Julie Eide	Excellent	Excellent	Excellent

	A	M	N	O
2	Name	9-12 World History Ancient to Modern	9-12 - Economics	9-12 - United States History 1492-2008
75	Karen Schleiger			
76	Ceryneh D Slade			
77	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.	Does not apply to my kiddo, but I'm sure they are being held to an unattainable standard after looking at my grade list.
78	Katie Washnok			
79	Amy Braunesreither			
80	Sierra Vanderzee			
81	BJAYE SCOTT			
				<p>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.</p> <p>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.</p> <p>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.</p> <p>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".</p> <p>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</p>
82	Jennifer Anderson	9-12.WH.8.B -- there is a typo: "in" is repeated	<p>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.</p> <p>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.</p>	
83	Cherie A Farlee			
84	Katie Djurkowsitch	Na	Na	Na
85	Julie Eide	Excellent	Excellent	Excellent

	A	P
2	Name	9-12 - United States Government
75	Karen Schleiger	
76	Ceryneh D Slade	
77	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.
78	Katie Washnok	
79	Amy Braunesreither	
80	Sierra Vanderzee	
81	BJAYE SCOTT	9-12.C.4.B -- would read better if you inserted a comma before and after this clause "as violations of their rights and freedom of representation" 9-12.C.4.F -- same problem as listed above with 9-12.USH.8.D, using "man" as universal for all human beings At what point would students study ALL of the amendments to the constitution? Those are extremely important for understanding the foundational, constitutional aspects of American civics. 9-12.C.7.F -- this word choice seems to sanitize the 2nd amendment "tools". It's about bearing arms, weapons, and being able to form a militia (a group of people organized for the purpose of inflicting violence should the need arise). That should be made clear. A tool to protect and defend one's natural rights could be in the form of a well-built fortress or a well-argued opinion. But that's not what this amendment deals with. It's about weapons and militias. Be truthful in this area as you are in others. 9-12.C.7.H -- there is no such thing as "unlimited" free speech. There are a number of restrictions on free speech that are necessary to maintain a civil society. For example, incitement, slander, and libel are types of speech that are not prohibited. 9-12.C.9.C -- another instance of a clause that takes it too far. The clause on this sentence about the intentions of the founders goes too far into the realm of speculation, especially given the ambivalence (and sometimes support) of slavery we see among the writers of the constitution. In other places where you describe Lincoln's (or other leaders') positions, you only list his positions--not their opposing viewpoints. 9-12.C.9.F -- this is just really poorly worded. It needs some commas to separate clauses or something. Also, didn't the Citizens United Supreme Court decision in some way establish that corporations have rights comparable to individuals?9-12.C.12.B -- this seems like a strange comparison. why not examine how the role of the President's cabinet and federal employees changed over time, rather than forcing a comparison between its current form and its initial form? This over-simplifies the issue by neglecting the impact of changes in the size and structure of the U.S. and its government. 9-12.C.13.G -- I think you mean "with respect to" or "in comparison with" the ideas of the founders. I'm also skeptical that the founders had very specific ideas--laid out in the constitution--about "energy" or "health care." Again, you also have to be careful of being too reductionist when you think about something like health or health care. Life expectancies are different, medical advances have dramatically changed human health, etc. Views on these things MUST change in response to their changing reality. So, it's just important to be able to establish that these comparisons are descriptive, rather than evaluative. For example, we don't need to be strict constitutionalists that will characterize anything they interpret as different from the constitutional intentions as somehow anti- or non-constitutionalist. In other words, we just need to make sure we're not presenting contrasting views in a negative light. 9-12.C.15.D -- this also feels like a bit of cherry-picking. I'd be interested to see if this list of characteristics that were required for representative self-government in the U.S. is something used across history curricula in the U.S. It seems like it might be based more on presumption and biased interpretations than on historical fact. But this is something I'm not familiar with, so I don't know. 9-12.C.15.H -- the right to vote is not guaranteed to citizens who are incarcerated, except in DC, Maine, and Vermont. In other states (including SD), the convicted felons lose their right to vote for the entirety of their sentencing, but it is automatically restored after that. In others, there might be a waiting period, and in any case, they must take additional actions before their voting rights are restored. 9-12.C.16.D -- this is an important point, and it has been since the inception of the U.S. remember the Federalist Papers? Media (including pamphlets, newspapers, magazines, etc.) have always been a major part of our social and political systems. Think of the Kennedy-Nixon debate and how radio listeners thought Nixon won, but TV viewers thought Kennedy did. It's important to point out that we are just experiencing the next iteration of these effects.
83	Cherie A Farlee	
84	Katie Djurkowsitch	Na
85	Julie Eide	Excellent

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
86	Kaitlyn Saker	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!
87	Tim Jorgenson	Parent/Guardian	
88	Jason R Howe	Parent/Guardian	Curriculum as presented appears to be adequate and provides a general understanding of human sociology 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:
89	Ethan Nehring	Student	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.
90	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.
91	Nicole Caton	Parent/Guardian	
92	Gena tarrell	Grandparent	
93	Abby Sprecher	Parent/Guardian	I like the idea
94	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.
95	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.
96	Heather Sporrer	Parent/Guardian	I 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! 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! 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. 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.
97	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.
98	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.
99	Quinn Merriam	K-12 Educator	-
100	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.
101	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!
102	Kerri Cook	Parent/Guardian	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.
103	milton owen	Pastor	1. The student should communicate the connection between national, ethnic, racial or religious intolerance and antisemitism. 2. The student should communicate the impact of personal responsibility, civic engagement and societal response in the context of the Holocaust. 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

	A	D
2	Name	Kindergarten - Introduction to America
86	Kaitlyn Saker	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.
87	Tim Jorgenson	
88	Jason R Howe	NA
89	Ethan Nehring	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.
90	Nicole Caton	
91	Nicole Caton	
92	Gena tarrell	
93	Abby Sprecher	Love this
94	Brandy	There is quite a bit of "explain/compare/contrast" for a developmental group with minimal world exposure and concrete though formulations.
95	Rose Hofland	I am concerned about discussing figures or historical symbols for this age group without context. Seems like a leap.
96	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.
97	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.
98	Arlene Smith	
99	Quinn Merriam	-
100	Megan Tschetter	Appropriate for children this age if taught in an interactive way
101	Heather Fields	
102	Kerri Cook	N/A
103	milton owen	

	A	E	F
2	Name	1st Grade - World to 315 and America 1492-1787	2nd Grade - World 315-1492 and America 1787-1908
86	Kaitlyn Saker	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.	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?
87	Tim Jorgenson		
88	Jason R Howe	NA	NA
89	Ethan Nehring		
90	Nicole Caton		
91	Nicole Caton		
92	Gena tarrell		
93	Abby Sprecher	Na	Na
94	Brandy		
95	Rose Hofland	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.	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?
96	Heather Sporrer	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	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
97	Erica Simonsen	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	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 solely on American History at this grade level.
98	Arlene Smith	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.	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.
99	Quinn Merriam	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.	-
100	Megan Tschetter	Appropriate if taught in a hands on eclectic way	Appropriate when taught with creativity
101	Heather Fields		
102	Kerri Cook	N/A	N/A
103	milton owen		

	A	G	H	I
2	Name	3rd Grade - World to 60 B.C.E. and America 1492-1763	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
86	Kaitlyn Saker	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?		
87	Tim Jorgenson			
88	Jason R Howe	NA	NA	NA
89	Ethan Nehring			
90	Nicole Caton			
91	Nicole Caton			
92	Gena tarrell			
93	Abby Sprecher	Sounds good	Na	Na
94	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. 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>	
95	Rose Hofland	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.	<p>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.</p>	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.
96	Heather Sporrer	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!	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!
97	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 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	
98	Arlene Smith	What is the point of third grade reciting a document that clearly distinguishes the "merciless Indian savages" from the "all men are created" clause?	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.
99	Quinn Merriam			
100	Megan Tschetter	Appropriate if taught in a way that children love it	Appropriate	Appropriate
101	Heather Fields			
102	Kerri Cook	N/A	N/A	N/A
103	milton owen			

	A	J	K	L
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877	8th Grade - America 1877-2008
86	Kaitlyn Saker			
87	Tim Jorgenson			
88	Jason R Howe	NA	NA	NA
89	Ethan Nehring			
90	Nicole Caton			
91	Nicole Caton			
92	Gena tarrell			
93	Abby Sprecher	Na	Sounds good	Na
94	Brandy			
95	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-asccribed 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.	There is too much packed in here.
96	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!	I could go on and on but these unrealistic expectations just get worse! How is there to be any time for any other subjects!
97	Erica Simonsen			
98	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?	This is good.
99	Quinn Merriam			
100	Megan Tschetter	Appropriate	Appropriate	Every kid should know this!
101	Heather Fields			
102	Kerri Cook	N/A	N/A	N/A
103	milton owen			

	A	M	N	O
2	Name	9-12 World History Ancient to Modern	9-12 - Economics	9-12 - United States History 1492-2008
86	Kaitlyn Saker			
87	Tim Jorgenson			
88	Jason R Howe	Curriculum as presented appears to be objective and provides adequate coverage of world history	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
89	Ethan Nehring			
90	Nicole Caton			
91	Nicole Caton			Why is 2009-2021 being taught?
92	Gena tarrell			
93	Abby Sprecher	Na	Na	Na
94	Brandy			
95	Rose Hofland	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.	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.
96	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!	I could go on and on but these unrealistic expectations just get worse! How is there to be any time for any other subjects!
97	Erica Simonsen			
98	Arlene Smith	This is good.	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.
99	Quinn Merriam			
100	Megan Tschetter	Every kid should know this!		Every kid should know this!
101	Heather Fields			
102	Kerri Cook	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.		
103	milton owen			I think that this is something that should be taught in all schools throughout all South Dakota schools

	A	P
2	Name	9-12 - United States Government
86	Kaitlyn Saker	
87	Tim Jorgenson	
88	Jason R Howe	Curriculum as presented appears to be adequate and allows for the student to understand the principles of the US government
89	Ethan Nehring	
90	Nicole Caton	
91	Nicole Caton	Where is the mention of the principle our government was built upon- "Seperation of Church and State"?
92	Gena tarrell	
93	Abby Sprecher	Na
94	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.
95	Rose Hofland	Too much here to reasonably cover and no student engagement demonstrated.
96	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!
97	Erica Simonsen	
98	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.
99	Quinn Merriam	-
100	Megan Tschetter	Every kid should know this!
101	Heather Fields	
102	Kerri Cook	
103	milton owen	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
			<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>
104	Tiffany	K-12 Educator	
105	Dustin	Parent/Guardian	
106	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!
107	Sarah Lawrence	Parent/Guardian	<p>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</p> <p>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.</p> <p>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.</p>
108	Adam Sprengeler	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>
109	Jeff Struwe	Parent/Guardian	
110	Jamie Schwenn	K-12 Educator	
111	Cori	K-12 Educator	
			<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> <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>
112	Kelsey Scarborough	Parent/Guardian	
113	Sr. Lynn Marie Welbig	Past K-12 and college educator and administrator in SD	
114	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, Glenna Remington</p>
115	Lexy	K-12 Educator	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.
116	Rachel	Parent/Guardian	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)
117	Bria Peppel	K-12 Educator	DO NOT ADOPT THESE!!!!
118	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>
119	Elizabeth Dooley	Parent/Guardian	<p>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.</p>

	A	D
2	Name	Kindergarten - Introduction to America
104	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.
105	Dustin	
106	Sally Sisk	
107	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
108	Adam Sprengeler	
109	Jeff Struwe	
110	Jamie Schwenn	
111	Cori	
112	Kelsey Scarborough	Many standards in the lower elementary are not cognitively or academically age appropriate.
113	Sr. Lynn Marie Welbig	
114	Glenna Remington	
115	Lexy	
116	Rachel	
117	Bria Peppel	
118	David Wegner	
119	Elizabeth Dooley	NA

A		E	F
2	Name	1st Grade - World to 315 and America 1492-1787	2nd Grade - World 315-1492 and America 1787-1908
			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.
104	Tiffany	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.	
105	Dustin	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.	
106	Sally Sisk	The proposed is has solid content of where our country formed and the principals that we held dear. I fully support the curriculum proposed.	
107	Sarah Lawrence	NA	NA
108	Adam Sprengeler		
109	Jeff Struwe		
110	Jamie Schwenn		
111	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.	
112	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.
113	Sr. Lynn Marie Welbig		
114	Glenna Remington		
115	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.	
116	Rachel		
117	Bria Peppel		
118	David Wegner		
119	Elizabeth Dooley	NA	NA

	A	G	H	I
2	Name	3rd Grade - World to 60 B.C.E. and America 1492-1763	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
104	Tiffany			
105	Dustin			
106	Sally Sisk			
107	Sarah Lawrence	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	NA	NA
108	Adam Sprengeler			
109	Jeff Struwe			
110	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.	
111	Cori			
112	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.	Many standards in the lower elementary are not cognitively or academically age appropriate.
113	Sr. Lynn Marie Welbig			
114	Glenna Remington			
115	Lexy			
116	Rachel			
117	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.
118	David Wegner			
119	Elizabeth Dooley	NA	NA	NA

	A	J	K	L
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877	8th Grade - America 1877-2008
104	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		
105	Dustin			
106	Sally Sisk			
107	Sarah Lawrence	NA	NA	NA
108	Adam Sprengeler			
109	Jeff Struwe			
110	Jamie Schwenn			
111	Cori			
112	Kelsey Scarborough		400 years of American History to cover?	
113	Sr. Lynn Marie Welbig			
114	Glenna Remington			
115	Lexy			
116	Rachel			
117	Bria Peppel			
118	David Wegner			
119	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	NA

	A	M	N	O
2	Name	9-12 World History Ancient to Modern	9-12 - Economics	9-12 - United States History 1492-2008
104	Tiffany			
105	Dustin			
106	Sally Sisk			
107	Sarah Lawrence	NA	NA	NA
108	Adam Sprengeler			
109	Jeff Struwe			
110	Jamie Schwenn			
111	Cori			
112	Kelsey Scarborough			
113	Sr. Lynn Marie Welbig			
114	Glenna Remington			
115	Lexy			
116	Rachel			
117	Bria Peppel			
118	David Wegner			
119	Elizabeth Dooley	NA	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.

	A	P
2	Name	9-12 - United States Government
104	Tiffany	
105	Dustin	
106	Sally Sisk	
107	Sarah Lawrence	NA
108	Adam Sprengeler	
109	Jeff Struwe	
110	Jamie Schwenn	
111	Cori	
112	Kelsey Scarborough	
113	Sr. Lynn Marie Welbig	
114	Glenna Remington	
115	Lexy	
116	Rachel	
117	Bria Peppel	
118	David Wegner	
119	Elizabeth Dooley	NA

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
120	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!
121	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.
122	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
123	Brandi Miller	Parent/Guardian	Christianity is mentioned 37 times in the standards. More than triple 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.
124	Heather Olson	Educator and Parent	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. 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. 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.
125	Sandy Severtson	Grandparent	Thank you for your time Very impressed - job well done! Thank you.
126	Kimberlynn Floren	Parent/Guardian	
127	Liz Reifel	Parent/Guardian	
128	Brooke Bailly	Other	Elementary proposed curriculum is way too intense for there age.
129	Lynda Lee	Grandparents	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.
130	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.
131	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.
132	Lois Johnson	Taxpayer/grandma	Need to point out blacks owned slaves. We are a republic. Don't need to linger on marxism
133	Charles Smith	Parent/Guardian	
134	Heather	Parent/Guardian	Yes please, great job!
135	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
136	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

	A	D
2	Name	Kindergarten - Introduction to America
120	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.
121	Jerrilyn	Remove: recite "pledge of Allegiance"
122	Carolyn	I do great!
123	Brandi Miller	
124	Heather Olson	NA
125	Sandy Severtson	I have reviewed the proposed Social Studies Standards and am very much in favor of them. Thank you.
126	Kimberlynn Floren	
127	Liz Reifel	
128	Brooke Bailly	Good to know
129	Lynda Lee	
130	Shannon	
131	Janice Waltman	
132	Lois Johnson	Affirm
133	Charles Smith	The truth about America is too horrifying to tell to five year olds.
134	Heather	Excellent
135	Megan	
136	Janel Wright	

	A	E	F
2	Name	1st Grade - World to 315 and America 1492-1787	2nd Grade - World 315-1492 and America 1787-1908
120	Lisa Forcier	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.	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
121	Jerrilyn	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	Seems to be a lot of information for little kids, their still learning their basics.
122	Carolyn	Great	Great
123	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?	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.
124	Heather Olson	NA	NA
125	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.
126	Kimberlynn Floren		
127	Liz Reifel		
128	Brooke Bailly	Way to complex	Way to complex
129	Lynda Lee		
130	Shannon		
131	Janice Waltman		
132	Lois Johnson		Void of Christ values that made America
133	Charles Smith	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.	The white supremacy narrative grows even more dishonest as the years go by.
134	Heather	Super	Yes please
135	Megan		
136	Janel Wright		

	A	G	H	I
2	Name	3rd Grade - World to 60 B.C.E. and America 1492-1763	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
120	Lisa Forcier	<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>	<p>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.</p>	<p>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?"</p> <p>5.SS.4 letter E - negative connotation "conquest and cooperation between Europeans and Indigenous peoples in Americas"</p> <p>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.</p>
121	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.	
122	Carolyn	Great	Great	
123	Brandi Miller	<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>	<p>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?</p>	<p>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).</p>
124	Heather Olson	<p>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.</p> <p>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.</p>	NA	<p>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.</p>
125	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.	I have reviewed the proposed Social Studies Standards and am very much in favor of them. Thank you.
126	Kimberlynn Floren	<p>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.</p> <p>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.</p> <p>Looking more closely at the history section, I would like to draw attention to these requirements:</p> <p>A. The student identifies the major figures and stories within Greek and Roman mythology.</p> <p>B. The student explains the causes, warfare, and effects of the Persian Wars, including the battles of Marathon and Thermopylae.</p> <p>C. The student explains the major cultural features and contributions of Athens, including pottery, architecture, sculpture, drama, and democratic institutions and practices.</p> <p>D. The student explains the causes, warfare, and effects of the Peloponnesian War.</p> <p>E. The student tells of the conquests of Alexander of Macedon and the spread of Greek culture in the Hellenistic Period.</p> <p>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.</p>	<p>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?</p>	
127	Liz Reifel			
128	Brooke Bailly	Way to complex		
129	Lynda Lee			
130	Shannon			
131	Janice Waltman			
132	Lois Johnson	Affirmed	Should be pointed out black ppl had slaves	Affirmed
133	Charles Smith			
134	Heather	Perfect	Great curriculum	Great
135	Megan			
136	Janel Wright			

	A	J	K	L
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877	8th Grade - America 1877-2008
120	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??	"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!!! 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???? Nothing about Native American's Voting anywhere?????!!!!!! Nothing about the violence towards Native Americans during the time when they were not allowed to have freedom of religion???? American Indian Movement? 2nd Wounded Knee?? 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.
121	Jerrilyn			
122	Carolyn		should include native americans owned slaves and it was a universal practice.	
123	Brandi Miller			
124	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.
125	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.	I have reviewed the proposed Social Studies Standards and am very much in favor of them. Thank you.
126	Kimberlynn Floren			
127	Liz Reifel			
128	Brooke Bailly			
129	Lynda Lee			
130	Shannon			
131	Janice Waltman			
132	Lois Johnson	Affirmed	Affirmed	Why Karl Marx ? What is a Republic better
133	Charles Smith			
134	Heather	Excellent	Perfect	Very good
135	Megan			
136	Janel Wright			

	A	M	N	O
2	Name	9-12 World History Ancient to Modern	9-12 - Economics	9-12 - United States History 1492-2008
		<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>	<p>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????</p> <p>Kinship is economics - Who is chose the "select standards" from Oceti Sakowin Essential Understands 1-2 and 5-7?</p>	
120	Lisa Forcier			Good try on trying to include Native Americans - too bad a little to little to late!
121	Jerrilyn			
122	Carolyn			
		Any mention of World War II omits the Holocaust, discussing battles more than concentration camps and the mass killings of Jewish people.		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.
123	Brandi Miller			
124	Heather Olson	NA	NA	NA
125	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.	I have reviewed the proposed Social Studies Standards and am very much in favor of them. Thank you.
126	Kimberlynn Floren			
127	Liz Reifel			
128	Brooke Bailly			
129	Lynda Lee			
130	Shannon			
131	Janice Waltman			
132	Lois Johnson	Affirmed	Affirmed	Affirmed
133	Charles Smith			
134	Heather	Wonderful	Great	Super
135	Megan			
136	Janel Wright			

	A	P
2	Name	9-12 - United States Government
120	Lisa Forcier	spent too much time on this already - failure on your part!
121	Jerrilyn	
122	Carolyn	
123	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.
124	Heather Olson	NA
125	Sandy Severtson	I have reviewed the proposed Social Studies Standards and am very much in favor of them. Thank you.
126	Kimberlynn Floren	
127	Liz Reifel	
128	Brooke Bailly	
129	Lynda Lee	
130	Shannon	
131	Janice Waltman	
132	Lois Johnson	Affirmed
133	Charles Smith	
134	Heather	Excellent
135	Megan	
136	Janel Wright	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
			<p>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.</p>
137	Kyle Krause	Parent/Guardian	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.
138	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.
139	Amy Kartak	K-12 Educator	<p>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.</p> <p>I am not in favor of these standards as they are currently written.</p>
			<p>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.</p> <p>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.</p> <p>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</p> <p>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.</p>
140	Jason Karels	Educator and parent	These standards do not reflect or address these needs.
141	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.
142	Lowell Harms	Parent/Guardian	Looks favorable
143	Kristy Loen	Parent/Guardian	<p>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.</p> <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>
144	Dr. Greg Aas	K-12 Educator	
			<p>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!</p>
145	Kelly Mills	Parent/Guardian	
146	Tom Downs	Parent/Guardian	

	A	D
2	Name	Kindergarten - Introduction to America
137	Kyle Krause	
138	Krista	Terrible! You expect 5- and 6-year-old children to MEMORIZE all of this!?
139	Amy Kartak	
140	Jason Karels	
141	Kristie Marie Baumeister	Too much
142	Lowell Harms	Looks favorable
143	Kristy Loen	
144	Dr. Greg Aas	
145	Kelly Mills	Ridiculous! Can our governor and legislators do all of this? With relative ease that is.
146	Tom Downs	

	A	E	F
2	Name	1st Grade - World to 315 and America 1492-1787	2nd Grade - World 315-1492 and America 1787-1908
		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? These standards expect first graders to: (1) Identify the major cultural features, stories, and contributions of ancient India, Babylon, China, Egypt, Athens, Rome, and the Hebrews. (2) Identify major figures in Greek mythology and key Roman Emperors (3) Tell the story of the Persian Wars, Peloponnesian War, Punic War, the French and Indian War, and the War of Independence (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?) (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.	
137	Kyle Krause	When are our kids supposed to do reading, math, science and recess while getting their masters in ancient history?	
138	Krista	Terrible! Thanks for glossing over Europeans' complete DESOLATION of Native Peoples! Also, you are totally glossing over the DEVESTATION of slavery.	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"
			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.
139	Amy Kartak		
140	Jason Karels		
141	Kristie Marie Baumeister	Too much history to to low a level	Too broad of time period
142	Lowell Harms	Looks favorable	Looks favorable
143	Kristy Loen		
144	Dr. Greg Aas		
145	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.
			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.
			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 prejudice, America's ugliest feature.
			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.
			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.
146	Tom Downs		THANK YOU for including true American history in this proposal! This has my full support!

	A	G	H	I
2	Name	3rd Grade - World to 60 B.C.E. and America 1492-1763	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
137	Kyle Krause			
138	Krista	Once again, complete disregard for all cultures besides Judeo-Christian European descendants...	Racism at its finest	More of the same.
139	Amy Kartak			
140	Jason Karels			
141	Kristie Marie Baumeister			
142	Lowell Harms	Looks favorable	Looks favorable	Looks favorable
143	Kristy Loen			
144	Dr. Greg Aas			
145	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.	Ridiculous! Can our governor and legislators do all of this? With relative ease that is.
146	Tom Downs			

	A	J	K	L
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877	8th Grade - America 1877-2008
137	Kyle Krause			
138	Krista	Right-wing indoctrination	Right-wing indoctrination	Right-wing indoctrination
139	Amy Kartak			
140	Jason Karels			
141	Kristie Marie Baumeister		Why 1492? Columbus did not discover America. So this is an arbitrary date that should anger Native American tribes.	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.
142	Lowell Harms	Looks favorable	Looks favorable	Looks favorable
143	Kristy Loen			
144	Dr. Greg Aas			
145	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.	Ridiculous! Can our governor and legislators do all of this? With relative ease that is.
146	Tom Downs			

	A	M	N	O
2	Name	9-12 World History Ancient to Modern	9-12 - Economics	9-12 - United States History 1492-2008
137	Kyle Krause			
138	Krista	Right-wing indoctrination	Right-wing indoctrination	Right-wing indoctrination
139	Amy Kartak			
140	Jason Karels			
141	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 develop life long skills.
142	Lowell Harms	Looks favorable	Looks favorable	Looks favorable
143	Kristy Loen			
144	Dr. Greg Aas			
145	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.	Ridiculous! Can our governor and legislators do all of this? With relative ease that is.
146	Tom Downs			

	A	P
2	Name	9-12 - United States Government
137	Kyle Krause	
138	Krista	Right-wing indoctrination
139	Amy Kartak	
140	Jason Karels	
141	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.
142	Lowell Harms	Looks favorable
143	Kristy Loen	
144	Dr. Greg Aas	
145	Kelly Mills	Ridiculous! Can our governor and legislators do all of this? With relative ease that is.
146	Tom Downs	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
147	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> <p>Dear Board of Education Standards,</p>
148	Grayson York	Student	<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>
149	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>
150	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>
151	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>
152	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 too 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>
153	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 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>
154	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.</p> <p>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>
155	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>
156	Nicole Uhre-Balk	Educator Support	<p>Otherwise, overall, I thought the curriculum looked like it was on the right track.</p>
157	Joyce Urlacher	Citizen and grandmother	<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>
158	Alanna Binder	Higher Education	<p>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.</p> <p>A lot of these standards do not encourage higher level thinking but instead ask students to "memorize, identify, or locate".</p> <p>Where will the new materials these grade levels need come from?</p> <p>Each grade level set of standards have a lot to be covered in a single year.</p> <p>The standards difficulty are not appropriate for grade levels especially for elementary ages.</p>

	A	D
2	Name	Kindergarten - Introduction to America
147	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, why 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 you 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>
148	Grayson York	
149	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.
150	Michael C Loos	
151	B Patterson	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.
152	Susie Leahy	
153	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.
154	Tonchi Weaver	New standards are superior and will provide a good foundation for what comes next.
155	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.
156	Nicole Uhre-Balk	The standards here do not seem age appropriate.
157	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.
158	Alanna Binder	

	A	E	F
2	Name	1st Grade - World to 315 and America 1492-1787	2nd Grade - World 315-1492 and America 1787-1908
147	Travis Dahle	<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>Not age appropriate sections include:</p> <p>2.SS.</p> <p>4.A.; Mostly all of 4 - it covers way too much for 2nd grade</p> <p>5.B; 5.C;</p> <p>6.D</p> <p>7.B</p> <p>11.D - this isn't appropriate for anyone in elementary school</p> <p>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:</p> <p>2.SS.</p> <p>3.B; 3.E; 4.B. (specifically the Mendicant orders);</p> <p>5.B;</p> <p>8.E - why are we talking so much about Andrew Jackson???</p>
148	Grayson York		
149	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.
150	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
151	B Patterson	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.	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.
152	Susie Leahy		
153	Kelly Thompson	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.	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.
154	Tonchi Weaver	Students are capable of meeting these standards. Please approve these standards.	The new standards provide factual structure and encourage imagination and intellectual engagement. Please approve new standards.
155	Michelle Heisel	"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.	
156	Nicole Uhre-Balk	The standards here do not seem age appropriate.	The standards here do not seem age appropriate.
157	Joyce Urlacher		
158	Alanna Binder		

	A	G	H	I
2	Name	3rd Grade - World to 60 B.C.E. and America 1492-1763	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
147	Travis Dahle	<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)</p> <p>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>	<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> <p>4.SS.5 A - not appropriate</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.</p>
148	Grayson York			
149	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>	<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>
150	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	Entirely unnecessary political publicity stunt; Waste of resources which will hurt kids and SD
151	B Patterson	<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>	<p>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.</p>	<p>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.</p>
152	Susie Leahy			
153	Kelly Thompson	<p>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?</p>	<p>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.</p>	<p>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.</p>
154	Tonchi Weaver	New standards are superior. Please approve.	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.
155	Michelle Heisel			
156	Nicole Uhre-Balk	The standards here do not seem age appropriate.		
157	Joyce Urlacher			
158	Alanna Binder			

	A	J	K	L
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877	8th Grade - America 1877-2008
147	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	Inch deep and a mile wide summarizes this - so many things you want to cover, but no in-depth discussion.
148	Grayson York			
149	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.	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.
150	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	Entirely unnecessary political publicity stunt; Waste of resources which will hurt kids and SD
151	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.	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.
152	Susie Leahy			
153	Kelly Thompson	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 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. 6.SS.2-- Excessive geographical memorization requirements for a 10 year old. 6.SS.4-- A sixth grader is going to explain the contributions of the Histories of Livy and Polybius? 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	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. 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. 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. C. The student tells the biography of Sequoyah. H D. The student tells the biography of Andrew Jackson, including: H -his upbringing -his ownership of slaves -his fighting in the War of 1812 and the Battle of New Orleans -his actions, both diplomatic and military, toward Native American tribes -his views on democracy -his presidency 7.SS.13-- The students are now discussing the meaning of the Gettysburg Address, which they memorized in 5th grade.	8.SS.1-- Again writing an essay based on class notes. Page 71 is blank
154	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.	New standards allow students to acquire a sense of the societal forces that shaped the modern world. Please approve the new standards.
155	Michelle Heisel			
156	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.		
157	Joyce Urlacher			
158	Alanna Binder		I think we are doing students a great disservice	

	A	M	N	O
2	Name	9-12 World History Ancient to Modern	9-12 - Economics	9-12 - United States History 1492-2008
147	Travis Dahle	Insane amount of material you want students to know - this is less than an inch deep and about 5 miles wide.	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.
148	Grayson York			
149	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.	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.
150	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	Entirely unnecessary political publicity stunt; Waste of resources which will hurt kids and SD
151	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.	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.
152	Susie Leahy			
153	Kelly Thompson	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...	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.	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. 9-12.US.H.5 C. -- this sounds like CRT. I wonder if this point would be contrary to the Governor's Executive Order. 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.
154	Tonchi Weaver	New standards assure acquisition of essential geo-political knowledge and engagement of reason to aid historical understanding. Please approve.	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.
155	Michelle Heisel			
156	Nicole Uhre-Balk			
157	Joyce Urlacher			
158	Alanna Binder			

	A	P
2	Name	9-12 - United States Government
147	Travis Dahle	Insane amount of material you want students to know - this is less than an inch deep and about 5 miles wide.
148	Grayson York	
149	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.
150	Michael C Loos	Entirely unnecessary political publicity stunt; Waste of resources which will hurt kids and SD
151	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.
152	Susie Leahy	
153	Kelly Thompson	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? 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? 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.
154	Tonchi Weaver	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.
155	Michelle Heisel	
156	Nicole Uhre-Balk	
157	Joyce Urlacher	
158	Alanna Binder	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
159	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.
160	Sarah Kehn	Parent/Guardian	
161	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.
162	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.
163	Sandi King	K-12 Educator	Deny this, no need to change our social studies standards mid cycle as some sort of knee jerk political reaction in a midterm year. 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.
164	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.
165	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 sheer 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.
166	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.
167	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.
168	Julie	Retired Educator	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.
169	Jamie Van Winkle	Higher Education	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.
170	Alanna Davison	K-12 Educator	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!

	A	D
2	Name	Kindergarten - Introduction to America
159	Louisa Otto	
160	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.
161	James Grossman	
162	Charles Skidmore	
163	Sandi King	
164	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.
165	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.
166	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.
167	Alyssa	These standards are not developmentally appropriate
168	Julie	
169	Jamie Van Winkle	
170	Alanna Davison	

	A	E	F
2	Name	1st Grade - World to 315 and America 1492-1787	2nd Grade - World 315-1492 and America 1787-1908
159	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.	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.
160	Sarah Kehn	This is not age appropriate. They cannot be expected to retain this kind of information at this age.	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.
161	James Grossman		
162	Charles Skidmore		
163	Sandi King		
164	Shannon Stubbe	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.	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.
165	Sarah Manning	It would be nearly impossible to cover this much in a single year and it doesn't allow for codevelopment and scaffolded learning	Rely too much on memorization losing the value and foundation for future growth and critical thinking.
166	Katie Hansen	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.	
167	Alyssa	These standards are not developmentally appropriate.	These standards are not developmentally appropriate.
168	Julie		
169	Jamie Van Winkle		
170	Alanna Davison		

	A	G	H	I
2	Name	3rd Grade - World to 60 B.C.E. and America 1492-1763	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
159	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.
160	Sarah Kehn	I don't think knowing the major figures of Greek and Roman mythology is something our children need to be taught.		
161	James Grossman			
162	Charles Skidmore			
163	Sandi King			
164	Shannon Stubbe	<p>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</p> <p>Badlands Bear Butte Spearfish Canyon -Black Elk Peak -Missouri River -James River -Big Sioux River</p>	Seeing how the timeline of History is layed out is so impressive and lays such a good foundation.	<p>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)</p> <p>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.</p>
165	Sarah Manning	Because earlier standards lacked foundational skills the standards begin to ask things that haven't been introduced.	None of these standards can be shown to increase the knowledge, application and mastery of content.	Age inappropriate
166	Katie Hansen			
167	Alyssa	These standards are not developmentally appropriate.	These standards are not developmentally appropriate.	These standards are not developmentally appropriate.
168	Julie			
169	Jamie Van Winkle			
170	Alanna Davison	<p>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.</p> <p>3.SS.1and 3.SS.2 looks okay.</p> <p>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.</p>		

	A	J	K	L
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877	8th Grade - America 1877-2008
159	Louisa Otto	Too many standards!		
160	Sarah Kehn			
161	James Grossman			
162	Charles Skidmore			
163	Sandi King			
164	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.	The student explains the economic principles and practices that corresponded with America's industrial and economic growth after the Civil War, including: -the free market -patent law -economies of scale -mass production -division of labor -big business -monopoly -philanthropy 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. So many great people that they are getting to study and learn about in this year!
165	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	Almost double the requirements and fails to show how it would achieve results
166	Katie Hansen			
167	Alyssa			
168	Julie			
169	Jamie Van Winkle			
170	Alanna Davison			

	A	M	N	O
2	Name	9-12 World History Ancient to Modern	9-12 - Economics	9-12 - United States History 1492-2008
159	Louisa Otto			
160	Sarah Kehn			
161	James Grossman			
162	Charles Skidmore			
163	Sandi King			
164	Shannon Stubbe	All the connections that are able to be made this year are amazing.	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.
165	Sarah Manning	Simplistic, autocratic and not-in-line with sound pedagogy	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.
166	Katie Hansen			
167	Alyssa			
168	Julie			
169	Jamie Van Winkle			
170	Alanna Davison			

	A	P
2	Name	9-12 - United States Government
159	Louisa Otto	
160	Sarah Kehn	
161	James Grossman	
162	Charles Skidmore	
163	Sandi King	
164	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>
165	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.
166	Katie Hansen	
167	Alyssa	
168	Julie	
169	Jamie Van Winkle	
170	Alanna Davison	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
171	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>
172	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? 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>
173	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). 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>
174	Linda Moe	Grandparent	Please rethink this nonsense!
175	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>
176	Marie Cissell	concerned citizen	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.
177	Nancy Lorenz	Grandparent/retired educator	
178	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>
179	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.
180	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>

	A	D
2	Name	Kindergarten - Introduction to America
171	Rob Sylliaasen	
172	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>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, neighboring 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>
173	P.A. Harens	
174	Linda Moe	Need to have curriculum suitable for the age
175	Clayton Lehmann	
176	Marie Cissell	This level seems to be appropriate
177	Nancy Lorenz	
178	Elizabeth Qualseth	
179	Laurie Long	
180	Justin Warfel	

	A	E	F
2	Name	1st Grade - World to 315 and America 1492-1787	2nd Grade - World 315-1492 and America 1787-1908
171	Rob Sylliaasen		
172	Heather Mathis	<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>	<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>
173	P.A. Harens	<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.I.E: 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>	<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>
174	Linda Moe	Curriculum to hard for 1st graders	They need to have things they can understand
175	Clayton Lehmann		
176	Marie Cissell	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.	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?
177	Nancy Lorenz		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!
178	Elizabeth Qualseth		
179	Laurie Long		
180	Justin Warfel		

	A	G	H	I
2	Name	3rd Grade - World to 60 B.C.E. and America 1492-1763	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
171	Rob Sylliaasen			
172	Heather Mathis	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?	Again, same complaints. Ancient history hear is more World Religions and very vague. Again with the Roman Empire but this time with the life of Mohammed... and learning more about the crusades. Learning about indigenous religious practices, Confucianism, Buddhism... this is the same year they learn about the American Revolution and the proper ways to respect the American flag and what being a citizen means. This is just insanity. Have not yet seen anything about WW1 or WW2 but sure... lets teach them all about world religions and the history of each religion.	Honestly this year feels super light compared to second grade when they became history scholars. It's hard not to see the sheer laziness that was put into creating this. A lot of this is just repeats from the 1st and 2nd grade. it's actually like the entire second grade section for American history was just pasted in this year.
173	P.A. Harens	More of lesson plans then standards	More of lesson plans than standards	
174	Linda Moe	Too hard	Remembering dates and memorization his hard for high schoolers...let alone 4th graders	Plain silly
175	Clayton Lehmann			
176	Marie Cissell	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.	There seems to be an emphasis of Christianity which I believe should be taught at home or in the Christian church. All religions should have equal representation, but at a later time in the education when children start to form their own beliefs.	So much in this section seems to be contradictory, what is all this tyranny mentioned in this section and how could that be misconstrued by however is in power at the time.
177	Nancy Lorenz			
178	Elizabeth Qualseth			There are way too many standards to cover in a school year without sacrificing other content areas such as science. Also, the time periods seem rather random. It would make more sense to study the same time period for both world history and American history so that students can see what was happening during the same time period and how those events affected America. There should be more emphasis on American history than world history for fifth graders. The concepts of different religions and world governments (5.SS.3D, 5.SS.4.D) are still rather abstract concepts for students at this age and not age appropriate.
179	Laurie Long			
180	Justin Warfel			

	A	J	K	L
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877	8th Grade - America 1877-2008
171	Rob Sylliaasen			
172	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.		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.
173	P.A. Harens			
174	Linda Moe			
175	Clayton Lehmann			
176	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.		
177	Nancy Lorenz			
178	Elizabeth Qualseth			
179	Laurie Long			
180	Justin Warfel			

	A	M	N	O
2	Name	9-12 World History Ancient to Modern	9-12 - Economics	9-12 - United States History 1492-2008
171	Rob Sylliaasen			
172	Heather Mathis			
173	P.A. Harens			
174	Linda Moe			
175	Clayton Lehmann			
176	Marie Cissell			
177	Nancy Lorenz			
178	Elizabeth Qualseth			
179	Laurie Long			
180	Justin Warfel			

	A	P
2	Name	9-12 - United States Government
171	Rob Sylliaasen	
172	Heather Mathis	
173	P.A. Harens	
174	Linda Moe	
175	Clayton Lehmann	
176	Marie Cissell	
177	Nancy Lorenz	
178	Elizabeth Qualseth	
179	Laurie Long	
180	Justin Warfel	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
181	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.
			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.
			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.
182	Andrew Olson	K-12 Educator	The fact that William Morrissey 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.
183	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.
	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.
185	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.
186	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.
187	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.
			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.
188	Suzanne Rogers	School board member	
189	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.
190	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
191	Valissa	Parent/Guardian	Strongly disapprove
		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.
192	Jo Robinson		¹https://www.mooc.org/blog/why-is-it-important-to-study-history
193	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.
194	Patty and Dave Jenkins	Parent/Guardian	
195	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.
196	Lisa Sather-long	Grandmother	
197	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.
198	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.
			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.
199	Chris Huber	Parent/Guardian	Thank you for your time, service and commitment to education.
200	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.
201	Jarod Fliehs	Parent/Guardian	Let the teachers set standards, not out of state Hillsdale people.
202	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 prosed standards are completely out of touch with reality! In all honesty, I read these prosed 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 Dakotal!! Come on!!
203	Amy Shaeffer	K-12 Educator	Excellent. Please adopt without revision.
			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.
204	Chris Peterson	Parent/Guardian	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.
205	Peggy Greenway	Grandparent	PLEASE bring back the standards written by our state's professionals.

A		D
2	Name	Kindergarten - Introduction to America
181	Carol Larrington	
182	Andrew Olson	
183	Megan Rieck	
	Stephanie Van De Walle	
184		
185	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.
186	Mark Kreie	These are not age appropriate.
187	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.
188	Suzanne Rogers	
189	Jessica	
190	Susan Johnston	
191	Valissa	Not age appropriate
192	Jo Robinson	
193	Louisa Kvale	
194	Patty and Dave Jenkins	Please leave education up to the Professionals in that field.
195	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.
196	Lisa Sather-long	Ask kristi
197	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.
198	Steve Hilton	
199	Chris Huber	
200	Jeff Kirstein	
201	Jarod Fliehs	
202	Destiny Donner	
203	Amy Shaeffer	Excellent. Please adopt without revision.
204	Chris Peterson	
205	Peggy Greenway	

	A	E	F
2	Name	1st Grade - World to 315 and America 1492-1787	2nd Grade - World 315-1492 and America 1787-1908
181	Carol Larrington		
		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.	
182	Andrew Olson		
183	Megan Rieck		
		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?	
	Stephanie Van De Walle	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?	
184			
		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.	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?
185	Debra K Kraft		
186	Mark Kreie	These are not age appropriate.	These are not age appropriate.
		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?!	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.
187	Rebecca Harvey		
188	Suzanne Rogers		
189	Jessica		
190	Susan Johnston		
191	Valissa	Not age appropriate	Not age appropriate
192	Jo Robinson		
193	Louisa Kvale		
194	Patty and Dave Jenkins	Please leave education up to the Professionals, not hired out of State Colleges.	Same answer as the two above!
195	Derrick Johnson	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.	
196	Lisa Sather-long	Ask Tiffany	Ask yourself
197	Thomas Mack	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.	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.
198	Steve Hilton		
199	Chris Huber		
200	Jeff Kirstein	No first grader in the world could tackle this. It feels like a scene from Good Will Hunting.	
201	Jarod Fliehs		
202	Destiny Donner		
203	Amy Shaeffer	Excellent. Please adopt without revision.	Excellent. Please adopt without revision.
204	Chris Peterson		
205	Peggy Greenway		

	A	G	H	I
2	Name	3rd Grade - World to 60 B.C.E. and America 1492-1763	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
181	Carol Larrington			
182	Andrew Olson			
183	Megan Rieck			
	Stephanie Van De Walle			
184				
185	Debra K Kraft	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.	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.
186	Mark Kreie	These are not age appropriate.	These are not age appropriate.	These are not age appropriate.
187	Rebecca Harvey			
188	Suzanne Rogers			
189	Jessica			
190	Susan Johnston			
191	Valissa	Not age appropriate	Not age appropriate	Not age appropriate
192	Jo Robinson			
193	Louisa Kvale			
194	Patty and Dave Jenkins	Same as above!	Same as above!	Same as above!
195	Derrick Johnson			
196	Lisa Sather-long	Ask Booker	Ask Byron	Ask Ian
197	Thomas Mack	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.	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.
198	Steve Hilton			
199	Chris Huber			
200	Jeff Kirstein			
201	Jarod Fliehs			
202	Destiny Donner			
203	Amy Shaeffer	Excellent. Please adopt without revision.	Excellent. Please adopt without revision.	Excellent. Please adopt without revision.
204	Chris Peterson			
205	Peggy Greenway			

	A	J	K	L
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877	8th Grade - America 1877-2008
181	Carol Larrington			
182	Andrew Olson			
183	Megan Rieck			
	Stephanie Van De Walle			
184				
185	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.	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.
186	Mark Kreie	These are not age appropriate.	These are not age appropriate.	These are not age appropriate.
187	Rebecca Harvey			
188	Suzanne Rogers			
			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.	One mention of the Holocaust and only as a bullet point to something else. No mention of the large German's from Russia populat
189	Jessica			
190	Susan Johnston			
191	Valissa	Not age appropriate	Not age appropriate	Not age appropriate
192	Jo Robinson			
193	Louisa Kvale			
194	Patty and Dave Jenkins	Same as above!	Same as above!	Please leave education in SD up to the professionals in those fields!
195	Derrick Johnson			
196	Lisa Sather-long	Ask		
197	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.	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.
198	Steve Hilton			
199	Chris Huber			
200	Jeff Kirstein			
201	Jarod Fliehs			
202	Destiny Donner			
203	Amy Shaeffer	Excellent. Please adopt without revision.	Excellent. Please adopt without revision.	Excellent. Please adopt without revision.
204	Chris Peterson			
205	Peggy Greenway			

	A	M	N	O
2	Name	9-12 World History Ancient to Modern	9-12 - Economics	9-12 - United States History 1492-2008
181	Carol Larrington			
		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.		
182	Andrew Olson			
183	Megan Rieck			
	Stephanie Van De Walle			
184		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.	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.
185	Debra K Kraft			
186	Mark Kreie	These are not age appropriate.	These are not age appropriate.	These are not age appropriate.
187	Rebecca Harvey			
188	Suzanne Rogers			
189	Jessica	on in the area and why the migration happened.	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.
190	Susan Johnston			
191	Valissa	Not age appropriate	Not age appropriate	Not age appropriate
192	Jo Robinson			
193	Louisa Kvale			
194	Patty and Dave Jenkins	Please leave education in our State up to the Professionals who are in the Classrooms everyday!		
195	Derrick Johnson			
196	Lisa Sather-long			
		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.	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.
197	Thomas Mack			
198	Steve Hilton			
199	Chris Huber			
200	Jeff Kirstein			
201	Jarod Fliehs			
202	Destiny Donner			
203	Amy Shaeffer	Excellent. Please adopt without revision.	Excellent. Please adopt without revision.	Excellent. Please adopt without revision.
204	Chris Peterson			
205	Peggy Greenway			

A		P
2	Name	9-12 - United States Government
181	Carol Larrington	
182	Andrew Olson	
183	Megan Rieck	
	Stephanie Van De Walle	
184		
		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.
185	Debra K Kraft	
186	Mark Kreie	These are not age appropriate.
187	Rebecca Harvey	
188	Suzanne Rogers	
189	Jessica	
190	Susan Johnston	
191	Valissa	Not age appropriate
192	Jo Robinson	
193	Louisa Kvale	
194	Patty and Dave Jenkins	
195	Derrick Johnson	
196	Lisa Sather-long	
197	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.
198	Steve Hilton	
199	Chris Huber	
200	Jeff Kirstein	
201	Jarod Fliehs	
202	Destiny Donner	
203	Amy Shaeffer	Excellent. Please adopt without revision.
204	Chris Peterson	
205	Peggy Greenway	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
			<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 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>
206	Karly Hegge	Parent/Guardian	
207	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)
208	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.
209	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.
			These standards are insane. I gave up trying to give my thoughts on each grade, because it was the same thing over and over. You are expecting far too 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.
210	Tracy Robinson	Parent/Guardian	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.
211	Patrick Cass	K-12 Educator	State Board of Education Secretary Tiffany Sanderson
212	Kay Hohenecker	former educator	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!
213	Mike Gohring	K-12 Educator	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.
214	Jennifer Gustafson	Parent/Guardian	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.
215	Susan Peters	Grandparent	Appreciate the time put into this project and the quality of it too.
216	Matthew	Parent/Guardian	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.
217	Emily Hatton	K-12 Educator	

	A	D
2	Name	Kindergarten - Introduction to America
206	Karly Hegge	
207	April Frost	
208	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.
209	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.
210	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.
211	Patrick Cass	
212	Kay Hohenecker	
213	Mike Gohring	
214	Jennifer Gustafson	
215	Susan Peters	Appropriate for age and accurate
216	Matthew	
217	Emily Hatton	

	A	E	F
2	Name	1st Grade - World to 315 and America 1492-1787	2nd Grade - World 315-1492 and America 1787-1908
206	Karly Hegge		
207	April Frost		
208	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.
209	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.
210	Tracy Robinson	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.	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
211	Patrick Cass		
212	Kay Hohenecker		
213	Mike Gohring		
214	Jennifer Gustafson		
215	Susan Peters	Appropriate for age and accurate	Appropriate for age and accurate
216	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...	
217	Emily Hatton		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. 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.

	A	G	H	I
2	Name	3rd Grade - World to 60 B.C.E. and America 1492-1763	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
206	Karly Hegge			
207	April Frost			
208	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.	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.
209	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.	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.
210	Tracy Robinson			
211	Patrick Cass			
212	Kay Hohenecker			
213	Mike Gohring			
214	Jennifer Gustafson			
215	Susan Peters	Appropriate for age and accurate	Appropriate for age and accurate	Appropriate for age and accurate
216	Matthew			
217	Emily Hatton			

A		J		K		L	
2	Name	6th Grade - Influential Ideas in History and Civics to 1815		7th Grade - America 1492-1877		8th Grade - America 1877-2008	
206	Karly Hegge						
207	April Frost						
208	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.		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.	
209	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.		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.	
210							
	Tracy Robinson						
211	Patrick Cass						
212	Kay Hohenecker						
213							
	Mike Gohring						
214	Jennifer Gustafson						
215		Appropriate for age and accurate		Appropriate for age and accurate		Appropriate for age and accurate	
	Susan Peters						
216							
	Matthew						
217	Emily Hatton						

	A	M	N	O
2	Name	9-12 World History Ancient to Modern	9-12 - Economics	9-12 - United States History 1492-2008
206	Karly Hegge			
207	April Frost			
208	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.	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.
209	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.	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.
210	Tracy Robinson			
211	Patrick Cass			
212	Kay Hohenecker			
213	Mike Gohring		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.	
214	Jennifer Gustafson			
215	Susan Peters	Appropriate for age and accurate	Appropriate for age and accurate	Appropriate for age and accurate
216	Matthew			
217	Emily Hatton			

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
218	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.
219	Chandler Nelson	K-12 Educator	
220	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>
221	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>
222	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 operative 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.
223	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.
224	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.
225	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!
226	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>
227	Ellie Falcon	K-12 Educator	They can be improved to be more age appropriate.
228	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!
229	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.
230	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>

	A	D
2	Name	Kindergarten - Introduction to America
218	Adam Broin	This is fantastic. A good representation of our history
219	Chandler Nelson	
220	Alison Kiesz	
221	Carey Mitzel	
		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.
222	Myranda	(I.e pledge of allegiance, in god we trust, god bless America)
223	Gretchen Christenson	
224	Sara Steever	
225	Gina Schiferl	
226	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.
227	Ellie Falcon	
228	Jennifer Lensing	standards are age appropriate
229	Erin Riedel	
230	Rebecca Aker	

A		E	F
2	Name	1st Grade - World to 315 and America 1492-1787	2nd Grade - World 315-1492 and America 1787-1908
218	Adam Broin	I like how this highlights the noble values America was founded on	Much more thorough than the world history education I got from my entire time in the SFSD as a student in the 90s
219	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.
220	Alison Kiesz	1.SS.1. Why do first graders need to learn about architectural styles of buildings?	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.
221	Carey Mitzel		
222	Myranda	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.	Too much curriculum not age appropriate.
223	Gretchen Christenson		
224	Sara Steever		
225	Gina Schiferl		
226	Melissa Molstad	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.	
227	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.	
228	Jennifer Lensing	I like that they are learning modern way of life vs. history and the geography	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
229	Erin Riedel		
230	Rebecca Aker		

	A	G	H	I
2	Name	3rd Grade - World to 60 B.C.E. and America 1492-1763	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
218	Adam Broin	Again, we never covered this in my education in Sioux Falls in the 90s. Valuable context	Global context and highlights the principles Americans cherish to this day	Very thorough
219	Chandler Nelson			
220	Alison Kiesz			
221	Carey Mitzel			
222	Myranda			
223	Gretchen Christenson			
224	Sara Steever			
225	Gina Schiferl			
226	Melissa Molstad			
227	Ellie Falcon			
228	Jennifer Lensing	I like that they are learning about Christopher Columbus and the Native American history with an emphasis on South Dakota Native American tribes	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!
229	Erin Riedel			
230	Rebecca Aker			

	A	J	K	L
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877	8th Grade - America 1877-2008
218	Adam Broin	Smart groundwork for the remaining curriculum	Appropriate and thorough	Appropriate and thorough
219	Chandler Nelson			
220	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?	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.
221	Carey Mitzel			
222	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.	
223	Gretchen Christenson			
224	Sara Steever			
225	Gina Schiferl			
226	Melissa Molstad	Thank you for focusing on how ideas shape life.		
227	Ellie Falcon			
228	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	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?
229	Erin Riedel			
230	Rebecca Aker			

	A	M	N	O
2	Name	9-12 World History Ancient to Modern	9-12 - Economics	9-12 - United States History 1492-2008
218	Adam Broin	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)	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
219	Chandler Nelson			
220	Alison Kiesz			
221	Carey Mitzel			
222	Myranda	Misses several major concepts.	Highly divisive meant to encourage volunteerism and philanthropy over taxes, poetry's unconventional families poorly, and marginalize those on welfare.	
223	Gretchen Christenson			
224	Sara Steever			
225	Gina Schiferl			
226	Melissa Molstad			
227	Ellie Falcon			
228	Jennifer Lensing	good	like it	good
229	Erin Riedel			
230	Rebecca Aker			

	A	P
2	Name	9-12 - United States Government
218	Adam Broin	Appropriate and thorough
219	Chandler Nelson	
220	Alison Kiesz	
221	Carey Mitzel	
222	Myranda	Highly divisive
223	Gretchen Christenson	
224	Sara Steever	
225	Gina Schiferl	
226	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.
227	Ellie Falcon	
228	Jennifer Lensing	good
229	Erin Riedel	
230	Rebecca Aker	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
231	Shelly Pieper	K-12 Educator	Totally developmentally inappropriate for young children!!
232	Shelby Mack	K-12 Educator	
233	Amber Vogt	Parent/Guardian	<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 many 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 of the standards and edit them as needed for the K-3 standards, really listen to 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>
234	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.
235	Shannon Knopf	K-12 Educator	Not developmentally appropriate. Impossible to cover in a school year.
236	Karen Proctor	Citizen	
237	Mary Tveit	none named	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 in 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 Education evaluate these and remember the ages of the students you are writing plans for.
238	M.Kathie Tuntland	Retired Educator/School Administrator	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.
239	Ruth Grinager	Retired Teacher & Grandmother of Future SD Students	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.

	A	E	F
2	Name	1st Grade - World to 315 and America 1492-1787	2nd Grade - World 315-1492 and America 1787-1908
231	Shelly Pieper		
232	Shelby Mack	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.	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.
233	Amber Vogt	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. 1.SS.1. N. The student can recite the following line from the Declaration of Independence from memory: "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the Pursuit of Happiness." O. The student can recite the Preamble to the United States Constitution from memory. 1.SS.4.A. The student identifies the major cultural features, stories, and contributions of Ancient India, Babylon, and Ancient China. H B. The student identifies the major cultural features, stories, and contributions of Ancient Egypt, including agriculture, hieroglyphic writing, and papyrus. H C. The student explains the major historical events and stories of the ancient Hebrews. H D. The student identifies the major figures and stories within Greek mythology. H E. The student tells the story of the Persian Wars, including the battles of Marathon and Thermopylae. H South Dakota Social Studies Standards 14 F. The student identifies the major cultural features and contributions of Athens, including pottery, architecture, sculpture, and democracy. HC G. The student tells the story of the Peloponnesian War. H H. The student tells the story of the conquests of Alexander of Macedon. H 1.SS.5 A. The student tells the stories of the founding of Rome and of the Roman Republic. H B. The student identifies the major cultural features and contributions of Rome, including in architecture, engineering, and government. HC C. The student tells the story of the Punic Wars. H D. The student tells the story of the Roman civil wars and the triumvirates. H E. The students identifies key Roman Emperors and events of the Roman Empire. H and so on.....there are pieces throughout the curriculum of a 1st Grader that make absolutely no sense for this age bracket.	1 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. 2.SS.3.A. The student identifies the major historical events, cultural features, stories, and religious contributions of the early Christians. H B. The student identifies the major events during the rule of Constantine, including the legalization of Christianity and the moving of the Roman capital to Constantinople. H C. The student tells the story of the barbarian invasions and the fall of the Roman Empire. H D. The student explains how society changed with the fall of the Roman Empire. H E. The student explains the establishment of monasteries and their role in the Middle Ages. H F. The student identifies the major historical events, cultural features, stories, and religious contributions of the early Muslims. H G. The student identifies the historical events of the Carolingian dynasty and the Viking invasions.H H. The student explains the practice of feudalism in European societies. H I. The student tells the stories of the Norman Conquest, the rule of King John of England, and the signing of the Magna Carta. HC 2.SS.4. A. The student identifies the origins, historical events, and different perspectives of the conflicts between Muslims and Christians both before and during the crusades. H B. The student identifies the developments and achievements of the high Middle Ages, including the power of the papacy and the founding of mendicant orders. H C. The student identifies key developments in Africa, including the influence of Islam and Christianity and the civilizations of Ghana, Mali, and Songhay. H D. The student identifies key developments in India, including Hinduism and Mongol and Muslim rule. H E. The student identifies key developments in China, including Confucianism and the major dynasties. H F. The student identifies key developments in Japan, including Japanese Buddhism, feudalism, and Shoguns. H G. The student identifies the disruptions to society in the late Middle Ages, including the Black Death, the Great Schism of 1378, and the Hundred Years' War. H South Dakota Social Studies Standards 20 H. The student identifies the origins and major ideas of the Renaissance, including a revival of classical Greece and Rome. H I. The student explains the major cultural features and contributions of the Renaissance in Italy and Northern Europe in painting, architecture, and sculpture. H and so on.....again are these standards those of a second grader? Really?
234	Mallory		
235	Shannon Knopf		
236	Karen Proctor	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.	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.
237	Mary Tveit		
238	M.Kathie Tuntland		
239	Ruth Grinager	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?	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?

	A	G	H	I
2	Name	3rd Grade - World to 60 B.C.E. and America 1492-1763	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
231	Shelly Pieper			
232	Shelby Mack			
233	Amber Vogt	It continues and I have lost interest in being specific.....	Now in 4 th grade and up it seems to be a better fit for this age bracket....my real concern is K-3.	
234	Mallory		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.	
235	Shannon Knopf	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.		
236	Karen Proctor			
237	Mary Tveit			
238	M.Kathie Tuntland			
239	Ruth Grinager	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.	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 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?

	A	J	K	L
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877	8th Grade - America 1877-2008
231	Shelly Pieper			
232	Shelby Mack			
233	Amber Vogt			
234	Mallory			
235	Shannon Knopf			
236	Karen Proctor			
237	Mary Tveit			
238	M.Kathie Tuntland			
239	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.	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."

	A	M	N	O
2	Name	9-12 World History Ancient to Modern	9-12 - Economics	9-12 - United States History 1492-2008
231	Shelly Pieper			
232	Shelby Mack			
233	Amber Vogt			
234	Mallory			
235	Shannon Knopf			
236	Karen Proctor			
237	Mary Tveit			
238	M.Kathie Tuntland			
239	Ruth Grinager	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.	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.

	A	P
2	Name	9-12 - United States Government
231	Shelly Pieper	
232	Shelby Mack	
233	Amber Vogt	
234	Mallory	
235	Shannon Knopf	
236	Karen Proctor	
237	Mary Tveit	
238	M.Kathie Tuntland	
239	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.

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
			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?
240	Kim Olson	K-12 Educator	
241	Mary Ann McAtee	Retired Elementary Teacher	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.
242	Kortney Amdahl	K-12 Educator	
243	Darrell Vig	School board member	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?
244	Shelby	K-12 Educator	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.
245	Pam Koller	K-12 Educator	
246	Jean M Gunderson	Parent/Guardian	There are too many standards to be mastered in the elementary grades.
247	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.
248	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.
249	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.
250	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.
251	Judith Kennedy	Retired	Include all perspectives, not just the white mans

	A	D
2	Name	Kindergarten - Introduction to America
240	Kim Olson	
241	Mary Ann McAtee	
242	Kortney Amdahl	
243	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.
244	Shelby	Inappropriate
245	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.
246	Jean M Gunderson	
247	Tracy	This material is way too advanced for this age group.
248	Wyatt Vander Vorst	
249	Heidi Golz	
250	Lesleigh Owen	I enjoy the general goals, but the specific information expected of kindergarten children is advanced, specific, and excessive.
251	Judith Kennedy	Present both Native and European immigrants perspective

	A	E	F
2	Name	1st Grade - World to 315 and America 1492-1787	2nd Grade - World 315-1492 and America 1787-1908
240	Kim Olson		
241	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.	
242	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.
243	Darrell Vig	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.	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.
244	Shelby	Inappropriate	Inappropriate
245	Pam Koller	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.	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.
246	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.	
247	Tracy	This material is way too advanced for this age group.	This material is way too advanced for this age group.
248	Wyatt Vander Vorst		
249	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.	
250	Lesleigh Owen	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.	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.
251	Judith Kennedy	Again, represent all perspectives	Present factual information, to include m8stakes

	A	G	H	I
2	Name	3rd Grade - World to 60 B.C.E. and America 1492-1763	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
240	Kim Olson			
241	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.
242	Kortney Amdahl			
243	Darrell Viq			
244	Shelby	Inappropriate	Inappropriate	Inappropriate
245	Pam Koller			
246	Jean M Gunderson			
247	Tracy	This material is way too advanced for this age group.		This material is way too advanced for this age group.
248	Wyatt Vander Vorst			
249	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.
250	Lesleigh Owen			
251	Judith Kennedy	Present Native as well as immigrant perspectives	Include our mistakes	Include more than whit man version

	A	J	K	L
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877	8th Grade - America 1877-2008
240	Kim Olson			
241	Mary Ann McAtee			
242	Kortney Amdahl			
243	Darrell Viq			
244	Shelby			
245	Pam Koller			
246	Jean M Gunderson			
247	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.	This material is way too advanced for this age group.
248	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.
249	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 these topics.	
250	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.	
251	Judith Kennedy	Teach good citizenship and what is needed for democracy	Include Native perspective. Do not give Columbus too much credit	Include all facts, all perspectives

	A	M	N	O
2	Name	9-12 World History Ancient to Modern	9-12 - Economics	9-12 - United States History 1492-2008
240	Kim Olson			
241	Mary Ann McAtee			
242	Kortney Amdahl			
243	Darrell Viq			
244	Shelby	Appropriate	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
245	Pam Koller			
246	Jean M Gunderson			
247	Tracy	This material is way too advanced for this age group.	This material is way too advanced for this age group.	This material is way too advanced for this age group.
248	Wyatt Vander Vorst	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.	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.
249	Heidi Golz			
250	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.
251	Judith Kennedy	Include how it related to America during that time	Teach being good steward of all resources	Include perspective of immigrants, Natives and enslaved people

	A	P
2	Name	9-12 - United States Government
240	Kim Olson	
241	Mary Ann McAtee	
242	Kortney Amdahl	
243	Darrell Vig	
244	Shelby	Appropriate
245	Pam Koller	
246	Jean M Gunderson	
247	Tracy	This material is way too advanced for this age group.
248	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.
249	Heidi Golz	
250	Lesleigh Owen	
251	Judith Kennedy	Teach importance of separation of church and state and how to maintain democracy

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
252	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.
253	Samantha	K-12 Educator	
254	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. 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. GET POLITICIANS OUT OF CURRICULUM DISCUSSIONS. 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.
255	Tammie A Foley	K-12 Educator	
256	David Micheal Monnens	K-12 Educator	
257	Lauren Jahn	K-12 Educator	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.
258	Kelly Remily	School Based Speech Language Pathologist	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.
259	Jessica Torbert	K-12 Educator	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.
260	Heidi Gefroh	Parent/Guardian	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.
261	Hailey Soileau	Parent/Guardian	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.

	A	E	F
2	Name	1st Grade - World to 315 and America 1492-1787	2nd Grade - World 315-1492 and America 1787-1908
252	Amy Long	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.	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.)
253	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.	
254	Michael Beardt		
255	Tammie A Foley		
256	David Micheal Monnens		
257	Lauren Jahn		
258	Kelly Remily		
259	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.	
260	Heidi Gefroh		
261	Hailey Soileau		

	A	G	H	I
2	Name	3rd Grade - World to 60 B.C.E. and America 1492-1763	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
252	Amy Long	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.	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.
253	Samantha			
254	Michael Beardt			
255	Tammie A Foley			
256	David Micheal Monnens			
257	Lauren Jahn			
258	Kelly Remily			
259	Jessica Torbert	Again, in third grade there are standards that are repeated, almost verbatim from first grade. (See my comments in 5th grade)		<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>
260	Heidi Gefroh			
261	Hailey Soileau			

	A	J	K	L
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877	8th Grade - America 1877-2008
252	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.	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.
253	Samantha			
254	Michael Beardt			
255	Tammie A Foley			
256	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.
257	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.		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.
258	Kelly Remily			
259	Jessica Torbert			
260	Heidi Gefroh			
261	Hailey Soileau			

	A	M	N	O
2	Name	9-12 World History Ancient to Modern	9-12 - Economics	9-12 - United States History 1492-2008
252	Amy Long			
253	Samantha			
254	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.
255	Tammie A Foley	This isn't even offered in most schools.		The United States started in 1776 - Columbus didn't even reach America. Covering nearly 600 years of history in a semester is insanity
256	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?
257	Lauren Jahn	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.		
258	Kelly Remily			
259	Jessica Torbert			
260	Heidi Gefroh			
261	Hailey Soileau			

	A	P
2	Name	9-12 - United States Government
252	Amy Long	
253	Samantha	
254	Michael Beardt	
255	Tammie A Foley	
256	David Micheal Monnens	
257	Lauren Jahn	
258	Kelly Remily	
259	Jessica Torbert	
260	Heidi Gefroh	
261	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?</p> <p>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>
262	Dorothy Story	K-12 Educator	
263	Nancy Block	K-12 Educator	Many standards are not age appropriate.
264	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.
			<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>
265	Carol Christianson	retired 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 aposteness? 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>
266	P.A.Harens	K-12 Educator	
267	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 teachers 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>
268	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>
269	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>
270	Lynn Klaas	Retired 7-12 Social Studies teacher	<p>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.</p>

	A	D
2	Name	Kindergarten - Introduction to America
262	Dorothy Story	This is absolutely not developmentally appropriate at this level.
263	Nancy Block	
264	Kristen Dunlap	
265	Carol Christianson	
266	P.A.Harens	
267	Dani Ruhd	see overall comments below
268	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.
269	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.
270	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.

A		E	F
2	Name	1st Grade - World to 315 and America 1492-1787	2nd Grade - World 315-1492 and America 1787-1908
262	Dorothy Story	This is absolutely not developmentally appropriate at this level. American history DID NOT start in 1492.	This is absolutely not developmentally appropriate at this level.
263	Nancy Block		
264	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?	
265	Carol Christianson		
266	P.A.Harens		
267	Dani Ruhd	see overall comments below	see overall comments below
268	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.	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.
269	Emily Fink	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.	
270	Lynn Klaas	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.	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.

	A	G	H	I
2	Name	3rd Grade - World to 60 B.C.E. and America 1492-1763	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
262	Dorothy Story	This is absolutely not developmentally appropriate at this level.	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.
263	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 -	
264	Kristen Dunlap			
265	Carol Christianson			
266	P.A.Harens			
267	Dani Ruhd	see overall comments below	see overall comments below	see overall comments below
268	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.	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.	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.
269	Emily Fink			
270	Lynn Klaas	The majority of the standards are not age appropriate.	The majority of these standards are not age appropriate.	The majority of these standards are not age appropriate.

	A	J	K	L
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877	8th Grade - America 1877-2008
		<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>	<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>
262	Dorothy Story			
263	Nancy Block			
264	Kristen Dunlap			
265	Carol Christianson			
266	P.A.Harens			
267	Dani Ruhd	see overall comments below	see overall comments below	see overall comments below
268	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.	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.
269	Emily Fink			
270	Lynn Klaas		<p>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.</p>	<p>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.</p>

	A	M	N	O
2	Name	9-12 World History Ancient to Modern	9-12 - Economics	9-12 - United States History 1492-2008
		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. And just one more time, because apparently this committee was incredibly racist and hates Native Americans, AMERICAN HISTORY DID NOT BEGIN IN 1492.
262	Dorothy Story			
263	Nancy Block			
264	Kristen Dunlap			
265	Carol Christianson			
266	P.A.Harens			
267	Dani Ruhd	see overall comments below	see overall comments below	see overall comments below
268	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.	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.
269	Emily Fink			
270	Lynn Klaas	Will submit at a later time.	Will submit at a later time.	Will submit at a later time.

	A	P
2	Name	9-12 - United States Government
262	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.
263	Nancy Block	
264	Kristen Dunlap	
265	Carol Christianson	
266	P.A.Harens	
267	Dani Ruhd	see overall comments below
268	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.
269	Emily Fink	
270	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.

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
271	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>
272	Michelle Curtis	K-12 Educator	
273	Julie Mollman	K-12 Educator	
274	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. 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>
275	Gwyneth	K-12 Educator	<p>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.</p>
276	janet warne	I am a Paraprofessional and a parent	good
277	Amy D	Parent/Guardian	<p>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.</p>
278	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>
279	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>
280	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>
281	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>

	A	D
2	Name	Kindergarten - Introduction to America
271	Sarah Burkett	
272	Michelle Curtis	
273	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.
274	Taylor Henwood	Too advanced topics, Too much information to cover
275	Gwyneth	
276	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.
277	Amy D	
278	Gwyneth Fastnacht	
279	Karen A Schlekeway	
280	Mary Bowne	Not appropriate
281	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.

	A	E	F
2	Name	1st Grade - World to 315 and America 1492-1787	2nd Grade - World 315-1492 and America 1787-1908
271	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.	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.
272	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.
273	Julie Mollman		
274	Taylor Henwood	Too advanced topics, Too much information to cover	Too advanced topics, Too much information to cover
275	Gwyneth	the start of the beginning of the standard states the overall study of the standard is World to 315 and America 1492-1787. Why is this a standard? If 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 their classroom... what is similar? what is different? Another very disappointing example: A. The student locates each of the following on a map: G -North America -South America -Africa -Europe -Asia -Australia -etc (rest of list on standards) So what? What about those places. they need to locate rapid city and the Indian Ocean? in first grade?! 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. 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.	
276	janet warne	good	good
277	Amy D		
278	Gwyneth Fastnacht		
279	Karen A Schlekeway		
280	Mary Bowne	Not appropriate	Not appropriate
281	Wendy Olson	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.	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.

	A	G	H	I
2	Name	3rd Grade - World to 60 B.C.E. and America 1492-1763	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
271	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. 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.
272	Michelle Curtis			
273	Julie Mollman			
274	Taylor Henwood	Too advanced topics, Too much information to cover	Too advanced topics, Too much information to cover	Too much information to cover
275	Gwyneth			
276	janet warne	good	good	good
277	Amy D			
278	Gwyneth Fastnacht			
279	Karen A Schlekeway			
280	Mary Bowne	Not appropriate	Not appropriate	Not appropriate
281	Wendy Olson	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.	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.

	A	J	K	L
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877	8th Grade - America 1877-2008
271	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.	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.
272	Michelle Curtis			
273	Julie Mollman			
274	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.	
275	Gwyneth			
276	janet warne	good	good	good
277	Amy D			
278	Gwyneth Fastnacht			
279	Karen A Schlekeway			
280	Mary Bowne			
281	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.	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.

	A	M	N	O
2	Name	9-12 World History Ancient to Modern	9-12 - Economics	9-12 - United States History 1492-2008
271	Sarah Burkett	Much of this was covered in middle school. Shouldn't there be variety in content so more of history can be covered.	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.
272	Michelle Curtis			
273	Julie Mollman			
274	Taylor Henwood			
275	Gwyneth			
276	janet warne	good	good	good
277	Amy D			
278	Gwyneth Fastnacht			
279	Karen A Schlekeway			
280	Mary Bowne			
281	Wendy Olson	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.	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.

	A	P
2	Name	9-12 - United States Government
271	Sarah Burkett	The standards are too specific and read like a list of tasks to complete and ideals to teach by.
272	Michelle Curtis	
273	Julie Mollman	
274	Taylor Henwood	
275	Gwyneth	
276	janet warne	
277	Amy D	
278	Gwyneth Fastnacht	
279	Karen A Schlekeway	
280	Mary Bowne	
281	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.

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
282	Leesa Haugland	Retired primary teacher taught K-1 from 1978-2017	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???
283	Sandra Lauer	Retired educator in SD and MN	
284	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!
285	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.
286	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.
287	Lorayna Lee Papousek	K-12 Educator	
288	Jenae Ruesink-Cross	K-12 Educator	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.
289	Standards not accurate. Let real educators decide!	Parent/Guardian	Not acceptable
290	Marie Williams	Parent/Guardian	Dear Governor Noem: 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. 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?? 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? 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. 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. 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!
291	Abigail Lucchesi	not stated	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?! 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. 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. This is a recipe for a lawsuit. Do Better.
292	Janet Morrow	K-12 Educator	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. 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. 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? 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? Please do not allow these standards to go into effect.
293	Megan	K-12 Educator	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.
294	Rainee Lisko	School staff and parent	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.

A		D
2	Name	Kindergarten - Introduction to America
282	Leesa Haugland	Most standards NOT age appropriate.
283	Sandra Lauer	
284	Clancey	
285	Robyn R Ventura	
286	Jenny Hawk-Heirigs	
287	Lorayna Lee Papousek	
288	Jenae Ruesink-Cross	
289	Standards not accurate. Let real educators decide!	
290	Marie Williams	
291	Abigail Lucchesi	
292	Janet Morrow	
293	Megan	Not developmentally appropriate
294	Rainee Lisko	Too in depth

	A	E	F
2	Name	1st Grade - World to 315 and America 1492-1787	2nd Grade - World 315-1492 and America 1787-1908
282	Leesa Haugland	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?!?!?!	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!
283	Sandra Lauer	I read this 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?	
284	Clancey		
285	Robyn R Ventura		
286	Jenny Hawk-Heirigs		
287	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,
288	Jenae Ruesink-Cross		
289	Standards not accurate. Let real educators decide!		
290	Marie Williams		
291	Abigail Lucchesi		
292	Janet Morrow		
293	Megan	Not developmentally appropriate	Not developmentally appropriate
294	Rainee Lisko	America starts way before 1492 and we need to respect that.	I don't want my children learning this dark of history at this age.

A		G		H		I	
2	Name	3rd Grade - World to 60 B.C.E. and America 1492-1763		4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820		5th Grade - World 1300-1648 and America 1820-1908	
282	Leesa Haugland						
283	Sandra Lauer						
284	Clancey						
285	Robyn R Ventura						
286	Jenny Hawk-Heirigs						
287	Lorayna Lee Papousek						
288	Jenae Ruesink-Cross						
289	Standards not accurate. Let real educators decide!						
290	Marie Williams						
291	Abigail Lucchesi						
292	Janet Morrow						
293	Megan	Not developmentally appropriate		Not developmentally appropriate		Not developmentally appropriate	
294	Rainee Lisko	Way beyond comprehension level for this age.		Way beyond comprehension level for this age.		Way beyond comprehension level for this age. Do not want any Christianity taught to my child	

A		J		K		L	
2	Name	6th Grade - Influential Ideas in History and Civics to 1815		7th Grade - America 1492-1877		8th Grade - America 1877-2008	
282	Leesa Haugland						
283	Sandra Lauer						
284	Clancey						
285	Robyn R Ventura						
286	Jenny Hawk-Heirigs						
	Lorayna Lee						
287	Papousek						
288	Jenae Ruesink-Cross						
	Standards not accurate. Let real						
289	educators decide!						
290	Marie Williams						
291	Abigail Lucchesi						
292	Janet Morrow						
293	Megan						
294	Rainee Lisko	Nope		Nope			

	A	M	N	O
2	Name	9-12 World History Ancient to Modern	9-12 - Economics	9-12 - United States History 1492-2008
282	Leesa Haugland			
283	Sandra Lauer			
284	Clancey			
285	Robyn R Ventura			
286	Jenny Hawk-Heirigs			
	Lorayna Lee			
287	Papousek			
288	Jenae Ruesink-Cross			
	Standards not accurate. Let real educators decide!			
289				
290	Marie Williams			
291	Abigail Lucchesi			
292	Janet Morrow			
293	Megan			
294	Rainee Lisko	Nope	Nope	Nope

	A	P
2	Name	9-12 - United States Government
282	Leesa Haugland	
283	Sandra Lauer	
284	Clancey	
285	Robyn R Ventura	
286	Jenny Hawk-Heirigs	
	Lorayna Lee	
287	Papousek	
288	Jenae Ruesink-Cross	
	Standards not accurate. Let real educators decide!	
289		
290	Marie Williams	
291	Abigail Lucchesi	
292	Janet Morrow	
293	Megan	
294	Rainee Lisko	Nope

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
295	Christina David	Parent/Guardian	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.
296	Martha Nystrom	Retired K-8 teacher	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.
297	Julie Nielsen	Prior school board member, substitute teacher	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? 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.
298	Kayla Besco	K-12 Educator	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.
299	Jeremy Robert Risty	K-12 Educator	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.
300	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.

	A	D
2	Name	Kindergarten - Introduction to America
295	Christina David	
296	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.
297	Julie Nielsen	
298	Kayla Besco	
299	Jeremy Robert Risty	
300	Rae O'Leary	

	A	E	F
2	Name	1st Grade - World to 315 and America 1492-1787	2nd Grade - World 315-1492 and America 1787-1908
295	Christina David		
296	Martha Nystrom	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?	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.
297	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.	
298	Kayla Besco	Students this age should not be expected to learn what current 6th graders learn in their spring units.	
299	Jeremy Robert Risty		
300	Rae O'Leary		

	A	G	H	I
2	Name	3rd Grade - World to 60 B.C.E. and America 1492-1763	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
295	Christina David			
296	Martha Nystrom	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. 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. 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?	I do not agree with these standards. This is above and beyond this grade level.	I do not agree with these standards.
297	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.	
298	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.
299	Jeremy Robert Risty			
300	Rae O'Leary			

	A	J	K	L
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877	8th Grade - America 1877-2008
295	Christina David			
296	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.	I do not agree with these standards. There needs to be a complete revision with trained educators on the committee.
297	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.	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.
298	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.	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.
299	Jeremy Robert Risty			
300	Rae O'Leary			

	A	M	N	O
2	Name	9-12 World History Ancient to Modern	9-12 - Economics	9-12 - United States History 1492-2008
295	Christina David			
296	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.	I do not agree with these standards. There needs to be a complete revision with trained educators on the committee.
297	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.
298	Kayla Besco			
299	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.
300	Rae O'Leary			

	A	P
2	Name	9-12 - United States Government
295	Christina David	
296	Martha Nystrom	I do not agree with these standards. There needs to be a complete revision with trained educators on the committee.
297	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.
298	Kayla Besco	
299	Jeremy Robert Risty	
300	Rae O'Leary	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
			<p>Guiding Principles review</p> <p>1. Standards must not indicate a specific textbook or curriculum</p> <p>Where did these standards come from? What research and references were used to write these standards?</p> <p>These standards as written feel like they came from an established curriculum or textbook.</p> <p>2. Standards should not be exhaustive.....</p> <p>When we have tripled or quadrupled the standards they are very exhaustive.</p> <p>When we ask students to learn concepts that are not age appropriate they are exhaustive</p> <p>When we do not have themes or anchor standard K-12 they are exhaustive.</p> <p>When we tell students exactly what to do they are exhaustive</p> <p>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</p> <p>Currently World History is in middle and high school. Explain why it is in K-5.</p> <p>The proposed standards do not have themes that are K-12, rather time periods in History.</p> <p>World History is not chronological in K-5</p> <p>4. Each standard should be written with clear, direct language that leaves little doubt about what is being asked of the teacher and student.</p> <p>The standards as written are at a low cognitive level, a regurgitation of facts to be learned and memorized.</p> <p>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</p> <p>Is the committee familiar with the Webbs Depth of Knowledge levels?</p> <p>By giving no idea of understanding needed you have made them harder not easier to teach. Not clear or concise.</p> <p>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.</p> <p>Standards that spiral have foundational understanding with increasing complexity</p> <p>Standards that spiral have themes or anchor standards K-12</p> <p>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.</p> <p>The study of South Dakota History and Oceti Sakowin History does not spiral.</p> <p>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.</p> <p>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.</p> <p>8. Inquiry-based learning is a pedagogical approach that lies outside the scope of a standard.</p> <p>We want that to take place in the other content areas, but not Social Studies? The committee gets to decide this?</p> <p>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.</p> <p>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)</p> <p>Students are very capable of research.</p>
301	Kim Clark	K-12 Educator	
302	Theresa Yada	Parent/Guardian	Terrible Terrible Terrible
303	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.
304	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.
			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.
305	Jennifer Geuther	Parent/Guardian	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.
306	Pam Gillespie	Grandparent/retired SD educator, (5th grade teacher)	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.
307	Kari Furman	K-12 Educator	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.
			As a High School Government teacher:
			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?
308	Alan Baskerville	K-12 Educator	
309	Kathy Cruse	Retired elementary teacher (4-5), Non-profit administration	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.
310	Patty	Concerned SD resident	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?
			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.
			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.
			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!
			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.
311	M. Kathie Tuntland	K-12 Educator	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!

A		E	F
2	Name	1st Grade - World to 315 and America 1492-1787	2nd Grade - World 315-1492 and America 1787-1908
301	Kim Clark		
302	Theresa Yada	Not age appropriate	Not age appropriate
303	Brandy Peterson	Same as above. Unrealistic expectations.	Same as above. Unrealistic expectations.
304	Tova Homan	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.	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.
305	Jennifer Geuther		
306	Pam Gillespie	Seriously? How many 6-7 year olds would find relevancy in this?	Seriously? How many 7-8 year olds would find relevancy in this?
307	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.	They are too difficult.
308	Alan Baskerville		
309	Kathy Cruse	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.	Not appropriate. Begin school and neighborhood maps as these are within the cognitive ability of most 2nd graders.
310	Patty		
311	M. Kathie Tuntland	Too too much!	Again- too much!

	A	G	H	I
2	Name	3rd Grade - World to 60 B.C.E. and America 1492-1763	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
301	Kim Clark			
302	Theresa Yada	Not age appropriate	Not age appropriate	Not age appropriate
303	Brandy Peterson			
304	Tova Homan	When is this to be taught? What happens when the students don't learn and retain this information?		
305	Jennifer Geuther			
306	Pam Gillespie	Seriously? How many 8-9 year olds would find relevancy in this?	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.
307	Kari Furman	Too difficult	too difficult for a 4th grader	These standards are way too difficult for a 5th grade student.
308	Alan Baskerville			
309	Kathy Cruise	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	Should be State history and some American history	American History, economics of areas in the US
310	Patty			
311	M. Kathie Tuntland			

	A	J	K	L
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877	8th Grade - America 1877-2008
301	Kim Clark			
302	Theresa Yada	Not age appropriate	Nit age appropriate	
303	Brandy Peterson			
304	Tova Homan			
305	Jennifer Geuther			
306	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.	Spend a whole school year on this? I don't think so.
307	Kari Furman			
308	Alan Baskerville			
309	Kathy Cruse	World History at an appropriate level plus inventions/economics	n/a	n/a
310	Patty			
311	M. Kathie Tuntland			

	A	M	N	O
2	Name	9-12 World History Ancient to Modern	9-12 - Economics	9-12 - United States History 1492-2008
301	Kim Clark			
302	Theresa Yada			
303	Brandy Peterson			
304	Tova Homan			
305	Jennifer Geuther			
306	Pam Gillespie			
307	Kari Furman			
308	Alan Baskerville			
309	Kathy Cruse	n/a	n/a	n/a
310	Patty			
311	M. Kathie Tuntland			

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
312	Robert A Sittig	K-12 Educator	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? 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.
313	Hailey Schmidt	Concerned Citizen	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.
314	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.
315	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.
316	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.
317	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!
318	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.
319	Justin Goetz	Student	
320	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.
321	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.
322	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?
323	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.
324	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.
325	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.

	A	D
2	Name	Kindergarten - Introduction to America
312	Robert A Sittig	
313	Hailey Schmidt	
314	Desi Kranz	
315	Lyndi Hudson	
316	Jeany Salter	
317	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!
318	Emily Boes	The list on this proposed content list is exhaustive and ridiculous for a kindergarten level.
319	Justin Goetz	
320	Jennifer Miller	
321	Beverly Graesser	
322	Jennifer Shining	
323	Linda Steele	
324	Dale M. Knebel	
325	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!

	A	E	F
2	Name	1st Grade - World to 315 and America 1492-1787	2nd Grade - World 315-1492 and America 1787-1908
312	Robert A Sittig		
313	Hailey Schmidt		
314	Desi Kranz		
315	Lyndi Hudson		
316	Jeany Salter		
317	Leah		
318	Emily Boes		
319	Justin Goetz		
320	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.	2.ss.3: knowledge of the fall of Rome and the Middle Ages is not developmentally appropriate.
321	Beverly Graesser		
322	Jennifer Shining		
323	Linda Steele		
324	Dale M. Knebel		
325	Jennifer	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?	

	A	G	H	I
2	Name	3rd Grade - World to 60 B.C.E. and America 1492-1763	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
312	Robert A Sittig			
313	Hailey Schmidt			
314	Desi Kranz			
315	Lyndi Hudson			
		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. 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. 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. 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.		
316	Jeany Salter			
317	Leah			
318	Emily Boes			
319	Justin Goetz			
320	Jennifer Miller			
321	Beverly Graesser			
322	Jennifer Shining			
323	Linda Steele			
324	Dale M. Knebel			
325	Jennifer			

	A	J	K	L
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877	8th Grade - America 1877-2008
312	Robert A Sittig			
313	Hailey Schmidt			
314	Desi Kranz			
315	Lyndi Hudson			
316	Jeany Salter			
317	Leah			
318	Emily Boes			
319	Justin Goetz			
320	Jennifer Miller			
321	Beverly Graesser			
322	Jennifer Shining			
323	Linda Steele			
324	Dale M. Knebel			
325	Jennifer			

	A	M	N	O
2	Name	9-12 World History Ancient to Modern	9-12 - Economics	9-12 - United States History 1492-2008
312	Robert A Sittig			
313	Hailey Schmidt			
314	Desi Kranz			
315	Lyndi Hudson			
316	Jeany Salter			
317	Leah			
318	Emily Boes			
319	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.
320	Jennifer Miller			
321	Beverly Graesser			
322	Jennifer Shining			
323	Linda Steele			
324	Dale M. Knebel			
325	Jennifer			

	A	P
2	Name	9-12 - United States Government
312	Robert A Sittig	
313	Hailey Schmidt	
314	Desi Kranz	
315	Lyndi Hudson	
316	Jeany Salter	
317	Leah	
318	Emily Boes	
319	Justin Goetz	
320	Jennifer Miller	
321	Beverly Graesser	
322	Jennifer Shining	
323	Linda Steele	
324	Dale M. Knebel	
325	Jennifer	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
326	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. ?
327	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.
328	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.
329	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.
330	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.
331	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!
332	Julie Prasek	K-12 Educator	Let SD teachers teach ---- government shouldn't be telling us how. No wonder we have fewer and fewer teachers.
333	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.
334	Roxana Uttermark	Parent/Guardian	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. Very opposed to theses standards.
335	Melissa	Parent/Guardian	Please choose people for the committee that actually teach and understand curriculum.
336	rachel	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.
337	Bonnie Carr	Retired public school speechpathologist.	Horrible please let me know this has been received and read. Thank you
338	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.
339	Melissa Wonnemberg	Parent/Guardian	Where is our South Dakota history?
340	Joan G. Anderson	K-12 Educator	Why were SD educators not the ones to write the standards for SD? This finished product is terrible.
341	Christen	K-12 Educator	
342	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.
343	Kay Koliner	retired South Dakota elementary teacher	

	A	D
2	Name	Kindergarten - Introduction to America
326	Barbra DeVos	Children at this level learn concretely. I question if I the curriculum creators asked an experienced Kindergarten teacher.
327	Rockiel Akason	These
328	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?
329	Pamela Mettler	
330	Miranda	
331	Carolyn Westby	These standards are not developmentally appropriate for 5 and 6 year old students!
332	Julie Prasek	
333	Jayne Leonard	
334	Roxana Uttermark	Extremely inappropriate standards for Kindergarten level students
335	Melissa	
336	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 .
337	Bonnie Carr	Inappropriate for age
338	Janet Merriman	
339	Melissa Wonnemberg	
340	Joan G. Anderson	
341	Christen	
342	Candice Klipfel	
343	Kay Koliner	a lot of this is not developmentally appropriate for 5-6 year old children

	A	E	F
2	Name	1st Grade - World to 315 and America 1492-1787	2nd Grade - World 315-1492 and America 1787-1908
326	Barbra DeVos	Curriculum does not consider normal developmental ability. Your average 1st grader likely has no ability to memorize the preamble.	How does learning about Roman Empire or Aztec teach SD children about our SD history.
327	Rockiel Akason	Are 1.SS.4. The student demonstrates knowledge of ancient civilizations in Asia, the Middle East, northern Africa, and the eastern Mediterranean Sea.	Not
328	Janet Morrow	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.	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.
329	Pamela Mettler		
330	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.	What curriculum will have all these standards included at a developmentally appropriate reading level?
331	Carolyn Westby	These standards are not developmentally appropriate for 6 and 7 year old students!	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.
332	Julie Prasek		
333	Jayne Leonard		
334	Roxana Uttermark	Some of the standards are very high level and not appropriate for 1st graders and their reading and reasoning abilities	Some of the standards are very high level and not appropriate for their reading and reasoning abilities
335	Melissa		
336	rachel		
337	Bonnie Carr	Inappropriate for age.	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.
338	Janet Merriman		
339	Melissa Wonnemberg		
340	Joan G. Anderson	Totally inappropriate	
341	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!	
342	Candice Klipfel		
343	Kay Koliner	for the most part- not developmentally appropriate for the children who are 6 and 7 years old	

	A	G	H	I
2	Name	3rd Grade - World to 60 B.C.E. and America 1492-1763	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
326	Barbra DeVos	1492 yes Christopher Columbus though please have teachers that teach 3rd grade give input.	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.
327	Rockiel Akason	Age	Or	Developmentally
328	Janet Morrow	I found that the standards are again not grade level appropriate and there are way too many.	<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.</p> <p>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>	
329	Pamela Mettler			
330	Miranda			
331	Carolyn Westby			
332	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.....	
333	Jayne Leonard			
334	Roxana Uttermark			
335	Melissa			
336	rachel			
337	Bonnie Carr			
338	Janet Merriman			
339	Melissa Wonnenberg		Where is our state and local history?	
340	Joan G. Anderson			
341	Christen			
342	Candice Klipfel			
343	Kay Koliner			

A		J		K		L	
2	Name	6th Grade - Influential Ideas in History and Civics to 1815		7th Grade - America 1492-1877		8th Grade - America 1877-2008	
326	Barbra DeVos						
327	Rockiel Akason	Appropriate		For		Students	
328	Janet Morrow						
329	Pamela Mettler						
330	Miranda						
331	Carolyn Westby						
332	Julie Prasek						
333	Jayne Leonard						
334	Roxana Uttermark						
335	Melissa						
336	rachel						
337	Bonnie Carr						
338	Janet Merriman						
339	Melissa Wonnenberg						
340	Joan G. Anderson						
341	Christen						
342	Candice Klipfel						
343	Kay Koliner						

	A	M	N	O
2	Name	9-12 World History Ancient to Modern	9-12 - Economics	9-12 - United States History 1492-2008
		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.		
326	Barbra DeVos			
327	Rockiel Akason	Teachers	Should	Have
328	Janet Morrow			
329	Pamela Mettler			
330	Miranda			
331	Carolyn Westby			The history of the United States did not begin in 1492.
332	Julie Prasek			
333	Jayne Leonard			
334	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 ?????
335	Melissa			
336	rachel			
337	Bonnie Carr			
338	Janet Merriman			
339	Melissa Wonnenberg			
340	Joan G. Anderson			
341	Christen			
342	Candice Klipfel			
343	Kay Koliner			

	A	P
2	Name	9-12 - United States Government
326	Barbra DeVos	
327	Rockiel Akason	Made these.
328	Janet Morrow	
329	Pamela Mettler	
330	Miranda	
331	Carolyn Westby	
332	Julie Prasek	
333	Jayne Leonard	
334	Roxana Uttermark	
335	Melissa	
336	rachel	
337	Bonnie Carr	Many standards appear to be irrelevant. There needs to be more emphasis in the three branches of 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.
338	Janet Merriman	
339	Melissa Wonnemberg	
340	Joan G. Anderson	
341	Christen	
342	Candice Klipfel	
343	Kay Koliner	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
			<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>
344	Jeremy and Lisa Hurd	K-12 Educator	
345	Misty Jensen	Parent/Guardian	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.
346	BJT	K-12 Educator	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.
347	Bobbie	Parent/Guardian	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.
348	Jessica Schoolmeester	Parent/Guardian	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.
349	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>
350	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>
351	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.
352	Michelle Ferrizo	K-12 Educator	

A		D
2	Name	Kindergarten - Introduction to America
344	Jeremy and Lisa Hurd	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.
345	Misty Jensen	
346	BJT	
347	Bobbie	
348	Jessica Schoolmeester	
349	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.
350	Vanessa Schulz	
351	Kayla Vockrodt	
352	Michelle Ferraro	

	A	E	F
2	Name	1st Grade - World to 315 and America 1492-1787	2nd Grade - World 315-1492 and America 1787-1908
		<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>	
344	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?
345	Misty Jensen		
346	BJT		
347	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.	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.
348	Jessica Schoolmeester		
349	Tyler Jon Thue	<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>	Scope and sequence far too rigorous and unrealistic for 2nd graders and their developmental level.
350	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.	
351	Kayla Vockrodt	1st graders should NOT have to memorize the preamble.	
352	Michelle Ferraro		

	A	G	H	I
2	Name	3rd Grade - World to 60 B.C.E. and America 1492-1763	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
				<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>
344	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.	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.	
345	Misty Jensen			
346	BJT			
347	Bobbie	I'm disappointed with lack of content about North America pre Columbus. There was a lot going on here before 1492.	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.
348	Jessica Schoolmeester			
349	Tyler Jon Thue	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.	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.	
350	Vanessa Schulz			
351	Kayla Vockrodt			
352	Michelle Ferrizo		These are developmentally inappropriate and not feasible. I have 2 higher education degrees as well as a specialist degree and I	

	A	J	K	L
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877	8th Grade - America 1877-2008
344	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	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
345	Misty Jensen			
346	BJT			
347	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.	Again! More American history? Move some world content out of elementary and give students an opportunity to learn it now.
348	Jessica Schoolmeester			
349	Tyler Jon Thue			
350	Vanessa Schulz			
351	Kayla Vockrodt			
352	Michelle Ferraro			

	A	M	N	O
2	Name	9-12 World History Ancient to Modern	9-12 - Economics	9-12 - United States History 1492-2008
344	Jeremy and Lisa Hurd	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.	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
345	Misty Jensen			
346	BJT			
347	Bobbie			Spending another year after 2 in middle school on American history is overkill.
348	Jessica Schoolmeester			
349	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.		
350	Vanessa Schulz			
351	Kayla Vockrodt			
352	Michelle Ferraro			

	A	P
2	Name	9-12 - United States Government
344	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
345	Misty Jensen	
346	BJT	
347	Bobbie	
348	Jessica Schoolmeester	
349	Tyler Jon Thue	
350	Vanessa Schulz	
351	Kayla Vockrodt	
352	Michelle Penno	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
353	Jordan	Parent/Guardian	Outrageous!!!! An absolute failure to grades 5-8! 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.
354	Kristin	Parent/Guardian	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.
355	Peyton	K-12 Educator	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. 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. 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.
356	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.
357	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!
358	Charla O'Dea	K-12 Educator	<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>
359	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.
360	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.

A		D
2	Name	Kindergarten - Introduction to America
353	Jordan	
354	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?
355	Peyton	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. 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.
356	Brianna Schmidt	
357	Tiffany Runia	Too much at young age
358	Charla O'Dea	
359	Deborah Hepper	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.
360	Lisa	

	A	E	F
2	Name	1st Grade - World to 315 and America 1492-1787	2nd Grade - World 315-1492 and America 1787-1908
353	Jordan	Simply beyond comprehension!!!!	
354	Kristin	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?!	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!
355	Peyton	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. 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?	
356	Brianna Schmidt	Why does American History start in 1492?	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.
357	Tiffany Runia	Preamble? 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. These standards were not written by SD educators or even by the current SD committee. Who wrote these so-called Standards? My concerns start with the complete disregard for the scope and sequence that most schools in the country base their standards around. 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 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? 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! Charla E O'Dea Belle Fourche, SD	Not age appropriate
358	Charla O'Dea		
359	Deborah Hepper	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.	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.
360	Lisa		

	A	G	H	I
2	Name	3rd Grade - World to 60 B.C.E. and America 1492-1763	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
353	Jordan			
354	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!	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.
355	Peyton			
356	Brianna Schmidt	Why does American History start in 1492?		
357	Tiffany Runia		Should be taught SD history	
358	Charla O'Dea			
359	Deborah Hepper	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.	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.
360	Lisa			

A		J		K		L	
2	Name	6th Grade - Influential Ideas in History and Civics to 1815		7th Grade - America 1492-1877		8th Grade - America 1877-2008	
353	Jordan						
354	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		World history of the same periods should be taught concurrently	
355	Peyton						
356	Brianna Schmidt						
357	Tiffany Runia	Civics?					
358	Charla O'Dea						
359	Deborah Hepper	I taught 6th grade social studies and I actually think the 6SS1 are good, realistic standards. 6.SS.4. F. First, I am a Christian and I believe in everything you have in this standard. However, it doesn't belong in the public school system. Separation of Church and State. The bias is so insidious and obvious. 6.SS.7. All standards except the first one, which is taught in science class are above the sixth graders' level cognitively. They would be extremely bored. If you go into this much depth, what time are you giving up? Will you give up Language Arts, Math, Science?		7.SS.1, and 2. I love these standards. It would be great to have a geography class dedicated to these standards. 7.SS.3 Wonderful standards, but again this should have its own class. 7.SS.4 and 5. Please eliminate the word story. Yes, the 7.SS.7 and 8 and 9 are important and need to be covered. Possibly, devote an individual class to Government. This is getting repetitive. I had a class covering this time period in this much depth in high school. The standards are too broad and detailed. There is no way all of this information can be learned. In today's educational time period, the student can research all of these specific names, and events. They could start to compare and analyze rather than wasting time to attempt to learn each concept. The reality is citizens today use search engines for basic concepts.		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?	
360	Lisa						

	A	M	N	O
2	Name	9-12 World History Ancient to Modern	9-12 - Economics	9-12 - United States History 1492-2008
353	Jordan			
354	Kristin			
355	Peyton			
356	Brianna Schmidt			
357	Tiffany Runia			
358	Charla O'Dea			
359	Deborah Hepper	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.	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.
360	Lisa			

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
361	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.
362	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.
363	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?
364	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.
365	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
366	Denise Farley	Parent/Guardian	These standards (especially elementary) are not age appropriate. The class discussions about many of these events are not age appropriate.
367	Jennifer Hoelsing	Parent/Guardian	These standards are unnecessary and developmentally inappropriate. Please rethink this. It will be damaging to kids in SD.
368	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?!
369	Cheryl theisz	K-12 Educator	Not appropriate and more native curriculum needed
370	Kendra Paulsen	K-12 Educator	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. 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.). 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.
371	Sharon Andrews	Higher Education	After reviewing these draft standards, I have more questions than anything else. 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. 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. 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. My thoughts pertain to elementary standards, as that is what I teach and feel confident giving an opinion about.
372	Haley Homan	K-12 Educator	*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. *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. *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. *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?
373	Mindy Erickson	K-12 Educator	Keep it all. It looks great!

	A	D
2	Name	Kindergarten - Introduction to America
361	Linda Wegleitner	
362	Kim Aman	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. 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.
363	Yvonne Huennekens	
364	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?
365	Zach	Go back to what the teachers said in the study and committee from last year...
366	Denise Farley	
367	Jennifer Hoelsing	
368	Amy Hook	This is overwhelming for this age group!
369	Cheryl theisz	Not appropriate for this age level
370	Kendra Paulsen	
371	Sharon Andrews	See overall comment below
372	Haley Homan	
373	Mindy Erickson	

	A	E	F
2	Name	1st Grade - World to 315 and America 1492-1787	2nd Grade - World 315-1492 and America 1787-1908
361	Linda Wegleitner		
		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.	
362	Kim Aman	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.	
363	Yvonne Huennekens		
364	Jennifer L Millard	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.	I love the topics that are being included but, I believe the ages these are taught to should be reconsidered.
365	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...
366	Denise Farley		
367	Jennifer Hoelsing		
368	Amy Hook	Why does America start at 1492? Native Americans were here much longer. Also memorizing the preamble to the Constitution is overwhelming.	
369	Cheryl theisz	Not appropriate for the age level	Not appropriate for age level
370	Kendra Paulsen		
371	Sharon Andrews	See overall comment below	See overall comment below
372	Haley Homan		
373	Mindy Erickson		

	A	G	H	I
2	Name	3rd Grade - World to 60 B.C.E. and America 1492-1763	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
361	Linda Wegleitner			
362	Kim Aman			
363	Yvonne Huennekens			
364	Jennifer L Millard	Same response as 2nd grade	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?
365	Zach			
366	Denise Farley			
367	Jennifer Hoelsing			
368	Amy Hook			
369	Cheryl theisz			
370	Kendra Paulsen			
371	Sharon Andrews	See overall comment below	See overall comment below	See overall comment below
372	Haley Homan			
373	Mindy Erickson			

	A	J	K	L
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877	8th Grade - America 1877-2008
361	Linda Wegleitner			
362	Kim Aman			
363	Yvonne Huennekens			
364	Jennifer L Millard	Why are things currently being taught in upper grades being started so early?	See earlier comments	See earlier comments
365	Zach			
366	Denise Farley			
367	Jennifer Hoelsing			
368	Amy Hook			
369	Cheryl theisz			
370	Kendra Paulsen			
371	Sharon Andrews	See overall comment below	See overall comment below	See overall comment below
372	Haley Homan			
373	Mindy Erickson			

	A	M	N	O
2	Name	9-12 World History Ancient to Modern	9-12 - Economics	9-12 - United States History 1492-2008
361	Linda Wegleitner			
362	Kim Aman			
363	Yvonne Huennekens			
364	Jennifer L. Millard	Better suited for age range.	Better suited for age range.	Better suited for age range.
365	Zach			I didn't realize the world stopped turning in 2008. Wouldn't it make sense that our kids learn as much as possible?
366	Denise Farley			
367	Jennifer Hoelsing			
368	Amy Hook			
369	Cheryl theisz			
370	Kendra Paulsen			
371	Sharon Andrews	See overall comment below	See overall comment below	See overall comment below
372	Haley Homan			
373	Mindy Erickson			

	A	P
2	Name	9-12 - United States Government
361	Linda Wegleitner	
362	Kim Aman	
363	Yvonne Huennekens	
364	Jennifer L Millard	Better suited for age range, some concern about what feels like politically lead issues at times.
365	Zach	
366	Denise Farley	
367	Jennifer Hoelsing	
368	Amy Hook	
369	Cheryl theisz	
370	Kendra Paulsen	
371	Sharon Andrews	See overall comment below
372	Haley Homan	
373	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> <ol style="list-style-type: none"> 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. 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? 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. 4. Seems to be some duplication specifically between US government and US history - not an efficient use of time. 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>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>
374	Keegan Hecht	K-12 Educator	
375	George and Lynda Lee	Interested grandparents	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.
376	Rebecca	Parent/Guardian	The proposed social studies standards does not seem realistic for the age groups and doesn't represent South Dakota.
377	Angela	Parent/Guardian	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.
378	Dawn Stary	Former Preschool and Elementary Teacher	
379	Tina Miller	Grandparent	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!
			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!).
			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.
380	Heidi Ostrem	Parent/Guardian	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.
381	Mandi Bietz	Parent/Guardian	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.
382	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.
383	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.
384	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?
385	April Oedehoven	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.
386	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.
387	Theresa Bruggeman	Newly retired first grade teacher	Thank you.

A		D
2	Name	Kindergarten - Introduction to America
374		
375	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.
	376 Rebecca	
377	Angela	
378	Dawn Stary	These Proposed Standards are absolutely ridiculous! A Kindergarten student should know which "township" that they live in??? Why???
	379 Tina Miller	
380		
	Heidi Ostrem	
381	Mandi Bietz	
382		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.
	Dr. Debbie A. Hanson	
383		
	Amanda Hill	
384	Mark Harming	
385	April Oedekoven	
386		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.
	Kylee Hong slo	
387	Theresa Bruggeman	

	A	E	F
2	Name	1st Grade - World to 315 and America 1492-1787	2nd Grade - World 315-1492 and America 1787-1908
374	Keegan Hecht		
375	George and Lynda Lee	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.	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.
376	Rebecca		
377	Angela		
378	Dawn Stary		
379	Tina Miller		
380	Heidi Ostrem		
381	Mandi Bietz		
382	Dr. Debbie A. Hanson	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.	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.
383	Amanda Hill		
384	Mark Harming		
385	April Oedekoven		This is not at a level which is understandable for a second grader. Developmentally 2nd graders will not be able to comprehend.
386	Kylee Hongslo	This is too much for these younger kids. Stop trying to make things worse.	This is too much and many things are inappropriate for this age group. Let's keep the standards the way they are.
387	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!	

	A	G	H	I
2	Name	3rd Grade - World to 60 B.C.E. and America 1492-1763	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
374	Keegan Hecht			
	George and Lynda Lee	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.	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.
375	Rebecca			
377	Angela			
378	Dawn Stary			
379	Tina Miller			
380	Heidi Ostrem			
381	Mandi Bietz			
382	Dr. Debbie A. Hanson	More repetition--and really, John Smith and Pochantas? The pilgrims? It's like looking at a 1950s textbook table of contents.	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!
383	Amanda Hill			
384	Mark Harming			
385	April Oedekoven			
386	Kylee Hongsto			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.
387	Theresa Bruggeman			

	A	J	K	L
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877	8th Grade - America 1877-2008
374	Keegan Hecht			
375	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.		
376	Rebecca			
377	Angela			
378	Dawn Stary			
379	Tina Miller			
380	Heidi Ostrem			
381	Mandi Bietz			
382	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?	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 drivel.
383	Amanda Hill			
384	Mark Harming			
385	April Oedekoven			
386	Kylee Honglo			
387	Theresa Bruggeman			

	A	M	N	O
2	Name	9-12 World History Ancient to Modern	9-12 - Economics	9-12 - United States History 1492-2008
374	Keegan Hecht			
	George and Lynda Lee			
375	Rebecca			
376	Angela			
377				
378	Dawn Stary			
379	Tina Miller			
380	Heidi Ostrem			
381	Mandi Bietz			
382	Dr. Debbie A. Hanson	<p>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.</p> <p>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.</p>	<p>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.</p>	<p>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.</p>
383	Amanda Hill			<p>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.</p>
384	Mark Harming			
385	April Oedekoven			
386	Kylee Hong slo			
387	Theresa Bruggeman			

A		P
2	Name	9-12 - United States Government
		<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:</p> <p>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>
374	Keegan Hecht	
	George and Lynda Lee	
375		
376	Rebecca	
377	Angela	
378	Dawn Stary	
379	Tina Miller	
380	Heidi Ostrem	
381	Mandi Bietz	
382	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.
383	Amanda Hill	
384	Mark Harming	
385	April Oedekoven	
386	Kylee Hongslo	
387	Theresa Bruggeman	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
388	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>
389	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. Submitted via email 8/17/22</p>
390	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. Submitted via email 8/17/22</p>
391	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. <u>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.</u> Submitted via email 8/18/22</p>
392	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. Submitted via email 8/16/22</p>
393	Ann Hermann	none listed	<p><u>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.</u> Submitted 8-19-22</p>
394	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 Submitted via email 8/18/22</p>
395	Nancy Deranieau	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 <u>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.</u> Submitted via email 8/18/22</p>
396	Mike Smith	none listed	<p>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. Submitted via email 8/18/22</p>
397	Cheryl Anagnopoulos	Higher Education	<p>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.</p>
398	Brandy Friesen	none listed	<p>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 Submitted via email 8/18/22</p>
399	Kelsey Lovseth	none listed	<p>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. Submitted via email 8/17/22</p>

A		D
2	Name	Kindergarten - Introduction to America
388	Danielle Duxbury	
389	Charla E O'Dea	
390	Jennifer Bergan Gabor	
391	Danyelle Cleveland	
392	Audra West	
393	Ann Hermann	
394	Sandra Crown	
395	Nancy Deranleau	
396	Mike Smith	
397	Cheryl Anagnopoulos	
398	Brandy Friesen	
399	Kelsey Lovseth	

	A	E	F
2	Name	1st Grade - World to 315 and America 1492-1787	2nd Grade - World 315-1492 and America 1787-1908
388	Danielle Duxbury		
389	Charla E O'Dea		
390	Jennifer Bergan Gabor		
391	Danyelle Cleveland		
392	Audra West		
393	Ann Hermann		
394	Sandra Crown		
395	Nancy Deranleau		
396	Mike Smith		
397	Cheryl Anagnopoulos		
398	Brandy Friesen		
399	Kelsey Lovseth		

	A	G	H	I
2	Name	3rd Grade - World to 60 B.C.E. and America 1492-1763	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
388	Danielle Duxbury			
389	Charla E O'Dea			
390	Jennifer Bergan Gabor			
391	Danyelle Cleveland			
392	Audra West			
393	Ann Hermann			
394	Sandra Crown			
395	Nancy Deranleau			
396	Mike Smith			
397	Cheryl Anagnopoulos			
398	Brandy Friesen			
399	Kelsey Lovseth			

A		J		K		L	
2	Name	6th Grade - Influential Ideas in History and Civics to 1815		7th Grade - America 1492-1877		8th Grade - America 1877-2008	
388	Danielle Duxbury						
389	Charla E O'Dea						
390	Jennifer Bergan Gabor						
391	Danyelle Cleveland						
392	Audra West						
393	Ann Hermann						
394	Sandra Crown						
395	Nancy Deranleau						
396	Mike Smith						
397	Cheryl Anagnopoulos						
398	Brandy Friesen						
399	Kelsey Lovseth						

	A	M	N	O
2	Name	9-12 World History Ancient to Modern	9-12 - Economics	9-12 - United States History 1492-2008
388	Danielle Duxbury			
389	Charla E O'Dea			
390	Jennifer Bergan Gabor			
391	Danyelle Cleveland			
392	Audra West			
393	Ann Hermann			
394	Sandra Crown			
395	Nancy Deranleau			
396	Mike Smith			
397	Cheryl Anagnopoulos			
398	Brandy Friesen			
399	Kelsey Lovseth			

	A	P
2	Name	9-12 - United States Government
388	Danielle Duxbury	
389	Charla E O'Dea	
390	Jennifer Bergan Gabor	
391	Danyelle Cleveland	
392	Audra West	
393	Ann Hermann	
394	Sandra Crown	
395	Nancy Deranleau	
396	Mike Smith	
397	Cheryl Anagnopoulos	
398	Brandy Friesen	
399	Kelsey Lovseth	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
			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. Submitted via email 8/17/22
400	Allyson Boerger	K-12 Educator	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 8/17/22
401	Cynthia Grothman	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! Submitted via email 8/17/22
402	Elizabeth Ekeland	none listed	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.
403	Kim Smith	Educator, grandparent, parent of 3 form SD Public School Students, voter	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.
404	Cassi Pietz	Parent/Guardian	
405	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.
406	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.
407	Kelli Trebil	Parent/Guardian	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. 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 success and future growth. 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. 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. Other Concerns: 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. 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. 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. 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.
408	Julie Pommer	Parent/Guardian	I would recommend Native American culture, taught by Native Americans. They were our first people. Same with African American history and culture. Morals and religion are subjective and should be taught at home.
409	Iorna Jost	concerned citizen	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!
410	Richard Jost	Elder	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.
411	Jamie Kuhlman	K-12 Educator	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!
412	Darin Newton	K-12 Educator	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.
413	Joseph Tebben	Parent/Guardian	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.
414	Marie Schumacher	K-12 Educator	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 your 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.
415	Elizabeth A Ofstad	Concerned citizen	These standards all need to be much more age appropriate to be learned effectively by students and taught with patriotism by teachers. Leave education to educators!
416	Dusty Wilkens	Parent/Guardian	this was written by politicians with an agenda and not professional educators or experts in the subject matter. I object to this content on those grounds. the purpose of history and social studies education is to teach facts. the purpose of this is primarily not facts, but white ethnocentric, American nationalist indoctrination.
417	Brianna zobel	Parent/Guardian	I went to middle and high school in SD. our education in this area was woefully lacking in actual history and went to great lengths to whitewash native history and the crimes committed by the early American government and settlers.
418	Constance Krueger	Retired	this proposed change, somehow, impossibly, bafflingly, takes a step backwards from even the standards of the 1990s.
			this is an embarrassment for the state. please remove these nationalist politicians from the education of our children. if this goes into effect I will likely be homeschooling my kids. I will not let them be taught by a school system that considers this to be education. bit I will stay here to keep voting against the people who think this is acceptable.
			Too young for elementary, no American history before 1492? Memorization too complicated
			Please reconsider these standards.

	A	E	F
2	Name	1st Grade - World to 315 and America 1492-1787	2nd Grade - World 315-1492 and America 1787-1908
400	Allyson Boerger		
401	Cynthia Grothman		
402	Elizabeth Ekeland		
403	Kim Smith		
404	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.	
405	Suzy Gab	How can they recite the Preamble when they can't read it?	How can 2nd graders understand the world when they barely understand their city or state?
406	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.
407	Kelli Trebil	See below	See below
408	Julie Pommer	Maybe start with some American history in first grade and leave it at that.	Native American History and American History.
409	Iorna Jost		
410	Richard Jost		
411	Jamie Kuhlman		As a second grade teacher I view these standards as inappropriate for the developmental level of my students.
412	Darin Newton		
413	Joseph Tebben		
414	Marie Schumacher		
415	Elizabeth A Ofstad	Your view of what history should be vs. what actually happened is irrelevant.	Let teachers actually decide what needs to be taught.
416	Dusty Wilkens		
417	Brianna zobel	What about America before 1492???? Preamble is not age appropriate	Start kinder materials in 2nd grade
418	Constance Krueger		

	A	G	H	I
2	Name	3rd Grade - World to 60 B.C.E. and America 1492-1763	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
400	Allyson Boerger			
401	Cynthia Grothman			
402	Elizabeth Ekeland			
403	Kim Smith			
404	Cassi Pietz			
405	Suzy Gab			
406	Scot Dobbs			
407	Kelli Trebil	See below	See below	See below
408	Julie Pommer			
409	Iorna Jost	do you think the world started in 60 b.c.e.?		
410	Richard Jost			
411	Jamie Kuhlman			
412	Darin Newton			
413	Joseph Tebben			
414	Marie Schumacher			
415	Elizabeth A Ofstad	Republican values are not American values.	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?
416	Dusty Wilkens			
417	Brianna zobel	Too early		
418	Constance Krueger			

A		J		K		L	
2	Name	6th Grade - Influential Ideas in History and Civics to 1815		7th Grade - America 1492-1877		8th Grade - America 1877-2008	
400	Allyson Boerger						
401	Cynthia Grothman						
402	Elizabeth Ekeland						
403	Kim Smith						
404	Cassi Pietz						
405	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?			
406	Scot Dobbs						
407	Kelli Trebil	See below		See below		See below	
408	Julie Pommer						
409	Iorna Jost						
410	Richard Jost						
411	Jamie Kuhlman						
412	Darin Newton						
413	Joseph Tebben						
414	Marie Schumacher						
415	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.		I can't wait until you are voted out of office.	
416	Dusty Wilkens						
417	Brianna zobel						
418	Constance Krueger						

	A	M	N	O
2	Name	9-12 World History Ancient to Modern	9-12 - Economics	9-12 - United States History 1492-2008
400	Allyson Boerger			
401	Cynthia Grothman			
402	Elizabeth Ekeland			
403	Kim Smith			
404	Cassi Pietz			
405	Suzy Gab			
406	Scot Dobbs			
407	Kelli Trebil	See below	See below	See below
408	Julie Pommer			
409	Iorna Jost			I believe there was some history here before Christopher Columbus...
410	Richard Jost			
411	Jamie Kuhlman			
412	Darin Newton			
413	Joseph Tebben			
414	Marie Schumacher			
415	Elizabeth A Ofstad	Jamie Smith for Governor!	Jamie Smith deserves to be in charge of our state to avoid this nonsense.	At least Jamie Smith isn't afraid of the truth!
416	Dusty Wilkens			
417	Brianna zobel			
418	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.

	A	P
2	Name	9-12 - United States Government
400	Allyson Boerger	
401	Cynthia Grothman	
402	Elizabeth Ekeland	
403	Kim Smith	
404	Cassi Pietz	
405	Suzy Gab	
406	Scot Dobbs	
407	Kelli Trebil	See below
408	Julie Pommer	
409	Iorna Jost	
410	Richard Jost	
411	Jamie Kuhlman	
412	Darin Newton	
413	Joseph Tebben	
414	Marie Schumacher	
415	Elizabeth A Ofstad	Risking our youth's futures by having a false education is too much of a chance.
416	Dusty Wilkens	
417	Brianna zobel	
418	Constance Krueger	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
419	Kim Clark	Parent/Guardian	<p>We need a public hearing West River or Central. Currently there is Aberdeen and Sioux Falls. Both at least 5-6 hours away from West River.</p> <p>Overall, there are too many standards in Elementary. They are not focused. There are a mile wide and inch deep. Have 3-4 big ideas and have deep understanding with them. This would be superficial learning at best. I haven't looked at 3-5 yet. but 1st and 2nd grade with the proposed have learning from upper elementary and middle school.</p> <p>World History standards should be omitted. Read each of those sentences for World History. Can a 6-8 year old understand it, read it? Those are middle/high school courses of study. We do not need to follow Hillsdale curriculum that has World History. It muddies the waters of the focus we want for our students. The amount of standards from around 20-25 currently to well over a 100 with all the subparts is unreasonable, above grade level and not needed.</p> <p>The standards as they are all over the place. You have Geography, Civics, History and more are mixed within each anchor standard. What is the Geography you want them to learn? the History? the Civics?</p>
420	Jeff Ganschow	K-12 Educator	<p>These are simply the worst standards that could have been developed. I have a huge issue with out of staters (Hillsdale College) telling me what I have to teach the students of South Dakota. These scream political agenda and brainwashing. They are developmentally out of touch with the reality of kids today. The resources that will be provided, will they be thoroughly vetted and research based, or will they just be a continuation of feeding the pocketbooks of companies that align with Noem's agenda? The educational system has established ways of choosing curriculum, I can't see how any school district could find a curriculum that will meet these ridiculous standards. Why wouldn't we trust a panel of actual SD teachers for this when we entrust their knowledge for math, language arts and science standards? Could it be because the Governor continues to put her own interests ahead of the general well being of all of South Dakota? Go back and adopt the current standards with minimal changes, those are the ones that actually make sense for the education of South Dakota students.</p>
421	Emily Lincoln	K-12 Educator	<p>Elementary standards: The proposed standards are overly ambitious and seemed based more in what would work "ideally" than what is actually feasible in most elementary classrooms. As a special educator, I have a lot of concern about the specific mention of spelling various countries and capitals correctly while locating on a map. Of course we all aim to spell correctly - does someone really think that teachers just want kids to take their best shot at the spelling, and that's all we require? On the other hand, think of how many special Education students, with a documented legitimate disability, are literally incapable of meeting this grade-level standard because of the mention of correct spelling - and through no fault of their own, and no amount of highly-qualified teaching can change that in order for the entire grade level to be considered as achieving competency?</p>
422	Shawn Giesler	K-12 Educator	Absolutely ridiculous - who wrote these things anyway???
423	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.
424	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.
425	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>
426	Courtney Blake	Parent/Guardian	<p>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.</p>
427	Jennifer Gerriets-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.
428	Curt	South Dakota Voter	Many of these are age inappropriately and developed by an out of state interest group.
429	Patrick Day	retired history teacher with relatives in SD schools	<p>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.</p>

	A	D
2	Name	Kindergarten - Introduction to America
419	Kim Clark	
420	Jeff Ganschow	
421	Emily Lincoln	
422	Shawn Giesler	Not at all possible to teach a five-year old this information.
423	Courtney	
424	Kayla	
425	Debra Holloway	I think these are unrealistic expectations for Kindergarten.
426	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.
	Jennifer Gerrietts-	
427	Masters	
428	Curt	
429	Patrick Day	

	A	E	F
2	Name	1st Grade - World to 315 and America 1492-1787	2nd Grade - World 315-1492 and America 1787-1908
			<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</p> <p>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.</p> <p>Omit in B ocean and wind currents they are not regions and generally not on a map</p> <p>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.</p> <p>Middle or high school content</p> <p>Above grade level in understanding and reading</p> <p>Too much content to be covered</p> <p>Omit both 3 and 4.</p> <p>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</p> <p>The memorization and understanding of the Preamble is in grade 1.</p> <p>Omit from Grade 1</p> <p>If needed, add the discussion of the Preamble grade 2 only</p> <p>2.SS.6-12</p> <p>This is an enormous amount of content that is to be covered. Within each anchor standard you have many items of understanding.</p> <p>Covering several major historical events. Keeping to 6 and 7 would be enough.</p> <p>Covering from Washington to Gilded Age with everything you are asking a grade 2 student to know- above grade level</p> <p>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.</p> <p>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>
419	Kim Clark		
420	Jeff Ganschow		
		<p>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</p> <p>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?</p> <p>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>	
421	Emily Lincoln	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?	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?
422	Shawn Giesler	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.	
423	Courtney		
424	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.
425	Debra Holloway	Totally unrealistic for 1st grade.	Still wouldn't teach this in 2nd grade. They can't comprehend it.
426	Courtney Blake	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?	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.
	Jennifer Gerriets-		
427	Masters		
428	Curt		
429	Patrick Day		

	A	G	H	I
2	Name	3rd Grade - World to 60 B.C.E. and America 1492-1763	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
419	Kim Clark			
420	Jeff Ganschow			
421	Emily Lincoln	<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>	<p>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</p> <p>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?</p> <p>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</p> <p>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?</p>	
422	Shawn Giesler			
423	Courtney			
424	Kayla			
425	Debra Holloway	This is not taught until High School.	Where is South Dakota History?????????	This is the year that they should be studying States and Capitals.
426	Courtney Blake	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.	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.
427	Jennifer Gerrietts-Masters			
428	Curt			
429	Patrick Day			

	A	J	K	L
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877	8th Grade - America 1877-2008
419	Kim Clark			
420	Jeff Ganschow			
421	Emily Lincoln			
422	Shawn Giesler			
423	Courtney			
424	Kayla			
425	Debra Holloway			
426	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.	
427	Jennifer Gerrietts-Masters			
428	Curt			
429	Patrick Day			

	A	M	N	O
2	Name	9-12 World History Ancient to Modern	9-12 - Economics	9-12 - United States History 1492-2008
419	Kim Clark			
420	Jeff Ganschow			
421	Emily Lincoln			
422	Shawn Giesler			
423	Courtney			
424	Kayla			
425	Debra Holloway			
426	Courtney Blake			
	Jennifer Gerrietts-			
427	Masters			
428	Curt			
429	Patrick Day			

	A	P
2	Name	9-12 - United States Government
419	Kim Clark	
420	Jeff Ganschow	
421	Emily Lincoln	
422	Shawn Giesler	
423	Courtney	
424	Kayla	
425	Debra Holloway	
426	Courtney Blake	
	Jennifer Gerrietts-	
427	Masters	
428	Curt	
429	Patrick Day	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
430	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.
431	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.
432	Ronald Zenor	South Dakota citizens.	Bad Curriculum
433	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.
434	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!
435	Danyelle Cleveland	K-12 Educator	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.
436	Kathleen Blake	Parent/Guardian	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.
437	Jennifer Lacher-Starace	K-12 Educator	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.
438	Lynne Seftner	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
439	Tonya Gaalswyk	NA	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 Seftner ABO Schools Onida, SD Submitted via email - no email address listed 8/17/22
440	Barbara Lindquist	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
441	Rebecca A Harvey CCC-SLP	speech language pathologist	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
442	Mike Benson	retired teacher	I'm writing you tonight to voice significant concern regarding the new social studies standards. As a speech language 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
443	Constance Krueger	Retired	I am a recently retired teacher with 45 years of teaching experience. 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? Politicizing education standards has to be the most egregious move this administration has undertaken. Wiping out SD history will not make it go away! Just another slap in the face of South Dakota educators. Hopefully this will be the push SD residents will need to get out and vote! Submitted via email 8/16/22
444	Samantha Lindholm	K-12 Educator	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. 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.
445	Constance Krueger	Retired teacher	

	A	D
2	Name	Kindergarten - Introduction to America
430	Ally Bowers	Age inappropriate
431	Gwen Schwartz	Some of the material listed is above what they can comprehend at Kindergarten.
432	Ronald Zenor	
433	Kari Hall	
434	Peggy Hubble	
435	Danyelle Cleveland	
436	Kathleen Blake	Not age appropriate material for this age group.
437	Jennifer Lacher- Starace	
438	Lynne Seftner	
439	Tonya Gaalswyk	
440	Barbara Lindquist	
441	Rebecca A Harvey CCC-SLP	
442	Mike Benson	
443	Constance Krueger	
444	Samantha Lindholm	This is by far too much for these students to do at this age. It is not developmentally appropriate.
445	Constance Krueger	

	A	E	F
2	Name	1st Grade - World to 315 and America 1492-1787	2nd Grade - World 315-1492 and America 1787-1908
430	Ally Bowers	Age inappropriate	Age inappropriate
431	Gwen Schwartz	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.	Way too much material for them to comprehend and grasp for their age. Not age appropriate.
432	Ronald Zenor		
433	Kari Hall		
434	Peggy Hubble		
435	Danyelle Cleveland	Primary students need to focus on relevant events of their lives and community, not early American history.	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.
436	Kathleen Blake	Not age appropriate material for this age group	Not age appropriate material for this age group
437	Jennifer Lacher-Starace		
438	Lynne Seftner		
439	Tonya Gaalswyk		
440	Barbara Lindquist		
441	Rebecca A Harvey CCC-SLP		
442	Mike Benson		
443	Constance Krueger		
444	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
445	Constance Krueger		

	A	G	H	I
2	Name	3rd Grade - World to 60 B.C.E. and America 1492-1763	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
430	Ally Bowers	Age inappropriate	Age inappropriate	Age inappropriate
431	Gwen Schwartz	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.	Not age appropriate. Way too much material.	Not age appropriate. Way too much material.
432	Ronald Zenor			
433	Kari Hall			
434	Peggy Hubble			
435	Danyelle Cleveland	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.	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
436	Kathleen Blake	Not age appropriate material for this age group	Not age appropriate material for this age group	Not age appropriate material for this age group
437	Jennifer Lacher-Starace			
438	Lynne Seftner			
439	Tonya Gaalswyk			
440	Barbara Lindquist			
441	Rebecca A Harvey CCC-SLP			
442	Mike Benson			
443	Constance Krueger			
444	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	This is by far too much for these students to do at this age. It is not developmentally appropriate
445	Constance Krueger			

	A	J	K	L
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877	8th Grade - America 1877-2008
430	Ally Bowers	Very euro- and Christian-centric?	Very euro- and Christian-centric?	
431	Gwen Schwartz	Not age appropriate. Way too much material.	Not age appropriate. Way too much material.	Not age appropriate. Way too much material.
432	Ronald Zenor			
433	Kari Hall			
434	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.	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.
435	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.	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.
436	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.	They need to learn to understand and learn to think for themselves not to just repeat memorized answers.
437	Jennifer Lacher-Starace			
438	Lynne Seftner			
439	Tonya Gaalswyk			
440	Barbara Lindquist			
441	Rebecca A Harvey CCC-SLP			
442	Mike Benson			
443	Constance Krueger			
444	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. 3.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 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?	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.	This does not challenge them to level they should be. The standards are simplistic and not conducive to higher level thinking at all.
445	Constance Krueger	These standards must have integrity or they are just poorly disguised propaganda.		

	A	M	N	O
2	Name	9-12 World History Ancient to Modern	9-12 - Economics	9-12 - United States History 1492-2008
430	Ally Bowers	Very euro- and Christian-centric?		" 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...
431	Gwen Schwartz			
432	Ronald Zenor			
433	Kari Hall			
434	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.
435	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.		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.
436	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.	Please teach them to think for themselves and learn from history - no higher level thinking required with what you are proposing.
437	Jennifer Lacher-Starace			
438	Lynne Seftner			
439	Tonya Gaalswyk			
440	Barbara Lindquist			
441	Rebecca A Harvey CCC-SLP			
442	Mike Benson			
443	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.)
444	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.	This does not challenge them to level they should be. The standards are simplistic and not conducive to higher level thinking at all.
445	Constance Krueger			

	A	P
2	Name	9-12 - United States Government
430	Ally Bowers	
431	Gwen Schwartz	
432	Ronald Zenor	
433	Kari Hall	
434	Peggy Hubble	
435	Danyelle Cleveland	
436	Kathleen Blake	Please teach them to think for themselves and learn from history - no higher level thinking required with what you are proposing.
437	Jennifer Lacher- Starace	
438	Lynne Seftner	
439	Tonya Gaalswyk	
440	Barbara Lindquist	
441	Rebecca A Harvey CCC-SLP	
442	Mike Benson	
443	Constance Krueger	
444	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.
445	Constance Krueger	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
446	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.
447	Jeanine Sykora	K-12 Educator	
448	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@
449	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.
450	Sadie Bossert	K-12 Educator	— 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. — 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? — 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. — 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. 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. 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.
451	Laura Hagen	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. I am Laura Hagen, certified teacher, grandparent of school-aged children, and a registered voter. I vehemently oppose 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 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. It is my hope that you will take all public comments into serious consideration. Laura Hagen
452	Allison Coby	K-12 Educator	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? 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.
453	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,
454	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.
455	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.
456	Todd	Student	

A		D
2	Name	Kindergarten - Introduction to America
446	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.
447	Jeanine Sykora	
448	Dale Christensen	Not age appropriate
449	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.
450	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.
451	Laura Hagen	
452	Allison Coby	
453	Donavan DeBoer	
454	Andrea Yarrow	
455	Jennifer Clites	The standards are inappropriate for a child of this age. Please reconsider this entire thing.
456	Todd	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!

	A	E	F
2	Name	1st Grade - World to 315 and America 1492-1787	2nd Grade - World 315-1492 and America 1787-1908
446	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 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.	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.
447	Jeanine Sykora		
448	Dale Christensen	Not a standard nor age appropriate	Not a standard not age appropriate
449	Tucker Bigge		
450	Sadie Bossert	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.	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.
451	Laura Hagen		
452	Allison Coby		
453	Donavan DeBoer		
454	Andrea Yarrow		
455	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.
456	Todd	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. Also, the standard to recite the preamble to the constitution is way to aggressive for a 6 year old child to learn. "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." 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.	

	A	G	H	I
2	Name	3rd Grade - World to 60 B.C.E. and America 1492-1763	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
446	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 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.	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.
447	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.
448	Dale Christensen	Not age appropriate	Not age appropriate	Not age appropriate nor a standard
449	Tucker Bigge			
450	Sadie Bossert	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.	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.
451	Laura Hagen			
452	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.		
453	Donavan DeBoer			
454	Andrea Yarrow			
455	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.	The standards are inappropriate for a child of this age. Please reconsider this entire thing.
456	Todd			

A		J		K		L	
2	Name	6th Grade - Influential Ideas in History and Civics to 1815		7th Grade - America 1492-1877		8th Grade - America 1877-2008	
446	Andy McKay						
447	Jeanine Sykora						
448	Dale Christensen	Not a standard nor age appropriate		Not a standard Not age appropriate		Not a standard	
449	Tucker Bigge						
450	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.		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.	
451	Laura Hagen						
452	Allison Coby						
453	Donavan DeBoer						
454	Andrea Yarrow						
455	Jennifer Clites	The standards are inappropriate for a child of this age. Please reconsider this entire thing.					
456	Todd						

	A	M	N	O
2	Name	9-12 World History Ancient to Modern	9-12 - Economics	9-12 - United States History 1492-2008
446	Andy McKay			
447	Jeanine Sykora			
448	Dale Christensen	Not a standard nor relevant to teaching world history	Not a standard	Poorly wr>then. Not a standard and very ignorant on teaching USHistory, ignores reality
449	Tucker Bigge			
450	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.	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.
451	Laura Hagen			
452	Allison Coby			
453	Donavan DeBoer			
454	Andrea Yarrow			
455	Jennifer Clites			
456	Todd			

	A	P
2	Name	9-12 - United States Government
446	Andy McKay	
447	Jeanine Sykora	
448	Dale Christensen	Not a standard. Not relevant and want to weerite history
449	Tucker Bigge	
450	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.
451	Laura Hagen	
452	Allison Coby	
453	Donavan DeBoer	
454	Andrea Yarrow	
455	Jennifer Clites	
456	Todd	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
457	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.
458	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.
459	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.
460	Sharon Koller	Retired teacher	
461	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.
462	Sonia Jenner	K-12 Educator	
463	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.
464	Ellie Rohlick	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?
465	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.
466	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 disprctr the work they do. I'm sickened by this whole process.
467	Angela	Parent/Guardian	These standards are absolutely unattainable, especially for elementary levels. They will overwhelm and defeat both students and teachers.
468	Carrie Bergstrom	Parent/Guardian	
469	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.
470	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.
471	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.
472	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.
473	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.
474	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!
475	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.
476	Sylvia Johnson	K-12 Educator	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. 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. 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. Love, A burnt out, young educator with a passion to teach the next generation
477	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.
478	Heather Cooper	K-12 Educator	Starting with kindergarten, these standards are very developmentally inappropriate.
479	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.

A		D
2	Name	Kindergarten - Introduction to America
457	Michael A Woodraska	
458	Jessica Trygstad	Not as bad as the others but still terrible.
459	Amy Kelley	
460	Sharon Koller	Developmentally Inappropriate
461	Sara DeLay	
462	Sonia Jenner	
463	Andrew	
464	Ellie Rohlick	
465	Holly Matzen	
466	Beth Keeney	
467	Angela	
468	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.
469	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
470	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.
471	Ann Krier	These proposed standards need to be reviewed by current group of teachers and school curriculum directors before implementation.
472	Valerie Wilkens	
473	Katie	
474	Chris Rhodes	
475	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.
476	Sylvia Johnson	
477	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.
478	Heather Cooper	
479	Carly Ellsworth	

	A	E	F
2	Name	1st Grade - World to 315 and America 1492-1787	2nd Grade - World 315-1492 and America 1787-1908
457	Michael A Woodraska	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.	Why aren't students learning more about South Dakota history in this?
458	Jessica Trygstad		
459	Amy Kelley	Developmentally Inappropriate	Developmentally Inappropriate
460	Sharon Koller		
461	Sara DeLay		
462	Sonia Jenner		
463	Andrew		
464	Ellie Rohlick		
465	Holly Matzen	Not age appropriate in expectations or interest, difficult to find curriculum materials at appropriate reading level	Not age appropriate in expectations or interest, hard to find curriculum materials at correct reading level
466	Beth Keeney		
467	Angela		
468	Carrie Bergstrom		
469	Brian Scott Shanks	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...	Same as 1st grade, there is no time and it goes beyond their level of understanding.
470	Susan Zueger	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.	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.
471	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.
472	Valerie Wilkens		
473	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.	
474	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!	
475	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.
476	Sylvia Johnson		
477	Erik Hanson	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.	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.
478	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.
479	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.	You're telling me 8 year old children have the mental capacity to understand feudalism? You're out of touch.

	A	G	H	I
2	Name	3rd Grade - World to 60 B.C.E. and America 1492-1763	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
457	Michael A Woodraska			
458	Jessica Trygstad	Please see the bottom for my general thoughts on the standards of all of these.		
459	Amy Kelley			
460	Sharon Koller	Developmentally Inappropriate	Developmentally Inappropriate	
461	Sara DeLay			
462	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.	
463	Andrew			
464	Ellie Rohlick			
465	Holly Matzen	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	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
466	Beth Keeney			
467	Angela			
468	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.		
469	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?	
470	Susan Zueger	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.	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.
471	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.	These proposed standards need to be reviewed by current group of teachers and school curriculum directors before implementation.
472	Valerie Wilkens			
473	Katie			
474	Chris Rhodes			
475	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.	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.
476	Sylvia Johnson			
477	Erik Hanson			
478	Heather Cooper			
479	Carly Ellsworth	I stopped reading at the 3rd grade standards as this is so out of touch with children's interests and capacity.		

	A	J	K	L
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877	8th Grade - America 1877-2008
457	Michael A Woodraska			
458	Jessica Trygstad			
459	Amy Kelley			Why does this end in 2008. This leaves out more then a decade of history.
460	Sharon Koller			
461	Sara DeLay			
462	Sonia Jenner			
463	Andrew			
464	Ellie Rohlick			
465	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.	Why stop at 2008 rather than just ending at "today"? Expectations should involve critical thinking rather than so much rote memorization.
466	Beth Keeney			
467	Angela			
468	Carrie Bergstrom			
469	Brian Scott Shanks			
470	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.	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?
471	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.	These proposed standards need to be reviewed by current group of teachers and school curriculum directors before implementation.
472	Valerie Wilkens			
473	Katie			
474	Chris Rhodes			
475	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.	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.
476	Sylvia Johnson			
477	Erik Hanson			
478	Heather Cooper			
479	Carly Ellsworth			

	A	M	N	O
2	Name	9-12 World History Ancient to Modern	9-12 - Economics	9-12 - United States History 1492-2008
457	Michael A Woodraska			
458	Jessica Trygstad			
459	Amy Kelley			
460	Sharon Koller			
461	Sara DeLay			
462	Sonia Jenner			
463	Andrew			
464	Ellie Rohlick			
465	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.
466	Beth Keeney			
467	Angela			
468	Carrie Bergstrom			
469	Brian Scott Shanks			
470	Susan Zueger			
471	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.	These proposed standards need to be reviewed by current group of teachers and school curriculum directors before implementation.
472	Valerie Wilkens			
473	Katie			
474	Chris Rhodes			
475	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.	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.
476	Sylvia Johnson			
477	Erik Hanson			
478	Heather Cooper			
479	Carly Ellsworth			

A		P
2	Name	9-12 - United States Government
457	Michael A Woodraska	
458	Jessica Trygstad	
459	Amy Kelley	
460	Sharon Koller	
461	Sara DeLay	
462	Sonia Jenner	
463	Andrew	
464	Ellie Rohlick	
465	Holly Matzen	
466	Beth Keeney	
467	Angela	
468	Carrie Bergstrom	
469	Brian Scott Shanks	Political discourse not allowed in the classroom?
470	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.
471	Ann Krier	These proposed standards need to be reviewed by current group of teachers and school curriculum directors before implementation.
472	Valerie Wilkens	
473	Katie	
474	Chris Rhodes	
475	Kelly	The standards are biased and indoctrinate kids into a conservative perspective, ignoring all others.
476	Sylvia Johnson	
477	Erik Hanson	
478	Heather Cooper	
479	Carly Ellsworth	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
480	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
481	Katie Andreasen	Preschool Teacher/Director	Unrealistic expectations that are not developmentally age appropriate.
482	Kim Bruns	K-12 Educator	
483	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.
484	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 he 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.
485	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.
486	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
487	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.
488	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
489	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 fail.
490	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!
491	Jennifer Bergan Gabor	Parent/Guardian	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. Respectfully submitted, Jennifer Bergan Gabor Sioux Falls SD
492	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.

	A	D
2	Name	Kindergarten - Introduction to America
480	Marilyn Strait	
481	Katie Andreasen	
482	Kim Bruns	
483	Merideth Wald	
484	Amanda Dietz	
485	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.
486	Mary Hanson	
487	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.
488	Mary Husman	
489	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.
490	Sarah Hermesen	
491	Jennifer Bergan Gabor	
492	Kurt Drube	

	A	E	F
2	Name	1st Grade - World to 315 and America 1492-1787	2nd Grade - World 315-1492 and America 1787-1908
480	Marilyn Strait		
481	Katie Andreasen		
482	Kim Bruns	<p>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.</p> <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>	
483	Merideth Wald	Kindergarten and first grade are foundational...many if not most of these standards are not foundational at all.	
484	Amanda Dietz		
485	Bobbi Greenfield	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.	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.
486	Mary Hanson		
487	Amanda Dietz	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?	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.
488	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.	Not a significant topic for this grade level. They cannot yet analyze & compare data.
489	MB	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?	
490	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!	
491	Jennifer Bergan Gabor		Not age appropriate for learning. Lacking in diverse views.
492	Kurt Drube		

	A	G	H	I
2	Name	3rd Grade - World to 60 B.C.E. and America 1492-1763	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
480	Marilyn Strait			
481	Katie Andreasen			
482	Kim Bruns			
483	Merideth Wald			
484	Amanda Dietz			
485	Bobbi Greenfield			
486	Mary Hanson			
487	Amanda Dietz	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.	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?
488	Mary Husman	Not a valid subject fir these young children to absorb & relate to.		
489	MB			
490	Sarah Hermesen			
491	Jennifer Bergan Gabor			
492	Kurt Drube			

	A	J	K	L
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877	8th Grade - America 1877-2008
480	Marilyn Strait			
481	Katie Andreasen			
			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.	
482	Kim Bruns			
483	Merideth Wald			
484	Amanda Dietz			
485	Bobbi Greenfield			
486	Mary Hanson			
487	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?	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?
488	Mary Husman			
489	MB			
490	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!	
491	Jennifer Bergan Gabor			There is no reason to leave out the last 14+ years.
492	Kurt Drube			

	A	M	N	O
2	Name	9-12 World History Ancient to Modern	9-12 - Economics	9-12 - United States History 1492-2008
480	Marilyn Strait			
481	Katie Andreasen			
482	Kim Bruns			
483	Merideth Wald			
484	Amanda Dietz			
485	Bobbi Greenfield			
486	Mary Hanson			
487	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?	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?
488	Mary Husman			
489	MB			
490	Sarah Hermesen			Again, the United States wasn't a country until 1776. Not sure how anyone can intelligently say it started in 1492.
491	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.
492	Kurt Drube			

	A	P
2	Name	9-12 - United States Government
480	Marilyn Strait	
481	Katie Andreasen	
482	Kim Bruns	
483	Merideth Wald	
484	Amanda Dietz	
485	Bobbi Greenfield	
486	Mary Hanson	
487	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?
488	Mary Husman	
489	MB	
490	Sarah Hermesen	
491	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?
492	Kurt Drube	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
493	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.
494	Laurita	Former Teacher	
495	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.
496	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.
497	Bobbie Cox	K-12 Educator	
498	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.
			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.
			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.
			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
			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.
			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.
499	Kate	Parent/Guardian	Please address these flaws.
500	Miranda Rogers	Parent/Guardian	
501	Robin Schwebach	Both an educator and grandparent	
502	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.
503	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.
504	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.
505	Erica 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.
506	Charlotte Brown	Parent/Guardian	Ridiculous for the younger school grades, am sure our Governor couldn't answer them along with 90% of educated individuals!
507	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!
508	Caitlin Finley Collier	Grandparent	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!
509	Joe Bundy	K-12 Educator	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.
510	Ruth Cordingley	Retired nurse, BSN	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.
511	Lizann Autry	Parent/Guardian	If implemented, what kind of support will you be giving to the teachers, especially elementary teachers), to make these extensive standards possible?
512	Anne Beckstrand	K-12 Educator	Same as above
513	Jane Healy	Former educator, grandparent of school-age children	At the elementary level you are already expecting way to much. These kids need to be learning how to handle social interaction, bodily anatomy, 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.
514	Stacie Grim	Parent/Guardian	These standards are certainly not age appropriate. I encourage you to revisit them with grade level teachers involved.
515	Shadryn Lemon	K-12 Educator	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.
516	Jessica	K-12 Educator	This is communist propaganda

	A	D
2	Name	Kindergarten - Introduction to America
493	Maureen Wilson	I cannot recite the preamble. I would not expect to five or six year old to be able to do so.
494	Laurita	
495	Bobbi Tinant	
496	Jim Cox	
497	Bobbie Cox	Not developmentally appropriate, too much content for one subject.
498	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.
499	Kate	
500	Miranda Rogers	Unrealistic Expectation
501	Robin Schwebach	Same answer for 1st grade
502	Michael Mitchell	
503	Natalie Kuecker	These standards are way too advanced for kindergarten to comprehend. We need to have actual SD educators make the standards.
504	Tori Lindgren	
505	Ericka Diedrich	
506	Charlotte Brown	
507	Deborah Harrowa	5-6 years old. Too difficult for this age to understand
508	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>
509	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.
510	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.
511	Lizann Autry	Most kindergarten kids are just starting to learn social skills. Stop pushing them to learn beyond their concept of self.
512	Anne Beckstrand	
513	Jane Healy	
514	Stacie Grim	This is some Communists propaganda
515	Shadryn Lemon	
516	Jessica	

	A	E	F
2	Name	1st Grade - World to 315 and America 1492-1787	2nd Grade - World 315-1492 and America 1787-1908
493	Maureen Wilson	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?	I'm wondering if anyone on the committee who sets the standards actually is a teacher of elementary school children?
494	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.	
495	Bobbi Tinant		
496	Jim Cox		
497	Bobbie Cox	Not developmentally appropriate, would need a much longer school year to cover.	Not developmentally appropriate. Entirely too much to cover.
498	Hanna Bocian	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.	
499	Kate	1st graders to understand the architectural styles of buildings in DC? The various wars in the Greek and Roman Empires? —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?	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?
500	Miranda Rogers	Unrealistic Expectation	Unrealistic Expectation
501	Robin Schwebach	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?	Same answer as 1st grade
502	Michael Mitchell		
503	Natalie Kuecker	These standards are way too advanced for first graders to comprehend. We need to have actual SD educators make the standards.	These standards are way too advanced for 2nd graders to comprehend. We need to have actual SD educators make the standards.
504	Tori Lindgren		
505	Ericka Diedrich		
506	Charlotte Brown		
507	Deborah Harrowa	6-7 years old. Too difficult for this age group to understand	7-8 years old. Too difficult for this age group to understand
508	Caitlin Finley Collier	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. 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. This attempt to insert right-leaning political beliefs into a historical education standard is not in students best interests.	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".
509	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.
510	Ruth Cordingley	Same as above.	Same as above
511	Lizann Autry		
512	Anne Beckstrand		
513	Jane Healy		
514	Stacie Grim	Communist	
515	Shadryn Lemon		
516	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	G	H	I
2	Name	3rd Grade - World to 60 B.C.E. and America 1492-1763	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
493	Maureen Wilson			
494	Laurita			
495	Bobbi Tinant			
496	Jim Cox			
497	Bobbie Cox	Not developmentally appropriate	Not developmentally appropriate, lacks focus on things of normal developmental interest.	Not developmentally appropriate. Too much world history. Questionable Native history.
498	Hanna Bocian			
499	Kate	3rd grade role of monasteries in Middle Ages? Really?		
500	Miranda Rogers	Unrealistic Expectation	Unrealistic Expectation	Unrealistic Expectation
501	Robin Schwebach	Same answer as 1st grade		
502	Michael Mitchell			
503	Natalie Kuecker	America did not start in 1492. Leave the standards up to actual educators:	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.
504	Tori Lindgren			
505	Ericka Diedrich			
506	Charlotte Brown			
507	Deborah Harrowa	8-9 years old. Too difficult for this age group to understand	9-10 years old. Too difficult for this age group to understand.	10-11 years old. Too difficult for his age group to understand.
508	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.	
509	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?)	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?)
510	Ruth Cordingley	Same as above	Same as above	Same as above
511	Lizann Autry			
512	Anne Beckstrand			
513	Jane Healy			
514	Stacie Grim	This is too much	Too much for children	
515	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).		
516	Jessica			

	A	J	K	L
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877	8th Grade - America 1877-2008
493	Maureen Wilson			
494	Laurita			
495	Bobbi Tinant			
496	Jim Cox			
497	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?	Too much focus on American history. Too much content for one subject to cover in a year.
498	Hanna Bocian			
499	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.	: 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.
500	Miranda Rogers			
501	Robin Schwebach			
502	Michael Mitchell			
503	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.	We can not politicize our children's education. Standards should be set by experts, who are actual educators.
504	Tori Lindgren			
505	Ericka Diedrich			
506	Charlotte Brown			
507	Deborah Harrowa	Influential ideas of history? For 11-12 year olds? Civics should be taught in every grade level!	What happened to geography?	
508	Caitlin Finley Collier			
509	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?)	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?)
510	Ruth Cordingley	Same as above	Same as above	Same as above
511	Lizann Autry			
512	Anne Beckstrand			
513	Jane Healy			
514	Stacie Grim	Ridiculous for grade school		
515	Shadryn Lemon			
516	Jessica			

	A	M	N	O
2	Name	9-12 World History Ancient to Modern	9-12 - Economics	9-12 - United States History 1492-2008
493	Maureen Wilson			
494	Laurita			
495	Bobbi Tinant			
496	Jim Cox			
497	Bobbie Cox			
498	Hanna Bocian			
499	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?
500	Miranda Rogers			
501	Robin Schwebach			
502	Michael Mitchell			
503	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.	We can not politicize our children's education. Standards should be set by experts, who are actual educators.
504	Tori Lindgren			
505	Ericka Diedrich			
506	Charlotte Brown			
507	Deborah Harrowa			
508	Caitlin Finley Collier			
509	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.	The content is reasonable. The time allotted is not. We will have to add more required social studies classes to their schedules.
510	Ruth Cordingley	Same as above	Same as above	Same as above
511	Lizann Autry			
512	Anne Beckstrand			
513	Jane Healy			
514	Stacie Grim			
515	Shadryn Lemon			
516	Jessica			

A		P
2	Name	9-12 - United States Government
493	Maureen Wilson	
494	Laurita	
495	Bobbi Tinant	
496	Jim Cox	
497	Bobbie Cox	
498	Hanna Bocian	
499	Kate	
500	Miranda Rogers	
501	Robin Schwebach	
502	Michael Mitchell	
503	Natalie Kuecker	We can not politicize our children's education. Standards should be set by experts, who are actual educators.
504	Tori Lindgren	
505	Ericka Diedrich	
506	Charlotte Brown	
507	Deborah Harrowa	
508	Caitlin Finley Collier	
509	Joe Bundy	The content is reasonable. The time allotted is not. We will have to add more required social studies classes to their schedules.
510	Ruth Cordingley	Same as above
511	Lizann Autry	
512	Anne Beckstrand	
513	Jane Healy	
514	Stacie Grim	
515	Shadryn Lemon	
516	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 thorough 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 everywhere 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 Morrissey? 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 Morrissey, who once taught at Hillsdale College, facilitated the workgroup. Morrissey 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. Morrissey 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>
517	William Carpenter	K-12 Educator	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.
518	Diana	Parent/Guardian	
519	Michelle	K-12 Educator	Overall, I am appalled that these are the proposed state social studies standards.
			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.
520	Sharee	K-12 Educator	Sincerely, one of your highly underpaid, tired of "funding" being used for other things than our teachers, annoyed, public school teachers.
521	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.
522	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.
523	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 memorizing, explaining, and identifying. Research indicates that students typically forget information 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.
524	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.
			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.
525	Nicole Sarringar	K-12 Educator	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.
			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.
526	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.
527	Koleene Newbold	K-12 Educator	
528	Jill Jung	K-12 Educator	
529	Casey Materese	K-12 Educator	
530	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!
531	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.
532	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.

	A	D
2	Name	Kindergarten - Introduction to America
517	William Carpenter	
518	Diana	At 5-6 years
519	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.
520	Sharee	No
521	Kathryn Bork	
522	Mary Garnett	
523	Maridee Dossett	
524	Kamaria	
525	Nicole Sarringar	
526	Shannon Steckelberg	
527	Koleene Newbold	
528	Jill Jung	
529	Casey Materese	I read these standards and, as an educator for over 13 years, know are very unrealistic and inappropriate for their age development.
530	Rachel	The cognitive level needed for this type of education is not there at this grade.
531	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.
532	Greta Garcia	

	A	E	F
2	Name	1st Grade - World to 315 and America 1492-1787	2nd Grade - World 315-1492 and America 1787-1908
517	William Carpenter		
518	Diana	At 6 years old	7 maybe 8 years old what's with all the Rome??? Why
519	Michelle		
520	Sharee	No	No
521	Kathryn Bork		
522	Mary Garnett		
523	Maridee Dossett		
524	Kamaria		
525	Nicole Sarringar		
526	Shannon Steckelberg		
527	Koleene Newbold	These standards are not age or developmentally appropriate for 1st grade.	These standards are not age or developmentally appropriate for 2nd grade.
528	Jill Jung		
529	Casey Materese		
530	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.
		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.	
531	Amanda		
532	Greta Garcia		

	A	G	H	I
2	Name	3rd Grade - World to 60 B.C.E. and America 1492-1763	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
517	William Carpenter			
518	Diana	Where is any Native American or South Dakota history		
519	Michelle			
520	Sharee	No	No	No
521	Kathryn Bork			
522	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.	
523	Maridee Dossett			
524	Kamaria			
525	Nicole Sarringar			
526	Shannon Steckelberg			
527	Koleene Newbold			
528	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.	
529	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.	
530	Rachel	The cognitive level needed for this type of education is not there at this grade.	Inappropriate as we should be focusing on the requirements the federal government asks us to.	
531	Amanda			
532	Greta Garcia			

	A	J	K	L
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877	8th Grade - America 1877-2008
517	William Carpenter			
518	Diana			
519	Michelle			
520	Sharee	No	No	No
521	Kathryn Bork			
522	Mary Garnett			
523	Maridee Dossett			
524	Kamaria			
525	Nicole Sarringar			
526	Shannon Steckelberg			
527	Koleene Newbold			
528	Jill Jung			
529	Casey Materese			
530	Rachel	Same as above		
531	Amanda			
532	Greta Garcia			

	A	M	N	O
2	Name	9-12 World History Ancient to Modern	9-12 - Economics	9-12 - United States History 1492-2008
517	William Carpenter			
518	Diana			
519	Michelle			
520	Sharee	No	No	No
521	Kathryn Bork			
522	Mary Garnett			
523	Maridee Dossett			
524	Kamaria			
525	Nicole Sarringar			
526	Shannon Steckelberg			
527	Koleene Newbold			
528	Jill Jung			
529	Casey Materese			
530	Rachel			
531	Amanda			
532	Greta Garcia			

	A	P
2	Name	9-12 - United States Government
517	William Carpenter	
518	Diana	
519	Michelle	
520	Sharee	No
521	Kathryn Bork	
522	Mary Garnett	
523	Maridee Dossett	
524	Kamaria	
525	Nicole Sarringar	
526	Shannon Steckelberg	
527	Koleene Newbold	
528	Jill Jung	
529	Casey Materese	
530	Rachel	
531	Amanda	
532	Greta Garcia	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
533	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.
534	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
535	John R Salladay	Retired --- Taught College for almost 40 years	Taught each year by those fully qualified
536	Karen Tillma	Pre-K educator	Ridiculous!!! For lower elementary...you are way off!! Talk to parents and teachers! Who are writing these standards??
537	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!
538	Marnie	K-12 Educator	
539	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.
540	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.
541	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.
542	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.
543	Kathy Seymour	retired elementary educator	The elementary standards are unrealistic and many are developmentally inappropriate.
544	Sidney Toennies	Parent/Guardian	
545	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.
546	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.
547	Julia	K-12 Educator	TERRIBLE
548	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.
549	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.
550	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.
551	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.
552	Jenna	K-12 Educator	
553	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
2	Name	Kindergarten - Introduction to America
533	Joan M Wilson	
534	Teresa	
535	John R Salladay	Vital
536	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.
537	Kayla Anderson	
538	Marnie	
539	Brittni Cordingley	
540	Helen Baron-Wishard	
541	Jennifer Nedrebo	Not developmentally appropriate
542	Valerie Neuharth	
543	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.
544	Sidney Toennies	
545	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?
546	Christina Hollearn	I think it's important for kindergartners to learn about local community and civics.
547	Julia	Stupid
548	Emma Huntimer	
549	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.
550	Derek Johnson	Way too difficult and unnecessary stuff included.
551	Brenda Van Beek	Looks fine
552	Jenna	
553	Janel Wright	

	A	E	F
2	Name	1st Grade - World to 315 and America 1492-1787	2nd Grade - World 315-1492 and America 1787-1908
533	Joan M Wilson		
534	Teresa		
535	John R Salladay	Vital	Vital
536	Karen Tillma	No, no and no! They should be working on current and local not world and definitely not 14-92-1787!!	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!
537	Kayla Anderson	You are expecting a 6 year old to memorize the Preamble? Please think about our kids and would that be appropriate??	
538	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.	
539	Brittni Cordingley		
540	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?	
541	Jennifer Nedrebo	Not developmentally appropriate	
542	Valerie Neuharth		
543	Kathy Seymour	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.	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.
544	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.	
545	Sean Hollearn	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.	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?
546	Christina Hollearn	Having to memorize the preamble is not age appropriate when the majority of 1st graders are just learning to read.	Not age appropriate content
547	Julia	Way above their heads and stupid	Again-way above their level and stupid
548	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. "	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.
549	LADONNA MIELKE	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?	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.
550	Derek Johnson	"recite the Preamble to the United States Constitution from memory" Why?? Waste of time to memorize this.	"early Christians." Nope. Leave religious, possibly fictitious, figures out of public education. Child labor laws in second grade? What the...
551	Brenda Van Beek	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?	
552	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.	
553	Janel Wright		

	A	G	H	I
2	Name	3rd Grade - World to 60 B.C.E. and America 1492-1763	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
533	Joan M Wilson			
534	Teresa			
535	John R Salladay	Vital	Vital	At least this
536	Karen Tillma	Again, see above answers! This is Middle to high school level.	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
537	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!	
538	Marnie			
539	Brittni Cordingley			
540	Helen Baron-Wishard			
541	Jennifer Nedrebo			
542	Valerie Neuharth			
543	Kathy Seymour	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.)	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?
544	Sidney Toennies			
545	Sean Hollearn	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.	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.
546	Christina Hollearn	Not age appropriate	Not age appropriate	Not age appropriate
547	Julia	Stupid	Stupid	More stupid
548	Emma Huntimer			
549	LADONNA MIELKE	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.	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.
550	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.
551	Brenda Van Beek	Again, is it developmentally helpful to instruct young kids on ancient history?		"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.
552	Jenna			
553	Janel Wright			

	A	J	K	L
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877	8th Grade - America 1877-2008
533	Joan M Wilson			
534	Teresa			
535	John R Salladay	definitely & emphasis on Civics	Yes by fully qualified teachers not just wanna-be coaches	Yes by fully qualified teachers--- not just wanna-be coaches
536	Karen Tillma	Ok, kids are more equipped to learn these concepts. However my expertise is early childhood and elementary.	Ok	Ok
537	Kayla Anderson			
538	Marnie			
539	Brittni Cordingley			
540	Helen Baron-Wishard			
541	Jennifer Nedrebo			
542	Valerie Neuharth			
543	Kathy Seymour	Much of SS.6 would require a degree in theology.	This document continues to be named but not provided. (including select standards from Oceti Sakowin Essential Understandings 1-5 and 7) These should be listed rather than just referenced.	Same as above
544	Sidney Toennies			
545	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?	What is success?
546	Christina Hollearn			
547	Julia	FALSE	Redundant	Way, way too many years to cover in one grade
548	Emma Huntimer			
549	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?	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.
550	Derek Johnson	" Christian and Muslim art and architecture in the Middle Ages" Don't like it.		"the biography of Booker T. Washington" I like this.
551	Brenda Van Beek	" 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." Eh seems unnecessary.	" explains the various progressive policies that were implemented in law" Sounds divisive -D
552	Jenna			
553	Janel Wright			

	A	M	N	O
2	Name	9-12 World History Ancient to Modern	9-12 - Economics	9-12 - United States History 1492-2008
533	Joan M Wilson			
534	Teresa			
535	John R Salladay	Yes -- by fully qualified teachers	Yes by fully qualified teachers ---- not just 'other dutiers'	Yes each year by those fully qualified to do so.
536	Karen Tillma	Now this is more appropriate at this age than 1st through 5th grade!	Ok, at their level (for 9th and 10th). Again talk to teachers of this level!!	Yes
537	Kayla Anderson			
538	Marnie			
539	Brittni Cordingley			
540	Helen Baron-Wishard			
541	Jennifer Nedrebo			
542	Valerie Neuharth			
543	Kathy Seymour			5C is about settlement and yet I see racism is thrown in here. ???
544	Sidney Toennies			
545	Sean Hollearn	This is an age and maturity that most of this curriculum belongs. Earlier than 14 and it seems more like indoctrination than intelligent studies.	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.	
546	Christina Hollearn			
547	Julia	If it's real history, not this fascist versionsje y stop	Boring	Way, way, way too much for 4 years to cover
548	Emma Huntimer			
549	LADONNA MIELKE			
550	Derek Johnson	Way too many places/locations to memorize.	Seems pretty good.	Looks like quite a bit of repeat material here.
551	Brenda Van Beek			
552	Jenna			
553	Janel Wright			

	A	P
2	Name	9-12 - United States Government
533	Joan M Wilson	
534	Teresa	
535	John R Salladay	Yes each year by those fully qualified to do so.
536	Karen Tillma	Yes
537	Kayla Anderson	
538	Marnie	
539	Brittni Cordingley	
540	Helen Baron-Wishard	
541	Jennifer Nedrebo	
542	Valerie Neuharth	
543	Kathy Seymour	
544	Sidney Toennies	
545	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?
546	Christina Hollearn	
547	Julia	Your version is not complete, inclusive, or even close to realistic
548	Emma Huntimer	
549	LADONNA MIELKE	
550	Derek Johnson	"explains Presidential succession" Very important.
551	Brenda Van Beek	
552	Jenna	
553	Janel Wright	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
554	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.
555	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!
556	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.
557	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.
558	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.
559	Tamara Voight	K-12 Educator	

	A	D
2	Name	Kindergarten - Introduction to America
554	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.
555	Jesse M Sporrer	
556	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.
557	Abby Martinez	
558	Ashley Larson	The following standards are developmentally inappropriate for Kindergarten: K.SS.3, and
559	Tamara Voight	

	A	E	F
2	Name	1st Grade - World to 315 and America 1492-1787	2nd Grade - World 315-1492 and America 1787-1908
		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??	2.ss.1.D and E are far too advanced. G is too extensive. 2.ss.2 is ambitious but possible, at least for the top half of students. 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. 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.
554	Kevin Teigen		
555	Jesse M Sporrer	Too many standards,	Too many standards
556	chris thelen	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.	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?
557	Abby Martinez		
558	Ashley Larson	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),	
559	Tamara Voight		

	A	G	H	I
2	Name	3rd Grade - World to 60 B.C.E. and America 1492-1763	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
554	Kevin Teigen			
555	Jesse M Sporrer	Too many standards	Too many standards	Too many standards
556	chris thelen	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.	who came up with this curriculum? this has to be a joke, correct?	ditto
557	Abby Martinez			
558	Ashley Larson			
559	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	J	K	L
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877	8th Grade - America 1877-2008
554	Kevin Teigen			
555	Jesse M Sporrer	Too many standards	Too many standards	Too many standards
556	chris thelen	Civics? did you steal Hillsdale community college curriculum?	God Bless America if this what is going to happen in South Dakota	ditto
557	Abby Martinez			
558	Ashley Larson			
559	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	M	N	O
2	Name	9-12 World History Ancient to Modern	9-12 - Economics	9-12 - United States History 1492-2008
554	Kevin Teigen			
555	Jesse M Sporrer	Many schools only teach only a semester of World History, so there is no way one could teach what you have here		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.
556	chris thelen	zero	out of breath	this has to be a practical joke
557	Abby Martinez			
558	Ashley Larson			
559	Tamara Voight			

	A	P
2	Name	9-12 - United States Government
554	Kevin Teigen	
555	Jesse M Sporrer	
556	chris thelen	done. you should all resign
557	Abby Martinez	
558	Ashley Larson	
559	Tamara Voight	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
560	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.
561	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.
562	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?
563	Christy Hedderman	K-12 Educator	
564	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.
565	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.
566	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.
567	Maranda Williamson	Parent/Guardian	
568	Caitlin Duffy	Parent/Guardian	If I wanted my children to attend a Christian school, I would send them to one.
569	Amy	K-12 Educator	Terrible. Why? This is so inappropriate and not age appropriate at all. This is absolutely ridiculous.
570	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!
571	JUSTIN M OHLEEN	Parent/Guardian	Go back to the drawing board. Listen to teachers, not administrators, and get student input.
572	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.
573	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.
574	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.
575	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.
576	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.
577	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.
578	C. Richardson	All answers on previous survey should read " inappropriate "	
579	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.
580	Erin (Moser) Clarke	K-12 Educator	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. 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!

	A	D
2	Name	Kindergarten - Introduction to America
560	Carol Waider	
561	Danielle Hunt	
562	Tarra Mathews	
563	Christy Hedderman	
564	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>
565	Tatem Effling	
566	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.
567	Maranda Williamson	
568	Caitlin Duffy	
569	Amy	These standards are ridiculous. Have you ever met a 5 year old that needs to know this content? Ridiculous.
570	Kristin Rath	These include standards that previously were in 1st grade, such as identifying primary symbols of the United States. Is this developmentally appropriate?
571	JUSTIN M OHLEEN	K.SS.3 and K.SS.4 seem very aspirational but quite unrealistic for kindergarten
572	Katie Harrington	
573	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.
574	Ashley Zenk	Too rigorous
575	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.
576	Casey Kieffer	
577	Elizabeth Renbarger	
578	C. Richardson	
579	Kimberly Soldatke	
580	Erin (Moser) Clarke	

	A	E	F
2	Name	1st Grade - World to 315 and America 1492-1787	2nd Grade - World 315-1492 and America 1787-1908
			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.
			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.
			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.
560	Carol Waider		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?
561	Danielle Hunt		
562	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.	
563	Christy Hedderman		
564	Jennifer	1.SS.1.K: Recognizing some of the buildings in Washington D.C is fine on this standard, but the architectural styles is not. 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?! 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?! 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. There are many more issues with the first grade standards, most of them being on the fact that they are not developmentally appropriate.	
565	Tatem Effling		
566	Monica Ellwanger	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.	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.
567	Maranda Williamson		
568	Caitlin Duffy		
569	Amy	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.	Ridiculous
570	Kristin Rath	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.	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.
571	JUSTIN M OHLEEN	1.SS.4 and 1.SS.5 are unreasonable. Most SD college students don't know Thucydides is.	Unrealistic expectations for world history, closer to 5th grade level; 2.SS.5-B is completely laughable but explains this process and product perfectly
572	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.
573	Rachel Howard	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?	Again, way too advanced for this age group.
574	Ashley Zenk	Too rigorous	Too rigorous
575	Danielle Ann Teigen	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.	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.
576	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.	
577	Elizabeth Renbarger		
578	C. Richardson		
579	Kimberly Soldatke		
580	Erin (Moser) Clarke	This is not age-appropriate! Please consider revising!	

	A	G	H	I
2	Name	3rd Grade - World to 60 B.C.E. and America 1492-1763	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
560	Carol Waider			
561	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.	
562	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.	
563	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.	
564	Jennifer			
565	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.
566	Monica Ellwanger			
567	Maranda Williamson		Dont set kids up for failure. This is ridiculous	
568	Caitlin Duffy			
569	Amy	Even more ridiculous.	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
570	Kristin Rath	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?	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?
571	JUSTIN M OHLEEN	Let teachers teach. Trust them. Pay them.	Let teachers teach. Trust them. Pay them.	Let teachers teach. Trust them. Pay them.
572	Katie Harrington	I have a third grader starting this school year. I am not comfortable with my child learning these concepts.		
573	Rachel Howard			
574	Ashley Zenk	Too rigorous	Too rigorous	Too rigorous
575	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.	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?
576	Casey Kieffer			
577	Elizabeth Renbarger			
578	C. Richardson			
579	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.	
580	Erin (Moser) Clarke			

	A	J	K	L
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877	8th Grade - America 1877-2008
560	Carol Waider			
561	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.	
562	Tarra Mathews			
563	Christy Hedderman			
564	Jennifer			
565	Tatem Effling			
566	Monica Ellwanger			
567	Maranda Williamson			
568	Caitlin Duffy			
569	Amy	No way	More ridiculousness.	
570	Kristin Rath	How are these standards developmentally appropriate?	How are these standards developmentally appropriate?	How are these standards developmentally appropriate?
571	JUSTIN M OHLEEN	Let teachers teach. Trust them. Pay them.	Let teachers teach. Trust them. Pay them.	Let teachers teach. Trust them. Pay them.
572	Katie Harrington			
573	Rachel Howard			
574	Ashley Zenk	Too rigorous	Too rigorous	Too rigorous
575	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	More age appropriate but still seems excessively detailed
576	Casey Kieffer			
577	Elizabeth Renbarger			
578	C. Richardson			
579	Kimberly Soldatke			
580	Erin (Moser) Clarke			

	A	M	N	O
2	Name	9-12 World History Ancient to Modern	9-12 - Economics	9-12 - United States History 1492-2008
560	Carol Waider			
561	Danielle Hunt			
562	Tarra Mathews			
563	Christy Hedderman			
564	Jennifer			
565	Tatem Effling			
566	Monica Ellwanger			
567	Maranda Williamson			
568	Caitlin Duffy			
569	Amy			
570	Kristin Rath			
571	JUSTIN M OHLEEN	Let teachers teach. Trust them. Pay them.	Most adults can't budget. Why do you expect children to know how?	Let teachers teach. Trust them. Pay them.
572	Katie Harrington			
573	Rachel Howard			
574	Ashley Zenk	Too rigorous	Too rigorous	Too rigorous
575	Danielle Ann Teigen	More age appropriate but still seems excessively detailed	More age appropriate but still seems excessively detailed	More age appropriate but still seems excessively detailed
576	Casey Kieffer			
577	Elizabeth Renbarger			
578	C. Richardson			
579	Kimberly Soldatke			
580	Erin (Moser) Clarke			

	A	P
2	Name	9-12 - United States Government
560	Carol Waider	
561	Danielle Hunt	
562	Tarra Mathews	
563	Christy Hedderman	
564	Jennifer	
565	Tatem Effling	
566	Monica Ellwanger	
567	Maranda Williamson	
568	Caitlin Duffy	
569	Amy	
570	Kristin Rath	
571	JUSTIN M OHLEEN	Let teachers teach. Trust them. Pay them.
572	Katie Harrington	
573	Rachel Howard	
574	Ashley Zenk	Too rigorous
575	Danielle Ann Teigen	More age appropriate but still seems excessively detailed
576	Casey Kieffer	
577	Elizabeth Renbarger	
578	C. Richardson	
579	Kimberly Soldatke	
580	Erin (Moser) Clarke	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
581	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.
582	Jayne	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.
583	C. Richardson	Very concerned citizen	Developmentally inappropriate, violent tone, weak on civics.....
584	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.
585	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.
586	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.
587	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.
588	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.
589	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.
590	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.
591	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?
592	Paige Stewart	Parent/Guardian	Dislike.
593	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.
594	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.
595	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.
596	Bonnie	Parent/Guardian	Your proposal is ridiculous! Start over!!!
597	Lachelle	K-12 Educator	Need to leave in the Native studies and not eliminate their existance
598	Sara Speer	K-12 Educator	I don't work with high school students, but many of the lower elementary standards are not age appropriate.
599	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.
600	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
601	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.
602	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.
603	Rachel	Parent/Guardian	
604	Teresa	Paraprofessional	
605	Beth	K-12 Educator	
606	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.
607	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
608	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.

	A	D
2	Name	Kindergarten - Introduction to America
581	Julie	
582	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.
583	C. Richardson	Developmentally inappropriate
584	Travis Lape	
585	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.
586	Bethany Newbold	
587	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.
588	Angie	Unreasonable
589	Dick Schieffer	No
590	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?
591	Susie Hooth	
592	Paige Stewart	This is fine.
593	Joyce Schieffer	These concepts are extremely difficult for this age level. They should not be adopted
594	Caitlin Nissen	Not developmentally appropriate
595	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.
596	Bonnie	
597	Lachelle	
598	Sara Speer	What are you thinking? Think about age appropriate standards.
599	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.
600	Haley Gallant	
601	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.
602	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...
603	Rachel	
604	Teresa	To difficult for a 6 year old to memorize.
605	Beth	Standards are too complex and overwhelming to students.
606	Micah Siegel	
607	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.
608	Haley Dressler	

	A	E	F
2	Name	1st Grade - World to 315 and America 1492-1787	2nd Grade - World 315-1492 and America 1787-1908
581	Julie	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. 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.	
582	Jayne	This is not developmentally appropriate for 1st grade students. I don't think many adults would know this content.	Again, not developmentally appropriate. Adults don't know these things.
583	C. Richardson	Developmentally inappropriate, violent tone	Developmentally inappropriate,violent tone ,weak on civics
584	Travis Lape	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.	
585	Ashley		
586	Bethany Newbold		
587	Nikki Townsend	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.	
588	Angie	Insane	Unrealistic
589	Dick Schieffer	No	No
590	Lilah Gillis	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.	
591	Susie Hooth		
592	Paige Stewart	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.	I do not support.
593	Joyce Schieffer	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.	No
594	Caitlin Nissen	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.	Not developmentally appropriate
595	Ginger Phillips	Absolutely too difficult of a concept	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
596	Bonnie		
597	Lachelle		
598	Sara Speer		
599	Teri Kinsley	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	2.SS.3 & 4; not age appropriate 2.SS.7-12 not age appropriate
600	Haley Gallant		
601	Kennedee Goodro		
602	Katie Purcella	Many of these concepts are too abstract for little brains to process.	
603	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.	
604	Teresa	Children can't comprehend this kind of material atbthis age.	Children are learning at this age that they live in a town.
605	Beth	Standards are too complex and overwhelming to students.	Standards are too complex and overwhelming to students.
606	Micah Siegel		
607	Stephanie Rhodes	Again these are unrealistic! There are adults that don't know some of this content. How is first grader to do this ?	
608	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.	

	A	G	H	I
2	Name	3rd Grade - World to 60 B.C.E. and America 1492-1763	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
581	Julie			
582	Jayne	Again, not developmentally appropriate. Setting our kids and teachers up for failure.	Not developmentally appropriate. I challenge the committee who created this proposal to understand and be competent in these standards.	Not developmentally appropriate
583	C. Richardson	Developmentally inappropriate, violent tone, weak on civics	Developmentally inappropriate, violent tone, weak on civics	Same as above
584	Travis Lape			
585	Ashley			
586	Bethany Newbold			
587	Nikki Townsend			
588	Angie	Ridiculous	Should be South Dakota studies	Asinine
589	Dick Schieffer	No	No	No
590	Lilah Gillis			
591	Susie Hooth			
592	Paige Stewart	I do not support.	I do not support.	I do not support.
593	Joyce Schieffer	No	No	No
594	Caitlin Nissen			
595	Ginger Phillips	Too in drpth	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.
596	Bonnie			
597	Lachelle			
598	Sara Speer			
599	Teri Kinsley		Why is there no state or Native American history anywhere in the elementary standards???	
600	Haley Gallant			
601	Kennedee Goodro			
602	Katie Purcella			
603	Rachel			
604	Teresa	Children at this age are understanding that they live in a state that their town is in.	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.
605	Beth	Standards are too complex and overwhelming to students.	Standards are too complex and overwhelming to students.	Standards are too complex and overwhelming to students.
606	Micah Siegel	Clearly child growth and development were not taken into account when developing these absurd "grade-level" standards.		
607	Stephanie Rhodes			
608	Haley Dressler			

	A	J	K	L
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877	8th Grade - America 1877-2008
581	Julie			
582	Jayne	Not developmentally appropriate	Not appropriate	Not appropriate
583	C. Richardson	Same as above	Same as above, etc	Same as above, etc., etc
584	Travis Lape			
585	Ashley			
586	Bethany Newbold			
587	Nikki Townsend			
588	Angie	Narrow view	Narrow minded	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.
589	Dick Schieffer	No	No	No
590	Lilah Gillis			
591	Susie Hooth			
592	Paige Stewart	This is fine.	This is fine.	This is fine.
593	Joyce Schieffer	No	No	No
594	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.	
595	Ginger Phillips	Maybe this is appropriate but I have my foubts.	doubts. May be appropriate.	This may be appropriate but why stop at 2008? Current year?
596	Bonnie			
597	Lachelle			
598	Sara Speer			
599	Teri Kinsley			
600	Haley Gallant			
601	Kennedee Goodro			
602	Katie Purcella			
603	Rachel			
604	Teresa			
605	Beth			
606	Micah Siegel			
607	Stephanie Rhodes			
608	Haley Dressler			

	A	M	N	O
2	Name	9-12 World History Ancient to Modern	9-12 - Economics	9-12 - United States History 1492-2008
581	Julie			
582	Jayne	Not appropriate	Not appropriate	Not appropriate
583	C. Richardson	Same as above, etc., etc., etc	Same as above, etc., etc., etc...	Same as above, etc., etc., etc., etc., etc.....
584	Travis Lape			
585	Ashley			
586	Bethany Newbold			
587	Nikki Townsend			
588	Angie	Ridiculous	Laughable	Narrow minded!
589	Dick Schieffer	No	No	No
590	Lilah Gillis			
591	Susie Hooth			
592	Paige Stewart	This is fine.	This is fine.	This is fine.
593	Joyce Schieffer	No	No	No
594	Caitlin Nissen			
595	Ginger Phillips			
596	Bonnie			
597	Lachelle			
598	Sara Speer			
599	Teri Kinsley			
600	Haley Gallant			
601	Kennedee Goodro			
602	Katie Purcella			
603	Rachel			
604	Teresa			
605	Beth			
606	Micah Siegel			
607	Stephanie Rhodes			
608	Haley Dressler			

	A	P
2	Name	9-12 - United States Government
581	Julie	
582	Jayne	Not appropriate
583	C. Richardson	Same as above.....
584	Travis Lape	
585	Ashley	
586	Bethany Newbold	
587	Nikki Townsend	
588	Angie	
589	Dick Schieffer	No
590	Lilah Gillis	
591	Susie Hooth	
592	Paige Stewart	This is fine.
593	Joyce Schieffer	No
594	Caitlin Nissen	
595	Ginger Phillips	
596	Bonnie	
597	Lachelle	
598	Sara Speer	
599	Teri Kinsley	
600	Haley Gallant	
601	Kennedee Goodro	
602	Katie Purcella	
603	Rachel	
604	Teresa	
605	Beth	
606	Micah Siegel	
607	Stephanie Rhodes	
608	Haley Dressler	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
609	Mary K Boe	K-12 Educator	I am strongly opposed.
610	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.
611	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.
612	Brenda	K-12 Educator	Classical education should be a choice. It should not be forced on an entire state.
613	Sarah Mechtenberg	Parent/Guardian	Absolutely terrible and over complicated. This is why teachers are leaving the profession at an alarming rate.
614	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.
615	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.
616	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.
617	Ann Kropuenske	K-12 Educator	
618	Rebecca Weber	K-12 Educator	
619	Nikole	K-12 Educator	NO
620	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.
621	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.
622	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.
623	Holly Hodge	K-12 Educator	no

	A	D
2	Name	Kindergarten - Introduction to America
609	Mary K Boe	
610	Cody Sanderson	These standards are not developmentally appropriate.
611	Kelly Sanderson	I don't feel like this is developmentally appropriate for my kindergartner.
612	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!
613	Sarah Mechtenberg	
614	Richard L Heule	
615	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.
616	Dani Haensel	
617	Ann Kropuenske	
618	Rebecca Weber	
619	Nikole	
620	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.
621	Kate Mogard	See the notes for 1st grade. Many of these standards are developmentally inappropriate for young children, age five and six.
622	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.
623	Holly Hodge	

	A	E	F
2	Name	1st Grade - World to 315 and America 1492-1787	2nd Grade - World 315-1492 and America 1787-1908
609	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.	
610	Cody Sanderson	These standards are not developmentally appropriate. Memorization of the constitution before you can understand the words and meaning is basic brainwashing.	These standards are not developmentally appropriate.
611	Kelly Sanderson	I don't think that making first graders memorize parts of the constitution is developmentally appropriate.	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.
612	Brenda	Memorize the Preamble? Seriously? I did that in 8th grade! Not appropriate for this age level.5th grade..maybe.	
613	Sarah Mechtenberg	As a parent, some of these concepts are very advanced for this level.	
614	Richard L Heule		
615	Beryl Olson	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.	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.
616	Dani Haensel		
617	Ann Kropuenske	These standards are not developmentally appropriate.	
618	Rebecca Weber		
619	Nikole		
620	Laura	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.	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.
621	Kate Mogard	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.	
622	Rebecca Severson	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.	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.
623	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.	

	A	G	H	I
2	Name	3rd Grade - World to 60 B.C.E. and America 1492-1763	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
609	Mary K Boe			
610	Cody Sanderson	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.		
611	Kelly Sanderson	Why is this jumping backwards from the second grade standard in chronological order? Does American history only start at 1492?		The language you are using in these standards is basic and has no hierarchy of mastery and application.
612	Brenda		My	
613	Sarah Mechtenberg			
614	Richard L Heule			
615	Beryl Olson	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.	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
616	Dani Haensel		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. 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. 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. South Dakota History - 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. 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. 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. 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.) 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. Please - Please - Please - take these world history standards away. They are not age appropriate for elementary.	
617	Ann Kropuenske			
618	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.	Teaching about Jesus? Wait a minute, this is for public schools!!!!	
619	Nikole			
620	Laura	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		
621	Kate Mogard			
622	Rebecca Severson			
623	Holly Hodge			

	A	J	K	L
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877	8th Grade - America 1877-2008
609	Mary K Boe			
610	Cody Sanderson			
611	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.		
612	Brenda			
613	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?"	
614	Richard L Heule			
615	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.	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.
616	Dani Haensel			
617	Ann Kropuenske			
618	Rebecca Weber			
619	Nikole			
620	Laura			
621	Kate Mogard			
622	Rebecca Severson			
623	Holly Hodge			

	A	M	N	O
2	Name	9-12 World History Ancient to Modern	9-12 - Economics	9-12 - United States History 1492-2008
609	Mary K Boe			
610	Cody Sanderson			
611	Kelly Sanderson			
612	Brenda			
613	Sarah Mechtenberg			
614	Richard L. Heule			
615	Beryl Olson			
616	Dani Haensel			
617	Ann Kropuenske			
618	Rebecca Weber			
619	Nikole			
620	Laura			
621	Kate Mogard			
622	Rebecca Severson			
623	Holly Hodge			

	A	P
2	Name	9-12 - United States Government
609	Mary K Boe	
610	Cody Sanderson	
611	Kelly Sanderson	
612	Brenda	
613	Sarah Mechtenberg	
614	Richard L. Heule	
615	Beryl Olson	
616	Dani Haensel	
617	Ann Kropuenske	
618	Rebecca Weber	
619	Nikole	
620	Laura	
621	Kate Mogard	
622	Rebecca Severson	
623	Holly Hodge	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
624	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.
625	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.
626	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.
627	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.
628	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.
629	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.
630	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.
631	Amanda Chaney	Parent/Guardian	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: *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. *Much of the general geography is good (mapping, directionality, landmarks, etc.) *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. *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". *I like the additional 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. *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. *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. *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.
632	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.
633	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.
634	Alex Puthoff	K-12 Educator	
635	Alexis Bohn	K-12 Educator	This content is above and beyond their capability at the elementary education level.
636	Frosty	Higher Education	Absolutely terrible and over complicated. This is why teachers are leaving the profession at an alarming rate.

	A	E	F
2	Name	1st Grade - World to 315 and America 1492-1787	2nd Grade - World 315-1492 and America 1787-1908
624	Abby Gullickson	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.	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.
625	Carrie Aaron		
626	Caylee	First, this is a huge time span. Second. Again. They're six and seven year olds.	
627	Amber Birkmire		
628	Justin Herreman	The proposed standards are not age appropriate, Greek Mythology and the Peloponnesian War are not topics appropriate at this age level. The proposed standards essentially dictate curriculum and will steer teachers to a specific set of materials to align with these standards. The proposed standards are very poorly organized. Teaching history chronologically in a series spanning grades 1-5 makes no sense.	The proposed standards are not age appropriate, the Civil War and Reconstruction are not topics appropriate at this age level. The proposed standards essentially dictate curriculum and will steer teachers to a specific set of materials to align with these standards. The proposed standards are very poorly organized. Teaching history chronologically in a series spanning grades 1-5 makes no sense.
629	Kayla Ohleen	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.	Inappropriate age level expectations for majority of standards
630	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.
631	Amanda Chaney		
632	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.
633	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.
634	Alex Puthoff	This concept is not age appropriate for this age group.	This concept is not age appropriate for this age group.
635	Alexis Bohn	This content is above and beyond their capability.	This content is above and beyond their capability.
636	Frosty	Terrible and over complicated.	Terrible and over complicated.

	A	G	H	I
2	Name	3rd Grade - World to 60 B.C.E. and America 1492-1763	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
624	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.	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.
625	Carrie Aaron			
626	Caylee			
627	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.	
628	Justin Herreman	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. The proposed standards essentially dictate curriculum and will steer teachers to a specific set of materials to align with these standards. The proposed standards are very poorly organized. Teaching history chronologically in a series spanning grades 1-5 makes no sense.	The proposed standards are not age appropriate at this level. The exclusion of Native American's contribution to US Independence is a significant omission. The proposed standards essentially dictate curriculum and will steer teachers to a specific set of materials to align with these standards. The proposed standards are very poorly organized. Teaching history chronologically in a series spanning grades 1-5 makes no sense. 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..."	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. The proposed standards essentially dictate curriculum and will steer teachers to a specific set of materials to align with these standards. The proposed standards are very poorly organized. Teaching history chronologically in a series spanning grades 1-5 makes no sense.
629	Kayla Ohleen	Inappropriate age level expectations for majority of standards	I have an issue 4.SS.3 as well in regards to knowledge of the Roman Empire.	Inappropriate age level expectations for majority of standards. College level material.
630	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. 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.
631	Amanda Chaney			
632	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. 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.
633	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. 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.
634	Alex Puthoff	This concept is not age appropriate for this age group.	This concept is not age appropriate for this age group.	This concept is not age appropriate for this age group.
635	Alexis Bohn	This content is above and beyond their capability.	This content is above and beyond their capability.	This content is above and beyond their capability.
636	Frosty	Terrible and over complicated.	Terrible and over complicated.	Terrible and over complicated.

	A	J	K	L
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877	8th Grade - America 1877-2008
624	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.	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.
625	Carrie Aaron			
626	Caylee			
627	Amber Birkmire			
628	Justin Herreman			
629	Kayla Ohleen	Inappropriate age level expectations for majority of standards. College level material	Inappropriate age level expectations for majority of standards	Inappropriate age level expectations for majority of standards
630	Kathleen Petersen			
631	Amanda Chaney			
632	Alissa Koens			
633	Chelsea Murphy			
634	Alex Puthoff	This concept is not age appropriate for this age group.	This concept is not age appropriate for this age group.	
635	Alexis Bohn			
636	Frosty	Terrible and over complicated.	Terrible and over complicated.	Terrible and over complicated.

	A	M	N	O
2	Name	9-12 World History Ancient to Modern	9-12 - Economics	9-12 - United States History 1492-2008
		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.	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.
624	Abby Gullickson			
625	Carrie Aaron			
626	Caylee			
627	Amber Birkmire			
628	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.	The requirements detailed in section 9-12.E.7 are not appropriate and contextually presented as outlined in this curriculum.	
629	Kayla Ohleen	Inappropriate age level expectations for majority of standards	Inappropriate age level expectations for majority of standards	Inappropriate age level expectations for majority of standards
630	Kathleen Petersen			
631	Amanda Chaney			
632	Alissa Koens			
633	Chelsea Murphy			
634	Alex Puthoff			
635	Alexis Bohn	This content is and beyond their capability.		
636	Frosty			

	A	P
2	Name	9-12 - United States Government
624	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.
625	Carrie Aaron	
626	Caylee	
627	Amber Birkmire	
628	Justin Herreman	
629	Kayla Ohleen	Inappropriate age level expectations for majority of standards
630	Kathleen Petersen	
631	Amanda Chaney	
632	Alissa Koens	
633	Chelsea Murphy	
634	Alex Puthoff	
635	Alexis Bohn	
636	Frosty	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
637	Lindsey Tellinghuisen	Parent/Guardian	Developmentally inappropriate
638	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!
639	Jessie Fjeldheim	K-12 Educator	
			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..."
640	Susan Turnipseed	Retired teacher	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. These standards set up our learners and educators for failure. I hope and pray that is not the intended goal.
641	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".
642	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.
643	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.
644	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!
645	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.
646	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.
647	Sarah Bowser	Parent/Guardian	
648	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.
649	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!
			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.
			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. That is just grade 1!
			There are too many standards that cannot be covered in the amount of time given to teach Social Studies. 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? In the past we have had a mix of educators and community members, members from across the state, representation from different sized school districts. 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. Disappointed in the proposed standards on so many levels.
650	Kim Clark	K-12 Educator	
651	Lisa Sather-long	Grandmother	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.

A		D
2	Name	Kindergarten - Introduction to America
637	Lindsey Tellinghuisen	Developmentally inappropriate
638	Elizabeth Ekeland	
639	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.
640	Susan Turnipseed	
641	Naomi Huisman	
642	Jennifer	
643	Alex Johnson	
644	Jessica Jorgensen	
645	Stacie Tschetter	
646	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.
647	Sarah Bowser	
648	Maria	
649	Melissa Meidinger	WOW . . . as a teacher I cannot even memorize / do some of these and we expect littles to do it!?
650	Kim Clark	
651	Lisa Sather-long	

	A	E	F
2	Name	1st Grade - World to 315 and America 1492-1787	2nd Grade - World 315-1492 and America 1787-1908
637	Lindsey Tellinghuisen	Developmentally inappropriate	Developmentally inappropriate
638	Elizabeth Ekeland		
639	Jessie Fjeldheim		
640	Susan Turnipseed		
641	Naomi Huisman		
642	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!	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.
643	Alex Johnson		
644	Jessica Jorgensen		
645	Stacie Tschetter		
646	Katrina Callahan	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 wayyyyyy 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.	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.
647	Sarah Bowser	Is it reasonable to assume that these requirements are age appropriate? Where teachers consulted?	
648	Maria		
649	Melissa Meidinger		
650	Kim Clark	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.	
651	Lisa Sather-long		

	A	G	H	I
2	Name	3rd Grade - World to 60 B.C.E. and America 1492-1763	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
637	Lindsey Tellinghuisen	Developmentally inappropriate	Developmentally inappropriate	Developmentally inappropriate
638	Elizabeth Ekeland			
639	Jessie Fjeldheim			
640	Susan Turnipseed			
641	Naomi Huisman			
642	Jennifer			
643	Alex Johnson			
644	Jessica Jorgensen			
645	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.
646	Katrina Callahan	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 state 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.	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.
647	Sarah Bowser			
648	Maria			
649	Melissa Meidinger			
650	Kim Clark			
651	Lisa Sather-long			

	A		J		K		L	
2	Name		6th Grade - Influential Ideas in History and Civics to 1815		7th Grade - America 1492-1877		8th Grade - America 1877-2008	
637	Lindsey Tellinghuisen							
638	Elizabeth Ekeland							
639	Jessie Fjeldheim							
640	Susan Turnipseed							
641	Naomi Huisman							
642	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.						
643	Alex Johnson							
644	Jessica Jorgensen							
645	Stacie Tschetter							
646	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.		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.	
647	Sarah Bowser							
648	Maria							
649	Melissa Meidinger							
650	Kim Clark							
651	Lisa Sather-long							

	A	M	N	O
2	Name	9-12 World History Ancient to Modern	9-12 - Economics	9-12 - United States History 1492-2008
637	Lindsey Tellinghuisen			
638	Elizabeth Ekeland			
639	Jessie Fjeldheim			
640	Susan Turnipseed			
641	Naomi Huisman			
642	Jennifer			
643	Alex Johnson			
644	Jessica Jorgensen			
645	Stacie Tschetter			
646	Katrina Callahan			
647	Sarah Bowser			
648	Maria			
649	Melissa Meidinger			
650	Kim Clark			
651	Lisa Sather-long			

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
			<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>
652	Jennifer Macziewski	K-12 Educator	
653	Kathy King	Grandparents	
			<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>
654	LeighAnn Dunn	K-12 Educator	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.
655	Nathan Staton	Parent/Guardian	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.
656	Megan	Parent/Guardian	Most of this does not align with being age appropriate!
657	Megan Dahle	Parent/Guardian	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.
658	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).
659	Sarah Reppe	Parent/Guardian	<p>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.</p> <p>I am seriously hoping that these so called "standards" are NOT passed.</p> <p>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.</p> <p>Please ask an elementary educator what should be considered "standards", as they would know more than anybody.</p>
660	Caron de la Montanya	K-12 Educator	<p>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.</p> <p>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.</p>
661	Lachelle olivier	K-12 Educator	<p>I can not believe that you expect a 1st grader to do, when most adults and even our president cannot do!!</p> <p>Go back to allowing educators tweek the standards. This is one area Gov. Noem has overstepped!!</p>
662	Diane Reyelts	k-12 Educator (School Psychologist) and Parent	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Thank you for the opportunity to share comments from the perspective of a professional educator and parent.</p>
663	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.
664	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.
665	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.
666	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
2	Name	Kindergarten - Introduction to America
		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. 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? 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? 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. If you dig in to all the other content standards for kindergarten, many - almost all - are written with "With prompting 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.
652	Jennifer Macziewski	These standards will overwhelm teachers and students. This is not best practice or research based.
653	Kathy King	Ridiculous
654	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
655	Nathan Staton	
656	Megan	
657	Megan Dahle	
658	Jamie Healy	Developmentally inappropriate and too extensive to expect to be taught at this level
659	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.
660	Caron de la Montanya	
661	Lachelle olivier	
662	Diane Reyelts	
663	David Thomas Swank	No major objections
664	Galen Hoogestraat	
665	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!
666	Tricia Runyan	Not age appropriate.

	A	E	F
2	Name	1st Grade - World to 315 and America 1492-1787	2nd Grade - World 315-1492 and America 1787-1908
		<p>The 1st grade standards are outrageous and inappropriate 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 conceptualize 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, Louisiana 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>	<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>
652	Jennifer Macziewski		
653	Kathy King	Ridiculous	Ridiculous
654	LeighAnn Dunn	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!!!!	I just can't comment.. this is getting ridiculous and absolutely impossible
655	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.	
656	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.	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
657	Megan Dahle		
658	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 Declaration of Independence and the Preamble. What is the point of memorizing historical documents that they cannot understand.	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
659	Sarah Reppe	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.	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.
660	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.	
661	Lachelle olivier		
662	Diane Reyelts		
663	David Thomas Swank	Large portions of these standards are not developmentally appropriate. Also, memorization of the Preamble and portions of the constitution are unnecessary.	These standards are not developmentally appropriate.
664	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.	
665	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. 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.	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.
666	Tricia Runyan	Not age appropriate.	Not age appropriate

	A	G	H	I
2	Name	3rd Grade - World to 60 B.C.E. and America 1492-1763	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
652	Jennifer Macziewski			
653	Kathy King	Ridiculous		
654	LeighAnn Dunn	Ugh way too much	Again, way too much info!!	
655	Nathan Staton			
656	Megan			
657	Megan Dahle			
658	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	Developmentally inappropriate and too extensive to expect to be taught at this level
659	Sarah Reppe			
660	Caron de la Montanya			
661	Lachelle olivier			
662	Diane Reyelts			
663	David Thomas Swank			
664	Galen Hoogestraat			
665	Lori Jackson	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?	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.
666	Tricia Runyan	Not age appropriate	Not age appropriate	Not age appropriate

	A	J	K	L
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877	8th Grade - America 1877-2008
652	Jennifer Macziewski			
653	Kathy King			
654	LeighAnn Dunn			
655	Nathan Staton			
656	Megan			
657	Megan Dahle			
658	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.	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?
659	Sarah Reppe			
660	Caron de la Montanya			
661	Lachelle olivier			
662	Diane Reyelts			
663	David Thomas Swank			
664	Galen Hoogestraat			
665	Lori Jackson			
666	Tricia Runyan	N/a	N/a	N/a

	A	M	N	O
2	Name	9-12 World History Ancient to Modern	9-12 - Economics	9-12 - United States History 1492-2008
652	Jennifer Macziewski			
653	Kathy King			
654	LeighAnn Dunn			
655	Nathan Staton			
656	Megan			
657	Megan Dahle			
658	Jamie Healy	This is too much content, too big of a time span to cover in a semester		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.
659	Sarah Reppe			
660	Caron de la Montanya			
661	Lachelle olivier			
662	Diane Reyelts			
663	David Thomas Swank			
664	Galen Hoogestraat			
665	Lori Jackson			
666	Tricia Runyan	N/a	N/a	N/a

	A	P
2	Name	9-12 - United States Government
652	Jennifer Macziewski	
653	Kathy King	
654	LeighAnn Dunn	
655	Nathan Staton	
656	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.
657	Megan Dahle	This is so bad...all of it. Burn it and start from scratch. How embarrassing for you.
658	Jamie Healy	
659	Sarah Reppe	
660	Caron de la Montanya	
661	Lachelle olivier	
662	Diane Reyelts	
663	David Thomas Swank	
664	Galen Hoogestraat	
665	Lori Jackson	
666	Tricia Runyan	N/a

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
667	Faythe J Yerdon	K-12 Educator	
668	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>
669	J Bruner	Parent/Guardian	<p>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".</p>
670	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.
671	Alison	K-12 Educator	These standards are all so inappropriate for the grade levels. They need to be reviewed and revised/rewritten by EDUCATORS!
672	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.
673	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.
674	Maggi Soulek	K-12 Educator	<p>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.</p> <p>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.</p> <p>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.</p>

A		D
2	Name	Kindergarten - Introduction to America
		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. K.SS.1. C. The student can name his or her town, township or city, county, state or reservation, country, and continent. - County, and Continent are advanced vocabulary and should not be included at the kindergarten level. D. The student can distinguish on a map between oceans, lakes, rivers, and mountains. -This specific vocabulary is too advanced. It should be changed to "identify landforms and bodies of water on a map". F. The student can use sequential terms correctly to narrate personal and historical events, including first, next, last, before, and after. -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. 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. -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. I. The student can use the word "because" correctly in answer to questions of "why" and cause and effect. -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. N. The student can recite the "Pledge of Allegiance" from memory. - 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. 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. -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. 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. - 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.
667	Faythe J Yerdon	
668	Rochelle Schultz	K.SS.3: Women are underrepresented in list. K.SS.4: Native American influence on American symbolism not included.
669	J Bruner	America started WAY before Christopher Columbus (who actually didn't discover America and was a terrible human)
670	Cassie	
671	Alison	
672	Sherry Olson	Too much, too complex
673	Donavan Soulek	
674	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.

	A	E	F
2	Name	1st Grade - World to 315 and America 1492-1787	2nd Grade - World 315-1492 and America 1787-1908
667	Faythe J Yerdon		
668	Rochelle Schultz	1.SS.1.k: Architectural styles is a middle school skill, not 1st grade. 1.SS.1.o: Reciting preamble is a 5th or 6th grade skill. 1.SS.2.a: These map locations are a 5th grade skill. 1.SS.4.c-h: These topics are better for high school students. 1.SS.5.a-e: Too advanced for 1st graders. This is high school material. 1.SS.8-10: Too advanced. Possibly introduce in 4th grade.	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.
669	J Bruner	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.	Will national holidays include other cultural holidays like Kwanzaa, 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
670	Cassie		
671	Alison		
672	Sherry Olson	Too much, too complex	Too much, too complex
673	Donavan Soulek		
674	Maggi Soulek		

	A	G	H	I
2	Name	3rd Grade - World to 60 B.C.E. and America 1492-1763	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
667	Faythe J Yerdon			
668	Rochelle Schultz	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.	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
669	J Bruner	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	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?
670	Cassie			
671	Alison			
672	Sherry Olson	Too much, too complex	Too much, too complex	Too much, too complex
673	Donavan Soulek			
674	Maggi Soulek			

A		J		K		L	
2	Name	6th Grade - Influential Ideas in History and Civics to 1815		7th Grade - America 1492-1877		8th Grade - America 1877-2008	
667	Faythe J Yerdon						
668	Rochelle Schultz	6.SS.1.g-i: sources should be cited, not just class notes. 6.SS.2: Too many features for one school year. Spread this over entirety of middle school. 6.SS.5-7: This is high school material		7.SS.2:c-g: Memorization work produces only temporary regurgitation . This list is too long for 7th graders, who are shedding and growing neurons. These locations should be learned and not memorized over the course of middle and high school. 7.SS.3a: Plains tribes are missing 7.SS.4-9: This material should move to high school		8.SS.4-8: This material should be moved to 9th grade	
669	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		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?	
670	Cassie						
671	Alison						
672	Sherry Olson	Too much, too complex		This is politically driven; let educators do their job		This is politically driven; let educators do their job	
673	Donavan Soulek						
674	Maggi Soulek						

	A	M	N	O
2	Name	9-12 World History Ancient to Modern	9-12 - Economics	9-12 - United States History 1492-2008
667	Faythe J Yerdon			
668	Rochelle Schultz	9-12.WH.1.c-e: Students should use reference material and cite sources 9-12.WH.2: Learning how to find places on a map is better than memorizing and regurgitating... only to clear from memory shortly after a test. 9-12.WH.3-10: Most of this is college level world history. A shortened overview or focused topics would be beneficial here.	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.
669	J Bruner	How modern? Will it again stop at 2008?		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?
670	Cassie			
671	Alison			
672	Sherry Olson	This is politically driven; let educators do their job	This is politically driven; let educators do their job	This is politically driven; let educators do their job
673	Donavan Soulek			
674	Maggi Soulek			

	A	P
2	Name	9-12 - United States Government
667	Faythe J Yerdon	
		Move topics that I mentioned earlier to high school level. These items are college level.
668	Rochelle Schultz	Essays should use research and citations, not just class notes.
669	J Bruner	Same stuff as mentioned above.
670	Cassie	
671	Alison	
672	Sherry Olson	This is politically driven; let educators do their job
673	Donavan Soulek	
674	Maggi Soulek	

	A	B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
675	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.
676	Miranda Fuhrer	K-12 Educator	
677	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!
678	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.
679	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.
680	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.
681	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.
682	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.
683	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.
684	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.
685	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 comitee. 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.
686	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.
687	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.
688	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.
689	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.
690	Andrea Stanosheck	K-12 Educator	These standards were not written by SD educators or even by the current committee. Who were they written by? Please be transparent.
691	Connie	K-12 Educator	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?
692	Peter Hasby	Parent/Guardian	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.
693	Jeff Ganschow	K-12 Educator	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?
694	Jenny Barthel	K-12 Educator	
695	Kelli	K-12 Educator	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.

	A	D
2	Name	Kindergarten - Introduction to America
675	Christen Hildebrandt	These standards are not developmental appropriate and relay to much on memorization which is not help for higher order thinking.
676	Miranda Fuhrer	Would you like me to stop teaching them who to write their name?
677	Susan Horner	
678	Kirstin	
679	Krista Kirst	
680	Amber Finnesand	
681	Joy Berg	
682	Nikki Dawson	
683	Kyla Schuster	
684	Jacob	
685	Sarah Bertsch	
686	Cheryl Prunty	
687	Bree Oatman	
688	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.
689	Amber E	
690	Andrea Stanosheck	
691	Connie	Not developmentally appropriate
692	Peter Hasby	
693	Jeff Ganschow	Way too advanced for kindergarten students
694	Jenny Barthel	
695	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?

	A	E	F
2	Name	1st Grade - World to 315 and America 1492-1787	2nd Grade - World 315-1492 and America 1787-1908
675	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.
676	Miranda Fuhrer	This is ridiculous	
677	Susan Horner		
678	Kirstin		
679	Krista Kirst		
680	Amber Finnesand		
681	Joy Berg		
682	Nikki Dawson		
683	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 ubsrud. 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.	
684	Jacob		
685	Sarah Bertsch		
686	Cheryl Prunty		
687	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?	Again, the adoption of classical education standards is counter to what peer reviewed research shows for best practices for social studies education.
688	Natalie Slack		
689	Amber E		
690	Andrea Stanosheck		
691	Connie	Not reasonable for a first grader	Not age appropriate
692	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?	
693	Jeff Ganschow	Way too advanced for 1st graders	Way too advanced for 2nd graders
694	Jenny Barthel	Consider revision	Consider revision
695	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.

	A	G	H	I
2	Name	3rd Grade - World to 60 B.C.E. and America 1492-1763	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
		<p>These standards are not developmental appropriate and relay to much on memorization which is not help for higher order thinking.</p>	<p>These standards are not developmental appropriate and relay to much on memorization which is not help for higher order thinking.</p>	<p>These standards are not developmental appropriate and relay to much on memorization which is not help for higher order thinking.</p>
675	Christen Hildebrandt	There is too much to be cover.		
676	Miranda Fuhrer			
677	Susan Horner			
678	Kirstin			
679	Krista Kirst			
680	Amber Finnesand			
681	Joy Berg			
682	Nikki Dawson			
683	Kyla Schuster			
684	Jacob			
685	Sarah Bertsch			
686	Cheryl Prunty			
687	Bree Oatman	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.	See 3rd grade comments	
688	Natalie Slack			
689	Amber E			
690	Andrea Stanosheck			
691	Connie			
692	Peter Hasby			
693	Jeff Ganschow	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.	What happened to separation of church and state? Lots of Christianity being forced down our PUBLIC schools kids' throats	Seriously, not all SD kids are Christian. QUIT the indoctrination of our students.
694	Jenny Barthel	Consider revision	Consider revision	Consider revision
695	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.	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.

	A	J	K	L
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877	8th Grade - America 1877-2008
675	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.	I think this messes up almost all middle schools scope and sequence.
676	Miranda Fuhrer			
677	Susan Horner			
678	Kirstin			
679	Krista Kirst		There was no history before Columbus??	How do you expect any child up to this point to understand most of this without having a geography class?
680	Amber Finnesand			
681	Joy Berg			
682	Nikki Dawson			
683	Kyla Schuster			
684	Jacob		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. 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. There needs to be a dedicated world geography class BEFORE students reach high school.	
685	Sarah Bertsch			
686	Cheryl Prunty			
687	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.
688	Natalie Slack			
689	Amber E			
690	Andrea Stanosheck			
691	Connie			
692	Peter Hasby			
693	Jeff Ganschow			
694	Jenny Barthel			
695	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.	Maybe; Please refer to written standards when the social studies committee had actual teachers included and involved.

A		P
2	Name	9-12 - United States Government
675	Christen Hildebrandt	There is way to much demanded to be covered in a semester class.
676	Miranda Fuhrer	
677	Susan Horner	
678	Kirstin	
679	Krista Kirst	
680	Amber Finnesand	
681	Joy Berg	
682	Nikki Dawson	
683	Kyla Schuster	
684	Jacob	
685	Sarah Bertsch	
686	Cheryl Prunty	
687	Bree Oatman	
688	Natalie Slack	
689	Amber E	
690	Andrea Stanosheck	
691	Connie	
692	Peter Hasby	
693	Jeff Ganschow	
694	Jenny Barthel	
695	Kelli	Please refer to written standards when the social studies committee had actual teachers included and involved.

A		B	C
2	Name	Which group do you represent	Proposed Social Studies standards overall
696	Kim Clark	K-12 Educator	
697	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.
698	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.
699	Janel Wright	Student	Keep your religious indoctrination out of the public schools
700	Emily	Parent/Guardian	
701	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.
702	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.
703	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!!
704	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?
705	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.
706	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.
707	Rachel Rivera Nemmers	K-12 Educator	
708	ryan J Roehr	Parent/Guardian	get rid of it and go back to non political education.
709	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
2	Name	Kindergarten - Introduction to America
		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
		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. 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. 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. K.SS.4. The student identifies and explains the meaning of different symbols of America. Symbols may include, but are not limited to: HCG Limit the number of symbols. Ones that are appropriate for Kindergarten. This could be: 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 andPresidents 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) 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. K.SS.1. The student learns the skills to complete the following tasks, completing each task with relative ease by the end of Kindergarten. This is not a standard and the topics within are all over the place. Separate understandings out. geography understanding. Government understanding Economic understanding. K.SS.1. The student learns the skills to complete the following tasks, completing each task with relative ease by the end of Kindergarten. 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. 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. 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 standards, not this long laundry list. You have What is grade appropriate for the K students? Did you have any K teachers on your committee? There should be a mix of community members, teachers and community members from across the state.
696	Kim Clark	
697	Morgan Bobzien	This is not language that kindergarteners use and is way above their heads.
698	Caitlin Podoll	Why is there a standard about using the word because? This is a language standard.
699	Janel Wright	
700	Emily	Not developmentally appropriate
701	Sonja	
702	Jessica	
703	Kim Biel	
704	Cody Severson	Why aren't kindergartners focusing on community? Helpers? Structure of local communities?
705	Natalie Eggers	
706	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.
	Rachel Rivera	
707	Nemmers	Expecting students ts to memorize and recite the pledge of allegiance is not developmentally appropriate or respectful of diverse religious beliefs.
708	ryan J Roehr	get rid of it and go back to non political education.
709	Doug Bartel	

A		E	F
2	Name	1st Grade - World to 315 and America 1492-1787	2nd Grade - World 315-1492 and America 1787-1908
696	Kim Clark		
697	Morgan Bobzien	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.	This is way over 7 and 8 year olds heads. Ask a 2nd grade teacher.
698	Caitlin Podoll	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.	
699	Janel Wright		
700	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.	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.
701	Sonja		
702	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.	
703	Kim Biel		
704	Cody Severson	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?	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.
705	Natalie Eggers	Ancient India and Babylon in first grade!????	
706	Beth Severson	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.	
707	Rachel Rivera Nemmers	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.	
708	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.
709	Doug Bartel		

	A	G	H	I
2	Name	3rd Grade - World to 60 B.C.E. and America 1492-1763	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820	5th Grade - World 1300-1648 and America 1820-1908
696	Kim Clark			
697	Morgan Bobzien	This is way over all 8 and 9 year olds heads. Ask a 3rd grade teacher.		
698	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?	
699	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.	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.	
700	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.	
701	Sonja			
702	Jessica			
703	Kim Biel			
704	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.	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?
705	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.
706	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.
707	Rachel Rivera Nemmers			
708	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.	get rid of it and go back to non political education.
709	Doug Bartel			

	A	J	K	L
2	Name	6th Grade - Influential Ideas in History and Civics to 1815	7th Grade - America 1492-1877	8th Grade - America 1877-2008
696	Kim Clark			
697	Morgan Bobzien			
698	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.	
699	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.		
700	Emily			
701	Sonja			
702	Jessica			
703	Kim Biel			
704	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.	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?
705	Natalie Eggers			
706	Beth Severson	I can't even begin to understand the choices here.	When are you going to tackle geography?	
707	Rachel Rivera Nemmers			
708	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.	get rid of it and go back to non political education.
709	Doug Bartel			

	A	M	N	O
2	Name	9-12 World History Ancient to Modern	9-12 - Economics	9-12 - United States History 1492-2008
696	Kim Clark			
697	Morgan Bobzien			
698	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.		There are way too many standards here. I would much rather students learn in-depth than scan over.
699	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.		
700	Emily			
701	Sonia			
702	Jessica			
703	Kim Biel			
704	Cody Severson			
705	Natalie Eggers			
706	Beth Severson			
707	Rachel Rivera Nemmers			
708	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.	get rid of it and go back to non political education.
709	Doug Bartel			

	A	P
2	Name	9-12 - United States Government
696	Kim Clark	
697	Morgan Bobzien	
698	Caitlin Podoll	
699	Janel Wright	
700	Emily	
701	Sonia	
702	Jessica	
703	Kim Biel	
704	Cody Severson	
705	Natalie Eggers	
706	Beth Severson	
	Rachel Rivera	
707	Nemmers	
708	ryan J Roehr	get rid of it and go back to non political education.
709	Doug Bartel	