

A	B	C	D
1	Social Studies Proposed Standards Public Comment 6-9-22		
2	Name	Which group do you represent	Proposed Social Studies standards overall
3	Patrick Cass	K-12 Educator	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.
4	Kay Hohenacker	former educator	State Board of Education Secretary Tiffany Sanderson I am asking you not to adopt the new proposed Social Studies Standards. No one without a degree in education should prepare such changes and they shouldn't do this with any political or personal agenda influencing their ideas on the outstanding jobs most educators are doing, at least consider carefully what educators recommend. The board considering these changes should at least be composed of educators who know what they are doing. These proposed changes aren't in my opinion good. We can't change past history because we want to... it happened!
5	Mike Gohrino	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.
6	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.
7	Susan Peters	Grandparent	Appreciate the time put into this project and the quality of it too.
8	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 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 social 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.
9	Emily Hatton	K-12 Educator	
10	Adam Brin	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.
11	Chandler Nelson	K-12 Educator	
12	Allison Kiesz	Parent/Guardian	To the Social Studies Standards Revision Commission: As a parent, I have spent time reviewing the proposed South Dakota Social studies Standards. 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. Out of 10 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? Because a different format was used for the proposed standards, I was very difficult to compare them to the existing standards. 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. 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? 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? There are a few standards that stuck out to me as particularly perplexing, including: 1.SS.1. Why do first graders need to learn about architectural styles of buildings? 2.SS.3.C. Carolingian dynasty 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 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. Thank you, Allison Kiesz
13	Carey Mitzel	K-12 Educator	General comments regarding proposed standards. 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. 2. Skills addressed with the standards are not developmentally appropriate. Ex. 1.SS.1.C 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. 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. 4. Standards are much too specific and again not appropriate for age/grade. 2.SS.4 Demonstrating Knowledge of Late Middle Ages and Renaissance 5. Textbooks are not in line with the standards as they are written. 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. There are so many standards not appropriate that it is hard to pick out a few.
14	Myranda	Parent/Guardian	Horrible. The board is made up of 10 political operatives. Only 6 of them have Any background in education whatsoever two of the teachers hail from the same community one doesn't even have a license the neighbor of Dan Ledeman who is absolutely a white Christian nationalist. Fury doesn't even have children and was a major political operative for Koch Brother's AFP. Lewney is an ideologue that went on a podcast extolling 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 union is Hally political in his motivation is clear. Nearly every song, motto, or piece of information they are forced to regurgitate without understanding references a Christian God. Highly inappropriate.
15	Gretchen Christenson	K-12 Educator	In general, these standards are not age appropriate in content or vocabulary (Bismarck and Panic War in 1st grade? Mobology 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. 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 works are better adjusted as adults, strengthening our families, communities, state, and nation. The benefits of acquiring these guidelines will last for generations.
16	Sara Stever	Parent/Guardian	I am so excited to see this content better covers so beautiful history as 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! 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.
17	Melissa Mølstad	Parent/Guardian	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. 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 our failures through the time spent with the peoples of each era. 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.
18	Ellie Falcon	K-12 Educator	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. 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. God that is included.
19	Ellie Falcon	K-12 Educator	They can be improved to be more age appropriate.
20	Jennifer Lensino	Parent/Guardian	standards are age appropriate
21	Elin Riedel	K-12 Educator	good accurate fair and honestly 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 but and only so we don't repeat it! 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 respectfully and appropriately provide quality social studies education to the children in our state. Thank you.

	A	E	F	G	H
1	Social Studies Proposed Standards Public Comment 8-22				
2	Name	1st Grade - World to 315 and America 1492-1787	2nd Grade - World 315-1492 and America 1787-1908	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
3	Patrick Cass				
4	Kay Hohenacker				
5	Mike Gohrino				
6	Jennifer Gustafson				
7	Susan Peters	Appropriate for age and accurate	Appropriate for age and accurate	Appropriate for age and accurate	Appropriate for age and accurate
8	Matthew	Our son is in first grade, and the proposed standards are not far off from the current content. Considering the spirated approach to learning this content, 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 guaranteed 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 he 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. THATS NOT AGE APPROPRIATE.	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.		
9	Emily Hatton		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.		
10	Adam Brin	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 SPSD as a student in the 90s.	Again, we never covered this in my education in Sioux Falls in the 90s. Valuable content.	Global context and highlights the principles Americans cherish to this day.
11	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 in 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.		
12	Allison 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.		
13	Carey Mitzel				
14	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 colonists before being introduced to other groups.	Too much curriculum not age appropriate.		
15	Gretchen Christenson				
16	Sara Steyer				
17	Gina Scribner				
18	Malissa Mostad	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.			
19	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.			
20	Jennifer Lenzino	I like that they are learning modern way of life, 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.	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!
21	Fran Riedel				

	A	J	K	L	M	N	O	P	
1	Social Studies Proposed Standards Public Comment 8-22								
2	Name	5th Grade - World 1300-1648 and America 1620-1908	6th Grade - Influential Ideas in History and Civics to 1816	7th Grade - America 1482-1877	8th Grade - America 1677-2008	9-12 World History Ancient to Modern	9-12 - Economics	9-12 - United States History 1482-2008	9-12 - United States Government
3	Patrick Cass								
4	Kay Hohenacker								
5	Mike Gohrno						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 mean 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.		
6	Jennifer Gustafson								
7	Susan Peters	Appropriate for age and accurate	Appropriate for age and accurate	Appropriate for age and accurate	Appropriate for age and accurate	Appropriate for age and accurate	Appropriate for age and accurate	Appropriate for age and accurate	
8	Mathew								
9	Emily Hatton								
10	Adam Brin	Very thorough	Smart groundwork for the remaining curriculum	Appropriate and thorough	Appropriate and thorough	Wonderful broad spectrum. I did not get this as a student in SD and felt like I missed out on a lot of global history (and western civilization history)	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	Appropriate and thorough
11	Chandler Nelson								
12	Allison Kieser			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 in social studies.				
13	Carey Mittel								
14	Miranda	Ten Commandments, preference of monotheism and life of Jesus as historical figure violates separation of church and state. Definition of "nationalism" 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.			Misses several major concepts.	Highly divisive meant to encourage volunteerism and philanthropy over taxes, poorly's unconventional families poorly, and marginalize those on welfare.		Highly divisive
15	Gretchen Christenson								
16	Sara Steiner								
17	Gina Schiffler								
18	Malissa Mostard		Thank you for focusing on how ideas shape life.						Thank you for stressing the importance of citizenship and the responsibilities to care for our country that come with the privilege of USA citizenship.
19	Ellie Falcon								
20	Jennifer Lensino	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 only part!	truth vs. subjective understanding of truth - finding a persuasive logic 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?	good	like it	good	good
21	Evan Riedel								

22	A	B	C	D
	Name	Which group do you represent	Proposed Social Studies standards overall 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 really 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.	Kindergarten - Introduction to America
23	Rebecca Aker	K-12 Educator		These standards are completely developmentally inappropriate for Kindergarten!! (and it looks like the same goes for other grades also) Here are a couple examples that came to mind as I read through them... The student can name his or her town, township or city, county, state or reservation, country, and continent. These concepts are far beyond what a 5 year old can comprehend. Today one of my highest kids told me that he went to North America over the weekend and followed it up with a sure hope we get to go back there some day. Another student once told me that they had driven a long way to go fishing somewhere. When I asked him where they went his reply was-South Dakota, have you ever been there? The student tells stories about figures from American history through 2008, including stories from their childhoods. Lives as adults, and examples of their character. Young kids don't understand the concept of time long ago. If it is not happening here and now in their little world, forget it. In kindergarten when we talk about Johnny Appleseed, George Washington, Dr. Seuss etc. and I say it is their birthday, but they aren't having anymore I often have been asked why are we talking about celebrating their birthday if they aren't living anymore or if they aren't here for us to wish happy birthday? The student can use a calendar correctly to identify days, weeks, months, and years and can correctly reference "today," "yesterday," and "tomorrow." The student can use chronological and temporal terms correctly to narrate personal and historical events, including now, long ago, in the future, last or next week, month, year, and present, past, and future. Most of these "time" concepts are too abstract for most kindergartners. We practice yesterday, today and tomorrow every single day during calendar and by the end of the year make 1/4-1/2 of the kids can show an understanding of it.
24	Shelly Piener	K-12 Educator	Totally developmentally inappropriate for young children!	
25	Shelby Mack	K-12 Educator		How many of the people and symbols do they need to know? Those lists are quite lengthy for a child at the Kindergarten age.
26	Amber Vogt	Parent/Guardian	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. 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 in 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. 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 all 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.	The standards spelled out here need to remain basic knowledge and not put too much emphasis on memorization as a Kindergarten. We need to learn how to do the basics first before we delve into making each of grade levels move a whole year.
27	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.	
28	Shannon Knopf	K-12 Educator	Not developmentally appropriate. Impossible to cover in a school year.	
29	Karen Proctor	Citizen		The proposed S.S. Curriculum offers a good introduction to our life here in America.
30	Mary Tuel	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 standards 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 Ed re-evaluate these and remember the ages of the students you are writing plans for.	
31	M.Kahle Tundand	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 assigned 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 alums 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. None focus 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.	
32	Nuth 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 line-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.	I feel mostly comfortable with these standards and feel they are attainable by some K students. I like that they apply to a 5 year old's world (family, neighborhood, classroom) but are trying to expand students' knowledge about each. My only question is about their scope (17 standards) and wondering how practical that is particularly for communities that still have 1/2 day or every other day kindergarten classes.
33	Kim Olson	K-12 Educator	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 do 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 'mis' 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.' :-( <sup>http</sup> )	
34	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.	
35	Kathryn Amdahl	K-12 Educator		

A	E	F	G	H
Name	1st Grade - World to 315 and America 1492-1787	2nd Grade - World 316-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1783	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820
22. Rebecca Aker				
23. Shelby Pleser				
24. 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.			
25. 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 student 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.	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 one pressures on teachers and administrators to meet standards that are not in line with the thought 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?	It continues and I have lost interest in being specific.....	New in 4 th grade and up it seems to be a better fit for this age bracket...my real concern is K-3.
26. 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 splendor." 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.
27. Shannon Koopf				
28. Karen Proctor	Offers an intelligent introduction to 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.	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.	
29. Mary Teitl				
30. M.Kahle Tundand				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.1.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?
31. Ruth Grinsager	I feel many of these standards are grade inappropriate, some because of their content (heavy on wars/specific battles & declination 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.C, 1.SS.4.A, B, C, 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 Hundred 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.11.1, 2.SS.12.E. Reconstruction and the Great Schism of 1378 the most important things for 2nd graders to know and understand about our world?	Again, I feel many of the things we would be asking our 8 year olds are inappropriate for that particular age either because of content (describe life on a slave ship in the Middle Passage - it was horrific - let them be innocent kids a little longer) or brain development and what the 3rd grade brain can truly understand and not just memorize (explain the Rule of Law, as asserted in the Magna Carta, compared to the Rule of Man, and its influence on leading colonists). Examples of a few specific standards (I question more than just these standards) include: 3.SS.6.F, 3.SS.7.B & G.	
32. Kim Olson	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 Waterford, 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.			
33. Mary Ann McAttee				
34. Kathryn Amthel		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.		

A	I	J	K	L	M	N	O	P
Name	5th Grade - World 1300-1640 and America 1620-1908	6th Grade - Influential Ideas in History and Civics to 1816	7th Grade - America 1492-1877	8th Grade - America 1877-2008	9-12 World History Ancient to Modern	9-12 - Economics	9-12 - United States History 1492-2008	9-12 - United States Government
22 Rebecca Aker								
23 Shelly Pieper								
24 Shelby Mack								
25 Amber Vogt								
26 Mallory								
27 Shannon Knopf								
28 Karen Proctor								
29 Mary Teit								
30 M.Kahle Tundand								
31 Ruth Grinsager	<p>I have many concerns at this grade level but I'll limit my comments to Standard 8 SS.4.C. ... explain the major ideas &amp; events surrounding the life of Jesus of Nazareth &amp; their historical effects; E ... explain the major historical events, cultural features, stories, &amp; religious contributions of early Christians, including the origins &amp; role of the Bible; F ... compare the religion of the Christians to that of the Hebrews &amp; 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, &amp; equal moral obligations of each person regardless of class or authority; H ... explain the role of the papacy &amp; historical figures in establishing Christianity &amp; Roman law in Europe and the near east, including the Christian church fathers, Ananias, the Council of Nicaea, Augustine of Hippo, &amp; 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 50 families would be concerned about what is being taught. They seem "family specific" rather than public school, grade-level specific.</p> <p>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 &amp; religious elements to the wars of religion in the 16th &amp; 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?</p>	<p>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 believe/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.</p> <p>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 "repeating."</p>	<p>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.</p>	<p>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).</p>	<p>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. Levelled learning and progression of thought is missing.</p>	<p>See my response to US History 1492-2008. (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.</p>		
32 Kim Olson	<p>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.</p>							
33 Mary Ann McAtee								
34 Rodney Amdahl								

A	B	C	D
32 Name	Which group do you represent	Proposed Social Studies standards overall	Kindergarten - Introduction to America
33	Darrell Vip School board member	While there 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?	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.
36	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.	Inappropriate
37	Dann Koller K-12 Educator		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.
38	Jean M Gunderson Parent/Guardian	There are too many standards to be mastered in the elementary grades	
39	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.	This material is way too advanced for this age group.
40	Walt 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.	
41	Heidi Gold 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. Pushing through such a large volume of topics each year will not lead to clear understandings.	
42	Lesleigh Owen Higher Education	WOW! The amount of memorization and attention to minutiae staggers the mind. Step back, broaden the scope, ease 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 "nationalism" emphasis; if we emphasize true, expansive discussions, students will decide on their own what relationship to have with citizenship.	I enjoy the general goals, but the specific information expected of kindergarten children is advanced, specific, and excessive.
43	Judith Kennedy Retired	Include all perspectives, not just the white mans	Present both Native and European immigrants perspective
44	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.	There are far too many and too complex of standards for students who are just beginning to learn to read. There is not time in Kindergarten to cover this many standards for social studies.
46	Samantha K-12 Educator		
48	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 diverse - we literally declared independence from our mother country.	
47	Tammie A Foley K-12 Educator	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 standing at it's finest.	
48	David Micheal Mattern K-12 Educator		
49	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. <u>Repeal our monopolies and show them they matter in policymaking</u>	
50	Kathy 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 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.	
51	Jessica Thorbet 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 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.	
52	Heidi Gelfoh 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 taxpayer money. 2. The curriculum is not developmentally appropriate for the age levels. All of these are way too 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.	
53	Hayley Selsau 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.	
54	Dorothy Story K-12 Educator	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. 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 so addition and yet they are asked to memorize the Preamble to the Constitution? This is absolutely NOT developmentally appropriate. 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. 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 notes on racism. It implies that there was no history before 1492, that the Native Americans that came before while 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. 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. As a taxpayer, 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. Finally, teaching these standards is not even remotely realistic. There is no curriculum or training that would support teaching these standards. Who would fund the creation of textbooks, teacher training and resources that would aid teachers in teaching content that has never before been taught at this grade level? Are we ready to sink even more taxpayer money into something that may be rewritten in a few years when it is proven to be unrealistic? Or worse, are we going to leave teachers with no resources to try to teach content that is so beyond the scope and sequence of what their students have ever done in the past? 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 state, country and international history in the classroom and funnelled them into the pockets of an out of state party that shared her same political agenda. 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 allegation that included Native American standards, and consider that before pouring money into someone else's pockets.	This is absolutely not developmentally appropriate at this level.
55	Mandy Block K-12 Educator	Many standards are not age appropriate.	

A	E	F	G	H
32 Name	1st Grade - World to 310 and America 1492-1787	2nd Grade - World 314-1432 and America 1787-1803	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
33 Darrell Vip	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, let alone, 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.		
34 Shelby	Inappropriate	Inappropriate	Inappropriate	Inappropriate
37 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.		
38 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.			
39 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.	
40 Wyatt Vander Vorst				
41 Heidi Goltz	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.			
42 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.		
43 Judith Kennedy	Again, represent all perspectives	Present factual information, to include mistakes	Present Native as well as immigrant perspectives	Include our mistakes
44 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 architectural 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 Glided Age (2.SS.12.)	Students do not need to memorize the location of all the places listed in 3.SS.2. They need to be taught how and where to find that information using the technology available today. Once again too many standards for the age group.	Too many standards - choose either World or US History
45 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.			
46 Michael Beardt				
47 Tammie A Foley				
48 David Micheal Maysone				
49 Lauren Jahn				
50 Kathy Remily				
51 Jessica Thorbet	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.		Again, in third grade there are standards that are repeated, almost verbatim from first grade. (See my comments in 5th grade)	
52 Heidi Gefroh				
53 Hayley Sotreau				
54 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.	This is absolutely not developmentally appropriate at this level.	This is absolutely not developmentally appropriate at this level.
55 Nancy Blenk				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 5-8 none of these are appropriate. Roman Empire, Middle Ages, Late & High Middle Ages, all 3 moved in high school.



	A	J	K	L	M	N	O	P		
32	Name	5th Grade - World 1300-1640 and America 1620-1908	6th Grade - Influential Ideas in History and Civics to 1816	7th Grade - America 1492-1877	8th Grade - America 1877-2008	9-12 World History Ancient to Modern	9-12 - Economics	9-12 - United States History 1492-2008	9-12 - United States Government	
33	Barrell Vix									
36	Shelby	Inappropriate				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	Appropriate	
37	Dan Koller									
38	Jean M Gurderson									
39	Tracy	This material is way too advanced for this age group.	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.	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.	This material is way too advanced for this age group.	
40	Walt Vander Vorst									
41	Heidi Gold	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.		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.	While there are many important topics covered by the proposed standards, I do not believe all of the content will be relevant to 8th graders. Also, the amount of standards exceeds available time to cover them thoroughly or effectively.	The number of proposed standards is not time-appropriate. The amount of information to be covered would require at least one academic year to properly cover.				
42	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.				Okay, why does mention of Indigenous differences always include reference to warfare? Not all tribes and peoples are or were warring, and strife is not the only or even most important aspect of life and social change.		
43	Judith Kennedy	Include more than what man version.	Teach good citizenship and what is needed for democracy.	Include Native perspective. Do not give Columbus too much credit.	Include all facts, all perspectives.	Include how it related to America during that time.	Teach being good steward of all resources.	Include perspective of immigrants, Natives and enslaved people.	Teach importance of separation of church and state and how to maintain democracy.	
44	Amv Long	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.	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 opinion on a topic and citing evidence to support their opinion. U.S. History from the Revolutionary War thru World War II should be covered.					
46	Samantha									
48	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.		
47	Tammie A Foley							The United States started in 1776 - Columbus didn't even reach America. Covering nearly 600 years of history in a semester is insane!		
48	David Michael Maroney				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.			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 2009?		
49	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 needs to be explicitly examined through the lens of minorities. Without adequate representation of underrepresented groups, they will continue to be marginalized. If standards or content is censored or banned due to representation of straight Christian males, history will continue to be homogeneous when it actually is not.		Differentiation in ethnicity, religion, community, societal norms, and traditions must be encouraged. Students should have perspectives and experiences with diversity that they may not have in their South Dakota communities.			
50	Kathy Remily	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 - 1640 and then American history from 1620 - 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 be 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 their own country and its rich and complex history.								
51	Jessica Thorbet	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.								
51	Jessica Thorbet	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 needed just like these.								
52	Heidi Gefroh									
53	Haley Slettau		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.	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.	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.			
54	Dorothy Story	While this information may be developmentally appropriate, it leans heavily on prior knowledge that would be given in 1st-4th grade. The problem is that that information is not developmentally appropriate, so it would not be retained, and this new information would have no foundation of understanding on which to build on. Additionally, there is entirely too much information to master in one year that is stated here, and there are no resources nor teacher training in which to completely change what is taught at this grade level.	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.	And a little louder for the racist in the back, AMERICAN HISTORY DID NOT START IN 1492.				And just one more time, because apparently this committee was incredibly racist and hates Native Americans: AMERICAN HISTORY DID NOT BEGIN IN 1492.	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.	
55	Marcy Blank									

ID	A	B	C	D
Name	Which group do you represent	Proposed Social Studies standards overall	Proposed Social Studies standards overall	Kindergarten - Introduction to America
56	Kristen Durlan	Parent/Guardian	In regards to the teacher trainos. I fully expect that they will be paid for every minute of their time spent at the trainno sessions; especially if the trainno occurs outside of their contracted time.	
57	Carol Christanson	retired educator	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. 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. Can you identify major public buildings in Washington, DC and their architectural styles? The scope of the requirements appears to ignore the fact that teachers have numerous subjects beyond social studies, that demand classroom attention and instruction. How did the fall of Rome become a second grade standard? Why is Chronological Order such a fascination of this committee? 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! South Dakota has once again proven that it doesn't acknowledge educational expertise or research-based instructional scope and sequence. 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.	
58	P.A. Harens	K-12 Educator	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. NTRO - 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 Audience, 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 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 it 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 span 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. 9. Advancing 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 (3C) 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 Pedagogical Learning in the K-12 Social Studies Classroom Edited by Brad M. Maguth (Stora Wy Copyright Year 2020) This is why inquiry based learning is important to education. You should not eliminate it as a working learning process from a teacher. Consider the student, a teacher should use every available method for the learning of the student. 10. 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 make use 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 appropriateness? 10. Debating current political positions or parties 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, role learning, etc...). 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 memorization, rote learning, no understanding but memorization, and mandated content. Integrated Civics Definition of civics is 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 classroom South Dakota history class is not what we need. Plus, what 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.	
59	Dani Ruhd	K-12 Educator	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 specialists supposed to be cancelled so teachers can have the time to teach 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.	see overall comments below
60	VanEaton	K-12 Educator	These are the most lambrly 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 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 disappointed 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 disappointing. These should absolutely be thrown out and then have students actually taken into account with the next try. I am completely disgusted by this.	Completely unattainable as these standards are not developmentally appropriate. There is clearly no understanding of the human brain and childrens' learning taken into account in the writing of these standards.
61	Emily Fink	Parent/Guardian	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. 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. Do not approve these standards.	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.
62	Lynn Kluhn	Retired 7-12 Social Studies teacher	I will submit another feedback for the rest of the 9-12 standards once I have time to review them all. To be quite honest, these standards are far from objective and need to be reworked. 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 rewriting 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.	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.
63	Sarah Burkett	Parent/Guardian	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. 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.	
64	Michelle Curtis	K-12 Educator		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.
65	Julia Molman	K-12 Educator	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.	Too advanced topics. Too much information to cover
67	Gavmeh	K-12 Educator	The current social studies standards are built around the ideas of critical thinking, inquiry, problem solving, and communication. I see none of that in 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.	
68	Janet warne	I am a Paraprofessional and a parent	2020	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.
69	Amy D.	Parent/Guardian	Many of these standards are completely inappropriate for the age levels as written. Memorization of the phrases and passages at various levels are unsuitable skills developmentally. With a background in child development, and a close knowledge of the publishing industry, I can say that the content and 'skills' of the elementary standards are completely inappropriate and the materials that would be needed to 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 unresponsible institution that created them. Please call on professional educators to create standards and content that are relevant to our students knowledge and developmental levels.	

A	E	F	G	H
60 Name	1st Grade - World to 315 and America 1492-1787	2nd Grade - World 315-1492 and America 1787-1908	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
60 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?			
61 Carol Christanson				
62 P.A. Harens				
63 Dani Ruhd	see overall comments below	see overall comments below	see overall comments below	see overall comments below
64 Van Eaton	Completely unattainable as these standards are not developmentally appropriate. There is clearly no understanding of the human brain and childrens' 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 childrens' 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 childrens' 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 childrens' learning taken into account in the writing of these standards.
61 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 gaze over all topics and not get into depth of any of them.			
62 Lynn Kwaan	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 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.	The majority of the standards are not age appropriate.	The majority of these standards are not age appropriate.
63 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.	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.
64 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.		
65 Julia Molman				
66 Taylor Henwood	Too advanced topics. Too much information to cover.	Too advanced topics. Too much information to cover.	Too advanced topics. Too much information to cover.	Too advanced topics. Too much information to cover.
67 Gavmeh	The chart at the beginning of the standards states the overall study of soc studies is World: To 315 and America: 1492-1787. Why is this a standard? N. The student can recite the following line from the Declaration of Independence from memory. "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the Pursuit of Happiness." C. So what, they can memorize it. for first graders, the use of this vocabulary is developmentally inappropriate and honestly a big waste of time. I have taught first and second grade. We need to figure out our place in the world, understanding and exploring community helps, 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.			
68 Janet warne	good	good	good	good
69 Amy D.				

	A	J	K	L	M	N	O	P	
50	Name	5th Grade - World 1300-1640 and America 1620-1908	6th Grade - Influential Ideas in History and Civics to 1816	7th Grade - America 1492-1877	8th Grade - America 1877-2008	9-12 World History Ancient to Modern	9-12 - Economics	9-12 - United States History 1492-2008	9-12 - United States Government
56	Kristen Dunlap								
57	Carol Christman								
58	P.A. Harens								
59	Dani Ruhd	see overall comments below	see overall comments below	see overall comments below	see overall comments below	see overall comments below	see overall comments below	see overall comments below	
60	Van Eaton	Completely unattainable as these standards are not developmentally appropriate. There is clearly no understanding of the human brain and childrens' 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 childrens' 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 childrens' 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 childrens' learning taken into account in the writing of these standards.	Due to the fact that the preceding standards will not be understood when they are taught as they are not age and developmentally appropriate, cumbersome and too many, children will not have the basis needed to attain understanding of the 9-12 content.	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.	
61	Emily Fink								
62	Lynn Klaas	The majority of these standards are not age appropriate.		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.	These standards should be taught at the 9-12th grade level, not 8th grade. This is too much American History to try to teach in one school year. In fact, it's not humanly possible to do so. I know that from experience. It shows, again, that the group of individuals on this social studies standards panel has NO (or little) experience in the classroom. We are in the trenches in educated students. Social studies teachers know what works and what does not.	Will submit at a later time.	Will submit at a later time.	Will submit at a later time.	The standard C. 16.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. 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.16.F, the word democracy should be included. In the standard C.16.C, city and county local governments should be included.
63	Sarah Burkett	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.	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.	Much of this was covered in middle school. Shouldn't there be variety in content so more of history can be covered	9-12.U.S.H.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.U.S.H.16.1 "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.	The standards are too specific and read like a list of tasks to complete and ideals to teach by.
64	Michelle Curtis								
65	Jana Molman			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					
66	Taylor Henwood	Too much information to cover							
67	Ganemh								
68	Janet warne	good	good	good	good	good	good		
69	Anny D.								

A	B	C	D
69	Name	Which crowd do you represent	Process Social Studies standards overall
70	Gavneeth Fashachai	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's Taxonomy (https://civ.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>
71	Karen A. Schlekewy	K-12 Educator	<p>In a short review of the proposed standards I could not help but be dismayed! 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. 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? 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. 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. 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. 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. Third time is the charm! Karen the Librarian</p>
72	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>
73	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 filled in fighting our way out over all of our history no matter how imperfectly we have done it.</p>
74	Leesa Haueland	Retired primary teacher taught K-1 from 1978-2017	<p>These standards are ludicrous, absurd, ridiculous, outrageous and totally inappropriate for the ages to which they are assigned. And did we seriously pay \$200k for an out of state facilitator to spearhead this? Whatever happened to SD YOU k-12 educators sitting on curriculum revision teams???</p>
75	Sandra Lauer	Retired educator in SD and MN	<p>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. Sues is more realistic! Focus on realist goals! Come SD!</p>
76	Chancy	Parent/Guardian	<p>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 to 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.</p>
77	Robyn R. Ventura	none listed	<p>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 the 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 tout 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 just 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.</p>
78	Jenny Hawk-Heinig	Retired Educator	<p>I have taught US History for 18 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 Rusnik-Cross I have a bachelors degree in History/Education from the University of Sioux Falls, a master's degree in US History from USD and a master's degree in US History Education from DWU. Both master's degrees were earned through a special federal program that included teachers throughout SD.</p>
79	Lorayna Lee Papousek	K-12 Educator	<p>I am a fourth-grade teacher in VanDusen. 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 standards I do and the success they have in my class with great foundational skills and are ready to tackle more complicated material when they learn in 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 material 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 4.2.S.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 heard 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.</p>
80	Janet Rusnik-Cross	K-12 Educator	<p>Standards not accurate. Let real educators decide!</p>
81	Parent/Guardian	Not appropriate	<p>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!</p>
82	Marie Williams	Parent/Guardian	<p>Are we living in the same world???? There is a division of religion and state for a reason. How can we possibly hire a teacher from Hillsdale (with no credentials) to change our social studies curriculum???? HOW IS THIS OK? As a South Dakota resident, I am ENRAGED! I am a religious person, and I'd 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.</p>
83	Abigail Lucchesi	not stated	<p>I am a fourth-grade teacher in VanDusen. 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 standards I do and the success they have in my class with great foundational skills and are ready to tackle more complicated material when they learn in 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 material 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 4.2.S.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 heard 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.</p>
84	Janet Morrow	K-12 Educator	<p>Standards not accurate. Let real educators decide!</p>

A	E	F	G	H
Name	1st Grade - World to 315 and America 1492-1787	2nd Grade - World 315-1492 and America 1787-1908	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
70	Givneeth Fashacht			
71	Karen A Schiekeway			
72	Mary Bowne Not appropriate	Not appropriate	Not appropriate	Not appropriate
73	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 colonists 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.	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.
74	Leesa Hauvaland 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!		
75	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?			
76	Chancy			
77	Robyn R Ventura			
78	Jenny Hawk-Hehrig	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 iceberg. 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, unachievable 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.		
79	Lorayna Lee Papousek			
80	Janina Rusink-Cross Standards not accurate. Let real educators decide!			
82	Marie Williams			
83	Abigail Lucchesi			
84	Janet Morrow			

A	I	J	K	L	M	N	O	P
70	5th Grade - World 1300-1640 and America 1620-1908	6th Grade - Influential Ideas in History and Civics to 1816	7th Grade - America 1492-1877	8th Grade - America 1877-2008	9-12 World History Ancient to Modern	9-12 - Economics	9-12 - United States History 1492-2008	9-12 - United States Government
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71	Karen A Schlekeway							
72	Mary Bowne Not appropriate							
73	Wendy Olson 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 in 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.	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 Americans 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.	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 regions 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.	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 why and when of its abolition in America. The detailed study of free market economics throughout our history is very pertinent to today.
74	Lessa Hauland							
75	Sandra Lauer							
76	Cansoy							
77	Robyn R Ventura							
78	Jenny Hawk-Heitig							
79	Lorayna Lee Papousek							
80	Janan Ruzink-Cross Standards not accurate. Let real educators decide!							
81								
82	Marie Williams							
83	Abigail Lucchesi							
84	Janet Morrow							

A	B	C	D
93	Name	Which group do you represent	Process Social Studies standards overall
94	Megan	K-12 Educator	I was not impressed with how extreme the content is. A 7 year old 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/famous events and cultures, but in an appropriate way.
95	Rainee Likko	School staff and parent	The proposed standards are clear and concise. I am not a fan of the standard that says "I will no longer sense in the public school system nor will my children attend public school if these standards are passed. I'm embarrassed for my 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 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.
97	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.
98	Martha Nyström	Retired K-6 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.
99	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.
100	Kayla Resco	K-12 Educator	While I agree with and uphold the DSEU standards and how they've 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.
101	Jeremy Robert Blatz	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.
102	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.
103	Kim Clark	K-12 Educator	Guiding Principles review 1. Standards must not indicate a specific textbook or curriculum. Where did these standards come from? What research and references were used to write these standards? These standards as written feel like they came from an established curriculum or textbook. 2. Standards should not be exhaustive..... When we have tripled or quadrupled the standards they are very exhaustive. When we ask students to learn concepts that are not age appropriate they are exhaustive. When we do not have themes or anchor standard K-12 they are exhaustive. When we tell students exactly what to do they are exhaustive. 3. Social studies standards should follow the natural order of historical events, moving chronologically as the events actually unfolded. Themes emerge... A chronological movement through history.... Currently World History is in middle and high school. Explain why it is in K-6. The proposed standards do not have themes that are K-12, rather time periods in History. World History is not chronological in K-5. 4. Each standard should be written with clear, direct language that leaves little doubt about what is being asked of the teacher and student. The standards as written are at a low cognitive level, a regurgitation of facts to be learned and memorized. 5. Students should be asked to demonstrate their knowledge in ways that reflect ordinary means of communication, such as: name, explain, tell of, describe, tell the story of, list, locate, tell the biography of, read, write, etc. Is the committee familiar with the Webb's Depth of Knowledge levels? By giving no idea of understanding needed you have made them harder not easier to teach. Not clear or concise. 6. Social studies standards should spiral between grade levels, with students building on prior knowledge and deepening their understanding with each study of a given topic. Standards that spiral have foundational understanding with increasing complexity. Standards that spiral have themes or anchor standards K-12. These standards skip grades, are age inappropriate in K-6, have an amount of standards that can only be taught superficially in order to get through all the material and are sets of facts in a given time period. The study of South Dakota History and Ooak Sateowin History does not spiral. 7. Social studies skills, history, geography, civics, and economics should be included at every grade level and should also build upon skills and knowledge learned in previous grades. Sadly, they are all over the place, mixed in, hard to follow, increase in complexity? Hard to tell because you have the words tells, shows, locates, explains at every grade. 8. Inquiry-based learning is a pedagogical approach that lies outside the scope of a standard. We want that to take place in the other content areas, but not Social Studies? The committee gets to decide this? 9. The goal of K-12 social studies is not to create research-based historians, just as math class does not try to create professional mathematicians or science class research scientists. In English Language Arts standards K-6, Writing, students are introduced to research as early as Kindergarten. K-2 students participate in shared research (K.W.7, 1.W.7, 2.W.7), grades 3-5 students Research to Build and Present Knowledge (3.W.7, 4.W.7-10, 5.W.7-10). Students are very capable of research.
104	Theresa Yada	Parent/Guardian	Terrible. Terrible. Terrible.
105	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 kindergartners. 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.
106	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 you're kids do not care about things that look like this one. To teach. 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.
107	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.
108	Dm 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.
109	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 request 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 country. Could I get some clarification on what is meant by debating political positions? They would not be able to teach the unit on platforms and planks?
110	Alan Baskerville	K-12 Educator	The standards are absolutely inappropriate. Jumping between ancient civilizations and American History would be nothing more than confusing to elementary students.
111	Kathy Cruse	Retired elementary teacher (4-5), Non-profit administration	You are setting them up to fail with these standards. 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 without 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.
112	Patty	Concerned SD resident	After looking at the new proposed social studies standards I am appalled. It is very apparent there is no one on that task 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 list 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.
113	M. Kathie Turftland	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 continue - not be squelched by politicians! 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 rational and civil manner. The admission 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 or 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 positions educators should have been included in the development of the standards.
114	Robert A. Sillis	K-12 Educator	Too much!
115			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 kindergartner student's brain development.



A	E	F	G	H
93 Name	1st Grade - World to 315 and America 1492-1787	2nd Grade - World 315-1492 and America 1787-1908	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
94 Megan	Not developmentally appropriate	Not developmentally appropriate	Not developmentally appropriate	Not developmentally appropriate
95 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.	Way beyond comprehension level for this age.	Way beyond comprehension level for this age.
97 Christina Daver				

	A	J	K	L	M	N	O	P	
93	Name	5th Grade - World 1300-1649 and America 1620-1908	6th Grade - Influential Ideas in History and Civics to 1816	7th Grade - America 1492-1877	8th Grade - America 1877-2008	9-12 World History Ancient to Modern	9-12 - Economics	9-12 - United States History 1492-2008	9-12 - United States Government
94	Megan	Not developmentally appropriate							
95	Rainee Lisko	Way beyond comprehension level for this age. Do not want any Christianity taught to my child	None	None		None	None	None	None
97	Christina David								
98	Martha Nyström	I do not agree with these standards.	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.	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.	I do not agree with these standards. There needs to be a complete revision with trained educators on the committee.
99	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.			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.
100	Kayla Resco	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.		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.				
101	Jeremy Robert Riaty							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, benefit 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.	
102	Rae O'Leary								
103	Kim Clark	Not age appropriate	Not age appropriate	Not age appropriate					
104	Theresa Yada								
105	Brandy Peterson								
106	Toya Homan								
107	Jennifer Geuther								
108	Dan Gillespie	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 than most adult voters. I am sure they are too young to comprehend and know the importance of world history at this age.	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.				
109	Kari Furman	These standards are way too difficult for a 5th grade student.							
110	Alan Baskerville								
111	Kathv Cruse	American History, economics of areas in the US	World History at an appropriate level plus inventions/economics	n/a	n/a	n/a	n/a	n/a	n/a
112	Patty								
113	M. Kathie Turftand								
114	Robert A. Sittin								

A	B	C	D
ID	Name	Which group do you represent	Proposed Social Studies standards overall
100	Healey Schmidt	Concerned Citizen	<p>It is outrageous that these standards include information beyond a reasonable scope of understanding among many of the age groups. Additionally, I would appreciate a separation of church and state in our public schools unless there are also plans to teach extensively about religious leaders of ALL religions. Furthermore, I would appreciate a large board of South Dakota educators to approve this and that these names are published. Please don't make South Dakota schools and the social studies standards unrealistic and untrue. Teach (at age appropriate times) all history as it happened.</p> <p>The lack of inclusion of educators in creating these standards</p> <p>The wasted time of the previous standards committee</p> <p>The unrealistic skills and content that are assigned to elementary grade levels</p> <p>The removal of early American history, specifically the indigenous perspective and any history pre-European contact</p> <p>re-state the existing standards for another cycle and restart the process in 7 years</p> <p>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.</p> <p>the high cost to purchase new curriculum.</p>
101	Debi Krusz	K-12 Educator	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.
102	Lyndi Hudson	Parent/Guardian	
103	Jeanv 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.
104	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.
105	Emily Boes	Parent/Guardian	Enough pressure is already placed on Kindergarten (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.
106	Justin Goetz	Student	
107	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.
108	Beverly Grassner	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 one and I hope school so I don't feel I can say more. But overall I'm very excited to see this.
109	Jennifer Shinnip	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?
110	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 we learn 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.
111	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.
112	Jennifer	K-12 Educator	There is a disconnect between the deaths of knowledge. Many 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.
113	Janet Morrow	K-12 Educator	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 Haves actually began as a monarchy until white colonization built sugar cane plantations, etc and the monarchy was overthrown. 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, disincorporate, etc.?
114	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 ideology 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.
115	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.
116	Pamela Mettler	Grandparent, SD citizen, retired elementary educator	<p>"Where are teachers and schools supposed to get curriculum that cover all of these standards."</p> <p>"What happened to separation of church and state?"</p> <p>"Maybe I missed it, but where is South Dakota History?"</p> <p>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.</p> <p>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.</p>
117	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.
118	Caroly 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!
119	Julie Prasek	K-12 Educator	Let SD teachers teach — government shouldn't be telling us how. No wonder we have fewer and fewer teachers.
120	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 state/grade standards, and then decide whether these are appropriate.
121	Baxana Ulmermark	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 chosen. To be in this "curriculum" committee.
122	Baxana Ulmermark	Parent/Guardian	Very opposed to these standards.
123	Baxana Ulmermark	Parent/Guardian	Please choose people for the committee that actually teach and understand curriculum.
			Kindergarten - Introduction to America
			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!
			The list on this proposed content list is exhaustive and ridiculous for a kindergarten level.
			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!
			Children at this level learn concretely. I question if the curriculum creators asked an experienced Kindergarten teacher.
			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?
			These standards are not developmentally appropriate for 5 and 6 year old students!
			Extremely inappropriate standards for Kindergarten level students.

	A	E	F	G	H
100	Name	1st Grade - World to 315 and America 1492-1787	2nd Grade - World 315-1492 and America 1787-1908	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
106	Halley Schmidt				
107	Desi Kruz				
107	Lynndi Hudson				
108	Jeanv Salter			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 the 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.	
108	Leah				
110	Emily Boes				
111	Justin Goetz	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 county. 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.		
112	Jennifer Miller				
112	Beverly Graesser				
112	Jennifer Shapiro				
112	Linda Steele				
116	Dale M. Kriebel	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 appropriate 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?			
117	Jennifer				
118	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.	1492 vs 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.
118	Rockiel Akason	Are	Not	Age	Or
120		1.SS.4. The student demonstrates knowledge of ancient civilizations in Asia, the Middle East, northern Africa, and the eastern Mediterranean Sea.  These are six-year-olds who are learning how to read. They are just starting to develop an understanding of their world, which includes local towns and the concept of state. Yet, the standards would require them to identify the major cultural features, stories, and contributions of Ancient India, Babylon, China, Egypt, Hebrews, and Greek Mythology. They would also have to know about the Persian Wars, battles of Marathon, and Thermopylae. Ask yourself whether you know all of these cultural features and stories from each place listed in the first grade standards as an adult. Can you, in a good conscious, say that this is an appropriate standard for six-year-olds? I haven't even addressed the following proposed standards. How many hours a day are you expecting teachers to spend teaching all of these HIGH level standards? What subjects do you think they should eliminate so they can dedicate time to teaching these unrealistic standards to their first graders? 1.SS.5. The student demonstrates knowledge of the Roman Republic and the Roman Empire. 1.SS.6. The student demonstrates knowledge of pre-Columbian indigenous peoples of North America. 1.SS.7. The student demonstrates knowledge of European exploration and settlement of what would become the United States. 1.SS.8. 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.	I found that the standards are again not grade level appropriate and there are way too many.	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 fine stunning 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. The new standards cover way too many concepts and things that are not developmentally appropriate. Another red flag for me was the following: C. The student explains the major historical ideas and events surrounding the life of Jesus of Nazareth and their historical effects. H 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.
121	Pamela Mettler				
122	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? Again, not abstract brains 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.		
122	Carolyn Westby	These standards are not developmentally appropriate for 6 and 7 year old students!			
124	Jill Pasek				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 at 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.
124	Jayne Leonard				
126	Baxana Ulmermark	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.		

A	I	J	K	L	M	N	O	P
Name	5th Grade - World 1300-1640 and America 1620-1908	6th Grade - Influential Ideas in History and Civics to 1816	7th Grade - America 1492-1877	8th Grade - America 1877-2008	9-12 World History Ancient to Modern	9-12 - Economics	9-12 - United States History 1492-2008	9-12 - United States Government
106	Hayley Schmidt							
107	Desi Krenz							
107	Lyndi Hudson							
108	Jeanv Salter							
108	Leah							
110	Emily Boes							
111	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 horror 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.	
112	Jennifer Miller							
112	Beverly Graesser							
114	Jennifer Shapiro							
114	Linda Steele							
116	Dale M. Kriebel							
117	Jennifer							
118	Barbra DeVos	Same as previous comment. In addition in SD who is Sitting Bull, who is Chief Big Foot, etc. children at 5th grade are ready and want truth to begin making own opinions.						
118	Rockiel Akason	Developmentally	Appropriate	For	Students	Teachers	Should	Have
119	Janel Morrow							
121	Pamela Mettler							
122	Miranda							
124	Carolyn Westby						The history of the United States did not begin in 1492.	
124	Julie Prasek							
124	Jayne Leonard							
127	Baxana Littermark						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 process of spelling and that many students have difficulty in this???	

A	B	C	D
132	Name Which group do you represent	Proposed Social Studies standards overall	Kindergarten - Introduction to America
132	Melissa Parent/Guardian	These standards are ridiculous. Also what makes anyone think they will retain what they learned in K to their Freshman year. Also some of this information is nonsense. We do not need to know in 2nd grade why the Japanese created Buddhism. They need to learn what our country stands for. What makes us great? Why are the people on our currency on our currency? I agree a change needed to be made as I have been following my child's curriculum or lack there of but this is not attainable and is worthless to teachers and students. Get some teachers from each grade and have them come up with the standards. Get some high school teachers together from large schools and small schools evenly and let the teachers decide and then let the department of education look and vote if they agree. Let those that teach that have experience create the standards.	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
132	rechal Parent/Guardian		
132	Bonnie Carr Retired public school speechpathologist	Horrible, please let me know this has been received and read. Thank you	Inappropriate for age
132	Janet Merriam 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.	
132	Melissa Wronnberg Parent/Guardian	Where is our South Dakota history?	
132	Joan G. Anderson K-12 Educator	Why were SD educators not the ones to write the standards for SD? This finished product is terrible.	
132	Christen K-12 Educator	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 education from the state if these are approved. There is already a teacher shortage crisis. It would be foolish to approve these.	
132	Candice Kliefel Parent/Guardian		
132	Ray Koliner retired South Dakota elementary teacher		a lot of this is not developmentally appropriate for 5-6 year old children
132		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 15 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.	
132		Once the new standards were released, they not only had drawn immediate criticism from social studies teachers and retired teachers across the state, but has called to question the committee's professionalism in adopting what many see as a politically influenced set of standards heavily driven by the \$200,000 payment to William Montney, 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 "Stealing 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/hillsdale-influence-on-sd-social-studies-standards-follows-florida-pattern/ as well as other articles from nonpartisan news sources like Bridge Michigan https://www.bridgegm.com/talent-education/how-michigan-college-learning-culture-was-reshape-education that highlights the political motivations of Larry Ann that currently views our nation's schools as "Leftist indoctrination centers".	
132		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"	
132		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 influencers that have the potential to indoctrinate any of our students regarding one political ideology versus another should be diminished.	
132		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 securing these standards and failing to address the challenges Native Americans have faced since the days of boarding schools https://archaeogate.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 Oetli 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, capital and Governor, and basic geography.	
132	Jeremy and Lisa Hurd K-12 Educator	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.	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 communities 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.
132	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.	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 communities 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.
132	BLT 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.	
132	Robbie 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 if it's almost an identical match. Why 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.	
132	Jessica Schoolmeister Parent/Guardian	My children will enter 2nd and 5th 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 knows 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!	
132		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 "2009" 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 rote curricula to be used in implementing standards. 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.	
132		The scope and sequence of the proposed "standards" appears to be far too 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.	
132		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.	
132		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 experienced SD teachers must be heavily involved in the revision/construction of state standards.	
132	Tyler Jim Thue K-12 Educator	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.	K.SS.3 and K.SS.4 are not developmentally responsive in the least. The scripted lessons, symbols, and expected actions are better suited for upper elementary - middle-level.
132	Vanessa Schulz Parent/Guardian	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.	
132	Kavia Vockrodt K-12 Educator	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. Please set some educators (preferably 100%) to create these standards for our kids. Educators know what they're doing and what our kids need to do and should know.	
132			
132	Michele Perrix K-12 Educator	Outrageous!!!	
132	Isolan Parent/Guardian	An absolute failure to grades 5-8!	
132		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.	
132	Krislin 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.	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?
132		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 level 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.	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 did I do this summer." Requiring students to identify and describe differences in settings, housing, and clothing from different time periods seems developmentally inappropriate.
132	Payton K-12 Educator	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.	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.
132	Etanna 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. 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!	Too much at young age
132	Tiffany Rujia K-12 Educator		

	A	E	F	G	H
302	Name	1st Grade - World to 315 and America 1492-1787	2nd Grade - World 315-1492 and America 1787-1908	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
172	Melissa				
172	rechal				
172	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.		
173	Janet Meriman				
173	Melissa Wronnenberg				Where is our state and local history?
173	Joan G. Anderson	Totally inappropriate			
173	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!			
174	Candice Klipfel				
174	Kay Koliner	for the most part- not developmentally appropriate for the children who are 6 and 7 years old			
174	Jeremy and Lisa Hurd	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 "Economic" 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"? These would need to be examples.  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?  "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."  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.	Students memorize the preamble in 1st grade and only listen to and discusses it in 2nd grade does not seem appropriate. Shouldn't the students learn them and discuss them in the same grade level? Again, this is better learned in 4th or 5th grade. What selections from the Bill of Rights do teachers select?	The American History standards are so vast that I do not believe a teacher will be able to cover all of these adequately. There are 50 standards in American History alone and 82 standards total that have to be covered in detail. Previous standards were at about 25-30 for the grade level. I have concerns how teachers will be able to cover it all.	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.
177	Misty Jensen				
182	BIT				
182	Robbie	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 8th grade. How do you expect teachers to teach children from multiple religious backgrounds about all of these different belief systems and not feel like it is divisive concepts? I'm confident many South Dakotans do not want their child to actually learn factual information about religion at school in second grade, even if it were unbiased.	I'm disappointed with lack of content about North America pre Columbus. There was a lot going on here before 1492.	Not enough emphasis placed on learning South Dakota specific content. This state is a geographic and culturally diverse place. These standards nearly ignore SD.
140	Jessica Schoolmeester				
140	Kavia Vockrodt	1.SS.1.N offers zero utility, so 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.  1.SS.4 & 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....			
141	Tyler Jim Thue	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.	Scope and sequence far too rigorous and unrealistic for 2nd graders and their developmental level.	Education is more than a checklist of tasks to be completed. 3.SS.2. clashes with current ELA standards. Proposed WH standards here mirror those currently used in 6th grade. I am grateful for the exercises of sequence 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 accumulate information from memory.
141	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 and 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.			
142	Michele Perrix				
142	Isidan	Simply beyond comprehension!!!!			
142	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!	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!
143	Payton	1.SS.4 - It seems that this standard fits 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 where 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 reread 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?			
144	Britanna 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.	Why does American History start in 1492?	
144	Tiffany Rujia	Preamble?	Not age appropriate		Should be taught SD history.

	A	J	K	L	M	N	O	P	
202	Name	5th Grade - World 1300-1640 and America 1620-1908	6th Grade - Influential Ideas in History and Civics to 1816	7th Grade - America 1492-1877	8th Grade - America 1877-2008	9-12 World History Ancient to Modern	9-12 - Economics	9-12 - United States History 1492-2008	9-12 - United States Government
172	Melissa								
178	Michael								
179	Bonnie Carr								
183	Janel Merriam								
184	Melissa Wronenberg								
185	Joan G. Anderson								
187	Christen								
188	Candice Klipfel								
189	Ray Koliner								
190	Jeremy and Lisa Hurd	<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 necessary 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 spent 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>	<p>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 content of the document. This is wasted learning time.</p> <p>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.</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>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	
192	Misty Jensen								
193	BJT								
197	Bobbie	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.		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.	Against More American history? Move some world content out of elementary and give students an opportunity to learn it now.			Spending another year after 2 in middle school on American history is overkill.	
140	Jessica Schoolmeester								
141	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.			
142	Vanessa Schulz								
143	Kavita Vockrodt								
144	Michelle Perini								
145	Jordan								
146	Kristin	American history - yes World not until high school where the students will be more intellectually mature.	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.				
147	Payton								
148	Etanna Schmidt								
149	Tiffany Rujia		Crises?						



A	B	C	D
152	Name	Which group do you represent	Proposed Social Studies standards overall
			Kindergarten - Introduction to America
		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	
153	Chadia O'Dea	K-12 Educator	
154	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.
155	Lisa	Parent/Guardian	These standards are too much. I think the standards we have now are obtainable and if we change them kids will fall behind.
156	Urich Weidtmann	K-12 Educator	Use the first committee's standards. This group is a political group not a teachers group. Only 15 people with a mandate to do Noem's bidding. This should be led by teachers not her staff.
157	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.
158	Yvonne Huennkens	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?
159	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 forced down due to conceived issues. I feel there are many details that are not 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. It must be taught properly.
160	Zach	Citizen	It's impossible 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 not used to make it.
161	Denise Farley	Parent/Guardian	These standards (especially elementary) are not age appropriate. The class discussions about many of these events are not age appropriate.
162	Jennifer Hoising	Parent/Guardian	These standards are unnecessary and developmentally inappropriate. Please rethink this. It will be damaging to kids in SD.
163	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?
164	Cheryl Theisz	K-12 Educator	Not appropriate and more native curriculum needed.
165	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 seem 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.
166	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 bit 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 NCS 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.
167	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?"
168	Kegan Hecht	K-12 Educator	When it all comes down to it: 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. 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 In 9-12 USH 9, sub point E it suggests/requires(???) reading Federalist paper #10. 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. 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. To sum up I see five main problems specifically with the US government and US History standards. 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 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 regulate 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.
169	Kegan Hecht	K-12 Educator	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.

A	E	F	G	H
Name	1st Grade - World to 315 and America 1492-1787	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1783	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1783-1820
	<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, raising 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 Macedonia. 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>			
150	<p>1. S.S. 1. k.* to identify buildings in Washington DC and the architectural style" I find this inappropriate for the first grader's ability and let alone necessity. The first grader is learning about their own home town and state. Learning about our capital city is a huge accomplishment. n. and o. The preamble to the Declaration of Independence and preamble to the constitution is so not in the cognitive ability of this age range. I taught 5th grade and this is what I required of my 5th graders. We also attempted to understand the meaning of the words and paragraphs. I worked with this for weeks. I was never able to have all of my students succeed. Why would you want a small child to repeat something without understanding? 1.S.S. 2. Maybe the teacher can include the skill with a story, but again identifying all of these is more appropriate at an upper elementary level of 3rd-5th grade. 1.S.S.4 and 5 related to ancient civilization and wars? Why would you even introduce these concepts? I am unsure as to what a trunavestate is, maybe I learned it in college? That is where the concepts of 1.S.S.4 and 5 belong, in a college class. 1.S.S. 7. B. "Including 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.S.S.8.F. is a good standard. The verb listen is used in order to be introduced to this concept.</p>	<p>2.S.S.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.S.S.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.S.S.8.F. is a good standard. The verb listen is used in order to be introduced to this concept.</p>	<p>Why are the geography skills of third grade easier than the kindergarten + second grade skills? 3.S.S.4.B, D, E, F, G, H. are not age appropriate.</p>	<p>4.S.S.3 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.</p>
151	Deborah Hepper			
152	Lisa Weidinger			
153	<p>The first-grade standard of memorizing part of the declaration of independence is idiotic. Where is the learning, understanding, and critical thinking. Once again, an exhaustive list of items that students need to be aware of is present. We need to go deep into understanding as opposed to this shallow approach of knowing very little about many subjects. Asking first graders to learn about ancient civilizations as opposed to their town and state is bordering on insane. These concepts about the ancient civilizations are as far as one can get from developmentally appropriate for 6-7 year olds. They need to know how to become a good citizen as it relates to their life their assistance. This set of standards is completely irrelevant.</p>			
154	Kim Aman			
155	Yvonne Huennkens	<p>This was written by someone not familiar with a classroom of little people who have to learn the basics of reading, math, writing, social studies and science at this age. The range of this timeline is ridiculous.</p>		
156	Jennifer L Millard	<p>How the topics that are being included but I believe the ages these are taught to should be reconsidered.</p>	<p>Same response as 2nd grade</p>	<p>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.</p>
157	Zach	<p>Go back to what the teachers said in the study and committee from last year.</p>	<p>Go back to what the teachers said in the study and committee from last year.</p>	
158	Denise Farley			
159	Jennifer Hoising			
160	Amy Hook	<p>Why does America start at 1492? Native Americans were here much longer. Also memorizing the preamble to the Constitution is overwhelming.</p>	<p>Not appropriate for age level</p>	
161	Cheryl Ithiaz	<p>Not appropriate for age level</p>		
162	Kendra Paulsen			
163	Sharon Andrews	<p>See overall comment below</p>	<p>See overall comment below</p>	<p>See overall comment below</p>
164	Haley Roman			
165	Kecuan Hecht			

	A	J	K	L	M	N	O	P	
152	Name	5th Grade - World 1300-1640 and America 1620-1908	6th Grade - Influential Ideas in History and Civics to 1816	7th Grade - America 1492-1817	8th Grade - America 1817-2008	9-12 World History Ancient to Modern	9-12 - Economics	9-12 - United States History 1492-2008	9-12 - United States Government
152	Chadia O'Dea								
153	Deborah Hepper	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. SSSJ it is unfortunate wording using "story". These are actual events.	I taught 6th grade social studies and I actually think the 6SS1 are good, realistic standards. 6.SS.4, 7. 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.	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.		As stated, I have not been an educator at the high school level. I will not attempt to judge these standards.	As stated, I have not been an educator at the high school level. I will not attempt to judge these standards. Wow, that was easy. I just copied and pasted, which is what I believe may have happened with this proposal.
154	Uta								
154	Uta Weidtmann								
154	Kim Aman								
154	Yvonne Huemmelens								
154	Jennifer L Millard	Will there be time for other subjects in K-5th other than Social Studies?	Why are things currently being taught in upper grades being started so early?	See earlier comments	See earlier comments	Better suited for age range	Better suited for age range	Better suited for age range	Better suited for age range. some concern about what feels like politically loaded issues at times
154	Zach								
154	Denise Farley								
154	Jennifer Hoising								
154	Amy Hook								
154	Cheryl Theisz								
154	Kendra Paulsen								
154	Sharon Andrews	See overall comment below	See overall comment below	See overall comment below	See overall comment below	See overall comment below	See overall comment below	See overall comment below	See overall comment below
154	Haley Homan								
154	Keegan Hecht								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 our government functions. This is always government is such an important class at the high school level. We have about 3 weeks per unit and that time goes very fast, as we have to work hard to build up a students knowledge to get to be able to use higher order thinking skills and critical thinking about various topics during the last week of each unit. So how does this have to deal with the new standards, well if you look at AP standards for AP government (a college level substitute) they basically narrow it down to five units: First an introduction to American government and foundations of it, the second is how the three branches of government interact, the third is civil liberties and civil rights in other words the Bill of Rights, the 4th is political ideologies and political beliefs and the last is political participation. What we do in a normal government class not AP, is basically a diluted 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.

A	B	C	D
Name	Which group do you represent	Proposed Social Studies standards overall	Kindergarten - Introduction to America
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 need to 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 education or revision 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.	Taken right from Hilldale College's free to all 1776 curriculum. Why are we paying William Morrisey, a retired professor of economics a \$200,000 fee for hand picking a group of 15 to produce standards that were free to anybody inventing them. Very few of those 15 are actually educators.
Rebecca	Parent/Guardian	The proposed social studies standards does not seem realistic for the age groups and doesn't represent South Dakota. 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.	
Annela	Parent/Guardian	Former Preschool and Elementary Teacher	
Dawn Stary	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!	These Proposed Standards are absolutely ridiculous! A Kindergarten student should know which "township" that they live in??? Why???
Tina Miller	Parent/Guardian	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.	
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. Reclaim the Preamble to the Constitution in front of the classroom just shows who is the best at memorizing - it does NOT showcase true learning.	
Mandi Bletz	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 is 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.	
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.	Of the 62 suggested figures Kindergarten 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 resulting 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.
Amarda 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.	
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, to 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?	
April Oudekoven	Parent/Guardian	Most of the topics here are so convoluted 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.	
Kilee Honzolo	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 noses 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.	You can not expect Kindergarten 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.
Theresa Bruogeman	Newly retired first grade teacher	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-6 standards with examples from Kindergarten. However, all my statements regarding student and teacher well-being are relatively true throughout all levels. I hope you receive numerous letters with details about specific standards in each grade. I am sickening with what I know personally, overall student well-being. A love for learning must start young and be fostered. My biggest concern about the proposed Social Studies standards is the difficulty and extensiveness 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. 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. 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. My curious and excited preschooler will most likely struggle to grasp these concepts next year. I am already fearful he will 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. 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.	
Danielle Duszary	K-12 Educator	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 Macedonia. 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	
Chaafra E O'Dea	retired teacher	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 written 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 at 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	
Jennifer Bergan Cabot	Parent/Guardian	As a current 8th grade history teacher and parent of a child attending public school, I feel compelled to respond to the proposed SS standards. I have taught history since 2008 and when considering the proposed standards, I'm sickened. A respect and appreciation for history will surely be lost if implemented. First the standards do not consider or support the learning abilities of young students. The proposed standards do not take into consideration students ability to understand the proposed historical events. They are not relevant to each grade level. Primary students need to focus on relevant events of their lives and community, not ancient history. In addition, the proposed standards will not allow for educators to provide the time and depth necessary for students to achieve and develop an understanding of historical events. It is impossible to cover the amount of information proposed while making certain students develop critical thinking and comprehend the events and their impact. Students need to have an opportunity to develop a respect, appreciation and understanding of the impact of history. These standards will destroy this. Trust the experts, teachers like me, to determine what is best for our students. Submitted via email 8/18/22	
Danvelle Cleveland	K-12 Educator	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 unrealistic 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 8/18/22	
Audra West	K-12 Educator	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 8/18/22	
Ann Herрман	none listed	I wish 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 positive history we will inevitably repeat the atrocities. Submitted 8-19-22	

A	E	F	G	H
Name	1st Grade - World to 315 and America 1492-1787	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1783	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1783-1820
167 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 these standards were deemed not appropriate and the Ocell Sakowin standards were drastically decreased. The revised standards of 2021 did not fit into Noem's political agenda. She was one of the first governors to sign the 1776 Pledge to Save Our Schools. These new standards are indeed very politically charged. Our schools should be neither right or left but represent a truthful history of our country so children can develop critical thinking skills on their own, not brainwashed.	Our South Dakota educators are excellent resources. We need to give them an opportunity to formulate standards in an open and transparent process with parental input. Just like what happened in 2021, before it was agreed to pay \$200,000 for something we could get free on line.	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 man who feels that way. Unbelievable.
168 Rebecca				
169 Angela				
170 Dawn Stary				
171 Tina Miller				
172 Heidi Ostrem				
173 Mandi Bletz				
174 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 as president and some of his ideas were downright reprehensible. Why not cover more presidents--or better yet, people who weren't presidents but were still historically important? First mention of a women's movement with 19th century suffrage--another topic that's repeated throughout the curriculum with basically no emphasis at all on the later movements in the 20th and 21st century.	More repetition--and really, John Smith and Pocahontas? 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?
175 Amanda Hill				
176 Mark Harming				
177 April Oudekoven		This is not at a level which is understandable for a second grader. Developmentally 2nd graders will not be able to comprehend.		
178 Kilee Honzelo	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.		
179 Theresa Bruogeman	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!			
180 Danielle Dabury				
181 Charla E O'Dea				
182 Jennifer Bergan Cabot				
183 Danville Cleveland				
184 Audra West				
185 Ann Hermann				

	A	J	K	L	M	N	O	P	
162	Name	5th Grade - World 1300-1640 and America 1620-1908	5th Grade - Influential Ideas in History and Civics to 1810	7th Grade - America 1492-1877	8th Grade - America 1877-2008	9-12 World History Ancient to Modern	9-12 - Economics	9-12 - United States History 1492-2008	9-12 - United States Government
163	George and Lynda Lee	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 admissions 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.	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.						
164	Rebecca								
165	Angela								
166	Dawn Slary								
167	Trish Miller								
168	Mandi Ostrem								
169	Mandi Bletz								
170	Dr. Debbie A. Hanson	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!	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 diatribe and took a mental break from it.	Jameson 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 the 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. 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 diatribe.	So much to cover here that I'll just mention but a couple swelling 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 line in history, ancient or modern, in which that was the case, and I'll find you ten where it wasn't. The curriculum likes to talk about the pioneers--are those who developed it aware that at one point, women held 1/3 of the homestead claims in the state of SD and that statistically, more of them proved up on their claims than did men? Or that a number of single women homesteaders--after doing plenty of outdoor work that didn't involve taking care of their families--later sold their claims and used the money to get educations, open successful businesses etc.? I rather doubt it.	Any interest in looking at what the trickle down theory has for (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, thought not. Too bad--students are very interested in such things.	Of all the significant Supreme Court decisions, I notice that it was imperative to include Dobbs vs. Jackson Women's Health Organization. I defy anyone to discuss that and Roe vs. Wade fully in a classroom without bringing up political beliefs because if the teacher tries to avoid it, the high schoolers won't. Unless they've been bored into a perpetual state 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.	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.
171	Amarda Hill								
172	Mark Harmsing								
173	April Oudekoven	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 capitals, 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.							
174	Kylee Honigalo								
175	Theresa Bruogeman								
176	Danielle Dabury								
177	Charla E O'Dea								
178	Jennifer Bergan Cabor								
179	Darvella Cleveland								
180	Audra West								
181	Ann Hermann								

A	B	C	D
193	Name Which group do you represent	Proposed Social Studies standards overall 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 county 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 Congress 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 Hecber. 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 responses. Thank you, Sandra Crown Submitted via email 8/18/22	Kindergarten Introduction to America
194	Sandra Crown K-12 Educator	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.S.S.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.-E. 1000 and America: 1763-1807? 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 Douglass from memory. 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 this 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 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 analyze 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. Submitted via email 8/18/22	
195	Nancy Deraghtau K-12 Educator	I strongly oppose the adoption of the proposed social studies standards. This is a 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	
196	Mike Smith none listed	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	
197	Cheryl Anagnostopoulos Higher Education	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	
198	Brandy Friesen none listed	On page 4, of the newly released Social Studies standards, statement #4 states: "Since schools and teachers should have great autonomy in the crafting of their lessons, standards should merely indicate the minimum foundational knowledge all students should learn and share." That autonomy would be greatly restricted by the passage of this rule. This rule violates the long-held Republican value about "bureaucratic over-reach" and exercises the aim 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	
199	Kelsey Lovesh none listed	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 grade 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 have to read history standards, no. We never learned it that young because most kids have never been out of their courses. 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 and know landmarks 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 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're really going to not like it. Even I won't think history was my favorite subject anymore. Please think about our kids and want it as we really want them to know and learn. These new standards are not it. Submitted via email 8/17/22	
200	Alison Boerner K-12 Educator	To whom it may concern: I am disappointed that our Education department would not share the scientific research behind 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 that to be any retention. Please reconsider your thinking when it comes your students learning of the Social Studies standards. Sincerely a educator, Cynthia Grothman Submitted via email 8/17/22	
201	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	
202	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 engaged 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 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 do.	
203	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 that is usually utilized for extra credit rather than actual assessment as it does not demonstrate any 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 reveal an objective from another grade level and add a hint or two to it. These standards are lazy at best and overall completely out of line with child development.	
204	Casei Pletz Parent/Guardian	So many of the standards are things that could be looked up. Where is the base understanding for geography? Cultures? I am confused.	
205	Sally Gab 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 is 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 do further harm to knowledge of South Dakota's children. We need better standards! Standards not rooted in political. 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.	
206	Scott Dobbs K-12 Educator	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 state 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 numeral", "Memorize the Preamble of the Constitution". I have a student that excels at school, genuinely enjoys learning and wants to succeed as a student, works like a state, 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 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, 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 I can easily be learned 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 online 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 Ocelt 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 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 fits 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 telling our kids down and leaving them ill prepared to compete on a national or global level.	
207	Kelli Trebil Parent/Guardian	I would recommend Native American culture, taught by Native Americans. They were our first people. Same with African American history and culture.	See below
208	Julie Pommer Parent/Guardian	Morals and religion are subjective and should be taught at home. They were our first people. Same with African American history and culture.	Seriously?! Have you taught kindergarten? They have to learn to count in small increments! Short attention spans.
209	Janice Kuhlman K-12 Educator	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.	
210	Cinna lost concerned citizen	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!	In all grade levels, if you teach Christian history, you will have to teach about Jewish, Muslim, Hindi, agnostic, atheism, etc etc etc. you are looking for fair and balanced , right? We are NOT a Christian nation. this type of study should come from churches alone, not public education.
211	Richard Jost Elder	Go back to the standards proposed by the 2021 committee of SD educators and rebuke those standards from a Michigan college in the 2022 effort that literally whitewashes what our children learn.	
212	Janice Kuhlman K-12 Educator	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 these standards have no background in social studies, and were developed by ideologues, not educators, even those outside of the department of education. No educator, even those outside of the department of education, 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 nullifying ideologies and partisan politics ahead of the education of students.	
213	Darin Newton K-12 Educator	This would be like having to have surgery, then having 5 people stand in line of procedure with only 1 of them actually being a doctor, or knowing what a hospital is. It's time to have a governor again that actually cares about the people in this state. This was clearly and transparently propaganda created to get those that can't think outside of their bubble to continue to blindly support Mrs. Noem, and to get her back in the news. All participants in this charade should be ashamed of themselves. And by the way, many founding fathers were actually outspoken atheists, including Thomas Jefferson who you seem to so fondly worship. He would be outraged at you. I guess that's just my opinion though. The difference here is I'm not responsible for providing real education to real children who need to not be blind political parrots. These standards all need to be much more age appropriate to be learned effectively by students and taught with passion by teachers.	
214	Joseph Tebben Parent/Guardian	Leave education to educators!	You should not be interfering in the education of our children.
215	Marie Schumacher K-12 Educator	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.	
216	Elizabeth A Olstad Concerned citizen	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.	
217	Dustv Wilkens Parent/Guardian	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. bil I will stay here to keep voting against the people who think this is acceptable.	
218	Brianna zobel Parent/Guardian	Too young for elementary, no American history before 1492? Memorization too complicated	Too complicated for little minds
219	Constance Kuemper Retired	Please reconsider these standards	

A	E	F	G	H	
ID	Name	1st Grade - World to 315 and America 1492-1787	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1783	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1783-1820
188	Sandra Crown				
189	Nancy Derantieu				
190	Mike Smith				
191	Chevy Anagnostopoulos				
192	Brandy Friese				
193	Kelsey Lovesh				
194	Alivson Boerger				
195	Cynthia Grothman				
196	Elizabeth Cleveland				
197	Kim Smith				
198	Cassi Dietz	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 ways.			
199	Suzi 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? 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 political. 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.		
200	Scott Dobbs				
201	Kelli Trebil	See below	See below	See below	See below
202	Julie Pommer	Maybe start with some American history in first grade and leave it at that.	Native American History and American History		
203	Irma Iost			do you think the world started in 60 b.c.e.?	
204	Richard Iost				
205	Janie Kuhlman		As a second grade teacher I view these standards as inappropriate for the developmental level of my students.		
206	Darin Newton				
207	Joseph Tebben				
208	Marie Schumacher				
209	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.	Republican values are not American values.	I hate that you are trying to push your rhetoric on our youngest citizens.
210	Dustv Wilkens				
211	Brianna zobel	What about America before 1492??? Preamble is not ase appropriate	Start kinder materials in 2nd grade	Too early	
212	Constance Kuenger				



A	I	J	K	L	M	N	O	P
Name	5th Grade - World 1300-1640 and America 1620-1908	6th Grade - Influential Ideas in History and Civics to 1816	7th Grade - America 1492-1877	8th Grade - America 1877-2008	9-12 World History Ancient to Modern	9-12 - Economics	9-12 - United States History 1492-2008	9-12 - United States Government
188 Sandra Crown								
189 Nancy Deranleau								
190 Mike Smith								
191 Cheryl Anagnostopoulos								
192 Brandy Friesen								
193 Kelsey Lovese								
194 Allison Boerner								
195 Cynthia Grothman								
196 Elizabeth Ekeland								
197 Kim Smith								
198 Cassi Pietz								
199 Stacy 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?					
200 Scot Dobbs								
201 Kelli Trebil	See below	See below	See below	See below	See below	See below	See below	See below
202 Julie Pommer								
203 Irma Iost							I believe there was some history here before Christopher Columbus.	
204 Richard Iost								
205 Jamie Kuhlman								
206 Darin Newton								
207 Joseph Tebben								
208 Marie Schumacher								
209 Elizabeth A. Orsted	Why would you decide that your opinions are more important than truth?	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.	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!	Risking our youth's futures by having a false education is too much of a chance.
210 Dusty Wilkens								
211 Brianna Zobel							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.	
212 Constance Kuemper								

A	B	C	D	
ID	Name	Which group do you represent	Proposed Social Studies standards overall	Kindergarten - Introduction to America
			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.	
			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.	
			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.	
211	Kim Clark	Parent/Guardian	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?	
212	Jeff Ganschow	K-12 Educator	These are simply the worst standards that could have been developed. I have a huge issue with out of state letters (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.	
213	Emily Lincoln	K-12 Educator	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 counties 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?	
214	Shawn Giesler	K-12 Educator	Absolutely ridiculous - who wrote these things anyway???	Not at all possible to teach a five-year old this information.
215	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 redraft standards based on the governor's political agenda. These new standards include political bias and should not be accepted by our educators.	
216	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. 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.	
217	Debra Holloway	K-12 Educator	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 Ocelt Sakowin Essential Understandings as all of our schools have Native American Studies in them.	I think these are unrealistic expectations for Kindergarten.
218	Courtney Blake	Parent/Guardian	Honestly, I've never responded to standards being written before and frankly stay out of most divisive conversations but I felt I had to respond to this. What a pathetic excuse for standards. One, I would like to know how many teachers will be able to complete these standards with room for anything else in one year let alone just the standards. You're setting our teachers up for failure and lawsuits. The constant replication about Matins versus Christianity is going to only cause more divided people, sit alone building 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.	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.
219	Jennifer Geriells-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.	
220	Curt	South Dakota Voter	Many of these are age inappropriately and developed by an out of state interest group.	
221	Patrick Day	retired history teacher with relatives in SD schools	I taught social studies and history for 31 years. I have a Master of Science degree in Curriculum and Instruction. A. What is proposed is not really South Dakota, 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.	
222	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 Ocelt 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.	Age inappropriate
223	Garen 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 Mythology 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.	Some of the material listed is above what they can comprehend at Kindergarten.
224	Ronald Zemor	South Dakota citizen	Bad Curriculum	
225	Kari Hall	Parent and higher education	I am absolutely appalled that the State Gov 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 sitting educators in our state and the taxpayer dollars should have stayed in this state. I am so disappointed in the constant politicization 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.	
226	Proopy 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! 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.	
227	Darvella Cleveland	K-12 Educator	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.	
228	Kathleen Blake	Parent/Guardian	There is no curriculum available to teach this curriculum. You are setting our teachers and our students up to fail. I hope to see major changes in these standards or that they are scrapped altogether as we will fail our students and our teachers. I have a Masters in Education, and I have been a certified English and social studies teacher at the secondary level for 27 years. For 4 of those years, I have 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 revising and possibly revision as needed by the standards developed by the more representative committee. Submitted via email 8/17/22	Not age appropriate material for this age group.
229	Jennifer Lacher-Sawatz	K-12 Educator	The lack of insight and respect shown actual educators during this process is almost as disturbing as the final product. The amount of money spent with consultants to rewrite these standards is difficult to grasp. Such a waste. As I read the proposed standards, I was disappointed in both the content and lack of understanding in how children learn. From the amount of material, to the lack of developing critical thinking skills, the heavy expectation of rote memorization, it all appears to be in my opinion, a step back from our current standards, not to mention a huge waste of money. As a 35 year veteran educator, I am appalled and concerned with this document. We can do better. We ARE better than this. Let's head back to the meeting table. Sincerely, Lynn Sawatzker ASD Schools Omaha, SD Submitted via email - no email address listed 8/17/22	
230	Lynne Selfner	K-12 Educator	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 that to happen our students need a fair shot at 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 for her under my household. She's losing many more with these types of decisions. Submitted via email 8/17/22	
231	Barbara Lindquist	NA	I have reviewed the proposed standards for social studies and find that they are not appropriate. There seems to be little understanding of the developmental levels of children. Many of the standards being proposed for primary age students are not tasks that could be successfully completed by children of that age. I doubt many middle school students would be able to accomplish what is being asked of first grade students. There is a serious lack of standards regarding indigenous people of South Dakota at all levels. Just when are students supposed to learn the history of South Dakota? These standards are just inappropriate and should be rejected. Submitted via email 8/17/22	
232	Rebecca A Harvey	speech language pathologist	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 consider 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 8/17/22	
233	Mike Benson	retired teacher	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	

A	E	F	G	H
Name	1st Grade - World to 315 and America 1492-1787	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1783	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1783-1820
		<p>2.SS.1 Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 2nd grade.</p> <p>2.SS.2. The student demonstrates knowledge of American geography and map regions. These are not World History standards. Put them in a category for Geography.</p> <p>2.SS.2. The student demonstrates knowledge of American geography and map regions B. Omit in B ocean and wind currents they are not regions and generally not on a map.</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. 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. Covering several major historical events. Keeping to 6 and 7 would be enough.</p> <p>Covering from Washington to Civil 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>		
210	Kim Clark			
211	Jeff Ganschow			<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>
212	Emily Lincoln	<p>2.SS.3 G. The student identifies the historical events of the Carolingian dynasty and the Viking invasions. H</p> <p>This is identical to a standard written for fourth graders (4.SS.4 E) - how can one word-for-word standard be appropriate for two different grade levels?</p>	<p>3.SS.7 H. The student tells the story of the French and Indian War, especially the roles of George Washington and Benjamin Franklin, and its effect on American identity and sense of unity. H</p> <p>This is identical to a standard written for fourth graders (4.SS.4 E) - how can one word-for-word standard be appropriate for two different grade levels?</p>	<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>
213	Shawn Ginter	<p>Seriously??? Highly doubt that a sixth grade student would be able to master most of these standards. None of them are written for a 4th grader.</p>		
214	Courtney	<p>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 reliability need to be considered.</p>		
215	Kayla			
216	Debra Holloway	<p>Totally unrealistic for 1st grade.</p> <p>Still wouldn't teach this in 2nd grade. They can't comprehend it.</p>	<p>This is not taught until High School.</p>	<p>Where is South Dakota History???????????</p>
217	Jennifer Gerriets-Masters	<p>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?</p> <p>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.</p>	<p>Locating all 81y 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 have 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 3rd grader.</p>	<p>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? Tyranny, aristocracy, monarchy are too concepts for a 4th grader.</p>
218	Courtney Blake			
219	Jennifer Gerriets-Masters			
220	Curt			
221	Patrick Day			
222	Aliy Bowers	<p>Age inappropriate</p>	<p>Age inappropriate</p>	<p>Age inappropriate</p>
223	Garen Schwartz	<p>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.</p>	<p>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.</p>	<p>Not age appropriate. Way too much material.</p>
224	Ronald Zemor	<p>Way too much material for them to comprehend and grasp for their age. Not age appropriate.</p>		
225	Kari Hall			
226	Boozy Hubble			
227	Danielle Cleveland	<p>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.</p>	<p>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 6th 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.</p>	<p>Students 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.</p>
228	Kathleen Blake	<p>Not age appropriate material for this age group.</p>	<p>Not age appropriate material for this age group.</p>	<p>Not age appropriate material for this age group.</p>
229	Jennifer Lacher-Saravac			
230	Lynne Selfner			
231	Tonya Galeswyk			
232	Barbara Lindquist			
233	Rebecca A Harney CCC-SLP			
234	Mike Benson			

ID	A	J	K	L	M	N	O	P
Name	5th Grade - World 1300-1640 and America 1620-1908	6th Grade - Influential Ideas in History and Civics to 1816	7th Grade - America 1492-1877	8th Grade - America 1877-2008	9-12 World History Ancient to Modern	9-12 - Economics	9-12 - United States History 1492-2008	9-12 - United States Government
210	Kim Clark							
211	Jeff Ganschow							
212	Emily Lincoln							
213	Shawn Gispert							
214	Courtney							
215	Kayla							
217	Debra Holloway	This is the year that they should be studying States and Capitals.						
218	Courtney Blake	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.	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.				
219	Jennifer Gerriets-Masters							
220	Scott							
221	Patrick Day						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 past about life in the past.	
222	Ally Bowers	Age inappropriate	Very euro- and Christian-centric?	Very euro- and Christian-centric?	Very euro- and Christian-centric?			
223	Garen Schwartz	Not age appropriate. Way too much material.	Not age appropriate. Way too much material.	Not age appropriate. Way too much material.	Not age appropriate. Way too much material.			
224	Ronald Zemor							
225	Kari Hall							
226	Erinny 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 in a Christian way of life, not all SD students are Christian.	Not enough emphasis on the Native American culture and history of our state is included. More details needed about slavery and the Civil War.	Not 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.			Not 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.	
227	Darvella 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. Early American history from 1783-1850 would suffice.	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.	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 Al course of 20th century for current day.		
228	Kathleen Blake	Not age appropriate material for this age group.	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.	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.
229	Jennifer Lacher-Sawicki							
230	Lynne Selfner							
231	Tonya Galeswyk							
232	Barbara Lindquist							
233	Rebecca A Haney CCC-SLP							
234	Mike Benson							

A	B	C	D
220	Name	Which group do you represent	Proposed Social Studies standards overall
			Kindergarten - Introduction to America
233	Constance Krueger	Retired	These standards seem fraught with problems. May we have enlightened discussion and come to an understanding about what is best for our K-12 Public students.
236	Samantha Lindholm	K-12 Educator	I do not believe these standards are a positive improvement at all. As a K-12 educator myself I do not understand how these are the best option. Eliminating geography at the seventh grade level is not something 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.
237	Constance Krueger	Retired teacher	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.
238	Jasmine Svikora	K-12 Educator	Very poorly written, by a Prof with no Social Studies background on writing standards, from out of state, \$220000 cost
239	Dale Christensen	Retired	No local teacher input
241	Tucker Blose	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 proceedings of a classroom, that we clearly attainable goals for students and staff to strive for. — 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.
242	Sadie Bossert	K-12 Educator	Coming from a teacher and a parent of 3 young girls, you need to completely overhaul these standards for the sake of the children in South Dakota.
243	Laura Hagen	K-12 Educator	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.
244	Allison Cotby	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.
245	Doravon 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 tumbled from the beginning, and it has resulted in a document that is ridiculous and up and including the Governor. 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.
246	Andrea Yarrow	Public in process 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 to 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.
247	Jennifer Cilles	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.
248	Todd	Student	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!
249	Michael A Woodrask	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 times 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 and 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.
250	Jessica Trovstad	Hobart 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. This curriculum is not developmentally appropriate. It leaves out American history before 1492. It ends in 2008 leaving out more than 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 politicization 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 than just memorize things.
251	Amy Kelley	Parent/Guardian	Not as bad as the others but still terrible.
252	Sharon Koller	Retired teacher	Developmentally inappropriate
253	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 reliable to the kids learning these things.
254	Sonia Jenner	K-12 Educator	

A	E	F	G	H
230 Name	1st Grade - World to 315 and America 1492-1787	2nd Grade - World 315-1492 and America 1787-1908	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
233	Constance Krueger			
236	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
237	Constance Krueger	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.	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.
238	Andy McKay	These do not seem to be standards in the sense of educational standards. Low cognitive complexity, low rigor focused on knowing, telling and reciting. Many 2nd standards are not developmentally appropriate for the age of the student. Additionally, the amount of content for 2nd looks insurmountable from a classroom teacher standpoint. I'm curious how many minutes per day SS is taught in a classroom that is able to simply address each item in the draft standards? Much less give students time to build understanding, practice, and master.	These do not seem to be standards in the sense of educational standards. Low cognitive complexity, low rigor focused on knowing, telling and reciting. Many 3rd standards are not developmentally appropriate for the age of the student. Additionally, the amount of content for 3rd looks insurmountable from a classroom teacher standpoint. I'm curious how many minutes per day SS is taught in a classroom that is able to simply address each item in the draft standards? Much less give students time to build understanding, practice, and master.	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.
239	Jeanine Sykora			
240	Dale Christensen	Not a standard nor age appropriate	Not age appropriate	Not age appropriate
241	Tucker Blynn			
242	Stadie Bossert	remove world history and most of US history. Is it really important for a 7 year old to describe the conflicts of Muslims and Christians during the Crusades? Unbelievable. Focus on things like identifying treaties, as well as basic political roles of leaders in our government. SD Native Americans. Create maps with landmarks. Spending on, saving. Please view the July 2021 educator-created standards for appropriate replacements.	remove world history and most of 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.
243	Laura Hagen			
244	Allison Cotby		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.	
245	Doravon DeBor			
246	Andrea Yarrow			
247	Jennifer Cilles	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.
248	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."		
249	Michael A Woodraska	Why aren't students learning more about South Dakota history in this?	Please see the bottom for my general thoughts on the standards of all of these.	
250	Jessica Trovstad	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.		
251	Amy Kelley	Developmentally inappropriate	Developmentally inappropriate	Developmentally inappropriate
252	Sharon Koller	Developmentally inappropriate	Developmentally inappropriate	Developmentally inappropriate
253	Sara DeLay			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 NDem 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.

	A	J	K	L	M	N	O	P	
220	Name	5th Grade - World 1300-1640 and America 1620-1908	6th Grade - Influential Ideas in History and Civics to 1816	7th Grade - America 1492-1877	8th Grade - America 1877-2008	9-12 World History Ancient to Modern	9-12 - Economics	9-12 - United States History 1492-2008	9-12 - United States Government
221	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, 1919-1983.)	
222	Samantha Lindholm	This is by far too much for these students to do at this age. It is not developmentally appropriate	This does not challenge them to level they should be. The standards are simplistic and not conducive to higher level thinking at all.	This does not challenge them to level they should be. The standards are simplistic and not conducive to higher level thinking at all. Where is geography? These students need to learn about other places in the world. It is important to know ourselves but also the world around us. 1 semester in high school is not enough. This is a disservice to them.	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.	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.
223	Constance Krueger		8 SS.4 The standards calling for "the major ideas and events surrounding the life of Jesus of Nazareth and their historical effects... the major historical events, cultural features, stories, and religious contributions of the early Christians, including the the origins and the role of the Bible..." are cause for concern.  I am a Christian, but I do not want public schools teaching things like comparing "the religion of the Christians to that of the Hebrews and of polytheist religions, including monotheism, the Trinity, the belief in Jesus of Nazareth as Divine, the redeeming of a person's sins..." Are you going to use a text like Albert Schweitzer's In Search of the Historical Jesus? What is the historical basis?  Surely there is a way to include the historical place religion has played? Do that. But then, are you also going to include the historical place atheism has played?  These standards must have integrity or they are just poorly disguised propagandas.						
224	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 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 5S 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.							
225	Jeanine Svikora	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.							
226	Dale Christensen	Not age appropriate, not a standard	Not a standard nor age appropriate	Not a standard Not age appropriate	Not a standard	Not a standard nor relevant to teaching world history	Not a standard	Poorly written. Not a standard and very ignorant on teaching US History, ignores reality.	Not a standard. Not relevant and want to rewrite history.
227	Tucker Blowe								
228	Sadie Bossert	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.	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.	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.	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.
229	Laura Hagen								
230	Allison Cotby								
231	Doravon DeBor								
232	Andrea Yanow								
233	Jennifer Cilles	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.						
234	Todd								
235	Michael A Woodraska								
236	Jessica Trovstad								
237	Amy Kelley				Why does this end in 2008. This leaves out more than a decade of history.				
238	Sharon Koller								
239	Sara DeLay								
240	Sonia Jenner								

ID	A	B	C	D
Name	Which group do you represent	Proposed Social Studies standards overall	Proposed Social Studies standards overall	Kindergarten Introduction to America
254	Andrew	Parent/Guardian	This proposal is ridiculous. Obviously this was written by someone unfamiliar with elementary children, and whose 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 STEAM and Language arts. No matter how important we feel history is for our children to learn, there are just too 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. 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?	
255	Ellie Rohick	K-12 Educator		
257	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.	
258	Beth Keeney	K-12 Educator	These standards are not age appropriate and seem to have been written by skills 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 polkally driven and smells like a desperate presidential campaign. SD has a teacher shortage and yet we continue to disregard the work they do. I'm sickened by the whole process.	
259	Angela	Parent/Guardian	These standards are absolutely unattainable, especially for elementary levels. They will overwhelm and defeat both students and teachers.	
260	Carrie Berstrom	Parent/Guardian		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.
261	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.	Too expansive and not practical. I really don't believe you will find a kindergarten teacher who thinks these standards are reasonable
262	Susan Zueper	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 voted 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.	K.S.S. 1 items J, K, and L are not appropriate for this age level as they require more inferential and complex thinking. K.S.S.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 meanings 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.
263	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.	These proposed standards need to be reviewed by current group of teachers and school curriculum directors before implementation.
264	Valecia 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.	
265	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.	
266	Chris Rhodes	Community Member/Retired TC Teacher	(See First Grade standards answer above. I 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!	
267	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.	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.
268	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	
269	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.	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.
270	Heather Cooper	K-12 Educator	Starting with kindergarten, these standards are very developmentally inappropriate.	
271	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.	
272	Marilyn Stigel	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.	
273	Katie Andressen	Preschool Teacher/Director	Unrealistic expectations that are not developmentally age appropriate.	
274	Kim Bruns	K-12 Educator		
275	Meredith 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, recite 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.  At first, I was very first 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 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 discarded and these were created seems suspicious, and the fact that professionals who do have knowledge and experience were largely not included (which is different than all the other standards sessions our state has had) seems not only purposeful, but also a shame. I'm not sure what the public would expect from this process, but as I mentioned before, I am disappointed to say the least. These are unacceptable. I hope after public input has ended, that we can all come to the table together to serve those in our like interest - the children of this state.	
276	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.  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 1452 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 a lot of work to do and I hope they listen to all how we 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.	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.
277	Mary Hanson	Grandparent of school children		



	A	E	F	G	H
263	Name	1st Grade - World to 315 and America 1492-1787	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1783	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1783-1820
264	Andrew				
265	Ellie Rohick				
266	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	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
267	Beth Keeney				
268	Angela			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 to do.	
269	Carrie Berstrom	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.		South Dakota has always had a very successful practice of teaching in depth South Dakota history in 4th grade. Why change it?
270	Brian Scott Shanks				
271	Susan Zueker	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.	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 1492-1783.	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.
272	Ann Kiter	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.	These proposed standards need to be reviewed by current group of teachers and school curriculum directors before implementation.
273	Valerie Wilkens	These standards are not appropriate for 6 or 7 year olds. The words in the Preamble that students are to memorize are not seen 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.			
274	Katie	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!			
275	Chris Rhodes				
276	Katy	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, 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.
277	Sylvia Johnson	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.		
278	Erik Hanson		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 that? 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.		
279	Heather Cooper	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.	I stopped reading at the 3rd grade standards as this is so out of touch with children's interests and capacity.	
280	Carly Ellsworth				
281	Marilyn Strat				
282	Katie Andressen				
283	Kim Buus	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.			
284	Kim Buus	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.  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 reliable. This is not even close to that.  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?  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.  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.			
285	Merideth Wald	Kindergarten and first grade are foundational...many if not most of these standards are not foundational at all			
286	Amanda Dietz				
287	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.		
288	Mary Hiltson				

	A	J	K	L	M	N	O	P	
253	Name	5th Grade - World 1300-1640 and America 1620-1908	6th Grade - Influential Ideas in History and Civics to 1816	7th Grade - America 1492-1877	8th Grade - America 1877-2008	9-12 World History Ancient to Modern	9-12 - Economics	9-12 - United States History 1492-2008	9-12 - United States Government
254	Andrew								
255	Ellie Rohick								
257	Holly Matzen	World history is better understood when learning by region rather than chronological worldwide		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.			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.	
258	Beth Keeney								
259	Angela								
260	Carrie Berstrom								
261	Brian Scott Shanks								Political discourse not allowed in the classroom?
262	Susan Zuecker	The number of things to cover, again, seems time intensive. It is unclear why there is an emphasis on European history alongside American	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 undue 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 inevitable classroom dynamics giving undesired focus on Christian ideals over other religious ideals. These proposed standards need to be reviewed by current group of teachers and school curriculum directors before implementation.	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? These proposed standards need to be reviewed by current group of teachers and school curriculum directors before implementation.			Many of the standards focus on what the Founders intended - in other words there is an originalist 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.	
263	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.	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.	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.
264	Valecia Wilkens								
265	Katie								
266	Chris Rhodes								
267	Katy	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.	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.	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.	The standards are biased and indoctrinate kids into a conservative perspective, ignoring all others.
268	Sylvia Johnson								
269	Erik Hanson								
270	Heather Cooper								
271	Carly Ellsworth								
272	Marilyn Strat								
273	Katie Andressen								
274	Kim Burns			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.					
275	Merideth Wald								
276	Amanda Dietz								
277	Bobbi Greenfield								
278	Mary Hiltson								

ID	Name	Which group do you represent	Proposed Social Studies standards overall	Kindergarten - Introduction to America
272	Aracelis 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.	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.
280	Marv 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.	
281	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 that? 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 shut it 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.	A kindergarten does not need to know "words related to work". They are not working. They are 5 years old. A kindergarten 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.
282	Sarah Hemssen	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 Norm who washed version!	
283	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	
284	Kurt Duhe	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 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 one of the videos of the National Geographic Bee competitions and see what kind of questions are asked of the students. They are not just location and spelling.	
285	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 simplified review of the European experience in America.	I cannot recall the assembly. I would not expect to five or six year old to be able to do so.
286	Laurita	Former Teacher		
287	Bobbie Timart	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 to be stopped.	
288	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-6, and too much focus on memorization and recitation with not enough on deep thinking.	
289	Bobbie Cox	K-12 Educator		Not developmentally appropriate, too much content for one subject.
290	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 unspecified 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 pact; 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 need 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 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 us 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.	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.
291	Kate	Parent/Guardian	Please address these flaws.	Unrealistic Expectation
292	Miranda Rogers	Parent/Guardian		
293	Rubin Schwebach	Both an educator and grandparent		Same answer for 1st grade
294	Michael Mitchell	K-12 Educator	I'm going to keep this brief: these standards appear to be politically/religious/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.	
295	Natalie Kuecher	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. 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, 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. In 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 cap. I'm asking that we look at what children can do DEVELOPMENTALLY. These standards are not it.	These standards are way too advanced for kindergarten to comprehend. We need to have actual SD educators make the standards.
296	Tot Lindoren	Parent/Guardian	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 far 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 preambule. You are setting children to fail from the moment they start school. Do better.	
297	Enicka Diechich	Future Educator		
298	Charlote Brown	Parent/Guardian	Ridiculous for the younger school grades, am sure our Governor couldn't answer them along with 90% of educated individuals!	
299	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!	5-6 years old. Too difficult for this age to understand
300	Callin Entley Collier	Grandparent		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. These standards are both too much, covering more topics than most kindergarten will be capable of understanding, and too little, intentionally narrowing a child's concept of their future selves.

	A	E	F	G	H
282	Name	1st Grade - World to 315 and America 1492-1787	2nd Grade - World 315-1492 and America 1787-1908	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
		<p>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?</p>	<p>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.</p>	<p>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.</p>	<p>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 one 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 - exposure. 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.</p>
278	Amanda Dietz	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.	Not a valid subject for these young children to absorb & relate to.	
280	Mary Husman	Referring to "W" 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 (women), 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?			
281	Ida	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 degree 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!			
282	Sarah Hemmen				
283	Jennifer Bergan Oltor		Not age appropriate for learning. Lacking in diverse views.		
284	Kurt Doube	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 settlers?	It's wonderful if anyone on the committee who sets the standards actually is a teacher of elementary school children?		
285	Margaret Wilson	This is crazy! These are impossible standards for first grade, setting children up for failure. And a great example of why we are being 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.			
286	Laurita				
287	Bobbie Timart				
288	Jim Cox				
289	Bobbie Cox	Not developmentally appropriate, would need a much longer school year to cover.	Not developmentally appropriate. Entirely too much to cover.	Not developmentally appropriate.	Not developmentally appropriate, lacks focus on things of normal developmental interest.
290	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.			
291	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?	3rd grade role of monasteries in Middle Ages? Really?	
292	Miranda Rogers	Unrealistic Expectation 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 registration 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 issue?	Unrealistic Expectation	Unrealistic Expectation	Unrealistic Expectation
293	Robin Schwebach		Same answer as 1st grade	Same answer as 1st grade	
294	Michael Mitchell				
295	Natalie Kuncher	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.	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.
296	Tot Lindoren				
297	Encka Dieckrich				
298	Charlote Brown				
299	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	8-9 years old. Too difficult for this age group to understand	9-10 years old. Too difficult for this age group to understand.
300	Callin Entley 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 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) unlearned 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 (the 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 groups 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 "skepticism of authority" is a rather obvious attempt to suggest our forefathers (forefathers 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 non-biasing opinions beliefs into a historical education standard is not in students best interests.	Grade school standards are simply not age appropriate. 2nd graders rattling off the achievements of the McKinley presidency? Explaining power of the papacy in the Middle Ages? Recognizing a picture of the Mackinack Bridge?	3rd grade role of monasteries in Middle Ages? Really?	Unrealistic Expectation
			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 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 approve of the various definitions of "good".		4.55.9.C - First, I will note that I have studied (in a higher education setting) both legal ethics and religious ethics. I have taught business ethics. This standard is not an appropriate learning tool for fourth grade. Asking a child to explain or understand how a majority can tyrannize over the rights of a minority is a weighted question as in the United States, the first Ten Amendments to the Constitution were put into place to protect INDIVIDUAL minority rights. Constitutional law development in the 1950s onward expanded those rights to groups of minorities because they were denied rights based on facts other than individuality. HOWEVER, democracy is the belief that what the majority believes and supports must prevail, along with the due and legal consideration of the RIGHTS of the minority. Tyranny is a loaded word meant to convey justification for those minorities who refuse to abide by the law.

	A	J	K	L	M	N	O	P	
271	Name	5th Grade - World 1300-1640 and America 1620-1908	6th Grade - Influential Ideas in History and Civics to 1816	7th Grade - America 1492-1877	8th Grade - America 1877-2008	9-12 World History Ancient to Modern	9-12 - Economics	9-12 - United States History 1492-2008	9-12 - United States Government
		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?	Breadth of knowledge too great, and not 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? In 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 were? 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?	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How will they be assessed? Will you also create assessments? What if students don't pass assessments because it is too difficult to master?
272	Amanda Dietz								
273	Mary Husman								
274	HB								
275	Sarah Hemssen			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?				Again, the United States wasn't a country until 1776. Not sure how anyone can intelligently say it started in 1492.	
276	Jennifer Bergan							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.	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?
277	Chlor				There is no reason to leave out the last 14+ years.				
278	Kurt Doube								
279	Maureen Wilson								
280	Laurita								
281	Bobbie Timant								
282	Jim Cox								
283	Bobbie Cox	Not developmentally appropriate. Too much world history. Questionable Native history.	Too much content. low level learning about topics of father.	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.				
284	Hanna Bocian			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 "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.				
285	Kate								
286	Maranda Rogers	Unrealistic Expectation							
287	Rubin Schwebach								
288	Michael Mitchell								
289	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.	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.	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.
290	Tot Lindoren								
291	Ericka Dieckich								
292	Charlote Brown								
293	Deborah Harrowa	10-11 years old. Too difficult for his age group to understand.	Influential ideas of history? For 11-12 year olds? Civics should be taught in every grade level!	What happened to geography?					
294									
295									
296									
297									
298									
299									
300	Callin Finley Collier								

ID	Name	Which group do you represent	Proposed Social Studies standards overall	Kindergarten - Introduction to America
300			<p>The elementary standards are ridiculous. Where does the time in the day come from to include longer SS time? Middle school and high school students struggle with some of the concepts that are in the standards for K-5!</p> <p>High school standards are ok, there are just so many of them. To me, a standard is something that needs to be covered. If we have to cover all of that information we will need to add several required social studies classes.</p> <p>It is like you are at an all you can eat buffet and you are trying to put some of everything onto one plate. You cannot fit it on that plate, but you still are trying to. To do this you will need to get more plates (more required SS classes), which is fine with me as a SS teacher, but then you are taking away from other classes and there are fewer opportunities for elective classes.</p>	
310	Joe Bundy	K-12 Educator	If implemented, what kind of support will you be giving to the teachers, especially elementary teachers, to make these extensive standards possible?	There are too many standards and some are too complex for this grade level. Results should come secondary to understanding what they are saying and the meaning behind the words. Many of these students are not capable of that.
303	Ruth Cordingley	Retired nurse, BSN	Same as above	About 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 imposing social studies and government education, but please listen to our teachers to keep the changes realistic and appropriate for each age level.
301	Lizann Aubry	Parent/Guardian	At the elementary level you are already expecting way to much. These kids need to be learning how to handle social interaction, bodily autonomy, 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 pass your bottom line. Try making these classes available to those who want to learn 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 we really need is 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.	Most kindergarten kids are just starting to learn social skills. Stop pushing them to learn beyond their concept of self.
306	Anne Beckstrand	K-12 Educator	These standards are certainly not age appropriate. I encourage you to consult them with grade level teachers involved!	
307	Jane Healy	Former educator, grandparent of school-age children	Too much rote, which is not high-level thinking. Elementary standards are not developmentally appropriate (many are too high level), nor possible to fulfill in the time allotted. Whole sections on Jesus are better left to home and church. Will require new k-12 curriculum, as what is expected per grade level does not align with current standards.	
308	Stacie Gim	Parent/Guardian	This is communist crossroads	This is some Communists crossroads
302	Shadrin Lemon	K-12 Educator	Each one of these standards could be pulled out on its own and be an entire semester long college course. The majority of these standards are developmentally inappropriate for K-12 students and are setting up South Dakota's students and teachers for failure.	
309	Jessica	K-12 Educator	Forward 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? A. The proposed standards committee omits where they teach in SD. The 2015 Document lists everywhere that the committee teaches p-3, 2015 Document). 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? C. How are the Noble Changes from the 2015 document to this proposed draft noted and the why behind the changes? For example, on pg 4 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." C1: Education Administration is the Principal/Superintendent position. 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. D. Resources: On pg 7 of the 2015 document, resources were listed. What resources were used in this draft? 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? 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? 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? 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? 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? 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? 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? 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? 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? 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? 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." F1. Is there a political litmus test that must be applied to every standard revision in SD? G. Source: Argus Leader: "William Morrissey, who once taught at Hilldale 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." G1. How is this pay expense? Is it being paid with taxpayer dollars? What is the justification for Mr. Morrissey to be on the draft committee? 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. https://www.argusleader.com/story/news/politics/elections/2022/08/10/south-dakota-dept-education-social-studies-standards-released/10260443002/	
304	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.	
316	Dana	Parent/Guardian	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.	At 5-6 years old 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.
318	Shanee	K-12 Educator	Sincerely, one of your highly underpaid, tired of "funding" being used for other things than our teachers, annoyed, public school teachers.	No
319	Kathryn Bok	Community member & taxpayer	The content and standards are ridiculous at every level. For the sake of our hard working educators and our students, please out some reality into your standards & expectations. Thank you for excellent comments and I trust you will consider re-evaluating your position in this matter.	
312	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.	
314	Mairdee Dossert	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 adding 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.	
313	Kamara	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 is 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. Do we really think that students are going to remember the information by 7th grade? In reality, we are wasting that 1st grade teaching 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 have social studies, these standards are the way to do it. We can't expect students to memorize all of the information that each standard possesses.	
317	Nicole Sarman	K-12 Educator	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 see 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.	
311	Shannon Steckelberg	Parent/Guardian		
315	Koenee Newbold	K-12 Educator		
320	Jill Juno	K-12 Educator		
321	Casey Materese	K-12 Educator	The standards that you have proposed are completely in left field and have zero information in the ideas that should be taught in the classroom. The ideas that are widely accepted 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!	I read these standards and, as an educator for over 13 years, know are very unrealistic and inappropriate for their age development. The cognitive level needed for this type of education is not there at this grade.
322	Rachel	School board and educator		
325	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, history education.	There should be no biography lessons/memorization of historical 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.
324	Greta Garcia	Parent/Guardian	The standards are not realistic. Teachers need to make these standards and they need to be built upon each year but that is obsolete. Please reconsider the previous proposal or let the educators to create appropriate curriculum. This should not be political it should be about the kids. I am republican and want our history to be presented but I also want realistic curriculum.	
323	Joan M Wilson	K-12 Educator	WWII (the number of standards and the grade level expectations are extraordinary). There are not enough hours in the day/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.	
326	Teresa	Special 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.	
327	John R Sallada	Retired — Taught College for almost 40 years	Taught each year by those fully qualified	Wtf!
328	John R Tillman	Pre-K Educator	Ridiculous!!! For lower elementary, you are way off!! Talk to parents and teachers! Who are writing these standards??	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.
329	Karen Tilton	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!	
330	Marnie	K-12 Educator		
331	Britni 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 learn 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.	
334	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.	
333	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.	Not developmentally appropriate
332	Valerie Newhart	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!	

	A	E	F	G	H
329	Name	1st Grade - World to 315 and America 1492-1787	2nd Grade - World 315-1492 and America 1787-1908	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
310	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.	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?)
302	Ruth Cordingley	Same as above.	Same as above.	Same as above.	Same as above.
300	Lizann Aubry				
300	Arne Reckstrand				
302	Jane Healy	Communist		This is too much.	Too much for children.
302	Stacie Gim				
302	Shadrin 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).	
300	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 proposed 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.			
300	William Carpenter				
310	Dana	All 6 years old	7 maybe 8 years old what a with all the Rome??? Why	Where is any Native American or South Dakota history	
314	Michelle				
312	Shanee	No	No	No	No
310	Kathryn Bok				
310	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.
310	Maureen Dosselt				
310	Kamara				
310	Nicole Sarinwar				
310	Shannon Steckelberg				
310	Koheene Newbold	These standards are not age or developmentally appropriate for 1st grade.	These standards are not age or developmentally appropriate for 2nd grade.		
320	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.
320	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.
320	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.	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.
320		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, basic lessons to fit this load in.			
320	Amardin				
320	Greta Garcia				
320	Juan M Wilson				
320	Teresa				
320	John R Salladay	Vital	Vital	Vital	Vital
320	Karen Tillna	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!	Again, see above answers! This is Middle to high school level.	
320	Karla Anderson	You are expecting a 6 year old to memorize the Preamble? Please think about our kids and would that be appropriate?? 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 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 for 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.			New 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! 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 values that are expected.
330	Mamie				
330	Britni Cordingley	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?			
330	Helen Baron-Wishard				
330	Jennifer Nedrebo	Not developmentally appropriate			
330	Valerie Newbath				

	A	J	K	L	M	N	O	P
300 Name	5th Grade - World 1300-1640 and America 1620-1908	6th Grade - Influential Ideas in History and Civics to 1816	7th Grade - America 1492-1877	8th Grade - America 1877-2008	9-12 World History Ancient to Modern	9-12 - Economics	9-12 - United States History 1492-2008	9-12 - United States Government
301 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?)	There are too many standards and some are too complex for this grade level. Where will the time come from for these standards? (What classes will we lose to make room for more SS classes?)	The content is reasonable. The time allotted is not. We will have to add more required social studies classes to their schedule.	The content is reasonable. The time allotted is not. We will have to add more required social studies classes to their schedule.	The content is reasonable. The time allotted is not. We will have to add more required social studies classes to their schedule.	The content is reasonable. The time allotted is not. We will have to add more required social studies classes to their schedule.
302 Ruth Cordingley	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
303 Lizann Austry								
304 Arne Reckstrand								
305 Jane Healy		Ridiculous for grade school						
306 Stacie Gim								
307 Shadrin Lemon								
308 Jessica								
309 William Carpenter								
310 Dana								
311 Michelle								
312 Sharree	No	No	No	No	No	No	No	No
313 Kathryn Bok								
314 Mary Garnett								
315 Marlene Dosselt								
316 Kamaria								
317 Nicole Sarinagar								
318 Shannon Steckelberg								
319 Keliene Newbold								
320 Jill Jung								
321 Casey Materese								
322 Rachel		Same as above						
323 Amanda								
324 Greta Garcia								
325 Joan M Wilson								
326 Teresa								
327 John R Salladay	At least this	definitely & emphasis on Civics	Yes by fully qualified teachers not just wanna-be coaches	Yes by fully qualified teachers— not just wanna-be coaches	Yes — by fully qualified teachers	Yes by fully qualified teachers — not just "other duties"	Yes each year by those fully qualified to do so.	Yes each year by those fully qualified to do so.
328 Karen Tillna	Ok	Ok, kids are more equipped to learn these concepts. However my expertise is early childhood and elementary.	Ok	Ok	New 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	Yes
329 Kayla Anderson								
330 Marnie								
331 Britta Cordingley								
332 Helen Baron-Wishard								
333 Jennifer Nedrebo								
334 Valerie Newbath								



	A	B	C	D
332	Name	Which group do you represent	Proposed Social Studies standards overall	Kindergarten - Introduction to America
333	Kathv Sevour	retired elementary educator	The elementary standards are unrealistic and many are developmentally inappropriate.	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.
336	Sidney Toornstra	Parent/Guardian		
337	Sean Holleam	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.	Does this curriculum speak to the genocide inflicted on Native American cultures? Is it the truth or passive generalities that contribute to cultural segregation?
340	Christina Holleam	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.	I think it's important for kindergartners to learn about local community and civics.
339	Jana	K-12 Educator	TERRIBLE	Stupid
343	Emma Hunlimer	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.	
341	LADONNA MELKE	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.	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.
342	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.	Way too difficult and unnecessary stuff included.
344	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.	Looks fine
344	Jenna	K-12 Educator		
345	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 you are setting educators up to fail. I am also disappointed the State spent \$800k to an outside Religious College for this mess	
346	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) Kindergartners 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.	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.
347	Jesse M Sporer	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 their job!	
348	chris helen	K-12 Educator	I cannot believe, having grown up my entire life in South Dakota, that you are going to run the one thing South Dakotans 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 honestly 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 Hillisdale, 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.	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.
348	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!	
350	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.	The following standards are developmentally inappropriate for Kindergarten: K.SS.3, and
351	Tamara Voight	K-12 Educator		

	A	E	F	G	H
332	Name	1st Grade - World to 315 and America 1492-1787	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1783	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820
333	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.	How is polytheism seen as a civil contribution? Where is the document mentioned in the following? (including select standards from Oerfl Sakowin Essential Understandings 1 S 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 renaissance, 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.
334	Sidney Torres	This is not age appropriate! How can we have children memorizing something that can't even explain and understand what the words mean.			
335	Sean Holleam	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-biased 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 jumble of facts and values that do not in fact make the world a better place?	I'd prefer my third grader understand and appreciate a basic understanding of our local history and knowing how to safely navigate themselves in the world we now live.	Memorizing and reciting facts does not equal knowing how the individual learns itself. Let's give them tools in their toolbox and allow them to construct the world around them.
336	Christina Holleam	Having to memorize the preamble is not age appropriate when the majority of 1st graders are just learning to read.	Not age appropriate content!	Not age appropriate	Not age appropriate
337	Jain	Way above their heads and stupid!	Again way above their level and stupid	Stupid	Stupid
338	Emma Hummer	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 6th or 8th 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.		
339		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 though 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 spin of these - I just they "spin" but with that, how do you cover it? Also, why is Thompson included.	Again, asking to evaluate - but being told not to make research historians. If needing to spell cities - why are they not learning the revolutions? Again, these seem way above most first 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. G - does that include first contact with Columbus? 3.ss.6g - now 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.
341	LADONNA MELKE				
342	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...		"The student can recite from memory the following lines from the Declaration of Independence" Waste of time and effort.
343	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?		Again, is it developmentally helpful to instruct young kids on ancient history?	
344	Jama	After reviewing the proposed changes I cannot help but feel uneasy about this possibility 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 widely unsuccessful and definitely not supported but elementary teachers.			
345	Janel Wright	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&g will be a hard fall 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. It is the first, third, and final bullets of H should be reserved for a higher grade. 1.ss.8.A is somewhat nebulous for a 1st grade, 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??	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.	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.	
346	Kevin Teigen				
347	Jesse M Sporer	Too many standards.	Too many standards	Too many standards	Too many standards
348	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 bad payout from hillside community college for this bullshit?	Come, on. Beyond embarrassing. Can your 3rd grader, read, write and do arithmetic? If not, let's certainly not try and teach them Greek and Roman history. Oh, my bad, you were going to do that in first grade. But I see, it's 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?
349	Abby Martinez				
350	Ashley Larson	The following standards are developmentally inappropriate for 1st grade: 1.SS.1.K (specifically the architectural styles), 1.SS.1.G, 1.SS.2A, 1.SS.4 (all sections), 1.SS.5 (in its entirety).			
351	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	M	N	O	P	
ID	Name	5th Grade - World 1300-1640 and America 1620-1908	6th Grade - Influential Ideas in History and Civics to 1816	7th Grade - America 1492-1877	8th Grade - America 1877-2008	9-12 World History Ancient to Modern	9-12 - Economics	9-12 - United States History 1492-2008	9-12 - United States Government
333	Kalvh Seymour	SS.6.D (including select standards from Oceli Sakowin Essential Understandings 2 and 6) Again, where is this document found?	Much of SS.6 would require a degree in theology.	This document continues to be named but not provided. (including select standards from Oceli Sakowin Essential Understandings 1-5 and 7) These should be listed rather than just referenced.	Same as above.			SC is about settlement and yet I see racism is thrown in here. ???	
336	Sidney Toorajira								
337	Sean Holleam	Geography is great. It's important to know how small we really are.	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?	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.		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?
340	Christina Holleam	Not age appropriate							
339	Jana	More stupid	FALSE	Redundant	Way, way too many years to cover in one grade	If it's real history, not this fascist version; stop	Being	Way, way, way too much for 4 years to cover	Your version is not complete, inclusive, or even close to realistic.
349	Emma Huntmer								
341	LADONNA MELKE	5 ss 6 - h - How do you cover this, primary source or an annotated / condensed, who picks the selections? 5 ss 7 - the Civil War 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.	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, the John Ross and the Redox for the Trail of Tears?	I do like that American History has two years - but some of these topics just to be glanced over (tell off) and (identified) - 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.				
342	Derek Johnson	"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.	* Christian and Muslim art and architecture in the Middle Ages* Don't like it.	* explains how the "American" colonist was generally defined by certain traits, including being." Ethn seems unnecessary	* the biography of Booker T. Washington" I like this.				
343	Brenda Van Beek	"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.	* how they contrasted with Catholic ideas and practices" No thanks, leave all that out.	"explains the various progressive policies that were implemented in law" Sounds divisive. D	Way too many places/locations to memorize	Seems pretty good	Looks like quite a bit of repeat material here	"explains Presidential succession" Very important	
344	Jama								
345	Janel Wright								
346	Kevin Teigen								
347	Jesse M Sporer	Too many standards	Too many standards	Too many standards	Too many standards	Many schools only teach only a semester of World History, so there is no way one could teach what you have here		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 0 way to teach inquiry with so much to teach. Do any of you actually teach in a classroom setting? Seriously, need to be pared down and made less specific to allow teachers to have some flexibility in adapting to their classroom needs.	
348	chris thelem	ditto	Civics? did you steal Hilldale community college curriculum?	God Bless America if this what is going to happen in South Dakota	ditto	zero	out of breath	this has to be a practical joke	done, you should all resign
349	Abby Martinez								
350	Ashley Larson								
351	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	B	C	D
352 Name	Which group do you represent	Proposed Social Studies standards overall	Kindergarten - Introduction to America
352 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.	
353 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.	
354 Tara 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 reliable and recognizable parts of their history from these kids' education?	
355 Christy Heiderman	K-12 Educator		
356 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.	<p>K.SS.1.G: As kindergartners 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 kindergartners. 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>
357 Talem 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.	
358 Monica Ellwanger	K-12 Educator	Overall, I believe that these 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.	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.
359 Maranda Williamson	Parent/Guardian	If I wanted my children to attend a Christian school, I would send them to one.	
360 Caitlin Duffy	Parent/Guardian		
361 Amy	K-12 Educator	Terrible. Why? This is so inappropriate and not age appropriate at all. This is absolutely ridiculous.	These standards are ridiculous. Have you ever met a 5 year old that needs to know this content? Ridiculous.
362 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!	These include standards that previously were in 1st grade, such as identifying primary symbols of the United States. Is this developmentally appropriate?
363 JUSTIN M OHL EEN	Parent/Guardian	Go back to the drawing board. Listen to teachers, not administrators, and get student input.	K.SS.3 and K.SS.4 seem very aspirational but quite unrealistic for kindergarten.
364 Kelle 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 recall 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.	

	A	E	F	G	H
352	Name	1st Grade - World to 315 and America 1492-1787	2nd Grade - World 315-1492 and America 1787-1908	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
			<p>My immediate concern with these standards is that there are far too many to teach during one school year with fidelity. It is a laundry list of what specifically needs to be taught. Typically standards are a guide for local districts to use as they adopt the curriculum of their choosing to teach the standards. With the specificity of these topics and the lack of age appropriateness it will be difficult for districts to find materials to address these concepts.</p> <p>Many of the standards are terrific and attainable for second grade students. To name a few the American geography and map regions, knowledge of American citizenship and civic participation, knowledge of the US constitution, knowledge of westward expansion's effects on relationships with Native Americans, and describing the life of pioneers in South Dakota during the late 1800s.</p> <p>What is not appropriate are the number of wars studied, battles, the study of Rome, middle ages, renaissance, Greece, the crusades, and the intensive study of the Civil War. These concepts are too advanced for second-graders to comprehend. They do not have the mental velocity 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 county. They need to learn the continents, major landforms, and how to read a map. They need to know ABOUT the Constitution, Bill of Rights, and three branches of government. If we can get them to understand these general concepts they can be ready to learn about the more specific historical information later on. As previously stated I liked some of the standards that I saw. Some of them, though, I absolutely cannot imagine why anyone would want any second grader to study those topics.</p> <p>Lastly, the standards really lack a cohesiveness to teach in a way that makes sense. We want our students to have access to materials that present information to them at a grade level where they can understand and learn the information. I'm not sure where this type of curriculum exists, let alone where teachers can access information to present to their students. How will students have the opportunity to further research some of these topics?</p>		
353	Carol Waider				
354	Danielle Hunt	"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.			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.
355	Tara 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.
356	Christy Heblerman				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.
		<p>1.SS.1.K: Recognizing some of the buildings in Washington D.C. is fine on this standard, but the architectural styles is not.</p> <p>1.SS.1.L: Knowing the state flag, sure. But the motto is not developmentally appropriate for first graders to know. Why do they need to know it in first grade?</p> <p>1.SS.1.N &amp; O: Tell me HOW is it developmentally appropriate for a first grader to recite part of the Declaration of Independence AND the Preamble of the Constitution. Why would this be necessary for a first grader to know?</p> <p>In looking at the remaining standards, it seems as if you have taken Ancient History and American History from the HIGH SCHOOL level and put it into first grade. These topics and discussions are not developmentally appropriate for young students.</p> <p>There are many more issues with the first grade standards, most of them being on the fact that they are not developmentally appropriate.</p>			
357	Jennifer				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.
358	Talim Effling	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 teach and 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.		
359	Monica Filwanger				
360	Maranda Williamson				Don't set kids up for failure. This is ridiculous.
361	Castlin Duffy				
362	Amey	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	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 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?
363	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?	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.
364	JUSTIN M OHL EEN	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 8th grade level. 2.SS.5-B is completely laughable but explains the process and product perfectly	Let teachers teach. Trust them. Pay them.	Let teachers teach. Trust them. Pay them.
365	Colie 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 velocity or real life connections to these concepts that will make it possible for them to learn. I also love supporting my students by reading them stories to help them understand social studies concepts. There aren't books at their levels to help with these concepts.	I have a third grader starting this school year. I am not comfortable with my child learning these concepts.	

A	I	J	K	L	M	N	O	P
353 Name	5th Grade - World 1300-1640 and America 1620-1908	6th Grade - Influential Ideas in History and Civics to 1816	7th Grade - America 1492-1877	8th Grade - America 1877-2008	9-12 World History Ancient to Modern	9-12 - Economics	9-12 - United States History 1492-2008	9-12 - United States Government
352 Carol Waider								
352 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.					
352 Tara Mathews								
352 Christy Heiberman								
352 Jennifer								
352 Talem Effling	5th graders cannot name all of the United States' capitals and states let alone the country of Europe.							
352 Monica Filwanger								
352 Maranda Williamson								
360 Caitlin Duffy								
361 Amy	Wow	No way	More ridiculousness.					
362 Kristin Rath	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?	How are these standards developmentally appropriate?	How are these standards developmentally appropriate?	How are these standards developmentally appropriate?				
362 JUSTIN M OHLIEN	Let teachers teach. Trust them. Pay them.	Let teachers teach. Trust them. Pay them.	Let teachers teach. Trust them. Pay them.	Let teachers teach. Trust them. Pay them.	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.	Let teachers teach. Trust them. Pay them.
362 Katie Harrington								

A	B	C	D
362	Name Which group do you represent	Proposed Social Studies standards overall	Kindergarten Introduction to America
363	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. This needs a complete overhaul and input from teachers in the early grades.	Kindergartners 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.
364	Ashley Zenk Parent/Guardian	I honestly don't have a polite way to say this. What are the people writing these things 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.	Too rigorous
365	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 mention simply ludicrous in the expectations of elementary-age children.	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.
366	Casey Kieffer K-12 Educator	I couldn't get past the vast amount of first grade standards without closing 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.	
367	Elizabeth Benhazer 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.	
370	C. Richardson All answers on previous survey should read "inappropriate"	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.	
372	Kimberly Soldate 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.	
373	Erin Mosen Clarke K-12 Educator	First, thank you for your work and dedication to our schools and students. I know it took time to create and revise these social studies standards, however, these are not age or developmentally appropriate for our students. I am a current First Grade teacher and we work on the following social studies concepts throughout the school year: school and classroom rules and expectations, classroom community, friendships, maps and globes (differentiating between the two and being able to locate different landmasses vs. bodies of water), U.S. symbols, traditional U.S. holidays and events, being able to create a personal timeline, and economics (needs vs. wants). We are also teaching our students to build upon their reading and writing skills. I don't understand how teaching about war or being able to memorize the preamble is going to set and encourage foundational learning and growing. My goal is to create a classroom community where all students can feel safe asking questions and learning from their peers, as we all have different experiences and perspectives. In addition, we strive to teach the root to the answer, not to simply memorize facts. See: "new math"! These new standards will not be well received by six and seven year olds because they need concepts that are relatable to where they are in their young lives. Please consider revising these standards so we can provide an appropriate learning experience to our students! Thank you for your time!	
374	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 to instruct on these effectively because it is simply too much.	
375	Nyame Former teacher	These are absolutely 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 side in the face to educators and the committee should apologize for the ridiculousness set forth.	I don't 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.
377	C. Richardson Very concerned citizen	Developmentally inappropriate, violent tone, weak on civics.....	Developmentally inappropriate.
378	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 than 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 6 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, 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.	
379	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.	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 4-6 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.
379	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.	
379	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.	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.
380	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.	Unreasonable
380	Dick Scheffer 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.	No.
380	Lilah Gillis Parent/Guardian	There seem to be unrealistic expectations of what children in their pre-k-age can do. I believe educators who are recently active in classrooms are the best people to write the curriculum standards for any subject.	These requirements would leave little time for learning to recognize letters and numbers, count and write their names. They are beyond most kindergartners 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?
380	Suzie Hovch 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?	
380	Pajoe Stewart Parent/Guardian	Duhh.	This is fine.
380	Joan Scheffer State citizen	No, these should not be adopted. The governor needs to let state educators write the curriculum not a hand picked committee.	These concepts are extremely difficult for this age level. They should not be adopted.
380	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 unattainable standards that not only will the children fail to meet but the teachers as well. blatant disregard of a whole population of those kids in our community.	Not developmentally appropriate
380	Ginger Phillips Substitute Parent/Guardian	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.	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.
380	Lachelle K-12 Educator	Your proposal is ridiculous! Start over!!	
380	Sara Soeer K-12 Educator	Need to leave in the Native studies and not eliminate their existence. I don't work with high school students, but many of the lower elementary standards are not age appropriate. 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 schools? 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.	What are you thinking? Think about age appropriate standards.
380	Tari Kinsley 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.	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.
380	Hayley Gallant K-12 Educator	Please, let's get back to learning what is important and attainable to the specific age group! C400	
380	Komedee Goodie 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.	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. 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 Naom 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.
380	Katie Purcell K-12 Educator	Written as a Kristi Naom 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.	
380	Rachel Parent/Guardian		
380	Teresa Paraprofessional		To difficult for a 6 year old to memorize.
380	Beth 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.	Standards are too complex and overwhelming to students.
380	Miah Siegel K-12 Educator	They are expecting too much for the young children. Older ones will do ok but the elementary kids will not succeed in this plan.	
380	Stephanie Rhodes Parent/Guardian		These are very unrealistic for a 4-6 year old to be expected to learn. They are learning to tie their shoes not about Louis Armstrong.
400	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.	
400	Mary K Bae K-12 Educator	I am strongly opposed.	
400	Cindy 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.	These standards are not developmentally appropriate.

	A	E	F	G	H
362	Name	1st Grade - World to 316 and America 1492-1797	2nd Grade - World 316-1492 and America 1797-1908	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
363	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.		
364	Ashley Zenk	Too rigorous 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 <u>read daylight by his subjects or who Nero was? Not okay.</u>	Too rigorous	Too rigorous	Too rigorous
365	Danielle Ann Teigen	I struggle with the what is age appropriate. We worked with a 7-year-old 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.	Again, these are not age-appropriate standards for second grade children. These concepts are often taught in high school and college-level classes, not elementary school.	Again, these are not age-appropriate standards for second grade children. These concepts are often taught in high school and college-level classes, not elementary school.	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?
366	Casey Kieffer				
367	Elizabeth Reininger				
368	C. Richardson				
369	Kimberly Soldate				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 reread what is already been presented in class.
370	Erin Moser Clarke	This is not age-appropriate! Please consider revising!			
371		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 these proposed standards for world history are not developmentally appropriate for young minds.			
372	Julie	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 those students wouldn't be able to read the textbook. These standards are completely unrealistic and should not be adopted.			
373	Janet	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.	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.
374	C. Richardson	Developmentally inappropriate, violent tone	Developmentally inappropriate, violent tone, weak on civics	Developmentally inappropriate, violent tone, weak on civics	Developmentally inappropriate, violent tone, weak on civics
375		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 KDC, and now we have 11 standards. In our school district we have 3 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 than 3 weeks. I also find it hard for 7-year-old to understand what an ERA is and how to relate the ERA 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-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.			
376	Travis Lape				
377	Ashley				
378	Debbany Newbold	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.			
379	Nikki Townsend				
380	Angie	Inane	Unrealistic	Ridiculous	Should be South Dakota studies
381	Dick Scheffer	No	No	No	No
382	Liah Gillis	I can see the desire to identify the Capitol, White House, etc., but name the state? 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.			
383	Stacy Ivich	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 UI worsen the shortage.	I do not support	I do not support	I do not support
384	Joan Scheffer	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	No	No
385	Carlin 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		
386	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 maybe	Too in depth	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.
387	Bonnie				
388	Lachelle				
389	Sara Soeer	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 1st grade=Not age appropriate 1.SS.8 not age appropriate			
390	Teri Kinsley	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	Why is there no state or Native American history anywhere in the elementary standards???
391	Haley Gallant				
392	Comedee Goodie				
393	Katie Purcell	Many of these concepts are too abstract for little brains to process.			
394	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.			
395	Teresa	Children can't comprehend this kind of material at this age.	Children are learning at this age that they live in a town.	Children at this age are understanding that they live in a state that their town is in.	They are just starting to realize there are other countries besides America.
396	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.	Standards are too complex and overwhelming to students.
397	Micha Siegel			Clearly child growth and development were not taken into account when developing these absurd "grade-level" standards.	
398	Stephanie Rhodes	Again these are unrealistic! There are adults that don't know some of this content. How is first grader to do this?			
399		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.			
400	Haley Dressler	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.			
401	Mary K Boe				
402	Carly Sanderson	These standards are not developmentally appropriate. Memorization of the constitution before you can understand the words and meaning is basic homework.	These standards are not developmentally appropriate.	I think it would be very difficult for children to wrap their minds around such different time periods. Why doesn't the American history align with the world history? American history starts prior to 1600. This would be an obvious and easier alignment.	



	A	J	K	L	M	N	O	P	
353	Name	5th Grade - World 1300-1649 and America 1620-1908	6th Grade - Influential Ideas in History and Civics to 1816	7th Grade - America 1492-1877	8th Grade - America 1877-2008	9-12 World History Ancient to Modern	9-12 - Economics	9-12 - United States History 1492-2008	9-12 - United States Government
354	Rachel Howard								
355	Ashley Zenk	Too rigorous	Too rigorous	Too rigorous	Too rigorous	Too rigorous	Too rigorous	Too rigorous	Too rigorous
356	Danielle Ann Teigen	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?	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	More age appropriate but still seems excessively detailed	More age appropriate but still seems excessively detailed	More age appropriate but still seems excessively detailed	More age appropriate but still seems excessively detailed
357	Casey Kieffer								
358	Elizabeth Renhagen								
359	C. Richardson								
360	Kimberly Soldatke								
361	Erin Moser Clarke								
362	Julie								
363	Jayne	Not developmentally appropriate	Not developmentally appropriate	Not appropriate	Not appropriate	Not appropriate	Not appropriate	Not appropriate	Not appropriate
364	C. Richardson	Same as above	Same as above	Same as above, etc.	Same as above, etc., etc.	Same as above, etc., etc., etc.	Same as above, etc., etc., etc., etc.	Same as above, etc., etc., etc., etc.	Same as above
365	Travis Lape								
366	Ashley								
367	Bethany Newbold								
368	Nikki Townsend								
369	Angie	Asinine	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.	Ridiculous	Laughable	Narrow minded!	
370	Dick Scheffer	No	No	No	No	No	No	No	No
371	Lilah Gillis								
372	Suzie Booth								
373	Paige Stewart	I do not support	This is fine	This is fine	This is fine	This is fine	This is fine	This is fine	This is fine
374	Joan Scheffer	No	No	No	No	No	No	No	No
375	Caillin 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.					
376	Elmer Phillips	Kids are not going to be interested in world history from this time period.	Maybe this is appropriate but I have my doubts.	doubts. Maybe appropriate.	This may be appropriate but why stop at 2008? Current year?				
377	Bonnie								
378	Lachelle								
379	Sara Soeer								
380	Ted Kinsley								
381	Haley Gallant								
382	Komodee Goodie								
383	Katie Purcella								
384	Rachel								
385	Teresa	They should now be introduced to the history of America, more mature at the age of ten.							
386	Bea	Standards are too complex and overwhelming to students.							
387	Micah Siegel								
388	Stephanie Rhodes								
389	Haley Dressler								
390	Mary K Bee								
391	Cady Sanderson								

A	B	C	D
433	Name	Which group do you represent	Proposed Social Studies standards overall
434	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.
435	Brenda	K-12 Educator	Classical education should be a choice. It should not be forced on an entire state.
436	Sarah Mechtenberg	Parent/Guardian	Absolutely terrible and over complicated. This is why teachers are leaving the profession at an alarming rate.
437	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 expediency for Neom and a gift to her campaign to secede to the republican/Trump wacko base. This should not be saved for with state monies nor should it be applied to our public schools.
438	Daryl 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 are 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 school 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 and 2 remaining YSD students.
439	Dani Haensel	K-12 Educator	Keep the American History portion for elementary - take out the world history standards. Way too much for elementary. Put South Dakota History standards back for fourth grade.
440	Ann Kosowatzke	K-12 Educator	
441	Rebecca Weber	K-12 Educator	
442	Nicole	K-12 Educator	NO
443	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.
444	Kate Mozzart	K-12 Educator	Please, please allow educators of young children to offer constructive feedback about how to make these appropriate for young children.
445	Rebecca Severson	K-12 Educator	What happened to students learning about the history of 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.
446	Holly Hodge	K-12 Educator	no
447	Abby Gullickson	K-12 Educator	The standards should not be changed. This proposal is unnecessary and not based in research. Urge you to stop this change.
448	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 Neom is making a culture war when it's a non-issue. Shame.
449	Cavlee	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.
450	Amber Birkinie	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 able to resist/deny Germany, America Hitler and WWII in their history curriculum. Knowing history helps us correct atrocities from the past happening in the future. These standards do nothing to help our students make a better future.
451	Justin Hereman	Parent/Guardian	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.
452	Kayla Ohlsen	K-12 Educator	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.
453	Kayla Ohlsen	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.
454	Kathleen Peterson	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.
455			Kindergarten - Introduction to America
456			I don't feel like this is developmentally appropriate for my kindergartner.
457			As a former bilingual kindergarten teacher in a high migrant community all I can say is wow... These students are lucky if they can write their own name. Too over the top!
458			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 not be able to rote memorize portions of American History.
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3rd Name	1st Grade - World to 315 and America 1492-1787	2nd Grade - World 315-1492 and America 1492-1787	3rd Grade - World to 60 B.C.E. and America 1492-1787	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1763-1820
436 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.	Why is this jumping backwards from the second grade standard in chronological order? Does American history only start at 1492?	My
438 Brenda	Memorize the Preamble? Seriously? I did that in 8th grade! Not appropriate for this age level. 5th grade maybe.			
439 Sarah Mechtenberg	As a parent, some of these concepts are very advanced for this level.			
440 Richard L. Heule				
441	Again, you are asking children of 6 and 7 years old to say Peloponnesian war? They will never grasp these concepts. What good will this do for children who are frequently headed to reading recovery (or better yet remedial phonics training)? Again...these concepts were not run by any teachers in the 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 based 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.	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?
442				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.
443				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.
444 Dani Haensel	These standards are not developmentally appropriate.			
445 Ann Kozumacke			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!!!!
446 Rebecca Weber	Noise			
447 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.	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!	
448 Kate Moazart	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.			
449	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.		
450 Rebecca Severson	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 graders have so very many things they are learning and absorbing just asking them to learn things that are above and beyond their level is unfair to the students and teachers.			
451 Holly Hodge				
452 Abby Gullfickson	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.	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.
453 Carrie Aaron				
454 Cavlee	First, this is a huge time span. Second, Again, They're six and seven year olds.			
455				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.
456 Amber Birknie	The proposed standards are not age appropriate, Greek Mythology and the Peloponnesian War are not topics appropriate at this age level.	The proposed standards are not age appropriate, the Civil War and Reconstruction are not topics appropriate at this age level.	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 are not age appropriate at this level. The exclusion of Native American's contribution to US independence is a significant omission.
457	The proposed standards essentially dictate curriculum and will steer teachers to a specific set of materials to align with these standards.	The proposed standards essentially dictate curriculum and will steer teachers to a specific set of materials to align with these standards.	The proposed standards essentially dictate curriculum and will steer teachers to a specific set of materials to align with these standards.	The proposed standards essentially dictate curriculum and will steer teachers to a specific set of materials to align with these standards.
458	The proposed standards are very poorly organized. Teaching history chronologically in a series spanning grades 1-5 makes no sense.	The proposed standards are very poorly organized. Teaching history chronologically in a series spanning grades 1-5 makes no sense.	The proposed standards are very poorly organized. Teaching history chronologically in a series spanning grades 1-5 makes no sense.	The proposed standards are very poorly organized. Teaching history chronologically in a series spanning grades 1-5 makes no sense.
459 Justin Herman				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."
460 Kayla Ohlen	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	Inappropriate age level expectations for majority of standards	Have an issue 4.SS.3 as well in regards to knowledge of the Roman Empire. 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.
461 Kathleen Peterson	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.	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.

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33	Name	5th Grade - World 1300-1649 and America 1620-1908	6th Grade - Influential Ideas in History and Civics to 1315	7th Grade - America 1492-1877	8th Grade - America 1877-2008	9-12 World History Ancient to Modern	9-12 - Economics	9-12 - United States History 1492-2008	9-12 - United States Government	
403	Kelly Sanderson	The language you are using in these standards is basic and has no hierarchy of mastery and application.	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.							
404	Brenda			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?"						
405	Sarah Mechtenberg									
406	Richard L. Heule									
407	Daryl Olson	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	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.					
408	Dani Haenael									
409	Ann Kozumetke									
410	Rebecca Weber									
411	Nicole									
412	Laura									
413	Kate Mozzart									
414	Rebecca Severson									
415	Holly Hodge									
416	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.	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.	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.	
417	Carrie Aaron									
418	Cavlee									
419	Amber Birkinie	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.								
420	Justin Herzman					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.			
421	Kayla Ohlen	Inappropriate age level expectations for majority of standards. College level material. 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.	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	Inappropriate age level expectations for majority of standards	Inappropriate age level expectations for majority of standards	Inappropriate age level expectations for majority of standards	Inappropriate age level expectations for majority of standards	Inappropriate age level expectations for majority of standards
422	Kathleen Peterson									

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Name	Which group do you represent	Proposed Social Studies standards overall	Kindergarten Introduction to America
		<p>Other than comment about each individual grade band, I will leave just generalized comment. I identified myself as a parent for the purpose of this survey (having both an elementary and middle school child) but am also a 20 year early elementary educator. Here are some general thoughts:</p> <p>The content in early elementary (K-2) is completely inappropriate for the age and development for children. (An example may be to have the First Graders tell the story of the Peloponnesian War). Children ages 5-8 need to be learning about their own community and state, developing an understanding of America, and beginning to hear stories of historical figures. Not learning of Greek Mythology, Persian Wars, etc.</p> <p>Much of the general geography is good (mapping, directionality, landmarks, etc.)</p> <p>The amount of content is also inappropriate. Educators (especially in early grades) are pressed for time to get children to learn letters, letter sounds, numbers, writing their names, learning to read, addition and subtraction, etc. There is too much content to hit upon. As I look further into the MS and HS standards, it also feels very content heavy without much depth, and our MS and HS students and teachers have actual daily/large blocks of time to do the teaching.</p> <p>I do appreciate that some of the content spirals or is touched on more than once. But I still wonder why world history (ancient) is happening so early when they do not have a firm or appreciated grasp on their own "world".</p> <p>I like the 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.</p> <p>The level of critical thinking required for these standards is very poor. Most of the standards require nothing more than recall, recall, identification, and memorization. Blooms Taxonomy teaches us that children (even our youngest) need to spend more time outside of recall and into analyzing and evaluating and synthesizing.</p> <p>The proposed standards read more like a curriculum, which is not what standards are intended to do. They pinpoint exactly what needs to be taught (or memorized), rather than the overarching learning a child should have in a grade band. Doing this limits their learning and thinking and pigeon holes educators. Also, because of how poorly these are laid out, there is not a viable and respected curriculum that aligns with this.</p> <p>I have personal concerns for my own two children about the inclusion of religious ideations. (For example, 4th and 6th graders should be learning about the life events of Jesus of Nazareth.) I strongly prefer that that teaching take place in my own home and in my own church. Not in a public school setting by teachers who may or may not believe in the life and teaching of Jesus. I understand that Jesus is considered a historical figure, but that level of learning should be left to my family.</p>	<p>Kindergarten Introduction to America</p>
424	Amanda Chaney Parent/Guardian	<p>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.</p>	<p>These standards are NOT age appropriate. The expectations are far too high.</p>
425	Alissa Koens K-12 Educator	<p>These standards are not age appropriate and have eliminated so many important concepts that we have taught in the past as well.</p>	<p>This content is NOT age appropriate. The expectations are WAY too high.</p>
426	Chelsea Murray K-12 Educator	<p>This content is above and beyond their capability at the elementary education level.</p>	<p>This content is not age appropriate for this age group.</p>
427	Alex Pufholz K-12 Educator	<p>Absolutely terrible and over complicated. This is why teachers are leaving the profession at an alarming rate.</p>	<p>This content is above and beyond their capability. Terrible and over complicated.</p>
428	Alex Baber K-12 Educator	<p>Developmentally inappropriate.</p>	<p>Developmentally inappropriate.</p>
429	Ernst Hilber Education	<p>Developmentally inappropriate.</p>	<p>Developmentally inappropriate.</p>
430	Lindsay Tellinghuisen Parent/Guardian	<p>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!</p>	<p>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.</p>
431	Elizabeth Ekeland K-12 Educator	<p>I taught in South Dakota schools for close to 40 years before retiring in 2015. During that time I served on numerous district and state committees to review and propose curriculum and standards. Never in all those years did I see anything like these proposed standards. I am shocked! I cannot believe that any educator currently teaching would find them to be appropriate. What would be expected of our learners in the elementary grades is inappropriate for their developmental stages. The standards set students for failure as the vast majority cannot possibly 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, wafares, and effects of the Persian Wars, including the battles of Marathon and Thermopylae as is required of a 3rd grader. Can the governor recite these lines from memory as is required of a 4th grader? "When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation. We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.—That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed,—That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it..."</p> <p>Who are the individuals that wrote these standards? Do any other work with K-5 students on a daily basis? If they did, they would understand how developmentally inappropriate these standards are for K-5 learners. The amount of classroom time needed to attempt to teach these standards would diminish the time spent on literacy, math, and science instruction. Far too much is required and far too many of the standards are inappropriate. As was done with a previous version of the proposed Social Studies standards, these should be thrown out and redeveloped with the assistance of actual SOUTH DAKOTA classroom teachers.</p>	<p>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.</p>
432	Susan Turmised Retired teacher	<p>These standards set up our learners and educators for failure. I hope and pray that it is not the intended goal.</p>	
433	Naomi Huisman SD yoter and future parent	<p>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.</p>	
434	Jennifer K-12 Educator	<p>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 arbitrary and nonsensical facts is not mastery of anything. It would be a mistake to allow these tasks to be called standards and be adopted in South Dakota.</p>	
435	Alex Johnson K-12 Educator	<p>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 fall our children and not them behind their peers across the nation. Stop allowing people to rush agendas into classrooms and let teachers teach.</p>	
436	Jessica Jonnesen Parent/Guardian	<p>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!</p>	
437	Stacie Tschetter K-12 Educator	<p>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.</p>	
438	Katrina Callahan Parent/Guardian	<p>Student and Researcher of K-12 Civics Education, so my comments will be specifically regarding the Civics areas.</p>	<p>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.</p>
439	Sarah Sawyer Parent/Guardian	<p>Define 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.</p>	
440	Marla K-12 Educator	<p>I notice a very low level of Bloom's there, with most expectations being in the Level I (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. I am going to continue to look to achieve great expectations, but they NEED to be expectations they can reach. These proposed standards are quite ridiculous and NOT age appropriate!</p>	<p>WOW... as a teacher I cannot even memorize / do some of these and we expect titles to do it?</p>
441	Melissa Medinger K-12 Educator	<p>You have only two public hearings both in the Eastern and upper Central. Both at least five hours away from Western South Dakota. To be fair, please have one in or near Rapid City. You are limiting in person public comment from the Western side of Rapid City.</p>	
442	Kim Clark K-12 Educator	<p>General comment as I look at K-5 is that they cognitively and developmentally inappropriate especially at the K-2 level. For example you are asking a first grader to understand American History and major events over a 300 year period and World History covering each of seven continents over a 1200 year period, plus geography. Envision a 6-7 year comprehending that and learning Reading and Math foundational skills and Science. Read what you wrote out loud and tell me a 1st grader will understand it. Some of it is inappropriate to talk about.</p> <p>That is just grade 1!</p> <p>There are too many standards that cannot be covered in the amount of time given to teach Social Studies.</p> <p>As an educator and as a grandparent I am hugely disappointed. You did not have representation of all the grades or grade bands on your committee. The majority were professors, politicians or businessmen/women. People who have never stepped foot in a classroom yet you deemed them worthy to know what are children need and what is appropriate. Did you not think that educators know and understand their students?</p> <p>In the past we had a mix of educators and community members, members from across the state, representation from different sized school districts.</p> <p>I will be reviewing every grade level in K-5. I will be sharing this documents with out of state educators and getting their observations. I will share it far and wide with parents.</p> <p>As represented in the proposed standards on so many levels.</p>	
443	Lisa Satherclon Grandmother	<p>Separation of church and state is real. All religious references need to be removed. Public school education should be inclusive. The fact that we outsource this to a large ultra conservative "Christian" alma mater speaks volumes. This doesn't represent SD.</p>	
444	Jennifer Marciniwski K-12 Educator	<p>I sincerely wish for you to take the outcry about these standards seriously. Please understand that the educators and parents in South Dakota want to be a part of these process. We agree that our state and country history is vitally important for our future but these standards will not help us reach the goals set forth. These standards will drive educators away, crush students' self esteem, and traumatize our youngest learners.</p> <p>The content is relevant but grossly misplaced. The learning is real, 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 upsur will be the cry 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 taxpayers? 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>	<p>Kindergarten children are 5 and 6 years old. Psychologically, students of this age are ego-centric and emotional. The concepts in the standards are far above their capabilities to understand.</p> <p>Remembering the sequential details of their OWN experiences is a difficult task and these standards are expecting students to recall the childhood and significance of HISTORICAL people like Norman Rockwell and Harriet Tubman. I am not discounting the historical impact of these individuals, I am questioning the need to expose our illtest learners to the trauma these individuals experienced?</p> <p>Memorizing the Pledge of Allegiance, I can get behind that. When in the standards does it require a student to UNDERSTAND what they are pledging to?</p> <p>I have worked with kindergarten students for over 10 years. The depth and knowledge in the most recent standards was already plenty rigorous. I would offer my assistance in the next phase of rewriting these standards because this version is not developmentally appropriate, relevant to this age group, nor is it achievable within a single school year.</p> <p>If you dig in to all the other content standards for kindergarten, many - almost all - are written with "With 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.</p> <p>These standards will overwhelm teachers and students. This is not best practice or research based education.</p>
445	Kevin Kim Grandparents	<p>START OVER. TRY AGAIN. ASK FOR HELP. DO BETTER.</p>	<p>These standards will overwhelm teachers and students. This is not best practice or research based education.</p>

	A	E	F	G	H	
262	Name	1st Grade - World to 315 and America 1492-1787	2nd Grade - World 315-1492 and America 1787-1908	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	
426	Amanda Chaney					
427	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.	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.	
428	Chelsea Marshy	This content is NOT age appropriate. The expectations are WAY to high.	This content is NOT age appropriate. The expectations are WAY to high.	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.	
429	Alex Pitholt	This content is not age appropriate for this age group.	This content is not age appropriate for this age group.	This content is not age appropriate for this age group.	This content is not age appropriate for this age group.	
430	Alisa Babin	This content is above and beyond their capability.	This content is above and beyond their capability.	This content is above and beyond their capability.	This content is above and beyond their capability.	
431	Erinly	Terrible and over complicated.	Terrible and over complicated.	Terrible and over complicated.	Terrible and over complicated.	
432	Lindsay Tellinghuisen	Developmentally inappropriate	Developmentally inappropriate	Developmentally inappropriate	Developmentally inappropriate	
433	Elizabeth Ekeland					
434	Jessie Fjeldheim					
435	Susan Turniseed					
436	Naomi Huismann					
437	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.			
438	Alex Johnson					
439	Jessica Jorgensen					
440	Stacie Tschetter					
441	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 too 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.	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.	
442	Sarah Bowser	Is it reasonable to assume that these requirements are age appropriate? Where teachers consulted?				
443	Maris					
444	Melissa Medinger					
445	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 1000 years of World History and almost three hundred years of American History.				
446	Lisa Satherclon	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 competetialize 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). Here is one example of how outrageous these are: Standard(i) 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 Feedback: If 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. Standard: 1.SS.1.O. The student can recite the Preamble to the United States Constitution from memory. C 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.	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 competetialize 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). Here is one example of how outrageous these are: Standard(i) 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 Feedback: If 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. Standard: 1.SS.1.O. The student can recite the Preamble to the United States Constitution from memory. C 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.	Again, the majority of these standards are full of content and concepts that students of this age simply can not comprehend and internalize: 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 Students who are just developing their reading comprehension of chapter books like Stuart Little and Charlotte's Web SHOULD NOT be expected to simultaneously determine the effects of Islam and Christianity in Africa.		
447	Jennifer Marciniwski					
448	Kevin Kim	Ridiculous	Ridiculous	Ridiculous	Ridiculous	

	A	J	K	L	M	N	O	P	
36	Name	5th Grade - World 1300-1640 and America 1620-1908	6th Grade - Influential Ideas in History and Civics to 1816	7th Grade - America 1492-1877	8th Grade - America 1877-2008	9-12 World History Ancient to Modern	9-12 - Economics	9-12 - United States History 1492-2008	9-12 - United States Government
470	Amanda Chaney								
472	Alissa Koens	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.							
473	Chelsea Marshy	This content is NOT age appropriate. The expectations are WAY to high.							
474	Alex Pufholz	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.					
475	Alissa Baber	This content is above and beyond their capability.				This content is and beyond their capability.			
476	Erinly	Terrible and over complicated.	Terrible and over complicated.	Terrible and over complicated.	Terrible and over complicated.				
477	Lindsay Tellinghuisen	Developmentally inappropriate							
478	Elizabeth Ekeland								
479	Jessie Fjeldheim								
482	Susan Turnisseed								
483	Naomi Huisman								
484	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.						
485	Alex Johnson								
486	Jessica Jorgensen	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.							
487	Stacie Tschetter								
488	Katrina Callahan	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.		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. While I think it's important to discuss all of these items, many ideas 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 8th grade, where it is more likely to be understood 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.			At this age, they should now be able to actually interpret the Preamble. They should be able to differentiate between limited and unlimited governments and the difference between unitary, confederate, and federal systems of government. They should also be able to define constitutionalism, rule of law, limited government, and popular sovereignty and the importance of a written constitution. They should also be able to evaluate the U.S. Constitution's idea of majority rule while protecting minority rights. The student here should focus on the colonial and revolutionary importance of the U.S. Constitution and should be able to understand the concept of compromising. In each of the sections on founding documents, the student should be able to relate the concepts to today, i.e., the idea of civic identity. The student should also be able to use primary documents and compare them to the current Constitution.	
489	Sarah Bowser								
490	Maris								
491	Malissa Medinger								
492	Kim Clark								
493	Lisa Satherclon								
494	Jennifer Marciniwski								
495	Kevin Kim								

	A	B	C	D
442	Name	Which group do you represent	Proposed Social Studies standards overall	Kindergarten Introduction to America
443	LeighAnn Dunn	K-12 Educator	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, retrace 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, Laura Ingalls Home ect.)	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
444	Nathan Stalon	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.	
445	Meagan	Parent/Guardian	Most of this does not align with being an ancestor!	
446	Meagan 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.	
447	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).	Developmentally inappropriate and too extensive to expect to be taught at this level
448	Sarah Reece	Parent/Guardian	I am appalled by this material being considered as "standards". These "standards" are by no means age appropriate. Again, the expectations that are required by teachers to teach this material is very unrealistic, with the already stressed expectations they have with the limited resources they are given and poor pay they are receiving. I am seriously hoping that these so called "standards" are NOT passed. I wouldn't expect a 5 year old to identify the differences in time periods based on clothing, nor a 6 year old to know & recite the preamble of the constitution. And neither should you. Please ask an elementary educator what should be considered "standards", as they would know more than anybody.	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 specific on history.
449	Caron de la Montanya	K-12 Educator	Too many lofty goals for primary students. Please reconsider most of the world standards. Many don't even know their address or a phone number for a parent. 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.	Not appropriate
450	Lachelle Olivier	K-12 Educator	I can not believe that you expect a 1st grade to do, when most adults and even our president cannot do!	
451	Dane Revels	K-12 Educator (School Psychologist) and Parent	Go back to allowing educators break the standards. This is one area Gov. Noem has oversteered!!	
452	David Thomas Swank	Parent/Guardian	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 8-year-old (typical age for first grade) would be able to recite the Preamble of the Constitution. Their memories are not built for that. Some children go to first grade still trying to remember their letters, numbers, beginning sight words and to progress with the curriculum need to continuously learn new strategies for reading, adding, and recalling the meaning and correct usage of key vocabulary used typically in their daily environment. Thus, memorizing the Preamble, lines from the Declaration of Independence and any words that are well above their current level of vocabulary is not realistic. What meaning is there in very young elementary children to learn about ancient and foreign countries? Again, it is not developmentally appropriate for them to connect a place far away with events that are so unfamiliar to them in a way that is meaningful and related to the spiraling up that the standards intend. These standards are heavily "toesly-aligned" with what a variety of textbooks cover in the elementary grades. This does not suggest that South Dakota standards need to follow a scope and sequence of a textbook, by any means. However, textbooks are designed with concepts that make sense with children at their age-grade and with the "depth" that is appropriate for a child to retain. They are created based on what is developmentally appropriate for a child-which is what is effective for teaching and learning. Children (and school staff) are already so overtasked with learning all that is essential to navigate in their world, the next grade, in social circles, etc. As a parent, I would be very disappointing to have my own children frustrated with expectations to master these concepts that are not within their own capacity to even understand. We have high schoolers graduating and meeting the current standards without knowledge or understanding of some of the concepts expected in the elementary years by these new standards. If nothing else makes sense with the discussion of developmentally appropriate practices, I would hope individuals within the Department of Education can clearly see this disconnect as a significant concern. Thank you for the opportunity to share comments from the perspective of a professional educator and parent.	No major objections
453	Colin Hoopstraat	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.	No major objections
454	Lori Jackson	K-12 Educator	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.	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!
455	Tricia Runyan	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 white nationalist world view. Complete insanity re:ins and Kirsti is the queen. 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.	Not appropriate
456	Faythe J Yardon	K-12 Educator	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. 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.	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 student's 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.
457	Bouchelle Schultz	K-12 Educator and Parent	Teachers really should earn extra compensation if they wind up required to attend trainings on this. They know the material already.	K.SS.3. Women are underrepresented in list. K.SS.4. Native American influence on American symbolism not included.
458	J Bruner	Parent/Guardian	Typical Kirsti 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". 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 grade 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 it as how times change and technology like vehicles have changed over time. When explaining how in the 1800s the 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 a 6 year old for more than a few minutes, and it begs the question of what other metrics could there be behind writing standards that are so wholly inappropriate and unachievable.	America started WAY before Christopher Columbus (who actually didn't discover America and was a ferible human)
459	Cassie	K-12 Educator	These standards are all so inappropriate for the grade levels. They need to be reviewed and rewritten by EDUCATORS!	
460	Allison	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 also their madness. You're only going to hurt our children.	Too much, too complex
461	Sherry Olson	K-12 Educator	There are way too many standards in each section. I recently received a history mixer 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.	
462	Donavan Soulek	K-12 Educator	I would really like to know whose idea this was and why educators are being undermined on the abilities and developmental appropriateness of the students that we work with every day. I also find it interesting that these are being proposed at the same time that school is starting and teachers already have a lot on their plates. These standards are far too extensive for one grade level. It would be improbable for a teacher to be able to meet all these standards effectively in one school year. Furthermore, expecting students to recite historical documents is not a good indication of their knowledge. You can memorize things but that doesn't mean that you have learned about the significance of it or the impact that it has on today. Expecting a 1st grade to recite the preamble of the constitution is ridiculous, especially since most adults cannot do this and would need to look it up. Also, the vocabulary in the preamble is far above the vocabulary of a 6-7 year old.	These standards are ridiculous. They are not developmentally appropriate and there are far too many standards for a five year old to know.
463	Margo Soulek	K-12 Educator	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.	



A	E	F	G	H
Name	1st Grade - World to 315 and America 1492-1787	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1783	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1783-1820
440 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	Way too much	Again, way too much info!
441 Nathan Stalon	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.	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		
442 Meagan	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.			
443 Meagan Dahle				
444 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.	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.
445 Sarah Rezac	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 was 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.	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.		
446 Caron de la Montagna	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 was impressed with their knowledge and how their teachers taught them. 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.			
447 Lachelle Olsler				
448 Dane Revels				
449 David Thomas Swann	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.		
450 Colen Hoopstra	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.			
451 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 these 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.	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.
452 Tricia Runyan	Not age appropriate.	Not age appropriate.	Not age appropriate.	Not age appropriate.
453 Faythe J Yardon				
454 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.	1.SS.4.b-h: This is possibly 8th grade material. 1.SS.5: This is 6th grade material. 1.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.
455 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 favorite 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 cultures like Kwanza, Juneteenth or Ramadan? Or only Christian holidays. Nothing was specified. History of the beginning of Christianity is being taught, but how about other religions? Will conflicts depict both views or only those of Christians? What importance will Christian history have over the mention of other religions and cultures? Will the lessons on the corps of discovery discuss the role they played on the indigenous tribes of the Midwest, including the Sioux and Lakota? Also the civil war was over states wanting to secede from the union, slavery was simply an arguing point, not the causation of the war. Major figures of the war don't include anything about black soldiers.	Again American history doesn't begin in 1492. Columbus didn't discover America and is a terrible human who's crew raped and enslaved girls as young as 8 for sexual acts. (It's written about in detail in his journals.) Native American tribes-- again no mention of tribes central to the state these kids live in. Again the beginning of the colonies focuses on the white story book versions: Pocahontas, John Smith, Rolfe, etc.	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.
456 Cassie				
457 Allison				
458 Sherry Olson	Too much, too complex	Too much, too complex	Too much, too complex	Too much, too complex
459 Donovan Soulek				
460 Maggi Soulek				

	A	J	K	L	M	N	O	P	
323	Name	5th Grade - World 1300-1640 and America 1620-1908	6th Grade - Influential Ideas in History and Civics to 1816	7th Grade - America 1492-1877	8th Grade - America 1877-2008	9-12 World History Ancient to Modern	9-12 - Economics	9-12 - United States History 1492-2008	9-12 - United States Government
440	LeighAnn Dunn								
441	Nathan Stalon								
442	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.
443	Megan Dahle								This is so bad... all of it. Bum it and start from scratch. How embarrassing for you.
444	Jamie Healy	Developmentally inappropriate and too extensive to expect to be taught at this level	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?	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 think and dig deep into any topic.	
445	Sarah Renon								
446	Caron de la Montana								
447	Lachelle Olsler								
448	Dane Revelts								
449	David Thomas Swank								
450	Colen Hoopstra								
451	Lori Jackson	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.							
452	Tricia Runyan	Not age appropriate	N/A	N/A	N/A	N/A	N/A	N/A	N/A
453	Faythe J Yardon								
454	Buchelle Schultz	5.SS.3-4. This is high school material 5.SS.4.10. This is 7.8th grade material 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 tests. 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 Shawnee)? What about the history and the horrors of indigenous boarding schools and the attempt to whitewash native children? Certain states?? Laughable. How about ALL states. Will it address how discrimination against blacks and other races is STILL present and common even today, just in different forms?	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.4-7: 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-d: This material should move to high school	8.SS.4-b: This material should be moved to 9th grade	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 16 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	Move topics that I mentioned earlier to high school level. These items are college level. Essays should use research and citations, not just class notes
455	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 8th 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?	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?	Same stuff as mentioned above.
456	Cassie								
457	Allison								
458	Sherry Olson	Too much, too complex	Too much, too complex	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	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
459	Donavan Soulek								
460	Maggi Soulek								

A	B	C	D	
ID	Name	Which group do you represent	Proposed Social Studies standards overall	Kindergarten - Introduction to America
467	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.	These standards are not developmental appropriate and rely too much on memorization which is not help for higher order thinking.
468	Miranda Fuhrer	K-12 Educator	So wrong in so many ways - no local context, no expert input, no built-in, 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!	Would you like me to stop teaching them who to write their name?
469	Susan Homer	Grandparent & retired teacher	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.	
470	Kirstin	Parent/Guardian	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.	
471	Kvita Kint	Former K-12 Educator	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.	
472	Pauler Einsensad	Parent/Guardian	As an educator for over 20 years, I am completely disheartened and embarrassed. 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.	
473	Jay Berg	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.	
474	Nikki Dawson	K-12 Educator		
475	Kvita 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.	
476	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.	
477	Corah Bethach	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 committee. Focus on the kids and not what you think is best. Kids will never get to change or continue former skills I've expect to miss 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.	
478	Emily	K-12 Educator	These standards are ridiculous. I can't imagine any current classroom instructor agreeing with these standards. Also look back before American history. I am Caucasian but we were here first. They have a right to have a truthful account of their past in SD taught in our state.	
479	Bree Oltman	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 vein of education that is centered on a Christian, Eurocentric, world view. As a taxpayer and resident of South Dakota, I find these proposed standards an embarrassment and a stain in the face to the original committee members who drafted standards that would have provided for quality education in our state. 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 intellectual curiosity? I'm horrified at the continued dumbing down of our state's children and am on to your plan to ensure a dumbing down unless you so folks like Kristi Noem stay in office. Despicable.	Have you ever met a kindergarten? 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.
480	Natalie Slack	Parent/Guardian	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 expending with these new standards.	
481	Amber E	Future Educator	These standards were not written by SD educators or even by the current committee. Who were they written by? Please be transparent.	
482	Andrea Stansoscheck	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? 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.	
483	Corrie	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 Macedonia. Who, in their right mind, would expect these things of 6 year olds?	Not developmentally appropriate
484	Peter Hasby	Parent/Guardian		
485	Jeff Ganschow	K-12 Educator	These are terrible! I look forward to the process that form to oppose these and sue the state! Do BETTER!	Way too advanced for kindergarten students
486	Jenny Barthel	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 handwork, 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 regular 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.	
487	Kelli	K-12 Educator		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?
488	Maraan 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.	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 meanings of different symbols of America. Symbols may include, but are not limited to: HCC 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 and Presidents Day) g. Washington Monument (identify image and associate with George Washington and Presidents Day) h. White House (identify image and associate with Presidents Day and the current president) 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. 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 every day 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 these standards. This standard is not needed. If your K students 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 teachers on your committee? There should be a mix of community members, teachers and community members from across the state.
489	Kim Clark	K-12 Educator		
490	Maraan Bobzien	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.	This is not language that kindergarten users use and is way above their heads.
491	Caillin Petroll	K-12 Educator		Why is there a standard about using the word because? This is a language standard.
492	Janel Wright	Student	Keep your religious indoctrination out of the public schools	
493	Emily	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 misundertaken in America in general, so I believe requiring a basic knowledge base for that is a good thing to do for our students.	Not developmentally appropriate
494	Sonia	Parent/Guardian	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 learn/learn beyond reasonable expectations and time commitments.	
495	Jessica	K-12 Educator	What you are expending 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 education because of this. Try again!	
496	Kim Biel	K-12 Educator		

A	E	F	G	H
Name	1st Grade - World to 315 and America 1492-1787	2nd Grade - World 315-1492 and America 1787-1908	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
461 Christen Hildebrandt	These standards are not developmental appropriate and rely too much on memorization which is not help for higher order thinking.	These standards are not developmental appropriate and rely too much on memorization which is not help for higher order thinking.	These standards are not developmental appropriate and rely too much on memorization which is not help for higher order thinking.	These standards are not developmental appropriate and rely too much on memorization which is not help for higher order thinking.
462 Miranda Fuhrer	This is ridiculous		There is too much to be cover.	
463 Susan Homer				
470 Kirstin				
471 Kaitia King				
472 Amber Einnesand				
473 Jay Berg				
474 Nikki Dawson	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 absurd. I have students coming to me without knowing their entire alphabet but we should expect them to memorize the story of the polyperianian war? These standards are ridiculous and it is unethical to put these expectations on our youth.			
475 Kyla Schuster				
476 Jacob				
477 Sarah Bettsch				
478 David Pinsky				
479 Eric Oltman	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.	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
480 Natalie Slack				
481 Amber E				
482 Andrea Stanscheck	Not reasonable for a first grade	Not age appropriate.		
483 Corine	This is college undergraduate into 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 wildy off base content?			
484 Peter Hasby				
485 Jeff Ganschow	Way too advanced for 1st graders	Way too advanced for 2nd graders	I teach this grade level. This is a joke. These standards don't meet with the cognitive levels of students. They don't know the difference between a state and a city and now they're supposed to know the causes of ancient wars? Give me a break. This is what happens when Kristi Noem appoints noneducators to these standards. 3rd graders DON'T CARE nor do they need to know about the ancient wars.	What happened to separation of church and state? Lots of Christianity being forced down our PUBLIC schools kids' throats
486 Jenny Barthel	Consider revision	Consider revision	Consider revision	Consider revision
487 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.	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.
488 Kim Clark	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.	This is way over all 8 and 9 year olds heads. Ask a 3rd grade teacher.	
489 Morgan Bobzien	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 unclocking meanings.			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?
490 Caitlin Postel				
491 Janel Wright	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.	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.
492 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.			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.
493 Sonia	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.			
494 Jessica				
495 Kim Bui				

	A	J	K	L	M	N	O	P	
32	Name	5th Grade - World 1300-1640 and America 1620-1908	6th Grade - Influential Ideas in History and Civics to 1816	7th Grade - America 1492-1877	8th Grade - America 1877-2008	9-12 World History Ancient to Modern	9-12 - Economics	9-12 - United States History 1492-2008	9-12 - United States Government
465	Christen Hildebrandt	These standards are not developmental appropriate and rely too much on memorization which is not help for higher order thinking.	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.	This course is too much to be covered in a semester. There are also almost no geography standards that have meaningful depth when almost every school teaches geography for a semester. Required word counts for papers and memorization are not best practices for students.	Most schools don't currently offer this class in SD.	I have concern about the scope of the class and the depth of knowledge expected to be taught.	There is way too much demanded to be covered in a semester class.
466	Maranda Fuhrer								
467	Susan Horner								
470	Kirstin								
471	Krista Kint			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?	A semester to teach the history of the world is truly ridiculous. A year was barely long enough to scratch the surface on many important topics.			
472	Andor, Emmausad								
473	Jay Berg								
474	Nikki Dawson								
475	Kyla Schuster			Many of the 7th grade standards, actually most of the grade level standards, are focused on students being 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 as 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.					
476	Jacob								
477	Carah Betsch								
478	Chad Emery					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 newer, better response to the 1619 Project and only seems to polarize and purposefully indoctrinate youth based on conservative ideology.			
479	Bree Oltman							Again why stop at 2008?	
480	Natalie Slack								
481	Amber E								
482	Andrea Stanscheck								
483	Corinne								
484	Peter Hasby								
485	Jill Ganschow	Seriously, not all SD kids are Christian. QUIT the indoctrination of our students.						2008 was 14 years ago. There's been ALOT of things that have happened since then. Where do we teach the tyranous assault of Jan 6th, 2021? Where do we teach civil rights, including the rights of equal marriage? But then again, that's not what Ours wants is it.	
486	Janey Barthel	Consider revision							
487	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.	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.	Too vast and vague. Please refer to written standards when the social studies committee had actual teachers included and involved.	Please refer to written standards when the social studies committee had actual teachers included and involved.	Not! We do not start learning US history when some white man discovered the Bahamas and then moved north! Please refer to written standards when the social studies committee had actual teachers included and involved.	Please refer to written standards when the social studies committee had actual teachers included and involved.
488	Kim Clark								
489	Morgan Bobzien								
490	Caitlin Postell		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.		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. 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.		There are way too many standards here. I would much rather students learn in-depth than scan over	
491	Janet 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.						
492	Emily								
493	Sania								
494	Jessica								
495	Kim Bial								

ID	A	B	C	D
Name	Which group do you represent	Proposed Social Studies standards overall	Proposed Social Studies standards overall	Kindergarten - Introduction to America
496	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 of SD history? 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.	Why aren't kindergarten focusing on community? Heifers? Structure of local communities?
497	Natalie Eegers	also a parent		
498	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.	It is absurd to think a kindergarten could identify all of the things you are asking for on a map. This is a ridiculously advanced set of standards.
499	Rachel Rivera	K-12 Educator		
500	Nanmings	K-12 Educator	get rid of it and go back to non political education.	Expecting students to memorize and recite the pledge of allegiance is not developmentally appropriate or respectful of diverse religious beliefs.
501	Evan J. Stehr	Parent/Guardian	get rid of it and go back to non political education.	get rid of it and go back to non political education.
501	Doug Eidel	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 emphasize 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	E	F	G	H
492	1st Grade - World to 315 and America 1492-1787	2nd Grade - World 315-1492 and America 1787-1908	3rd Grade - World to 60 B.C.E. and America 1492-1787	4th Grade - World 60 B.C.E.-C.E. 1300 and America 1787-1820
	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 lumbing around. Kids will have a lot of difficulty understanding the sequence here.	This seems like a big spread for kids and a lot of chronological jumping around. Kids will have a lot of difficulty understanding the sequence here.	Separating world and US history in this way seems nonsensical.
493	Ancient India and Babylon in first grade?????			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????
494	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.			What happens to SD history? Would it be more developmentally appropriate for children?
495	The standards are much too demanding for first graders, they require students to perform 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.			
496	Even J. Beehr	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.
501	Doug Erdel			

A	I	J	K	L	M	N	O	P
Name	5th Grade - World 1300-1640 and America 1620-1908	6th Grade - Influential Ideas in History and Civics to 1816	7th Grade - America 1492-1877	8th Grade - America 1877-2008	9-12 World History Ancient to Modern	9-12 - Economics	9-12 - United States History 1492-2008	9-12 - United States Government
496 Cody Severson	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?	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 eighth grade and said that they were lucky to even teach 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?				
497 Natalie Eilers	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.							
498 Beth Severson	This is an incredibly large amount of time to cover	I can't even begin to understand the choices here.	When are you going to tackle geography?					
Rachel Rivera								
499 Namings	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.	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.	get rid of it and go back to non political education.	get rid of it and go back to non political education.
500 Ivan J Stehr	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.	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.	get rid of it and go back to non political education.	get rid of it and go back to non political education.
501 Doug Eitel								