



South Dakota Social Studies Content Standards

*Preparing students to be college,
career, and life ready citizens.*

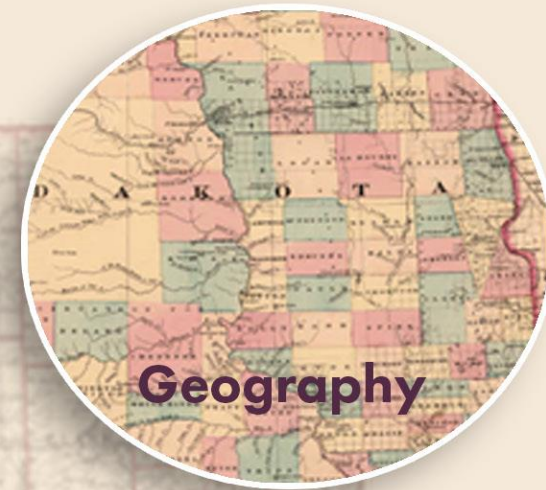


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Preface

As great students of history, geography, civics, and economics, the framers of our nation's constitution were keenly aware that while many attempts at representative governments had been tried, they had dissolved due to the citizenry's inability to moderate power once concentrated in a select few. Once concentrated, it was abused. Once abused, the people could not peacefully alter the government without an "appeal to heaven." Often that led to the destruction of the government that had formerly guaranteed their rights. Without a governmental protection of liberty, little remained to protect the individual while looking after the common good.

Therefore, knowing that people are "endowed by their Creator with certain unalienable rights..." and that the republic's work is best done when power is shared, the framers established a republic that encouraged compromise, so that it could endure, while protecting individual rights. Such ideas guided leaders like James Madison in drafting our Constitution that separated powers in order to balance opposing views. That idea also fueled Abraham Lincoln's desire to preserve the union first, then abolish slavery. It illuminated Martin Luther King's speech regarding the Declaration of Independence as a "promissory note to which every American was to fall heir." While not perfect, the framers' understandings about human nature, politics, geographic place, and the use of power proved to be extraordinarily insightful.

Therefore, and in that light, the role the education of history, geography, civics, and economics, at maintaining and protecting individual rights and promoting the common good must be taught, and taught well, to our future citizens. They need to know that their rights are theirs while learning how to appreciate how rare such a government was in 1789 while appreciating how it can fade. The founders of our nation emphasized the important role education played in equipping people for the knowledgeable practice of their responsibilities and the respectful enjoyment of their liberties, realizing the common good, and understanding other points of view and cultural beliefs are all equally protected.

In order to ensure all of this, social studies must be a central part of a student's K-12 experience. The content and skills within the social studies disciplines are designed to help our youngest citizens become responsible citizens who inquire and make informed, reasoned decisions to help their community, state, country, and world. These elements helped inspire the 2021 social studies standards revision process.

The Standards by Discipline

History

South Dakota's standards in history package a clear, truthful, and inspiring narrative of our state, country, and world. The narrative is authentic in sharing missteps, inconsistencies, and wrongs of our past. It also fosters recognition of the best of our past and our possibilities for the future by sharing our triumphs, innovations, and the courage and sacrifice of those who have come before us.

Civics/Government

The standards in civics and government equip students with clear recognition of their duties and rights as knowledgeable citizens and leaders in their communities. They aim to build unity among students, acknowledging that all are created equal and have equal value under our Constitution and the law and are members of a national community brought together by our founding principles. The standards outline the limitations of our government and the rights each citizen has that cannot be taken away. Throughout their education, students develop skills to make informed decisions and manage conflict.

Geography

South Dakota geography standards foster knowledge of the lands we inhabit, the people and cultures of those lands, the significance of places and resources around us, and the use of tools to understand our geography. Human beings continue to shape our world; our students learn the relationships that exist between people and cultures.

Economics

The standards for economics prepare students for the financial and economic decisions they will face and the consequences of those decisions that impact their personal life and the lives of others. The standards develop reasoning skills and highlight the complexity and importance of economies in our local communities and broader, global society.

Introduction

Social Studies is the study of the disciplines of civics, economics, geography, and history. The content and skills within the social studies disciplines promote:

- Critical thinking
- Inquiry
- Engaging in civic duties
- Discussion and debate
- Research and analysis
- Knowledge-rich content

The founders of our nation emphasized that the security of our democracy is reliant on the education and participation of current and future citizens. In order to ensure this security, social studies must be a central part of students' K-12 experiences.

K-12 and postsecondary educators, administrators, legislators, museum staff, special education staff, and retired social studies teachers came together to draft the revised South Dakota Social Studies Standards. Based on public comment, the South Dakota Department of Education collected on the 2015 Social Studies Content Standards, the workgroup addressed several key themes in the revision process:

- Teaching the positive and negative aspects of our nation's history while instilling pride in being an American
- Foster appreciation for American principles of equality, liberty, justice, and self-government
- Incorporate diverse perspectives
- Fewer, more concise standards
- Balance content instruction and skills development
- Emphasize current events and real-world connections
- Include South Dakota history, places, key figures, and government throughout K-12 education
- Integrate inquiry and research skills
- Share guidance for educators as they handle tough topics in their classrooms

Workgroup members used current, evidence-based practices, research, and data to present a set of recommended social studies standards to the Department of Education that guide teachers as they build and select aligned curriculum. The standards set expectations for student learning that prepare them to be informed, aware, and responsible citizens of their communities, state, country, and world. The committee completed

their revisions through in-person collaboration, extensive research, small and whole group discussions, grade-level and discipline alignment debates, and consensus building.

Notable Changes (2021 Draft South Dakota Social Studies Standards compared to the 2015 Adopted South Dakota Social Studies Standards)

Those who compare the 2015 adopted standards with the proposed 2021 standards will note some differences. The committee this year crafted anchor standards to include high level concepts, leaving specific descriptions for the grade level standards. In this way, the committee provided what it agreed to be age-appropriate learning at the grade level while maintaining consistency across the K-12 span in the anchor standards themselves.

In some cases, details that once appeared in the anchor standards are now in the grade level standards as appropriate at different grade levels. Reviewers of the draft standards should read the anchor standard in tandem with grade level standards to illustrate the specifics. For example, in 1st grade, the first anchor standard in history suggests students learn that some things have changed over time, some things have been consistent, and that historical context should be considered for any event in our history. The grade level standards help students identify chronological order, using records to understand the past.

Overall, the revised anchor standards provide ease of use for all grade levels while also providing stronger depth of knowledge and rigor over the course of a student's K–12 education. Grade-level standards have been aligned with the revised anchor standards to ensure clarity and accurate progressions throughout the grade levels. Anchor standards do not reflect a certain order in which standards must be taught.

The 5th grade standards have shifted to provide more of a focus on early exploration and North America moving into the American Revolution. This change was made in an effort to not only ensure all students understand the foundations of the United States, but also to afford high school students the opportunity for exposure to the last five decades of our more recent United States history, something the previous standards didn't leave room for. The new format provides strong alignment between the grade levels; critical content is reviewed at each grade, setting the stage for deep learning in the High School U.S. History course.

In the past, South Dakota history, geography, and civics/government have been largely taught in the 4th grade. The revised standards added anchor and grade-level standards emphasizing South Dakota throughout K-12 education. A part of Governor Noem's 2021 Civics and History Initiative, instructional materials for teachers will be developed to provide South Dakota educators easy access to lesson plans, primary and secondary sources, and other classroom materials to support teaching the revised standards.

Inquiry, or asking questions to drive one's learning, is crucial to strong student outcomes. Inquiry is at the heart of social studies; it disciplines and supports the ways in which practitioners such as geographers, historians, economists, and political scientists research and make decisions. The workgroup incorporated skills to support inquiry into the revised standards.

Some standards were removed to prevent redundancy and accommodate vertical alignment throughout the grade spans. Some standards were added to provide clarity, advance alignment, and address gaps in content.

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Breakdown of Standards and Resource Documents



1. Anchor Standards

A standard to be implemented at all levels K-12. Anchor standards give guidance to what students are expected to achieve by the end of 12th grade.

- **For example:** K-12.H.6: Students will incorporate multiple points of view to identify and analyze historical events of South Dakota.



2. Grade Level Standards

Specific grade appropriate tasks and content based on anchor standard and to be mastered in the specific grade.

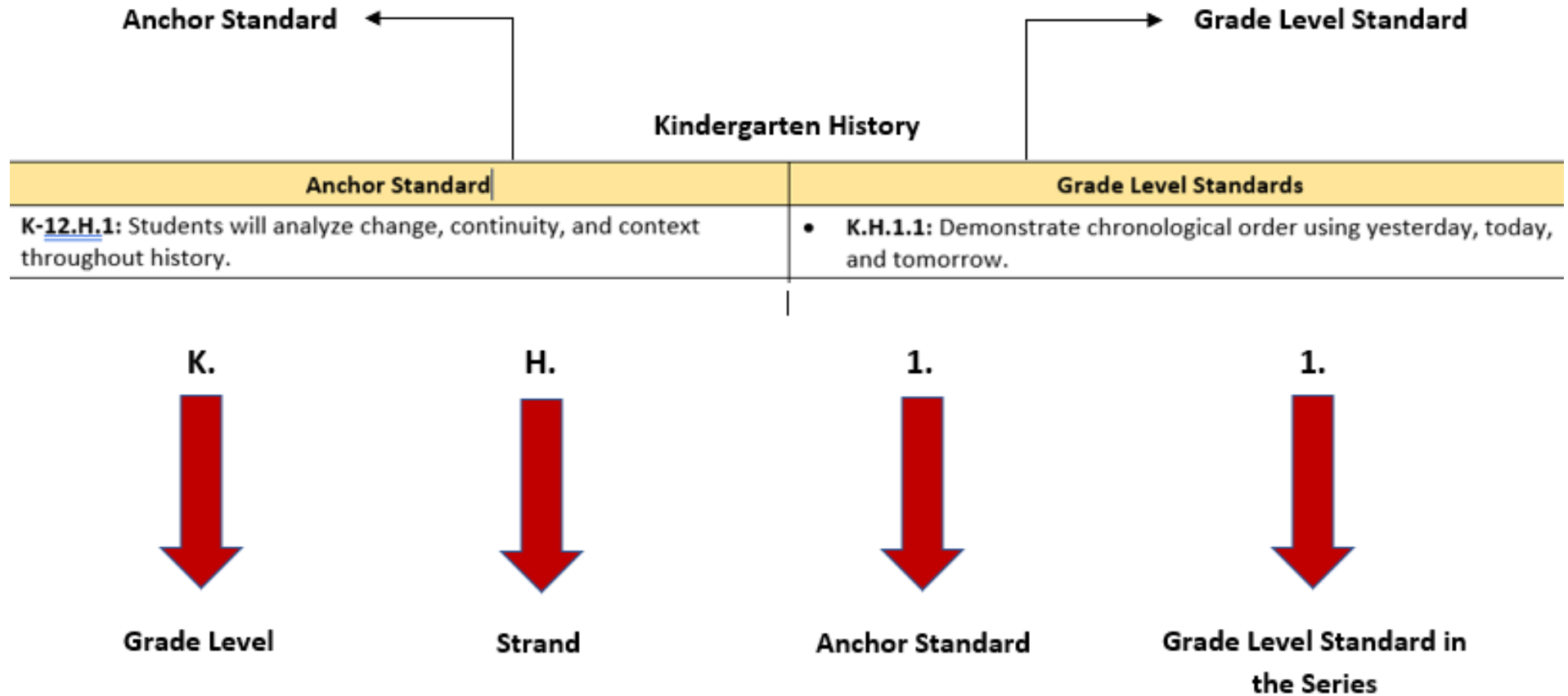
- **For example:**
 - K.H.6.1: Understand that there are different people and cultural groups that make up South Dakota's communities.
 - 9-12.H.6.1: Using multiple sources, investigate the impact South Dakotans, including Indigenous Native Americans, had on United States and South Dakota history.



3. Unpacked Documents

- An optional guide for teacher use that offers vocabulary, learning activities, and other resources for consideration in how to teach the standards for student mastery. Documents will be released in 2022.

Guide to Standards Numbering



Organization of the South Dakota K-12 Social Studies Content Standards Document

The South Dakota K-12 Social Studies Content Standards include both K–12 anchor standards and grade-level standards. Anchor standards are standards to be implemented at all levels K–12. Anchor standards give guidance regarding what students are expected to achieve by the end of 12th grade. Grade-level standards are specific, age-appropriate tasks and content based on anchor standards; they are to be mastered in a specific grade.

The standards are organized by grade level (i.e., Kindergarten, 1st grade, etc.) or grade band (9–12). Each grade level or grade band includes standards under the history, civics, and geography disciplines.

What Standards Do and Do Not Do

These revised social studies standards represent what students are expected to know and do after completing each grade level. The standards emphasize crucial skills necessary for success in history, geography, civics/government, and economics to help students be college, career, and life ready. These standards are not curriculum. The state is responsible for standards (i.e., what is taught). School districts determine curriculum, pacing guides, and instructional materials for schools – in other words, schools determine how standards are taught. Content standards, like those proposed in this document, serve as a guide for districts to choose curriculum and plan lessons.

The revised standards provided here focus on the most essential elements of student learning within each discipline. Further content and resources are left to the decisions of teachers, curriculum directors, and school boards. Optional unpacked documents will be available in 2022 to provide guidance for educators' implementation of the revised social studies standards.

Additional Resources

To assist readers with specific social studies terminology found in the proposed standards, a glossary is included at the end of this document. This list is not exhaustive.

During the standards revision process, workgroup members referenced feedback from South Dakota citizens and educators about the 2015 adopted social studies standards, offered through public comment in early 2021.

The following are some additional resources referenced by workgroup members as they considered their recommendations for revisions to the social studies standards:

- Pre-AP World History and Geography Course Guides
- National World History Content Standards
- National United States History Content Standards
- National Content Standards in Economics, 2nd Edition
- Economics Framework for the National Assessment of Educational Progress
- Center for Civic Education
- Social Studies Content Standards from other states
- Civics Framework for the National Assessment of Educational Progress
- National Geographic Geography Standards
- Geography Framework for the National Assessment of Educational Progress
- The C3 Framework
- Native Knowledge 360
- Oceti Sakowin Essential Understandings

Acknowledgements

A team of nearly 50 workgroup members with different backgrounds and experiences from across the state, including K–12 educators, post-secondary educators, school administrators, legislators, museum staff, special education staff, retired social studies teachers, and the South Dakota Department of Education, worked to revise the social studies standards. Workgroup members expressed strong dedication and advocated for high quality social studies education to ensure students are college, career, and life ready. The South Dakota Department of Education expresses appreciation and gratitude to the individuals who contributed their expertise and time to the revision of South Dakota’s Social Studies Content Standards.

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South Dakota Social Studies Standards 2021 by Grade

Kindergarten: Myself and My Classroom

In Kindergarten, students are introduced to each of the social studies disciplines with connections to their role in their classroom and school community. Students learn basic civic principles that underscore our unity and pride as Americans, including symbols that represent our country. They also use geographical tools and historical materials to explore the environment around them. Students learn basic economic skills such as defining needs versus wants.

Additional resources will be released during the unpacking process as a guide for lesson planning during the implementation of these standards.

Kindergarten History

Anchor Standard	Grade Level Standards
K-12.H.1: Students will analyze change, continuity, and context throughout history.	<ul style="list-style-type: none">K.H.1.1: Demonstrate chronological order using yesterday, today, and tomorrow.
K-12.H.2: Students will evaluate the impact of people, events, ideas, and symbols upon history, through multiple sources.	<ul style="list-style-type: none">K.H.2.1: Recognize local and national celebrations and ceremonies that represent people, places, and events in history.
K-12.H.6: Students will incorporate multiple points of view to identify and analyze historical events of South Dakota.	<ul style="list-style-type: none">K.H.6.1: Understand that there are different people and cultural groups that make up South Dakota's communities.

Kindergarten Civics

Anchor Standard	Grade Level Standards
K-12.C.1: Students will compare and evaluate the purposes and structures of various common forms of government.	<ul style="list-style-type: none">K.C.1.1: Identify our country's flag and the Pledge of Allegiance as symbols of the United States.
K-12.C.2: Students will explain and evaluate the principles and structures inherent in the creation and legacy of the American constitutional system.	<ul style="list-style-type: none">K.C.2.1: Identify classroom rules and explain why they are important.

Kindergarten Geography

Anchor Standard	Grade Level Standards
K-12.G.1: Students will use geospatial tools and resources to generate, interpret, and analyze information.	<ul style="list-style-type: none"> • K.G.1.1: Recognize that tools, such as maps and globes, represent places. • K.G.1.2: Use positional words including but not limited to up, down, above, and below to identify locations.
K-12.G.2: Students will understand and apply the nature and importance of the 6 Essential Elements of Geography (The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment and Society, and The Uses of Geography).	<ul style="list-style-type: none"> • K.G.2.1: Explain why students move from place to place within the school environment. • K.G.2.2: Use positional words including but not limited to up, down, above, and below to identify locations.
K-12.G.3: Students will explain the events and processes that shape places and regions.	<ul style="list-style-type: none"> • K.G.3.1: Identify and describe places in the school environment.

Kindergarten Economics

Anchor Standard	Grade Level Standards
K-12.E.1: Students will apply the fundamental vocabulary, ideas, and concepts associated with the study of economics.	<ul style="list-style-type: none"> • K.E.1.1: Differentiate between wants and needs. • K.E.1.2: Differentiate between borrowing and buying to achieve wants and needs.

Grade 1: Living, Learning, and Working Together in the Community

In 1st grade, students engage in learning about their communities and the ways in which they live, learn, and work together as a part of the larger community. Students will build on geographical and historical knowledge as they learn about community workers and leadership roles that help communities function. Students identify national and state symbols that represent the American values of freedom and patriotism and begin to use primary and secondary resources.

Additional resources will be released during the unpacking process as a guide for lesson planning during the implementation of these standards.

Grade 1 History

Anchor Standard	Grade Level Standards
K-12.H.1: Students will analyze change, continuity, and context throughout history.	<ul style="list-style-type: none">• 1.H.1.1: Demonstrate chronological order using events from students' own lives.• 1.H.1.2: Examine historical records and artifacts to learn about past family and community life.
K-12.H.2: Students will evaluate the impact of people, events, ideas, and symbols upon history, through multiple sources.	<ul style="list-style-type: none">• 1.H.2.1: Connect people and events honored in commemorative celebrations and ceremonies.
K-12.H.5: Students will develop historical research skills by analyzing and evaluating primary and secondary sources.	<ul style="list-style-type: none">• 1.H.5.1: Identify primary and secondary sources.
K-12.H.6: Students will incorporate multiple points of view to identify and analyze historical events of South Dakota.	<ul style="list-style-type: none">• 1.H.6.1: Identify celebrations and traditions various cultural groups bring to South Dakota communities.

Grade 1 Civics

Anchor Standard	Grade Level Standards
K-12.C.1: Students will compare and evaluate the purposes and structures of various common forms of government.	<ul style="list-style-type: none">• 1.C.1.1: Identify primary symbols of the United States and South Dakota.• 1.C.1.2: Identify services and workers in the local community.
K-12.C.2: Students will explain and evaluate the principles and structures inherent in the creation and legacy of the American constitutional system.	<ul style="list-style-type: none">• 1.C.2.1: Explain who makes decisions and rules in the school and community.

Grade 1 Geography

Anchor Standard	Grade Level Standards
K-12.G.1: Students will use geospatial tools and resources to generate, interpret, and analyze information.	<ul style="list-style-type: none"> • 1.G.1.1: Construct simple maps of familiar places that include labels and a key. • 1.G.1.2: Using simple geospatial tools, identify and distinguish between locations, such as landmasses and bodies of water, using positional words. • 1.G.1.3: Identify South Dakota and its neighboring states, using a map of the United States.
K-12.G.2: Students will understand and apply the nature and importance of the 6 Essential Elements of Geography (The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment and Society, and The Uses of Geography).	<ul style="list-style-type: none"> • 1.G.2.1: Identify and describe the characteristics and boundaries of the community.
K-12.G.3: Students will explain the events and processes that shape places and regions.	<ul style="list-style-type: none"> • 1.G.3.1: Describe ways people can interact with the environment.
K-12.G.5: Students will understand the ways in which humans culturally adapt to, use, modify, and impact the natural environment.	<ul style="list-style-type: none"> • 1.G.5.1: Explain why and how people move from place to place within the community.

Grade 1 Economics

Anchor Standard	Grade Level Standards
K-12.E.1: Students will apply the fundamental vocabulary, ideas and concepts associated with the study of economics.	<ul style="list-style-type: none"> • 1.E.1.1: Distinguish between goods and services and how the exchange of these goods and services are used and help people within the community. • 1.E.1.2: Explore ways in which people earn money.

Grade 2: Making a Difference in My State and Country

In 2nd grade, students learn about their role in their state and country. They engage in thinking and conversing about their own responsibility to take care of their community and state, focusing on being an informed citizen. They also learn about how the government plays a role in their community, state, and country. Students begin to learn about monetary decisions and how laws are made.

Additional resources will be released during the unpacking process as a guide for lesson planning during the implementation of these standards.

Grade 2 History

Anchor Standard	Grade Level Standards
K-12.H.1: Students will analyze change, continuity, and context throughout history.	<ul style="list-style-type: none">• 2.H.1.1: Given a set of historic events, demonstrate chronological order.• 2.H.1.2: Use historical records and artifacts to compare past life to present-day life in the community and state.
K-12.H.2: Students will evaluate the impact of people, events, ideas, and symbols upon history, through multiple sources.	<ul style="list-style-type: none">• 2.H.2.1: Compare how holidays and ceremonies are celebrated in different cultures.
K-12.H.5: Students will develop historical research skills by analyzing and evaluating primary and secondary sources.	<ul style="list-style-type: none">• 2.H.5.1: Understand that primary and secondary sources can be based on fact or opinion.
K-12.H.6: Students will incorporate multiple points of view to identify and analyze historical events of South Dakota.	<ul style="list-style-type: none">• 2.H.6.1: Investigate and discuss the community's cultures and history.

Grade 2 Civics

Anchor Standard	Grade Level Standards
K-12.C.1: Students will compare and evaluate the purposes and structures of various common forms of government.	<ul style="list-style-type: none">• 2.C.1.1: Explain the meaning behind state and national symbols.
K-12.C.2: Students will explain and evaluate the principles and structures inherent in the creation and legacy of the American constitutional system.	<ul style="list-style-type: none">• 2.C.2.1: Explain the basic political roles of leaders in the community, state, and country.• 2.C.2.2: Identify laws in the community and state and understand how they are made.

Anchor Standard	Grade Level Standards
K-12.C.3: Students will analyze the principles, historical impact, and contemporary relevance of foundational documents.	<ul style="list-style-type: none"> • 2.C.3.1: Discuss the structure of local, state and federal government. • 2.C.3.2: Understand and identify how governments are funded.

Grade 2 Geography

Anchor Standard	Grade Level Standards
K-12.G.1: Students will use geospatial tools and resources to generate, interpret, and analyze information.	<ul style="list-style-type: none"> • 2.G.1.1: Construct and explain maps that include cardinal directions and landforms. • 2.G.1.2: Explain how communities are part of a larger region. • 2.G.1.3: Identify regions of the United States on a map.
K-12.G.2: Students will understand and apply the nature and importance of the 6 Essential Elements of Geography (The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment and Society, and The Uses of Geography).	<ul style="list-style-type: none"> • 2.G.2.1: Explain how people influence the movement of goods within the community and state.
K-12.G.3: Students will explain the events and processes that shape places and regions.	<ul style="list-style-type: none"> • 2.G.3.1: Compare and contrast the physical and man-made characteristics of the community with those of another community.
K-12.G.5: Students will understand the ways in which humans culturally adapt to, use, modify, and impact the natural environment.	<ul style="list-style-type: none"> • 2.G.5.1: Describe ways in which people modify and adapt to the environment.
K-12.G.6: Students will analyze the key elements of South Dakota geography and its impact on historical and contemporary issues.	<ul style="list-style-type: none"> • 2.G.6.1: Identify the regions of South Dakota.

Grade 2 Economics

Anchor Standard	Grade Level Standards
K-12.E.1: Students will apply the fundamental vocabulary, ideas, concepts associated with the study of economics.	<ul style="list-style-type: none"> • 2.E.1.1: Compare and contrast the goods and services that people in the community produce with those that are produced in other communities. • 2.E.1.2: Understand how people use their money and that their choices have consequences.

Grade 3: Movement Through the Country

In 3rd grade, students learn to navigate within their communities and throughout the world. While learning about their world, they will recognize the importance of local government, our nation's boundaries, landforms, and documents that shaped our country's founding. Students begin to learn challenges people have faced through our history. Students engage in researching, discussing, identifying, and explaining their place in South Dakota. They also explore cultures of South Dakota, learn about historic American figures, and identify the 50 states.

Additional resources will be released during the unpacking process as a guide for lesson planning during the implementation of these standards.

Grade 3 History

Anchor Standard	Grade Level Standards
K-12.H.1: Students will analyze change, continuity, and context throughout history.	<ul style="list-style-type: none">• 3.H.1.1: Discuss obstacles and successes of both the early settlers and Indigenous Native Americans in creating communities.
K-12.H.2: Students will evaluate the impact of people, events, ideas, and symbols upon history, through multiple sources.	<ul style="list-style-type: none">• 3.H.2.1: Generate questions about and explore notable individuals and groups who have shaped significant historic changes.• 3.H.2.2: Explain the importance of famous American figures including but not limited to George Washington, Abraham Lincoln, Thomas Jefferson, and Rev. Martin Luther King Jr.
K-12.H.4: Students will evaluate the causes and effects of significant past events and how history influences and shapes our contemporary world.	<ul style="list-style-type: none">• 3.H.4.1: Explain cause and effect relationships during the creation of communities across the United States.
K-12.H.5: Students will develop historical research skills by analyzing and evaluating primary and secondary sources.	<ul style="list-style-type: none">• 3.H.5.1: Compare information provided by different primary and secondary historical sources about the past.

Grade 3 Civics

Anchor Standard	Grade Level Standards
K-12.C.1: Students will compare and evaluate the purposes and structures of various common forms of government.	<ul style="list-style-type: none">• 3.C.1.1: Research the meaning behind symbols of the United States and South Dakota.
K-12.C.3: Students will analyze the principles, historical impact, and contemporary relevance of foundational documents.	<ul style="list-style-type: none">• 3.C.3.1: Articulate the meaning and importance of the Declaration of Independence and the Constitution.

Anchor Standard	Grade Level Standards
K-12.C.4: Students will examine federalism and how institutions interact at the local, state, tribal, and national levels.	<ul style="list-style-type: none"> • 3.C.4.1: Identify the structure, roles, and responsibilities of local, state, tribal, and federal governments. • 3.C.4.2: Identify government agencies in a community and explain their roles.
K-12.C.5: Students will examine the rights and responsibilities of citizens and identify methods for engaging in the political process at the local, state, tribal, national, and global levels.	<ul style="list-style-type: none"> • 3.C.5.1: Identify why laws and responsibilities are needed in a community and why there are legal consequences. • 3.C.5.2: Identify the rights and responsibilities of citizenship.

Grade 3 Geography

Anchor Standard	Grade Level Standards
K-12.G.1: Students will use geospatial tools and resources to generate, interpret, and analyze information.	<ul style="list-style-type: none"> • 3.G.1.1: Identify and place absolute locations in a community by using grid systems. • 3.G.1.2: Name and identify the seven continents, five oceans, and major physical features on a map or globe. • 3.G.1.3: Locate major political and physical features of regions in the United States on a map or globe. • 3.G.1.4: Identify and locate all 50 states.
K-12.G.5: Students will understand the ways in which humans culturally adapt to, use, modify, and impact the natural environment.	<ul style="list-style-type: none"> • 3.G.5.1: Provide reasons why and how people move and how it affects their communities.

Grade 3 Economics

Anchor Standard	Grade Level Standards
K-12.E.1: Students will apply fundamental economics vocabulary, ideas, and concepts associated with the study of economics.	<ul style="list-style-type: none"> • 3.E.1.1: Define financial institution and understand its role in the community.
K-12.E.3: Students will examine how different economic systems coordinate and facilitate the exchange, production, distribution, and consumption of goods and service.	<ul style="list-style-type: none"> • 3.E.3.1: Identify examples of a variety of resources that are used to produce goods and services. • 3.E.3.2: Use examples to show how people depend on trade with others to meet their wants and needs.

Grade 4: South Dakota

In 4th grade, students study South Dakota's rich past, historic figures, and geographic diversity. Topics include the cultural heritage and contemporary perspectives of South Dakotans. Students will use this knowledge to understand the state's past and present geography, economy, and government. Students will begin their study of the South Dakota and United States Constitutions.

Additional resources will be released during the unpacking process as a guide for lesson planning during the implementation of these standards.

Grade 4 History

Anchor Standard	Grade Level Standards
K-12.H.1: Students will analyze change, continuity, and context throughout history.	<ul style="list-style-type: none">• 4.H.1.1: Compare and contrast life in South Dakota today with life in historical time periods.
K-12.H.2: Students will evaluate the impact of people, events, ideas, and symbols upon history, through multiple sources.	<ul style="list-style-type: none">• 4.H.2.1: Analyze the impact of significant historical events on the development of South Dakota's places and people.• 4.H.2.2: Describe notable individuals who impacted the history and development of South Dakota.
K-12.H.4: Students will evaluate the causes and effects of significant past events and how history influences and shapes our contemporary world.	<ul style="list-style-type: none">• 4.H.4.1: Examine basic environmental, economic, cultural, and population topics in South Dakota and how they have shaped events and developments in the state.• 4.H.4.2: Evaluate how wars affected South Dakotans in action and at home during and after the conflict.
K-12.H.5: Students will develop historical research skills by analyzing and evaluating primary and secondary sources.	<ul style="list-style-type: none">• 4.H.5.1: Compare and contrast multiple historical sources and their relationships to particular historical events and developments in South Dakota.• 4.H.5.2: Infer the intended audience and purpose of a historical source from information within the source itself.• 4.H.5.3: Use evidence to develop a claim about the past.

Anchor Standard	Grade Level Standards
K-12.H.6: Students will incorporate multiple points of view to identify and analyze historical events of South Dakota.	<ul style="list-style-type: none"> • 4.H.6.1: Describe the influences of various cultures on South Dakota communities. • 4.H.6.2: Explain factors affecting the growth and expansion of South Dakota. • 4.H.6.3: Analyze the impact of significant historical events on the development of South Dakota's places and people.

Grade 4 Civics

Anchor Standard	Grade Level Standards
K-12.C.1: Students will compare and evaluate the purposes and structures of various common forms of government.	<ul style="list-style-type: none"> • 4.C.1.1: Describe key events related to the formation of South Dakota as a state.
K-12.C.3: Students will analyze the principles, historical impact, and contemporary relevance of foundational documents.	<ul style="list-style-type: none"> • 4.C.3.1: Compare and contrast major topics within the South Dakota Constitution and the United States Constitution.
K-12.C.4: Students will examine federalism and how institutions interact at the local, state, tribal, and national levels.	<ul style="list-style-type: none"> • 4.C.4.1: Discuss South Dakota's government, its three branches, and its relationship with other governments such as cities, counties, and tribes.
K-12.C.5: Students will examine the rights and responsibilities of citizens and identify methods for engaging in the political process at the local, state, tribal, national, and global levels.	<ul style="list-style-type: none"> • 4.C.5.1: Explain how groups of people make rules and laws to create responsibilities and protect freedoms.

Grade 4 Geography

Anchor Standard	Grade Level Standards
K-12.G.1: Students will use geospatial tools and resources to generate, interpret, and analyze information.	<ul style="list-style-type: none"> • 4.G.1.1: Describe and analyze major political and physical features of South Dakota using geospatial resources (e.g., maps, globes, satellite, aerial photographs, etc.).
K-12.G.2: Students will understand and apply the nature and importance of the six essential elements of Geography (The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment and Society, and The Uses of Geography).	<ul style="list-style-type: none"> • 4.G.2.1: Compare and contrast regions of South Dakota using the Six Essential Elements of Geography.

Anchor Standard	Grade Level Standards
K-12.G.3: Students will explain the events and processes that shape places and regions.	<ul style="list-style-type: none"> • 4.G.3.1: Explain how physical, cultural, and human characteristics shape places and regions.

Grade 4 Economics

Anchor Standard	Grade Level Standards
K-12.E.1: Students will apply the fundamental vocabulary, ideas, and concepts associated with the study of economics.	<ul style="list-style-type: none"> • 4.E.1.1: Discuss factors that influence individual choices.
K-12.E.3: Students will examine how different economic systems coordinate and facilitate the exchange, production, distribution, and consumption of goods and services.	<ul style="list-style-type: none"> • 4.E.3.1: Explain how South Dakota and other States are interdependent on one another to meet their economic needs.
K-12.E.4: Students will evaluate elements of local, tribal, South Dakota, and federal economy and government, including the impact of national and global economic issues.	<ul style="list-style-type: none"> • 4.E.4.1: Describe the necessity for state and federal government to collect taxes to provide services.

Grade 5: Foundations of the United States

In 5th grade, students learn about early exploration in North America and the indigenous people who lived here, the American Revolution, and America's founding. Students learn key powers of the Constitution and use evidence to back up their claims. Mapping, cultural influences, and economic principles, such as supply and demand, are woven into the early history of America.

In relation to the foundations of the United States, 5th grade students are expected to thoroughly understand the following:

- The societies that existed in North America before 1500
- The Age of Exploration
- Interactions between Europeans and Indigenous Native Americans
- The founding of the 13 Colonies
- The causes of the American Revolution
- The influential patriots involved in the creation of the United States as an independent country

5th grade students will also be introduced to:

- The foundations of the United States government
- The Constitutional Convention
- Ways in which citizens participate in the democratic process

The topics introduced in 5th grade will continue to be taught in both 8th grade and in high school through United States History and Civics/Government classes. These standards will prepare students by developing their historical research skills, teaching them to “think like a historian.”

Additional resources will be released during the unpacking process as a guide for lesson planning during the implementation of these standards.

Grade 5 History

Anchor Standard	Grade Level Standards
K-12.H.1: Students will analyze change, continuity, and context throughout history.	<ul style="list-style-type: none"> • 5.H.1.1: Create and use chronological sequence of related events to compare developments that happened during the same time frame. • 5.H.1.2: Evaluate the physical and social effects of key conflicts with other countries on North America, from the Age of Exploration through the Revolutionary War.
K-12.H.2: Students will evaluate the impact of people, events, ideas, and symbols upon history, through multiple sources.	<ul style="list-style-type: none"> • 5.H.2.1: Compare and contrast the cultures of various Indigenous Native Americans in North and South America before and after 1500. • 5.H.2.2: Describe the influence of other countries on North America through exploration and conflict. • 5.H.2.3: Explore and explain the roles of influential people leading up to and during the American Revolution. • 5.H.2.4: Evaluate the impact of Indigenous Native American and European cultures and philosophies on the development of North America.
K-12.H.3: Students will analyze multiple factors that influenced the perspectives of people during different historical eras.	<ul style="list-style-type: none"> • 5.H.3.1: Explain why individuals and groups during the same historical period differed in their perspectives.
K-12.H.4: Students will evaluate the causes and effects of significant past events and how history influences and shapes our contemporary world.	<ul style="list-style-type: none"> • 5.H.4.1: Analyze the sources of conflict which led to the American Revolution. • 5.H.4.2: Explore and explain the effects of key events during the American Revolution.
K-12.H.5: Students will develop historical research skills by analyzing and evaluating primary and secondary sources.	<ul style="list-style-type: none"> • 5.H.5.1: Summarize how different types of historical sources are used to explain events in the past. • 5.H.5.2: Evaluate a historical source to justify the validity of that source. • 5.H.5.3: Develop arguments using claims and evidence from at least two sources.

Grade 5 Civics

Anchor Standard	Grade Level Standards
K-12.C.1: Students will compare and evaluate the purposes and structures of various common forms of government.	<ul style="list-style-type: none"> • 5.C.1.1: Identify the basic structure of the government by studying The United States Constitution and explaining why the United States was established as a republic. • 5.C.1.2: Explain why governments are necessary. • 5.C.1.3: Explain how rules and laws change society and how people change rules and laws.
K-12.C.2: Students will explain and evaluate the principles and structures inherent in the creation and legacy of the American constitutional system.	<ul style="list-style-type: none"> • 5.C.2.1: Identify the origins and purposes of rules, laws, and key powers in The Constitution.
K-12.C.3: Students will analyze the principles, historical impact, and contemporary relevance of foundational documents.	<ul style="list-style-type: none"> • 5.C.3.1: Identify the responsibilities and powers of government officials at various levels and branches of government.
K-12.C.4: Students will examine federalism and how institutions interact at the local, state, tribal, and national levels.	<ul style="list-style-type: none"> • 5.C.4.1: Analyze ways people throughout history, in government, workplaces, volunteer organizations, and families, have worked together to impact or change society.
K-12.C.5: Students will examine the rights and responsibilities of citizens and identify methods for engaging in the political process at the local, state, tribal, national, and global levels.	<ul style="list-style-type: none"> • 5.C.5.1: Explain how democracy relies upon citizens' responsible participation and identify ways individuals should participate, such as by voting, volunteering, and serving in the military. • 5.C.5.2: Analyze contemporary means of changing society.

Grade 5 Geography

Anchor Standard	Grade Level Standards
K-12.G.1: Students will use geospatial tools and resources to generate, interpret, and analyze information.	<ul style="list-style-type: none"> • 5.G.1.1: Apply latitude and longitude to find absolute locations on a globe and map. • 5.G.1.2: Interpret geospatial resources of different types and scales, including but not limited to maps, globes, satellite information, and aerial photos.
K-12.G.2: Students will understand and apply the nature and importance of the 6 Essential Elements of Geography (The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment and Society, and The Uses of Geography).	<ul style="list-style-type: none"> • 5.G.2.1: Explain how cultures affect the distribution and movement of people, goods, and ideas. • 5.G.2.2: Analyze the effects of environmental and technological advancements on human settlements and migration.
K-12.G.5: Students will understand the ways in which humans culturally adapt to, use, modify, and impact the natural environment.	<ul style="list-style-type: none"> • 5.G.5.1: Explain how natural resources affect the distribution and movement of people, goods, and ideas.
K-12.G.6: Students will analyze the key elements of South Dakota geography and its impact on historical and contemporary issues.	<ul style="list-style-type: none"> • 5.G.6.1: Using the 6 Essential Elements of Geography, explain how natural resources, events, and activities affected the various lives and cultures of the people in South Dakota.

Grade 5 Economics

Anchor Standard	Grade Level Standards
K-12.E.1: Students will apply the fundamental vocabulary, ideas, and concepts associated with the study of economics.	<ul style="list-style-type: none"> • 5.E.1.1: Explain how supply and demand influences producers and consumers. • 5.E.1.2: Explain the role of currency as a means of trade between individuals and/or groups.
K-12.E.2: Students will engage with the processes of economic decision making.	<ul style="list-style-type: none"> • 5.E.2.1: Explain how various levels of government use taxes to pay for the goods and services they provide.
K-12.E.3: Students will examine how different economic systems coordinate and facilitate the exchange, production, distribution, and consumption of goods and services.	<ul style="list-style-type: none"> • 5.E.3.1: Identify basic institutions that made up economic systems, including those in the 13 Colonies.
K-12.E.4: Students will evaluate elements of the local, tribal, South Dakota, and federal economy and government, including the impact of national and global economic issues.	<ul style="list-style-type: none"> • 5.E.4.1: Analyze the role of trade in early North American History.

Grade 6: World History I

In 6th grade, students learn about the geographic, civic, economic, and historic developments of early civilizations. Students learn to critically analyze historical documents and artifacts to understand the development of societies. Students study ancient economies and map the continents and oceans to understand where civilizations were located.

Additional resources will be released during the unpacking process as a guide for lesson planning during the implementation of these standards.

Grade 6 History

Anchor Standard	Grade Level Standards
K-12.H.1: Students will analyze change, continuity, and context throughout history.	<ul style="list-style-type: none"> • 6.H.1.1: Arrange key global historical events in chronological order. • 6.H.1.2: Analyze the chronology of historical events throughout the world and their impact on the past, present, and future.
K-12.H.2: Students will evaluate the impact of people, events, ideas, and symbols upon history, through multiple sources.	<ul style="list-style-type: none"> • 6.H.2.1: Evaluate the development and cultural contributions of the earliest human communities. • 6.H.2.2: Evaluate the development and cultural contributions of the agrarian societies. • 6.H.2.3: Compare and contrast the development and cultural contributions of ancient large-scale empires and major religions. • 6.H.2.4: Analyze the development and cultural contributions of ancient economic systems and political institutions.
K-12.H.3: Students will analyze multiple factors that influenced the perspectives of people during different historical eras.	<ul style="list-style-type: none"> • 6.H.3.1: Using primary and secondary sources, identify and understand the ideas of a group of people in ancient society.
K-12.H.4: Students will evaluate the causes and effects of significant past events and how history influences and shapes our contemporary world.	<ul style="list-style-type: none"> • 6.H.4.1: Evaluate how decisions made by individuals affected historical events. • 6.H.4.2: Explain how events and ideas in ancient civilizations influence humans today.
K-12.H.5: Students will develop historical research skills by analyzing and evaluating primary and secondary sources.	<ul style="list-style-type: none"> • 6.H.5.1: Construct arguments using claims and evidence using various sources. • 6.H.5.2: Analyze and use primary and secondary sources to learn about and explain the past.

Grade 6 Civics

Anchor Standard	Grade Level Standards
K-12.C.1: Students will compare and evaluate the purposes and structures of various common forms of government.	<ul style="list-style-type: none"> • 6.C.1.1: Compare and contrast ancient forms of government. • 6.C.1.2: Explain how different types of governments impact people, places, and history. • 6.C.1.3: Explain the ways in which ancient governments met the needs of citizens, managed conflict, and established order and security.
K-12.C.3: Students will analyze the principles, historical impact, and contemporary relevance of foundational documents.	<ul style="list-style-type: none"> • 6.C.3.1: Analyze the historical impact of ancient world history documents created by ancient civilizations.
K-12.C.5: Students will examine the rights and responsibilities of citizens and identify methods for engaging in the political process at the local, state, tribal, national, and global levels.	<ul style="list-style-type: none"> • 6.C.5.1: Explain ways that people influenced ancient society and government.

Grade 6 Geography

Anchor Standard	Grade Level Standards
K-12.G.1: Students will use geospatial tools and resources to generate, interpret, and analyze information.	<ul style="list-style-type: none"> • 6.G.1.1: Construct a map or other geographic representation of the seven continents and five oceans in relationship to ancient civilizations.

Grade 6 Economics

Anchor Standard	Grade Level Standards
K-12.E.3: Students will examine how different economic systems coordinate and facilitate the exchange, production, distribution, and consumption of goods and services.	<ul style="list-style-type: none"> • 6.E.3.1: Explain societies' attempts throughout history to satisfy their basic needs and wants. • 6.E.3.2: Identify basic economic systems present throughout ancient civilizations. • 6.E.3.3: Analyze the causes and effects of economic systems on ancient societies.

Grade 7: Geography I

In 7th grade, students become familiar with world geography. Students will use the Six Essential Elements of Geography, civics, economics, and methods of inquiry to better understand the physical and cultural aspects of the world around them. Students also begin to compare the geography of South Dakota to other regions of the world.

Additional resources will be released during the unpacking process as a guide for lesson planning during the implementation of these standards.

Grade 7 Civics

Anchor Standard	Grade Level Standards
K-12.C.1: Students will compare and evaluate the purposes and structures of various common forms of government.	<ul style="list-style-type: none">• 7.C.1.1: Identify and describe different forms of government used throughout the world.
K-12.C.5: Students will examine the rights and responsibilities of citizens and identify method for engaging in the political process at the local, state, tribal, national, and global levels.	<ul style="list-style-type: none">• 7.C.5.1: Compare local, state, and tribal governments of South Dakota to governments worldwide.

Grade 7 Geography

Anchor Standard	Grade Level Standards
K-12.G.1: Students will use geospatial tools and resources to generate, interpret, and analyze information.	<ul style="list-style-type: none">• 7.G.1.1: Apply understanding of geospatial resources by using resources to gather information, analyze data, and demonstrate navigation skills.• 7.G.1.2: Construct a map or other geographic representation that demonstrates the spatial patterns of physical and cultural characteristics.
K-12.G.2: Students will understand and apply the nature and importance of the 6 Essential Elements of Geography (The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment and Society, and The Uses of Geography).	<ul style="list-style-type: none">• 7.G.2.1: Recognize and apply the 6 Essential Elements of Geography when studying different places of the world.• 7.G.2.2: Create an argument for the importance of the study of geography.

Anchor Standard	Grade Level Standards
<p>K-12.G.3: Students will explain the events and processes that shape places and regions.</p>	<ul style="list-style-type: none"> • 7.G.3.1: Identify and differentiate between the physical and/or human characteristics that create a region. • 7.G.3.2: Evaluate how the physical and human characteristics of places and regions are connected to human identities and cultures. • 7.G.3.3: Differentiate between the processes that result in the natural landscape.
<p>K-12.G.4: Students will analyze a variety of geographic representations to understand the diversity of Earth's physical and human conditions, including past, present, and possible implications for the future.</p>	<ul style="list-style-type: none"> • 7.G.4.1: Analyze basic components of culture, including how and why they differ spatially. • 7.G.4.2: Identify population distribution and characteristics of human populations. • 7.G.4.3: Use primary and secondary sources to draw conclusions on how past physical and/or human conditions influence present and/or future conditions. • 7.G.4.4: Make a claim that supports how changes in technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices.
<p>K-12.G.5: Students will understand the ways in which humans culturally adapt to, use, modify, and impact the natural environment.</p>	<ul style="list-style-type: none"> • 7.G.5.1: Analyze how and why different cultures interact with Earth's physical systems in various ways. • 7.G.5.2: Form an evidence-based view of how human groups adapt to, and depend upon, the natural environment. • 7.G.5.3: Evaluate how cultures and cultural landscapes change.
<p>K-12.G.6: Students will analyze the key elements of South Dakota geography and its impact on historical and contemporary issues.</p>	<ul style="list-style-type: none"> • 7.G.6.1: Compare how cultural patterns influence environments and the daily lives of the people of South Dakota and people around the world.

Grade 7 Economics

Anchor Standard	Grade Level Standards
<p>K-12.E.3: Students will examine how different economic systems coordinate and facilitate the exchange, production, distribution, and consumption of goods and services.</p>	<ul style="list-style-type: none"> • 7.E.3.1: Justify the role of trade barriers and agreements in the global economy. • 7.E.3.2: Make a claim to support how the availability of resources provides for or challenges human activities. • 7.E.3.3: Make a claim to show how technology affects the economic development of places and regions. • 7.E.3.4: Evaluate how the relationship between physical and cultural characteristics of a place impacts economic activity.
<p>K-12.E.4: Students will evaluate elements of the local, tribal, South Dakota, and federal economy and government, including the impact of national and global economic issues.</p>	<ul style="list-style-type: none"> • 7.E.4.1: Analyze the relationship between government and economic systems in different countries. • 7.E.4.2: Evaluate how economic activity affects the standard of living in South Dakota as well as other regions of the world.

Grade 8: United States History I

In 8th grade, students develop a deeper understanding of the United States through the lenses of civics, economics, geography, and history. This allows eighth grade students to focus on the study of the founding era of the United States to the year 1900. Eighth grade builds on the content from fifth grade to further develop understandings of United States History from the French and Indian War through Reconstruction, primarily focusing on the founding documents and key figures who shaped our country and our ability to self-govern.

Students examine the origins, structures, and functions of the United States government to grow their understanding of the responsibilities of citizenship. Within these examinations, students refine their critical thinking skills using primary and secondary sources. Multiple sources will be explored to analyze the historic events, documents, and people that established the United States.

8th grade civics/government standards evaluate four leading questions:

1. What is the structure of the United States Constitution?
1. What are the rights and responsibilities of United States citizens?
2. How does government impact people, places, and history?
3. How do citizens, groups, and media influence the government?

In relation to the Foundations of the United States, 8th grade students are expected to master the following:

- The Declaration of Independence
- The Articles of Confederation and the Constitutional Convention
- The creation of political parties from the Federalist and Anti-Federalist to 1900
- The Constitution as a governing document - amendments, branches of government, electoral college procedures, separation of powers
- The Bill of Rights and Amendments
- Manifest Destiny and Westward expansion
- Events and impacts with Indigenous Native Americans as Westward Expansion occurred
- Significant primary sources
- Federalism through all levels of government
- The conflicts and results of the Civil War
- The Reform Movements of the 19th century and their impact on United States society

- The Reconstruction era changes to United States society

Additional resources will be released during the unpacking process as a guide for lesson planning during the implementation of these standards.

Grade 8 History

Anchor Standard	Grade Level Standards
K-12.H.1: Students will analyze change, continuity, and context throughout history.	<ul style="list-style-type: none"> • 8.H.1.1: Investigate the changing character of American political life over time. • 8.H.1.2: Evaluate the impact of events that led to the American Revolution. • 8.H.1.3: Describe major military battles in the American Revolution. • 8.H.1.4: Describe major military battles and campaigns of the Civil War.
K-12.H.2: Students will evaluate the impact of people, events, ideas, and symbols upon history through multiple sources.	<ul style="list-style-type: none"> • 8.H.2.1: Investigate how the abolition of slavery affected the lives of Black Americans in the United States. • 8.H.2.2: Draw conclusions on how the reform movements during the 19th century affected the United States.
K-12.H.3: Students will analyze multiple factors that influenced the perspectives of people during different historical eras.	<ul style="list-style-type: none"> • 8.H.3.1: Compare and contrast the Federalist and Anti-Federalist philosophies of Americans during the ratification process of the United States Constitution. • 8.H.3.2: Associate key individuals with their roles in the Civil War.
K-12.H.4: Students will identify and evaluate the causes of past events, issues, and problems, and analyze how history influences and shapes the contemporary world in which we live.	<ul style="list-style-type: none"> • 8.H.4.1: Identify causes and effects of the War of 1812, Texas Revolution, and the Mexican American War. • 8.H.4.2: Analyze the causes and effects of westward expansion and Manifest Destiny from multiple points of view. • 8.H.4.3: Analyze the major sources of conflict that led to the Civil War.
K-12.H.5: Students will develop historical research skills by analyzing and evaluating primary and secondary sources.	<ul style="list-style-type: none"> • 8.H.5.1: Interpret the Declaration of Independence and other founding documents and evaluate their impact on the United States.

Grade 8 Civics

Anchor Standard	Grade Level Standards
K-12.C.1: Students will compare and evaluate the purposes and structures of various common forms of government.	<ul style="list-style-type: none"> • 8.C.1.1: Explain how European ideals of government influenced the development of the United States government. • 8.C.1.2: Explain the ways in which governments meet the needs of citizens, manage conflict, and establish order and security. • 8.C.1.3: Compare and contrast the structure of the United States Government and Sovereign Tribal Governments.
K-12.C.2: Students will explain and evaluate the principles and structures inherent in the creation and legacy of the American constitutional system.	<ul style="list-style-type: none"> • 8.C.2.1: Evaluate the influences and decisions of the Constitutional Convention that led to the creation of the United States Constitution.
K-12.C.3: Students will evaluate the fundamental principles of America's democratic republic and the conflicts that arise among those principles.	<ul style="list-style-type: none"> • 8.C.3.1: Examine the United States Constitution to understand the three branches of government, separation of powers, checks and balances, and the process of the electoral college. • 8.C.3.2: Explain why and how the Bill of Rights and subsequent amendments were added to the Constitution.
K-12.C.5: Students will examine the rights and responsibilities of citizens and identify methods for engaging in the political process at the local, state, tribal, national, and global levels.	<ul style="list-style-type: none"> • 8.C.5.1: Analyze ways that citizens, groups, and media can affect or influence the United States government and society. • 8.C.5.2: Evaluate competing ideas about the purposes government should serve. • 8.C.5.3: Apply the rights and responsibilities of United States citizens to students' lives.

Grade 8 Geography

Anchor Standard	Grade Level Standards
K-12.G.5: Students will understand the ways in which humans culturally adapt to, use, modify, and impact the natural environment.	<ul style="list-style-type: none"> • 8.G.5.1: Evaluate how the Civil War affected soldiers, various groups of people, the physical environment, and future warfare.

Grade 8 Economics

Anchor Standard	Grade Level Standards
K-12.E.2: Students will engage with the processes of economic decision making.	<ul style="list-style-type: none">• 8.E.2.1: Identify economic concepts and reasoning in events throughout United States history.
K-12.E.3: Students will engage in the process of economic decision making and analyze how the government can influence the market.	<ul style="list-style-type: none">• 8.E.3.1: Assess the impact of significant inventors, technology, and industrialization in the United States.

9-12 United States History

The high school United States History course develops a foundation in the history of the 20th and 21st centuries with ties back to America's founding and key events in between. The standards build on content mastered in 5th grade (indigenous people, early exploration, and the Revolutionary War) and 8th grade (the foundations of the United States after the Revolutionary War through 1900). High School History facilitates mastery of content starting in 1900, with a focus on the people, events, wars, and social, political, and economic movements. Students evaluate our country's honest history, backed by varied sources, and the influences of our past on our society today.

High school students are expected to master concepts such as:

- The effects of early American events (the founding, Revolutionary War, westward expansion, slavery and abolition) on our current history
- Key events, wars, and conflicts in American history including, but not limited to, World War I, the Great Depression, World War II, the Vietnam War, the Civil Rights Era, the Cold War Era, and 9/11
- Domestic and international security and issues
- Social, political, technological, and economic transformations
- Tensions between individual liberties and the role of government
- The impacts South Dakotans have had on U.S. and South Dakota history

The standards focus on historical content as well as important skills including using multiple resources, developing evidence-based claims, and analyzing claims based on evidence. This combination of content and skills will benefit students beyond high school graduation, helping them in college, their careers, and in becoming informed and responsible citizens in their communities.

Additional resources will be released during the unpacking process as a guide for lesson planning during the implementation of these standards.

Grades 9-12 US History

Anchor Standard	Grade Level Standards
<p>K-12.H.1: Students will analyze change, continuity, and context throughout history.</p>	<ul style="list-style-type: none"> • 9-12.H.1.1: Evaluate the impact of the development in American industrial and agricultural societies, including their impacts on migration and the national and local economies. • 9-12.H.1.2: Assess the development and progression of domestic and international security and their impacts on American society over the 20th and 21st centuries. • 9-12.H.1.3: Trace the development, role and impact of mid-20th and 21st century telecommunications and other technology on South Dakota and the rest of the United States.
<p>K-12.H.2: Students will evaluate the impact of people, events, ideas, and symbols upon history, through multiple sources.</p>	<ul style="list-style-type: none"> • 9-12.H.2.1: Identify the conditions that gave rise to and evaluate the impact of the social, political, and economic transformation of the United States, including South Dakota, in the decades following World War II. • 9-12.H.2.2: Use multiple sources to identify and assess the causes, events, and impacts of the Cold War Era, including but not limited to the Cuban Missile Crisis and Korean Conflict on past and present domestic and international affairs. • 9-12.H.2.3: Using multiple perspectives, explain the causes, events, and consequences of the Second World War, including issues at home and abroad. • 9-12.H.2.4: Identify and analyze cultural changes throughout the 20th and 21st centuries.
<p>K-12.H.3: Students will analyze multiple factors that influenced the perspectives of people during different historical eras.</p>	<ul style="list-style-type: none"> • 9-12.H.3.1: Use historic case studies and current events in the United States and South Dakota to evaluate the impact of people, ideas, and groups on foreign and domestic issues. • 9-12.H.3.2: Analyze and evaluate how individuals and groups responded to social, political, and economic problems in the United States from Reconstruction through the modern era.

Anchor Standard	Grade Level Standards
<p>K-12.H.4: Students will evaluate the causes and effects of significant past events and how history influences and shapes our contemporary world.</p>	<ul style="list-style-type: none"> • 9-12.H.4.1: Identify the causes and describe the events in American history, including but not limited to the Founding, American Revolution, Westward Expansion, and the Civil War and their effects on contemporary American history. • 9-12.H.4.2: Research and assess the causes of World War I and determine how the effects of war transformed the political, economic, and social conditions of the United States prior to the second world war. • 9-12.H.4.3: Explain the causes, events, and effects of reform movements from the 20th and 21st centuries and evaluate their impact on people in American society. • 9-12.H.4.4: Identify the causes of and evaluate to what extent the following are examples of the tension between individual rights and role in the government: the Gilded Age, the Populist Movement, the Harding-Coolidge Presidencies, Progressive Era, the New Deal, the Great Society, the Reagan Revolution to Clinton's "end of welfare as we know it" and balanced budgets. • 9-12.H.4.5: Identify and describe American economic and financial shifts and panics of the 20th and 21st centuries, including, but not limited to, the Great Depression, stock market crashes, and changing finance regulations, and assess their effects on present day events. • 9-12.H.4.6: Investigate the philosophical foundations, causes, effects, and impacts that the Vietnam Era had on America and its current events. • 9-12.H.4.7: Examine various 21st century foreign and domestic events, such as 9/11, environmental disasters, social movements and their impacts on the United States through the development of new domestic policies and security.

Anchor Standard	Grade Level Standards
K-12.H.5: Students will develop historical research skills by analyzing and evaluating primary and secondary sources.	<ul style="list-style-type: none"> • 9-12.H.5.1: Identify Constitutional amendments and critique their effects on American history post-Civil War Era to present day. • 9-12.H.5.2: Evaluate the advancements and limitations of America's founding documents and other primary sources and assess how these documents impacted future domestic policies and changes in American society.
K-12.H.6: Students will incorporate multiple points of view to identify and analyze historical events of South Dakota.	<ul style="list-style-type: none"> • 9-12.H.6.1: Using multiple sources, investigate the impact South Dakotans, including Indigenous Native Americans, had on United States and South Dakota history.

9-12 World History

The World History course introduces high school students to the historical forces that have shaped the world they live in, preparing them for life in global world. The course emphasizes connections and exchanges between peoples from many different ways of life and regions of the world, analyzing change over time, and the context in which those changes took place. Students become familiar with key events, people, movements, ideas, and technologies that have impacted human life and the natural world. They also further develop their historical research skills by analyzing primary and secondary sources, and by constructing compelling and supporting questions to form historical arguments.

World History is vast and selecting the most important material is vital to lesson development. The following suggested periodization and key themes guide the standards for this course. These include the following four major content areas:

- **Era 1: Forging Connections, 1450-1750.** The theme of this era is the growing exchange of ideas, technologies, peoples, goods, and natural life across the world.
- **Era 2: An Age of Revolutions, 1750-1900.** The theme of this era emphasizes revolutionary political, economic, and intellectual change.
- **Era 3: The World in Crisis, 1900-1950.** The theme of this era is one of crisis, as political and economic instability created global conflicts.
- **Era 4: The Problems and Possibilities of Globalization, 1950-Present.** This era introduces students to the contemporary world, focusing on the dramatic acceleration of globalization following World War II.

Additional resources will be released during the unpacking process as a guide for lesson planning during the implementation of these standards.

Grades 9-12 World History

Anchor Standard	Grade Level Standards
K-12.H.1: Students will analyze change, continuity, and context throughout history.	<ul style="list-style-type: none">• 9-12.H.1.1: Distinguish between long-term causes and triggering events in the global growth of trade, inter-oceanic connections, land-based empires, and the diffusion of technology.• 9-12.H.1.2: Identify global patterns and analyze change and continuity in historical eras.

Anchor Standard	Grade Level Standards
<p>K-12.H.2: Students will evaluate the impact of people, events, ideas, and symbols upon history through multiple sources.</p>	<ul style="list-style-type: none"> • 9-12.H.2.1: Construct and investigate compelling questions about individuals and groups that impacted significant global intellectual change. • 9-12.H.2.2: Examine and draw conclusions about the ways in which exploration, imperialism, and expansion shaped the points of view of global populations. • 9-12.H.2.3: Identify and analyze the contributions of women throughout history.
<p>K-12.H.3: Students will analyze multiple factors that influenced the perspectives of people during different historical eras.</p>	<ul style="list-style-type: none"> • 9-12.H.3.1: Analyze the complex and interacting factors that influenced historical ideologies and points of view.
<p>K-12.H.4: Students will identify and evaluate the causes of past events, issues, and problems, and analyze how history influences and shapes the contemporary world in which we live.</p>	<ul style="list-style-type: none"> • 9-12.H.4.1: Evaluate how historical events and developments of the Age of Revolutions were shaped by unique circumstances of time and place as well as broader historical contexts. • 9-12.H.4.2: Assess the impact of agriculture and industrialization on world societies, and how each has been shaped by the unique circumstances of time and place. • 9-12.H.4.3: Identify and distinguish between long-term causes and triggering events of global conflicts prior to the 20th Century. • 9-12.H.4.4: Evaluate how economic conditions were shaped by the unique circumstances of time and place. • 9-12.H.4.5: Examine the multiple and complex causes and effects of 20th century global conflicts, including World War I, World War II, and the Cold War. • 9-12.H.4.6: Evaluate how the implementation of fascist and communist ideologies led to purges and mass deaths throughout history, such as Nazi Germany, the Soviet Union, and Communist China.

Anchor Standard	Grade Level Standards
K-12.H.5: Students will develop historical research skills by analyzing and evaluating primary, secondary, and tertiary sources.	<ul style="list-style-type: none"> • 9-12.H.5.1: Identify and interpret the credibility of historical sources based on their maker, date, place of origin, intended audience, and purpose. • 9-12.H.5.2: Develop and answer compelling and supporting questions, through the use of credible sources, taking into consideration multiple points of view. • 9-12.H.5.3: Utilize historical information drawn from primary, and secondary sources, in order to revise or strengthen claims.
K-12.H.6: Students will incorporate multiple points of view to identify and analyze historical events of South Dakota.	<ul style="list-style-type: none"> • 9-12.H.6.1: Identify and analyze significant historical events to understand the roots of contemporary local, regional, and global challenges, and opportunities. • 9-12.H.6.2: Analyze and evaluate how global economic, political, technological, and social trends have influenced South Dakota history.

9-12 Civics/Government

South Dakota's High School Civics/Government standards promote knowledge of the historical foundations and principles of American government, preparing students for responsible and informed civic engagement. These standards focus on comparing different forms of government, the principles and structure of the American constitutional system, documents foundational to the United States' government, the significance of state and tribal governments in the federal system, the rights and responsibilities of citizens, and global interactions among governments. Students explore the powers restrained and granted in the Constitution to limit the role of government, grant equal protections to citizens, and protect personal liberties.

Additional resources will be released during the unpacking process as a guide for lesson planning during the implementation of these standards.

Grades 9-12 Civics

Anchor Standard	Grade Level Standards
K-12.C.1: Students will compare and evaluate the purposes and structures of various common forms of government.	<ul style="list-style-type: none">• 9-12.C.1.1: Describe the fundamental challenges of human society that give rise to the need for government.• 9-12.C.1.2: Compare and contrast how various forms of government address the fundamental challenges of human society.• 9-12.C.1.3: Evaluate the influence of political, economic, and religious ideas on various forms of government.

Anchor Standard	Grade Level Standards
<p>K-12.C.2: Students will explain and evaluate the structures and principles inherent in the creation and legacy of the American constitutional system.</p>	<ul style="list-style-type: none"> • 9-12.C.2.1: Explain how the United States Constitution organizes the government of the United States. • 9-12.C.2.2: Identify and evaluate the chief philosophical and religious ideas that shaped the development of American government. • 9-12.C.2.3: Describe the compromises made in the construction of the United States Constitution. • 9-12.C.2.4: Describe the principles underlying the United States Constitution, including protection of individual rights, popular sovereignty, consent of the governed, limited government, republicanism, separation of powers, checks and balances, judicial review, and federalism. • 9-12.C.2.5: Explain how policy is created and implemented in the United States. • 9-12.C.2.6: Explain the purpose of the Electoral College. • 9-12.C.2.7: Articulate the core values of protecting individual rights in the United States, including the rule of law, individualism, free enterprise, due process, and equal opportunity, as well as the importance of compromise, civility, and moderation in American political discourse. • 9-12.C.2.8: Analyze the direct and indirect effects of important events on the origins of American government. • 9-12.C.2.9: Explain how each branch of government—legislative, executive, and judicial—performs its functions within the United States government and how it interacts with other branches, including through separation of powers and the system of checks and balances.

Anchor Standard	Grade Level Standards
<p>K-12.C.3: Students will analyze and evaluate the principles, historical impact, and contemporary relevance of foundational documents.</p>	<ul style="list-style-type: none"> • 9-12.C.3.1: Evaluate the main arguments contained in the Declaration of Independence, including claims regarding unalienable rights, consent of the governed, and justifiable revolution. • 9-12.C.3.2: Evaluate how the United States Constitution remedies the weaknesses of the Articles of Confederation. • 9-12.C.3.3: Explain how the preamble of the United States Constitution establishes the enduring purposes of American government. • 9-12.C.3.4: Explain how the disagreement between the Federalists and the Anti-Federalists contributed to the addition of the Bill of Rights to the United States Constitution.
<p>K-12.C.4: Students will examine federalism and how institutions interact at the local, state, tribal, and national levels.</p>	<ul style="list-style-type: none"> • 9-12.C.4.1: Analyze how power is distributed between the federal and state governments through delegated, concurrent, and reserved powers. • 9-12.C.4.2: Describe how the roles and levels of power among local, state, tribal, and national governments impact policymaking. • 9-12.C.4.3: Explain the impact tribal constitutions, legislation, and treaties have on the sovereignty of the peoples of South Dakota. • 9-12.C.4.4: Evaluate how tribal governments interact with state and federal governments. • 9-12.C.4.5: Compare the United States Constitution with the South Dakota State Constitution and the constitutions of the Oceti Sakowin.

Anchor Standard	Grade Level Standards
<p>K-12.C.5: Students will examine the rights and responsibilities of citizens and identify methods for engaging in the political process at the local, state, tribal, national, and global levels.</p>	<ul style="list-style-type: none"> • 9-12.C.5.1: Explain the rights and liberties protected by the U.S. Constitution, the Bill of Rights, and subsequent amendments, including how they conflict. • 9-12.C.5.2: Describe various pathways to citizenship. • 9-12.C.5.3: Explain civic virtue, the rights and responsibilities of citizenship, and why responsible participation is essential to a democratic republic. • 9-12.C.5.4: Identify methods of political participation in the United States and barriers to such participation. • 9-12.C.5.5: Explain the role and influence of political parties and special interest groups in the United States. • 9-12.C.5.6: Explain how the proliferation of media sources and new options for communication have shaped the political behavior of citizens and leaders. • 9-12.C.5.7: Explain how civil disobedience has been used to influence policymaking in United States government. • 9-12.C.5.8: Explain the significance of Supreme Court decisions on civil rights and liberties. • 9-12.C.5.9: Explain how voting rights and equal protection of the law have been expanded to include diverse groups of people, including minorities and women.
<p>K-12.C.6: Students will understand the complex interactions among nation-states and other international institutions and organizations.</p>	<ul style="list-style-type: none"> • 9-12.C.6.1: Explain how foreign policy works to resolve international problems in the interest of the United States. • 9-12.C.6.2: Evaluate the methods by which the United States achieves its foreign policy goals.

9-12 Geography

In high school geography, students examine and interact with the physical and cultural aspects of the world and its people. Through the incorporation of the Six Essential Elements of Geography, students are challenged to examine the world from a spatial perspective and to make key connections.

Additional resources will be released during the unpacking process as a guide for lesson planning during the implementation of these standards.

Grades 9-12 Geography

Anchor Standard	Grade Level Standards
K-12.G.1: Students will use geospatial tools and resources to generate, interpret, and analyze information	<ul style="list-style-type: none">• 9-12.G.1.1: Use geospatial tools and technologies to create, explain, and analyze spatial patterns at a variety of scales.• 9-12.G.1.2: Employ mental maps to organize information about cultures, places, and environment in a spatial context.
K-12.G.2: Students will understand and apply the nature and importance of the 6 Essential Elements of Geography (The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment and Society, and The Uses of Geography).	<ul style="list-style-type: none">• 9-12.G.2.1: Distinguish between the Six Essential Elements of Geography.• 9-12.G.2.2: Describe a given region or area utilizing the Six Essential Elements of the Nation Geography Standards.
K-12.G.3: Students will explain the events and processes that shape places and regions.	<ul style="list-style-type: none">• 9-12.G.3.1: Gather, organize, and analyze evidence that shows how the physical environment and culture contribute to the characteristics of places and regions.• 9-12.G.3.2: Differentiate between formal, functional, and perceptual regions.• 9-12.G.3.3: Apply the concept of interdependence to regions and places.• 9-12.G.3.4: Examine ways humans perceive and adapt to extreme natural events.

Anchor Standard	Grade Level Standards
<p>K-12.G.4: Students will analyze a variety of geographic representations to understand the diversity of Earth's physical and human conditions including past, present, and possible implications for the future.</p>	<ul style="list-style-type: none"> • 9-12.G.4.1: Differentiate the cultural and physical processes that make places unique. • 9-12.G.4.2: Demonstrate the components, processes, interdependence, and spatial distribution of Earth's physical systems. • 9-12.G.4.3: Analyze the characteristics and distribution of human populations. • 9-12.G.4.4: Identify and explain the characteristics, distribution, and complexity of Earth's various cultures. • 9-12.G.4.5: Analyze key processes that have resulted in changes within Earth's physical and human systems, including South Dakota and the global world. • 9-12.G.4.6: Synthesize the interaction of physical and human systems and their influence on current and future condition.
<p>K-12.G.5: Students will understand the ways in which humans culturally adapt to, use, modify, and impact the natural environment.</p>	<ul style="list-style-type: none"> • 9-12.G.5.1: Explain how events of the past, along with the spread of new ideas, traditions, and technology advancements, contributed to the spread of people and resources used at local and global scales. • 9-12.G.5.2: Compare, contrast, and critique specific adaptive strategies employed by different cultures in similar or varied environments. • 9-12.G.5.3: Evaluate how different cultures identify and utilize natural resources. • 9-12.G.5.4: Assess the ways technology expands the human capacity to use and modify the physical environment.
<p>K-12.G.6: Students will analyze the key elements of South Dakota geography and its impact on historical and contemporary issues.</p>	<ul style="list-style-type: none"> • 9-12.G.6.1: Evaluate the impact of economic activities and political decisions on spatial patterns within SD's rural and urban places.

9-12 Economics

High School Economics is a capstone for social science learning that encompasses prior learning in history, geography, and civics, expanding on those concepts through economic principles.

South Dakota students who take a high school Economics course should be able to think critically and analyze, by inquiring how people interact as producers and consumers and how those interactions impact individuals, markets, governments, and societies. The changes to the most recent standards include reducing redundancy, promoting clarity, and incorporating inquiry-based learning for all students.

Additional resources will be released during the unpacking process as a guide for lesson planning during the implementation of these standards.

Grades 9-12 Economics

Anchor Standard	Grade Level Standards
K-12.E.1: Students will apply the fundamental economic vocabulary, ideas, and concepts associated with the study of economics.	<ul style="list-style-type: none">• 9-12.E.1.1: Explain how the fundamental economic problem of unlimited wants with limited resources reflects enduring issues at all levels.• 9-12.E.1.2: Analyze the factors that may lead to different responses to the four basic economic questions.• 9-12.E.1.3: Identify and describe the factors of production: land, labor, capital, and entrepreneurship.• 9-12.E.1.4: Investigate and explain the relationship between households and businesses in a market economy using the circular flow chart model.• 9-12.E.1.5: Define and assess various business entities, such as sole-proprietorships, partnerships, and corporations, in a market economy including the advantages and disadvantages of each.• 9-12.E.1.6: Explain how scarcity, choice, and opportunity costs impact economic decision making at all levels.• 9-12.E.1.7: Explore marginal analysis in the economic decision-making process.• 9-12.E.1.8: Demonstrate knowledge of the utility of the production possibilities curve in the study of economics.

Anchor Standard	Grade Level Standards
<p>K-12.E.2: Students will engage with the processes of economic decision making.</p>	<ul style="list-style-type: none"> • 9-12.E.2.1: Compare and contrast the characteristics of perfectly competitive and less competitive market structures. • 9-12.E.2.2: Analyze and explain the interaction of supply and demand in creating price and quantity equilibriums in a perfectly competitive market. • 9-12.E.2.3: Describe the relationship between surpluses, shortages, and elasticity and their impact on market equilibriums
<p>K-12.E.3: Students will examine how different economic systems coordinate and facilitate the exchange, production, distribution, and consumption of goods and services.</p>	<ul style="list-style-type: none"> • 9-12.E.3.1: Identify and critique the socio-economic goals of the United States, U.S. trade partners and tribal governments. • 9-12.E.3.2: Analyze and explain the relationship between households, businesses, government agencies, banks, and lending institutions in the economy of the U.S. by using the circular flow model. • 9-12.E.3.3: Interpret economic indicators and generate conclusions regarding the current phase of the business cycle. • 9-12.E.3.4: Predict the degree of economic impact of different types of unemployment and different variables creating inflation by using appropriate data. • 9-12.E.3.5: Describe the ways in which local, state, federal, and tribal governments generate revenue and critique the method of using that revenue for public services. • 9-12.E.3.6: Analyze the impact of changes in government policy on the economy. • 9-12.E.3.7: Compare and contrast economic stabilization approaches utilized within the U.S. economy. • 9-12.E.3.8: Explain the structure and function of the U.S. banking system. • 9-12.E.3.9: Assess and critique the tools used by the Federal Reserve System to influence the money supply.

K-12.E.4: Students will evaluate elements of the local, tribal, South Dakota, and federal economy and government, including the impact of national and global economic issues.

- **9-12.E.4.1:** Compare and contrast the general characteristics of communism, socialism, capitalism economic systems.
- **9-12.E.4.2:** Investigate and evaluate the characteristics of capitalism, citing examples from the United States.
- **9-12.E.4.3:** Weigh the impact of factors such as the availability of economic resources, technology, and degree of economic freedom on nations' economic growth.
- **9-12.E.4.4:** Analyze the factors that explain why the United States is an example of a mixed economy that combines public and private enterprise, using supporting evidence.
- **9-12.E.4.5:** Compare and contrast, with examples, the characteristics of developing, newly developed, and undeveloped nations.
- **9-12.E.4.6:** Analyze differing arguments regarding the impact of transitional economies on the global economy and specifically on the United States economy.
- **9-12.E.4.7:** Apply the concept of comparative advantage to explain why goods and services are more efficiently produced in one nation versus another.
- **9-12.E.4.8:** Develop and critique arguments for both free trade and protectionism.
- **9-12.E.4.9:** Explore and evaluate various barriers to international trade.
- **9-12.E.4.10:** Identify and provide the historical foundations for various international trade agreements and the impact on the United States economy.
- **9-12.E.4.11:** Explain the impact of international exchange rates on the value of goods and services.
- **9-12.E.4.12:** Analyze how the global economy has changed the interaction of buyers and sellers in the United States economy.
- **9-12.E.4.13:** Create arguments, counter arguments, and rebuttals to specific economic issues.

Glossary

- **6 Essential Elements of Geography**: These elements include the specific skills and knowledge students should have as they learn geography. These 6 Essential Elements are as follows: The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment and Society, and The Uses of Geography.
- **Agrarian Society**: A community that is centered around and supported by farming.
- **Capital**: Wealth in the form of money or other assets owned by a person or organization.
- **Circular Flow Chart Model**: An economic model that shows the flow of money through the economy.
- **Civics**: The study of the rights and duties of citizens, including in the practice and processes of government.
- **Compelling Questions**: Enduring issues, concerns, questions, and concepts to drive student learning.
- **Credible Sources**: The term refers to reliable sources. According to professionals in the subject area, the references are acceptable, trustworthy, and valid. This implies that any sources that are not credible are not to be used.
- **Culture**: Learned human behavior. Culture traits are the things humans do or create, including language, religion, economic and political systems, social patterns, ideas and sentiments, and technology and material goods. A culture is a group of people who share a relatively common way of life (e.g., Japanese, French, Inuit, etc.).
- **Diffusion**: The spreading of something more widely.
- **Economic System**: The production and distribution of goods and services within a society.

- **Elasticity**: The degree to which individuals, consumers, or producers change their demand or the amount supplied in response to price or income changes.
- **Equilibrium**: The state in which market supply and demand are equal, and prices become stable as a result.
- **Evidence Based Claims**: A claim that is supported with specific evidence rather than opinions.
- **Four Basic Economic Questions**: 1. What goods and services will be produced and how much will be produced? 2. How will goods and services be produced? 3. For whom will these goods and services be produced? 4. Who owns and controls the factors of production?
- **Geospatial**: Relating to or denoting data that is associated with a particular location.
- **Global**: Relating to, or involving, the entire world.
- **Human Environment Interaction**: These are the myriad of ways by which humans, acting as cultural agents, adapt to, use, and modify the natural environment. The natural environment offers resources, options, and challenges that confront all human societies.
- **Indicators**: Statistics used to measure current conditions as well as to forecast financial or economic trends.
- **Indigenous Native American**: Term used to recognize tribal communities on a national and global level.
- **Inquiry**: Seeking answers to one's questions to promote learning and critical thinking. In this case, inquiry invites students to create questions to drive their learning.
- **Interoceanic**: Existing or extending between oceans.
- **Landscape**: The totality of one's sensed (e.g., seen) surroundings, including all physical and cultural elements.

- **Market Economy**: An economy in which supply and demand drive economic decisions.
- **Oceti Sakowin Oyate**: Term used to recognize tribal communities within South Dakota.
 - *Note that stating specific tribal names, such as Dakota, Lakota, Nakota, etc. is also acceptable.*
- **Physical Systems**: Earth's natural elements: the lithosphere, atmosphere, hydrosphere, and biosphere.
- **Primary Sources**: Original materials from the time period on which other research is based. Examples include artifacts, audio recordings, diaries, e-mails, interviews, photographs, art, and music.
- **Production Possibilities Curve**: A curve that illustrates variations in the amounts of two products that can be produced if both depend upon the same finite resource for their manufacturing.
- **Protectionism**: Government policies that restrict international trade to help domestic industries.
- **Scarcity**: In short supply of, or shortage of.
- **Secondary Sources**: Accounts written after the fact with the benefit of hindsight. Examples include bibliographies, commentaries, encyclopedias, textbooks, magazines, and newspapers.
- **Supporting Questions**: Descriptions, definitions, concepts, processes, and other information needed to help students answer compelling questions.