

South Dakota State Standards for Social Studies



Correlated to resources from The Catholic Textbook Project

This document uses the standards from South Dakota’s Social Studies Standards, matched to content in Catholic Textbook Project resources. CTP suggests the below resource schedule for 5th–8th Grades.

SD Social Studies Standards indicate two and a half years of United States History and one and a half of World History during the middle school grades. A possible schedule for covering the topics over the four years using CTP books is listed below. Students would have two full years (using *From Sea to Shining Sea* and *The American Venture*) devoted to United States History, covering all listed standards with some limitations (contemporary topics and select South Dakota-focused history topics can be folded in).

Discussion and study of the related Oceti-Sakowin Essential Understandings (especially OSEUs 6 and 7, as indicated) can be launched effectively around appropriate chapters in *FSSS* and *TAV*.

The content topics for World History would be covered by *All Ye Lands* and either *Light to the Nations I* or *II*. *Light to the Nations I* provides the most standard-content overlap, while *Light to the Nations II* is particularly well-suited for covering the WWII era standards, which stretch beyond the scope of most U.S. History textbooks (*TAV* covers WWII from a U.S.-centered perspective). Utilizing this schedule would provide students with a robust formation in History, while remaining keyed-in to the Department of Education social studies standards.

SD Student Standards		CTP Proposed Resource
5th Grade	World: 1300–1648 and America: 1820–1908	<i>From Sea to Shining Sea</i>
6th Grade	Influential Ideas in History and Civics: to 1815	<i>All Ye Lands</i>
7th Grade	America: 1492–1877	<i>Light to the Nations I</i>
8th Grade	America: 1877–2008	<i>The American Venture</i>

Social Studies Standards Grade 5

World History (1300–1648) and American History (1820–1908)

	Standard Content	FSSS	AYL	LTN1	TAV
5.SS.2	<p>The student demonstrates knowledge of European geography.</p> <p>A. The student locates on a map and describes the features of Europe’s physical geography, including: G</p> <ul style="list-style-type: none"> - Bodies of Water: Atlantic Ocean, Arctic Ocean, Baltic Sea, Irish Sea, Bay of Biscay, English Channel, Mediterranean Sea, Dardanelle Straits, Black Sea, North Sea - Major Rivers: Volga River, Danube River, Rhine River, Elbe River, Seine River, Po River, Thames River - Major Mountains: Ural Mountains, Carpathian Mountains, Alps Mountains, Apennine Mountains, Pyrenees Mountains, Mount Blanc - Regions: Iberian Peninsula, Scandinavia, the Balkans, Peloponnesus, Normandy, the Rhineland, the Polish Plain, the Caucasus <p>B. The student locates on a map the countries of Europe and spells all their names and capitals correctly. G</p> <p>C. The student locates on a map and names the country in which major cities are located, including London, Paris, Rome, Berlin, Dublin, Madrid, Lisbon, Athens, Warsaw, Moscow, St. Petersburg, Copenhagen, Brussels, Vienna, Kiev, Amsterdam, Geneva, Milan, Venice, Oxford, and Edinburgh. G</p>		<p>Ch 1 (geography with a focus on Europe)</p> <p>TRL Ch 1</p>	<p>Multiple full-color maps of Europe integrated with text throughout (e.g. 6, 9–11, 15, 361, 485, 503, 527)</p> <p>TRL Ch 1–11, 13–16, 18–19 (interactive maps of Europe for text introduction)</p>	
5.SS.3	<p>The student demonstrates knowledge of the Renaissance and the Age of Exploration.</p> <p>A. The student explains the disruptions to society in the late Middle Ages and their effects, including the Black Death, the Great Schism of 1378, the Hundred Years’ War, the ideas of John Wycliffe and Jan Hus. H</p> <p>B. The student explains the origins and major ideas of the Renaissance, including a revival of classical Greece and Rome, humanism, and the growth of towns. H</p> <p>C. The student explains the major cultural features and contributions of the Renaissance in Italy and Northern Europe in painting, architecture, sculpture, and literature. H</p>		<p>Ch 16 377–381</p> <p>TRL Ch 1 (especially PBS video learning links)</p> <p>TRL Ch 16 (Mayan video)</p>	<p>Suppl ch 604–609</p>	

Standard Content		FSSS	AYL	LTN1	TAV
5.SS.3 (cont.)	<p>D. The student explains the Reconquista of the Iberian Peninsula with the decline of Muslim rule and the ascendance of the Portuguese and Spanish crowns. H</p> <p>E. The student explains 15th century trade between Europe and Asia, and different European motivations for exploration. H</p> <p>F. The student explains the 15th century slave trade among Africans, Arabs, and Europeans, and compares it to the practice of indentured servitude. H</p>		<p>Ch 16 377–381</p> <p>TRL Ch 1 (especially PBS video learning links)</p> <p>TRL Ch 16 (Mayan video)</p>	Suppl ch 604–609	
5.SS.4	<p>The student demonstrates knowledge of the Reformation.</p> <p>A. The student explains the main ideas of major Protestant leaders, including Martin Luther, Henry VIII, and John Calvin, and how they contrasted with Catholic ideas and practices. H</p> <p>B. The student explains the major historical events during the Protestant Reformation and the subsequent Catholic Reformation, including their reflection in art, architecture, and politics. H</p> <p>C. The student identifies the historical figures and features of Elizabethan England. H</p> <p>D. The student explains the political and religious elements to the wars of religion in the 16th and 17th centuries, including the Anglo-Spanish War, the French Wars of Religion, and the Thirty Years’ War. H</p>		Ch 9 213–218	<p>A–D: Ch 17 & 18 (Reformation and religious conflict)</p> <p>E & F: Suppl ch 604–623</p>	
	<p>E. The student explains instances of conquest and cooperation between Europeans and indigenous peoples in the Americas. H</p> <p>F. The student explains the Columbian Exchange of resources, people, and disease, including how smallpox decimated Native Americans and the science of why this happened. H</p>		Ch 16 386		<p>E: Ch 1 & 2, broadly (especially 5–7, 26)</p> <p>F: Ch 1 11; Ch 9 166; Ch 10 178</p>
5.SS.5	<p>The student demonstrates knowledge of American history between the War of 1812 and the presidency of Andrew Jackson.</p> <p>A. The student names inventions that helped transform the American economy and way of life in the first half of the 19th century, especially in transportation. H</p> <p>B. The student identifies various examples of westward expansion prior to the Civil War. H</p> <p>C. The student explains the Monroe Doctrine. H</p> <p>D. The student describes the lives of slaves on southern plantations and at slave auctions, including cultural developments among African Americans in slavery. H</p>	<p>Ch 12–13</p> <p>TRL Ch 12 & 13 – Monroe Doctrine, Indian Removal Act, & other primary sources (also serves as bridge to OSEU 6 standards)</p>			<p>Ch 8 & 9</p> <p>TRL Ch 8 – westward expansion & 1812 war battles</p> <p>TRL Ch 9 – Missouri Compromise</p>

	Standard Content	FSSS	AYL	LTN1	TAV
5.SS.5 (cont.)	<p>E. The student explains the electoral relationship between the number of slave states and the perpetuation of slavery. H</p> <p>F. The student explains the Missouri Compromise of 1820. H</p> <p>G. The student tells of the major events in Andrew Jackson’s presidency, including: H</p> <ul style="list-style-type: none"> - his preservation of the Union in the Nullification Crisis - the passage of the Indian Removal Act and its terms - his resistance to <i>Worcester v. Georgia</i> - his fight against the National Bank 	<p>Ch 12–13</p> <p>TRL Ch 12 & 13 – Monroe Doctrine, Indian Removal Act, & other primary sources (also serves as bridge to OSEU 6 standards)</p>			<p>Ch 8 & 9</p> <p>TRL Ch 8 – westward expansion & 1812 war battles</p> <p>TRL Ch 9 – Missouri Compromise</p>
5.SS.6	<p>The student demonstrates knowledge of westward expansion’s effects on relationships with Native Americans and the electoral divide over slavery.</p> <p>A. The student tells about the fur trade, mountain men, and the Santa Fe Trail, including the travels and roles of Manuel Lisa and Pierre Chouteau in South Dakota. H</p> <p>B. The student tells the story of the Trail of Tears, particularly the 1838 Cherokee removal following the Treaty of New Echota. H</p> <p>C. The student tells the story of the settlement of Texas and the Texas Revolution, including the Mexican-American War. H</p> <p>D. The student explains the interactions between settlers, governing bodies, and Native Americans in South Dakota (including select standards from Oceti Sakowin Essential Understandings 2 and 6) prior to the Civil War, including the Marshall Trilogy, Indian Removal Act of 1830, Fort Laramie Treaty of 1851 (or Horse Creek Treaty), Treaty of Yankton, the role of Indian agencies, and settlement through homesteading. H</p>	<p>Ch 12 & 13 (westward expansion, treatment of Native tribes)</p>			<p>A: Ch 10 185</p> <p>B: Ch 9, TRL Ch 9 – Indian Removal Act, Jackson & Cherokee chiefs, Trail of Tears; Ch 15, TRL Ch 15</p> <p>C & D: Ch 10; TRL Ch 10</p>
5.SS.6	<p>E. The student explains the differences between various geographic regions, especially the growing divide in culture, lifestyle, and economics between the northern states and the southern states. HG</p> <p>F. The student explains the work of the abolitionist movement and leading abolitionists, including Harriet Tubman, Levi and Catherine Coffin, Frederick Douglass, the efforts of the Underground Railroad, and the effects of Harriet Beecher Stowe’s <i>Uncle Tom’s Cabin</i>. H</p> <p>G. The student tells the biography of Frederick Douglass, including: H</p> <ul style="list-style-type: none"> - his upbringing - his learning to read - his escape from slavery, his abolitionist writings - his initial and later views on the Declaration of Independence and the Constitution <p>H. The student reads and discusses the meaning of selections from Frederick Douglass’s <i>The Narrative of the Life of Frederick Douglass</i>. H</p> <p>I. The student tells the story of women’s suffrage efforts in the mid-19th century. H</p>	<p>Ch 15</p> <p>TRL Ch 15 – Frederick Douglass primary sources, Underground Railroad, origins of the Civil War</p>			<p>Ch 11 & 12</p> <p>TRL Ch 11 & 12</p>

Standard Content		FSSS	AYL	LTN1	TAV
5.SS.7	<p>The student demonstrates knowledge of events leading up to the Civil War.</p> <p>A. The student explains how the Mexican Cession and the California Gold Rush reignited the issue of the expansion of slavery. H</p> <p>B. The student explains the terms of the Compromise of 1850. H</p> <p>C. The student tells the biography of Abraham Lincoln, including: H</p> <ul style="list-style-type: none"> - his upbringing - his self-education - his words and actions against the expansion of slavery - his debates with Stephen Douglas - his presidency - his command of the Union forces in the Civil War - his views on slavery, Union, and the Civil War and how they changed during the war - his Emancipation Proclamation - his plans for Reconstruction - his assassination - the building of the Lincoln Memorial <p>D. The student explains Abraham Lincoln's argument that popular sovereignty implied that moral right and wrong simply depended on what most people believed or wanted. HC</p> <p>E. The student tells the story of how the Civil War began. H</p> <p>F. The student explains the major and minor causes of the Civil War, especially the political tension surrounding the spread of slavery. H</p>	<p>Ch 15</p> <p>Ch 16 & 17 (portions of Lincoln's life)</p> <p>TRL Ch 15–17 (especially gold rush connections, origins of the Civil War, primary sources related to Lincoln)</p>			<p>Ch 12</p> <p>TRL Ch 12 – Lincoln, gold rush</p>
5.SS.8	<p>The student demonstrates knowledge of the American Civil War and Reconstruction.</p> <p>A. The student tells the stories and explains the effects of major military events, figures, and common soldiers from the Civil War. H</p> <p>B. The student explains how Abraham Lincoln issued and justified the Emancipation Proclamation, including what the order did and did not do, and why. HC</p> <p>C. The student explains Abraham Lincoln's view of the war as an effort both to prove that a people could govern themselves on the principle that "all men are created equal," and to preserve the Union that was founded on this truth. HC</p> <p>D. The student reads and discusses the meaning of Abraham Lincoln's Gettysburg Address. HC</p> <p>E. The student tells the story of and explains the reasons why the Union won the Civil War, including the battles of Antietam, Vicksburg, and Gettysburg. H</p> <p>F. The student explains the different effects of the Civil War in the North and the South. H</p> <p>G. The student explains the successes of Reconstruction, including the Reconstruction Amendments and the election of freedmen to government offices, and its failures in renewed discrimination during Reconstruction and especially after the Compromise of 1877. HC</p>	<p>TRL Ch 16 & 17</p> <p>TRL Ch 18 – 13th–15th Amendments</p> <p>A–F: Ch 16–17</p> <p>G: Ch 18 383–385 (Reconstruction)</p>			<p>Ch 13 (Civil War)</p> <p>A–F: TRL Ch 13</p> <p>G: Ch 14 267–278</p>

Standard Content		FSSS	AYL	LTN1	TAV
5.SS.9	The student demonstrates knowledge of the Gilded Age.				
	A. The student names inventions that transformed the American economy and way of life away from agrarianism in the second half of the 19th century and the early 20th century. HE	Ch 19			
	B. The student names the major industries that drove industrialization in the late 19th century. HE	Ch 18 (select connections)			
	C. The student explains the reasons for and origins of those who immigrated to America after the Civil War, including the cultural and economic contributions of various immigrant groups in South Dakota, and the extent to which they assimilated. H	TRL Ch 18–20 (especially Ch 20 for immigration)			Ch 14 278–284
	D. The student describes the challenges that accompanied industrialization and immigration. HE	D & E: Ch 20			
	E. The student describes the various responses to poor working conditions and standards of living, including charity, populism, and unionization. HCE				
	F. The student describes the style and identifies pieces from the Hudson River School of art. H				
	G. The student explains the Homestead Act of 1862 and the settlement of the west, especially by European immigrants and former slaves. H				
	H. The student describes the life of pioneers in South Dakota during the late 1800s. H				
	I. The student analyzes and defines the extent to which treaties made between the U.S. government and Native Americans were followed and broken, including the historical and contemporary effects of the Treaty of 1868 and the Agreement of 1877. HC	TRL Ch 18–20 F: Ch 19 serves as bridge			TRL Ch 15 G–L: Ch 15
	J. The student tells of engagements between U.S. government forces and Native Americans in the west during and following the Civil War. H	G–L: Ch 18 (either covers or serves as launchpoint)			
	K. The student tells the stories of the Battle of Little Bighorn (Battle of the Greasy Grass), the Massacre of Wounded Knee, T̄hašún̄ke Witkó (Crazy Horse), T̄hathán̄ka Íyotake (Sitting Bull), Big Foot, Red Cloud, and Black Elk. H				
	L. The student explains the role of the railroad, bonanza farming, the Black Hills gold rush, and open-range cattle ranching on South Dakota history. HE				
	M. The student explains the events and figures that led to statehood for South Dakota. HC				
	N. The student explains the symbols of the Great Seal of the State of South Dakota. C				
O. The student tells of the effects of boarding schools on Native Americans, including the U.S. government’s enactment of compulsory attendance of Native American children and its enforcement on reservations in South Dakota. H	Ch 18 serves as launchpoint (South Dakota; OSEUs 6 & 7)			Ch 15 serves as launchpoint	
P. The student explains the kinds of discrimination against African Americans that were present in certain states in the decades following Reconstruction. H					
Q. The student explains select standards from Oceti Sakowin Essential Understandings 6 and 7. HC					

	Standard Content	FSSS	AYL	LTN1	TAV
5.SS.10	<p>The student demonstrates knowledge of events around the beginning of the 20th Century.</p> <p>A. The student tells the biography of Booker T. Washington, including: H</p> <ul style="list-style-type: none"> - his upbringing - his education - his views on the betterment of African Americans - his founding of the Tuskegee Institute <p>B. The student tells the biography of Susan B. Anthony, including: H</p> <ul style="list-style-type: none"> - her upbringing - her time teaching - her work for abolition - her friendship with Frederick Douglass - her work for temperance - her work for women's suffrage <p>C. The student explains the arguments and efforts of the suffragist movement and its major figures. H</p> <p>D. The student tells of the major events in William McKinley's presidency, including: H</p> <ul style="list-style-type: none"> - annexation of Hawaii - Spanish-American War - Philippine-American War - Open Door Policy in China <p>E. The student explains laws concerning child labor, workplace safety, trust busting, and food regulation. HCE</p> <p>F. The student explains the ideas and efforts for the betterment of African Americans around 1900, including: H</p> <ul style="list-style-type: none"> - Anna Julia Cooper - Niagara Movement - W.E.B. DuBois - National Association for the Advancement of Colored People <p>G. The student tells the biography of Theodore Roosevelt, including: H</p> <ul style="list-style-type: none"> - his upbringing - his life outside of politics, especially in the West - his fighting in the Spanish-American War - his presidency - his efforts at conservation 	(FSSS concludes prior, see TAV for standard correlation)			B: Ch 11 206; Ch 19 390–391 C–G: Ch 16

Social Studies Standards Grade 6

Influential Ideas in History and Civics: to 1815

	Standard Content	FSSS	AYL	LTN1	LTN2	TAV
6.SS.3	<p>The student demonstrates knowledge of world geography. G</p> <p>A. The student locates on a map and describes the features of Africa’s geography, including: - Major Geographic Features: Sahara Desert, Nile River, Mount Kilimanjaro, [...] - Major Countries (Cities): Algeria, Cameroon, Chad, Ivory Coast, [...]</p> <p>B. The student locates on a map and describes the features of the Middle East’s geography, including: - Major Geographic Features: Arabian Peninsula, Persian Gulf, Euphrates River, [...] - Major Countries (Cities): Iran (Tehran), Iraq (Baghdad), Israel (Jerusalem, Tel Aviv), [...]</p> <p>C. The student locates on a map and describes the features of Central Asia’s geography, including: - Major Geographic Features: Bay of Bengal, Ganges River, Indo-Gangetic Plain, [...] - Major Countries (Cities): Afghanistan (Kabul), India (Mumbai, Delhi), [...]</p> <p>D. The student locates on a map and describes the features of Southeast Asia and Oceania, including: - Major Geographic Features: Australia, Antarctica, major Pacific islands, Coral Sea, [...] - Major Countries (Cities): Australia, Cambodia, Indonesia (Jakarta), New Zealand, [...]</p> <p>E. The student locates on a map and describes the features of northern and East Asia, including: - Major Geographic Features: Sea of Japan, Yellow Sea, East China Sea, Gobi Desert, [...] - Major Countries (Cities): China (Chongqing, Shanghai, Beijing, Hong Kong), [...]</p> <p>F. The student locates on a map and describes the features of North and South America, including: - Major Geographic Features: Amazon River, Amazon Rainforest, Andes Mountains, [...] - Major Countries (Cities): Argentina (Buenos Aires), Brazil (Sao Paulo, Rio de Janeiro), [...]</p>		<p>Multiple full-color maps throughout text (see especially Ch 1)</p> <p>TRL Ch 1 provides a wealth of classroom connections for further geographical study (see especially, linked PBS instructional videos and teaching plans for Geography)</p>			

Standard Content		FSSS	AYL	LTN1	LTN2	TAV
6.SS.4	<p>The student demonstrates knowledge and understanding of influential ideas from ancient Asia, the Middle East, northern Africa, and the eastern Mediterranean Sea.</p> <p>A. The student identifies the six characteristics of civilizations, which are cities, government, religion, social structures, writing, and art. CE</p>		<p>Ch 2 21–26</p> <p>TRL Ch 2 (additional information on the earliest human cities, art, writing)</p>			
	<p>B. The student explains the major cultural features, stories, and civil and religious contributions of Ancient India, Babylon, Persia, and Ancient China, including the ideas of Siddhartha, Hammurabi, and Confucius. HC</p>		<p>Ch 2 32–34 (Hammurabi)</p> <p>Ch 10 235–237 (Confucius)</p> <p>Ch 12 285–286 (Siddhartha)</p> <p>Ch 2 60–65 (Babylon)</p> <p>Ch 2 65–67 (Persia)</p>			
	<p>C. The student explains the major cultural features, stories, and civil and religious contributions of Ancient Egypt and Phoenicia, including hieroglyphic writing and the first alphabet. HC</p>		<p>Ch 1 14–18</p> <p>Ch 2 37–39</p>			
	<p>D. The student explains the major cultural features, stories, and civil and religious contributions of the ancient Hebrews, including the origins and role of the Tanakh. HC</p> <p>E. The student compares the monotheistic religion of the Hebrews to the traditional polytheism of the ancient world, including the belief in one god, the Decalogue, individual worth of each person, and equal moral obligations of each person regardless of class or authority. HC</p>		<p>Ch 3</p> <p>TRL Ch 3</p>			
	<p>F. The student explains why the government of ancient Athens may be considered the beginning of democracy, including the polis, written constitutions, voting, a legislative body, and the rule of law. HC</p> <p>G. The student explains the major cultural features and contributions of Athens during the classical period, including pottery, architecture, sculpture, drama, the Greek language, and the histories of Herodotus and Thucydides. H</p> <p>H. The student explains the major ideas of philosophers and religious thinkers in antiquity, including Socrates, Plato, and Aristotle, especially in terms of logical reasoning, truth, ethics, and politics. HC</p> <p>I. The student tells of the conquests of Alexander of Macedon, the founding of the city of Alexandria, and the spread of Greek culture in the Hellenistic Period. H</p>		<p>Ch 4 (Ancient Greece)</p> <p>TRL Ch 4</p>			

Standard Content		FSSS	AYL	LTN1	LTN2	TAV
6.SS.5	<p>The student demonstrates knowledge and understanding of influential ideas from the Roman Republic and the Roman Empire.</p> <p>A. The student explains the social and political organization of the Roman Republic and the influence of its governing principles and institutions, including the rule of law, the separation of powers, ideas of civic duty, and representative government. HC</p> <p>B. The student explains the major cultural features and contributions of Rome, including in architecture, engineering, sculpture, poetry, the Latin language, and the histories of Livy and Polybius. H</p>		<p>Ch 5 (Ancient Rome)</p> <p>TRL Ch 5</p>			
	<p>C. The student explains the major ideas and events surrounding the life of Jesus of Nazareth and their historical effects. H</p> <p>D. The student explains the factors that accounted for the Roman Empire's relative stability and longevity, including its military organization and tactics, the Pax Romana, decentralized administration, the taxation system, a standard currency, and the road system. HCE</p> <p>E. The student explains the major historical events, cultural features, stories, and religious contributions of the early Christians, including the origins and role of the Bible. H</p> <p>F. The student compares the religion of the Christians to that of the Hebrews and of polytheist religions, including monotheism, the Trinity, the belief in Jesus of Nazareth as divine, the redeeming of a person's sins, the individual worth of each person, and equal moral obligations of each person regardless of class or authority. H</p> <p>G. The student explains the origins of the barbarian invasions and the other factors that led to the fall of the Roman Empire, including the power of the military establishment, political corruption, and economic instability arising from opulence. H</p>		<p>Ch 6 115–146</p> <p>TRL Ch 6</p>	<p>Ch 1 1–43</p> <p>Ch 2 44–67</p> <p>Ch 3 69–88</p> <p>TRL Ch 1 – account by Josephus of Jesus</p> <p>TRL Ch 2</p> <p>TRL Ch 3</p>		
	<p>H. The student explains the role of the papacy and historical figures in establishing Christianity and Roman law in Europe and the near east, including the Christian church fathers, Arianism, the Council of Nicaea, Augustine of Hippo, and Justinian. H</p>		<p>Ch 6 131–138</p>	<p>Ch 4</p> <p>TRL Ch 4</p>		

Standard Content		FSSS	AYL	LTN1	LTN2	TAV
6.SS.6	<p>The student demonstrates knowledge and understanding of influential ideas from the Middle Ages.</p> <p>A. The student explains the ways in which society changed with the fall of the Roman Empire and the perpetuation of the Eastern Roman Empire in Constantinople, including the role of Christianity. H</p>		Broad standard – See especially Ch 7 & 8	<p>Ch 5 115–133</p> <p>Ch 6</p> <p>TRL Ch 5 – fall of Rome, City of God</p> <p>TRL Ch 6</p>		
	<p>B. The student explains the establishment of monasteries, the practices of monasticism, the preservation of ancient thought, and their role in the Middle Ages. H</p>		<p>Ch 6 168</p> <p>Ch 8 172</p>	<p>Ch 4 197</p> <p>Ch 6 149, 152–156</p> <p>Ch 8 205</p> <p>Ch 10 244–247</p>		
	<p>C. The student explains the major ideas and events surrounding the life of Mohammed and their historical effects. H</p> <p>D. The student explains the major historical events, cultural features, stories, and religious contributions of early Muslims, including the origins and role of the Qur’an, the preservation of Greek thought, and expansions in science, philosophy, and mathematics. H</p>		Ch 7 153–167	<p>Ch 7</p> <p>TRL Ch 7</p>		
	<p>E. The student explains the development and practice of feudalism in European societies, including the expectations of each class, and of slavery in the Middle East, Africa, and Asia. HC</p> <p>F. The student describes and explains Christian and Muslim art and architecture in the Middle Ages. H</p> <p>G. The student explains the origin of the Great Schism of 1054, the Investiture Controversy, and the Concordat of Worms. H</p> <p>H. The student tells of the Norman Conquest, the rule of King John of England, the signing of the Magna Carta, and the emergence of parliament. H</p>		Ch 8 180–182	<p>Ch 8–12</p> <p>TRL 8–12</p>		

Standard Content		FSSS	AYL	LTN1	LTN2	TAV
6.SS.7	<p>The student demonstrates knowledge and understanding of influential ideas from the Late Middle Ages and the Reformation.</p> <p>A. The student explains the exchange of ideas and culture between Christians and Muslims. H</p> <p>B. The student explains the developments and achievements of the high Middle Ages, including the power of the papacy, the founding of mendicant orders, the rise of universities, and the major ideas of scholasticism and Thomas of Aquino, Maimonides, and Ibn Sina. H</p>		Ch 8 183–206	Ch 13 & 14		
	<p>C. The student explains the origins and major ideas of the Renaissance, including a revival of classical Greece and Rome, humanism, the growth of towns, the model of Dante Alighieri, and the roles of patrons. H</p> <p>D. The student explains the major cultural features and contributions of the Renaissance in Italy and Northern Europe in painting, architecture, sculpture, and literature. H</p>		Ch 9 207–213 TRL Ch 9 – Renaissance, art	Ch 16 416–422 TRL Ch 16 – Sistine Chapel		
	<p>E. The student explains the main ideas of major Protestant leaders, including Martin Luther, Henry VIII and Thomas Cranmer, and John Calvin, and how they contrasted with Catholic ideas and practices. H</p> <p>F. The student explains how the Protestant Reformation and the subsequent Catholic Reformation were reflected in art, architecture, and politics. H</p>		Ch 9 213–218 TRL Ch 9 (religious maps of Europe)	Ch 17 TRL Ch 17		
	<p>G. The student identifies the historical figures and features of Elizabethan England and the English Renaissance. H</p> <p>H. The student explains the political and religious elements to the wars of religion in the 16th and 17th centuries, including the Anglo-Spanish War, the French Wars of Religion, and the Thirty Years’ War. H</p>			Ch 17 473–477 Ch 18		

Standard Content		FSSS	AYL	LTN1	LTN2	TAV
6.SS.8	The student demonstrates knowledge and understanding of influential ideas from the Scientific Revolution, the Enlightenment, and the French Revolution. A. The student explains the scientific method and the major ideas and discoveries of the Scientific Revolution. H			Ch 24 622–644		
	B. The student explains the major ideas of the Enlightenment, including the ideas of Niccoló Machiavelli, Rene Descartes, Thomas Hobbes, John Locke, Voltaire, and Jean-Jacques Rousseau, and their expression in neo-classical art. H			Ch 26 653–673		
	C. The student describes the monarchy of Louis XIV and its effect on other monarchs in Europe in the form of enlightened absolutism, including in Russia, Austria, and Prussia. H D. The student explains the origins, political ideas, historical events, and effects of the English Civil War, the Protectorate, and the Glorious Revolution, and how England was the exception to absolutism. H			Ch 19 TRL Ch 19		
	E. The student explains the origins and effects of the Agricultural Revolution, the First Industrial Revolution, and the Enclosure Movement in England, including Adam Smith’s observations on the capitalist nature of an industrial society. HE			Ch 25 644–652		
	F. The student explains how a free market or capitalist market indicates that laws allow individuals to possess more goods or currency than they need to survive; and to invest, produce, distribute, and buy and sell goods and services by making their own agreements with one another. E			Ch 25 646–651		
	G. The student explains the origins and major historical events of the French Revolution, including the ideas of Voltaire and Jean-Jacque Rousseau, government corruption, the effects of the American Revolution on France, the role of the mob and a lack of experience in self-government, and widespread violence. HC				Ch 1 26–38 Ch 3 69–90 Ch 4 91–122 Ch 5 123–146 Ch 6 147–176	

	Standard Content	FSSS	AYL	LTN1	LTN2	TAV
6.SS.8 (cont.)	H. The student explains the events that led to the rise of Napoleon Bonaparte, his conquests in Europe, and the outcome of the Congress of Vienna. H				Ch 7 177-204 Ch 8 205-236 Ch 9 237-264	
	I. The student explains the effects of the French Revolution and Napoleonic Empire, including romanticism, nationalism, liberalism, and socialism. H				Ch 10 & 11 TRL Ch 10 & 11	

Social Studies Standards Grade 7

America: 1492–1877

	Standard Content	FSSS	AYL	LTN1	TAV
7.SS.2	<p>The student demonstrates knowledge of American and South Dakota geography.</p> <p>A. The student locates on a map and describes the features of America’s physical geography, including: G [...]</p> <p>B. The student locates on a map, identifies by shape, and spells all the names and capitals of all fifty states. G</p> <p>C. The student locates on a map and names the state in which major cities other than capitals are located, including: G [...]</p> <p>D. The student locates on a map Washington, D.C. and major U.S. territories. G</p> <p>E. The student locates the following American regions on a map, names the states, and compares their topography, climate, and economy to those of South Dakota: G [...]</p> <p>F. The student locates on a map the major geographic features of South Dakota, including: G [...]</p> <p>G. The student locates on a map the major regions, cities, and historical points in South Dakota, including: G [...]</p>		<p>Ch 15 347–351 serves as introduction</p> <p>TRL Ch 1 (PBS site for North American & South Dakotan geography)</p>		

Standard Content		FSSS	AYL	LTN1	TAV
7.SS.3	<p>The student demonstrates understanding of Native American peoples in North America before the arrival of Europeans and Africans.</p> <p>A. The student locates on a map and describes the following civilizations: Ancestral Pueblo, Hopewell, Aztec, Maya, and Inca. H</p> <p>B. The student describes the indigenous peoples and their lifestyles in the millennia and centuries prior to European arrival. H</p> <p>C. The student names one historical or present Native American tribe from each American region. H</p> <p>D. The student describes the similarities and differences between historical Native American tribes from two different American regions, including their lifestyles, warfare, and art. HCE</p> <p>E. The student describes the lifestyle, traditional warfare, and culture of a historical or present Native American tribe from South Dakota, including but not limited to the Mandan, Sahnish (Arikara), Cheyenne, Crow, Hidatsa, Naishan Dene (Kiowa Apache), Eastern Shoshone, Arapaho, and Lakota. HCE</p> <p>F. The student describes history and major cultural elements of the Oceti Sakowin Oyate (including select standards from Oceti Sakowin Essential Understandings 1-5 and 7), including the meaning of kinship, the creation story, traditional warfare, important symbols, celebrations, music, artwork, celebrations, honoring, ceremony, and powwow (wacipi). HCE</p> <p>G. The student explains the meaning and historical significance of the following terms and topics: land bridge, indigenous, immigrant, urban, suburban, and rural. HG</p>	<p>Ch 4 73 (map of north american tribal regions)</p>	<p>Ch 16 377–381</p> <p>TRL Ch 1 (PBS site – search “Oceti Sakowin” and/or tribe name, or listed concept from F)</p>		<p>Ch 1 17–18 (map) – Iroquois nation</p> <p>Ch 2 26 (Algonquin)</p> <p>Ch 8 142 (maps)</p> <p>Ch 9 172 (maps)</p> <p>A: Ch 1 12</p>
7.SS.4	<p>The student demonstrates knowledge and understanding of the settlement of North America by Europeans, especially that of the British.</p> <p>A. The student locates on a map the following places: San Salvador Island, St. Augustine, Jamestown, Plymouth, and Boston. G</p> <p>B. The student explains 15th century trade between Europe and Asia, European motivations for exploration, and their various interactions with Native Americans. H</p>	<p>Ch 4 76 (map)</p> <p>Ch 5 94, 98 (maps)</p> <p>Ch 1–5 (motivations for European exploration and effects, broadly)</p>	<p>Ch 15 352 (map)</p> <p>Ch 16 374, 376 (maps)</p> <p>Ch 15 351–355</p> <p>Ch 16 377–381</p>		<p>Ch 1 & 2 (European motivations, broadly)</p> <p>TRL Ch 1 & 2</p>

	Standard Content	FSSS	AYL	LTN1	TAV
	C. The student explains the history of slavery from ancient times through the 15th century slave trade among Africans, Arabs, and Europeans, and compares it to the practice of indentured servitude. H		Ch 4 75–76 Ch 5 108–110 Ch 6 134 Ch 13 314–316, 320 Ch 15 369–370		Ch 2 23, 28, 29–30, 32, 36
	D. The student explains the origin of the name “America.” H E. The student describes the travels and discoveries of major explorers in the future United States: Ponce de Leon, Hernando de Soto, Francisco Vasquez de Coronado, Samuel de Champlain, Henry Hudson, and the Verendrye Expedition. H F. The student explains the Columbian Exchange of resources, people, and disease, including how smallpox decimated Native Americans and the science of why this happened. HE		D: Ch 16 382 E & F: Ch 16 381–393		D: Ch 1 4 E & F: Ch 1 5–13
7.SS.4 (cont.)	G. The student explains the variety of cooperative and violent interactions between Europeans, indigenous peoples, and among indigenous tribes. H H. The student tells the story of the founding of Jamestown, including: HC - the biographies and contributions of John Smith, Matoaka (Pocahontas), and John Rolfe - the backgrounds and motivations of the Jamestown settlers - the Starving Time - the cultivation of tobacco - the arrival of Africans from a Dutch slave ship captured by the English - the meeting of the Virginia House of Delegates as the first instance of representative self-government in the colonies I. The student tells the story of the founding of Plymouth and Massachusetts Bay, including: HC - the biographies and contributions of William Bradford, Ousamequin (Massasoit), and John Winthrop - the backgrounds and motivations of the Mayflower passengers - the Mayflower Compact as the first instance of a written constitution and the rule of law in the colonies - the assistance of the Wampanoag - the first Thanksgiving - the backgrounds and motivations of the Massachusetts Bay settlers - the religiously influenced government established by John Winthrop - the meaning of John Winthrop’s “city upon a hill” J. The student reads and discusses the meaning of the Mayflower Compact. HC	Ch 5 (English settlement of North America – Jamestown, Massachusetts Bay colony, Mayflower, relationships with Northeastern native tribes) TRL Ch 5			Ch 1 14–15, 23, 28, 29

Standard Content		FSSS	AYL	LTN1	TAV
7.SS.4 (cont.)	<p>K. The student explains how England's approach to settling its colonies differed from the approach of other countries. H</p> <p>L. The student explains the gradual codification of slavery in the southern colonies beginning in 1655, including the passage of manumission laws. H</p> <p>M. The student tells how the horse came to the Great Plains, subsequent to the Pueblo Revolt of 1680, leading to changes in the way of life for the Oceti Sakowin and Cheyenne (including select standards from Oceti Sakowin Essential Understandings 1–4). H</p> <p>N. The student explains the meaning and historical significance of the following terms and topics: mercantilism, indentured servitude, Triangle Trade, Middle Passage, Wampanoag, Pilgrims, and Puritans. HE</p>	Covered more robustly in TAV	TRL Ch 1 (M: search "Pueblo Revolt", relevant terms from)		L: Ch 1 21–22; Ch 2 23–25; Ch 3 45 N: Ch 2 26
7.SS.5	<p>The student demonstrates knowledge and understanding of colonial America.</p> <p>A. The student explains the colonial economies and ways of life among the New England, Middle, and Southern colonies. HE</p> <p>B. The student explains how the colonial economies may be best characterized as free market or capitalist, meaning that the laws allow individuals to possess more goods or currency than they need to survive; and to invest, produce, distribute, and buy and sell goods and services by making their own agreements with one another. HE</p> <p>C. The student explains how the labor market in the colonial economies was not free in the cases of forced indentured servitude and slavery. HE</p> <p>D. The student explains the status and effects of each of the following in colonial society, and the extents to which these were the exception in history: private property, free enterprise, education, local self-government, and religious freedom. HE</p> <p>E. The student explains how the "American" colonist was generally defined by certain traits, including being: HCE [...]</p>	Ch 5, broadly serves as overview TRL Ch 5	E: Ch 15 351		Ch 2 & 3, broadly TRL Ch 2 – Colonial life

Standard Content		FSSS	AYL	LTN1	TAV
7.SS.5 (cont.)	<p>F. The student explains how England’s relationship toward the colonists amounted to a “salutary neglect” and the ways this relationship benefitted the colonists. HC</p> <p>G. The student explains the influence of historical ideas on the colonists, especially within their colleges and leading families, including: HC</p> <ul style="list-style-type: none"> - ancient Greek ideas and logical reasoning - ancient Roman political ideas and institutions - Jewish and Christian views of a deity and of human beings - the English tradition of the rule of law and representation, including Magna Carta - the political ideas of John Locke and Baron de Montesquieu <p>H. The student explains the rule of law as opposed to the rule of man, the rule by force (“might makes right”), and the failure to enforce duly legislated laws. C</p>	Ch 7 138–141		Ch 26 660–662 TRL Ch 25 – John Locke, liberalism, the American Founding	Ch 3, broadly (pre-Revolution events) TRL Ch 3
	<p>I. The student describes the Great Awakening and its effects on American identity and sense of unity. H</p> <p>K. The student explains the meaning and historical significance of the following terms and topics: township, self-government, the Enlightenment, natural law, natural rights, social contract, representation, and the Albany Plan. HC</p>	Suppl ch 464–466 (the Great Awakening)			Ch 3 41–45
	<p>J. The student tells the story of the French and Indian War, especially the roles of George Washington and Benjamin Franklin, the major terms of the Treaty of Paris, the war’s effect on American identity and sense of unity, and its effects on the fur trade. H</p>	Ch 6 129–135			Ch 3 47–48
7.SS.6	<p>The student demonstrates knowledge and understanding of the American Revolution.</p> <p>A. The student explains why and how Great Britain asserted new authority in the colonies after the French and Indian War and why the colonists contested Britain’s new claims to control as violations of their rights and freedom. H</p> <p>B. The student explains the ways in which the colonists responded to Great Britain’s new claims of power over them. H</p> <p>C. The student tells the story of the Boston Massacre and subsequent murder trial. H</p> <p>D. The student tells the biography of George Washington, including: [...]</p>	<p>Ch 7 & 8 (events prior & during the Revolution, including George Washington’s life)</p> <p>TRL Ch 7 & 8</p>			<p>Ch 4</p> <p>TRL Ch 4</p>

Standard Content		FSSS	AYL	LTN1	TAV
7.SS.6 (cont.)	<p>E. The student tells the biography of John Adams, including: H [...]</p> <p>F. The student tells the story of the Boston Tea Party, and explains Great Britain's responses to the Boston Tea Party and the colonists' argument that these actions were tyrannical. H</p> <p>G. The student tells the stories of the following military events prior to a formal declaration of independence: H</p> <ul style="list-style-type: none"> - Battles of Lexington and Concord - Siege of Fort Ticonderoga - Battle of Bunker Hill - Liberation of Boston 	<p>Ch 7</p> <p>TRL Ch 7 – Boston Tea Party</p>			<p>E: Ch 3 53 & 54; Ch 4 65, 66, 69; Ch 8 133, 137–140</p> <p>F: Ch 3 50–51</p> <p>G: TRL Ch 4 (battle maps)</p>
	<p>H. The student tells the biography of Benjamin Franklin, including: H [...]</p> <p>I. The student tells the biography of Thomas Jefferson, including: H [...]</p>	<p>H: Ch 8 175 serves as launchpoint</p> <p>I: Ch 7–10</p>			<p>H: Ch 3 46 & 54; Ch 4 59–62</p> <p>I: Ch 5–9 (especially 140–144)</p>
	<p>J. The student explains that patriotism is the love of country, meaning that one holds his or her country up to an objective standard of moral right and wrong, preserving the ways in which the country does good and correcting the ways it sometimes does wrong. C</p> <p>K. The student tells the stories and explains the effects of major military events, figures, and common soldiers from the War of Independence. H</p> <p>L. The student explains the meaning of symbols on the American flag, the proper ways to respect the flag, and the reasons for this respect. C</p> <p>M. The student tells the story of how the Americans won the War of Independence, including the battles of Trenton, Saratoga, the winter at Valley Forge, and the Battle of Yorktown. H</p>	<p>J: Ch 7</p> <p>L & M: Ch 8; TRL Ch 8</p>			<p>TRL for Ch 4</p> <p>J: Ch 8 133</p> <p>K: Ch 4 & 5, broadly</p>

Standard Content		FSSS	AYL	LTN1	TAV
7.SS.7	<p>The student demonstrates understanding of the Declaration of Independence and the arguments of leading founders.</p> <p>A. The student reads and discusses the meaning of the first, second, and final paragraphs of the Declaration of Independence and selections from the remainder, including the first draft's sections on slavery. C</p> <p>B. The student explains the meaning of "the Laws of Nature and of Nature's God," including the founders' argument that there is a standard of justice in nature that does not change and is true of all peoples in all times, and that an eternal God is responsible for this unchanging truth. C</p> <p>C. The student explains the meaning of "created equal," including the founders' argument that each person is equally human and as such has the same dignity and natural rights to life, liberty, and the pursuit of happiness, that each is endowed with these rights by the God that created them, and that the existence of human slavery was understood by most, but not all, of the founders to be a contradiction of the principle of human equality. C</p> <p>D. The student explains the meaning of "natural rights" and "unalienable," including the founders' argument that fundamental rights arise out of man's nature as a human person, that these rights do not come from other people or any government, and that these rights cannot be denied or taken away unless the person has used them to violate the rights of another. C</p> <p>E. The student explains the meaning of "life, liberty, and the pursuit of happiness," in particular the founders' argument that each human being has the right by nature to their own life, to their liberty and the general freedom of thought and action, and to seek the happiness appropriate to human liberty as long as it does not violate the rights of others. C</p> <p>F. The student explains the meaning of "the consent of the governed," including the founders' argument that legitimate government derives its just powers from the consent of those that are governed, who in turn have delegated limited powers to government in order to secure their rights. C</p> <p>G. The student explains that the purpose of government as outlined in the Declaration of Independence is to "secure these rights," meaning those fundamental rights derived from "the Laws of Nature and of Nature's God." C</p> <p>H. The student explains the argument of the Declaration of Independence that when government "becomes destructive" of its purpose of securing rights, a people may change or abolish their government and institute new government to best effect their safety and happiness. C</p> <p>I. The student explains why the delegates to the Second Continental Congress voted to declare independence from Great Britain, including the list of grievances and other historical events since 1763. C</p> <p>J. The student explains how America's founding based on these words of the Declaration of Independence was unprecedented in human history: "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.—That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed." C</p>	Ch 8 168–169	TRL Ch 1 (search PBS site for "Declaration of Independence")		A: Ch 4 54–56 serves as bridge

Standard Content		FSSS	AYL	LTN1	TAV
7.SS.7 (cont.)	K. The student explains what the Land Ordinance of 1785 and the Northwest Ordinance of 1787 accomplished for public education, private land ownership, and the abolition of slavery. HC	Ch 13 269–271			Ch 4 70–71
	The student demonstrates understanding of the principles of the United States Constitution. A. The student explains the crafting of the Articles of Confederation, their weaknesses, their historical effects, and their relationship to the Constitutional Convention. HC	Ch 9 189–191			Ch 4 68–69
7.SS.8	B. The student tells the biography of James Madison, including: H [...] C. The student explains the founders’ view of human nature, including the role of ambition and the human person’s limitations, both intellectually and morally, as expressed in Federalist 10 and 51. HC D. The student explains how a majority can tyrannize over the rights of the minority. C E. The student explains how representation prevents tyranny through the following means: C - encouraging the selection of the country’s most trusted citizens to make the laws [...] F. The student explains how federalism prevents tyranny by dividing governing power among many levels of governments. C G. The student explains how the separation of powers prevents tyranny from the federal government by dividing legislative, executive, and judicial power into three separate branches. C H. The student explains the meaning and historical significance of the following terms and topics: democratic republic, justice, legislative power, executive power, judicial power, Federalists, Anti-Federalists, and <i>The Federalist Papers</i> . HC	Ch 9 & 10 (cursory introduction)			B: Ch 7 130–131 C–H: Ch 5; TRL Ch 5

	Standard Content	FSSS	AYL	LTN1	TAV
7.SS.9	<p>The student demonstrates understanding of the structure and function of the United States Constitution.</p> <p>A. The student explains the different roles and responsibilities of each house of Congress, the Presidency, and the Judiciary. C</p> <p>B. The student explains the checks and balances each branch possesses to resist tyranny in the other two branches. C</p> <p>C. The student explains the legal meaning of “citizen” in the United States, the legal process for becoming a citizen, and the responsibilities, rights, and privileges of citizenship at the different levels of government, and the introduction of birthright citizenship through the Fourteenth Amendment. C</p> <p>D. The student explains the importance of a well-informed, virtuous, and industrious citizenry within representative self-government. C</p> <p>E. The student explains how the scope of the people’s voting rights at the American founding was the exception in history. HC</p> <p>F. The student explains the different positions on slavery among the founders and their generation, including those who did not hold slaves and worked for its abolition, those who held slaves but wished for its abolition, and those who were in favor of slavery and its continuation. C</p> <p>G. The student names and explains the three clauses of the Constitution pertaining to slavery and Frederick Douglass’s “The Constitution of the United States: Is It Pro-Slavery or Anti-Slavery?” HC</p> <p>H. The student explains the ways in which slavery was expanded and restricted in the states during the American founding years of 1763-1789. HC</p> <p>I. The student explains the importance of the Constitutional practice of free speech, the free press, and civil dialogue in representative self-government. C</p> <p>J. The student explains the positions in the ratification debate concerning the Constitution. HC</p> <p>K. The student explains the ways in which the U.S. Constitution was unprecedented in human history, especially in its form of government, institutional innovations, and underlying moral principles. HC</p>	Ch 9 (broad basic introduction)			Ch 6 TRL Ch 6 – Constitution

	Standard Content	FSSS	AYL	LTN1	TAV
7.SS.10	<p>The student demonstrates knowledge and understanding of American history from the presidency of George Washington through the War of 1812.</p> <p>A. The student tells the biography of Alexander Hamilton, including: H [...]</p> <p>B. The student explains how the invention of the cotton gin reinvigorated the practice of slavery and the slave-owning interest, and the extent to which future laws permitted or restricted slavery. H</p> <p>C. The student tells of the major events in George Washington’s presidency, including the precedents that he set for the office and his efforts to remain neutral in the conflict between revolutionary France and Great Britain. H</p> <p>D. The student reads and discusses the meaning of selections from George Washington’s Farewell Address and explains Washington’s emphasis on the importance of union and his warnings about parties, sectionalism, the natural human tendency to abuse power, and unnecessary involvement in foreign affairs. H</p> <p>E. The student explains the significance of the transfer of power following the election of 1800. H</p> <p>F. The student tells of the major events in Thomas Jefferson’s presidency, including: H</p> <ul style="list-style-type: none"> - the purchase of the Louisiana Territory - war with the Barbary pirates - efforts to remain neutral in the conflict between Napoleonic France and Great Britain - the end of the international slave trade <p>G. The student explains how even though the Supreme Court exercises judicial review, the people and each branch of government have a role in interpreting the meaning of the Constitution and an obligation to follow it. C</p> <p>H. The student tells of the conflicts between the U.S. government, settlers, and Native Americans between 1789 and 1830, including the Corps of Discovery’s travels in present-day South Dakota and their interactions with Native American tribes and the rivalry in the fur trade between the British and Americans in what is now South Dakota. H</p> <p>I. The student tells the stories and explains the effects of major military events, figures, and common soldiers from the War of 1812. H</p> <p>J. The student explains the meaning and historical significance of the following terms and topics: cotton gin, Alien and Sedition Acts, <i>Marbury v. Madison</i>, judicial review, and the Corps of Discovery. HC</p>	<p>Ch 10 & 12, broadly</p> <p>TRL Ch 9 – Washington’s farewell address</p> <p>TRL Ch 12</p>			<p>Ch 9 & 10</p>

Standard Content		FSSS	AYL	LTN1	TAV
7.SS.11	<p>The student demonstrates knowledge and understanding of American history between the War of 1812 and the Mexican-American War.</p> <p>A. The student explains the tenets to the Monroe Doctrine. H</p> <p>B. The student explains the main ideas of the Second Great Awakening. H</p> <p>C. The student tells the biography of Sequoyah. H</p> <p>D. The student tells the biography of Andrew Jackson, including: H [...]</p> <p>E. The student describes the lives of slaves on southern plantations and at slave auctions, including cultural developments among African Americans in slavery. H</p> <p>F. The student explains the electoral relationship between the number of slave states and the perpetuation of slavery. H</p> <p>G. The student explains the work of the abolitionist movement and leading abolitionists, including Harriet Tubman, William Lloyd Garrison, Frederick Douglass, the efforts of the Underground Railroad, and the effects of Harriet Beecher Stowe's <i>Uncle Tom's Cabin</i>. H</p> <p>H. The student tells the biography of Frederick Douglass, including: H [...]</p> <p>I. The student reads and discusses the meaning of selections from Frederick Douglass's <i>The Narrative of the Life of Frederick Douglass</i>. H</p> <p>J. The student tells of the major events in Andrew Jackson's presidency, including: H</p> <ul style="list-style-type: none"> - his preservation of the Union in the Nullification Crisis - the passage of the Indian Removal Act and its terms - his resistance to <i>Worcester v. Georgia</i> - his fight against the National Bank <p>K. The student tells the story of the Trail of Tears, particularly the 1838 Cherokee removal following the Treaty of New Echota. H</p> <p>L. The student explains the main ideas and names the major figures of the transcendentalist movement. H</p> <p>M. The student explains the meaning and historical significance of the following terms and topics: Missouri Compromise, Nat Turner Rebellion, Manifest Destiny, and the annexation of Texas. H</p>	<p>TRL Ch 13</p> <p>A–K & M: Ch 13 267–288 (cursory explanation)</p>			<p>A: Ch 9 164–165; TRL Ch 8 (Monroe Doctrine)</p> <p>B: Ch 9 159</p> <p>C: Ch 9 171</p> <p>E: Ch 9 164; Ch 10 180–181; Ch 11</p> <p>G & H: Ch 12; TRL Ch 12</p> <p>J & K: Ch 9</p> <p>L: Ch 11 202–203</p> <p>M: Ch 9–11</p>

Standard Content		FSSS	AYL	LTN1	TAV
7.SS.12	<p>The student demonstrates knowledge and understanding of the growing sectional divide in the United States, especially regarding the practice of slavery.</p> <p>A. The student explains the reasons for and origins of those who immigrated to America before the Civil War, including the extent to which they assimilate, and opposition from the Know Nothing Party. H</p> <p>B. The student tells the story of women's suffrage efforts in the mid-19th century, including: HC [...]</p> <p>C. The student identifies and tells the story of historical figures involved in women's suffrage efforts, including, but not limited to: HC [...]</p>				<p>Ch 11–12 (sectional divide in antebellum U.S.)</p> <p>B & C: Ch 19 390–391</p>
	<p>D. The student explains the interactions between settlers, governing bodies, and Native Americans (including select standards from Oceti Sakowin Essential Understandings 2 and 6) in South Dakota around the Civil War, including: H [...]</p> <p>E. The student describes land speculation and settlement in what is now South Dakota in the 1850s and 1860s, including homesteading under the Preemption Act, Homestead Act, Timber Culture Act, and the Morrill Land-Grant Acts. HE</p> <p>F. The student explains the differences between various geographic regions, especially the growing divide in culture, lifestyle, and economics between the northern states and the southern states. HGE</p> <p>G. The student tells the story of the Mexican-American War and the Mexican Cession. H</p> <p>H. The student explains how the Mexican Cession and the California Gold Rush reignited the issue of the expansion of slavery, including the terms of the Compromise of 1850. H</p>	<p>F–H: Ch 15</p> <p>TRL Ch 15</p>			<p>Ch 15</p> <p>TRL Ch 15</p>
	<p>I. The student tells the biography of Abraham Lincoln, including: H [...]</p> <p>J. The student explains Abraham Lincoln's argument that the Kansas-Nebraska Act and popular sovereignty marked a moral break with the founding because they implied that moral right and wrong were relative to a democratic majority. H</p> <p>K. The student explains Abraham Lincoln's argument that the <i>Dred Scott</i> decision turned the Constitution into a pro-slavery document that would allow slavery to spread anywhere in America, contrary to the original intentions of the founders. H</p>	<p>TRL Ch 15 – Lincoln-Douglas debates</p> <p>I & J: Ch 15–17; TRL Ch 16 (Emancipation Proclamation)</p> <p>K: Ch 15 329</p>			<p>I: Ch 12–14 (interspersed)</p> <p>J: Ch 12 228 & 235</p> <p>K: Ch 12 230–231</p>

Standard Content		FSSS	AYL	LTN1	TAV
7.SS.13	<p>The student demonstrates knowledge and understanding of the American Civil War and Reconstruction.</p> <p>A. The student explains the main arguments in the Lincoln-Douglas debates, especially in debate number seven. H</p> <p>B. The student reads and discusses the meaning of selections from Frederick Douglass’s “The Constitution of the United States: Is It Pro-Slavery or Anti-Slavery?” H</p> <p>C. The student explains the major and minor causes of the Civil War, especially the political tension surrounding the spread of slavery. H</p> <p>D. The student tells the stories and explains the effects of major military events, figures, and common soldiers from the Civil War. H</p> <p>E. The student explains how Abraham Lincoln issued and justified the Emancipation Proclamation, including what the order did and did not do, and why. HC</p> <p>F. The student reads and discusses the meaning of Abraham Lincoln’s Gettysburg Address and his second inaugural address in their entirety. HC</p> <p>G. The student tells the story of and explains the reasons why the Union won the Civil War, including the battles of Antietam, Vicksburg, and Gettysburg. H</p>	<p>Ch 16 & 17</p> <p>TRL Ch 16 & 17</p>			<p>Ch 13 (Civil War)</p> <p>TRL Ch 13</p>
	<p>H. The student explains the different effects of the Civil War in the North and the South. H</p> <p>I. The student explains the successes of Reconstruction, including the Reconstruction Amendments and the election of freedmen to government offices, and its failures in renewed discrimination during Reconstruction and especially after the Compromise of 1877. H</p> <p>J. The student explains the meaning and historical significance of the following terms and topics: popular sovereignty, moral relativism, Homestead Act, black codes, and Jim Crow laws. HC</p>	<p>Ch 18 383–385</p> <p>TRL Ch 18 – 13–15th Amendments</p>			<p>Ch 14 (Reconstruction)</p> <p>TRL Ch 14</p>

Social Studies Standards Grade 8

America: 1877–2008

Standard Content		FSSS	AYL	LTN1	LTN2	TAV
8.SS.2	<p>The student demonstrates knowledge and understanding of the Gilded Age.</p> <p>A. The student explains the economic principles and practices that corresponded with America's industrial and economic growth after the Civil War, including: E [...]</p> <p>B. The student explains the reasons for and origins of those who immigrated to America after the Civil War and the extent to which they assimilated, including opposition to new immigration such as the Chinese Exclusion Act. H</p> <p>C. The student describes the challenges that accompanied industrialization and immigration. HE</p> <p>D. The student describes the various responses to poor working conditions and standards of living, including: charity, the social gospel, populism, unionization, violence, and socialism and communism. H</p>	<p>Ch 19 & 20</p> <p>TRL Ch 19 & 20</p>				
	<p>E. The student explains Karl Marx's main ideas on the following: HCE</p> <ul style="list-style-type: none"> - a spiritual reality beyond material things - the belief that middle class wealth necessitates working class poverty - the resulting conflict between the proletariat and the middle class - the communist revolution, including the use of violence - the dictatorship of the proletariat 				<p>Ch 13 371–373</p>	<p>Ch 16 312</p>
	<p>F. The student describes the style of and identifies pieces from the Hudson River School art movement. H</p> <p>G. The student explains the role of the railroad, the Black Hills gold rush, federal land policy such as the Homestead Act, and open-range cattle ranching on South Dakota history. H</p> <p>H. The student describes the life of pioneers and immigrants in South Dakota during the late 1800s, including their cultural heritage. H</p> <p>I. The student explains instances of conflict, cooperation, and duplicity among Native Americans (including select standards from Oceti Sakowin Essential Understandings 2 and 6), settlers, and governing bodies in the Dakota Territory during the late 19th Century, including: H</p> <ul style="list-style-type: none"> - Wounded Knee Massacre - the work of the Indian Bureau - Agreement of 1877 - Dawes Act - 1889 Sioux Treaty - Meriam Report 	<p>TRL Ch 18 (Little Bighorn & Wounded Knee)</p> <p>G–J: Ch 18 389–407</p>				<p>TRL Ch 15</p> <p>G–J: Ch 15</p>

Standard Content		FSSS	AYL	LTN1	LTN2	TAV
8.SS.2 (cont.)	J. The student explains the extent to which treaties made between the U.S. government and Native Americans were followed and broken, including the historical and contemporary effects of the Agreement of 1877. H	TRL Ch 18 (Little Bighorn & Wounded Knee) G–J: Ch 18 389–407				TRL Ch 15 G–J: Ch 15
	K. The student tells of the effects of boarding schools on Native Americans, including the U.S. government’s enactment of compulsory attendance of Native American children and its enforcement on reservations in South Dakota. H L. The student identifies the targets of the Ku Klux Klan and lynching, and explains the ways in which different governments did or did not attempt to protect them. H M. The student tells the story of how South Dakota became a state, explains the basic structure and functioning of its government, and explains the symbols of the Great Seal of the State of South Dakota. HC N. The student tells of the school’s local political community or a larger neighboring political community, including its founding, history, and the structure and functioning of its current government, e.g., mayor, council, tribal council, school board, etc. C O. The student explains the meaning and historical significance of the following terms and topics: Robber Barons, Captains of Industry, Dawes Act, Ku Klux Klan Acts, and the Free Silver Movement. H				K: Ch 20 418 L: Ch 14 274–275 M & N: Ch 15 serves as launchpoint (South Dakota) O: Ch 16	
8.SS.3	The student demonstrates knowledge and understanding of American history at the turn of the 20th Century. A. The student identifies the laws in different states that inhibited African Americans from voting, including the Supreme Court’s federal ruling in <i>Plessy v. Ferguson</i> . HC					Ch 16 323
	B. The student tells the biography of Booker T. Washington, including: H - his upbringing and education - his views on the betterment of African Americans - his founding of the Tuskegee Institute C. The student reads and discusses the meaning of selections from Booker T. Washington’s Atlanta Exposition Address. H					

Standard Content		FSSS	AYL	LTN1	LTN2	TAV
8.SS.3 (cont.)	D. The student tells the biography of Susan B. Anthony, including: H [...] E. The student explains the arguments and efforts of the suffragist movement and its major figures culminating in the ratification of the Nineteenth Amendment, including Susan B. Anthony, Alice Paul, Elizabeth Cady Stanton, Lucy Stone, Ida B. Wells, and the early successes and failures of the suffragist movement in South Dakota, including the efforts of Mamie Shields Pyle. HC					Ch 11 206 Ch 19 390–391
	F. The student tells of the major events in William McKinley’s presidency, including: H - annexation of Hawaii - Spanish-American War - Philippine-American War - Open Door Policy in China					Ch 17 332–338
	G. The student reads and discusses the meaning of selections from Woodrow Wilson’s “What Is Progress?” HC					Ch 17 353–355 TRL Ch 17 – Woodrow Wilson
	H. The student explains the ways in which certain Progressive ideas were different from the ideas of the American founding. HC					
	I. The student names and explains the various progressive policies that were implemented in law, including: HCE - bans on child labor - the administrative state - workplace safety regulation - trust busting - initiative, referendum, and recall - food regulation - economic regulation through the Federal Reserve Act - 16th, 17th, and 18th amendments to the Constitution J. The student tells the biography of Theodore Roosevelt, including: H - his upbringing - his life outside of politics, especially in the West - his fighting in the Spanish-American War - his presidency - his corollary to the Monroe Doctrine - his efforts at conservation					Ch 17 TRL Ch 17

Standard Content		FSSS	AYL	LTN1	LTN2	TAV
8.SS.3 (cont.)	<p>K. The student explains the ideas and efforts for the betterment of African Americans around 1900, including: H</p> <ul style="list-style-type: none"> - Anna Julia Cooper - Niagara Movement - W.E.B. DuBois - National Association for the Advancement of Colored People <p>L. The student reads and discusses the meaning of Niagara's Declaration of Principles in its entirety. H</p> <p>M. The student explains the lifestyle and contributions of Native Americans at the turn of the century, including the role of boarding schools, allotment policy, the life and work of Charles Eastman, <i>Standing Bear v. Crook</i>, and the Major Crimes Act of 1885. H</p>					Ch 17 serves as bridge
8.SS.4	<p>The student demonstrates knowledge and understanding of World War I and the Roaring Twenties.</p> <p>A. The student explains why America declared war on the Central Powers in World War I. H</p> <p>B. The student tells the stories and explains the effects of major military events, figures, and common soldiers from World War I. H</p> <p>C. The student tells the story of the Bolshevik Revolution. H</p> <p>D. The student explains why the Allied Powers won World War I and the American role in the victory. H</p> <p>E. The student explains the development of organized crime during Prohibition. H</p> <p>F. The student explains the practice of lynching and other forms of violence targeting African Americans, including the Tulsa Massacre. H</p> <p>G. The student tells the biography of Calvin Coolidge. H</p> <p>H. The student describes and identifies the Art Deco style of art and architecture. H</p> <p>I. The student explains the tenets and effects of the Snyder Act of 1924 (Indian Citizenship Act) granting citizenship to all Native Americans born in the United States. HC</p> <p>J. The student explains the origins and main ideas of the Harlem Renaissance as well as the Jazz style of music, including Jazz's origins and major musicians. H</p> <p>K. The student explains the meaning and historical significance of the following terms and topics: Black Wall Street, unrestricted submarine warfare, the <i>Lusitania</i>, Zimmerman Telegram, Spanish Flu, the Great Migration and the 19th Amendment. HC</p>				<p>C: Ch 18</p> <p>D: Ch 18 (WWI); TRL Ch 18</p>	<p>A & E-K: Ch 18 & 19; TRL Ch 19</p> <p>D: Ch 18 (overview of WWI from American perspective); TRL Ch 18</p>

Standard Content		FSSS	AYL	LTN1	LTN2	TAV
8.SS.5	<p>The student demonstrates knowledge and understanding of the Great Depression and World War II.</p> <p>I. The student explains the similarities and differences between militarism in Imperial Japan, communism in the Soviet Union, and fascism in Nazi Germany, including their use of violence and mass murder as demonstrated by: H</p> <ul style="list-style-type: none"> - the Rape of Nanjing - the Holodomor - the Holocaust - treatment of political opponents and prisoners of war <p>J. The student explains why the Allied Powers won World War II and the American role in the victory, including the battles of Pearl Harbor, Midway, Guadalcanal, Normandy, the Bulge, and Okinawa, as well as the atomic bombings of Hiroshima and Nagasaki. H</p> <p>K. The student explains the meaning and historical significance of the following terms and topics: Dust Bowl, gulag archipelago, Japanese American internment, Tuskegee Airmen, Navajo Code Talkers, Lakota Code Talkers, genocide, and the Manhattan Project. H</p>				I & J: Ch 19 & 20; TRL Ch 19 & 20 (WWI)	TRL Ch 20 & 21 I & J: Ch 20 & 21
8.SS.6	<p>The student demonstrates knowledge of post-war America and the Civil Rights Movement.</p> <p>A. The student explains the ends and means of the Marshall Plan. H</p> <p>B. The student explains the ideas and tactics used by the Soviet Union and the United States in the early decades of the Cold War, including the growth of intelligence agencies. H</p> <p>C. The student tells the biography of Dwight Eisenhower, including: H</p> <ul style="list-style-type: none"> - his upbringing - his fighting in World War I - his command in World War II - his presidency - his civil rights record - his warnings about the military-industrial complex 					A & B: Ch 22 463–464 C: Ch 21; Ch 22 470–485 (General Presidency)
	<p>D. The student tells the biographies of Benjamin Reifel and Vine Deloria, Jr., including their different interpretations of American Indian life. H</p>					
	<p>E. The student explains efforts to secure civil rights for African Americans, including the efforts of: HC</p> <ul style="list-style-type: none"> - Rosa Parks - Ruby Bridges - Martin Luther King, Jr. - Montgomery Bus Boycott - Malcom X - Greensboro sit-ins - Freedom Riders - March on Washington 					Ch 22 473–475 Ch 23 485–487, 490–492 TRL Ch 23 – MLK speech

Standard Content		FSSS	AYL	LTN1	LTN2	TAV
	<p>F. The student tells the biography of Martin Luther King, Jr., including: H</p> <ul style="list-style-type: none"> - his upbringing - his education - his Christian ministry - his efforts for civil rights - his writings and speeches - his assassination - the building of the Martin Luther King, Jr. Memorial <p>G. The student reads and discusses the meaning of Martin Luther King, Jr.'s "I Have a Dream" speech in its entirety. HC</p> <p>H. The student explains the connections Martin Luther King, Jr. makes to the principles of the American founding in his "I Have a Dream" speech. HC</p>					<p>Ch 22 473–475</p> <p>Ch 23 485–487, 490–492</p> <p>TRL Ch 23 – MLK speech</p>
8.SS.6 (cont.)	<p>I. The student tells of the major events in John F. Kennedy's presidency, including: H</p> <ul style="list-style-type: none"> - NASA - Bay of Pigs - Cuban Missile Crisis - the buildup of soldiers in Vietnam - his assassination <p>J. The student explains the accomplishments of the Civil Rights Act and the Voting Rights Act. HC</p> <p>K. The student identifies actions taken on behalf of African Americans after the Civil Rights Act, including the Selma to Montgomery March, Black Panthers, affirmative action, and civil unrest. H</p> <p>L. The student explains the meaning and historical significance of the following terms and topics: Berlin Airlift, Truman Doctrine, North Atlantic Treaty Organization, and <i>Brown v. Board of Education</i>. HC</p>					<p>Ch 23 481–485, 487–488</p> <p>TRL Ch 23 – JFK & Bay of Pigs; Berlin Wall Speech</p>
8.SS.7	<p>The student demonstrates knowledge and understanding of America surrounding the Vietnam War and the cultural revolution.</p> <p>A. The student compares and contrasts the main ideas and programs of Lyndon Johnson's Great Society and the principles of the Declaration of Independence and the Constitution. HC</p> <p>B. The student explains why America fought the Vietnam War, particularly within the context of the Cold War. H</p> <p>C. The student tells the stories and explains the effects of major military events, figures, and common soldiers from the Vietnam War, including why it was difficult, both militarily and domestically, for the United States to achieve complete victory in Vietnam, and withdrew instead. H</p>					<p>Ch 23 487–492</p>

	Standard Content	FSSS	AYL	LTN1	LTN2	TAV
8.SS.7 (cont.)	<p>D. The student explains the ways in which America exhibited new signs of prosperity in the late 20th century, including: H</p> <ul style="list-style-type: none"> - home ownership - the emergence of suburbs - increased college attendance - employer-provided health insurance - mass media - consumerism <p>E. The student explains the reasons—both philosophical and circumstantial—college students in the 1960s and 1970s challenged various forms of authority, including: H</p> <ul style="list-style-type: none"> - the federal government following World War II and during the Cold War - business interests - the governing class in both political parties - traditional ideas and institutions related to religion, morality, and family life <p>F. The student explains how America changed during the late 20th century, including: H</p> <ul style="list-style-type: none"> - corporate welfare - direct welfare payments - immigration, both legal and illegal - religious participation - rates of marriage, birth, and divorce - drug use - the reliance on overseas manufacturing - the shift to a service economy 					Ch 22 475–476, 494–495, 498–499
	<p>G. The student explains Richard Nixon’s “silent majority,” the Watergate Scandal, and his resignation. H</p> <p>H. The student explains the totalitarian violence of communism in China, especially under Mao Zedong and the Great Leap Forward, and Richard Nixon’s efforts to open trade with China. H</p> <p>I. The student explains the meaning and historical significance of the following terms and topics: desegregation, containment, mutually assured destruction, Domino Theory, War Powers Act, television, baby boomers and hippies, environmentalism, Moon Landing, Second Wounded Knee, and détente. H</p>					G & H: Ch 23 496–498 I: Ch 23

	Standard Content	FSSS	AYL	LTN1	LTN2	TAV
8.SS.8	<p>The student demonstrates knowledge and understanding of America at the turn of the 21st Century.</p> <p>A. The student explains the relationship between Native American tribes and the federal government before and after the Indian Self-Determination and Education Assistance Act. H</p> <p>B. The student tells the histories and present-day existence of Native Americans in South Dakota: Oceti Sakowin Oyate (including select standards from Oceti Sakowin Essential Understandings 1-7), Mandan, Sahnish (Arikara), Cheyenne, Crow, and Hidatsa, among others. HC</p> <p>C. The student explains the problems of stagflation, the OPEC oil embargo, and the Iranian revolution and hostage crisis during the presidency of Jimmy Carter. H</p> <p>D. The student tells of the major events in Ronald Reagan’s presidency, including: H</p> <ul style="list-style-type: none"> - limiting the size of government - reducing taxes - his efforts against communism and the Soviet Union - the creation of a new conservative coalition <p>E. The student explains the contribution of American foreign policy to the failure of communism and the end of the Cold War, including American foreign policy pressure and the assertion of American principles such as natural rights, equality, and liberty. H</p> <p>F. The student tells of the major events of the 1990s, including: H</p> <ul style="list-style-type: none"> - fall of the Soviet Union - Persian Gulf War - The Contract with America - budget surplus - American and NATO military involvement in Somalia, Haiti, and the Balkans - North American Free Trade Agreement (NAFTA) and its effects <p>G. The student tells the story of the September 11 attacks and the response by the Bush Administration, including the subsequent military operation in Afghanistan, and the expansion of intelligence agencies and tactics. H</p> <p>H. The student tells the stories and explains the effects of major military events, figures, and common soldiers from the War on Terror and the Iraq War, including why it was difficult, both militarily and domestically, for the United States to achieve complete victory in the War on Terror in Afghanistan and in the Iraq War. H</p> <p>I. The student explains the causes of the 2008 financial crisis. HE</p> <p>J. The student tells of the 2008 election and the election of Barack Obama. H</p> <p>K. The student explains the meaning and historical significance of the following terms and topics: supply-side economics, Americans with Disabilities Act, the Internet, and Hurricane Katrina, America’s most expensive natural disaster to date. H</p>					Epiloge 505–508 serves as bridge