

**Kindergarten U.S. History
Grade Standards, Supporting Skills, and Examples**

Indicator 1: Analyze U.S. historical eras to determine connections and cause/effect relationships in reference to chronology.

Standard, Supporting Skills, and Examples	
✓	Students are able to identify examples of legendary and/or historical American figures. Example: Create a class big book about American figures such as Johnny Appleseed, Lewis & Clark, Sacagawea, Abraham Lincoln, George Washington, Squanto, and George Washington Carver.

Indicator 2: Evaluate the influence/impact of various cultures, values, philosophies, and religions on the development of the U.S.

Note: These skills should be taught and practiced although mastery is not expected at these grade levels.

Standard, Supporting Skills, and Examples	
✓	Students are able to identify local and national celebrations. Example: Listen to literature about Native American Day, Veterans' Day, Thanksgiving, Independence Day, Martin Luther King Day, and Presidents' Day.

**Kindergarten U.S. History
Performance Descriptors**

Note: At the Kindergarten level, the teachers need to focus on observing and collecting information about the progress students are making related to the checkmark statements. The skills and concepts addressed in this goal are not yet mastered at this grade level.

**Kindergarten World History
Grade Standards, Supporting Skills, and Examples**

Indicator 1: Analyze historical eras of world history to determine connections and cause/effect relationships in reference to chronology.

Standard, Supporting Skills, and Examples
(Mastery of this indicator does not emerge until third grade.)

Indicator 2: Evaluate the interaction of world cultures and civilizations, philosophies, and religions.

Standard, Supporting Skills, and Examples
(Mastery of this indicator does not emerge until second grade.)

**Kindergarten World History
Performance Descriptors**

Note: At the Kindergarten level, the teachers need to focus on observing and collecting information about the progress students are making related to the checkmark statements. The skills and concepts addressed in this goal are not yet mastered at this grade level.

**Kindergarten Geography
Grade Standards, Supporting Skills, and Examples**

Indicator 1: Analyze information from geographic representation, tools, and technology to define location, place, and region.

Standard, Supporting Skills, and Examples
<p>K.G.1.1. Students are able to use map colors to recognize land and water.</p> <p>Example: Color land and water on a simple map.</p>
<p>K.G.1.2. Students are able to compare the globe and a map as models of the Earth.</p> <p>Example: Describe differences between a map and a globe.</p>
<p>K.G.1.3. Students are able to demonstrate familiarity with the layout of their own school.</p> <p>Example: Go on a treasure hunt through the school.</p> <p>✓ Use a map and map symbols to name directions and poles.</p>

**Kindergarten Geography
Performance Descriptors**

Advanced	<p>Kindergarten students performing at the advanced level:</p> <ul style="list-style-type: none"> • create a simple map with areas of land and water; • name similarities and differences of maps and globes; • guide others to specific areas of their school.
Proficient	<p>Kindergarten students performing at the proficient level:</p> <ul style="list-style-type: none"> • apply map colors to recognize land and water; • compare the globe and a map as models of the Earth; • demonstrate familiarity of their school’s layout through daily tasks.
Basic	<p>Kindergarten students performing at the basic level:</p> <ul style="list-style-type: none"> • identify land and water on a map; • identify a map and a globe; • identify specific areas of their school.

Kindergarten Civics (Government)
Grade Standards, Supporting Skills, and Examples

Indicator 1: Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.

Standard, Supporting Skills, and Examples
✓ Students are able to identify patriotic symbols and participate in activities. Examples: national flag , Pledge of Allegiance, Mount Rushmore

Indicator 2: Analyze the constitutional rights and responsibilities of United States citizens.

Standard, Supporting Skills, and Examples
✓ Students are able to recognize the important actions required in demonstrating citizenship. Examples: Kids Voting; sharing responsibilities and respecting roles of members and leaders in a group; identifying ways to help others; respecting individual opinions and actions
✓ Name the attributes of a good citizen. Example: Listen and respond to literature with underlying themes of trust, respect, responsibility, fairness, caring. Example: Character Counts or similar activities.

Kindergarten Civics (Government)
Performance Descriptors

Note: At the Kindergarten level, the teachers need to focus on observing and collecting information about the progress students are making related to the checkmark statements. The skills and concepts addressed in this goal are not yet mastered at this grade level.

Kindergarten Economics
Grade Standards, Supporting Skills, and Examples

Indicator 1: Analyze the role and relationships of economic systems on the development, utilization, and availability of resources in societies.

Standard, Supporting Skills, and Examples
K.E.1.1. Students are able to identify occupations with simple descriptions of work.
<p>K.E.1.2. Students are able to identify the difference between basic needs (food, clothing, and shelter) and wants (luxuries).</p> <p>Example: Create a booklet using magazine pictures to show wants and needs.</p>
<p>K.E.1.3. Students are able to describe the role of money in everyday life.</p> <p>Examples: Role-play using money to purchase goods such as groceries; use money to pay for services such as babysitting.</p> <p>Example: Describe the importance of saving money in order to buy something we need or want.</p>

Kindergarten Economics
Performance Descriptors

Advanced	<p>Kindergarten students performing at the advanced level:</p> <ul style="list-style-type: none"> • identify job requirements for an occupation; • categorize pictures into needs and wants; • describe how money can be used other than purchasing goods.
Proficient	<p>Kindergarten students performing at the proficient level:</p> <ul style="list-style-type: none"> • identify occupations with simple descriptions of work; • identify the difference between basic needs (food, clothing, and shelter) and wants (luxuries); • describe the role of money in everyday life.
Basic	<p>Kindergarten students performing at the basic level:</p> <ul style="list-style-type: none"> • name at least three occupations; • name a basic need and a want; • tell one use for money.

**First Grade U.S. History
Grade Standards, Supporting Skills, and Examples**

Indicator 1: Analyze U.S. historical eras to determine connections and cause/effect relationships in reference to chronology.

Standard, Supporting Skills, and Examples
<p>1.US.1.1. Students are able to use timelines from birth to present to relate self and family to changes over time.</p> <p>Example: Use primary sources such as documents, letters, diaries, maps, photos, videos, and oral histories.</p> <p>✓ Identify the accomplishments of historical figures.</p> <p>Examples: Helen Keller, Ben Franklin, Martin Luther King, Clara Barton, Alexander Graham Bell, Thomas Edison, George Washington, Crazy Horse, Billy Mills, Charles Curtis, and Abraham Lincoln</p> <p>✓ Identify ways people, places, and things change over time.</p> <p>Examples: transportation, communication, clothing, schools, and communities</p>

Indicator 2: Evaluate the influence/impact of various cultures, values, philosophies, and religions on the development of the U.S.

Standard, Supporting Skills, and Examples
<p>1.US.2.1. Students are able to connect people and events honored in commemorative holidays.</p> <p>Example: Write letters to veterans on Veterans' Day.</p> <p>Example: Role-play the first Thanksgiving feast.</p> <p>Example: Build a Native American village for Native American Day.</p>

**First Grade U.S. History
Performance Descriptors**

Advanced	<p>First grade students performing at the advanced level:</p> <ul style="list-style-type: none"> • create and explain a personal timeline; • explain why people and events are honored in commemorative holidays.
Proficient	<p>First grade students performing at the proficient level:</p> <ul style="list-style-type: none"> • use timelines from birth to present to relate self and family to changes over time; • connect people and events to commemorative holidays.
Basic	<p>First grade students performing at the basic level:</p> <ul style="list-style-type: none"> • recognize that events on a timeline are recorded in chronological order; • participate in classroom holiday activities.

**First Grade World History
Grade Standards, Supporting Skills, and Examples**

Indicator 1: Analyze historical eras of world history to determine connections and cause/effect relationships in reference to chronology.

Standard, Supporting Skills, and Examples
(Mastery of this indicator does not emerge until third grade.)

Indicator 2: Evaluate the interaction of world cultures and civilizations, philosophies, and religions.

Standard, Supporting Skills, and Examples
✓ Students are able to identify holidays celebrated in other countries. Example: Create a big book of holidays celebrated in other countries, such as Cinco de Mayo, Chinese New Year, St. Patrick's Day, Kwanzaa, Hanukkah, Diwali, Japanese Children's Day, Christmas, and Ramadan.

**First Grade World History
Performance Descriptors**

Note: At the first grade level, the teachers need to focus on observing and collecting information about the progress students are making related to the checkmark statements. The skills and concepts addressed in this goal are not yet mastered at this grade level.

**First Grade Geography
Grade Standards, Supporting Skills, and Examples**

Indicator 1: Analyze information from geographic representation, tools, and technology to define location, place, and region.

Standard, Supporting Skills, and Examples
<p>1.G.1.1. Students are able to construct a simple map using a map key and at least three symbols.</p> <p>Example: Create a map of the perfect playground for your school.</p>
<p>1.G.1.2. Students are able to use a picture map to locate an address.</p> <p>Example: Find your school on a map.</p> <p>✓ Use the globe to identify the poles, Atlantic and Pacific Oceans, North America, and the United States.</p> <p>✓ Use the map to identify South Dakota and the local community.</p>
<p>1.G.1.3. Students are able to identify a continent as a large land mass and an ocean as a large body of water.</p>

**First Grade Geography
Performance Descriptors**

Advanced	<p>First grade students performing at the advanced level:</p> <ul style="list-style-type: none"> • describe why a map key is a necessary part of a map; • draw a map of their own neighborhoods.
Proficient	<p>First grade students performing at the proficient level:</p> <ul style="list-style-type: none"> • create a simple map using at least three symbols on the map key; • use a picture map to locate an address; • identify a continent as a large land mass and an ocean as a large body of water.
Basic	<p>First grade students performing at the basic level:</p> <ul style="list-style-type: none"> • identify symbols on a map key; • identify a map as a tool.

**First Grade Civics (Government)
Grade Standards, Supporting Skills, and Examples**

Indicator 1: Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.

Standard, Supporting Skills, and Examples
<p>1.C.1.1. Students are able to identify American symbols and landmarks.</p> <p>Example: the flag, the bald eagle, the Statue of Liberty, the Lincoln Memorial, the Washington Monument and the White House, Crazy Horse</p> <p>✓ Identify essential documents. Examples: U.S. Constitution and Declaration of Independence</p> <p>✓ Identify basic political roles of leaders in the larger community. Example: Match the mayor, the governor, and the president to their roles.</p>

Indicator 2: Analyze the constitutional rights and responsibilities of United States citizens.

Standard, Supporting Skills, and Examples
<p>1.C.2.1. Students are able to list rules in different groups for different situations.</p> <p>Examples: family, school, community</p> <ul style="list-style-type: none">• Explain why rules are important to schools and families. Example: Create a poster showing classroom rules and their consequences.
<p>1.C.2.2. Students are able to identify the attributes of good citizenship.</p> <p>Example: Write and illustrate a group story about good citizenship.</p> <p>✓ Differentiate between a paid worker and a volunteer.</p> <p>✓ Explain rights and responsibilities of voting. Example: Kids Voting</p>

**First Grade Civics (Government)
Performance Descriptors**

Advanced	First grade students performing at the advanced level: <ul style="list-style-type: none">• create a set of rules for a group;• invent a new American symbol;• demonstrate the attributes of good citizenship in their classroom interactions.
Proficient	First grade students performing at the proficient level: <ul style="list-style-type: none">• list rules in different groups for different situations;• name three American symbols or landmarks;• identify the attributes of good citizenship.
Basic	First grade students performing at the basic level: <ul style="list-style-type: none">• name three classroom rules;• name an American symbol or landmark;• participate in classroom citizenship activities.

**First Grade Economics
Grade Standards, Supporting Skills, and Examples**

Indicator 1: Analyze the role and relationships of economic systems on the development, utilization, and availability of resources in societies.

Standard, Supporting Skills, and Examples
<p>1.E.1.1. Students are able to define goods and services.</p> <p>Example: Set up a school store and stuffed animal vet’s office.</p> <p>Example: Sort examples of goods and services.</p> <p>✓ Identify different businesses in the community that provide goods and services for their families.</p>
<p>1.E.1.2. Students are able to explain choices families have to make when buying goods and services.</p> <p>Example: Venn diagram on wants and needs</p> <p>✓ Describe ways people could earn money in order to buy something they want or need.</p>

**First Grade Economics
Performance Descriptors**

Advanced	<p>First grade students performing at the advanced level:</p> <ul style="list-style-type: none"> • describe a service they recently used; • tell why financial choices are necessary in family life.
Proficient	<p>First grade students performing at the proficient level:</p> <ul style="list-style-type: none"> • define goods and services; • explain choices families have to make when buying goods and services.
Basic	<p>First grade students performing at the basic level:</p> <ul style="list-style-type: none"> • name a good or service; • participate in classroom economic activities.

**Second Grade U.S. History
Grade Standards, Supporting Skills, and Examples**

Indicator 1: Analyze U.S. historical eras to determine connections and cause/effect relationships in reference to chronology.

Standard, Supporting Skills, and Examples
<p>2.US.1.1. Students are able to place important historical events in the order in which they occurred.</p> <p>Example: Use primary sources to create a storyboard.</p> <p>Example: Use a timeline to order pilgrims, Revolutionary War, and wagon trains.</p>
<p>2.US.1.2. Students are able to compare features of modern-day living (food, shelter, clothing, transportation) to those of the past.</p> <p>Example: Create a chart showing how farming, schools, or communities have changed over time.</p> <ul style="list-style-type: none">• Compare features of present Native American life to that of the past. Example: Illustrate past dwellings (tipi, hogan, longhouse, pueblo) and present-day housing.
<p>2.US.1.3. Students are able to describe ways historical figures contributed to modern-day life.</p> <p>Example: Thomas Jefferson-Declaration of Independence; Rosa Parks-civil rights; Susan B. Anthony-suffrage; Sequoyah - Cherokee alphabet.</p>

Indicator 2: Evaluate the influence/impact of various cultures, values, philosophies, and religions on the development of the U.S.

Standard, Supporting Skills, and Examples
<p>2.US.2.1. Students are able to compare ways different cultures shared traditions.</p> <p>Example: List present-day customs that originated in other cultures such as piñatas, Christmas trees, and fireworks.</p> <p>Example: Read legends of other cultures.</p> <p>Example: Listen to songs from other cultures.</p> <p>Example: Sample foods from other cultures.</p>

**Second Grade U.S. History
Performance Descriptors**

Advanced	Second grade students performing at the advanced level: <ul style="list-style-type: none">• create a comparison of past and present life;• select and research a historical figure who contributed to modern-day life;• create a historical timeline;• select a custom and explain its origins.
Proficient	Second grade students performing at the proficient level: <ul style="list-style-type: none">• place at least three important historical events in the order in which they occurred;• distinguish between features of modern-day living and those of the past;• identify how historical figures contributed to modern-day life;• compare ways in which different cultures share traditions.
Basic	Second grade students performing at the basic level: <ul style="list-style-type: none">• participate in activities used to compare modern-day living to the past;• participate in activities exploring shared cultural traditions;• answer yes or no questions about historical figures and events.

**Second Grade World History
Grade Standards, Supporting Skills, and Examples**

Indicator 1: Analyze historical eras of world history to determine connections and cause/effect relationships in reference to chronology.

Standard, Supporting Skills, and Examples
(Mastery of this indicator does not emerge until third grade.)

Indicator 2: Evaluate the interaction of world cultures and civilizations, philosophies, and religions.

Standard, Supporting Skills, and Examples
<p>2.W.2.1. Students are able to compare holidays celebrated in different countries.</p> <p>Examples: Cinco de Mayo, Chinese New Year, St. Patrick’s Day, Kwanzaa, Hanukkah, Diwali, Japanese Children’s Day, Christmas, and Ramadan.</p> <p>Example: Decide which holiday interests you most and write an invitation to others to celebrate with you (include: who, what, where, when, and why).</p> <p>Example: Make a paper quilt illustrating various holidays.</p>

**Second Grade World History
Performance Descriptors**

Advanced	<p>Second grade students performing at the advanced level:</p> <ul style="list-style-type: none"> • explain why similarities and differences exist in world holidays.
Proficient	<p>Second grade students performing at the proficient level:</p> <ul style="list-style-type: none"> • recognize similarities and differences in world holidays.
Basic	<p>Second grade students performing at the basic level:</p> <ul style="list-style-type: none"> • participate in classroom world holiday activities.

Second Grade Geography
Grade Standards, Supporting Skills, and Examples

Indicator 1: Analyze information from geographic representation, tools, and technology to define location, place, and region.

Standard, Supporting Skills, and Examples	
2.G.1.1. Students are able to construct a simple aerial view map of the classroom using a map key/legend and at least five symbols.	Example: Label objects in room; identify the equator, North America, Atlantic and Pacific Oceans, the poles, and North American countries (Canada, Mexico, and U.S.) on the globe.
2.G.1.2. Students are able to use simple map reading skills to identify the map title, label four directions on a compass rose, and interpret the symbols of a map key/legend.	Example: Use these skills to find South Dakota and Washington D.C. on a map. ✓ Identify seven continents and four major oceans.

Second Grade Geography
Performance Descriptors

Advanced	Second grade students performing at the advanced level: <ul style="list-style-type: none"> • design an aerial map of a new classroom arrangement; • group landforms and oceans according to their hemisphere; • create an original map of an imaginary country including map key/legend, map title, and directions.
Proficient	Second grade students performing at the proficient level: <ul style="list-style-type: none"> • construct a simple map of the classroom using an aerial view including at least five symbols on the map key/legend; • use simple map reading skills to identify the map title, label four directions on a compass rose, and interpret the symbols of a map key/legend.
Basic	Second grade students performing at the basic level: <ul style="list-style-type: none"> • identify areas in the classroom on an aerial map; • tell what oceans and continents are and find the equator; • name four cardinal directions and find the map key/legend.

**Second Grade Civics (Government)
Grade Standards, Supporting Skills, and Examples**

Indicator 1: Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.

Standard, Supporting Skills, and Examples
2.C.1.1. Students are able to explain the difference between rules and laws. Example: Create a Venn diagram comparing school rules vs. community laws.
2.C.1.2. Students are able to identify why laws are needed in a community and why there are legal consequences for lawbreakers. Example: Design a safety poster illustrating a law being obeyed and a law being broken.
2.C.1.3. Students are able to explain the basic political roles of leaders in the larger community. Example: Match the mayor, the governor, the legislators, the congressmen, senators, and the president to local/state/national government. ✓ Explain the Constitution and Declaration of Independence as the basis for democratic ideals in the United States. Example: Create a classroom constitution. ✓ Discuss the lawmaking process and how leaders work together. Example: Role play these roles: city council/mayor; principal/teachers; senators/representatives.

Indicator 2: Analyze the constitutional rights and responsibilities of United States citizens.

Standard, Supporting Skills, and Examples
2.C.2.1. Students are able to describe the meaning of majority rule and its related function in a democracy. Example: Kids Voting ✓ Describe the importance of volunteerism in your community.

**Second Grade Civics (Government)
Performance Descriptors**

Advanced	Second grade students performing at the advanced level: <ul style="list-style-type: none">• categorize rules and laws;• develop consequences for breaking classroom rules;• summarize and compare the political roles of leaders;• demonstrate the meaning of majority rules.
Proficient	Second grade students performing at the proficient level: <ul style="list-style-type: none">• explain the difference between rules and laws;• identify why laws are needed in a community and that there are legal consequences for lawbreakers;• explain basic political roles of leaders in the larger community;• describe the meaning of majority rule and its related function in a democracy.
Basic	Second grade students performing at the basic level: <ul style="list-style-type: none">• identify one rule or law;• name a political leader's role;• participate in classroom citizenship activities.

**Second Grade Economics
Grade Standards, Supporting Skills, and Examples**

Indicator 1: Analyze the role and relationships of economic systems on the development, utilization, and availability of resources in societies.

Standard, Supporting Skills, and Examples	
2.E.1.1. Students are able to identify the differences between natural resources and human resources and how they are used.	<p>Example: Choose a local business and list natural and human resources needed for its success.</p> <ul style="list-style-type: none"> ✓ Name a new business in the community. ✓ Explain how limited resources require people to make choices about producing and consuming goods and services. <p>Example: Write a story about how drought affects water usage or high gas prices affect travel.</p>
2.E.1.2. Students are able to explain the importance of making informed decisions about spending, borrowing, and saving.	<p>Example: Make a plan to save your allowance for something special.</p> <p>Example: Discuss different ways people pay for goods and services (cash, check, credit, debit).</p>

**Second Grade Economics
Performance Descriptors**

Advanced	<p>Second grade students performing at the advanced level:</p> <ul style="list-style-type: none"> • categorize human and natural resources; • design a budget.
Proficient	<p>Second grade students performing at the proficient level:</p> <ul style="list-style-type: none"> • identify the differences between human resources and natural resources; • explain the importance of making informed decisions about spending, borrowing, and saving.
Basic	<p>Second grade students performing at the basic level:</p> <ul style="list-style-type: none"> • name a resource; • participate in classroom money activities.

**Third Grade U.S. History
Grade Standards, Supporting Skills, and Examples**

Indicator 1: Analyze U.S. historical eras to determine connections and cause/effect relationships in reference to chronology.

Standard, Supporting Skills, and Examples
<p>3.US.1.1. Students are able to identify the obstacles and successes of the early settlers and Native Americans in creating communities.</p> <ul style="list-style-type: none"> • Recognize landforms, natural resources, and waterways as important factors in building communities. <p>Examples: following the buffalo (nomadic life style), building settlements near natural resources</p>

Indicator 2: Evaluate the influence/impact of various cultures, philosophies, and religions on the development of the U.S.

Standard, Supporting Skills, and Examples
<p>3.US.2.1. Students are able to describe characteristics of a community.</p> <p>Examples: language, cultures, values, rules, and laws</p>
<p>3.US.2.2. Students are able to identify a community’s culture and history.</p> <p>Example: influential people and events</p>

**Third Grade U.S. History
Performance Descriptors**

Advanced	<p>Third grade students performing at the advanced level:</p> <ul style="list-style-type: none"> • explain how obstacles and successes affected the development of early settlements and Native American communities; • compare and contrast characteristics of a variety of communities; • describe the effects of a community’s culture on its history.
Proficient	<p>Third grade students performing at the proficient level:</p> <ul style="list-style-type: none"> • identify the obstacles and successes of the early settlers and Native Americans in creating communities; • describe characteristics of a community and its culture and history.
Basic	<p>Third grade students performing at the basic level:</p> <ul style="list-style-type: none"> • identify types of communities; • identify the community’s culture.

**Third Grade World History
Grade Standards, Supporting Skills, and Examples**

Indicator 1: Analyze historical eras of world history to determine connections and cause/effect relationships in reference to chronology.

Standard, Supporting Skills, and Examples
3.W.1.1. Students are able to identify events as past or present. Examples: timelines, historical fiction literature, biographies

Indicator 2: Evaluate the interactions of world cultures, civilizations, philosophies, and religions.

Standard, Supporting Skills, and Examples
3.W.2.1. Students are able to list the reasons why people immigrate. Examples: war, religious reasons, way of life, freedom

**Third Grade World History
Performance Descriptors**

Advanced	<p>Third grade students performing at the advanced level:</p> <ul style="list-style-type: none"> • explain how events of the past continue to influence current events; • describe reasons why people immigrate.
Proficient	<p>Third grade students performing at the proficient level:</p> <ul style="list-style-type: none"> • identify events as past or present; • list the reasons why people immigrate.
Basic	<p>Third grade students performing at the basic level:</p> <ul style="list-style-type: none"> • identify one event as past or present; • list one reason why people immigrate.

**Third Grade Geography
Grade Standards, Supporting Skills, and Examples**

Indicator 1: Analyze information from geographic representation, tools, and technology to define location, place, and region.

Standard, Supporting Skills, and Examples
<p>3.G.1.1. Students are able to identify and use map components.</p> <p>Examples: title, map key, compass rose, lines and borders, roads and routes, objects and symbols</p> <ul style="list-style-type: none"> • Construct a map using map key and symbols, title, compass rose, and boundaries.
<p>3.G.1.2. Students are able to identify locations in a community by using grid systems.</p>
<p>3.G.1.3. Students are able to locate the seven continents, four major oceans, major United States landforms, and state boundaries on a map or globe.</p> <ul style="list-style-type: none"> • Identify the five mountain ranges, bordering oceans, Gulf of Mexico, major rivers, and the Great Lakes. • Identify state and national borders.

Indicator 2: Analyze the relationships among the natural environments, the movement of peoples, and the development of societies.

Standard, Supporting Skills, and Examples
<p>3.G.2.1. Students are able to identify reasons people move and how it affects their communities.</p> <p>Examples: rural to urban, ghost towns, overpopulation, school consolidation</p>

**Third Grade Geography
Performance Descriptors**

Advanced	<p>Third grade students performing at the advanced level:</p> <ul style="list-style-type: none"> • identify and use map components to create a map; • locate and label major landforms of the United States.
Proficient	<p>Third grade students performing at the proficient level:</p> <ul style="list-style-type: none"> • identify and use map components; • identify locations in a community by using grid systems; • identify reasons people move and how it affects their communities; • locate the seven continents, four major oceans, major United States landforms, and state boundaries on a map or globe.
Basic	<p>Third grade students performing at the basic level:</p> <ul style="list-style-type: none"> • identify three components on a map; • identify a reason people move and the effects on community.

**Third Grade Civics (Government)
Grade Standards, Supporting Skills, and Examples**

Indicator 1: Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.

Standard, Supporting Skills, and Examples
<p>3.C.1.1. Students are able to explain human relationships and roles in a community.</p> <ul style="list-style-type: none"> • Classroom Examples: cooperation, Character Counts • Community Example: volunteer • Civic life Examples: following laws, voting, paying taxes
<p>3.C.1.2. Students are able to recognize government agencies and their roles in a community.</p> <ul style="list-style-type: none"> • Councils and boards • Lawmaking and law enforcement
<p>3.C.1.3. Students are able to explain the meaning and importance of the Constitution and Declaration of Independence.</p>
<p>3.C.1.4. Students are able to explain why communities have rules and laws.</p> <ul style="list-style-type: none"> • Obey rules (classroom, family, community) • Conflict resolution and compromise <p>✓ Explain the process of making rules and laws, enforcing laws, voting, and becoming a citizen.</p>

Indicator 2: Analyze the constitutional rights and responsibilities of United States citizens.

Standard, Supporting Skills, and Examples
<p>3.C.2.1. Students are able to identify the rights and responsibilities of citizenship in students' own communities.</p> <ul style="list-style-type: none"> • Volunteerism

**Third Grade Civics (Government)
Performance Descriptors**

Advanced	Third grade students performing at the advanced level: <ul style="list-style-type: none">• compare and contrast human relations and roles;• describe examples of their rights and responsibilities as a citizen;• create a functioning set of laws for their own or a fictional community.
Proficient	Third grade students performing at the proficient level: <ul style="list-style-type: none">• explain human relationships, roles in a community, and reasons for rules and laws;• recognize government agencies and their roles in a community;• explain the importance of the Constitution and Declaration of Independence;• identify the rights and responsibilities of citizenship.
Basic	Third grade students performing at the basic level: <ul style="list-style-type: none">• identify a right and a responsibility of citizenship;• list three government agencies;• list three laws they have broken today.

**Third Grade Economics
Grade Standards, Supporting Skills, and Examples**

Indicator 1: Analyze the role and relationships of economic systems on the development, utilization, and availability of resources on societies.

Standard, Supporting Skills, and Examples	
3.E.1.1. Students are able to explain ways producers use resources to produce goods and services.	Examples: human resources-workers, natural resources-trees, water, animals, soil
3.E.1.2. Students are able to identify goods and services available in the students' communities.	
3.E.1.3. Students are able to identify the relationships between taxation and government service.	
✓	Explain how scarcity of supplies and resources requires citizens to make choices and these choices involve costs.

**Third Grade Economics
Performance Descriptors**

Advanced	<p>Third grade students performing at the advanced level:</p> <ul style="list-style-type: none"> • describe the goods and services available in their communities; • describe a supply and demand situation in their communities; • describe how taxes affect government services.
Proficient	<p>Third grade students performing at the proficient level:</p> <ul style="list-style-type: none"> • explain ways producers use natural resources, human resources, and capital resources to produce goods and services; • identify goods and services available in their communities; • identify the relationships between taxation and government services.
Basic	<p>Third grade students performing at the basic level:</p> <ul style="list-style-type: none"> • identify a good and a service available in their communities; • identify a natural resource, a capital resource, and a human resource; • identify one government service that is paid for by taxes.

**Fourth Grade U.S. History
Grade Standards, Supporting Skills, and Examples**

Indicator 1: Analyze U.S. historical eras to determine connections and cause/effect relationships in reference to chronology.

Standard, Supporting Skills, and Examples
<p>4.US.1.1. Students are able to explain factors affecting the growth and expansion of South Dakota.</p> <ul style="list-style-type: none">• Identify historic tribes. Examples: Arikara, Lakota, Dakota, Nakota• Explain the significance of the explorers Lewis and Clark and the Verendrye brothers and traders. Example: Manuel Lisa• Relate railroad expansion and town building. Example: how Sioux Falls developed versus the way Aberdeen or Brookings began• Explain the impact of homesteading and gold mining on the growth of South Dakota. Examples: Homestead Act, Black Hills Communities
<p>4.US.1.2. Students are able to identify basic environmental, economic, cultural, and population issues of concern to South Dakota.</p> <ul style="list-style-type: none">• Identify water issues, farming and ranching issues, and Native American and non-Native American relationships. Examples: Missouri River, open range vs. homesteaders, east vs. west river, unemployment• Identify urban/rural population changes. Examples: movement from rural to urban, east vs. west river, poverty as a cause of population changes on the reservation

Indicator 2: Evaluate the influence/impact of various cultures, philosophies, and religions on the development of the U.S.

Standard, Supporting Skills, and Examples
<p>4.US.2.1. Students are able to describe the impact of significant turning points on the development of the culture in South Dakota.</p> <ul style="list-style-type: none">• Gold Rush.• Treaties with the Native Americans Example: Treaty of 1868 resulting in Red Cloud's War• Controversy over statehood

- Native American wars
Examples: Red Cloud’s War, Wounded Knee
- Establishment of religious colonies
Example: Hutterite colonies

4.US.2.2. Students are able to explain the effects of the Native American conflicts and establishment of reservations on the Native American culture.

- Identify major reasons or events leading to the establishment of reservations in South Dakota.
Example: discovery of gold, homesteaders, Native American conflicts
- Describe the effects that the relocation of Native Americans had on their culture.
- Identify the locations of the nine major reservations in South Dakota.

4.US.2.3. Students are able to describe the influence of notable South Dakotans on the development of our state.

Examples: Red Cloud, Sitting Bull, John B. S. Todd, Frederick Taft Evans, Laura Ingalls Wilder, James Scotty Philip, Niels E. Hansen, Gertrude (Zitkala-Sa) Bonin, Peter Norbeck, Francis Case, Spotted Tail, Crazy Horse, Ben Reifel, Billy Mills

**Fourth Grade U.S. History
Performance Descriptors**

Advanced	<p>Fourth grade students performing at the advanced level:</p> <ul style="list-style-type: none"> • connect major events with notable South Dakotans in the history of the state; • explain why environmental, economic, cultural, and population issues are of concern to South Dakota.
Proficient	<p>Fourth grade students performing at the proficient level:</p> <ul style="list-style-type: none"> • explain factors affecting the growth and expansion of South Dakota, including environmental, economic, cultural, and population issues of concern to South Dakota; • describe the impact of major events and notable South Dakotans on the development of South Dakota; • explain ways that the Native American conflicts and establishment of reservations affected the Native American culture.
Basic	<p>Fourth grade students performing at the basic level:</p> <ul style="list-style-type: none"> • describe a major event and a notable South Dakotan and how he or she impacted the development of South Dakota; • identify a factor that affected the growth of South Dakota.

**Fourth Grade World History
Grade Standards, Supporting Skills, and Examples**

Indicator 1: Analyze historical eras of world history to determine connections and cause/effect relationships in reference to chronology.

Standard, Supporting Skills, and Examples
4.W.1.1. Students are able to describe how wars affected South Dakotans. Examples: WWI, WWII, Code Talkers, ration stamps, economy

Indicator 2: Evaluate the interactions of world cultures, civilizations, philosophies, and religions.

Standard, Supporting Skills, and Examples
4.W.2.1. Students are able to describe influences of European cultures on South Dakota communities. Examples: Dutch, Norwegian, German

**Fourth Grade World History
Performance Descriptors**

Advanced	Fourth grade students performing at the advanced level: <ul style="list-style-type: none"> • describe how wars affected South Dakotans.
Proficient	Fourth grade students performing at the proficient level: <ul style="list-style-type: none"> • describe how wars affected South Dakotans; • describe influences of European cultures on South Dakota Communities.
Basic	Fourth grade students performing at the basic level: <ul style="list-style-type: none"> • identify an effect of war on South Dakota.

Fourth Grade Geography
Grade Standards, Supporting Skills, and Examples

Indicator 1: Analyze information from geographic representation, tools, and technology to define location, place, and region.

Standard, Supporting Skills, and Examples
<p>4.G.1.1. Students are able to compare regions of the United States to South Dakota.</p> <ul style="list-style-type: none">• Define regions as categorized by geographic location. Example: midwest, west, southwest
<p>4.G.1.2. Students are able to locate major South Dakota geographical and political features:</p> <ul style="list-style-type: none">• Locate the Missouri River.• Locate the Black Hills and Badlands.• Locate other important cities. Examples: Pierre, Sioux Falls, Rapid City, your hometown, your county seat
<p>4.G.1.3. Students are able to locate major United States political features.</p> <ul style="list-style-type: none">• Locate 50 states and their capitals.• Locate Washington D.C. <p>✓ Recognize that longitude and latitude constitute a map grid used in absolute locations.</p> <p>✓ Use appropriate maps for a specific purpose, including elevation, land use-resource, road maps and mileage tables, time zones, migration/movement patterns, and population maps.</p>

Indicator 2: Analyze the relationships among the natural environments, the movement of peoples, and the development of societies.

Standard, Supporting Skills, and Examples
<p>4.G.2.1. Students are able to describe how the resources of various regions and the state of South Dakota affected the growth of each.</p> <p>Example: South Dakota settlement patterns versus those of the Southeast</p> <ul style="list-style-type: none">• Relate site selection of settlements to natural resources.• Explain the impact of geographic location on the growth and expansion of South Dakota. Example: locations of historic tribes Examples: routes of explorers and traders such as Pierre Chateau and Manuel Lisa, Lewis and Clark, and the Verendrye brothers Examples: relationship of railroad expansion and town building, homesteaders and gold miners, rainfall, prairie, Great Plains, Black Hills, the Missouri River system

**Fourth Grade Geography
Performance Descriptors**

Advanced	Fourth grade students performing at the advanced level: <ul style="list-style-type: none">• compare and contrast regions of the United States to South Dakota;• locate major South Dakota geographical and political features and how they affect the state.
Proficient	Fourth grade students performing at the proficient level: <ul style="list-style-type: none">• compare regions of the United States to South Dakota;• locate major South Dakota geographical and political features;• locate major United States political features;• describe how the resources of various regions and the state of South Dakota affected the growth of each.
Basic	Fourth grade students performing at the basic level: <ul style="list-style-type: none">• compare a region of the United States to South Dakota;• describe a region of the United States;• locate a major United States political feature.

**Fourth Grade Civics (Government)
Grade Standards, Supporting Skills, and Examples**

Indicator 1: Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.

Standard, Supporting Skills, and Examples
<p>4.C.1.1. Students are able to describe the way the government provides for the needs of its citizens.</p> <p>Examples: gender, age, race, handicaps, socioeconomic status, occupation, schools</p>
<p>4.C.1.2. Students are able to describe key events related to South Dakota’s entry into statehood.</p> <p>Examples: state constitution, fight for the capital, branches of state government, history of state name (i.e., originates from one of the dialects of the Siouan language)</p> <p>✓ Recognize South Dakota’s nine reservations as sovereign nations with their own governments and laws.</p> <p>Example: Hunting and fishing licenses are different from state licenses.</p> <p>Example: Federal and state laws apply because reservations are federal land, and both native and non-native people live on the reservations.</p>

Indicator 2: Analyze the constitutional rights and responsibilities of United States citizens.

Standard, Supporting Skills, and Examples
<p>4.C.2.1. Students are able to describe the actions and rights of a responsible citizen.</p> <p>Example: the right and responsibility to vote, the right to own property, civil and human rights, the responsibility to pay taxes and to volunteer</p>

**Fourth Grade Civics (Government)
Performance Descriptors**

Advanced	<p>Fourth grade students performing at the advanced level:</p> <ul style="list-style-type: none"> • describe how to be a responsible citizen in South Dakota.
Proficient	<p>Fourth grade students performing at the proficient level:</p> <ul style="list-style-type: none"> • describe the way the government provides for the needs of its citizens; • describe South Dakota’s entry into statehood; • describe the actions and rights of a responsible citizen.
Basic	<p>Fourth grade students performing at the basic level:</p> <ul style="list-style-type: none"> • describe a way that the government provides for the needs of its citizens; • list three rights and actions of a responsible citizen.

Fourth Grade Economics
Grade Standards, Supporting Skills, and Examples

Indicator 1: Analyze the role and relationships of economic systems on the development, utilization, and availability of resources on societies.

Standard, Supporting Skills, and Examples
<p>4.E.1.1. Students are able to describe how the economic needs of South Dakotans and people in other regions of the United States have been met.</p> <p>Examples: bartering, money, fur trading, credit, agriculture, manufacturing, industry, imports and exports, tourism</p>
<p>4.E.1.2. Students are able to define profit and loss and explain how businesses take risks in order to make a profit.</p> <p>Examples: tradeoffs, risks involved in starting a business</p>
<p>4.E.1.3 Students are able to identify how government pays for the goods and services it provides.</p> <p>Examples: taxing and borrowing</p>

Fourth Grade Economics
Performance Descriptors

Advanced	<p>Fourth grade students performing at the advanced level:</p> <ul style="list-style-type: none"> • compare how economic resources are used in South Dakota with their use in other regions of the United States; • explain the economics of South Dakota.
Proficient	<p>Fourth grade students performing at the proficient level:</p> <ul style="list-style-type: none"> • describe how the economic needs of South Dakotans and people in other regions of the United States have been met; • explain the factors that affect economic decisions in South Dakota; • identify how government pays for the goods and services it provides.
Basic	<p>Fourth grade students performing at the basic level:</p> <ul style="list-style-type: none"> • list one economic resource in South Dakota; • list a factor that affects the economics of South Dakota.

Fifth Grade U.S. History
Grade Standards, Supporting Skills, and Examples

Indicator 1: Analyze U.S. historical eras to determine connections and cause/effect relationships in reference to chronology.

Standard, Supporting Skills, and Examples
<p>5.US.1.1. Students are able to differentiate the lifestyles of various Native American tribes.</p> <p>Examples: Northwest, Southwest, Plains, Eastern Woodlands, Middle America</p> <p>Examples: jobs, dwellings, religious beliefs, clothing, tools, food, government</p>
<p>5.US.1.2. Students are able to identify key early American explorers and their accomplishments.</p> <p>Examples: Columbus, Cortez</p> <ul style="list-style-type: none">• Locate the routes, explain reasons, and identify obstacles and accomplishments of key expeditions from Spain, Portugal, France, and England.• Evaluate the impact on the first Americans.
<p>5.US.1.3. Students are able to identify influential people and key events during the American Revolution.</p> <ul style="list-style-type: none">• Identify the role of key individuals. Examples: King George, Lord Cornwallis, John Adams, Samuel Adams, Paul Revere, Benjamin Franklin, George Washington, Thomas Jefferson, Patrick Henry• Recall the key events and battles of the American Revolution. Examples: Boston Tea Party, Stamp Act, Sugar Act, Battle of Lexington and Concord, Battle of Saratoga, Surrender at Yorktown
<p>5.US.1.4. Students are able to identify the key changes leading to and resulting from growth and invention in the U.S. between the Revolution and 1865.</p> <ul style="list-style-type: none">• Identify the areas of growth and territorial exploration. Examples: the Louisiana Purchase and the acquisitions of Florida, Texas, Oregon and California• Recognize the impact of inventions on life in the United States. Examples: the steamboat, cotton gin, locomotives <p>✓ Identify important leaders of the Civil War. Examples: Abraham Lincoln, Stephen Douglas, Jefferson Davis, Robert E. Lee, Ulysses Grant</p>

Indicator 2: Evaluate the influence/impact of various cultures, philosophies, and religions on the development of the U.S.

Standard, Supporting Skills, and Examples	
<p>5.US.2.1. Students are able to identify the reasons that led to the development of colonial America.</p> <p>Example: escape from religious persecution, release from prison, economic opportunity, adventure</p>	
<p>5.US.2.2. Students are able to describe the political relationship between the colonies and England.</p> <p>Example: representative/ monarchy/democracy</p>	
<p>5.US.2.3. Students are able to compare and contrast social, economic, and philosophical differences between the North and the South.</p> <p>Examples: slavery, states rights</p>	

**Fifth Grade U.S. History
Performance Descriptors**

Advanced	<p>Fifth grade students performing at the advanced level:</p> <ul style="list-style-type: none"> • compare and contrast various Native American tribes; • describe the cause/effect relationship leading to the American Revolution; • describe key inventions and how they impacted the United States.
Proficient	<p>Fifth grade students performing at the proficient level:</p> <ul style="list-style-type: none"> • differentiate the lifestyles of various Native Americans tribes; • identify key early American explorers and their accomplishments; • identify influential people and key events during the American Revolution; • identify the key changes leading to and resulting from growth and invention in the U.S. between the Revolution and 1865; • identify the reasons that lead to the development of colonial America and the relationship that followed between the British and the colonies; • compare and contrast social, economic, and philosophical differences between the North and the South.
Basic	<p>Fifth grade students performing at the basic level:</p> <ul style="list-style-type: none"> • identify an accomplishment of an explorer; • identify one characteristic of a Native American tribe; • name one invention that influenced the history of the United States; • identify a key event of the American Revolution.

**Fifth Grade World History
Grade Standards, Supporting Skills, and Examples**

Indicator 1: Analyze historical eras of world history to determine connections and cause/effect relationships in reference to chronology.

Standard, Supporting Skills, and Examples
<p>5.W.1.1. Students are able to identify the causes and effects of European exploration and their impact.</p> <p style="padding-left: 40px;">Examples: Native Americans, colonists</p>
<p>5.W.1.2. Students are able to describe the impact other countries had on the United States through exploration, trade, and conflict.</p>

Indicator 2: Evaluate the interactions of world cultures, civilizations, philosophies, and religions.

Standard, Supporting Skills, and Examples
<p>5.W.2.1. Students are able to identify key conflicts with other cultures of the world and the effect they had on the United States physically, economically, and socially.</p> <p style="padding-left: 40px;">Examples: French and Indian War, Revolutionary War, War of 1812, Louisiana Purchase, Native American cultures, Civil War</p>

**Fifth Grade World History
Performance Descriptors**

Advanced	<p>Fifth grade students performing at the advanced level:</p> <ul style="list-style-type: none"> • describe the causes and effects of European exploration and their impacts; • describe key conflicts with other cultures of the world and the effects they had on the United States physically, economically, and socially.
Proficient	<p>Fifth grade students performing at the proficient level:</p> <ul style="list-style-type: none"> • identify the causes and effects of European exploration and their impacts; • describe the impact other countries had on the United States through exploration, trade, and conflict; • identify key conflicts with other cultures of the world and the effects they had on the United States physically, economically, and socially.
Basic	<p>Fifth grade students performing at the basic level:</p> <ul style="list-style-type: none"> • identify an effect of European exploration.

Fifth Grade Geography
Grade Standards, Supporting Skills, and Examples

Indicator 1: Analyze information from geographic representation, tools, and technology to define location, place, and region.

Standard, Supporting Skills, and Examples
<p>5.G.1.1. Students are able to apply longitude and latitude to find absolute locations on a map and globe.</p> <ul style="list-style-type: none">• Compare absolute location to relative location.
<p>5.G.1.2. Students are able to compare maps of different types and scales.</p> <ul style="list-style-type: none">• Interpret information using appropriate maps. <p>Examples: relief, product, road maps and mileage tables, time zones, migration/movement patterns, population, historical</p>

Indicator 2: Analyze the relationships among the natural environments, the movement of peoples, and the development of societies.

Standard, Supporting Skills, and Examples
<p>5.G.2.1. Students are able to describe how climate and geography influenced the way of life of Native American tribes and the movement and activities of settlers.</p> <ul style="list-style-type: none">• Describe ways humans impacted the natural environment. Example: building dams, roads, railroads, cities and towns, farming• Explain the influence of geographic and climatic factors on the movement of people, goods, and services.
<p>5.G.2.2. Students are able to explain explorers' discoveries in the New World.</p> <p>Examples: riches, trade routes, mountains, rivers, woodlands</p>

**Fifth Grade Geography
Performance Descriptors**

Advanced	Fifth grade students performing at the advanced level: <ul style="list-style-type: none">• compare and contrast maps of different scales;• explain the relationship between the influences of geographic and climatic factors;• compare and contrast explorers' discoveries in relation to geographic areas in the New World.
Proficient	Fifth grade students performing at the proficient level: <ul style="list-style-type: none">• apply longitude and latitude to find absolute locations on a map and globe;• compare maps of different types and scales;• describe how climate and geography influenced the way of life of Native American tribes and the movement and activities of settlers;• explain explorers' discoveries in the New World.
Basic	Fifth grade students performing at the basic level: <ul style="list-style-type: none">• apply longitude and latitude to find a location on a map or globe;• explain an explorer's discovery in the New World.

**Fifth Grade Civics (Government)
Grade Standards, Supporting Skills, and Examples**

Indicator 1: Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.

Standard, Supporting Skills, and Examples
<p>5.C.1.1. Students are able to define basic differences between various forms of government.</p> <p>Example: Democracy is elected officials whereas a monarchy follows a family lineage having a king or queen.</p> <p>Example: Democracy gives everyone a voice; republic has representatives.</p> <ul style="list-style-type: none">• Democracy• Republic• Monarchy• Dictatorship
<p>5.C.1.2. Students are able to define and describe the roles of democratic government of the United States.</p> <p>Example: levels of government: local, state, and national</p> <p>Example: branches of government: legislative, executive, and judicial</p> <ul style="list-style-type: none">• Explain the central message of patriotic slogans, notable speeches, and selected historical documents through the Civil War. <p>Examples: “Give me liberty or give me death” by Patrick Henry “No taxation without representation” “Remember the Alamo”</p> <p>Examples: Preamble to the Constitution, Declaration of Independence</p>

Indicator 2: Analyze the constitutional rights and responsibilities of United States citizens.

Standard, Supporting Skills, and Examples
<p>5.C.2.1. Students are able to describe how volunteerism helped develop the United States.</p> <p>Example: Revolutionary War Patriots, Minutemen</p> <p>✓ Identify examples of conflicts over human rights and their resolutions.</p> <ul style="list-style-type: none">• The important people who helped resolve them Examples: Patrick Henry, Ben Franklin, Thomas Jefferson, Abraham Lincoln, Frederick Douglas, Harriet Tubman• Conflicts from colonial times through the Civil War with emphasis on the Revolutionary War

**Fifth Grade Civics (Government)
Performance Descriptors**

Advanced	Fifth grade students performing at the advanced level: <ul style="list-style-type: none">• explain the basic differences between forms of government;• compare the branches of government in the United States.
Proficient	Fifth grade students performing at the proficient level: <ul style="list-style-type: none">• define basic differences between various forms of government;• define and describe the roles of the democratic government of the United States;• describe how volunteerism helped develop the United States.
Basic	Fifth grade students performing at the basic level: <ul style="list-style-type: none">• identify the United States as a democracy;• identify a slogan, a speech, and a historical document created or used through the Civil War.

Fifth Grade Economics
Grade Standards, Supporting Skills, and Examples

Indicator 1: Analyze the role and relationships of economic systems on the development, utilization, and availability of resources on societies.

Standard, Supporting Skills, and Examples	
5.E.1.1. Students are able to describe the role of trading in early United States history.	Examples: bartering, triangular trade
5.E.1.2. Students are able to describe examples of various institutions that make up economic systems.	Examples: households, banks, government agencies, labor unions, corporations, sole proprietorship, partnership
5.E.1.3. Students are able to describe key economic events prior to 1865 leading to the expansion of territories in the United States.	Examples: Dakota Territory, Louisiana Purchase, Indian Removal Acts, Gold Rush
✓	Explain the role of individual values and beliefs in determining society’s production patterns (supply and demand).

Fifth Grade Economics
Performance Descriptors

Advanced	<p>Fifth grade students performing at the advanced level:</p> <ul style="list-style-type: none"> • connect the role of trading to the expansion of the United States; • compare and contrast various institutions that make up economic systems.
Proficient	<p>Fifth grade students performing at the proficient level:</p> <ul style="list-style-type: none"> • describe the role of trading in early United States history; • describe examples of various institutions that make up economic systems; • describe economic events prior to 1865 leading to the expansion of territories in the United States.
Basic	<p>Fifth grade students performing at the basic level:</p> <ul style="list-style-type: none"> • name an example of an institution that is part of our economic system; • identify an economic event that lead to the expansion of the United States.

**Sixth Grade U.S. History
Grade Standards, Supporting Skills, and Examples**

The committee, with input from educators throughout the state, revised the former sixth grade social studies standards to facilitate effective instruction and student mastery with emphasis on an in-depth study of World History.

**Sixth Grade World History
Grade Standards, Supporting Skills, and Examples**

Indicator 1: Analyze historical eras of world history to determine connections and cause/effect relationships in reference to chronology.

Standard, Supporting Skills, and Examples
<p>6.W.1.1. Students are able to explain the development of society during the Stone Age.</p> <ul style="list-style-type: none">• Identify the time periods of prehistoric man through artifacts and other archaeological findings. Examples: Paleolithic, Upper-Paleolithic, Mesolithic/Neolithic Examples: tools, shelters, communication
<p>6.W.1.2. Students are able to explain the development of the River Valley civilizations based on their geographic locations.</p> <ul style="list-style-type: none">• Mesopotamia Examples: Sumerians, Babylonians, Assyrians Examples: Tigris/Euphrates Rivers, Fertile Crescent• Egypt Examples: Old/Middle/New Kingdoms Example: Nile River• China Examples: Huang He River, isolation• India Examples: Indus River, isolation

6.W.1.3. Students are able to explain the development of Mediterranean civilizations.

- Greece
Examples: city states, Athens, Sparta
- Hellenistic Era
Examples: Macedonia, Alexander
- Rome
Example: transportation system
Examples: Romulus, Remus

6.W.1.4. Students are able to explain the development of the Middle Eastern civilizations.

- Byzantine
Examples: trade routes, Constantinople, Black Sea
- Islamic
Examples: Mecca, Jerusalem
- Mongolian influence
Examples: Kiev, early czars

6.W.1.5. Students are able to explain the development of the African empires.

Examples: Ghana, Mali, Songhai, Niger

6.W.1.6. Students are able to explain the development of the Mesoamerican/Andean empires.

Examples: Toltec, Olmec, Maya, Aztec, Inca

6.W.1.7. Students are able to summarize the political, economic, and social changes that occurred during the Middle Ages.

Examples: rise of church leadership, tribal migrations, feudal system, Crusades, diseases, 100 Years War, job specialization, trade fairs

Indicator 2: Evaluate the interactions of world cultures, civilizations, philosophies, and religions.

Standard, Supporting Skills, and Examples
<p>6.W.2.1. Students are able to describe how the structure of Stone Age society changed because of the agricultural revolution.</p> <p>Examples: domestication of animals and plants, rise of trading centers</p>
<p>6.W.2.2. Students are able to identify the cultural contributions of the River Valley Civilizations.</p> <ul style="list-style-type: none">• Mesopotamia Examples: codified laws, Epic of Gilgamesh, city states, polytheism, monotheism, cuneiform, specialization of labor, Judaism Examples: Sargon, Hammurabi, Abram• Egypt Examples: hieroglyphics, papyrus, mummification, architecture, pharaohs, calendar, medicine Examples: Ramses, Hatshepsut, Cheops• China Examples: gunpowder, Great Wall, Silk Road, Taoism, Confucianism Examples: Qin/Han Dynasties• India Examples: Hinduism, caste system, Buddhism, medicine, mathematics, Mauryan Empire Example: Prince Siddhartha
<p>6.W.2.3. Students are able to identify the cultural contributions of the Mediterranean civilizations.</p> <ul style="list-style-type: none">• Greece Examples: philosophers, literature, art, science, government, mythology, architecture, astronomy, Olympics Examples: Socrates, Pythagoras• Hellenistic Era Examples: Phillip II, Alexander Example: conquest of Persian Empire• Rome Examples: philosophers, literature, art, science, government, mythology, architecture, Latin language, Christianity Examples: Caesar Augustus, Julius Caesar, barbarians, Constantine

6.W.2.4. Students are able to identify the cultural contributions of the Middle Eastern civilizations.

- Byzantine
Examples: Justinian Code, Eastern Orthodoxy, architecture
Example: Constantine
- Islamic
Examples: Islam, Arabic numerals, pilgrimage,
Examples: Mohammed, Saladin
- Mongolian
Examples: Mongol invasions, Orthodox Christianity
Example: Genghis Khan

6.W.2.5. Students are able to identify the cultural contributions of the African empires.

Examples: slave trade, Muslim traders, Timbuktu, tribal society

6.W.2.6. Students are able to identify the cultural contributions of the Mesoamerican/Andean Empires.

Examples: calendar, astronomy, mathematics, step pyramids, recreation and games, agriculture, class structure, religion, irrigation

Example: Montezuma

6.W.2.7. Students are able to identify the cultural contributions of the Middle Ages.

Examples: rise of middle class, government, Magna Carta, art, architecture

Examples: Charlemagne, Marco Polo, William the Conqueror, Joan of Arc

**Sixth Grade World History
Performance Descriptors**

Advanced	Sixth grade students performing at the advanced level will: <ul style="list-style-type: none">• describe the relationship of cultural contributions to the advancement of society.
Proficient	Sixth grade students performing at the proficient level will: <ul style="list-style-type: none">• identify civilizations important to the development of modern western society from the Stone Age through the Middle Ages and explain their development;• explain cultural contributions from the Stone Age through the Middle Ages.
Basic	Sixth grade students performing at the basic level will: <ul style="list-style-type: none">• identify cultural contributions from the Stone Age through the Middle Ages.

Sixth Grade Geography
Grade Standards, Supporting Skills, and Examples

The committee, with input from educators throughout the state, revised the former sixth grade social studies standards to facilitate effective instruction and student mastery with emphasis on an in-depth study of World History.

**Sixth Grade Civics (Government)
Grade Standards, Supporting Skills, and Examples**

Note: In most districts these standards will be taught and learned in grade-level courses as they relate to the topics of World History in Grade 6, Geography in Grade 7, and U.S. History in Grade 8.

Indicator 1: Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.

Standard, Supporting Skills, and Examples
<p>6.C.1.1. Students are able to relate forms of governments to their civilizations.</p> <p>Examples: priest-kings vs. god-kings, city-states, Athenian democracy vs. republic, monarchy, theocracy, feudalism</p>
<p>6.C.1.2. Students are able to identify relationships of events, ideals, and written documents to changes in civilizations.</p> <p>Examples (events): spread of disease, Crusades, Black Death</p> <p>Examples (ideals): Platonic philosophy, rise of major religions</p> <p>Examples (documents): Hammurabi’s Code, Twelve Tablets of Rome, Justinian Code, Magna Carta</p>

Indicator 2: Analyze the constitutional rights and responsibilities of United States citizens.

Standard, Supporting Skills, and Examples
<p>6.C.2.1. Students are able to recognize how historical civilizations influence the rights and responsibilities of citizens today.</p> <p>Example: Roman citizenship compared to United States citizenship</p>

**Sixth Grade Civics (Government)
Performance Descriptors**

Advanced	<p>Sixth grade students performing at the advanced level will:</p> <ul style="list-style-type: none"> • compare and contrast governments and their influence on civilizations.
Proficient	<p>Sixth grade students performing at the proficient level will:</p> <ul style="list-style-type: none"> • relate forms of governments to their civilizations; • describe how events, ideals, and written documents influenced structures within civilizations; • recognize how historical civilizations influence the rights and responsibilities of citizens today.
Basic	<p>Sixth grade students performing at the basic level will:</p> <ul style="list-style-type: none"> • identify forms of governments; • identify events and written documents that influenced civilizations.

**Sixth Grade Economics
Grade Standards, Supporting Skills, and Examples**

Note: In most districts these standards will be taught and learned in grade-level courses as they relate to the topics of World History in Grade 6, Geography in Grade 7, and U.S. History in Grade 8.

Note: Some South Dakota middle schools offer personal finance as a required or elective course. If not addressed in another course of study, middle schools may provide an understanding of concepts related to personal finance in the context of the economics goal.

Indicator 1: Analyze the role and relationships of economic systems on the development, utilization, and availability of resources in societies.

Standard, Supporting Skills, and Examples
<p>6.E.1.1. Students are able to explain societies’ attempts to satisfy their basic needs and wants by utilizing resources.</p> <p>Examples: hunting and gathering, agricultural revolution, scarcity/surplus of natural resources, transportation, slavery, property ownership</p>
<p>6.E.1.2. Students are able to identify basic economic systems through the Middle Ages.</p> <p>Examples: traditional, market</p>
<p>6.E.1.3. Students are able to identify the effects of economic systems on society.</p> <p>Examples: urbanization, specialization, class system, trade routes, gender roles</p> <p>Examples: money values, standardization of money systems</p>

**Sixth Grade Economics
Performance Descriptors**

Advanced	<p>Sixth grade students performing at the advanced level will:</p> <ul style="list-style-type: none"> • explain the consequences of failing to meet the needs and wants of society; • compare and contrast past and present economic characteristics.
Proficient	<p>Sixth grade students performing at the proficient level will:</p> <ul style="list-style-type: none"> • explain societies’ attempt to satisfy their basic needs and wants by utilizing economic conditions of natural and human resources; • identify basic economic systems up through the Middle Ages; • identify the effects of economic systems on society.
Basic	<p>Sixth grade students performing at the basic level will:</p> <ul style="list-style-type: none"> • identify one basic economic system up through the Middle Ages; • identify an effect of an economic system on society.

Seventh Grade U.S. History
Grade Standards, Supporting Skills, and Examples

The committee, with input from educators throughout the state, revised the former seventh grade social studies standards to facilitate effective instruction and student mastery with emphasis on an in-depth study of Geography.

Seventh Grade World History
Grade Standards, Supporting Skills, and Examples

The committee, with input from educators throughout the state, revised the former seventh grade social studies standards to facilitate effective instruction and student mastery with emphasis on an in-depth study of Geography.

**Seventh Grade Geography
Grade Standards, Supporting Skills, and Examples**

Indicator 1: Analyze information from geographic representation, tools, and technology to define location, place, and region.

Standard, Supporting Skills, and Examples
<p>7.G.1.1. Students are able to select appropriate resources, data services, and geographic tools to interpret information.</p> <p>Examples: atlases, globes, almanacs, thematic maps, satellite images, topographic maps, GPS, GIS</p> <p>Examples: five themes of geography</p> <p>Examples: latitude, longitude, time zones</p>
<p>7.G.1.2. Students are able to apply location, direction, size, and/or shape to maps.</p> <p>Examples: South Dakota's location relative to neighboring states</p>
<p>7.G.1.3. Students are able to identify characteristics of various locations, places, and regions.</p> <p>Examples: physical features, population</p> <ul style="list-style-type: none">• Identify physical geographic regions as impacted by climate. Examples: temperate, polar, tropical• Describe the basics of climate to understand the physical settings of various regions. Examples: latitude, wind and ocean currents, mountains and orographic effect, elevation, proximity to large bodies of water
<p>7.G.1.4. Students are able to identify population distribution, growth rates, and characteristics of human populations.</p> <ul style="list-style-type: none">• Identify the characteristics and the distribution of population both locally and in other parts of the world.• Describe the demographic structure of a population by creating and analyzing population pyramids.• Explain reasons for variation in population distribution.

Indicator 2: Analyze the relationships among the natural environment, the movement of peoples, and the development of societies.

Standard, Supporting Skills, and Examples
<p>7.G.2.1. Students are able to identify natural environmental changes that impact regions and settlement patterns.</p> <p>Examples: tsunamis, El Niño, volcanic eruptions</p>
<p>7.G.2.2. Students are able to identify how humans impact and are affected by the natural environment.</p> <p>Examples: deforestation, dam building, roads, clothing, housing, diet</p>
<p>7.G.2.3. Students are able to describe the impact of the natural environment on settlement patterns.</p> <p>Examples: deserts, mountains, rivers, coastlines, prairies</p>
<p>7.G.2.4. Students are able to identify how human migration impacts politics, the environment, and regions.</p> <p>Examples: changing South Dakota demographics, pollution, government services, employment, societal norms</p> <ul style="list-style-type: none">• Identify the causes of human migration. Examples: push and pull factors <p>✓ Explain the concept of culture.</p> <ul style="list-style-type: none">• Describe regional and local settlement patterns. Examples: reservations, family, ethnic commonalities, employment• Describe the institutions found within a society. Examples: education, government, religion, economics, family• Describe how cultures and cultural landscapes change. Examples: diffusion, acculturation, innovation, population shifts

**Seventh Grade Geography
Performance Descriptors**

Advanced	<p>Seventh grade students performing at the advanced level will:</p> <ul style="list-style-type: none">• interpret how physical location relates to the environment and impacts the settlement pattern of a region;• explain how human migration impacts politics, the environment, and regions;• extrapolate regional characteristics with the global environment.
Proficient	<p>Seventh grade students performing at the proficient level will:</p> <ul style="list-style-type: none">• select appropriate resources, data services, and geographic tools to interpret information;• apply location, direction, size, and/or shape to maps;• identify characteristics of various locations, places, and regions;• identify population distribution, growth rates, and characteristics of human populations;• identify natural environmental changes that impact regions and settlement patterns;• identify how humans impact and are affected by the natural environment;• identify how human migration impacts politics, the environment, and regions.
Basic	<p>Seventh grade students performing at the basic level will:</p> <ul style="list-style-type: none">• apply location, size, and/or shape to maps;• list characteristics of various locations, places, and regions;• identify natural environmental changes that impact regions and settlement patterns.

**Seventh Grade Civics (Government)
Grade Standards, Supporting Skills, and Examples**

Note: In most districts these standards will be taught and learned in grade-level courses as they relate to the topics of World History in Grade 6, Geography in Grade 7, and U.S. History in Grade 8.

Indicator 1: Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.

Standard, Supporting Skills, and Examples
<p>7.C.1.1. Students are able to describe how government impacts the characteristics of place.</p> <p>Examples: laws and norms, political boundaries</p> <ul style="list-style-type: none"> • Identify forms of governments with their countries. Examples: democracy-U.S.; constitutional monarchy-Canada; dictatorship-Cuba; theocracy-Iran
<p>7.C.1.2. Students are able to identify historical events that impacted individual governments.</p> <p>Examples: Quebec’s attempt at secession, fall of Berlin Wall, Puerto Rico becoming a commonwealth</p>

Indicator 2: Analyze the constitutional rights and responsibilities of United States citizens.

Standard, Supporting Skills, and Examples
<p>7.C.2.1. Students are able to describe how citizens impact social and political issues.</p> <p>Examples: patriotism, volunteerism, nationalism</p>

**Seventh Grade Civics (Government)
Performance Descriptors**

Advanced	<p>Seventh grade students performing at the advanced level will:</p> <ul style="list-style-type: none"> • compare and contrast governments and their influence on regions.
Proficient	<p>Seventh grade students performing at the proficient level will:</p> <ul style="list-style-type: none"> • describe how government impacts the characteristics of place; • identify historical events that impacted individual governments; • describe how citizens impact social and political issues.
Basic	<p>Seventh grade students performing at the basic level will:</p> <ul style="list-style-type: none"> • identify roles of government within a country; • identify examples of citizens impacting social and political issues.

**Seventh Grade Economics
Grade Standards, Supporting Skills, and Examples**

Note: In most districts these standards will be taught and learned in grade-level courses as they relate to the topics of World History in Grade 6, Geography in Grade 7, and U.S. History in Grade 8.

Note: Some South Dakota middle schools offer personal finance as a required or elective course. If not addressed in another course of study, middle schools may provide an understanding of concepts related to personal finance in the context of the economics goal.

Indicator 1: Analyze the role and relationships of economic systems on the development, utilization, and availability of resources in societies.

Standard, Supporting Skills, and Examples
<p>7.E.1.1. Students are able to explain how the availability of resources provides for or challenges human activities.</p> <ul style="list-style-type: none">• Use, distribution, and importance of resources• Different viewpoints with respect to resource use
<p>7.E.1.2. Students are able to describe how economic activity affects standard of living.</p> <p>Examples: education vs. income, gross vs. net income, production price vs. sale price, opportunity costs, role of entrepreneurship</p>
<p>7.E.1.3. Students are able to describe the role of trade barriers and agreements in the global economy.</p> <p>Examples: quotas, tariffs, European Union, NAFTA</p>
<p>7.E.1.4. Students are able to describe how technology affects the economic development of places and regions.</p> <p>Examples: developed vs. developing countries, impact of industrialization and urbanization</p>
<p>7.E.1.5. Students are able to describe the relationship between government and economic systems in different countries.</p> <p>Examples: free market, democracy, and U.S.; communism and Cuba; socialism and Sweden; exchange rates and their impact on trade</p>

**Seventh Grade Economics
Performance Descriptors**

Advanced	Seventh grade students performing at the advanced level will: <ul style="list-style-type: none">• explain how the United States economy impacts the global market;• describe the importance of technology's impact on different economic systems.
Proficient	Seventh grade students performing at the proficient level will: <ul style="list-style-type: none">• explain how the availability of resources provides for or challenges human activities and affects standard of living;• describe how technology affects the economic development of places and regions;• describe the relationship between government and economic systems.
Basic	Seventh grade students performing at the basic level will: <ul style="list-style-type: none">• define standard of living;• identify how technology has changed a place;• list two economic systems.

Eighth Grade U.S. History
Grade Standards, Supporting Skills, and Examples

Indicator 1: Analyze the U.S historical eras to determine connections and cause/effect relationships in reference to chronology.

Standard, Supporting Skills, and Examples

8.US.1.1. Students are able to relate events and outcomes of the American Revolution to sources of conflict, roles of key individuals and battles, and political documents.

- Identify and explain the sources of conflict which led to the American Revolution.
Examples: Proclamation of 1763, Stamp Act, Townshend Acts, Sugar Act, Coercive (Intolerable) Acts, tax on tea
- Associate key individuals with their roles in the American Revolution.
Examples: John Adams, Thomas Jefferson, King George, Patrick Henry, Thomas Paine, Samuel Adams, Benjamin Franklin.
- Explain the political significance of the Declaration of Independence.
- Describe major military battles and the role of major American and British military leaders in the American Revolution.
Examples: Lexington and Concord, Saratoga, Yorktown, Bunker Hill, George Washington, Benedict Arnold, George Rogers Clark, William Howe, John Burgoyne, Charles Cornwallis

8.US.1.2. Students are able to describe the unfolding of westward expansion and reform movements in the United States.

- Explain sequentially how and why the land was acquired and settled.
Examples: Louisiana Purchase, Florida, Oregon, Texas
Examples: Texas Revolution, Mexican War, Cherokee relocation, Seminole War
- Describe the reform movement of the mid-nineteenth century in the U.S.
Examples: women, slavery

8.US.1.3. Students are able to describe the sources of conflict, key individuals, battles, and political documents of the Civil War period.

- Outline the major sources of conflict.
Example: political, geographical, and economic differences
- Identify key individuals and explain their roles in the Civil War.
Examples: Daniel Webster, John C. Calhoun, Abraham Lincoln, John Brown, Jefferson Davis, Stephen Douglas, Harriet Beecher Stowe, Robert E. Lee, Ulysses S. Grant
- Describe major military battles and campaigns.
Examples: Bull Run, Gettysburg, Antietam, Vicksburg, Shiloh
- Associate significant political documents and speeches with events.
Examples: Gettysburg Address, Emancipation Proclamation

8.US.1.4. Students are able to summarize the political and social changes in the United States during Reconstruction.

- Outline the political effects of Reconstruction in the United States.
Examples: Freedmen’s Bureau, Jim Crow laws, Carpetbaggers, military districts
- Outline the social changes of Reconstruction in the United States.
Example: rise of the Ku Klux Klan

Indicator 2: Evaluate the influence/impact of various cultures, philosophies, and religions on the development of the U.S.

Standard, Supporting Skills, and Examples

8.US.2.1. Students are able to explain the impact of the American Revolution on American philosophies.

- Compare the political and social differences between 13 separate colonies and one independent nation.
Example: Confederation vs. Federal System
- Contrast the various philosophies of American colonists before and after the Revolution.
Examples: Loyalists vs. Patriots, Federalists vs. Anti-Federalists

8.US.2.2. Students are able to summarize the influence of westward expansion and reform movements on American culture, philosophies, and religions.

- Describe the impact of Manifest Destiny.
Examples: Mexican-American War, Gadsden Purchase
- Describe ways in which immigration and migration led to conflicts between Anglo-European and Native American cultures.
Examples: Trail of Tears, railroads, introduction of reservation system, land grants, missionaries
- ✓ Identify continuing impact of these early conflicts on U.S. government relations with Native Americans.
Examples: Minnesota Uprising, Red Cloud’s War, Battle of Little Big Horn, Wounded Knee
- Explain the Abolitionist Movement and its impact on slavery.
Examples: underground railroad, role of women, Frederick Douglass, Harriet Tubman
- Describe the impact of significant inventors and their inventions on society.
Examples: Samuel Morse, Eli Whitney, railroads

8.US.2.3. Students are able to summarize the impacts of the Civil War on American culture and philosophies.

- Describe the changing roles of women.
Examples: Clara Barton, Dorothea Dix
- Explain how the war affected soldiers, civilians, the physical environment, and future warfare.
Examples: total war, sanitation and disease, military technology, division of families

8.US.2.4. Students are able to describe the impact of various cultures and philosophies on the U.S. during Reconstruction.

- Describe how the abolition of slavery affected the life of African-Americans in United States' society.
Examples: political representation, economic opportunities, education, migration
- ✓ Describe the changing federal policy toward Native Americans.
Examples: assimilation of Native Americans, Dawes Act

**Eighth Grade U.S. History
Performance Descriptors**

Advanced	<p>Eighth grade students performing at the advanced level will:</p> <ul style="list-style-type: none"> • explain the connection between events of the Civil War and Reconstruction; • analyze the role of leadership in times of conflict; • defend the position of each side in the American Revolution and Civil War; • compare the positive and negative effects of westward expansion.
Proficient	<p>Eighth grade students performing at the proficient level will:</p> <ul style="list-style-type: none"> • explain the events, outcomes, and impact of the American Revolution on the emergence of the United States; • describe the influence of westward expansion and reform movements on American culture and philosophies; • explain the events, outcomes, and impact of the Civil War on American society; • summarize political and social changes and their relationship to the culture and philosophies of the United States during Reconstruction.
Basic	<p>Eighth grade students performing at the basic level will:</p> <ul style="list-style-type: none"> • list the events and outcomes of the American Revolution; • describe the westward expansion and reform movements; • list the events and outcomes of the Civil War; • identify the changes in the United States during Reconstruction.

Eighth Grade World History Grade Standards, Supporting Skills, and Examples

The committee, with input from educators throughout the state, revised the former eighth grade social studies standards to facilitate effective instruction and student mastery with emphasis on an in-depth study of U.S. History.

Eighth Grade Geography Grade Standards, Supporting Skills, and Examples

The committee, with input from educators throughout the state, revised the former eighth grade social studies standards to facilitate effective instruction and student mastery with emphasis on an in-depth study of U.S. History.

**Eighth Grade Civics (Government)
Grade Standards, Supporting Skills, and Examples**

Note: In most districts these standards will be taught and learned in grade-level courses as they relate to the topics of World History in Grade 6, Geography in Grade 7, and U.S. History in Grade 8.

Indicator 1: Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.

Standard, Supporting Skills, and Examples
<p>8.C.1.1. Students are able to describe the basic structure of government adopted through compromises by the Constitutional Convention.</p> <p>Examples: three branches, separation of powers, checks and balances</p> <p>Examples: Great Compromise, Three-Fifths Compromise</p>
<p>8.C.1.2. Students are able to describe the relationship of government to citizens and groups during the Westward Expansion.</p> <p>Examples: Northwest Ordinance, Land Ordinance of 1785</p> <p>✓ Identify basic structures of tribal government prior to the Civil War.</p> <p>Examples: Iroquois Confederacy, Cherokee, Tiospaye government, Seven Council Fires (Lakota, Nakota, Dakota,)</p>
<p>8.C.1.3. Students are able to describe the successes and problems of the government under the Articles of Confederation.</p> <p>Examples: Shay’s Rebellion, lack of taxation</p>
<p>8.C.1.4. Students are able to describe the impact of the Civil War on the United States government.</p> <p>Examples: Emancipation Proclamation, Confederate States of America</p>

Indicator 2: Analyze the constitutional rights and responsibilities of United States citizens.

Standard, Supporting Skills, and Examples
<p>8.C.2.1. Students are able to describe the fundamental liberties and rights stated in the first 15 amendments of the Constitution.</p> <p>Examples: Bill of Rights, freedom of speech, freedom of religion, right to bear arms, Civil War amendments</p>

**Eighth Grade Civics (Government)
Performance Descriptors**

Advanced	<p>Eighth grade students performing at the advanced level will:</p> <ul style="list-style-type: none"> • compare the Articles of Confederation with the Constitution; • describe the influence of the Constitution on contemporary legislation; • describe how westward expansion contributed to the Civil War.
Proficient	<p>Eighth grade students performing at the proficient level will:</p> <ul style="list-style-type: none"> • describe the successes and problems of the government under the Articles of Confederation; • describe the processes, differing points of view, and outcomes of the Constitutional Convention; • describe the relationship of government to citizens and groups during the Westward Expansion and the Civil War; • describe the fundamental liberties and rights stated in the first 15 amendments of the Constitution.
Basic	<p>Eighth grade students performing at the basic level will:</p> <ul style="list-style-type: none"> • identify powers of the government under the Articles of Confederation; • identify the fundamental liberties and rights stated in the Bill of Rights; • describe the events of the Constitutional Convention.

Eighth Grade Economics
Grade Standards, Supporting Skills, and Examples

Note: In most districts these standards will be taught and learned in grade-level courses as they relate to the topics of World History in Grade 6, Geography in Grade 7, and U.S. History in Grade 8.

Note: Some South Dakota middle schools offer personal finance as a required or elective course. If not addressed in another course of study, middle schools may provide an understanding of concepts related to personal finance in the context of the economics goal.

Indicator 1: Analyze the role and relationships of economic systems on the development, utilization, and availability of resources in societies.

Standard, Supporting Skills, and Examples
8.E.1.1. Students are able to identify economic support for America during conflicts. Examples: France, Spain, Native American Examples: money, goods and supplies, services Examples: Revolutionary War, War of 1812, Civil War
8.E.1.2. Students are able to describe how westward expansion was motivated by economic gain. Examples: gold rush, fur trade, agriculture Examples: supply and demand, buying on credit, wants vs. needs
8.E.1.3. Students are able to describe the impact of technology and industrialization on mid-1800s America. Examples: cotton gin, McCormick reaper, steamboat, steam locomotive Example: big business
8.E.1.4. Students are able to outline the economic effects of Reconstruction in the United States. Examples: share cropping, contract system

**Eighth Grade Economics
Performance Descriptors**

Advanced	Eighth grade students performing at the advanced level will: <ul style="list-style-type: none">• explain why foreign countries provided economic support to America during conflicts;• describe how emerging technologies impacted the American economy.
Proficient	Eighth grade students performing at the proficient level will: <ul style="list-style-type: none">• identify economic support for America during conflicts;• describe how westward expansion was motivated by economic gain;• describe the impact of technology and industrialization to the mid-1800s;• outline the economic effects of Reconstruction in the United States.
Basic	Eighth grade students performing at the basic level will: <ul style="list-style-type: none">• identify one source of economic support for an American conflict;• list one reason economic gain motivated westward expansion;• list one economic effect of the Reconstruction.

**Core High School U.S. History
Standards, Supporting Skills, and Examples**

Indicator 1: Analyze U.S. historical eras to determine connections and cause/effect relationships in reference to chronology.

Standard, Supporting Skills, and Examples

9-12.US.1.1. Students are able to explain the cause-effect relationships and legacy that distinguish significant historical periods from Reconstruction to the present.

- Identify and explain the transition of the U.S. from an agrarian society to an industrial nation.
Examples: urbanization/industrialization/immigration
Examples: key people-Thomas Edison, Henry Ford, Wright brothers
- Identify and explain the causes and impact of Western Expansion in relation to the settlements of the great plains.
Examples: Homestead Act (1862), Railroad Expansion, Mining Frontier, Open Range, Morrill Act (1862)
- Describe the role of big business and labor unions in the development of modern America.
Examples: Robber Barons, role of the muckrakers, labor leaders, government policies
- Identify and explain the causes and impact of U. S. Imperialism as evidenced by the Spanish-American War, Open Door Policies (Japan and China), Panama Canal
Examples: Teddy Roosevelt-Big Stick Imperialism, Boxer Rebellion, Philippine insurrection
- Identify social and political origins, accomplishments, and limitations of Progressivism.
- Describe the causes and impact of World War I.
- Explain the factors that led to the Great Depression.
Examples: post-World War I economy, dust bowl
- Explain the New Deal and its legacy (social and economic).
- Explain the entry, the major battles, and the effects of World War II.
Example: Native American Code Talkers
- Identify domestic events post-World War II.
Examples: Space Race, Iran-Contra affair, Watergate, Clinton impeachment
- Describe role of the U. S. in world affairs as it relates to the Cold War.
Examples: post-World War II Europe, Korea, Cuba, Vietnam, Iran conflict
- Identify foreign events, policies, and issues from 1990 to present-day as they relate to U.S. History.
Examples: Middle East events-Gulf Wars, Fall of Berlin Wall, 9/11, Bosnia situation, Afghanistan, North Korea, terrorism

9-12.US.1.2. Students are able to relate previously learned information of these time periods to the context of succeeding time periods.

Examples: American Revolution, Westward Movement, Civil War/Reconstruction

Indicator 2: Evaluate the influence/impact of various cultures, philosophies, and religions on the development of the U.S.

Standard, Supporting Skills, and Examples

9-12.US.2.1. Students are able to describe the causes and effects of interactions between the U.S. government and Native American cultures.

- Explain the causes of conflicts with Native Americans.
Examples: Fort Laramie Treaties of 1851 and 1868, Minnesota Uprising (1862), Sand Creek Massacre (1864), Red Cloud's War (1864-1868), Battle of Little Big Horn (1876)
- Explain the impact of U.S. policy on Native Americans.
Examples: Manifest Destiny, Black Hills Cession of 1877, General Allotment Act/Dawes Act (1887), Ghost Dance religion, Wounded Knee Massacre (1890)

9-12.US.2.2. Students are able to describe the causes and effects of cultural, economic, religious, political, and social reform movements on the development of the U.S.

- Cultural movements
Examples: Harlem Renaissance and jazz age, counterculture
- Religious and educational movements
Examples: Social gospel, Evangelicalism, Mormon, Native American education reform
- Political movements
Examples: Women's suffrage, Populists and Progressives, Isolationists, Anarchists, Anti-communism, Civil Rights movement, American Indian movement, Reagan revolution
- Social reform movements
Examples: feminism, Social Darwinism, temperance, baby boomer
- Economic movements
Examples: post-World War II affluent society, global economy, Reaganomics

9-12.US.2.3. Students are able to identify the influences of local groups on settlement patterns of South Dakota and the Great Plains Region.

- Native Americans and reservation system
- Railroad, farming, livestock, and mining patterns
- Settlements according to nationality and religion
Examples: German, Swedes, Norwegians, Bohemians, Czech, Dutch, etc.
Examples: Hutterite, Mennonite, etc.

**Core High School U.S. History
Performance Descriptors**

Advanced	High school students performing at the advanced level: <ul style="list-style-type: none">• relate the causes and consequences of historical events to subsequent events and their legacy in current conditions.
Proficient	High school students performing at the proficient level: <ul style="list-style-type: none">• explain the cause-effect relationships and legacy that distinguish significant historical periods and relationships;• describe the causes and effects of cultural, economic, religious, political and social reform movements on the development of the U.S.;• identify the influences of groups on settlement patterns of South Dakota and the Great Plains Region.
Basic	High school students performing at the basic level: <ul style="list-style-type: none">• identify groups who influenced the settlement of South Dakota;• given historical periods, sequence events.

**Core High School World History
Standards, Supporting Skills, and Examples**

Indicator 1: Analyze historical eras of world history to determine connections and cause/effect relationships in reference to chronology.

Standard, Supporting Skills, and Examples

9-12.W.1.1. Students are able to explain the cause-effect relationships and legacy that distinguish significant historical periods from the Renaissance to the present.

- Describe developments in Italy and Northern Europe during the Renaissance period.

Examples: Humanism, arts and literature, intellectual development, trade and technological advances

- Explain the causes and impact of the Reformation.

Examples: tension between religious and secular authorities, reformers and doctrines, the counter-reformation, the English reformation, wars of religion

- Identify significant ideas and achievements of the Scientific Revolution and the Age of Enlightenment.

Examples: Scientific Revolution (astronomical theories of Copernicus and Galileo; Newton's Law of Gravity)

Examples: Age of Enlightenment (the philosophies of Montesquieu, Voltaire, and Rousseau)

- Describe the impact of the French Revolution on Europe.

Examples: causes of the French Revolution, influence of the American Revolution on the French Revolution, objectives of different groups

- Describe the development of the Industrial Revolution and its impact on economics, social structure, urbanization, and politics of the global society.

- Explain the causes and consequences of World War I and World War II.

Example: Russian Revolution

Examples: post-World War II realignment and reconstruction in Europe, Asia, and Latin America

Examples: impact and legacy of the Cold War

Indicator 2: Evaluate the interactions of world cultures, civilizations, philosophies, and religions.

Standard, Supporting Skills, and Examples
<p>9-12.W.2.1. Students are able to define the key distinguishing features of significant cultural, economic, and political philosophies in relation to the other.</p> <ul style="list-style-type: none"> • Mercantilism and imperialism • Absolutism and constitutionalism and their impact on European nations • Nationalism and imperialism as forces of global transformation • Nationalism, militarism, civil war, and terrorism in today’s world • Democracies and dictatorships from the late twentieth century to the present

**Core High School World History
Performance Descriptors**

Advanced	<p>High school students performing at the advanced level:</p> <ul style="list-style-type: none"> • provide evidence to explain the relationships of historical events as they impacted subsequent events; • critique a leader’s actions during a significant historical event from the perspective of the leader; • critique government policies and actions related to significant historical events.
Proficient	<p>High school students performing at the proficient level:</p> <ul style="list-style-type: none"> • explain the cause-effect relationships and legacy that distinguish significant historical periods from the Renaissance to the present; • define the key distinguishing features of mercantilism, imperialism, absolutism, constitutionalism, nationalism, militarism, civil war, terrorism, modern democracies, and dictatorships.
Basic	<p>High school students performing at the basic level:</p> <ul style="list-style-type: none"> • given historical periods, identify the significant periods from the Renaissance to the present; • distinguish between a democracy and a dictatorship; • match the term with the definition of mercantilism and imperialism, absolutism, constitutionalism, nationalism, militarism, terrorism.

**Core High School Geography
Standards, Supporting Skills, and Examples**

Indicator 1: Analyze information from geographic representation, tools, and technology to define location, place, and region.

Standard, Supporting Skills, and Examples
<p>9-12.G.1.1. Students are able to use resources, data services, and geographic tools that generate and interpret information.</p> <ul style="list-style-type: none">• Use geographic tools to represent and interpret the Earth’s physical and human characteristics.• Use maps, globes, and other geographic tools to acquire, process, and report information.• Given verbal or written geographical cues, use a mental map to solve a problem.• Select and interpret map projections and other representations to analyze geographic problems.
<p>9-12.G.1.2. Students are able to interpret geographic representations when given information about places and events.</p> <ul style="list-style-type: none">• Bar graph, circle graph, line graph, pictographs

Indicator 2: Analyze the relationships among the natural environment, the movement of peoples, and the development of societies.

Standard, Supporting Skills, and Examples
<p>9-12.G.2.1. Students are able to identify and explain the impact of the natural environment on human settlement patterns.</p> <ul style="list-style-type: none">• The characteristics, location, distribution, and migration of human populations Examples: reasons for variation in population distribution, reasons for human migration and its effects on places Examples: trends and effects of world population and patterns Examples: causes and effects of urbanization
<p>9-12.G.2.2. Students are able to explain how humans interact with their environment.</p> <ul style="list-style-type: none">• Human actions depend upon, adapt to, and modify the physical environment.• Ways in which technology has expanded human capacity to modify the physical environment• The impact of physical geography on human interaction• How place characteristics have affected locations Examples: land usage (New Orleans being below sea level); staple diets (Japanese-fish, Irish-potatoes); man-made accommodations (Great Wall of China, Netherlands polders, canals)• Identify viewpoints that influence the management of Earth’s resources. Example: Greenpeace, OPEC, Sierra Club versus Lumber industry, PETA

9-12.G.2.3. Students are able to explain how human migration impacts local and global politics, environment, economies, societies, and regions.

- The differing characteristics in developing and developed countries
- How cooperation and conflict among people influence the division and control of the Earth’s resources

Examples: nations of Western Europe joined together in the European Union; cartels.

- Know the geographic factors that affect economic interdependence.
- Examples: transportation routes, movement patterns, market areas

9-12.G.2.4. Students are able to identify the main characteristics of cultural geography.

Examples: spatial distribution, cultural diffusion, acculturation, institutions, language, religions

**Core High School Geography
Performance Descriptors**

Advanced	<p>High school students performing at the advanced level:</p> <ul style="list-style-type: none"> • evaluate the use and limitations of map projections; • evaluate and select resources, data services, and geographic tools to generate, manipulate, and interpret information; • analyze and explain the fundamental role that place characteristics and environments have played in history; • compare and contrast how humans interact with their environment; • analyze how past and present trends of human migration impacts politics, environment, economies and societies; • articulate the impact of cultural geography on societies and regions.
Proficient	<p>High school students performing at the proficient level:</p> <ul style="list-style-type: none"> • use resources, data services, and geographic tools that generate and interpret information; • explain how humans depend on, modify, and interact with their environment; • explain how human migration impacts local and global politics, environment, economies, societies and regions; • identify the main characteristics of cultural geography.
Basic	<p>High school students performing at the basic level:</p> <ul style="list-style-type: none"> • given a map, identify location, direction, scale, key and type of map; • given verbal or written geographical cues, use a mental map to solve a problem; • given a list of cultural geography characteristics, match terms to characteristics; • list three ways people interact with their environment.

**Core High School Civics (Government)
Standards, Supporting Skills, and Examples**

Indicator 1: Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.

Standard, Supporting Skills, and Examples

9-12.C.1.1. Students are able to explain the characteristics of various forms of government.

Example: Democracies (direct and indirect); Totalitarian/Authoritarian (dictatorships, absolute monarchy)

- Geographic distribution of power
Examples: unitary, federal, confederation
- The relationship between the legislative and executive branches
Examples: presidential, parliamentary
- The number of citizens who may participate

9-12.C.1.2. Students are able to determine the influence of major historical documents and ideals on the formation of the United States government.

Examples: documents - Magna Carta, Petition of Rights, English Bill of Rights, Mayflower Compact, British Colonial legislation (Intolerable Acts, Stamp Act, Writs of Assistance), Articles of Confederation, Colonial/early state constitutions, Declaration of Independence

Examples: ideals – Greek and Roman governments, League of Iroquois Confederation, Social Contract

Examples: philosophers - Locke, Hobbes, Rousseau, Montesquieu, Machiavelli

9-12.C.1.3. Students are able to identify the principles of the American Constitution.

- Separation of Powers/Checks and Balances
Examples: legislative, executive, judicial
Example: Describe the structures, functions, and powers of the branches of government.
- Federalism-division of power among national, state, local, and tribal
- Limited Government (Rule of law/Constitutionalism)
- Popular Sovereignty
- Judicial review
Examples: Landmark decisions of the United States Supreme Court (Marbury v. Madison, Miranda v. Arizona, Plessey v. Ferguson, Brown v. Board of Education, Roe v. Wade)
- Amendment process
- Rationale for constitutional amendments and the conflicts they address

<p>9-12.C.1.4. Students are able to explain the principles of American democracy.</p> <ul style="list-style-type: none"> • Fundamental worth of the individual • Equality of all persons • Majority rule/minority rights • Necessity of compromise • Individual freedom
<p>9-12.C.1.5. Students are able to describe the state, local, and tribal governments with emphasis on their structures, functions, and powers.</p> <ul style="list-style-type: none"> • State • Local – divisions (county, city, townships) • Tribes – reservations, tribal constitutions, governments <p>Example: Nine South Dakota reservations with separate constitutions and government</p>
<p>9-12.C.1.6. Students are able to describe the elements of how U.S. foreign policy is created.</p> <p>Examples: Monroe Doctrine, Roosevelt Corollary, Iran-Contra</p>

Indicator 2: Analyze the constitutional rights and responsibilities of United States citizens.

Standard, Supporting Skills, and Examples
<p>9-12.C.2.1. Students are able to describe the means of influencing and/or participating in a republic.</p> <ul style="list-style-type: none"> • Describe the roles of the citizen in the legislative and electoral process <p>Examples: the right to vote, referendum, initiative, recall</p> <ul style="list-style-type: none"> • Describe the benefits, duties, and responsibilities of citizenship in the United States. <p>Example: volunteerism benefits and rewards -Native Americans enlisting in the military</p> <ul style="list-style-type: none"> • Explain the nature and functions of major and minor political parties, interest groups, and media on the political process. • Describe the campaign and election process for national, state, and local offices. • Describe the Electoral College process.
<p>9-12.C.2.2. Students are able to interpret the meaning of basic constitutional rights guaranteed to citizens.</p> <ul style="list-style-type: none"> • Bill of Rights and other amendments
<p>9-12.C.2.3. Students are able to describe the process of naturalization.</p> <ul style="list-style-type: none"> • Describe the benefits, duties, and responsibilities of citizenship in the United States.

**Core High School Civics (Government)
Performance Descriptors**

Advanced	High school students performing at the advanced level will: <ul style="list-style-type: none">• explain strengths and weaknesses of various forms of government worldwide;• analyze the influence of major historical documents and ideals on the formation of the United States government.
Proficient	High school students performing at the proficient level will: <ul style="list-style-type: none">• explain the characteristics of various forms of government;• determine the influence of major historical documents and ideals on the formation of the United States government;• explain the principles of American Constitutional government and how they are realized in its structures and functions;• describe the state, local, and tribal governments with emphasis on their structures, functions, and powers;• describe the means of influencing and participating in a republic;• identify the meaning of basic constitutional rights guaranteed to citizens;• describe the process of naturalization.
Basic	High school students performing at the basic level will: <ul style="list-style-type: none">• list the two main forms of government worldwide;• list the three branches of government in the U.S.;• list the three levels of federalism;• explain how to register and where to vote;• list three of the five guarantees in the First Amendment.

**Core High School Economics
Standards, Supporting Skills, and Examples**

Indicator 1: Analyze the economic impact of the availability and utilization of various resources on societies.

Note: Some districts provide a separate required economics class. If the district does not provide or provides the economics class only as an elective, the Core Standards are taught to all students in other required social studies classes. For purposes of those districts not providing a required economics course, notations are provided below at the end of each standard to suggest likely courses in which the standard may be taught and mastered.

Standard, Supporting Skills, and Examples
<p>9-12.E.1.1. Students are able to compare the characteristics of the world’s traditional, command, market, and mixed economies. [U.S. History, World History, Geography, Civics (Government)]</p> <ul style="list-style-type: none"> • Identify contributors of modern economics. Examples: Adam Smith and Karl Marx • Explain the transition of the former Soviet bloc nations to market economies. • Explain the fundamentals of the market system. Examples: Identify the factors of production; identify the role of competition; compare methods of ownership: sole proprietorships, partnerships, corporations, cooperatives, conglomerates, franchises, monopolies, and oligopolies; describe the structure and functions of financial markets: stocks and bonds. • Explain the costs and benefits of entrepreneurial decisions.
<p>9-12.E.1.2. Students are able to explain how scarcity and surplus affect the basic questions of what, how, how much, and for whom to produce. [Geography, Civics (Government)]</p> <ul style="list-style-type: none"> • Identify negative and positive aspects of economic growth. • Differentiate between wants versus needs.
<p>9-12.E.1.3. Students are able to explain the role of money and the structure of the banking system of the U.S. [U.S. History, Civics (Government)]</p> <ul style="list-style-type: none"> • Describe the influence of the Federal Reserve System in the U.S. economy; • Describe economic stabilization policies of the U.S. Examples: Supply-side theory, interest rate manipulation requirements, EOC (Equal Opportunity Commission)
<p>9-12.E.1.4. Students are able to explain the impact of labor and governmental policies on the economy of the United States. [U.S. History, Civics (Government)]</p> <ul style="list-style-type: none"> • Explain how supply and demand for labor affects wages. • Explain the impact of outsourcing on the market economy and labor.

<ul style="list-style-type: none"> Describe the positive and negative aspects of government policies that affect employment. Examples: minimum wage, affirmative action, age
<p>9-12.E.1.5. Students are able to use graphs to illustrate changes in economic trends. [U.S. History, Civics (Government)]</p> <ul style="list-style-type: none"> Supply and demand and their effects on price Examples: supply and demand x graph chart Examples: gas prices, Great Depression Production possibilities curve, business cycles Examples: recession, prosperity, inflation, deflation
<p>9-12.E.1.6. Students are able to explain basic elements of trade and its impact on the U.S. economy. [Civics (Government)]</p> <ul style="list-style-type: none"> Describe the U.S. trade deficit and policies. Describe economic alliances: OPEC, NAFTA, GATT, EU. Define domestic output, national income, and price level.

**Core High School Economics
Performance Descriptors**

Advanced	<p>High school students performing at the advanced level will:</p> <ul style="list-style-type: none"> explain costs and benefits of government intervention in the economy of the United States; describe methods used to measure domestic output, national income, and price level.
Proficient	<p>High school students performing at the proficient level will:</p> <ul style="list-style-type: none"> explain how scarcity affects the basic economic questions of what, how, how much, and for whom to produce; use graphs to illustrate changes in supply and demand and their effects on price; explain the fundamentals of the market system (free enterprise) and compare the characteristics of the world’s traditional, command, and market economies; explain the impact of labor on the economy of the United States; explain the role of money and the structure of the banking system of the U.S.; explain basic elements of trade and its impact on the U.S. economy.
Basic	<p>High school students performing at the basic level will:</p> <ul style="list-style-type: none"> identify basic economic terms; identify the market system; identify how supply and demand affect price.

**Advanced High School U.S. History
Standards, Supporting Skills, and Examples**

Indicator 1: Analyze U.S. historical eras to determine connections and cause/effect relationships in reference to chronology.

Standard, Supporting Skills, and Examples
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9-12.US.1.1A. Students are able to relate the causes and consequences of historical events to subsequent events and their legacy in current conditions.
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| <ul style="list-style-type: none">• Chronicle the transition of the U.S. from an agrarian society to an industrial nation.• Critique the causes and impact of Western Expansion.• Critique the causes and impact of U. S. Imperialism.• Describe social and political origins, accomplishments, and limitations of Progressivism.• Explain the relationship between domestic events and foreign policies as they relate to the United States' role in world affairs. |
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Indicator 2: Evaluate the influence/impact of various cultures, philosophies, and religions on the development of the U.S.

Standard, Supporting Skills, and Examples
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9-12.US.2.1A. Students are able to evaluate the significance of interactions between the U.S. government and diverse cultures in relation to cultural preservation versus cultural assimilation.

**Advanced High School World History
Standards, Supporting Skills, and Examples**

Indicator 1: Analyze historical eras of world history to determine connections and cause/effect relationships in reference to chronology.

Standard, Supporting Skills, and Examples

9-12.W.1.1A. Students are able to relate the causes and consequences of historical events to subsequent events and their legacy in current conditions.

- Provide evidence to explain the cause-effect relationships of historical events from the Renaissance to the present.
Examples: Reformation, Commercial Revolution, Scientific Revolution, Industrial Revolution
- Critique a leader's actions during a significant historical event from the perspective of the leader.
Examples: French Revolution, WWII, Glorious Revolution
- Critique government policies and actions related to significant historical events.
Examples: Marshall Plan, European Economic Union, Warsaw Pact, United Nations, NATO

Indicator 2: Evaluate the interactions of world cultures, civilizations, philosophies, and religions.

Standard, Supporting Skills, and Examples

9-12.W.2.1A. Students are able to describe the emergence, rise, impact, and role of significant cultural, economic, and political events and philosophies.

- Mercantilism and imperialism in European exploration and colonization in the sixteenth century
- Rise of absolutism and constitutionalism and their impact on European nations
- Nationalism and imperialism as forces of global transformation
- Nationalism, militarism, civil war, and terrorism in today's world
- Democracies and dictatorships from the late twentieth century to the present

**Advanced High School Geography
Standards, Supporting Skills, and Examples**

Indicator 1: Analyze information from geographic representation, tools, and technology to define location, place, and region.

Standard, Supporting Skills, and Examples
<p>9-12.G.1.1A. Students are able to evaluate and select resources, data services, and geographic tools that generate and interpret information.</p> <ul style="list-style-type: none"> • Determine the validation of generated information. • Identify the changes that occur in the value, use, location, and distribution of resources. • Describe the influence of different viewpoints on policies and programs for resource use and management. • Explain how differing viewpoints influence the development of policies designed to use and manage Earth's resources. • Apply geography to understand the present and plan for the future.
<p>9-12.G.1.2A. Students are able to construct geographic representations when given information about places and events.</p> <p>Example: bar graph, circle graph, line graph, pictographs, map projections</p>

Indicator 2: Analyze the relationships among the natural environment, the movement of peoples, and the development of societies.

Standard, Supporting Skills, and Examples
<p>9-12.G.2.1A. Students are able to analyze and articulate the fundamental role that place characteristics and environments have played in history.</p> <p>Example: Russian winter played an important part in the defeat of Napoleon's and Hitler's armies.</p>
<p>9-12.G.2.2A. Students are able to evaluate how humans interact with their environment.</p>
<p>9-12.G.2.3A. Students are able to investigate how past and present trends of human migration impact both local and global politics, environments, economies, and societies.</p>
<p>9-12.G.2.4A. Students are able to compare and contrast the differing characteristics in developing and developed countries.</p>

**Advanced High School Civics (Government)
Standards, Supporting Skills, and Examples**

Indicator 1: Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.

Standard, Supporting Skills, and Examples
9-12.C.1.1A. Students are able to compare the United States' political systems with those of major democratic and authoritarian nations in terms of the structures and powers of political institutions.

Indicator 2: Analyze the constitutional rights and responsibilities of United States citizens.

Standard, Supporting Skills, and Examples
9-12.C.2.1A. Students are able to enumerate the basic constitutional rights guaranteed to citizens and their related impacts on society.
9-12.C.2.2A. Students are able to analyze and explain the purpose of politics/political activity and the related implications for United States citizens.
9-12.C.2.3A. Students are able to identify various issues involving individual rights and responsibilities in relation to the general welfare.
9-12.C.2.4A. Students are able to analyze campaigns for national, state, and local elective office, including the nominating process, campaign funding and spending, and the influence of media coverage, including campaign advertising and public opinion polls.

**Advanced High School Economics
Standards, Supporting Skills, and Examples**

Indicator 1: Analyze the economic impact of the availability and utilization of various resources on societies.

Standard, Supporting Skills, and Examples
<p>9-12.E.1.1A. Students are able to differentiate the patterns and networks of global economic interdependence in relation to local, regional, and world economies.</p> <p>Examples: transportation routes, movement patterns, market areas</p> <p>Example: how and why levels of economic development vary among places</p>
<p>9-12.E.1.2A. Students are able to analyze graphs to determine changes in supply and demand and their effects on price and quality.</p>
<p>9-12.E.1.3A. Students are able to compare and contrast the economic systems of foreign countries with the market system of the United States.</p>
<p>9-12.E.1.4A. Students are able to describe methods used to measure domestic output, national income, and price level.</p> <ul style="list-style-type: none">• Explain how the Gross Domestic Product (GDP), the Consumer Price Index (CPI) and Gross National Product (GNP) are calculated.
<p>9-12.E.1.5A. Students are able to describe the effect of fluctuation in national output and its relationship to unemployment and inflation.</p>