South Dakota Social Studies

United States History: 1492-2008: Grades 9-12

Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of high school. 9-12.USH.1

A **The student can use the six essential elements of geography to describe a region: spatial terms, places and regions, physical systems, human systems, environment and society, and the uses of geography. G** 9-12.USH.1.A

B **The student can explain how geographic location and features contributed to the development and form of historical civilizations and how they influenced the actions of people in a given historical event. G** 9-12.USH.1.B

C **The student can write a narrative essay of 500-750 words on a historical event based on class notes. H** 9-12.USH.1.C

D **The student can write an informative essay of 500-750 words on a historical figure based on class notes. H** 9-12.USH.1.D

E **The student can write a persuasive essay of 500-750 words based on class notes, including a main argument (thesis), topic sentences, supporting evidence from history and class, and clear attempts to explain how the evidence proves the topic sentences and overall thesis. HCE** 9-12.USH.1.E

The student demonstrates knowledge of American and South Dakotan geography. 9-12.USH.2

A **The student locates on a map and describes the features of America's physical geography, including: G** 9-12.USH.2.A

1 ocean coastlines 9-12.USH.2.A.1

2 major gulfs, bays, straits, and islands 9-12.USH.2.A.2

3 the Great Lakes 9-12.USH.2.A.3

4 major rivers, valleys, and canyons 9-12.USH.2.A.4

5 major mountain ranges and peaks 9-12.USH.2.A.5

6 the Great Plains 9-12.USH.2.A.6

7 major deserts, caves, dunes, wetlands, waterfalls, and volcanoes 9-12.USH.2.A.7

8 notable features and landmarks 9-12.USH.2.A.8

9 notable features and landmarks in South Dakota 9-12.USH.2.A.9

B **The student locates on a map all fifty states and spells all their names and capitals correctly. G** 9-12.USH.2.B

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C **The student locates on a map and names the state in which major cities other than capitals are located, including: G** 9-12.USH.2.C

1. Baltimore 9-12.USH.2.C.1
2. New York City 9-12.USH.2.C.2
3. Philadelphia 9-12.USH.2.C.3
4. Pittsburgh 9-12.USH.2.C.4
5. Cleveland 9-12.USH.2.C.5
6. Cincinnati 9-12.USH.2.C.6
7. New Orleans 9-12.USH.2.C.7
8. Chicago 9-12.USH.2.C.8
9. St. Louis 9-12.USH.2.C.9
10. Kansas City 9-12.USH.2.C.10
11. Detroit 9-12.USH.2.C.11
12. Miami 9-12.USH.2.C.12
13. Dallas 9-12.USH.2.C.13
14. Houston 9-12.USH.2.C.14
15. San Antonio 9-12.USH.2.C.15
16. Los Angeles 9-12.USH.2.C.16
17. San Diego 9-12.USH.2.C.17
18. San Francisco 9-12.USH.2.C.18
19. Minneapolis 9-12.USH.2.C.19
20. Las Vegas 9-12.USH.2.C.20
21. Seattle 9-12.USH.2.C.21

D **The student locates on a map Washington, D.C. and major U.S. territories. G** 9-12.USH.2.D

E **The student locates the following American regions on a map, names the states, and compares their topography, climate, and economy to those of South Dakota: G** 9-12.USH.2.E

1. New England 9-12.USH.2.E.1
2. Mid-Atlantic 9-12.USH.2.E.2
3. The South 9-12.USH.2.E.3
4. The Midwest 9-12.USH.2.E.4
5. The West 9-12.USH.2.E.5
6. The Pacific Northwest 9-12.USH.2.E.7
7. The Southwest 9-12.USH.2.E.6

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F **The student locates on a map the major geographic features of South Dakota, including: G** `9-12.USH.2.F`

1 Badlands `9-12.USH.2.F.1`

2 Bear Butte `9-12.USH.2.F.2`

3 Belle Fourche River `9-12.USH.2.F.3`

4 Black Elk Peak `9-12.USH.2.F.4`

5 Bijou Hills `9-12.USH.2.F.5`

6 Black Hills `9-12.USH.2.F.6`

7 Bowdle and Lebanon Hills `9-12.USH.2.F.7`

8 Cheyenne River `9-12.USH.2.F.8`

9 Coteau des Prairies `9-12.USH.2.F.9`

10 Great Plains `9-12.USH.2.F.10`

11 James River `9-12.USH.2.F.11`

12 Lake Francis Case `9-12.USH.2.F.12`

13 Lake Oahe `9-12.USH.2.F.13`

14 Lewis and Clark Lake `9-12.USH.2.F.14`

15 Missouri River `9-12.USH.2.F.15`

16 Spearfish Canyon `9-12.USH.2.F.16`

17 Traverse Gap Continental Divide `9-12.USH.2.F.17`

18 White River `9-12.USH.2.F.18`

G **The student locates on a map the major regions, cities, and historical points in South Dakota, including: G** `9-12.USH.2.G`

1 Aberdeen `9-12.USH.2.G.1`

2 Badlands National Park `9-12.USH.2.G.2`

3 Crazy Horse Memorial `9-12.USH.2.G.3`

4 Custer State Park `9-12.USH.2.G.4`

5 Deadwood `9-12.USH.2.G.5`

6 Dissected Till Plains `9-12.USH.2.G.6`

7 Drift Prairie `9-12.USH.2.G.7`

8 Homestake Mine `9-12.USH.2.G.8`

9 James River Valley `9-12.USH.2.G.9`

10 Minnesota Valley Lowland `9-12.USH.2.G.10`

11 Missouri Plateau `9-12.USH.2.G.11`

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12 Mount Rushmore `9-12.USH.2.G.12`

13 Nine contemporary reservations of the Oceti Sakowin Oyate `9-12.USH.2.G.13`

14 Pierre 9-12.USH.2.G.14

15 Prairie Plains 9-12.USH.2.G.15

16 Rapid City 9-12.USH.2.G.16

17 Sioux Falls 9-12.USH.2.G.17

18 South Dakota State Capitol 9-12.USH.2.G.18

19 Wind Cave National Park 9-12.USH.2.G.19

The student demonstrates understanding of the modern way of life by comparing the following in history to prior eras. HCE 9-12.USH.3

3 **The student demonstrates understanding of the modern way of life by comparing the following in history to prior eras. HCE** 9-12.USH.3

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a political body based on natural rights and their equal protection 9-12.USH.3.1

1 **a political body based on natural rights and their equal protection** 9-12.USH.3.1

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ability to believe and act on one's beliefs without fear of arrest or worse 9-12.USH.3.2

2 **ability to believe and act on one's beliefs without fear of arrest or worse** 9-12.USH.3.2

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ability to daily life without fear of being injured, killed, or having property taken 9-12.USH.3.3

3 **ability to daily life without fear of being injured, killed, or having property taken** 9-12.USH.3.3

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ability to possess the tools necessary to protect one's food, shelter, family, and life 9-12.USH.3.4

4 **ability to possess the tools necessary to protect one's food, shelter, family, and life** 9-12.USH.3.4

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ability to print one's thoughts without fear of arrest or worse 9-12.USH.3.5

5 **ability to print one's thoughts without fear of arrest or worse** 9-12.USH.3.5

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[illegible]**bility to receive an education paid in part by one's neighbors** 9-12.USH.3.6

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by one's neighbors 9-12.USH.3.6		
ability to speak one's mind without fear of arrest or worse 9-12.USH.3.7	7	ability to speak one's mind without fear of arrest or worse 9-12.USH.3.7
ability to vote for those who determine by law what one may or may not do 9-12.USH.3.8	8	ability to vote for those who determine by law what one may or may not do 9-12.USH.3.8
acquisition of clothing, food, and shelter 9-12.USH.3.9	9	acquisition of clothing, food, and shelter 9-12.USH.3.9
communication by Internet, text, phones, mail 9-12.USH.3.10	10	communication by Internet, text, phones, mail 9-12.USH.3.10
control of one's ideas and inventions unless willingly shared with another 9-12.USH.3.11	11	control of one's ideas and inventions unless willingly shared with another 9-12.USH.3.11
criticism or protest against those in power without fear of arrest or worse 9-12.USH.3.12	12	criticism or protest against those in power without fear of arrest or worse 9-12.USH.3.12
electricity, plumbing, heating, cooling 9-12.USH.3.13	13	electricity, plumbing, heating, cooling 9-12.USH.3.13
family structure 9-12.USH.3.14	14	family structure 9-12.USH.3.14
legal presumption of innocence when accused of a crime 9-12.USH.3.15	15	legal presumption of innocence when accused of a crime 9-12.USH.3.15
literacy and nu 12.	16	literacy and numeracy 9-12.USH.3.16

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possession of one's own land for food and shelter 9-12.USH.3.17	17 possession of one's own land for food and shelter 9-12.USH.3.17
religious practices 9-12.USH.3.18	18 religious practices 9-12.USH.3.18
risk from disease and injury 9-12.USH.3.19	19 risk from disease and injury 9-12.USH.3.19
slavery 9-12.USH.3.20	20 slavery 9-12.USH.3.20
the distance of one's physical travels 9-12.USH.3.21	21 the distance of one's physical travels 9-12.USH.3.21
the role of most men in family life and the community (working at home out of doors, defending the family and community) 9-12.USH.3.22	22 the role of most men in family life and the community (working at home out of doors, defending the family and community) 9-12.USH.3.22
the role of most women in family life and the community (working at home indoors, caring for the family and neighbors) 9-12.USH.3.23	23 the role of most women in family life and the community (working at home indoors, caring for the family and neighbors) 9-12.USH.3.23
the rule of law 9-12.USH.3.24	24 the rule of law 9-12.USH.3.24
travel by plane, car, boat, horse and buggy, walking 9-12.USH.3.25	25 travel by plane, car, boat, horse and buggy, walking 9-12.USH.3.25
trial by a jury of one's neighbors 9-12.USH.3.26	26 trial by a jury of one's neighbors 9-12.USH.3.26
tri[illegible] an[illegible] 12.	27 trial for crimes quickly and publicly 9-12.USH.3.27

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The student demonstrates understanding of Native American peoples in North America before the arrival of Europeans and Africans. 9-12.USH.4

- **A** The student locates on a map and describes the following civilizations: Ancestral Pueblo, Hopewell, Aztec, Maya, and Inca. H 9-12.USH.4.A
- **B** The student describes the pre-contact Indigenous peoples of America and their lifestyles in the millennia and centuries prior to European discovery. H 9-12.USH.4.B
- **C** The student names one historical or present Native American tribe from each American region. H 9-12.USH.4.C
- **D** The student describes the similarities and differences between historical Native American tribes from two different American regions, including their lifestyles, warfare, and art. H 9-12.USH.4.D
- **E** The student describes the lifestyle, traditional warfare, and culture of a historical or present Native American tribe from South Dakota, including but not limited to the Mandan, Sahnish (Arikara), Cheyenne, Crow, and Hidatsa. H 9-12.USH.4.E
- **F** The student describes the lifestyle, language, and culture of the Sioux within the Oceti Sakowin Oyate (including select standards from Oceti Sakowin Essential Understandings 1-5). HC 9-12.USH.4.F
- **G** The student describes the cooperation, conflicts, and their causes among various Native American tribes prior to the exploration of Europeans, including in what is now South Dakota. H 9-12.USH.4.G

The student demonstrates knowledge and understanding of the settlement of North America by Europeans, especially the British. 9-12.USH.5

- **A** The student explains 15th century trade between Europe and Asia, European motivations for exploration, and their various interactions with Native Americans. H 9-12.USH.5.A
- **B** The student explains the history of slavery from ancient times through the 15th century slave trade among Africans, Arabs, and Europeans, and compares it to the practice of indentured servitude. H 9-12.USH.5.B
- **C** The student explains how racism is the belief that some people are superior or inferior to others based on race, racial characteristics, or ancestry, how racism arises from a failure to recognize the equal dignity and value of each human being, and how racism manifests itself through the voluntary acts of individual people, both private words and actions and public speech and actions, such as laws and regulations. H 9-12.USH.5.C
- **D** The student describes the travels and discoveries of major explorers in the future United States, including: H 9-12.USH.5.D
  - 1 Ponce de Leon 9-12.USH.5.D.1
  - 2 Hernando de Soto 9-12.USH.5.D.2
  - 3 Francisco Vasquez de Coronado 9-12.USH.5.D.3
  - 4 Samuel de Champlain 9-12.USH.5.D.4

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5 Henry Hudson 9-12.USH.5.D.5

6 Verendrye brothers 9-12.USH.5.D.6

E The student explains the Columbian Exchange of resources, people, and disease, including how smallpox decimated Native Americans and the science of why this happened. HE 9-12.USH.5.E

F The student explains the variety of cooperative and violent interactions between Europeans, indigenous peoples, and among indigenous tribes. H 9-12.USH.5.F

G The student tells the story of the founding of Jamestown, including: HC 9-12.USH.5.G

1 the biographies and contributions of John Smith, Matoaka (Pocahontas), and John Rolfe 9-12.USH.5.G.1

2 the backgrounds and motivations of the Jamestown settlers 9-12.USH.5.G.2

3 the Starving Time 9-12.USH.5.G.3

4 the cultivation of tobacco 9-12.USH.5.G.4

5 the arrival of Africans from a Dutch slave ship captured by the English 9-12.USH.5.G.5

6 the meeting of the Virginia House of Delegates as the first instance of representative self-government in the colonies 9-12.USH.5.G.6

H The student tells the story of the founding of Plymouth and Massachusetts Bay, including: HC 9-12.USH.5.H

1 the biographies and contributions of William Bradford, Ousamequin (Massasoit), and John Winthrop 9-12.USH.5.H.1

2 the backgrounds and motivations of the Mayflower passengers 9-12.USH.5.H.2

3 the Mayflower Compact as the first instance of a written constitution and the rule of law in the colonies 9-12.USH.5.H.3

4 the assistance of the Wampanoag 9-12.USH.5.H.4

5 the first Thanksgiving 9-12.USH.5.H.5

6 the backgrounds and motivations of the Massachusetts Bay settlers 9-12.USH.5.H.6

7 the religiously influenced government established by John Winthrop 9-12.USH.5.H.7

8 the meaning of John Winthrop's "city upon a hill" 9-12.USH.5.H.8

I The student reads and discusses the meaning of the Mayflower Compact in its entirety. HC 9-12.USH.5.I

J The student explains how England's approach to settling its colonies differed from the approach of other countries. H 9-12.USH.5.J

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K **The student explains the gradual codification of slavery in the southern colonies beginning in 1655, including the passage of manumission laws restricting the voluntary freeing of slaves by slaveholders. H** 9-12.USH.5.K

L **The student explains the meaning and historical significance of the following terms and topics: mercantilism, indentured servitude, Triangle Trade, Middle Passage, Wampanoag, Pilgrims, and Puritans. HE** 9-12.USH.5.L

The student demonstrates knowledge and understanding of colonial America. 9-12.USH.6

A **The student explains the colonial economies and ways of life among the New England, Middle, and Southern colonies. HE** 9-12.USH.6.A

B **The student explains how the colonial economies may be best characterized as free market or capitalist, meaning that the laws allow individuals to possess more goods or currency than they need to survive; and to invest, produce, distribute, and buy and sell goods and services by making their own agreements with one another. HE** 9-12.USH.6.B

C **The student explains how the labor market in the colonial economies was not free in the cases of forced indentured servitude and slavery. HE** 9-12.USH.6.C

D **The student explains the status and effects of each of the following in colonial society, and the extents to which these were the exception in history: private property, free enterprise, education, local self-government, and religious freedom. HCE** 9-12.USH.6.D

E **The student explains how the "American" colonist was generally defined by certain traits, including being: HCE** 9-12.USH.6.E

1 hard working 9-12.USH.6.E.1

2 frugal 9-12.USH.6.E.2

3 determined 9-12.USH.6.E.3

4 innovative 9-12.USH.6.E.4

5 literate 9-12.USH.6.E.5

6 religious 9-12.USH.6.E.6

7 skeptical of authority 9-12.USH.6.E.7

8 idealistic 9-12.USH.6.E.8

9 politically knowledgeable 9-12.USH.6.E.9

10 self-governing 9-12.USH.6.E.10

F **The student explains how England's relationship toward the colonists amounted to a "salutary neglect" and the ways this relationship benefitted the colonists. HC** 9-12.USH.6.F

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The student explains the influence of historical ideas on the colonists, especially within their colleges and leading families, including: HC 9-12.USH.6.G

1 ancient Greek ideas and logical reasoning 9-12.USH.6.G.1

2 ancient Roman political ideas and institutions 9-12.USH.6.G.2

3 Jewish and Christian views of a deity and of human beings 9-12.USH.6.G.3

4 the English tradition of the rule of law and representation, including Magna Carta 9-12.USH.6.G.4

5 the political ideas of John Locke and Montesquieu 9-12.USH.6.G.5

H The student describes the first explorations of present-day South Dakota by Europeans, including the Verendrye expeditions and the travels of Jean Baptiste Truteau, Jacques D'Eglise, and Pierre-Charles Le Sueur. H 9-12.USH.6.H

I The student describes the culture, community, and economy that emerged among the Native Americans and French fur traders along the Missouri River and its tributaries, including in South Dakota. H 9-12.USH.6.I

J The student describes the Great Awakening and its effects on American identity and sense of unity. H 9-12.USH.6.J

K The student states the major terms of the Treaty of Paris and explains the French and Indian War's effect on American identity and sense of unity. H 9-12.USH.6.K

L The student explains the meaning and historical significance of the following terms and topics: township, self-government, rule of law, the Enlightenment, natural law, natural rights, social contract, representation, and the Albany Plan. HC 9-12.USH.6.L

The student demonstrates knowledge and understanding of the American Revolution. 9-12.USH.7

A The student explains why and how Great Britain asserted new authority in the colonies after the French and Indian War and why the colonists contested Britain's new claims to control as violations of their rights and freedom. HC 9-12.USH.7.A

B The student explains the ways in which the colonists responded to Great Britain's new claims of power over them. H 9-12.USH.7.B

C The student tells the biography of George Washington, including: H 9-12.USH.7.C

1 his upbringing 9-12.USH.7.C.1

2 his fighting in the French and Indian War 9-12.USH.7.C.2

3 his ownership of slaves at Mount Vernon 9-12.USH.7.C.3

4 his crossing of the Delaware River, leadership at Valley Forge, and command at the battles of Trenton and Yorktown 9-12.USH.7.C.4

5 his dismissal of the Newburgh Conspiracy 9-12.USH.7.C.5

6 his presiding at the Constitutional Convention 9-12.USH.7.C.6

7 his presidency 9-12.USH.7.C.7

8 his views on slavery and its abolition 9-12.USH.7.C.8

9 his policies towards Native Americans 9-12.USH.7.C.9

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10 his freeing of slaves at Mount Vernon upon his death and that of his wife, Martha 9-12.USH.7.C.10

11 his views on education, religion, and morality as they relate to self-government 9-12.USH.7.C.11

12 his views on partisanship and foreign policy 9-12.USH.7.C.12

13 the building of the Washington Monument 9-12.USH.7.C.13

D The student tells the biography of John Adams, including: H 9-12.USH.7.D

1 his upbringing 9-12.USH.7.D.1

2 his defense of British soldiers in the Boston Massacre trial 9-12.USH.7.D.2

3 his views on education, religion, and morality as they relate to self-government 9-12.USH.7.D.3

4 his role at the Second Continental Congress in favor of declaring independence 9-12.USH.7.D.4

5 his condemnation of slavery 9-12.USH.7.D.5

6 his presidency 9-12.USH.7.D.6

7 his marriage to Abigail Adams 9-12.USH.7.D.7

E The student explains Great Britain's responses to the Boston Tea Party and the colonists' argument that these actions were tyrannical. H 9-12.USH.7.E

F The student tells the stories of the following military events prior to a formal declaration of independence: H 9-12.USH.7.F

1 Battles of Lexington and Concord 9-12.USH.7.F.1

2 Siege of Fort Ticonderoga 9-12.USH.7.F.2

3 Battle of Bunker Hill 9-12.USH.7.F.3

4 Liberation of Boston 9-12.USH.7.F.4

G The student tells the biography of Benjamin Franklin, including: H 9-12.USH.7.G

1 his upbringing 9-12.USH.7.G.1

2 his scientific experiments, inventions, and writings prior to the Revolution 9-12.USH.7.G.2

3 his roles in uniting the colonies at the Albany Congress, Second Continental Congress, and Constitutional Convention 9-12.USH.7.G.3

4 his abolition society 9-12.USH.7.G.4

5 his diplomatic missions 9-12.USH.7.G.5

H The student tells the biography of Thomas Jefferson, including: H 9-12.USH.7.H

1 his upbringing 9-12.USH.7.H.1

2 his construction of Monticello 9-12.USH.7.H.2

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3 his ownership of slaves at Monticello 9-12.USH.7.H.3

4 his writing of the Declaration of Independence 9-12.USH.7.H.4

5 his condemnation of the slave trade in the first draft of the Declaration of Independence 9-12.USH.7.H.5

6 his presidency 9-12.USH.7.H.6

7 his views on education and morality as they relate to self-government 9-12.USH.7.H.7

8 his views on slavery and its abolition 9-12.USH.7.H.8

9 his purchase of Louisiana from France, including present-day South Dakota 9-12.USH.7.H.9

10 his encouragement of Congress to outlaw the international slave trade in 1808 and his signing of the legislation 9-12.USH.7.H.10

11 the building of the Jefferson Memorial 9-12.USH.7.H.11

I The student explains that patriotism is the love of country, meaning that one holds his or her country up to an objective standard of moral right and wrong, preserving the ways in which the country does good and correcting the ways it sometimes does wrong. C 9-12.USH.7.I

J The student tells the stories and explains the effects of major military events, figures, and common soldiers from the War of Independence. H 9-12.USH.7.J

K The student explains the proper ways to respect the American flag and the reasons for this respect. HC 9-12.USH.7.K

L The student tells the story of how the Americans won the War of Independence, including the battles of Trenton, Saratoga, and Yorktown. H 9-12.USH.7.L

The student demonstrates understanding of the Declaration of Independence and the arguments of leading founders. 9-12.USH.8

A The student reads and discusses the meaning of the first, second, and final paragraphs of the Declaration of Independence and selections from the remainder, including the first draft's sections on slavery. HC 9-12.USH.8.A

B The student explains the meaning of "the Laws of Nature and of Nature's God," including the founders' argument that there is a standard of justice in nature that does not change and is true of all peoples in all times, and that an eternal God is responsible for this unchanging truth. C 9-12.USH.8.B

C The student explains the meaning of "created equal," including the founders' argument that each person is equally human and as such has the same dignity and natural rights to life, liberty, and the pursuit of happiness, that each is endowed with these rights by the God that created them, and that the existence of human slavery was understood by most, but not all, of the founders to be a contradiction of the principle of human equality. C 9-12.USH.8.C

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The student explains the meaning of "natural rights" and "unalienable," including the founders' argument that fundamental rights arise out of man's

nature as a human person, that these rights do not come from other people or any government, and that these rights cannot be denied or taken away unless the person has used them to violate the rights of another. C 9-12.USH.8.D

E The student explains the meaning of "life, liberty, and the pursuit of happiness," in particular the founders' argument that each human being has the right by nature to their own life, to their liberty and the general freedom of thought and action, and to seek the happiness appropriate to human liberty as long as it does not violate the rights of others. C 9-12.USH.8.E

F The student explains the meaning of "the consent of the governed," including the founders' argument that legitimate government derives its just powers from the consent of those that are governed, who in turn have delegated limited powers to government in order to secure their rights. C 9-12.USH.8.F

G The student explains that the purpose of government as outlined in the Declaration of Independence is to "secure these rights," meaning those fundamental rights derived from "the Laws of Nature and of Nature's God." C 9-12.USH.8.G

H The student explains the argument of the Declaration of Independence that when government "becomes destructive" of its purpose of securing rights, a people may change or abolish their government and institute new government to best effect their safety and happiness. C 9-12.USH.8.H

I The student explains why the delegates to the Second Continental Congress voted to declare independence from Great Britain, including the list of grievances and other historical events since 1763. C 9-12.USH.8.I

J The student explains how America's founding based on these words of the Declaration of Independence was unprecedented in human history: "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.—That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed." C 9-12.USH.8.J

The student demonstrates understanding of the principles of the United States Constitution. 9-12.USH.9

A The student explains what the Land Ordinance of 1785 and the Northwest Ordinance of 1787 accomplished for public education, private land ownership, and the abolition of slavery. HC 9-12.USH.9.A

B The student explains the crafting of the Articles of Confederation, their weaknesses, their historical effects, and their relationship to the Constitutional Convention. HC 9-12.USH.9.B

C The student tells the biography of James Madison, including: H 9-12.USH.9.C

- his upbringing 9-12.USH.9.C.1
- his ownership of slaves 9-12.USH.9.C.2

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3 his role in the Constitutional Convention 9-12.USH.9.C.3

4 his writing of The Federalist 9-12.USH.9.C.4

5 his views on education, religion, and morality as they relate to self-government 9-12.USH.9.C.5

6 his presidency 9-12.USH.9.C.6

7 his role in the War of 1812 9-12.USH.9.C.7

D The student explains the founders' view of human nature, including the role of ambition and the human person's limitations, both intellectually and morally, as expressed in Federalist 10 and 51. HC 9-12.USH.9.D

E The student explains how a majority can tyrannize over the rights of the minority. C 9-12.USH.9.E

F The student explains how representation prevents tyranny through the following means: C 9-12.USH.9.F

1 encouraging the selection of the country's most trusted citizens to make the laws 9-12.USH.9.F.1

2 using reason instead of passion 9-12.USH.9.F.2

3 holding power only with the consent of the people 9-12.USH.9.F.3

G The student explains how federalism prevents tyranny by dividing governing power among many levels of governments. C 9-12.USH.9.G

H The student explains how the enumeration of powers prevents tyranny by limiting what governments can do to a specified written list. C 9-12.USH.9.H

I The student explains how the separation of powers prevents tyranny from the federal government by dividing legislative, executive, and judicial power into three separate branches. C 9-12.USH.9.I

J The student explains the meaning and historical significance of the following terms and topics: factions, democratic republic, justice, legislative power, executive power, judicial power, Federalists, Anti-Federalists, and The Federalist Papers. HC 9-12.USH.9.J

The student demonstrates understanding of the structure and function of the United States Constitution. 9-12.USH.10

A The student explains the different roles and responsibilities of each house of Congress, the Presidency, and the Judiciary. C 9-12.USH.10.A

B The student explains the checks and balances each branch possesses to resist tyranny in the other two branches. C 9-12.USH.10.B

C The student explains each of the following within the federal government: C 9-12.USH.10.C

Skip to main content

1 creation of laws 9-12.USH.10.C.1

2 domestic policy 9-12.USH.10.C.2

3 taxation 9-12.USH.10.C.3

4 budget 9-12.USH.10.C.4

5 veto power 9-12.USH.10.C.5

6 foreign policy 9-12.USH.10.C.6

7 treaties 9-12.USH.10.C.7

8 war 9-12.USH.10.C.8

9 cabinet 9-12.USH.10.C.9

10 impeachment 9-12.USH.10.C.10

11 inferior courts 9-12.USH.10.C.11

12 amendments to the Constitution 9-12.USH.10.C.12

D The student explains the legal meaning of "citizen" in the United States, the grant of birthright citizenship per the Fourteenth Amendment, the legal process for becoming a citizen, and the responsibilities, rights, and privileges of citizenship at the different levels of government. C 9-12.USH.10.D

E The student explains the importance of a well-informed, virtuous, and industrious citizenry within representative self-government. C 9-12.USH.10.E

F The student explains how the scope of voting rights at the American founding was the exception in history. HC 9-12.USH.10.F

G The student explains the different positions on slavery among the founders and their generation, including those who did not hold slaves and worked for its abolition, those who held slaves but wished for its abolition, and those who were in favor of slavery and its continuation. H 9-12.USH.10.G

H The student names and explains the three clauses of the Constitution pertaining to slavery and Frederick Douglass's "The Constitution of the United States: Is It Pro-Slavery or AntiSlavery?" HC 9-12.USH.10.H

I The student explains the ways in which slavery was expanded and restricted in the states during the American founding years of 1763-1789. H 9-12.USH.10.I

J The student explains the importance of free speech, the free press, and civil dialogue in representative self-government. C 9-12.USH.10.J

K The student explains the positions in the ratification debate concerning the Constitution. HC 9-12.USH.10.K

L The student explains the ways in which the U.S. Constitution was unprecedented in human history, especially in its form of government, institutional innovations, and underlying moral principles. HC 9-12.USH.10.L

Skip to main content

Th demonstrates

he student tells the biography of Alexander Hamilton, including: H 9-12.USH.11.A

knowledge and understanding of American history from the presidency of George Washington through the War of 1812. 9-12.USH.11

1 his upbringing 9-12.USH.11.A.1

2 his role in the War of Independence 9-12.USH.11.A.2

3 his role in the Constitutional Convention 9-12.USH.11.A.3

4 his writing of The Federalist 9-12.USH.11.A.4

5 his economic plan in the Washington Administration 9-12.USH.11.A.5

6 his death in a duel with Aaron Burr 9-12.USH.11.A.6

B The student explains how the invention of the cotton gin reinvigorated the practice of slavery and the slave-owning interest, and the extent to which future laws permitted or restricted slavery. H 9-12.USH.11.B

C The student tells of the major events in George Washington's presidency, including the precedents that he set for the office and his efforts to remain neutral in the conflict between revolutionary France and Great Britain. H 9-12.USH.11.C

D The student reads and discusses the meaning of selections from George Washington's Farewell Address and explains Washington's emphasis on the importance of union and his warnings about parties, sectionalism, and unnecessary involvement in foreign affairs. H 9-12.USH.11.D

E The student tells of the major events in Thomas Jefferson's presidency, including: H 9-12.USH.11.E

1 the purchase of the Louisiana Territory 9-12.USH.11.E.1

2 his relations with tribal nations 9-12.USH.11.E.2

3 his commissioning of the Lewis and Clark Expedition 9-12.USH.11.E.3

4 war with the Barbary pirates 9-12.USH.11.E.4

5 efforts to remain neutral in the conflict between Napoleonic France and Great Britain 9-12.USH.11.E.5

6 the end of the international slave trade 9-12.USH.11.E.6

F The student explains how even though the Supreme Court exercises judicial review, the people and each branch of government have a role in interpreting the meaning of the Constitution and an obligation to follow it. HC 9-12.USH.11.F

G The student tells of the conflicts between the U.S. government, settlers, and Native Americans between 1789 and 1830. H 9-12.USH.11.G

H The student tells the stories and explains the effects of major military events, figures, and common soldiers from the War of 1812. H 9-12.USH.11.H

I The student explains the meaning and historical significance of the following terms and topics: Fugitive Slave Act, cotton gin, Alien and Sedition Acts, Judiciary Act, Marbury v. Madison, judicial review, the Corps of Discovery, and the mischaracterization of South Dakota as the "Great American Desert." HC 9-12.USH.11.I

Skip to main content

The student demonstrates knowledge and understanding of American history between the War of 1812 and the Mexican-American War. 9-12.USH.12

A **The student explains the tenets to the Monroe Doctrine. H** 9-12.USH.12.A

B **The student explains the main ideas of the Second Great Awakening. H** 9-12.USH.12.B

C **The student tells the biography of Sequoyah. H** 9-12.USH.12.C

D **The student tells the biography of Andrew Jackson, including: H** 9-12.USH.12.D

1 his upbringing 9-12.USH.12.D.1

2 his ownership of slaves 9-12.USH.12.D.2

3 his fighting in the War of 1812 and the Battle of New Orleans 9-12.USH.12.D.3

4 his actions, both diplomatic and military, toward Native American tribes 9-12.USH.12.D.4

5 his views on democracy 9-12.USH.12.D.5

6 his presidency 9-12.USH.12.D.6

E **The student tells the story of founding the Democratic Party in the 1820s and 1830s. H** 9-12.USH.12.E

F **The student describes the lives of slaves on southern plantations and at slave auctions, including cultural developments among African Americans in slavery. H** 9-12.USH.12.F

G **The student explains the electoral relationship between the number of slave states and the perpetuation of slavery. H** 9-12.USH.12.G

H **The student explains the work of the abolitionist movement and leading abolitionists, including Harriet Tubman, William Lloyd Garrison, Frederick Douglass, the efforts of the Underground Railroad, and the effects of Harriet Beecher Stowe's Uncle Tom's Cabin. H** 9-12.USH.12.H

I **The student tells the biography of Frederick Douglass, including: H** 9-12.USH.12.I

1 his upbringing 9-12.USH.12.I.1

2 his learning to read 9-12.USH.12.I.2

3 his escape from slavery 9-12.USH.12.I.3

4 his abolitionist writings 9-12.USH.12.I.4

5 his initial and later views on the Declaration of Independence and the Constitution 9-12.USH.12.I.5

J **The student reads and discusses the meaning of selections from Frederick Douglass's The Narrative of the Life of Frederick Douglass and "What to the Slave Is the Fourth of July?" H** 9-12.USH.12.J

Skip to main content

K **The student tells of the major events in Andrew Jackson's presidency, including: H** 9-12.USH.12.K

1 his preservation of the Union in the Nullification Crisis 9-12.USH.12.K.1

2 the passage of the Indian Removal Act and its terms 9-12.USH.12.K.2

3 his resistance to Worcester v. Georgia 9-12.USH.12.K.3

4 his fight against the National Bank 9-12.USH.12.K.4

L The student tells the story of the Trail of Tears, particularly the 1838 Cherokee removal following the Treaty of New Echota. H 9-12.USH.12.L

M The student explains the main ideas and names the major figures of the transcendentalist movement. H 9-12.USH.12.M

N The student explains the meaning and historical significance of the following terms and topics: McCulloch v. Maryland, Missouri Compromise, Nat Turner Rebellion, Manifest Destiny, Marshall Trilogy, and the annexation of Texas. HC 9-12.USH.12.N

The student demonstrates knowledge and understanding of the growing sectional divide in the United States, especially regarding the practice of slavery. 9-12.USH.13

A The student explains the reasons for and origins of those who immigrated to America before the Civil War, including the extent to which they assimilated, and opposition from the Know Nothing Party. H 9-12.USH.13.A

B The student tells the story of women's suffrage efforts in the mid-19th century, including: HC 9-12.USH.13.B

1 Seneca Falls Convention and the Declaration of Sentiments 9-12.USH.13.B.1

2 debates over the meaning of the Fifteenth Amendment among suffragists 9-12.USH.13.B.2

3 National Woman Suffrage Association 9-12.USH.13.B.3

4 American Woman Suffrage Association 9-12.USH.13.B.4

C The student reads and discusses the meaning of Elizabeth Cady Stanton's Declaration of Sentiments in its entirety. HC 9-12.USH.13.C

D The student explains the interactions between settlers, governing bodies, and Native Americans in South Dakota (including select standards from Oceti Sakowin Essential Understandings 2 and 6) prior to the Civil War, including: H 9-12.USH.13.D

1 Treaty of Traverse des Sioux 9-12.USH.13.D.1

2 conflict with the Brule Sioux Tribe 9-12.USH.13.D.2

3 the U.S. military presence in Oceti Sakowin country 9-12.USH.13.D.3

4 Treaty of Yankton 9-12.USH.13.D.4

5 Dakota War 9-12.USH.13.D.5

6 removal and relocation of the Dakota, Lakota, and Nakota 9-12.USH.13.D.6

' Fetterman Fight (Battle of One Hundred Slain) 9-12.USH.13.D.7

J Battle of Little Bighorn (Battle of the Greasy Grass) 9-12.USH.13.D.8

Skip to main content

9 Fort Laramie Treaty of 1851 9-12.USH.13.D.9

10 role of Christian missionaries in the region 9-12.USH.13.D.10

11 the role of Indian agencies 9-12.USH.13.D.11

12 emerging divisions within tribes regarding relationships with the U.S. government 9-12.USH.13.D.12

E The student explains the extent to which treaties made between the U.S. government and Native Americans were followed and broken, including the historical and contemporary effects of the Agreement of 1877. HC 9-12.USH.13.E

F The student tells of the effects of boarding schools on Native Americans, including the U.S. government's enactment of compulsory attendance of Native children and enforcement on reservations in South Dakota. H 9-12.USH.13.F

G The student describes land speculation and settlement in what is now South Dakota in the 1850s and 1860s, including homesteading under the Preemption Act, Homestead Act, Timber Culture Act, and the Morrill Land-Grant Acts. H 9-12.USH.13.G

H The student explains the differences between various geographic regions, especially the growing divide in culture, lifestyle, and economics between the northern states and the southern states. H 9-12.USH.13.H

I The student tells the story of the Mexican-American War and the Mexican Cession. H 9-12.USH.13.I

J The student explains how the Mexican Cession and the California Gold Rush reignited the issue of the expansion of slavery, including the terms of the Compromise of 1850. H 9-12.USH.13.J

K The student tells the biography of Abraham Lincoln, including: H 9-12.USH.13.K

1 his upbringing 9-12.USH.13.K.1

2 his self-education 9-12.USH.13.K.2

3 his words and actions against the expansion of slavery 9-12.USH.13.K.3

4 his defense of the American founding on the issue of slavery 9-12.USH.13.K.4

5 his debates with Stephen Douglas 9-12.USH.13.K.5

6 his presidency 9-12.USH.13.K.6

7 his command of the Union forces in the Civil War 9-12.USH.13.K.7

8 his views on slavery, Union, and the Civil War and how they changed during the war 9-12.USH.13.K.8

9 his Emancipation Proclamation 9-12.USH.13.K.9

10 his plans for Reconstruction 9-12.USH.13.K.10

11 his assassination 9-12.USH.13.K.11

Skip to main content

12 the building of the Lincoln Memorial 9-12.USH.13.K.12

L **The student explains Abraham Lincoln's argument that the Kansas-Nebraska Act and popular sovereignty marked a moral break with the founding because they implied that moral right and wrong were relative to a democratic majority. HC** 9-12.USH.13.L

M **The student tells the story of founding the Republican Party in the 1850s. H** 9-12.USH.13.M

N **The student explains Abraham Lincoln's argument that the Dred Scott decision turned the Constitution into a pro-slavery document that would allow slavery to spread anywhere in America, contrary to the original intentions of the founders. HC** 9-12.USH.13.N

The student demonstrates knowledge and understanding of the American Civil War and Reconstruction. 9-12.USH.14

A **The student reads and discusses the meaning of Abraham Lincoln's "House Divided" speech in its entirety. H** 9-12.USH.14.A

B **The student explains the main arguments in the Lincoln-Douglas debates, especially in debate number seven. H** 9-12.USH.14.B

C **The student reads and discusses the meaning of selections from Frederick Douglass's "The Constitution of the United States: Is It Pro-Slavery or Anti-Slavery?" H** 9-12.USH.14.C

D **The student explains the major and minor causes of the Civil War, especially the political tension surrounding the spread of slavery. H** 9-12.USH.14.D

E **The student explains the extent to which regular Confederate soldiers were fighting explicitly to preserve the institution of slavery compared to the motivations of Confederate elites. H** 9-12.USH.14.E

F **The student tells the stories and explains the effects of major military events, figures, and common soldiers from the Civil War. H** 9-12.USH.14.F

G **The student explains how Abraham Lincoln issued and justified the Emancipation Proclamation, including what the order did and did not do, and why. HC** 9-12.USH.14.G

H **The student reads and discusses the meaning of Abraham Lincoln's Gettysburg Address and his second inaugural address in their entirety. HC** 9-12.USH.14.H

I **The student tells the story of and explains the reasons why the Union won the Civil War, including the battles of Antietam, Vicksburg, and Gettysburg. H** 9-12.USH.14.I

J **The student explains the different effects of the Civil War in the North and the South. H** 9-12.USH.14.J

Skip to main content

The student explains the successes of Reconstruction, including the Reconstruction Amendments and the election of freedmen to government offices,

and its failures in renewed discrimination during Reconstruction and especially after the Compromise of 1877. HC 9-12.USH.14.K

L The student explains the meaning and historical significance of the following terms and topics: popular sovereignty, moral relativism, Homestead Act, black codes, Civil Rights Act of 1866, and Jim Crow laws. HC 9-12.USH.14.L

The student demonstrates knowledge and understanding of the Gilded Age. 9-12.USH.15

A The student explains the economic principles and practices that corresponded with America's industrial and economic growth after the Civil War, including: HE 9-12.USH.15.A

1 the free market 9-12.USH.15.A.1

2 patent law 9-12.USH.15.A.2

3 economies of scale 9-12.USH.15.A.3

4 mass production 9-12.USH.15.A.4

5 division of labor 9-12.USH.15.A.5

6 big business 9-12.USH.15.A.6

7 monopoly 9-12.USH.15.A.7

8 philanthropy 9-12.USH.15.A.8

B The student explains the reasons for and origins of those who immigrated to America after the Civil War and the extent to which they assimilated, including the cultural and economic contributions of various immigrant groups in South Dakota and national opposition to new immigration such as the Chinese Exclusion Act. H 9-12.USH.15.B

C The student describes the challenges that accompanied industrialization and immigration. HE 9-12.USH.15.C

D The student describes the various responses to poor working conditions and standards of living, including: charity, social gospel, populism, unionization, violence, and socialism and communism. HCE 9-12.USH.15.D

E The student explains Karl Marx's main ideas on the following: HCE 9-12.USH.15.E

1 a spiritual reality beyond material things 9-12.USH.15.E.1

2 the belief that middle class wealth necessitates working class poverty 9-12.USH.15.E.2

3 the resulting conflict between the proletariat and the middle class 9-12.USH.15.E.3

4 the communist revolution, including the use of violence 9-12.USH.15.E.4

5 the dictatorship of the proletariat 9-12.USH.15.E.5

F The student describes the style of and identifies pieces from the Hudson River School of art. H 9-12.USH.15.F

Skip to main content

G **The student explains the role of the railroad, bonanza farming, the Black Hills gold rush, land policy such as the Homestead Act, drought, and open-range cattle ranching on South Dakota history. H** 9-12.USH.15.G

H **The student describes the day-to-day and civil life of pioneers and immigrants in South Dakota during the late 1800s, including their cultural heritage, the Dakota Boom, the Statehood movement, the capitol fight, and General William H. Beadle's leadership for education. H** 9-12.USH.15.H

I **The student explains conflicts among Native Americans, settlers, and governing bodies in the Dakota Territory during the late 19th Century, including: H** 9-12.USH.15.I

1. Red Cloud's War 9-12.USH.15.I.1
2. Great Sioux War of 1876 9-12.USH.15.I.2
3. the roles of Tȟašúŋke Witkó (Crazy Horse), Tȟatȟáŋka Íyotake (Sitting Bull), Siŋté Gleška (Spotted Tail), Ti Wakan or Gabriel Renville, General George Crook, General Nelson Miles, and George Armstrong Custer 9-12.USH.15.I.3
4. Wounded Knee Massacre 9-12.USH.15.I.4

J **The student explains instances of cooperation among Native Americans (including select standards from Oceti Sakowin Essential Understandings 2 and 6), settlers, and governing bodies in the Dakota Territory during the late 19th Century, including: H** 9-12.USH.15.J

1. the early policies of Newton Edmunds 9-12.USH.15.J.1
2. Sisseton-Wahpeton Treaty of 1867 9-12.USH.15.J.2
3. Laramie Treaty of 1868 9-12.USH.15.J.3
4. the Grant Administration's prohibition of settlers in the Black Hills 9-12.USH.15.J.4
5. the U.S. Senate's rejection of various treaties made in bad faith in the 1880s 9-12.USH.15.J.5
6. appropriations, resources, and farming training offered through treaties 9-12.USH.15.J.6
7. the reform efforts of Carl Schurz in the Indian Bureau 9-12.USH.15.J.7
8. Theodore Roosevelt's appointment of Indian school superintendents within the Indian Bureau 9-12.USH.15.J.8
9. Agreement of 1877 9-12.USH.15.J.9

K **The student explains instances of duplicity and injustice among Native Americans (including select standards from Oceti Sakowin Essential Understandings 2 and 6), settlers, and governing bodies in the Dakota Territory during the late 19th Century, including: H** 9-12.USH.15.K

Skip to main content

1. the disarming and dismounting of the Sioux in 1877 9-12.USH.15.K.1
2. the abuse of the Dawes Act of 1887 9-12.USH.15.K.2

3 the Sioux Agreement of 1889's violation of the Laramie Treaty (United States v. Sioux Nation, 1980) 9-12.USH.15.K.3

4 land compensation in beef rations and their subsequent reduction by the U.S. government 9-12.USH.15.K.4

5 corruption and incompetence in the Indian Bureau 9-12.USH.15.K.5

6 Meriam Report 9-12.USH.15.K.6

L The student identifies the targets of the Ku Klux Klan and lynching, and explains the ways in which different governments did or did not attempt to protect them. H 9-12.USH.15.L

M The student tells the story of how South Dakota became a state, explains the basic structure and functioning of its government, and explains the symbols of the Great Seal of the State of South Dakota. H 9-12.USH.15.M

N The student tells of the school's local political community or a larger neighboring political community, including its founding, history, and the structure and functioning of its current government. H 9-12.USH.15.N

O The student explains the roles of the Farmer's Alliance and the Populist Party in South Dakota in the 1880s and 1890s. H 9-12.USH.15.O

P The student explains the meaning and historical significance of the following terms and topics: Robber Barons, Captains of Industry, Dawes Act, Ku Klux Klan Acts, Governor Arthur Mellette, and the Free Silver Movement. H 9-12.USH.15.P

The student demonstrates knowledge and understanding of American history at the turn of the 20th Century. 9-12.USH.16

A The student identifies the laws in different states that inhibited African Americans from voting, including the Supreme Court's federal ruling in Plessy v. Ferguson. H 9-12.USH.16.A

B The student tells the biography of Booker T. Washington, including: H 9-12.USH.16.B

1 his upbringing and education 9-12.USH.16.B.1

2 his views on the betterment of African Americans 9-12.USH.16.B.2

3 his founding of the Tuskegee Institute 9-12.USH.16.B.3

C The student reads and discusses the meaning of selections from Booker T. Washington's Atlanta Exposition Address. H 9-12.USH.16.C

D The student tells the biography of Susan B. Anthony, including: H 9-12.USH.16.D

1 her upbringing 9-12.USH.16.D.1

2 her time teaching 9-12.USH.16.D.2

3 her work for abolition 9-12.USH.16.D.3

4 her friendship with Frederick Douglass 9-12.USH.16.D.4

5 her work for temperance 9-12.USH.16.D.5

Skip to main content

6 her work for women's suffrage 9-12.USH.16.D.6

E The student explains the arguments and efforts of the suffragist movement and its major figures, including Susan B. Anthony, Alice Paul, Elizabeth Cady Stanton, Lucy Stone, Ida B. Wells, and the work of suffragists in South Dakota, especially Mary Shields Pyle. HC 9-12.USH.16.E

F The student tells of the major events in William McKinley's presidency, including: H 9-12.USH.16.F

1 annexation of Hawaii 9-12.USH.16.F.1

2 Spanish-American War 9-12.USH.16.F.2

3 Philippine-American War 9-12.USH.16.F.3

4 Open Door Policy in China 9-12.USH.16.F.4

G The student tells the biography of Woodrow Wilson, including: H 9-12.USH.16.G

1 his upbringing 9-12.USH.16.G.1

2 his career in academia 9-12.USH.16.G.2

3 his development of Progressive thought 9-12.USH.16.G.3

4 his views and actions respecting equality 9-12.USH.16.G.4

5 his presidency 9-12.USH.16.G.5

H The student reads and discusses the meaning of selections from Woodrow Wilson's "What Is Progress?" HC 9-12.USH.16.H

I The student explains the ways in which certain Progressive ideas contrasted with the ideas of the American founding. HC 9-12.USH.16.I

J The student names and explains the various progressive policies that were implemented in law, including: HCE 9-12.USH.16.J

1 bans on child labor 9-12.USH.16.J.1

2 the administrative state 9-12.USH.16.J.2

3 workplace safety regulation 9-12.USH.16.J.3

4 trust busting 9-12.USH.16.J.4

5 initiative, referendum, and recall movement across the nation: initiative and referendum in South Dakota 9-12.USH.16.J.5

6 food regulation 9-12.USH.16.J.6

7 economic regulation through the Federal Reserve Act 9-12.USH.16.J.7

8 16th, 17th, and 18th amendments to the Constitution 9-12.USH.16.J.8

K The student tells the biography of Theodore Roosevelt, including: H 9-12.USH.16.K

Skip to main content

1 his upbringing 9-12.USH.16.K.1

2 his life outside of politics, especially in the West 9-12.USH.16.K.2

3 his fighting in the Spanish-American War 9-12.USH.16.K.3

4 his presidency 9-12.USH.16.K.4

5 his corollary to the Monroe Doctrine 9-12.USH.16.K.5

6 his efforts at conservation 9-12.USH.16.K.6

L The student explains the ideas and efforts for the betterment of African Americans around 1900, including: H 9-12.USH.16.L

1 Anna Julia Cooper 9-12.USH.16.L.1

2 Niagara Movement 9-12.USH.16.L.2

3 W.E.B. DuBois 9-12.USH.16.L.3

4 National Association for the Advancement of Colored People 9-12.USH.16.L.4

M The student reads and discusses the meaning of selections from W.E.B. DuBois's The Souls of Black Folk. H 9-12.USH.16.M

N The student reads and discusses the meaning of Niagara's Declaration of Principles in its entirety. H 9-12.USH.16.N

The student demonstrates knowledge and understanding of World War I and the Roaring Twenties. 9-12.USH.17

A The student explains why America declared war on the Central Powers in World War I. H 9-12.USH.17.A

B The student tells the stories and explains the effects of major military events, figures, and common soldiers from World War I. H 9-12.USH.17.B

C The student tells the story of the Bolshevik Revolution and the subsequent "red scare" and Palmer Raids in the United States. H 9-12.USH.17.C

D The student explains why the Allied Powers won World War I and the American role in the victory, including the service of soldiers from South Dakota, the effects of the Sedition Law on South Dakota's German population, and the response to the law by Senator Richard Pettigrew. H 9-12.USH.17.D

E The student explains the development of organized crime during Prohibition. H 9-12.USH.17.E

F The student explains the practice of lynching and other forms of violence targeting African Americans, including the Tulsa Massacre. H 9-12.USH.17.F

G The student tells the biography of Calvin Coolidge. H 9-12.USH.17.G

H The student describes and identifies the Art Deco style of art and architecture. H 9-12.USH.17.H

I The student explains the origins and main ideas of the Harlem Renaissance as well s the Jazz style of music, including Jazz's origins and major musicians. H 9-?.USH.17.I

Skip to main content

J **The student explains the meaning and historical significance of the following terms and topics: Black Wall Street, unrestricted submarine warfare, sinking of the Lusitania, Zimmerman Telegram, Spanish Flu Pandemic, the Great Migration, the 19th Amendment, and the Indian Citizenship Act. HC** 9-12.USH.17.J

The student demonstrates knowledge and understanding of the Great Depression and World War II. 9-12.USH.18

A **The student explains the roles of margin buying, the Federal Reserve, fractional reserve banking, and the Smoot-Hawley Tariff on the stock market crash and the Great Depression. HCE** 9-12.USH.18.A

B **The student tells the biography of Franklin Delano Roosevelt, including: H** 9-12.USH.18.B

1 his upbringing 9-12.USH.18.B.1

2 his fight with polio 9-12.USH.18.B.2

3 his combination of new voter blocs in the Democratic Party 9-12.USH.18.B.3

4 his New Deal program 9-12.USH.18.B.4

5 his political skill and tactics 9-12.USH.18.B.5

6 his leadership in World War II 9-12.USH.18.B.6

C **The student explains the economic ideas of John Maynard Keynes and contrasts them with those of Ludwig von Mises, Friedrich Hayek, and Milton Friedman. HE** 9-12.USH.18.C

D **The student reads and discusses the meaning of selections from Franklin Roosevelt's Commonwealth Club Address. HC** 9-12.USH.18.D

E **The student explains the major ideas and effects of the New Deal, including: HCE** 9-12.USH.18.E

1 its early effects on morale among Americans 9-12.USH.18.E.1

2 its connection to Progressive ideas about government 9-12.USH.18.E.2

3 its regulations 9-12.USH.18.E.3

4 its programs 9-12.USH.18.E.4

5 its implementation in South Dakota 9-12.USH.18.E.5

6 the Indian Reorganization Act of 1934 and the work of John Collier 9-12.USH.18.E.6

7 the ways in which it changed the federal government 9-12.USH.18.E.7

8 arguments both for and against its effectiveness 9-12.USH.18.E.8

F **The student explains the role of immigration and foreign workers in the 20th century, including during World War II, and the reform efforts of Cesar Chavez. H** 9-12.USH.18.F

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The student describes the carvings of Mount Rushmore, including the roles of Doane Robinson, Gutzon Borglum, Calvin Coolidge, and Peter Norbeck, and of the

Crazy Horse Memorial, including Chief Henry Standing Bear's letter to Korzak Ziolkowski. H 9-12.USH.18.G

H The student explains the causes of World War II and names the major powers in each alliance. H 9-12.USH.18.H

I The student explains how America aided the British prior to Pearl Harbor and why Japan attacked the United States. H 9-12.USH.18.I

J The student tells the stories and explains the effects of major military events, figures, common soldiers, and noncombatants on the home front during World War II, especially the service of South Dakota soldiers such as pilots Joe Foss and Don Smith, and the importance of South Dakota agriculture. H 9-12.USH.18.J

K The student explains the similarities and differences between militarism in Imperial Japan, communism in the Soviet Union, and fascism in Nazi Germany, including their use of violence and mass murder as demonstrated by: H 9-12.USH.18.K

1 the Rape of Nanjing 9-12.USH.18.K.1

2 the Holodomor 9-12.USH.18.K.2

3 the Holocaust 9-12.USH.18.K.3

4 treatment of political opponents and prisoners of war 9-12.USH.18.K.4

L The student explains why the Allied Powers won World War II and the American role in the victory, including the battles of Pearl Harbor, Midway, Guadalcanal, Normandy, the Bulge, and Okinawa, as well as the atomic bombings of Hiroshima and Nagasaki. H 9-12.USH.18.L

M The student explains the meaning and historical significance of the following terms and topics: Dust Bowl, Social Security Act, gulag archipelago, Munich Crisis, Bataan Death March, Japanese American internment, Tuskegee Airmen, Navajo Code Talkers, Lakota Code Talkers, genocide, Yalta and Potsdam conferences, and the Manhattan Project, and E.O. Lawrence. H 9-12.USH.18.M

The student demonstrates knowledge of post-war America and the Civil Rights Movement. 9-12.USH.19

A The student explains the ends and means of the Marshall Plan. H 9-12.USH.19.A

B The student explains the ideas and tactics used by the Soviet Union and the United States in the early decades of the Cold War, including the growth of intelligence agencies. H 9-12.USH.19.B

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C **The student tells the biography of Dwight Eisenhower, including: H** 9-12.USH.19.C

1. his upbringing 9-12.USH.19.C.1
2. his command in World War II 9-12.USH.19.C.2
3. his presidency 9-12.USH.19.C.3
4. his civil rights record 9-12.USH.19.C.4
5. his warnings about the military-industrial complex 9-12.USH.19.C.5

D **The student explains the efforts to secure civil rights for Native Americans, including the roles of Ben Reifel, Vine Deloria, Jr., and Russell Means. H** 9-12.USH.19.D

E **The student explains efforts to secure civil rights for African Americans, including the efforts of: HC** 9-12.USH.19.E

1. Rosa Parks 9-12.USH.19.E.1
2. Ruby Bridges 9-12.USH.19.E.2
3. Martin Luther King, Jr 9-12.USH.19.E.3
4. Montgomery Bus Boycott 9-12.USH.19.E.4
5. Malcom X 9-12.USH.19.E.5
6. Greensboro sit-ins 9-12.USH.19.E.6
7. Freedom Riders 9-12.USH.19.E.7
8. March on Washington 9-12.USH.19.E.8

F **The student tells the biography of Martin Luther King, Jr., including: HC** 9-12.USH.19.F

1. his upbringing 9-12.USH.19.F.1
2. his education 9-12.USH.19.F.2
3. his Christian ministry 9-12.USH.19.F.3
4. his efforts for civil rights 9-12.USH.19.F.4
5. his writings and speeches 9-12.USH.19.F.5
6. his assassination 9-12.USH.19.F.6
7. the building of the Martin Luther King, Jr. Memorial 9-12.USH.19.F.7

G **The student reads and discusses the meaning of Martin Luther King, Jr.'s "I Have a Dream" speech in its entirety. HC** 9-12.USH.19.G

H **The student explains the connections Martin Luther King, Jr. makes to the principles of the American founding in his "I Have a Dream" speech. HC** 9-12.USH.19.H

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he student tells of the major events in John F. Kennedy's presidency, including:

" 9-12.USH.19.I

1 NASA 9-12.USH.19.I.1

2 Bay of Pigs 9-12.USH.19.I.2

3 Cuban Missile Crisis 9-12.USH.19.I.3

4 the buildup of soldiers in Vietnam 9-12.USH.19.I.4

5 his assassination 9-12.USH.19.I.5

J The student explains the accomplishments of the Civil Rights Act and the Voting Rights Act. HC 9-12.USH.19.J

K The student identifies actions taken on behalf of African Americans after the Civil Rights Act, including the Selma to Montgomery March, Black Panthers, affirmative action, and civil unrest. H 9-12.USH.19.K

L The student explains the meaning and historical significance of the following terms and topics: Berlin Airlift, Truman Doctrine, North Atlantic Treaty Organization, Brown v. Board of Education, and "Letter from Birmingham Jail." HC 9-12.USH.19.L

The student demonstrates knowledge and understanding of America surrounding the Vietnam War and the cultural revolution. 9-12.USH.20

A The student explains the main ideas and programs of Lyndon Johnson's Great Society and compares and contrasts them with the principles of the Declaration of Independence and the Constitution. HC 9-12.USH.20.A

B The student reads and discusses the meaning of selections from Ronald Reagan's "A Time for Choosing" speech. H 9-12.USH.20.B

C The student explains why America fought the Vietnam War, particularly within the context of the Cold War. H 9-12.USH.20.C

D The student tells the stories and explains the effects of major military events, figures, and common soldiers from the Vietnam War, including the issue of conscription, why it was difficult, both militarily and domestically, for the United States to achieve complete victory in Vietnam, and stories of soldiers from South Dakota and the Oceti Sakowin Oyate, including those of Michael J. Fitzmorris, Leo Thorsness, and William E. DePuy. H 9-12.USH.20.D

E The student explains the ways in which America exhibited new signs of prosperity in the late 20th century, including: H 9-12.USH.20.E

1 home ownership 9-12.USH.20.E.1

2 the emergence of suburbs 9-12.USH.20.E.2

3 increased college attendance 9-12.USH.20.E.3

4 employer-provided health insurance 9-12.USH.20.E.4

5 mass media 9-12.USH.20.E.5

6 consumerism 9-12.USH.20.E.6

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F **The student explains the reasons—both philosophical and circumstantial—college students in the 1960s and 1970s challenged various forms of authority, including: H** 9-12.USH.20.F

1 the federal government following World War II and during the Cold War 9-12.USH.20.F.1

2 business interests 9-12.USH.20.F.2

3 the governing class in both political parties 9-12.USH.20.F.3

4 traditional ideas and institutions related to religion, morality, and family life 9-12.USH.20.F.4

G **The student explains the roles of Supreme Court decisions, the federal bureaucracy, and political activism in changing American culture and policies during the late 20th century. H** 9-12.USH.20.G

H **The student explains how America changed during the late 20th century, including: HCE** 9-12.USH.20.H

1 corporate welfare 9-12.USH.20.H.1

2 direct welfare payments 9-12.USH.20.H.2

3 immigration, both legal and illegal 9-12.USH.20.H.3

4 religious participation 9-12.USH.20.H.4

5 rates of marriage, birth, and divorce 9-12.USH.20.H.5

6 drug use 9-12.USH.20.H.6

7 the reliance on overseas manufacturing 9-12.USH.20.H.7

8 the shift to a service economy 9-12.USH.20.H.8

I **The student explains the causes and effects of the termination time periods of 1945-1961 and the Self Determination Era of 1961 to the present, including the Termination-Public Law 280 of 1953 and the Indian Relocation Act of 1956, and explains the purpose and major functions of the Bureau of Indian Affairs. H** 9-12.USH.20.I

J **The student explains Richard Nixon's "Silent Majority," George McGovern's presidential campaign, the Watergate Scandal, and Nixon's resignation. H** 9-12.USH.20.J

K **The student explains the totalitarian violence of communism in China, especially under Mao Zedong and the Great Leap Forward, and Richard Nixon's efforts to open trade with China. H** 9-12.USH.20.K

L **The student explains the meaning and historical significance of the following terms and topics: desegregation, containment, mutually assured destruction, Domino Theory, War Powers Act, television, baby boomers and hippies, environmentalism, Moon Landing, détente, and Roe v. Wade. H** 9-12.USH.20.L

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The student demonstrates knowledge and understanding of America at the turn of the 21st Century. 9-12.USH.21

A **The student explains the American Indian Movement, Second Wounded Knee, the Indian SelfDetermination and Education Assistance Act, the Black Hills Flood of 1972, and Governor Mickelson's declaration of 1990 as a "Year of Reconciliation."** **H** 9-12.USH.21.A

B **The student tells of the present-day existence of the region's Native American tribes: Oceti Sakowin Oyate (including select standards from Oceti Sakowin Essential Understandings 1-5 and 7), Mandan, Sahnish (Arikara), Cheyenne, Crow, and Hidatsa, among others.** **H** 9-12.USH.21.B

C **The student identifies major figures who have held office from South Dakota in the 20th Century, including Benjamin Reifel, George McGovern, George S. Mickelson, William Janklow, and Tom Daschle.** **H** 9-12.USH.21.C

D **The student explains the problems of stagflation, the OPEC oil embargo, and the Iranian revolution and hostage crisis during the presidency of Jimmy Carter.** **H** 9-12.USH.21.D

E **The student tells of the major events in Ronald Reagan's presidency, including:** **H** 9-12.USH.21.E

1 limiting the size of government 9-12.USH.21.E.1

2 reducing taxes 9-12.USH.21.E.2

3 his efforts against communism and the Soviet Union the creation of a new conservative coalition 9-12.USH.21.E.3

F **The student explains the cultural and economic changes in South Dakota during the late 20th Century, including struggles faced by the agricultural industry, including farmers and ranchers, and the arrival of the financial services industry.** **H** 9-12.USH.21.F

G **The student explains how the failure of communist economic and political policy, American foreign policy pressure, and the unapologetic assertion of American principles—such as rights, equality, and liberty—led to the end of the Cold War.** **H** 9-12.USH.21.G

H **The student tells of the major events of the 1990s, including:** **H** 9-12.USH.21.H

1 fall of the Soviet Union 9-12.USH.21.H.1

2 Persian Gulf War 9-12.USH.21.H.2

3 The Contract with America 9-12.USH.21.H.3

4 budget surplus 9-12.USH.21.H.4

5 American and NATO military involvement in Somalia, Haiti, and the Balkans 9-12.USH.21.H.5

6 North American Free Trade Agreement (NAFTA) and its effects 9-12.USH.21.H.6

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he student tells the story of the September 11 attacks, the subsequent military peration in Afghanistan, and the expansion of intelligence agencies and tactics.

H 9-12.USH.21.I

J **The student tells the stories and explains the effects of major military events, figures, and common soldiers from the War on Terror and the Iraq War, including why it was difficult, both militarily and domestically, for the United States to achieve complete victory in the War on Terror in Afghanistan and in the Iraq War.** H 9-12.USH.21.J

K **The student explains the causes of the 2008 financial crisis.** H 9-12.USH.21.K

L **The student tells of the 2008 election and the election of Barack Obama.** H 9-12.USH.21.L

M **The student explains the meaning and historical significance of the following terms and topics: supply-side economics, Americans with Disabilities Act, the Internet, and Hurricane Katrina.** H 9-12.USH.21.M