

If used in its entirety, "Tribes of Dakota" will help students develop an understanding of Social Studies in accordance to the following South Dakota Social Studies Standards.

**SOUTH DAKOTA SOCIAL STUDIES STANDARDS
9-12**

**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.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Analysis)	<p>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.</p> <ul style="list-style-type: none"> • Identify and explain the causes and impact of Western Expansion in relation to the settlements of the Great Plains. <p>Examples: Homestead Act (1862), Railroad Expansion, Mining Frontier, Open Range, Morrill Act (1862)</p>
(Application)	<p>9-12.US.1.2. Students are able to relate previously learned information of these time periods to the context of succeeding time periods.</p> <p>Examples: American Revolution, Westward Movement, Civil War/Reconstruction</p>

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

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Analysis)	<p>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.</p> <ul style="list-style-type: none"> • Explain the causes of conflicts with Native Americans. <p>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)</p>

	<ul style="list-style-type: none"> • 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)
(Application)	<p>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.</p> <ul style="list-style-type: none"> • 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
(Knowledge)	<p>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.</p> <ul style="list-style-type: none"> • Native Americans and reservation system

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

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

Bloom’s Taxonomy Level	Standard, Supporting Skills, and Examples
(Analysis)	<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

	<p>Examples: trends and effects of world population and patterns</p> <p>Examples: causes and effects of urbanization</p> <p>Tribes of Dakota Connection - The relocation and reduction in the size of Native American reservations.</p>
(Comprehension)	<p>9-12.G.2.2. Students are able to explain how humans interact with their environment.</p> <ul style="list-style-type: none"> • How place characteristics have affected locations <p>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, Tribes of Dakota - Reservations could be included in this category.)</p>
(Analysis)	<p>9-12.G.2.3. Students are able to explain how human migration impacts local and global politics, environment, economies, societies, and regions.</p> <ul style="list-style-type: none"> • How cooperation and conflict among people influence the division and control of the Earth's resources <p>Examples: nations of Western Europe joined together in the European Union; cartels. Tribes of Dakota – reduction in size of reservations to maximize the Earth's resources.</p>
(Knowledge)	<p>9-12.G.2.4. Students are able to identify the main characteristics of cultural geography.</p> <p>Examples: spatial distribution, cultural diffusion, acculturation, institutions, language, religions</p>

**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.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Evaluation)	<p>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.</p> <ul style="list-style-type: none"> • Critique the causes and impact of Western Expansion.

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

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Evaluation)	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 Geography
Standards, Supporting Skills, and Examples**

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

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Synthesis)	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.

**U. S. HISTORY STANDARDS
9-12**

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

Core HS Standards
9-12.US.1.1. (Analysis) Explain the cause-effect relationships and legacy that distinguish significant historical periods from Reconstruction to the present.
Advanced HS Standards
9-12.US.1.1A. (Evaluation) Relate the causes and consequences of historical events to subsequent events and their legacy in current conditions.

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

Core HS Standards
9-12.US.2.1. (Analysis) Describe the causes and effects of interactions between the U.S. government and Native American cultures.

Advanced HS Standards

9-12.US.2.1A. (Evaluation) Evaluate the significance of interactions between the U.S. government and diverse cultures in relation to cultural preservation versus cultural assimilation.
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GEOGRAPHY STANDARDS

9-12

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

Core HS Standards

9-12.G.2.3. (Analysis) Explain how human migration impacts local and global politics, environment, economies, societies, and regions.

Advanced HS Standard

9-12.G.2.3A. (Synthesis) Investigate how past and present trends of human migration impact both local and global politics, environment, economies, and societies.
