

# High School Social Studies

High School US History		OSEU Connections						
		1	2	3	4	5	6	7
<b>K-12.H.1 Students will analyze how major events are chronologically connected and evaluate their impact on one another.</b>								
9-12.H.1.3	Describe causes and effects of the process of United States territorial expansion between the founding and the Civil War. (Courses: Early, Comprehensive)		X			X	X	
9-12.H.1.4	Analyze how individuals and groups reacted to social, political, and economic problems in the U.S. from Reconstruction through the Progressive Era. (Courses: Modern, Comprehensive)				X	X		
9-12.H.1.5	Explain the transformation of America from World War I through the Great Depression. (Courses: Modern, Comprehensive)		X					X
<b>K-12.H.2 Students will analyze and evaluate the impact of people, events, ideas and symbols upon history using multiple sources.</b>								
9-12.H.2.6	Evaluate the impact the American Revolution had on politics, economy, and society. (Courses: Early, Comprehensive)						X	
9-12.H.2.7	Critique recent developments in the United States addressing the roles of people, ideas, and groups in terms of foreign & domestic issues. (Courses: Modern, Comprehensive)	X						X
<b>K-12.H.3 Students will analyze and evaluate historical events from multiple perspectives</b>								
9-12.H.3.3	Critique the development of American industrial society including its impacts on migration, systems of slavery, and the national economy. (Courses: Early, Comprehensive)						X	
9-12.H.3.4	Explain causes, events, and effects of the Civil War. (Courses: Early, Comprehensive)						X	
9-12.H.3.5	Assess the causes, events, and impacts of the Cold War on domestic and international affairs in American history. (Courses: Modern, Comprehensive)							
<b>K-12.H.4 Students will identify and evaluate the causes and effects of past, current and potential events, issues and problems</b>								
9-12.H.4.5	Analyze the development of American constitutional frameworks during the Revolutionary Era. (Courses: Early, Comprehensive)		X					
9-12.H.4.6	Evaluate the causes, events, and effects of reform movements stimulated from the 2nd Great Awakening. (Courses: Early, Comprehensive)							
9-12.H.4.7	Evaluate the causes and effects of the First World War on the United States. (Courses: Modern, Comprehensive)							
9-12.H.4.8	Assess the roots and outcomes of the Great Depression including its transformation of American political and economic institutions. (Courses: Modern, Comprehensive)				X		X	
9-12.H.4.9	Explain the causes, events, and consequences of the Second World War including issues at home and abroad. (Courses: Modern, Comprehensive)							

<b>K-12.H.5 Students will develop historical research skills.</b>								
9-12.H.5.4	Investigate the philosophical foundations, the causes, and the effects of the Revolutionary Era in American history. (Courses: Early, Comprehensive)							
9-12.H.5.5	Evaluate to what extent Reconstruction both succeeded and failed in its intentions. (Courses: Modern, Comprehensive)							
9-12.H.5.6	Investigate the social, political, and economic transformation of the United States in the aftermath of the Second World War. (Courses: Modern, Comprehensive)		X			X		

<b>High School World History</b>		<b>OSEU Connections</b>						
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
<b>K-12.H.1 Students will analyze how major events are chronologically connected and evaluate their impact on one another.</b>								
9-12.H.1.1	Distinguish between long-term causes and triggering events in the development and events of the Renaissance and Reformation							
9-12.H.1.2	Identify patterns and analyze change and continuity in historical eras							
<b>K-12.H.2 Students will analyze and evaluate the impact of people, events, ideas and symbols upon history using multiple sources.</b>								
9-12.H.2.1	Use questions generated about individuals and groups of the Scientific Revolution and Enlightenment to assess the significance of their actions and work							
9-12.H.2.2	Evaluate how historical events and developments of the French Revolution and Napoleonic Era were shaped by unique circumstances of time and place as well as broader historical contexts							
9-12.H.2.3	Evaluate how agricultural and industrial revolutions were shaped by the unique circumstances of time and place							
9-12.H.2.4	Analyze complex and interacting factors that influenced the perspectives and changes in ideologies of populations							
9-12.H.2.5	Analyze multiple and complex effects of events and people related to the Cold War							
<b>K-12.H.3 Students will analyze and evaluate historical events from multiple perspectives</b>								
9-12.H.3.1	Analyze the ways in which the perspectives of those writing history shaped the history they produced in relation to exploration, imperialism, and expansion							
9-12.H.3.2	Interpret and critique historical propaganda sources based on their maker, date, place of origin, intended audience, and purpose							
<b>K-12.H.4 Students will identify and evaluate the causes and effects of past, current and potential events, issues and problems.</b>								
9-12.H.4.1	Identify and distinguish between long-term causes and triggering events of WWI							
9-	Evaluate how economic conditions were shaped by the							

<b>12.H.4.2</b>	unique circumstances of the time and place							
<b>9-12.H.4.3</b>	Analyze multiple and complex causes and effects of events of WWII							
<b>9-12.H.4.4</b>	Identify and analyze historical content and events using disciplinary and interdisciplinary lenses to understand the characteristics and causes of contemporary local, regional, and global problems, challenges, and opportunities							
<b>K-12.H.5 Students will develop historical research skills.</b>								
<b>9-12.H.5.1</b>	Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources					X		
<b>9-12.H.5.2</b>	Evaluate the credibility of a source by examining how experts value the source					X		
<b>9-12.H.5.3</b>	Identify historical evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims					X		

## Oceti Sakowin Essential Understandings

**OSEU 1 - The original land base and natural resources of the Oceti Sakowin were under communal stewardship prior to immigrant settlement. The Oceti Sakowin tribes have a distinct and unique interrelationship with the environment that contributes to South Dakota.**

- Indicator 1 - Analyze the land base and natural resources of the nine reservations in South Dakota.
- Indicator 2 - Analyze the interrelationships of the Oceti Sakowin people, places, and the environment as they relate to all reservations in South Dakota.
- Indicator 3 - Evaluate the strategies in which the tribal governments and other leaders are taking action to improve the lands and natural gifts.

**OSEU 2 - There is variety and resiliency among individual Tribal people as identity is developed, defined and redefined by entities, organization and people. A continuum of tribal identity, unique to each individual, ranges from assimilated to traditional lifestyle. There is no "generic American Indian".**

- Indicator 1 - Analyze the impact of Euro-American ideals, values, rights, philosophy, and beliefs of Oceti Sakowin people as tribal, state, and US citizens.
- Indicator 2 - Analyze the knowledge and understanding of the relationship between spiritual, physical, social and emotional health of the Oceti Sakowin.

**OSEU 3 - The origin, thought and philosophy of the Oceti Sakowin continues in the contemporary lifestyles of Tribal members. Tribal cultures, traditions and languages are incorporated and are observed by many Tribal members both on and off the reservations.**

- Indicator 1 - Evaluate the different forms of Lakota/Dakota/Nakota language dialects.
- Indicator 2 - Analyze the Oceti Sakowin sacred sites, creation stories, star knowledge and how they relate to each other.

**OSEU 4 - The Oceti Sakowin kinship systems provide a framework for both individual and group behavior. Its unwritten rules promote harmony, compromise, a sense of order, and group cohesion.**

- Indicator 1 - Analyze the importance of the Oceti Sakowin family structure and extended family.
- Indicator 2 - Analyze the Oceti Sakowin social etiquette, proper behavior and values.

**OSEU 5 - History told from the Oceti Sakowin perspective, through oral tradition and written accounts, frequently conflicts with the stories mainstream historians tell and becomes subjective information. Currently historical perspective is being revisited to be more inclusive.**

- Indicator 1 - Analyze the Oceti Sakowin culture through oral tradition, written accounts and unbiased information.
- Indicator 2 - Analyze the impact of Imperialism and Manifest Destiny and its impact on the culture of the Oceti Sakowin.

**OSEU 6 - Federal policies and treaties put into place throughout American history have affected Oceti Sakowin people adversely. Tribes as sovereign nations have the authority to enter into government to government relationships. Currently, the relationships with the States are not the same for each tribe.**

- Indicator 1 - Analyze the Oceti Sakowin historical eras recorded through Oceti Sakowin Winter Counts.
- Indicator 2 - Analyze how land stewardship began to change through the process of treaty-making to land ownership.
- Indicator 3 - Analyze the historical eras of the Oceti Sakowin to examine the connection between the cause/effect relationships during the Removal and Relocation era.
- Indicator 4 - Analyze the reorganization and self-governance time period of the Oceti Sakowin.

**OSEU 7 - The essential philosophy of the Oceti Sakowin wicoun (way of life) is based on the values of the Oceti Sakowin which has created resiliency of the Oyate. Tribal communities have put considerable efforts into economic development ventures, Tribal universities, alternative education, wellness centers, cultural, traditions and language revitalization.**

- Indicator 1 - Analyze the policies that were established during the self-determination era to make a positive change for tribal communities.
- Indicator 2 - Analyze the actions taken by individuals and communities in an effort to bring about positive social change.