

Civics (History and Government) Questions for Naturalization Test and the Proposed South Dakota Social Studies Standards

This document displays the corresponding proposed South Dakota social studies standards that build to an understanding of the ideas present in each respective question from the Civics Questions for Naturalization Test. This alignment was presented to the social studies standards workgroup for feedback.

Test:

<http://www.uscis.gov/sites/default/files/USCIS/Office%20of%20Citizenship/Citizenship%20Resource%20Center%20Site/Publications/100q.pdf>

Proposed Standards:

<http://doe.sd.gov/ContentStandards/documents/15PropdSS.pdf>

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| 1. What is the supreme law of the land?
▪ the Constitution |
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Proposed SD Social Studies Standards

3.C.2.1 Explain the meaning and importance of the Declaration of Independence and the Constitution
4.C.2.1 Compare and contrast major themes within the SD Constitution and the US Constitution
5.C.2.1 Examine the origins and purposes of rules, laws, and key US Constitutional powers
5.C.2.2 Using research, show where the ideas come from that informed the Constitution
8.C.3.2 Describe the rationale behind the United States' ability to amend the Constitution
8.C.3.3 Explain why and how the Bill of Rights was added to the Constitution
9-12.C.2.4 Explain how the goals set forth in the United States preamble reflect enduring issues of American society
9-12.C.2.5 Explain the construction of the United States Constitution as a bundle of compromises reflecting differing points of view
9-12.C.2.6 Identify the points of agreement and disagreement between the Federalists and the Anti-Federalist over the ratification of the United States Constitution and how the disagreement was resolved via the protection of rights in the Bill of Rights
9-12.C.4.3 Summarize the constitutional principles of popular sovereignty, limited government, separation of powers, checks and balances, judicial review, and federalism

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| 2. What does the Constitution do?
▪ sets up the government ▪ defines the government ▪ protects basic rights of Americans |
|--|

Proposed SD Social Studies Standards

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4.C.2.1 Compare and contrast major themes within the SD Constitution and the US Constitution
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9-12.C.4.3 Summarize the constitutional principles of popular sovereignty, limited government, separation of powers, checks and balances, judicial review, and federalism
3. The idea of self-government is in the first three words of the Constitution. What are these words? ▪ We the People
Proposed SD Social Studies Standards 9-12.C.2.4 Explain how the goals set forth in the United States preamble reflect enduring issues of American society
4. What is an amendment? ▪ a change (to the Constitution) ▪ an addition (to the Constitution)
Proposed SD Social Studies Standards 4.C.2.1 Compare and contrast major themes within the SD Constitution and the US Constitution 5.C.2.1 Examine the origins and purposes of rules, laws, and key US Constitutional powers 5.C.2.2 Using research, show where the ideas come from that informed the Constitution 8.C.3.2 Describe the rationale behind the United States' ability to amend the Constitution 8.C.3.3 Explain why and how the Bill of Rights was added to the Constitution 9-12.C.2.6 Identify the points of agreement and disagreement between the Federalists and the Anti-Federalist over the ratification of the United States Constitution and how the disagreement was resolved via the protection of rights in the Bill of Rights 9-12.C.4.3 Summarize the constitutional principles of popular sovereignty, limited government, separation of powers, checks and balances, judicial review, and federalism
5. What do we call the first ten amendments to the Constitution? ▪ the Bill of Rights
Proposed SD Social Studies Standards 8.C.3.2 Describe the rationale behind the United States' ability to amend the Constitution 8.C.3.3 Explain why and how the Bill of Rights was added to the Constitution 9-12.C.2.6 Identify the points of agreement and disagreement between the Federalists and the Anti-Federalist over the ratification of the United States Constitution and how the disagreement was resolved via the protection of rights in the Bill of Rights
6. What is one right or freedom from the First Amendment? * ▪ speech ▪ religion ▪ assembly ▪ press ▪ petition the government
Proposed SD Social Studies Standards 8.C.3.3 Explain why and how the Bill of Rights was added to the Constitution 9-12.C.2.6 Identify the points of agreement and disagreement between the Federalists and the Anti-Federalist over the ratification of the United States Constitution and how the disagreement was resolved via the protection of rights in the Bill of Rights
7. How many amendments does the Constitution have? ▪ twenty-seven (27)
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8. What did the Declaration of Independence do? ▪ announced our independence (from Great Britain) ▪ declared our independence (from Great Britain) ▪ said that the United States is free (from Great Britain)
Proposed SD Social Studies Standards 3.C.2.1 Explain the meaning and importance of the Declaration of Independence and the Constitution

9-12.C.2.2 Critique the claims and evidence offered in the Declaration of Independence, justifying the independence of the American colonies
9. What are two rights in the Declaration of Independence? ▪ life ▪ liberty ▪ pursuit of happiness
Proposed SD Social Studies Standards 3.C.2.1 Explain the meaning and importance of the Declaration of Independence and the Constitution 9-12.C.2.2 Critique the claims and evidence offered in the Declaration of Independence, justifying the independence of the American colonies
10. What is freedom of religion? ▪ You can practice any religion, or not practice a religion.
Proposed SD Social Studies Standards 8.C.3.2 Describe the rationale behind the United States' ability to amend the Constitution 8.C.3.3 Explain why and how the Bill of Rights was added to the Constitution 9-12.C.2.5 Explain the construction of the United States Constitution as a bundle of compromises reflecting differing points of view 9-12.C.2.6 Identify the points of agreement and disagreement between the Federalists and the Anti-Federalist over the ratification of the United States Constitution and how the disagreement was resolved via the protection of rights in the Bill of Rights
41. Under our Constitution, some powers belong to the federal government. What is one power of the federal government? ▪ to print money ▪ to declare war ▪ to create an army ▪ to make treaties
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42. Under our Constitution, some powers belong to the states. What is one power of the states? ▪ provide schooling
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11. What is the economic system in the United States?* ▪ capitalist economy ▪ market economy
Proposed SD Social Studies Standards 7.E.3.1 Describe the relationship between government and economic systems in different countries 8.E.4.3 Describe how economic gain was the motivation for westward expansion 9-12.E.1.4 Analyze the relationship between households and businesses in a market economy using the circular flow chart 9-12.E.1.5 Define and assess advantages and disadvantages of sole-proprietorship, partnership, and corporations in a market economy 9-12.E.2.1 Compare and contrast the characteristics of perfectly competitive and less competitive market structures 9-12.E.2.4 Connect the role of supply and demand in creating price and quantity equilibriums in a perfectly competitive market
12. What is the "rule of law"? ▪ Everyone must follow the law. ▪ Leaders must obey the law. ▪ Government must obey the law.

▪ No one is above the law.

Proposed SD Social Studies Standards

3.C.3.1 Identify why laws and responsibilities are needed in a community and why there are legal consequences
3.C.4.2 Explain why communities have rules and laws
4.C.3.1 Explain how groups of people make rules to create responsibilities and protect freedoms
5.C.1.2 Explain how rules and laws change society and how people change rules and laws
5.C.2.1 Examine the origins and purposes of rules, laws, and key US Constitutional powers
9-12.C.2.1 Differentiate between a constitutional or limited government and unconstitutional or unlimited government.

13-40, 43-47

13. Name one branch or part of the government.*

▪ Congress ▪ legislative ▪ President ▪ executive ▪ the courts ▪ judicial

Proposed SD Social Studies Standards

2.C.3.1 Identify laws in your local government and how local laws are made
3.C.2.2 Identify the structure, roles, and responsibility of local government
3.C.4.1 Explain the role of government agencies in a community
4.C.3.2 Discuss South Dakota's government and the roles of the three branches
5.C.3.1 Using multiple sources, distinguish between the responsibilities and powers of government officials at various levels and branches of government
8.C.3.1 Identify the three branches of government including the separation of powers and checks and balances in the Constitution
9-12.C.3.1 Evaluate the effectiveness of the separation of powers and the role of check and balances
9-12.C.3.2 Outline the law making process
9-12.C.3.4 Cite historical evidence justifying the power of judicial review
9-12.C.3.5 Differentiate among the roles of the levels of authority in the national, state, local, and tribal governments regarding in American federalism through the use of compelling questions

14. What stops one branch of government from becoming too powerful?

▪ checks and balances ▪ separation of powers

Proposed SD Social Studies Standards

8.C.3.1 Identify the three branches of government including the separation of powers and checks and balances in the Constitution
9-12.C.3.1 Evaluate the effectiveness of the separation of powers and the role of check and balances

15. Who is in charge of the executive branch?

▪ the President

Proposed SD Social Studies Standards

5.C.3.1 Using multiple sources, distinguish between the responsibilities and powers of government officials at various levels and branches of government
5.C.3.2 Compare and contrast procedures for making decisions in a variety of settings, including classroom, school, government, and/or society
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16. Who makes federal laws?

▪ Congress ▪ Senate and House (of Representatives) ▪ (U.S. or national) legislature

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17. What are the two parts of the U.S. Congress?*

- the Senate and House (of Representatives)

Proposed SD Social Studies Standards

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18. How many U.S. Senators are there?

- one hundred (100)

Proposed SD Social Studies Standards

5.C.3.1 Using multiple sources, distinguish between the responsibilities and powers of government officials at various levels and branches of government
6.C.5.1 Explain ways that people can affect or influence society and government
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9-12.C.3.2 Outline the law making process
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19. We elect a U.S. Senator for how many years?

- six (6)

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9-12.C.3.5 Differentiate among the roles of the levels of authority in the national, state, local, and tribal governments regarding in American federalism through the use of compelling questions,
9-12.C.5.3 Explain how democracy relies upon responsible participation of its citizens and identify ways a citizen can effectively participate

20. Who is one of your state's U.S. Senators now?*

- Answers will vary. [District of Columbia residents and residents of U.S. territories should answer that D.C. (or the territory where the applicant lives) has no U.S. Senators.]

Proposed SD Social Studies Standards

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21. The House of Representatives has how many voting members?
▪ four hundred thirty-five (435)

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22. We elect a U.S. Representative for how many years?
▪ two (2)

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23. Name your U.S. Representative.
▪ Answers will vary. [Residents of territories with nonvoting Delegates or Resident Commissioners may provide the name of that Delegate or Commissioner. Also acceptable is any statement that the territory has no (voting) Representatives in Congress.]

Proposed SD Social Studies Standards

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24. Who does a U.S. Senator represent?
▪ all people of the state

Proposed SD Social Studies Standards

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25. Why do some states have more Representatives than other states?
▪ (because of) the state's population ▪ (because) they have more people
▪ (because) some states have more people

Proposed SD Social Studies Standards

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26. We elect a President for how many years?
▪ four (4)

Proposed SD Social Studies Standards

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27. In what month do we vote for President?*

- November

Proposed SD Social Studies Standards

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28. What is the name of the President of the United States now?*
▪ Barack Obama ▪ Obama
Proposed SD Social Studies Standards
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9-12.C.3.5 Differentiate among the roles of the levels of authority in the national, state, local, and tribal governments regarding in American federalism through the use of compelling questions,
29. What is the name of the Vice President of the United States now?
▪ Joseph R. Biden, Jr ▪ Joe Biden ▪ Biden
Proposed SD Social Studies Standards
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9-12.C.3.5 Differentiate among the roles of the levels of authority in the national, state, local, and tribal governments regarding in American federalism through the use of compelling questions,
30. If the President can no longer serve, who becomes President?
▪ the Vice President
Proposed SD Social Studies Standards
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9-12.C.3.5 Differentiate among the roles of the levels of authority in the national, state, local, and tribal governments regarding in American federalism through the use of compelling questions,
31. If both the President and the Vice President can no longer serve, who becomes President?
▪ the Speaker of the House
Proposed SD Social Studies Standards
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9-12.C.3.5 Differentiate among the roles of the levels of authority in the national, state, local, and tribal governments regarding in American federalism through the use of compelling questions,
32. Who is the Commander in Chief of the military?
▪ the President
Proposed SD Social Studies Standards
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9-12.C.3.5 Differentiate among the roles of the levels of authority in the national, state, local, and tribal governments regarding in American federalism through the use of compelling questions,
33. Who signs bills to become laws?
▪ the President
Proposed SD Social Studies Standards
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9-12.C.3.2 Outline the law making process
9-12.C.3.5 Differentiate among the roles of the levels of authority in the national, state, local, and tribal governments regarding in American federalism through the use of compelling questions,

34. Who vetoes bills?

- the President questions,

Proposed SD Social Studies Standards

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35. What does the President's Cabinet do?

- advises the President

Proposed SD Social Studies Standards

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36. What are two Cabinet-level positions?

- Secretary of Agriculture ▪ Secretary of Commerce ▪ Secretary of Defense
- Secretary of Education ▪ Secretary of Energy ▪ Secretary of Health and Human Services
- Secretary of Homeland Security ▪ Secretary of Housing and Urban Development
- Secretary of the Interior ▪ Secretary of Labor ▪ Secretary of State
- Secretary of Transportation ▪ Secretary of the Treasury ▪ Secretary of Veterans Affairs
- Attorney General ▪ Vice President

Proposed SD Social Studies Standards

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37. What does the judicial branch do?

- reviews laws ▪ explains laws ▪ resolves disputes (disagreements)
- decides if a law goes against the Constitution

Proposed SD Social Studies Standards

2.C.3.1 Identify laws in your local government and how local laws are made

3.C.2.2 Identify the structure, roles, and responsibility of local government

4.C.3.2 Discuss South Dakota's government and the roles of the three branches

5.C.3.1 Using multiple sources, distinguish between the responsibilities and powers of government officials at various levels and branches of government

5.C.3.2 Compare and contrast procedures for making decisions in a variety of settings, including classroom, school, government, and/or society

8.C.3.1 Identify the three branches of government including the separation of powers and checks and balances in the Constitution

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9-12.C.3.2 Outline the law making process
9-12.C.3.4 Cite historical evidence justifying the power of judicial review
9-12.C.3.5 Differentiate among the roles of the levels of authority in the national, state, local, and tribal governments regarding in American federalism through the use of compelling questions,

38. What is the highest court in the United States?

- the Supreme Court

Proposed SD Social Studies Standards

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39. How many justices are on the Supreme Court?

- nine (9)

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40. Who is the Chief Justice of the United States now?

- John Roberts (John G. Roberts, Jr.)

Proposed SD Social Studies Standards

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9-12.C.3.5 Differentiate among the roles of the levels of authority in the national, state, local, and tribal governments regarding in American federalism through the use of compelling questions,

43. Who is the Governor of your state now?

- Answers will vary. [District of Columbia residents should answer that D.C. does not have a Governor.]

Proposed SD Social Studies Standards

2.C.3.1 Identify laws in your local government and how local laws are made
3.C.2.2 Identify the structure, roles, and responsibility of local government
3.C.4.1 Explain the role of government agencies in a community
4.C.3.1 Explain how groups of people make rules to create responsibilities and protect freedoms
4.C.3.2 Discuss South Dakota's government and the roles of the three branches
5.C.3.1 Using multiple sources, distinguish between the responsibilities and powers of government

officials at various levels and branches of government
5.C.3.2 Compare and contrast procedures for making decisions in a variety of settings, including classroom, school, government, and/or society
9-12.C.3.2 Outline the law making process
9-12.C.3.5 Differentiate among the roles of the levels of authority in the national, state, local, and tribal governments regarding in American federalism through the use of compelling questions,

44. What is the capital of your state?*

- Answers will vary. [District of Columbia residents should answer that D.C. is not a state and does not have a capital. Residents of U.S. territories should name the capital of the territory.]

Proposed SD Social Studies Standards

2.C.3.1 Identify laws in your local government and how local laws are made
3.C.2.2 Identify the structure, roles, and responsibility of local government
3.C.4.1 Explain the role of government agencies in a community
4.C.3.1 Explain how groups of people make rules to create responsibilities and protect freedoms
4.C.3.2 Discuss South Dakota's government and the roles of the three branches
5.C.3.1 Using multiple sources, distinguish between the responsibilities and powers of government officials at various levels and branches of government
5.C.3.2 Compare and contrast procedures for making decisions in a variety of settings, including classroom, school, government, and/or society
8.C.3.1 Identify the three branches of government including the separation of powers and checks and balances in the Constitution
8.C.3.2 Describe the rationale behind the United States' ability to amend the Constitution
9-12.C.3.1 Evaluate the effectiveness of the separation of powers and the role of check and balances
9-12.C.3.2 Outline the law making process
9-12.C.3.4 Cite historical evidence justifying the power of judicial review
9-12.C.3.5 Differentiate among the roles of the levels of authority in the national, state, local, and tribal governments regarding in American federalism through the use of compelling questions,

45. What are the two major political parties in the United States?*

- Democratic and Republican

Proposed SD Social Studies Standards

5.C.3.1 Using multiple sources, distinguish between the responsibilities and powers of government officials at various levels and branches of government
6.C.5.1 Explain ways that people can affect or
5.C.3.1 Using multiple sources, distinguish between the responsibilities and powers of government officials at various levels and branches of government
6.C.5.1 Explain ways that people can affect or influence society and government

46. What is the political party of the President now?

- Democratic (Party)

Proposed SD Social Studies Standards

5.C.3.1 Using multiple sources, distinguish between the responsibilities and powers of government officials at various levels and branches of government
6.C.5.1 Explain ways that people can affect or influence society and government
8.C.3.1 Identify the three branches of government including the separation of powers and checks and balances in the Constitution
8.C.5.1 Analyze ways that citizens can affect or influence the US society and government
9-12.C.3.5 Differentiate among the roles of the levels of authority in the national, state, local, and tribal governments regarding in American federalism through the use of compelling questions,
9-12.C.5.3 Explain how democracy relies upon responsible participation of its citizens and identify ways a citizen can effectively participate
9-12.C.5.5 Explain the role of political parties and special interest groups in the political process

47. What is the name of the Speaker of the House of Representatives now?

- (John) Boehner

Proposed SD Social Studies Standards

5.C.3.1 Using multiple sources, distinguish between the responsibilities and powers of government officials at various levels and branches of government

8.C.3.1 Identify the three branches of government including the separation of powers and checks and balances in the Constitution

9-12.C.3.5 Differentiate among the roles of the levels of authority in the national, state, local, and tribal governments regarding in American federalism through the use of compelling questions,

50. There are four amendments to the Constitution about who can vote. Describe one of them. ▪ Citizens eighteen (18) and older (can vote). ▪ You don't have to pay (a poll tax) to vote . ▪ Any citizen can vote. (Women and men can vote.) ▪ A male citizen of any race (can vote).

Proposed SD Social Studies Standards

3.C.3.1 Identify why laws and responsibilities are needed in a community and why there are legal consequences

3.C.4.3 Identify the rights and responsibilities of citizenship in students' own communities

4.C.3.1 Explain how groups of people make rules to create responsibilities and protect freedoms

5.C.5.1 Explain how democracy relies upon citizens' responsible participation, and draw implications for how individuals should participate

6.C.5.1 Explain ways that people can affect or influence society and government

8.C.4.2 Apply the rights and responsibilities of US citizens to students' lives

8.C.4.3 Compare and contrast methods of civic involvement

8.C.5.1 Analyze ways that citizens can affect or influence the US society and government

8.C.5.2 Explain the roles and influences of individuals, groups, and the media on governments

9-12.C.4.2 Summarize the general principles of American democracy such as the fundamental worth of the individual, equality of all persons, majority rule/minority rights, necessity of compromise, and individual freedom in light of the purpose of government

9-12.C.4.4 Differentiate between positive and negative rights protected by the United States Constitution and give examples of how they may come into conflict

9-12.C.5.1 Differentiate between rights and responsibilities of a citizen and the practice of civic virtue

9-12.C.5.3 Explain how democracy relies upon responsible participation of its citizens and identify ways a citizen can effectively participate

49. What is one responsibility that is only for United States citizens?*

- serve on a jury
- vote in a federal election

Proposed SD Social Studies Standards

3.C.3.1 Identify why laws and responsibilities are needed in a community and why there are legal consequences

3.C.4.3 Identify the rights and responsibilities of citizenship in students' own communities

4.C.3.1 Explain how groups of people make rules to create responsibilities and protect freedoms

5.C.1.2 Explain how rules and laws change society and how people change rules and laws

5.C.1.3 Develop a logical argument explaining why governments are necessary

5.C.5.1 Explain how democracy relies upon citizens' responsible participation, and draw implications for how individuals should participate

6.C.1.3 Identify the ways in which governments meet the needs of citizens, manage conflict, and establish order and security

6.C.5.1 Explain ways that people can affect or influence society and government

8.C.1.3 Explain the ways in which governments meet the needs of citizens, manage conflict, and establish order and security

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9-12.C.5.1 Differentiate between rights and responsibilities of a citizen and the practice of civic virtue

9-12.C.5.3 Explain how democracy relies upon responsible participation of its citizens and identify ways a citizen can effectively participate

50. Name one right only for United States citizens

- vote in a federal election
- run for federal office

Proposed SD Social Studies Standards

5.C.1.3 Develop a logical argument explaining why governments are necessary

5.C.5.1 Explain how democracy relies upon citizens' responsible participation, and draw implications for how individuals should participate

6.C.1.3 Identify the ways in which governments meet the needs of citizens, manage conflict, and establish order and security

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9-12.C.5.1 Differentiate between rights and responsibilities of a citizen and the practice of civic virtue

9-12.C.5.3 Explain how democracy relies upon responsible participation of its citizens and identify ways a citizen can effectively participate

51. What are two rights of everyone living in the United States?

- freedom of expression
- freedom of speech
- freedom of assembly
- freedom to petition the government
- freedom of worship
- the right to bear arms

Proposed SD Social Studies Standards

5.C.1.3 Develop a logical argument explaining why governments are necessary

5.C.5.1 Explain how democracy relies upon citizens' responsible participation, and draw implications for how individuals should participate

6.C.1.3 Identify the ways in which governments meet the needs of citizens, manage conflict, and establish order and security

6.C.5.1 Explain ways that people can affect or influence society and government

8.C.1.3 Explain the ways in which governments meet the needs of citizens, manage conflict, and establish order and security

8.C.3.3 Explain why and how the Bill of Rights was added to the Constitution

8.C.4.2 Apply the rights and responsibilities of US citizens to students' lives

8.C.4.3 Compare and contrast methods of civic involvement

8.C.5.1 Analyze ways that citizens can affect or influence the US society and government

8.C.5.2 Explain the roles and influences of individuals, groups, and the media on governments

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9-12.C.5.1 Differentiate between rights and responsibilities of a citizen and the practice of civic virtue
9-12.C.5.3 Explain how democracy relies upon responsible participation of its citizens and identify ways a citizen can effectively participate

52. What do we show loyalty to when we say the Pledge of Allegiance?

- the United States
- the flag

Proposed SD Social Studies Standards

K.C.1.1 Identify our country's flag of the United States as a symbol of the nation
1.C.1.1 Identify primary symbols of the United States
2.C.1.1 Explain, in written form, through speech, or through the use of technology, the meaning behind our national symbols
5.C.5.1 Explain how democracy relies upon citizens' responsible participation, and draw implications for how individuals should participate
8.C.4.2 Apply the rights and responsibilities of US citizens to students' lives
9-12.C.4.2 Summarize the general principles of American democracy such as the fundamental worth of the individual, equality of all persons, majority rule/minority rights, necessity of compromise, and individual freedom in light of the purpose of government
9-12.C.5.3 Explain how democracy relies upon responsible participation of its citizens and identify ways a citizen can effectively participate

53. What is one promise you make when you become a United States citizen?

- give up loyalty to other countries
- defend the Constitution and laws of the United States
- obey the laws of the United States
- serve in the U.S. military (if needed)
- serve (do important work for) the nation (if needed)
- be loyal to the United States

Proposed SD Social Studies Standards

2.C.1.1 Explain, in written form, through speech, or through the use of technology, the meaning behind our national symbols
5.C.5.1 Explain how democracy relies upon citizens' responsible participation, and draw implications for how individuals should participate
6.C.1.3 Identify the ways in which governments meet the needs of citizens, manage conflict, and establish order and security
8.C.1.3 Explain the ways in which governments meet the needs of citizens, manage conflict, and establish order and security
8.C.4.2 Apply the rights and responsibilities of US citizens to students' lives
8.C.5.1 Analyze ways that citizens can affect or influence the US society and government
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9-12.C.5.1 Differentiate between rights and responsibilities of a citizen and the practice of civic virtue
9-12.C.5.3 Explain how democracy relies upon responsible participation of its citizens and identify ways a citizen can effectively participate

54. How old do citizens have to be to vote for President?*

- eighteen (18) and older

Proposed SD Social Studies Standards

3.C.3.1 Identify why laws and responsibilities are needed in a community and why there are legal consequences
3.C.4.3 Identify the rights and responsibilities of citizenship in students' own communities
4.C.3.1 Explain how groups of people make rules to create responsibilities and protect freedoms
5.C.5.1 Explain how democracy relies upon citizens' responsible participation, and draw implications for how individuals should participate
6.C.5.1 Explain ways that people can affect or influence society and government
8.C.4.2 Apply the rights and responsibilities of US citizens to students' lives

8.C.4.3 Compare and contrast methods of civic involvement
 8.C.5.1 Analyze ways that citizens can affect or influence the US society and government
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 9-12.C.5.1 Differentiate between rights and responsibilities of a citizen and the practice of civic virtue
 9-12.C.5.3 Explain how democracy relies upon responsible participation of its citizens and identify ways a citizen can effectively participate

55. What are two ways that Americans can participate in their democracy?
 ▪ vote ▪ join a political party ▪ help with a campaign
 ▪ join a civic group ▪ join a community group
 ▪ give an elected official your opinion on an issue ▪ call Senators and Representatives
 ▪ publicly support or oppose an issue or policy ▪ run for office ▪ write to a newspaper

Proposed SD Social Studies Standards

3.C.3.1 Identify why laws and responsibilities are needed in a community and why there are legal consequences
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 9-12.C.5.3 Explain how democracy relies upon responsible participation of its citizens and identify ways a citizen can effectively participate

56. When is the last day you can send in federal income tax forms?*

- April 15

4.E.3.1 Describe the necessity for government to collect taxes from its citizens in order to provide services to its citizens
 9-12.E.3.5 Describe the ways in which each level of government in the US generates revenue and critique the method of using that revenue for public services

57. When must all men register for the Selective Service?
 ▪ at age eighteen (18) ▪ between eighteen (18) and twenty-six (26)

Proposed SD Social Studies Standards

4.C.3.1 Explain how groups of people make rules to create responsibilities and protect freedoms
 5.C.1.2 Explain how rules and laws change society and how people change rules and laws
 5.C.5.1 Explain how democracy relies upon citizens' responsible participation, and draw implications for how individuals should participate
 6.C.1.3 Identify the ways in which governments meet the needs of citizens, manage conflict, and establish order and security
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establish order and security

8.C.4.2 Apply the rights and responsibilities of US citizens to students' lives

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9-12.C.4.4 Differentiate between positive and negative rights protected by the United States

Constitution and give examples of how they may come into conflict

9-12.C.5.1 Differentiate between rights and responsibilities of a citizen and the practice of civic virtue

9-12.C.5.3 Explain how democracy relies upon responsible participation of its citizens and identify ways a citizen can effectively participate

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.

9-12.H.4.7 Evaluate the causes and effects of the First World War on the United States.

58. What is one reason colonists came to America?

- freedom
- political liberty
- religious freedom
- economic opportunity
- practice their religion
- escape persecution

Proposed SD Social Studies Standards

3.H.1.1 Demonstrate knowledge of the obstacles and successes of the early settlers and in creating communities

3.H.1.2 Explain cause and effect relationships that impacted early settlement and development in the United States

3.H.2.1 Generate questions about individuals and groups who have shaped significant historical changes and continuities

3.H.2.2 Explain the importance of famous American figures including but not limited to George Washington, Abraham Lincoln, and Thomas Jefferson

5.C.2.2 Using research, show where the ideas come from that informed the Constitution

5.H.4.1 Identify the causes and effects of the development of Colonial America

9-12.C.1.3 Sequence and identify critical events in British history that had a direct or indirect impact on the origins of the United States government

59. Who lived in America before the Europeans arrived?

- American Indians
- Native Americans

Proposed SD Social Studies Standards

3.H.1.1 Demonstrate knowledge of the obstacles and successes of the early settlers and in creating communities

3.H.1.2 Explain cause and effect relationships that impacted early settlement and development in the United States

3.H.2.1 Generate questions about individuals and groups who have shaped significant historical changes and continuities

3.H.2.2 Explain the importance of famous American figures including but not limited to George Washington, Abraham Lincoln, and Thomas Jefferson

5.H.4.1 Identify the causes and effects of the development of Colonial America

8.H.4.7 Describe ways in which migration led to conflicts between Anglo-European and Native American culture

8.H.5.1 Generate a compelling question and supporting questions that address the impact of conflicting points of views in US government.

60. What group of people was taken to America and sold as slaves?

- Africans
- people from Africa

Proposed SD Social Studies Standards

3.H.1.1 Demonstrate knowledge of the obstacles and successes of the early settlers and in creating communities

3.H.1.2 Explain cause and effect relationships that impacted early settlement and development in the

United States

3.H.2.1 Generate questions about individuals and groups who have shaped significant historical changes and continuities

8.H.3.4 Investigate how the abolition of slavery affected the life of African-Americans in United States' society

8.H.5.1 Generate a compelling question and supporting questions that address the impact of conflicting points of views in US government.

9-12.H.3.3 Critique the development of American industrial society including its impacts on migration, systems of slavery, and the national economy.

61. Why did the colonists fight the British?

- because of high taxes (taxation without representation)
- because the British army stayed in their houses (boarding, quartering)
- because they didn't have self-government

Proposed SD Social Studies Standards

3.H.1.1 Demonstrate knowledge of the obstacles and successes of the early settlers and in creating communities

3.H.1.2 Explain cause and effect relationships that impacted early settlement and development in the United States

3.H.2.1 Generate questions about individuals and groups who have shaped significant historical changes and continuities

3.H.2.2 Explain the importance of famous American figures including but not limited to George Washington, Abraham Lincoln, and Thomas Jefferson

3.C.2.1 Explain the meaning and importance of the Declaration of Independence and the Constitution

5.C.2.1 Examine the origins and purposes of rules, laws, and key US Constitutional powers

5.C.2.2 Using research, show where the ideas come from that informed the Constitution

5.H.4.1 Identify the causes and effects of the development of Colonial America

8.H.3.2 Evaluate competing ideas about the purposes government should serve

8.H.4.1 Analyze the sources of conflict which led to the American Revolution

8.H.4.3 Identify economic support for the Patriots during the American Revolution

8.H.5.1 Generate a compelling question and supporting questions that address the impact of conflicting points of views in US government.

9-12.C.2.2 Critique the claims and evidence offered in the Declaration of Independence, justifying the independence of the American colonies`

62. Who wrote the Declaration of Independence?

- (Thomas) Jefferson

Proposed SD Social Studies Standards

3.H.2.2 Explain the importance of famous American figures including but not limited to George Washington, Abraham Lincoln, and Thomas Jefferson

3.C.2.1 Explain the meaning and importance of the Declaration of Independence and the Constitution

8.H.4.2 Explain how the Declaration of Independence influenced the colonies.

9-12.C.1.3 Sequence and identify critical events in British history that had a direct or indirect impact on the origins of the United States government

9-12.C.2.2 Critique the claims and evidence offered in the Declaration of Independence, justifying the independence of the American colonies

63. When was the Declaration of Independence adopted?

- July 4, 1776

Proposed SD Social Studies Standards

3.H.2.2 Explain the importance of famous American figures including but not limited to George Washington, Abraham Lincoln, and Thomas Jefferson

3.C.2.1 Explain the meaning and importance of the Declaration of Independence and the Constitution

5.C.2.1 Examine the origins and purposes of rules, laws, and key US Constitutional powers

8.H.4.2 Explain how the Declaration of Independence influenced the colonies.

9-12.C.2.2 Critique the claims and evidence offered in the Declaration of Independence, justifying the independence of the American colonies

64. There were 13 original states. Name three.

- New Hampshire
- Massachusetts
- Rhode Island
- Connecticut
- New York
- New Jersey
- Pennsylvania
- Delaware
- Maryland
- Virginia
- North Carolina
- South Carolina
- Georgia

Proposed SD Social Studies Standards

3.H.1.1 Demonstrate knowledge of the obstacles and successes of the early settlers and in creating communities

3.H.1.2 Explain cause and effect relationships that impacted early settlement and development in the United States

3.H.2.1 Generate questions about individuals and groups who have shaped significant historical changes and continuities

5.H.4.1 Identify the causes and effects of the development of Colonial America

8.H.3.1 Compare the political and social differences between 13 separate colonies and one independent nation

8.H.4.2 Explain how the Declaration of Independence influenced the colonies.

9-12.C.2.2 Critique the claims and evidence offered in the Declaration of Independence, justifying the independence of the American colonies

65. What happened at the Constitutional Convention?

- The Constitution was written.
- The Founding Fathers wrote the Constitution.

Proposed SD Social Studies Standards

3.H.2.1 Generate questions about individuals and groups who have shaped significant historical changes and continuities

3.H.2.2 Explain the importance of famous American figures including but not limited to George Washington, Abraham Lincoln, and Thomas Jefferson

3.C.2.1 Explain the meaning and importance of the Declaration of Independence and the Constitution

5.C.2.1 Examine the origins and purposes of rules, laws, and key US Constitutional powers

5.C.2.2 Using research, show where the ideas come from that informed the Constitution

8.H.3.3 Compare and contrast the Federalist and Anti-Federalist philosophies when it came to the ratification of the US Constitution.

8.H.4.5 Summarize the basic structure of government adopted through compromises at the Constitutional Convention

8.H.5.1 Generate a compelling question and supporting questions that address the impact of conflicting points of views in US government.

9-12.C.2.5 Explain the construction of the United States Constitution as a bundle of compromises reflecting differing points of view

9-12.C.2.6 Identify the points of agreement and disagreement between the Federalists and the Anti-Federalist over the ratification of the United States Constitution and how the disagreement was resolved via the protection of rights in the Bill of Rights

9-12.H.4.5 Analyze the development of American constitutional frameworks during the Revolutionary Era.

66. When was the Constitution written?

- 1787

Proposed SD Social Studies Standards

3.H.2.1 Generate questions about individuals and groups who have shaped significant historical changes and continuities

3.H.2.2 Explain the importance of famous American figures including but not limited to George Washington, Abraham Lincoln, and Thomas Jefferson

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9-12.H.4.5 Analyze the development of American constitutional frameworks during the Revolutionary Era.

67. The Federalist Papers supported the passage of the U.S. Constitution. Name one of the writers.
▪ (James) Madison ▪ (Alexander) Hamilton ▪ (John) Jay ▪ Publius

Proposed SD Social Studies Standards

3.H.2.1 Generate questions about individuals and groups who have shaped significant historical changes and continuities

3.H.2.2 Explain the importance of famous American figures including but not limited to George Washington, Abraham Lincoln, and Thomas Jefferson

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68. What is one thing Benjamin Franklin is famous for?

- U.S. diplomat
- oldest member of the Constitutional Convention
- first Postmaster General of the United States
- writer of "Poor Richard's Almanac"
- started the first free libraries

Proposed SD Social Studies Standards

3.H.2.1 Generate questions about individuals and groups who have shaped significant historical changes and continuities

3.H.2.2 Explain the importance of famous American figures including but not limited to George Washington, Abraham Lincoln, and Thomas Jefferson

3.C.2.1 Explain the meaning and importance of the Declaration of Independence and the Constitution

5.C.2.1 Examine the origins and purposes of rules, laws, and key US Constitutional powers

5.C.2.2 Using research, show where the ideas come from that informed the Constitution

8.H.3.3 Compare and contrast the Federalist and Anti-Federalist philosophies when it came to the ratification of the US Constitution.

9-12.C.2.5 Explain the construction of the United States Constitution as a bundle of compromises

<p>reflecting differing points of view</p> <p>9-12.C.2.6 Identify the points of agreement and disagreement between the Federalists and the Anti-Federalist over the ratification of the United States Constitution and how the disagreement was resolved via the protection of rights in the Bill of Rights</p> <p>9-12.H.4.5 Analyze the development of American constitutional frameworks during the Revolutionary Era.</p>
<p>69. Who is the “Father of Our Country”?</p> <ul style="list-style-type: none"> ▪ (George) Washington
<p>Proposed SD Social Studies Standards</p> <p>3.H.2.1 Generate questions about individuals and groups who have shaped significant historical changes and continuities</p> <p>3.H.2.2 Explain the importance of famous American figures including but not limited to George Washington, Abraham Lincoln, and Thomas Jefferson</p>
<p>70. Who was the first President?*</p> <ul style="list-style-type: none"> ▪ (George) Washington
<p>Proposed SD Social Studies Standards</p> <p>3.H.2.1 Generate questions about individuals and groups who have shaped significant historical changes and continuities</p> <p>3.H.2.2 Explain the importance of famous American figures including but not limited to George Washington, Abraham Lincoln, and Thomas Jefferson</p>
<p>71. What territory did the United States buy from France in 1803?</p> <ul style="list-style-type: none"> ▪ the Louisiana Territory ▪ Louisiana
<p>Proposed SD Social Studies Standards</p> <p>3.H.1.2 Explain cause and effect relationships that impacted early settlement and development in the United States</p> <p>3.H.2.2 Explain the importance of famous American figures including but not limited to George Washington, Abraham Lincoln, and Thomas Jefferson</p> <p>4.C.1.1 Describe key events related to South Dakota’s entry into statehood</p> <p>5.H.1.3 Describe the impact other countries had on North America through exploration and conflict</p> <p>5.H.2.3 Identify the key changes leading to and resulting from growth and invention in the US between the Revolution and 1865</p> <p>5.H.2.4 Evaluate the influence, impact, and interactions of various cultures, philosophies, and religions on the development of the US</p> <p>8.H.1.4 Explain how and why the land west of the Mississippi was acquired and settled</p>
<p>72. Name one war fought by the United States in the 1800s.</p> <ul style="list-style-type: none"> ▪ War of 1812 ▪ Mexican-American War ▪ Civil War ▪ Spanish-American War
<p>Proposed SD Social Studies Standards</p> <p>8.H.1.2 Identify causes and effects of the War of 1812, Texas Revolution, and the Mexican American War</p>
<p>73. Name the U.S. war between the North and the South.</p> <ul style="list-style-type: none"> ▪ the Civil War ▪ the War between the States
<p>Proposed SD Social Studies Standards</p> <p>5.H.2.4 Evaluate the influence, impact, and interactions of various cultures, philosophies, and religions on the development of the US</p> <p>5.H.4.5 Compare and contrast social, economic, and philosophical differences between the north and the south prior to the Civil War</p> <p>8.H.1.5 Describe major military battles and campaigns of the Civil War</p> <p>8.H.1.6 Describe the changing federal policy toward Native Americans after the Civil War</p> <p>8.H.2.3 Analyze the major sources of conflict that led to the Civil War</p> <p>8.H.2.4 Associate key individuals with their roles in the Civil War</p> <p>8.H.2.5 Investigate ways the Civil War changed the United States government</p>

74. Name one problem that led to the Civil War.
▪ slavery ▪ economic reasons ▪ states' rights

Proposed SD Social Studies Standards

5.H.4.5 Compare and contrast social, economic, and philosophical differences between the north and the south prior to the Civil War

8.H.2.3 Analyze the major sources of conflict that led to the Civil War

8.H.2.4 Associate key individuals with their roles in the Civil War

75. What was one important thing that Abraham Lincoln did?*

- freed the slaves (Emancipation Proclamation) ▪ saved (or preserved) the Union
- led the United States during the Civil War

Proposed SD Social Studies Standards

3.H.2.2 Explain the importance of famous American figures including but not limited to George Washington, Abraham Lincoln, and Thomas Jefferson

5.H.4.5 Compare and contrast social, economic, and philosophical differences between the north and the south prior to the Civil War

8.H.2.4 Associate key individuals with their roles in the Civil War

8.H.2.5 Investigate ways the Civil War changed the United States government

8.H.3.4 Investigate how the abolition of slavery affected the life of African-Americans in United States' society

76. What did the Emancipation Proclamation do?

- freed the slaves ▪ freed slaves in the Confederacy
- freed slaves in the Confederate states ▪ freed slaves in most Southern states

Proposed SD Social Studies Standards

3.H.2.2 Explain the importance of famous American figures including but not limited to George Washington, Abraham Lincoln, and Thomas Jefferson

5.H.2.4 Evaluate the influence, impact, and interactions of various cultures, philosophies, and religions on the development of the US

5.H.4.5 Compare and contrast social, economic, and philosophical differences between the north and the south prior to the Civil War

8.H.3.4 Investigate how the abolition of slavery affected the life of African-Americans in United States' society

77. What did Susan B. Anthony do?

- fought for women's rights
- fought for civil rights

Proposed SD Social Studies Standards

3.H.2.2 Explain the importance of famous American figures including but not limited to George Washington, Abraham Lincoln, and Thomas Jefferson

5.H.2.3 Identify the key changes leading to and resulting from growth and invention in the US between the Revolution and 1865

5.H.2.4 Evaluate the influence, impact, and interactions of various cultures, philosophies, and religions on the development of the US

8.H.1.3 Understand the changing character of American political life after 1800

8.H.2.5 Investigate ways the Civil War changed the United States government

9-12.C.5.7 Explain how civil disobedience has been used to influence policy making in the United States government

78. Name one war fought by the United States in the 1900s.*

- World War I
- World War II
- Korean War
- Vietnam War
- (Persian) Gulf War

Proposed SD Social Studies Standards

9-12.H.1.5 Explain the transformation of America from World War I through the Great Depression.
9-12.H.4.7 Evaluate the causes and effects of the First World War on the United States.
9-12.H.4.9 Explain the causes, events, and consequences of the Second World War including issues at home and abroad.
9-12.H.5.6 Investigate the social, political, and economic transformation of the United States in the aftermath of the Second World War.
9-12.H.4.1 Identify and distinguish between long-term causes and triggering events of WWI
9-12.H.4.3 Analyze multiple and complex causes and effects of events of WWII

79. Who was President during World War I?

- (Woodrow) Wilson .

Proposed SD Social Studies Standards

3.H.2.2 Explain the importance of famous American figures including but not limited to George Washington, Abraham Lincoln, and Thomas Jefferson
9-12.H.1.5 Explain the transformation of America from World War I through the Great Depression.
9-12.H.4.7 Evaluate the causes and effects of the First World War on the United States.
9-12.H.4.1 Identify and distinguish between long-term causes and triggering events of WWI
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.
9-12.H.1.5 Explain the transformation of America from World War I through the Great Depression

80. Who was President during the Great Depression and World War II?

- (Franklin) Roosevelt

Proposed SD Social Studies Standards

9-12.H.1.5 Explain the transformation of America from World War I through the Great Depression.
9-12.H.4.3 Analyze multiple and complex causes and effects of events of WWII
9-12.H.4.8 Assess the roots and outcomes of the Great Depression including its transformation of American political and economic institutions.
9-12.H.4.9 Explain the causes, events, and consequences of the Second World War including issues at home and abroad.
9-12.H.5.6 Investigate the social, political, and economic transformation of the United States in the aftermath of the Second World War.

81. Who did the United States fight in World War II?

- Japan, Germany, and Italy

Proposed SD Social Studies Standards

9-12.H.4.3 Analyze multiple and complex causes and effects of events of WWII
9-12.H.4.9 Explain the causes, events, and consequences of the Second World War including issues at home and abroad.
9-12.H.5.6 Investigate the social, political, and economic transformation of the United States in the aftermath of the Second World War.

82. Before he was President, Eisenhower was a general. What war was he in?

- World War II

Proposed SD Social Studies Standards

3.H.2.2 Explain the importance of famous American figures including but not limited to George Washington, Abraham Lincoln, and Thomas Jefferson
9-12.H.1.5 Explain the transformation of America from World War I through the Great Depression.
9-12.H.4.3 Analyze multiple and complex causes and effects of events of WWII
9-12.H.4.9 Explain the causes, events, and consequences of the Second World War including issues at home and abroad.
9-12.H.5.6 Investigate the social, political, and economic transformation of the United States in the aftermath of the Second World War.

83. During the Cold War, what was the main concern of the United States?

- Communism

Proposed SD Social Studies Standards

9-12.H.3.5 Assess the causes, events, and impacts of the Cold War on domestic and international affairs in American history.

84. What movement tried to end racial discrimination?
▪ civil rights (movement)

Proposed SD Social Studies Standards
8.C.5.1 Analyze ways that citizens can affect or influence the US society and government
8.C.5.2 Explain the roles and influences of individuals, groups, and the media on governments
9-12.C.4.2 Summarize the general principles of American democracy such as the fundamental worth of the individual, equality of all persons, majority rule/minority rights, necessity of compromise, and individual freedom in light of the purpose of government
9-12.C.5.7 Explain how civil disobedience has been used to influence policy making in the United States government
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.

85. What did Martin Luther King, Jr. do?*

- fought for civil rights
- worked for equality for all Americans

Proposed SD Social Studies Standards
3.H.2.2 Explain the importance of famous American figures including but not limited to George Washington, Abraham Lincoln, and Thomas Jefferson
8.C.5.1 Analyze ways that citizens can affect or influence the US society and government
8.C.5.2 Explain the roles and influences of individuals, groups, and the media on governments
9-12.C.4.2 Summarize the general principles of American democracy such as the fundamental worth of the individual, equality of all persons, majority rule/minority rights, necessity of compromise, and individual freedom in light of the purpose of government
9-12.C.5.7 Explain how civil disobedience has been used to influence policy making in the United States government
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.

86. What major event happened on September 11, 2001, in the United States?
▪ Terrorists attacked the United States.

Proposed SD Social Studies Standards
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.

87. Name one American Indian tribe in the United States. [USCIS Officers will be supplied with a list of federally recognized American Indian tribes.]

- Cherokee ▪ Navajo ▪ Sioux ▪ Chippewa ▪ Choctaw ▪ Pueblo ▪ Apache ▪ Iroquois
- Creek ▪ Blackfeet ▪ Seminole ▪ Cheyenne ▪ Arawak ▪ Shawnee ▪ Mohegan
- Huron ▪ Oneida ▪ Lakota ▪ Crow ▪ Teton ▪ Hopi ▪ Inuit

Proposed SD Social Studies Standards
4.H.1.1 Analyze the impact of significant historical events on the development of cultures in South Dakota
4.H.2.1 Explain the effects of conflicts and the establishment of reservations on the American Indians culture
5.H.2.1 Differentiate the cultures of various American Indian tribes.
9-12.C.3.5 Differentiate among the roles of the levels of authority in the national, state, local, and tribal governments regarding in American federalism through the use of compelling questions.

88. Name one of the two longest rivers in the United States.
▪ Missouri (River) ▪ Mississippi (River)

Proposed SD Social Studies Standards
4.G.2.1 Compare and contrast regions of South Dakota to one another
5.G.2.2 Explain how human settlements and movements relate to the locations and use of various

natural resources
89. What ocean is on the West Coast of the United States? ▪ Pacific (Ocean)
Proposed SD Social Studies Standards 1.G.1.3 Distinguish between landmasses and bodies of water using maps and globes 3.G.1.2 Locate the seven continents, four oceans, and major physical features and regions of the United States on a map or globe
90. What ocean is on the East Coast of the United States? ▪ Atlantic (Ocean)
Proposed SD Social Studies Standards 1.G.1.3 Distinguish between landmasses and bodies of water using maps and globes 3.G.1.2 Locate the seven continents, four oceans, and major physical features and regions of the United States on a map or globe
91. Name one U.S. territory. ▪ Puerto Rico ▪ U.S. Virgin Islands ▪ American Samoa ▪ Northern Mariana Islands ▪ Guam
Proposed SD Social Studies Standards 3.G.1.2 Locate the seven continents, four oceans, and major physical features and regions of the United States on a map or globe
92. Name one state that borders Canada. ▪ Maine ▪ New Hampshire ▪ Vermont ▪ New York ▪ Pennsylvania ▪ Ohio ▪ Michigan ▪ Minnesota ▪ North Dakota ▪ Montana ▪ Idaho ▪ Washington ▪ Alaska
Proposed SD Social Studies Standards 3.G.1.2 Locate the seven continents, four oceans, and major physical features and regions of the United States on a map or globe
93. Name one state that borders Mexico. ▪ California ▪ Arizona ▪ New Mexico ▪ Texas
Proposed SD Social Studies Standards 3.G.1.2 Locate the seven continents, four oceans, and major physical features and regions of the United States on a map or globe
94. What is the capital of the United States?*
▪ Washington, D.C.
Proposed SD Social Studies Standards 3.G.1.2 Locate the seven continents, four oceans, and major physical features and regions of the United States on a map or globe
95. Where is the Statue of Liberty? ▪ New York (Harbor) ▪ Liberty Island [Also acceptable are New Jersey, near New York City, and on the Hudson (River).]
Proposed SD Social Studies Standards 3.G.1.2 Locate the seven continents, four oceans, and major physical features and regions of the United States on a map or globe 4.G.1.1 Locate major political and physical features of South Dakota and the United States on a map or globe
96. Why does the flag have 13 stripes? ▪ because there were 13 original colonies ▪ because the stripes represent the original colonies
Proposed SD Social Studies Standards K.C.1.1 Identify our country's flag of the United States as a symbol of the nation 1.C.1.1 Identify primary symbols of the United States 2.C.1.1 Explain, in written form, through speech, or through the use of technology, the meaning behind our national symbols

3.H.2.1 Generate questions about individuals and groups who have shaped significant historical changes and continuities

97. Why does the flag have 50 stars?

- because there is one star for each state
- because each star represents a state
- because there are 50 states

Proposed SD Social Studies Standards

K.C.1.1 Identify our country's flag of the United States as a symbol of the nation

1.C.1.1 Identify primary symbols of the United States

2.C.1.1 Explain, in written form, through speech, or through the use of technology, the meaning behind our national symbols

3.H.2.1 Generate questions about individuals and groups who have shaped significant historical changes and continuities

98. What is the name of the national anthem?

- The Star-Spangled Banner

Proposed SD Social Studies Standards

1.C.1.1 Identify primary symbols of the United States

2.H.1.2 Use historical records and artifacts including but not limited to photos, diaries, oral histories, and videos to draw conclusions about family or school life in the past

3.H.2.1 Generate questions about individuals and groups who have shaped significant historical changes and continuities

99. When do we celebrate Independence Day?

- July 4

Proposed SD Social Studies Standards

K.H.2.1 Identify local and national celebrations

1.H.2.1 Connect people and events honored in commemorative celebrations

2.H.2.1 Compare how holidays are celebrated in different cultures

3.C.2.1 Explain the meaning and importance of the Declaration of Independence and the Constitution

8.H.4.2 Analyze ideas and principles contained in the Declaration of Independence, and explain how it influenced the social and political system

9-12.C.2.2 Critique the claims and evidence offered in the Declaration of Independence, justifying the independence of the American colonies

100. Name two national U.S. holidays.

- New Year's Day
- Martin Luther King, Jr. Day
- Presidents' Day
- Memorial Day
- Independence Day
- Labor Day
- Columbus Day
- Veterans Day
- Thanksgiving
- Christmas

Proposed SD Social Studies Standards

K.H.2.1 Identify local and national celebrations

1.H.2.1 Connect people and events honored in commemorative celebrations

2.H.2.1 Compare how holidays are celebrated in different cultures

3.H.2.1 Generate questions about individuals and groups who have shaped significant historical changes and continuities

5.H.2.4 Evaluate the influence, impact, and interactions of various cultures, philosophies, and religions on the development of the US

8.H.5.2 Generate questions to analyze why individuals or groups, and their developments, are seen as historically significant