

# YOU CAN'T ERASE US

**An Analysis of the Social Studies Standards and Potential Impact on South Dakota's Education System and Indigenous Students**



# In Gratitude

We would like to extend our gratitude in the completion of this project to the knowledgeable thought-partners who graciously gave of their time and expertise: Dr. Krista Morrison, Nora Antoine (LEE), Nakina Mills (NIEA), Josie Green (SD TFA), Peri Pourier (SDEEC), and Abby Menter (NACA-Inspired Schools Network).

Finally, we would like to thank Sarah White for her ongoing guidance and support.

The land we live and work on is the ancestral and unceded lands of the Nacotachtank people.



# Author's Note

To compare and distinguish between the social studies standards documents, we refer to the original working group's standards from 2021 as "July 2021" or "July Standards." We refer to the new Social Studies Standards passed on April 17, 2023, as the Morrissey standards after the selected facilitator and creator, William Morrissey.

The term "Indigenous" is used rather than "Native American" or "American Indian," but admittedly, "Indigenous" is a problematic term as it generalizes many different and distinct tribal nations (Shear, Knowles, Soden, and Castro, 2015). Where possible, we have tribal nations' names, such as the Oceti Sakwain Oyate, to refer to the Dakota, Lakota, and Nakota tribal nations.

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# Introduction

On April 17th, 2023, despite over 1,000 opposing public comments and letters, including from the American Historical Association, the Superintendent's Association of South Dakota, and all nine federally recognized South Dakota tribes, the South Dakota Board of Education Standards voted 5-2 to pass a new set of K-12 Social Studies Standards.

As Leadership for Educational Equity Fellows for the South Dakota Educational Equity Coalition, we analyzed the new standards, considering the impact that passage of this document would have on South Dakota's schools, teachers, and, most importantly, students. Our analysis divides the Social Studies standards by elementary (K-5), middle (6-8), and high (9-12) grade levels. We include an itemized list of standards that reflect the erasure, othering, minimization, and whitening of Black, Indigenous, People of Color, and LGBTQIA+ individuals and individuals with disabilities. We paid particular attention to how the new standards would impact Indigenous students, given the nine federally recognized tribal nations in South Dakota. Yet, our analysis reflects how students of every background will be affected.

We hope that by analyzing and synthesizing the impact these standards will have on South Dakota students, changes can be made that allow every student in the state to feel safe and included. History is not neutral; there is always a narrator. However, it is possible to teach, learn, and examine history in a way that creates conscious individuals and democratic citizens eager to make the world a better place for everyone.

# Who We Are



During undergrad, Sophia Alejandro researched and analyzed the many inequities that marginalized groups face in education. This ignited a passion within her to do everything possible to close the opportunity gap. She began working with Teach for America as a high school English teacher in Texas. Once again, she bore witness to education inequities. Through the years, she saw that policy language can be harmful and negatively impact students. Now, as she earns her MPA/MPP from George Washington University, she continues to research frequently overlooked communities with a goal of equitable and just education.

In 2010, Hannah Kozik started Teach for America in the Diné Nation in New Mexico. Since then, she has taught in Washington, DC, and Northern Virginia. In addition to teaching, she worked for a state legislator, for the nonprofit Virginia Learns, and as a teacher-leader, incorporating culturally responsive and critical thinking strategies into every classroom and leading community discussions on inclusion and diversity. While attending Georgetown University's Master's program in education policy and advocacy, much of Hannah's research and analysis focused on supporting educational equity in Indigenous and rural communities.



# Methodology

To analyze the Morrissey standards, we conducted an itemized, line-by-line identification based on our experience in the classroom and working with the curriculum. As we completed our line-item analysis (Appendix A), we looked specifically for the following:

- Minimization or marginalization (euphemisms or attempts to reduce the historical impact of policies)
- Erasure (the deliberate exclusion of the perspectives or contributions of historically marginalized groups)
- Othering (treating historically marginalized groups as different or alien)
- Mythologizing
- Centering (or decentering) Whiteness (does the standard reflect "cooperation or conflict" with a historically marginalized group)

The latter definitions, in particular, were based on Shear, Knowles, Soden, and Castro's *Manifesting Destiny: Re/presentations of Indigenous Peoples in K-12 U.S. History Standards* (2015).

After coding the elementary, middle, and high school Morrissey standards, we created a table comparing the percentage or numbers of standards between these standards and the July 2021 standards developed by the original working group (Appendix B). Additional analysis used the majority (>95%) of verbs in both standards documents. These verbs were then categorized into Bloom's taxonomy levels of rigor, as listed at Miami University's College of Education. Where a verb is repeated in multiple levels of rigor, we selected the higher level for the analysis.

It is important to remember that, particularly in the Morrissey standards, the emphasis on national and world history standards beginning in grade one contributes to a broad erasure of social, ethnic, and racial identity, community building and participation, and a place-based, culturally responsive education.

# Formation: Timeline

**July 26, 2021:** Working group of nearly 50, mostly educators, submits Social Studies standards to the South Dakota Department of Education (Matzen, 2023).

**August 6, 2021:** Social Studies Standards are released for review. Standards referencing the Oceti Sakowin Oyate have been changed or removed completely (Newton, 2021).

**September 20, 2021:** Governor Noem announces that she will restart the process and selects William Morrissey from Hillsdale College to lead the committee (Dakota News Now, 2021; Newton, 2022).

**2021 to 2022 academic year:** Written Social Studies standards are delivered to the hand-picked fifteen-person committee for their review (WCCO News, 2022).

**2022-2023 academic year:** Morrissey hosts four public hearings for feedback. Of over 1,300 public comments, only 121 are in favor of passing the new standards (Harward, 2023).

**December 2022:** Becky Guffin's term ends as a member of the South Dakota Board of Education. Guffin, a public school superintendent, later signs a letter in opposition to the new standards (Big 81, 2023; Dakota News Now, 2023).

**April 17th, 2023:** Morrissey's Social Studies standards pass 5-2. The President of the Board voted against the standards. Steve Willard, the Superintendent of the Belle Fourche District, resigned his board position in May 2023. Belle Fourche District signed a letter in opposition to the standards (Harward, 2023; Matzen, 2023).



# Formation: Input

## July Standards

The original July standards revision committee of nearly 50 individuals incorporated input from the people of South Dakota and various sources (July Standards, 2021), including:

- The C3 Framework
- Geography, Civics, and Economics Frameworks for the National Assessment of Student Progress
- Native Knowledge 360
- Oceti Sakowin Essential Understandings
- National United States and World History Content Standards
- Pre-AP World History and Geography Course Guide

## Morrisey Standards

William Morrisey, a former professor of politics from Hillsdale College in Michigan, wrote the Social Studies Standards ratified on April 17th. The introduction to the standards contains no references to other sources or public comments. The standards were written by Morrisey and reviewed by the 15-member committee (WCCO News, 2022). They align with Hillsdale's "1776 Curriculum" (Flaherty, 2022).

# Structural Differences Between the Standards

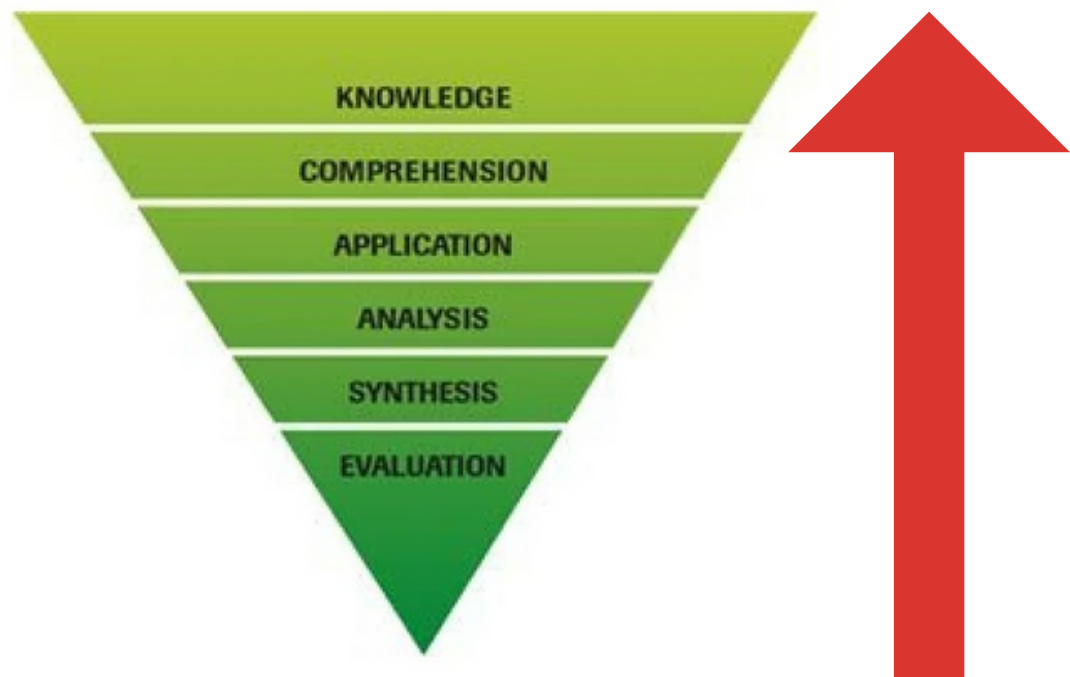
Both documents emphasize that democracy rests on a well-informed and engaged public; however, only the original July standards contain any connections or foundation on civic engagement within the classroom and surrounding local communities. Critical differences in the standards' approach to learning and organization impact how educators teach the standards, the rigor levels students will experience, and what skills students will develop.

July 2021 Standards	Morrisey 2023 Standards
Skill and inquiry-based learning fosters the collaborative construction of knowledge.	Fact-based learning emphasizes the transfer of knowledge from teacher to student.
Organized conceptually.	Organized chronologically.
Provides connections to student experiences.	Does not provide connections to student experiences.

# Approach to Learning

The July standards addressed the importance of content and skill-based learning, including "inquiry, critical thinking, real-world experiences, opportunities for discussion and debate" (July Standards, 2021). The Morrissey standards consider inquiry-based learning a "pedagogical approach" and is a "means" to reach the standards (Morrissey Standards, 2023).

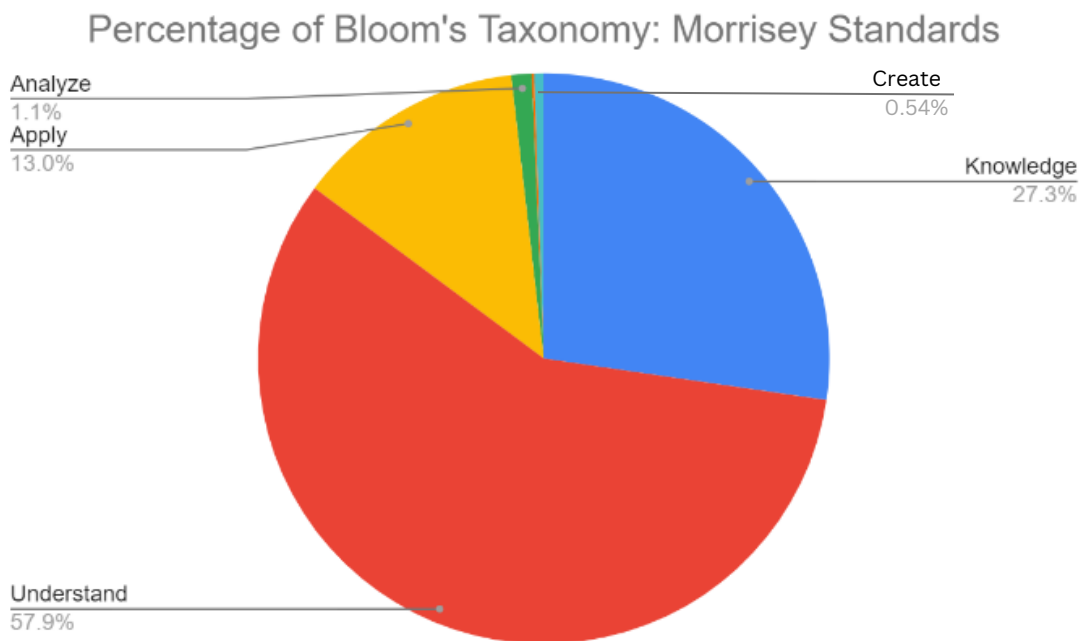
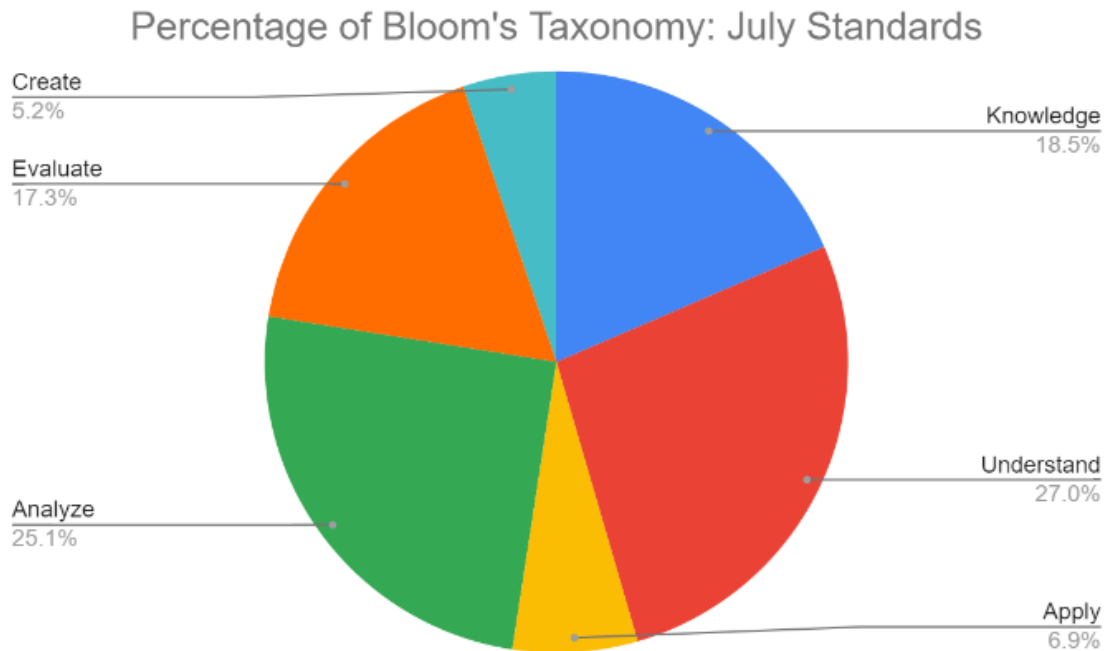
Bloom's Taxonomy organizes student thinking in levels of rigor. The first levels, knowledge and understanding, are essential to establishing a foundation, but the goal is new thinking. Students can only achieve new thinking by incorporating many areas of inquiry and rigor. Education professors Sam Wineburg and Jack Schneider (2009) suggest that historical thinking starts with evaluation rather than knowledge:



The July standards utilize relevant, skill and inquiry-based, experiential education similar to *unspeic'iciyapi* or "learning by doing".

# Approach to Learning

The July standards contain a more even distribution of rigor-level according to an analysis of Bloom's Taxonomy verbs.

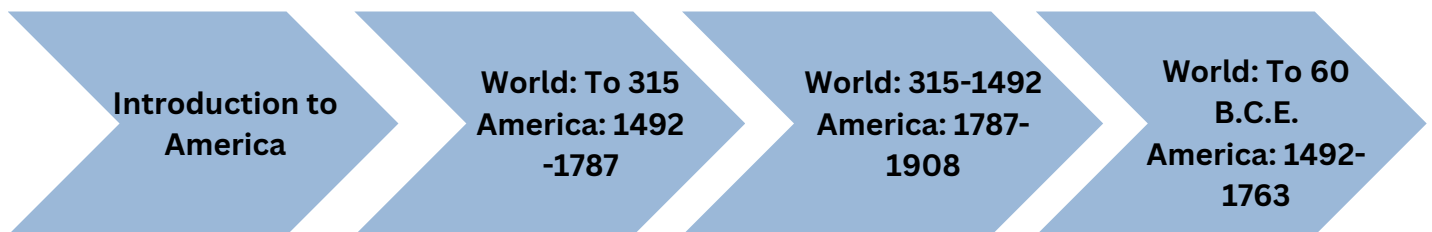


# Organization: Conceptual v. Chronological

July 2021 Standards: Kindergarten to Third Grade



Morrissey Standards: Kindergarten to Third Grade



The conceptual organization is key to developing and deepening student understanding. Concepts act as a filing cabinet for learners to connect, organize, and anchor new knowledge.



# Organization: Conceptual v. Chronological

The chronological structure of the Morrissey standards result in the same standard being repeated multiple times without adding depth or using advanced language. For example, the first-grade standard 1.SS.7.C. is repeated throughout elementary, middle, and high school with nearly identical language each time:

Standard	Language
1.SS.7.C.	"The student explains the Columbian Exchange of resources, people, and disease, including how smallpox decimated Native Americans."
3.SS.6.C.	"The student explains the Columbian Exchange of resources, people, and disease, including how smallpox decimated Native Americans."
5.SS.4.F.	"The student explains the Columbian Exchange of resources, people, and disease, including how smallpox decimated Native Americans."
7.SS.4.F.	"The student explains the Columbian Exchange of resources, people, and disease, including how smallpox decimated Native Americans and the science of why this happened."
9-12.WH.6.D.	"The student explains the Columbian Exchange of resources, people, and disease, including how smallpox decimated Native Americans and the science of why this happened."
9-12.USH.5.	"The student explains the Columbian Exchange of resources, people, and disease, including how smallpox decimated Native Americans and the science of why this happened."

# Content Analysis

In addition to formative and structural differences between the July 2021 and the Morrisey standards, there are differences in the information, perspectives, and narratives prioritized in the standards and, therefore, classrooms. Shear et al. (2015) suggest that "narratives convey overt and covert messages to students about who we are as a nation" (p. 69).

We specifically analyzed for:

- Erasure and Language
- Eurocentric Narrative ("Cooperation or Conflict")
- Past or Present Indigenous Standards

July 2021 Standards	Morrisey 2023 Standards
Uses language that is culturally responsive to the Oceti Sakowin, such as "kinship," "star quilt," and "buffalo medicine wheels."	Erases culturally responsive language and utilizes euphemisms, i.e., "compulsory attendance" for "forced assimilation" (5.SS.9.O).
25% of Indigenous elementary standards fall under "cooperation or conflict."	74% of Indigenous elementary standards fall under "cooperation or conflict."
60% or more of Indigenous standards are post-1900.	53% to 92% of Indigenous standards focus on 1492 to 1900.

# Erasure and Language

Utilizing a Eurocentric perspective, the Morrisey standards erased significant topics, individuals, and language from the July 2021 standards:

School Level	Major Standards and Topics Removed
Elementary (K-5th)	<ul style="list-style-type: none"> <li>• discussing the meaning of kinship to the Oceti Sakowin Oyate.</li> <li>• discussing the tribal nations of the Oceti Sakowin Oyate.</li> <li>• symbols of the Oceti Sakowin Oyate, including but not limited to star quilt, buffalo, and medicine wheels.</li> <li>• recognizing the nine contemporary reservations of the Oceti Sakowin Oyate on a SD map.</li> <li>• exploring the concepts of the Oceti Sakowin Oyate, including but not limited to tribal flags, celebrations (powwows), beadwork, dreamcatchers, music and artwork.</li> <li>• identifying names and locations of Oceti Sakowin Oyate tribes within our communities and state.</li> <li>• learning how to describe tribal organizational structures (council, chairman, etc.)</li> <li>• researching the nine tribes in SD</li> <li>• demonstrate knowledge of events leading up to the American Revolution, the War of Independence and U.S. history from George Washington’s presidency to the War of 1812.</li> </ul>
Middle (6th-8th)	<ul style="list-style-type: none"> <li>• examining major cultural traits and resiliency of the Oceti Sakowin Oyate throughout history</li> <li>• critiquing significant primary sources, including Oceti Sakowin Oyate treaties, and their impact on events of this time period</li> </ul>
High (9th-12th)	<ul style="list-style-type: none"> <li>• contributions of women and indigenous people</li> <li>• how social trends in SD were shaped by Oceti Sakowin Oyate</li> <li>• economics within tribes of SD</li> </ul>



# Erasure and Language

In addition to erasing topics culturally responsive to Indigenous tribal nations in South Dakota, the Morrisey standards erase specific language that reflects Oceti Sakowin Oyate culture and history. In some cases, this language is replaced with a euphemism; in others, the exclusion of multiple perspectives defaults to "silent whiteness." Indigenous Americans are evaluated based on cultural stereotypes and generalizations, while European Americans are assessed as individuals (McClure, 2021).

## Standard and Language

July 2021: K.C.6.1.: Discuss the meaning of kinship to the Oceti Sakowin Oyate.

Morrisey 2023: 5.SS.9.O.: "The student tells of the effects of boarding schools on Native Americans, including the U.S. government's enactment of compulsory attendance of Native American children and its enforcement on reservations in South Dakota."

Morrisey 2023: 9-12.USH.7.J.: "The student tells the stories and explains the effects of major military events, figures, and **common soldiers** from the War of Independence."

## Euphemism or Absence of Language

Removed completely in August 2021 and Morrisey 2023 Standards.

"Compulsory attendance" is a euphemism for "forced assimilation" or even "kidnapping".  
"Native Americans" obfuscates individual stories and generalizes experience for Indigenous nations.

"Common soldiers" is repeated 17 times through different standards in relation to the Civil War, War on Terror, etc. It is never utilized when learning about Indigenous American conflict, again generalizing Indigenous experiences.

# Cooperation or Conflict

We analyzed the original July and Morrissey standards for centering and decentering Indigenous experiences (Appendix C). We categorized standards for Indigenous tribal nations as either "cooperation or conflict" or centering Indigenous voices. If a standard references Indigenous tribal nations or individuals in cooperation or conflict to a White event, for example, Jamestown, the Trail of Tears, or collaboration with White settlers, we categorized the standard as "cooperation or conflict."

**For the purposes of this analysis, any reference to “reservations” was categorized as cooperation or conflict, and any inclusion of the OSEUs were categorized as centering Indigenous voices. This does not necessarily mean the OSEUs were well-incorporated into either set of standards.**

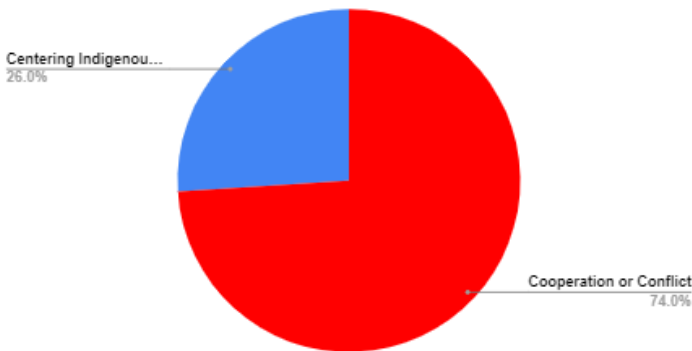


# Cooperation or Conflict

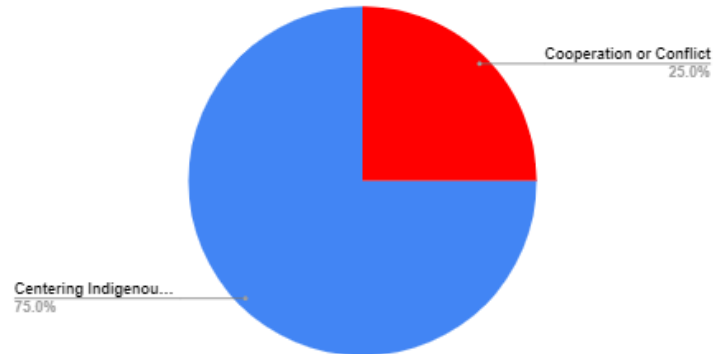
The charts indicate the results of the analysis below.

## Elementary School Standards

Morrisey Elementary Standards: Percentage of Cooperation or Conflict out of Total Indigenous Standards

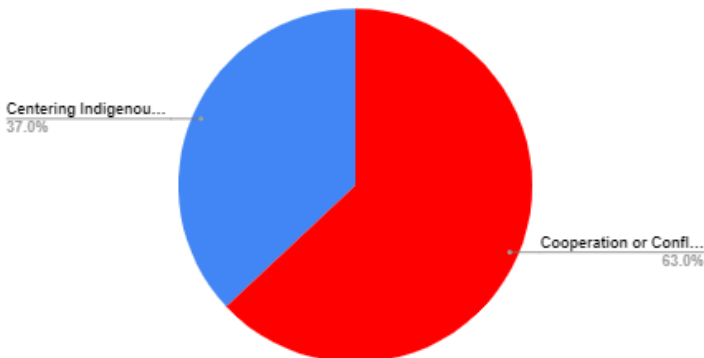


July Elementary Standards (2021): Percentage of Cooperation or Conflict out of Total Indigenous Standards

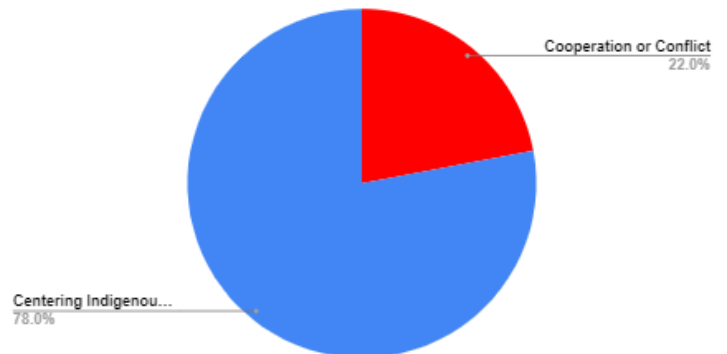


## Middle School Standards

Morrisey Middle School Standards: Percentage of Cooperation or Conflict out of Total Indigenous Standards



July Middle School Standards (2021): Percentage of Cooperation or Conflict out of Total Indigenous Standards



# Past or Present

We analyzed the original July and Morrisey standards for past and present Indigenous standards (Appendix D). Based on Shear et al.'s *Manifesting Destiny: Re/presentations of Indigenous Peoples in K-12 U.S. History Standards*, we used the ranges of pre-1492, 1492-1900, and post-1900.

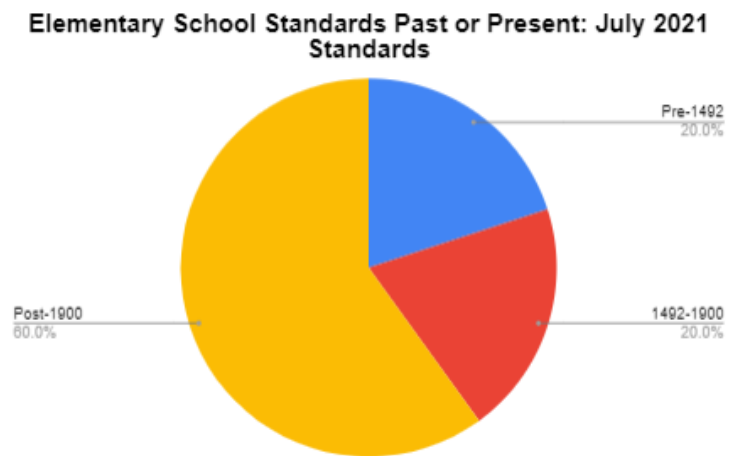
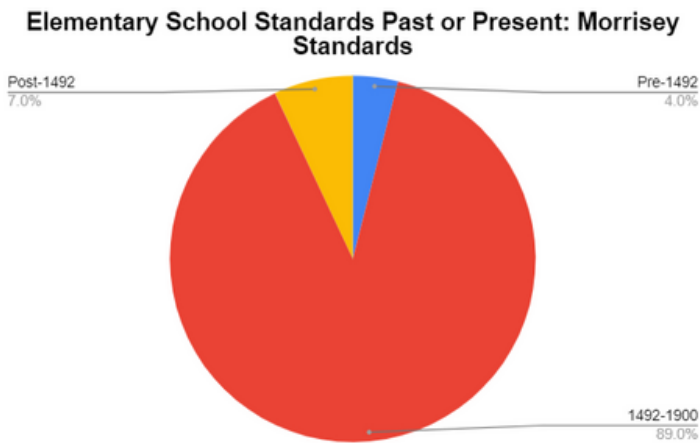
**In their analysis of 51 state standards, Shear et al. (2015) found "the systematic confining of curriculum about Indigenous Peoples to pre-1900 America" (p. 82).**



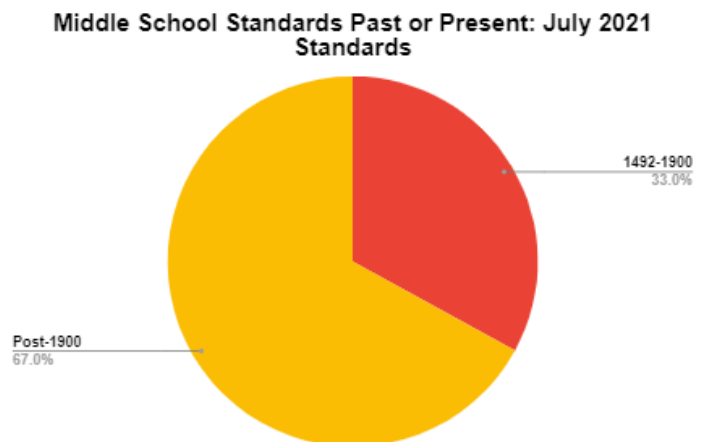
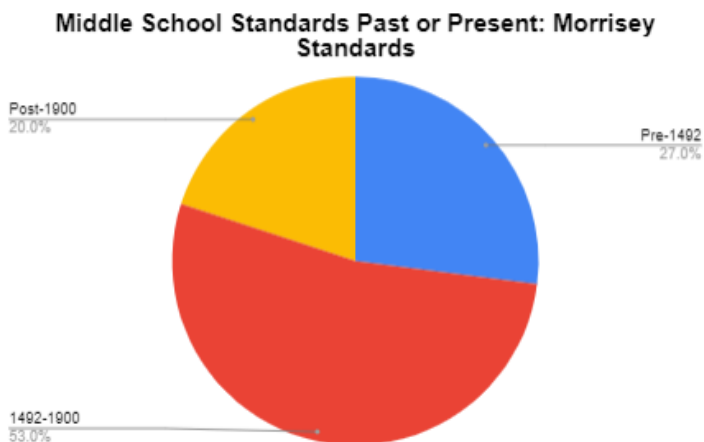
# Past or Present

The charts below indicate the results of the pre-1492, 1492-1900, and post-1900 analyses.

## Elementary School Standards



## Middle School Standards



# Impact

**"A Eurocentric narrative causes fissures in society, lacking complexity and excluding alternative voices from the official story of the United States"  
-Shear et al., p. 86.**



The historical pattern of erasure of Indigenous tribal nations impacts not only the education outcomes, healing, and engagement of Oceti Sakowin Oyate students, but all students in South Dakota's education system through teacher retention and recruitment, student engagement, and student self-worth.

# Teacher Retention and Recruitment



Teacher openings remain high in South Dakota headed into summer

As the 2022-2023 school year ended, 515 teaching and administrative positions were open in South Dakota (Seamer, 2023).

Each teacher and administrator supports and impacts any number of students, from smaller classes in lower elementary and special education to hundreds of students in high school. In the case of teacher vacancies, every student that the teacher would impact suffers.

Without teachers, schools cancel courses or school days, utilize virtual learning across districts, and hire new, underprepared teachers who are much more likely to leave (Carver-Thomas, 2022). Sometimes, students use recordings and are expected to teach themselves (Balingit, 2023).

The Learning Policy Institute (2019) found that “teacher qualifications are the most important school-related predictors of student achievement.”

# Teacher Retention and Recruitment

“I do believe there will be unintended consequences enforcing this document on teachers who are a product of South Dakota...If approved, there will be people who leave the profession rather than become pawns.”

-Terry Niebelsick, President, South Dakota Board of Education Standards (Harward, 2023)

As a rural state with one of the lowest teacher salaries (Whitney, 2023), South Dakota already struggles to retain and recruit teachers, and how the South Dakota administration will hold teachers, schools, and districts accountable to the new social studies standards is unclear.

This ambiguity poses a moral dilemma for teachers trying to meet the needs of their students without possible ramifications from parents, districts, or state government.

Students, particularly those in low socioeconomic, Title 1 schools, require consistent, qualified teachers to be successful. Without qualified teachers, student well-being and achievement suffers.

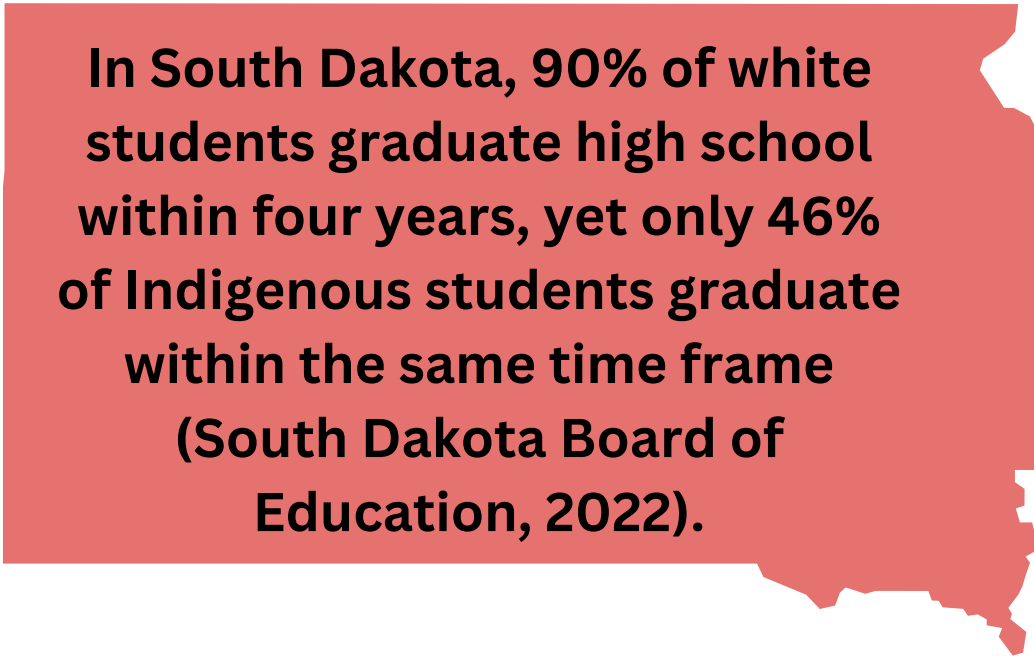




# Student Engagement

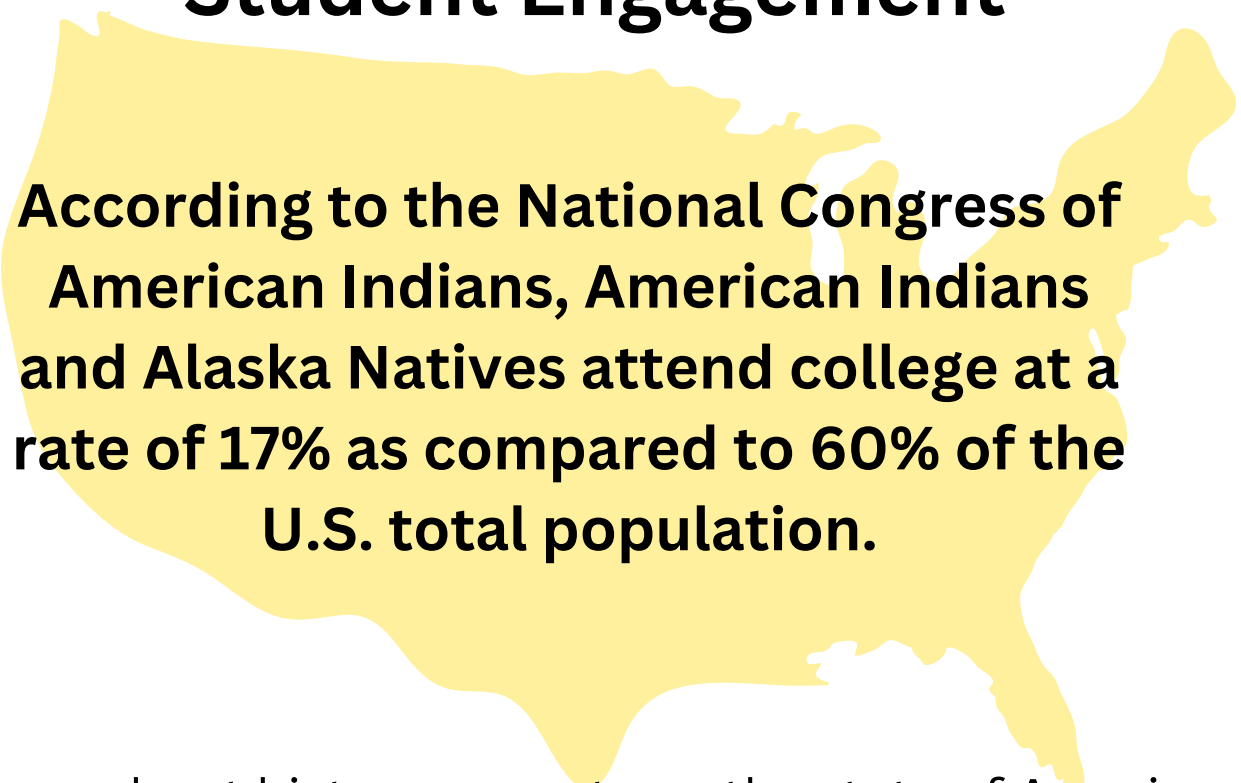
The Morrisey standards do not create a culturally and linguistically responsive environment. The chronological organization and emphasis on knowledge and explanation in the Morrisey standards make engagement challenging.

**Attendance declines, challenging behaviors increase, and student achievement suffers without student engagement.** Data from South Dakota's 2021-2022 State Education report card strongly suggest that the Indigenous students in South Dakota's schools will be harmed the most.



**In South Dakota, 90% of white students graduate high school within four years, yet only 46% of Indigenous students graduate within the same time frame (South Dakota Board of Education, 2022).**

# Student Engagement



**According to the National Congress of American Indians, American Indians and Alaska Natives attend college at a rate of 17% as compared to 60% of the U.S. total population.**

Throughout history, reports on the state of American Indian education reiterated the need to teach and preserve Indigenous language and culture. The 1928 Meriam Report and the Department of Education's 1991 report, "Indian Education at Risk: An Education Strategy for Action," **recommended cultivating Native languages and cultures to improve education outcomes for Indigenous American students.** More recently, North Dakota conducted a Native American Needs Assessment during the 2022-2023 school year, identifying needs such as "Providing Culturally Responsive Curriculum and Instruction" and providing strategies and resources to meet these needs (North Dakota Department of Public Instruction, 2023).

# Student Self-Worth

School systems can foster the healthy growth of self-worth and efficacy or create barriers to it. The passage of the Morrissey standards erases the contributions, culture, and importance of Indigenous tribal nations. Instead, it portrays Indigenous tribal nations as enemies or collaborators engaging in conflict or cooperation. These standards threaten the self-worth and lives of Indigenous students by erasing their rich culture and history from the past and present.



**Compared to all other races within the United States, American Indians and Alaska Natives have a lower life expectancy by 5.5 years, and Indigenous youth have the highest youth suicide rate, 2.5 times higher than the rest of the country. (NCAI, 2019).**

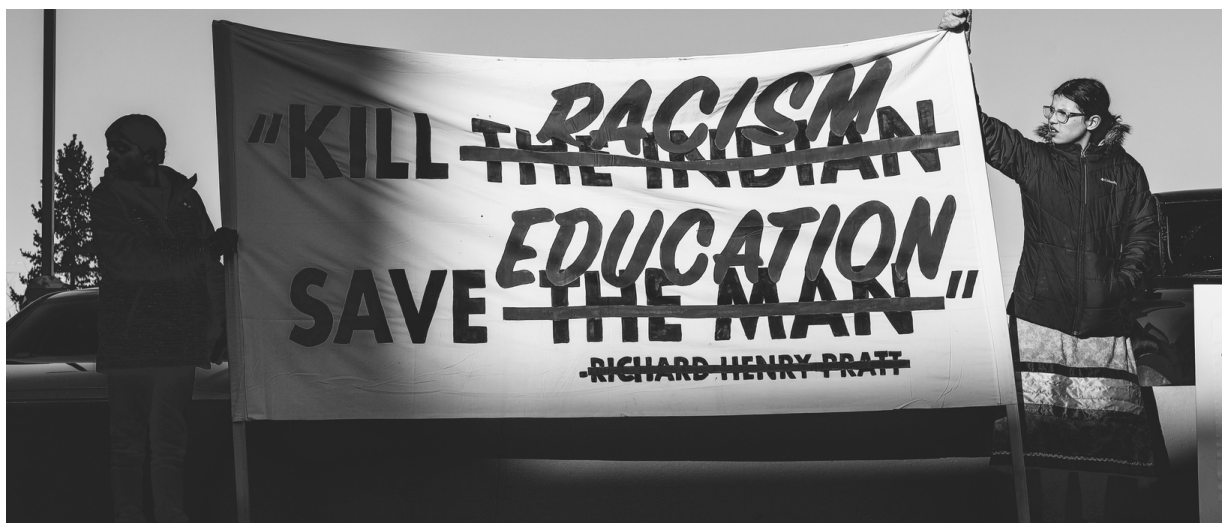
# Student Self-Worth

By framing Indigenous tribal nations in "cooperation or conflict," **the standards set "up Indigenous Peoples as barriers to American progress...students might think that Indigenous Peoples are gone for one reason--they were against the creation of the United States"** (Shear et al., p.86).



# Conclusion

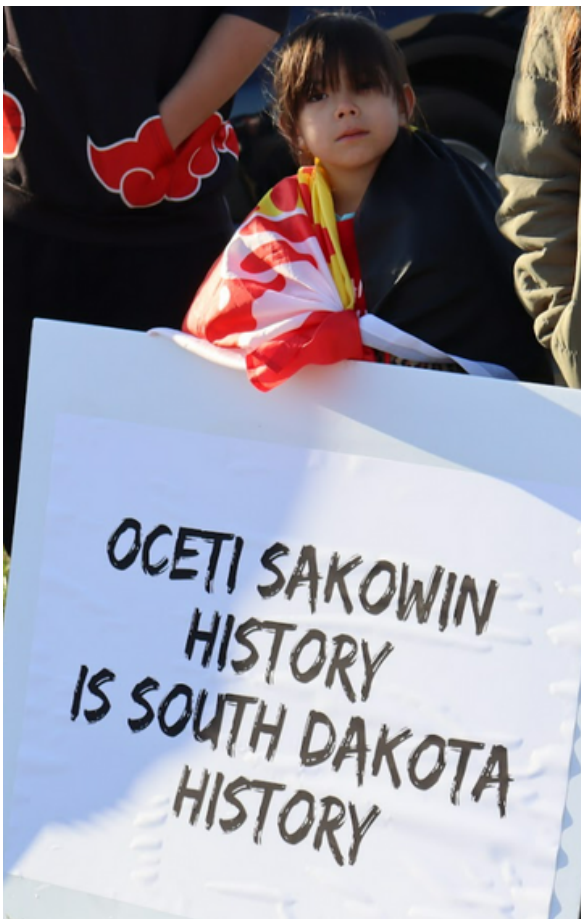
At the end of my first year in the classroom, Texas began to have new policy changes regarding education and the mandatory reporting standards of teachers. I witnessed my colleagues struggle morally to determine what was right and just. Then, post-Uvalde, I watched as some policy remained the same. My school then fell into a statistic. After our active shooter situation, I saw mass numbers of teachers quitting. Leaving the 22-23 academic year, my school lost over 50 teachers. -Sophia Alejandro



During my third year of teaching in the Diné (Navajo) Nation, one of my students' teenage cousins hung himself in a closet. As I started teaching my second graders in Northern Virginia about three Indigenous tribal nations, my students asked if "Native Americans were still alive." These two moments represent to me what is at stake in these South Dakota Social Studies Standards: the lives of Indigenous students. -Hannah Kozik

# Conclusion

**"These proposed standards do not seem to grasp that the whole point of social studies is to analyze the past and the present in order to positively impact the future." -Tamra Huffman (Santella, 2022)**



These standards do not teach students to think critically or historically. And while we specifically task and assume teachers teach students to think, school standards and curriculum play a crucial role in socializing and shaping student consciousness (Sleeter, 2002).

# Conclusion

In researching the process and analyzing the new Social Studies Standards, it became clear that the new "natural" or "neutral" standards have politicized best teaching practices and the inclusion of multiple perspectives from history. The absence or exclusion of race, culture, and inquiry from history is not neutral; it defaults to a White, Eurocentric narrative. These standards inhibit the ability of South Dakota students to live without fear in diverse racial and cultural communities, as well as students' abilities to become independent thinkers (Shear et al., 2015). Finally, by othering Indigenous ways of being and knowledge, the Morrissey standards demand that Oceti Sakowin Oyate children continue bearing the burden and trauma of colonization and forced assimilation. The July 2021 standards demonstrate that the South Dakota Department of Education can do better.



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# Appendix A: Itemized Analysis of Morrissey Standards

## Coding

(M)-Minimization or Marginalization

(E)-Erasure

(G)-Generalization

(V)-Victimization

(O)-Othering

(MY)-Mythologizing

(MO)-Easy, missed opportunity to incorporate Oceti Sakowin Oyate essential understandings.

(W)-Centering White, Eurocentric Experiences, such as the placement of Wampanoag either as cooperating or as engaged in conflict.

## Grade: Kindergarten

Introduction to America

*No reference to Oceti Sakowin Oyate essential understandings.*

- K.SS.1.C: “State or reservation” equates reservations, which are sovereign nations, to states (M/W)
- K.SS.1.E: “The student can identify and describe differences in setting, housing, and clothing from different time periods.”
  - Deliberately vague; what different time periods? Which cultures? Default to European Americans. (E)
- K.SS.1.L: “The student can give examples of virtues and actions related to hard work, personal potential, and individual independence.” (Similar: K.SS.1.M)
  - No reflection or including of Oceti Sakowin Oyate essential understandings and community. (MO)
- K.SS.1.N: “The student can recite the ‘Pledge of Allegiance’ from memory.”
  - Potential violation of *West Virginia Board of Education v Barnette*.
- K.SS.3.: “The student tells stories about figures from American history through 2008...Figures may include, but are not limited to:”
  - Includes 31 White Men; 3 White Women; 11 Black Men; 5 Black Women; 7 Indigenous Men; 2 Indigenous Women; 1 Mexican-American Man
- K.SS.4: “The student identifies and explains the meaning of different symbols of America. Symbols may include, but are not limited to:...” (E/M/W)
  - Does not include Indigenous monuments, such as Crazy Horse Monument, and only includes two non-white symbols (out of 32), “Martin Luther King, Jr. Memorial” and “Juneteenth.”

## Grade: First

World: To 315

*References Oceti Sakowin Oyate Essential Understandings in Standard 1.SS.6.A.*

- 1.SS.1.K: “The student can identify major public buildings in Washington, D.C., and their architectural styles.” (W)
  - No reference to the influence of other architectural styles or influences.
- 1.SS.2.A: “The student locates each of the following on a map:...”
  - Excludes tribal nations in 21 listed items that include three South Dakota cities. (E)

America: 1492-1787

- Suggests that America started in 1492 (E)
- 1.SS.6.A: “The student demonstrates knowledge of pre-Columbian indigenous peoples of North America.”
  - Separate standard (O).
  - Adds Oceti Sakowin Oyate Essential Understandings “1-5 and 7” without linking or documenting standards.
- 1.SS.7.C: “The student explains the Columbian Exchange of resources, people, and disease, including how smallpox decimated Native Americans.”
  - Concerning the arrival of Columbus (W)
  - No description of contributions or survival (V)
- 1.SS.7.D: “The student explains how European and indigenous peoples both worked together and also fought against each other and among themselves.”
  - Capitalization of “European” and not of “indigenous” suggests that “European” is an ethnicity or a race, and of more importance than “indigenous.” (M/W)
  - Cooperation or conflict (W)
    - See Sleeter 2006
- 1.SS.7.E: “The student explains the history of slavery, including in ancient times and in the 15th century.”
  - Does not connect slavery to racism or to a system of capitalism, benefit, and racism in the United States; rather, slavery becomes ‘something some people did once’. (W) (See also “arrival of Africans from a Dutch slave ship captured by the English.”)
    - See Sleeter 2006
- 1.SS.G.: “The students tells the story of the founding of Jamestown, including: the stories of John Smith, Matoaka (Pocahontas), and John Rolfe.”
  - Without clarity, open the possibility of mythologizing or stereotyping (MY)
- 1.SS.7.H: “The student tells the story of the founding of Plymouth and Massachusetts Bay, including...assistance of the Wampanoag.”
  - Cooperation or conflict (W)
- 1.SS.8.D: “The student explains how the ‘American’ colonist was generally defined by certain traits...”
  - Implies that other cultures and peoples did *not* have these qualities (O)
  - Ignores contributions and individualism of Indigenous tribes and Black colonists (E/G)
  - See also 1.SS.8.C.
- 1.SS.8.G.: “The student tells the story of the French and Indian War...its effect on American identity and sense of unity.”
  - Ignores perspective of Indigenous tribes that fought both with and against the British, not included in “American identity and sense of unity” (O/E)
- 1.SS.10.A-F: The student demonstrates understanding of the Declaration of Independence based on the arguments of the leading founders.
  - No inclusion of the Indigenous or Black colonist/slave perspective, nor how “each human” refers only to white, land-owning men. (E/W)
- 1.SS.11. A-B: Biographies of two white men: George Washington and Thomas Jefferson.
  - Erasure of women, BIPOC, LGBTQIA+

# Appendix A: Itemized Analysis of Morrissey Standards

## Grade: Second

World: To 60 B.C.E.

No reference to Oceti Sakowin Oyate essential understandings.

- 2.SS.1.G: The student can identify the following manmade landmarks in the United States:
  - Out of 12, one is Indigenous, “Crazy Horse Memorial,” and is being constructed by a white family (W/E)
  - Construction of the Brooklyn Bridge was completed by many members of the Mohawk tribe (E)
- 2.SS.2.A: “The student locates...”
  - Adds new material, but no tribal nations (E)

America: 1787-1908

No reference to Oceti Sakowin Oyate essential understandings.

- 2.SS.5.A-G: The student demonstrates knowledge of the United States Constitution.
  - Nowhere else in the standards are there references to self-government among Indigenous tribes, particularly, the Oceti Sakowin. This is found in the essential understandings 4: Kinship and Harmony. (MO/W)
- 2.SS.6.B: “The student explains the importance of a knowledgeable, good, and hard-working citizenry in America.”
  - Implies other countries or those who are not citizens of America are not “good and hard-working.” (O)
- 2.SS.7.A-F: “The student demonstrates knowledge of the early United States under the Constitution.”
  - Content only refers to white, European-Americans with the exception of “end of the international slave trade”. (W)
  - No mention of other perspectives incl. Indigenous tribal nations in South Dakota (2.SS.7.D) (E)
  - No mention of Scagawea with the “Corps of Discovery” (E) (2.SS.7.D)
- 2.SS.8.C: “The student describes the lives of slaves on southern plantations and at slave auctions, including cultural developments among African Americans in slavery.”
  - Implies that all African-Americans in the United States were slaves in the South, that no Slaves were kept in the northern states, does not relate slavery to systemic racism, and implies that the only African-Americans in the young United States were slaves. (W/G/E/M)
  - See also 2.SS.8.D.
- 2.SS.8.E: Biography of Andrew Jackson
  - “His actions, both diplomatic and military, toward Native American tribes” (O/G)
- 2.SS.9.A-F: “The student demonstrates knowledge of westward expansions’ effects on relationships with Native Americans and the electoral divide over slavery.”
  - Describes only one event, B, and the Trail of Tears. (W/M/E/V)
  - Indigenous lives are only important as they come in contact with European Americans.
- 2.SS.10.C-E: “The student demonstrates knowledge of the events leading up to the Civil War.”
  - “The student explains Abraham Lincoln’s argument against the idea that right and wrong simply depend on what most people want.”
    - Needs to be accurate context-driven; could be used, for example, to apply to the current public input (80%) opposing new Social Studies Standards.
  - “The student tells the story of how the Civil War began.”
    - No guidance and deliberately vague.
  - “The student explains the major and minor causes of the Civil War, especially the political tension surrounding the spread of slavery.”
    - Implies that all African-Americans in the United States were slaves in the South, that no Slaves were kept in the northern states, does not relate slavery to systemic racism, and implies that the only African-Americans in the young United States were slaves. (W/G/E/M)
    - Minimizes “slavery” to “political tension” rather than systemic racism as a cause. (M)
- 2.SS.11.F: “The student tells of the removal and relocation of the Dakota, Lakota, and Nakota.”
  - Singular perspective, only concerning a White event; White removal of Indigenous nations from their tribal lands. (W/M/V) (See also: 2.SS.11.J: Describes the settlement of South Dakota, but without Indigenous perspective and from the White-centric ‘settlement’ of South Dakota by Civil War veterans and their “influence on South Dakota civic life.”)
- 2.SS.12.C: “The student describes the life of pioneers in South Dakota during the late 1800s.”
  - Complete erasure of the Oceti Sakowin (MO/M/E).

## Grade: Third

World: To 60 B.C.E.

- 3.SS.2.G: “The student locates on a map the major reservations in South Dakota.”
  - Excludes “tribal sovereignty” and definition of “reservation” or historical context. (E/MO/M)

America: 1492-1763

References Oceti Sakowin Oyate Essential Understandings in standard 3.SS.5 B. Essential Understandings included are 1-5 and 7. Redundant language from First Grade 1.SS.6.A.

- 3.SS.5.C: “The student explains the tribal organizational structure of present-day Native Americans in South Dakota as sovereign nations.”
  - Included in Social Studies standard “demonstrates knowledge of Native Americans and Christopher Columbus” under “American History: 1492-1763”. Minimizes tribal sovereignty and suggests it is related solely to “tribal organizational structure” and in the past (M/O/E)
- 3.SS.6.D: “The student explains the variety of cooperative and violent Europeans, Indigenous peoples, and among Indigenous tribes.”
  - Cooperation or conflict (W)
  - See also 3.SS.6.F.
- 3.SS.6.E: “The students tells the story of the founding of Jamestown, including: the stories of John Smith, Matoaka (Pocahontas), and John Rolfe.”
  - Without clarity, open the possibility of mythologizing or stereotyping (MY)
  - See also 1.SS.G.
- 3.SS.6.F: “The student tells the story of the founding of Plymouth and Massachusetts Bay, including...assistance of the Wampanoag.”
  - Cooperation or conflict (W)
  - See also 1.SS.7.H
- 3.SS.7.D-E: “The student explains how the ‘American’ colonist was generally defined by certain traits...”
  - Implies that other cultures and peoples did not have these qualities (O)
  - Ignores contributions and individualism of Indigenous tribes and Black colonists (E/G)
  - See also 1.SS.8.D.
- 3.SS.7.H: “The student tells the story of the French and Indian War...its effect on American identity and sense of unity.”
  - Ignores perspective of Indigenous tribes that fought both with and against the British, not included in “American identity and sense of unity” (O/W)
  - See also 1.SS.8.G.

# Appendix A: Itemized Analysis of Morrissey Standards

## Grade: Fourth

World: 60 B.C.E.-C.E. 1300

- 4.SS.1.D.: “The student can give examples of virtues and actions related to being a responsible and knowledgeable citizen.”
- 4.SS.3.C.: “The student explains the major historical ideas and events surrounding the life of Jesus of Nazareth and their historical effects.”
  - Later includes Mohammed, but excludes the beginning of other religions (Buddha, Skywoman) and their “historical” effects. (Does not include, for example, religious prophets in Hinduism. Hinduism is equated as a “feature,” see 4.SS.5.F.) (O/W/E)

America: 1763-1820

Oceti Sakowin Essential Understandings are included only in standard 4.SS.11.J.

- 4.SS.6.A-F.: No inclusion of treaties or the lives of BIPOC in the colonies following the French and Indian War. (E)
- 4.SS.7.B.: “The student explains the meaning of ‘created equal’...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.”
  - Slavery v. racism; does not explain or include slavery as a product of systemic racism and does not include further contradictions with women, free Black Americans, and Indigenous tribal nations. (O/E)
  - See similar: 4.SS.7.D. “life, liberty, and the pursuit of happiness,” and 4.SS.7.G. “The student explains the different positions on slavery among the founders...” (excludes systemic racism and capitalism’s dependence on slavery).
- 4.SS.7.I.: “The student explains how America’s founding based on these words of the Declaration of Independence was unprecedented in human history...”
  - American exceptionalism and ignores the founding of the Haudenosaunee Confederacy (O/E).
- 4.SS.8.A.: “Biography of George Washington.”
  - Excludes unfavorable events, such as the burning of Haudenosaunee villages and the Canandaigua Treaty of 1794 (E/W)
- 4.SS.9.C.: “The student explains how a majority can tyrannize over the rights of the minority.”
  - Excludes how a “minority can tyrannize over the rights of a majority.” (P)
- 4.SS.10.D.: “The student explains the importance of a well-informed, virtuous, and industrious citizenry within representative self-government.”
  - Implies that those who are not citizens of the United States are not “virtuous” and “industrious.” (O)
- 4.SS.11.B.: “The student explains how the invention of the cotton gin reinvigorated the practice of slavery and the slave-owning interest.”
  - Excludes the relationship of slavery to systemic racism, as well as how both the Northern and Southern states benefitted from slavery (M)
- 4.SS.11.I-J.: “The student identifies and explains how history from 1763 to 1820 is recorded by Native American tribes through winter counts, petroglyphs, and Shirt Wearers shirts.” and “The student explains select standards from Oceti Sakowin Essential Understandings.”
  - While included, this is only two standards out of 50 in the American History section of the Fourth Grade. (E)

## Grade: Fifth

World: 1300-1648

- 5.SS.4.E.: “The student explains the instances of conquest and cooperation between Europeans and indigenous peoples in the Americas.”
  - Overwhelmingly includes Indigenous peoples when connected to Europeans or European Americans in either cooperation or conflict (W)
  - See also 5.SS.4.F. (W/V)

America: 1820-1908

Oceti Sakowin Essential Understandings are included in standard 5.SS.6.D and in standard 5.SS.9.Q.

- 5.SS.5.E.: “The student explains the electoral relationship between the number of slave states and the perpetuation of slavery.”
  - Implies that slavery was only in a handful of Southern States and not perpetuated by systemic racism. (M/E)
- 5.SS.5.G.: Biography of Andrew Jackson
  - “The passage of the Indian Removal Act and its terms” (W/O/E)
  - Erases Indigenous perspectives; limits Indigenous tribal nations to “removal” by a White president.
  - See also 2.SS.8.E.
- 5.SS.6.B.: “The student tells the story of the Trail of Tears, particularly the 1838 Cherokee removal following the Treaty of New Echota.”
  - Limits one event, only in relation to westward expansion, ignores forced assimilation. (V/W)
  - See also 2.SS.9.A-F.
- 5.SS.6.D.: “The student explains the interactions between settlers, governing bodies, and Native Americans in South Dakota...Treaty of Yankton, the role of Indian agencies, and settlement through homesteading.”
  - Only includes Indigenous tribal nations concerning White westward expansion, excludes forced assimilation and genocide. (W/E)
- 5.SS.7.A-F: “The student demonstrates knowledge of the events leading up to the Civil War.”
  - “The student explains Abraham Lincoln’s argument against the idea that right and wrong simply depend on what most people want.”
    - Needs to be accurately context driven; could be used, for example, to apply to the current public input (80%) opposing new Social Studies Standards.
  - “The student tells the story of how the Civil War began.”
    - No guidance and deliberately vague.
  - “The student explains the major and minor causes of the Civil War, especially the political tension surrounding the spread of slavery.”
    - Implies that all African-Americans in the United States were slaves in the South, that no Slaves were kept in the northern states, does not relate slavery to systemic racism, and implies that the only African-Americans in the young United States were slaves. (W/G/E/M)
    - Minimizes “slavery” to “political tension” rather than systemic racism as cause. (M)
  - See also 2.SS.10.C-E.
- 5.SS.8.G.: “The student explains the successes of Reconstruction...its failures in renewed discrimination during Reconstruction and especially after the Compromise of 1877.”
  - Excludes systemic racism, the rise of violence against Black Americans and the Ku Klux Klan. (E/M)
- 5.SS.9.H-Q.: “The student demonstrates knowledge of the Gilded Age.”
  - “The student describes the life of pioneers in South Dakota during the late 1800s.”
    - Excludes perspectives of Indigenous tribal nations (G/E)
  - “The student analyzes and defiles the extent to which treaties were made between the U.S. government...Agreement of 1877.”
    - Described only in relation to White expansion, cooperation or conflict. (W/E)
  - 5.SS.9.K: Description of conflict. (See 5.SS.9.J.) (W/E)
  - 5.SS.9.O.: “The student tells of the effects of boarding schools on Native Americans...enforcement on reservations in South Dakota.”
    - Ascribes boarding schools to the past and uses “compulsory attendance” rather than “forced assimilation.” (W/G/M)
  - 5.SS.9.Q: Oceti Sakowin Essential Understandings
- 5.SS.10.F.: “The student explains the ideas and efforts for the betterment of African Americans around 1900”
  - The word ‘betterment’ suggests and implies that African Americans needed to be “uplifted.” (G/O)
  - Excludes systemic racism and sharecropping system of indentured servitude that resulted after Reconstruction. (E)

# Appendix A: Itemized Analysis of Morrissey Standards

## Grade: Sixth

Influential Ideas in History and Civics: To 1815

Oceti Sakowin Essential Understandings are included in standard 6.SS.1.C.

- 6.SS.1.C.: “The student can make arguments about civilizations that left little or no written record, using archeological evidence...culture through oral traditions, written accounts, and primary source information.”
  - Presents civilizations without any written record as “other” and implies that the Oceti Sakowin are limited to the past. (O)
- 6.SS.5.C.: “The student explains the major historical ideas and events surrounding the life of Jesus of Nazareth and their historical effects.”
  - Later includes Mohammed, but excludes the beginning of other religions (Buddha, Skywoman) and their “historical” effects. (Does not include, for example, religious prophets in Hinduism. Hinduism is equated as a “feature,” see 4.SS.5.F.) (O/W/E)
  - See also 4.SS.3.C.
- 6.SS.5.F.: “The student compares the religion of the Christians to that of the Hebrews and of the polytheist religions, including...equal moral obligations of each person regardless of class or authority.”
  - Excludes other religions and presents Judaism, Hinduism, Polytheism, as “other” and inferior to Christianity. (O/P)
  - See also 6.SS.5.C and 6.SS.6.C.

## Grade: Seventh

America: 1492-1877

Oceti Sakowin Essential Understandings are included in standard 7.SS.3.F., 7.SS.4.M., 7.SS.12.D.

- Suggests that America started in 1492, ignores Indigenous tribal nations already present, thriving, living on the continents. (E)
- 7.SS.2.: “The student locates on a map the major...”
  - Includes “Custer State Park” and nine contemporary reservations of the Oceti Sakowin Oyate.
- 7.SS.3.A-G: The first stand-alone standard strand covering Indigenous tribes without relating to a White event.
  - Excludes any mention of tribal sovereignty (E)
- 7.SS.4.B.: “The student explains 15th-century trade between Europe and Asia, European motivations for exploration, and their various interactions with Native Americans.”
  - Indigenous tribal nations are covered concerning White European Americans (O/W/M)
- 7.SS.4.F-G.: “The student explains the Columbian Exchange of resources, people, and disease, including how smallpox...variety of cooperative and violent Europeans.”
  - Cooperation or conflict (W)
  - See also 3.SS.6.D.
- 7.SS.4.H.: Founding of Jamestown
  - Without clarity, open the possibility of mythologizing or stereotyping (MY/W)
  - See also 1.SS.G.
- 7.SS.4.I: Founding of Plymouth and Massachusetts Bay
  - Cooperation or conflict (W)
  - “The first Thanksgiving” possibility of mythologizing or stereotyping (MY)
  - See also 1.SS.7.H.
- 7.SS.5.B.: “The student explains how the colonial economies may be best characterized as free market or capitalist...”
  - Ignores/erases slavery’s role in creating a capitalist economy in the American colonies (E)
  - See also 7.SS.5.C., excludes systemic racism from slavery.
- 7.SS.5.E.: “The student explains how the ‘American’ colonist was generally defined by certain traits...”
  - Implies that “others,” i.e., Black colonists, Indigenous tribal nations, slaves, were not hard working, frugal, religious, etc. (O/E//G)
  - See also 1.SS.8.D. and 3.SS.7.D-E.
- 7.SS.5.J.: French and Indian War
  - Ignores perspective of Indigenous tribes that fought both with and against the British, not included in “American identity and sense of unity” (O/W)
  - See also 1.SS.8.G., and 3.SS.7.H.
- 7.SS.6.D.: Biography of George Washington
  - Incl. “His policies and practices regarding Native Americans.”
  - Excludes unfavorable events, such as the burning of Haudenosaunee villages and the Canandaigua Treaty of 1794 (E/W)
  - See also 4.SS.8.A.
- 7.SS.6.J.: “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.”
  - Lacks context, allowing for misinformation and othering (MY/O)
- 7.SS.7.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...contradiction of the principle of human equality.”
  - Slavery v. racism; does not explain or include slavery as a product of systemic racism and does not include further contradictions with women, free Black Americans, and Indigenous tribal nations. (O/E)
  - See also 4.SS.7.D.
  - See similar: 7.SS.7.D-E. “life, liberty, and the pursuit of happiness,” and 7.SS.7.J
- 7.SS.9.D.: Citizenry within representative self-government.”
  - See also 4.SS.10.D.
  - Implies that those who are not citizens of the United States are not “virtuous” and “industrious.” (O)
- 7.SS.9.H-I: The explains the way slavery was expanded and restricted...” and “The student explains the importance of the Constitutional practice of free speech, the free press, and civil dialogue in representative self-government.”
  - Slavery v. racism; does not explain or include slavery as a product of systemic racism and does not include further contradictions with women, free Black Americans, and Indigenous tribal nations. (O/E)
- 7.SS.10.B.: “The student explains how the invention of the cotton gin reinvigorated the practice of slavery and the slave-owning interest.”
- Excludes the relationship of slavery to systemic racism, as well as how both the Northern and Southern states benefitted from slavery (M)
- See also 4.SS.11.B.
- 7.SS.10.H.: “The student tells of the conflicts between the U.S. government, settlers, and Native Americans between 1789 and 1830...in what is now South Dakota.”
  - Cooperation and conflict between Indigenous tribal nations and White settlers (W/E)
  - See also 5.SS.6.D.
- 7.SS.11.D.: Biography of Andrew Jackson
  - See also 2.SS.8.E. and 5.SS.5.G.
- “His actions, both diplomatic and military, toward Native American tribes” (O/G)

# Appendix A: Itemized Analysis of Morrissey Standards

## Grade: Seventh, Cont.

- 7.SS.11.K.: “The student tells the story of the Trail of Tears, particularly the 1838 Cherokee removal following the Treaty of New Echota.”
  - Limits one event, only in relation to westward expansion, ignores forced assimilation. (V/W)
  - See also 5.SS.6.B. and 2.SS.9.A-F.
- 7.SS.12.D.: “The student explains the interactions between settlers, governing bodies, and Native Americans...regarding relationships with the U.S. government.”
  - Only includes Indigenous tribal nations concerning White westward expansion, cooperation or conflict, and excludes forced assimilation and genocide. (W/E)
  - See also 5.SS.6.D.
- 7.SS.12.J.: “The student explains Abraham Lincoln’s argument against the idea that right and wrong simply depend on what most people want.”
  - Needs to be accurately context driven; could be used, for example, to apply to the current public input (80%) opposing new Social Studies Standards.
  - See also 5.SS.7.A-F
- 7.SS.13.A-J.: See also: 5.SS.7.A-F.
  - No guidance and deliberately vague.
  - Implies that all African-Americans in the United States were slaves in the South, that no Slaves were kept in the northern states, does not relate slavery to systemic racism, and implies that the only African-Americans in the young United States were slaves. (W/G/E/M)
  - Minimizes “slavery” to “political tension” rather than systemic racism as cause. (M)
  - See also 2.SS.10.C-E.
  - Excludes systemic racism, the rise of violence against Black Americans and the Ku Klux Klan. (E)

## Grade: Eighth

America: 1877-2008

*Oceti Sakowin Essential Understandings are included in standard 8.SS.2.I and 8.SS.8.B.*

- 8.SS.2.G-K.: “The student explains the role of the railroad, the Black Hills gold rush, federal land policy such as the Homestead Act...” to “The student explains the extent to which treaties made by the U.S. government and Native Americans were followed and broken, including the historical and contemporary effects of the Agreement of 1877,” and boarding schools.
  - Incl. Wounded Knee Massacre, Indian Bureau, Agreement of 1877, Dawes Act, 1889 Sioux Treaty, Meriam Report.
  - Only discuss Indigenous tribal nations as concerning White events, cooperation or conflict (W/E)
  - Excludes Indigenous tribal nations perspectives and cultural heritage, while including the cultural heritage of South Dakota immigrants and pioneers (O/E)
  - Minimizes the impact of forced assimilation (M)
- 8.SS.3.F.: Major events in William McKinley’s precedence
  - Incl., the annexation of Hawaii excludes the perspective, culture, or sovereignty of tribal nations already living in Hawaii. (W/E)
- 8.SS.3.H-I.: “The student explains the ways in which certain Progressive ideas were different from the ideas of the American founding,” and “The student names and explains the various progressive policies that were implemented in law, including: bans on child labor, the administrative state...16th, 17th, and 18th amendments to the Constitution.”
  - Deliberately vague and lacks context (P)
- 8.SS.3.M.: “The student explains the lifestyle and contributions of Native Americans at the turn of the century...and the Major Crimes Act of 1885.”
  - First time “contributions” connected to Indigenous tribal nations;
  - Generalizes *all* Native Americans at the turn of the century and only concerning their relationship to White events (W/E/G)
- 8.SS.4.F.: “The student explains the practice of lynching and other forms of violence targeting African Americans, including the Tulsa Massacre.”
  - Excludes systemic discrimination and racism. (E)
- 8.SS.4.I.: “The student explains the tenets and effects of the Snyder Act of 1924 (Indian Citizenship Act) granting citizenship to all Native Americans born in the United States.”
  - Indigenous tribal nations concerning a White event (E/W)
- 8.SS.6.D.: “The student tells the biographies of Benjamin Reifel and Vine Deloria, Jr., including their different interpretations of American Indian life.”
- 8.SS.7.D.: “The student explains the ways in which America exhibited new signs of prosperity in the late 20th century, including...consumerism.”
  - Excludes individuals who did not experience this prosperity or the systemic racism and discrimination preventing many Americans from experiencing or participating in prosperity. (E)
- 8.SS.8.A.: “The student explains the relationship between Native American tribes and the federal government before and after the Indian Self-Determination and Education Assistance Act.”
  - Cooperation or conflict (W)
- 8.SS.8.B.: “The student tells the histories and present-day existence of Native Americans in South Dakota...among others.”
- Combines multiple Indigenous tribal nations, their history and “present-day existence” to one standard

# Appendix A: Itemized Analysis of Morrissey Standards

## Grades: Nine through Twelve

### World History: Ancient to Modern

No Oceti Sakowin Essential Understandings are included.

- 9-12.WH.3.F.: “The student explains the major ideas and events surrounding the life of Jesus of Nazareth and their historical effects...”
- Later includes Mohammed, but excludes the beginning of other religions (Buddha, Skywoman) and their “historical” effects. (Does not include, for example, religious prophets in Hinduism. Hinduism is equated as a “feature,” see 4.SS.5.F.) (O/W/E)
- See also 6.SS.5.C. and 4.SS.3.C.
- 9-12.WH.3.J-K.: “The student explains the major historical events, cultural features, stories, and religious contributions of the early Christians, including the origins and role of the Bible” and “The student compares the religion of the Christians to that of the Hebrews...”
- 9-12.WH.4.D-E.: Incl. the major ideas and events of the life of Mohammed and their historical effects, incl. The role of the Qur’an and origins.
- Excludes other religions and presents Judaism, Hinduism, Polytheism, as “other” and inferior to Christianity. (O/P)
- See also 6.SS.5.F.
- 9-12.WH.5.E.: “The student explains the history and features of civilization and culture in certain Indigenous tribes in North and South America prior to European exploration...”
  - One standard includes Indigenous tribes “prior to European exploration” as whole sections (and multiple standards) are devoted to ancient civilizations in Europe, the Middle East, and Asia. (W/E)
- 9-12.WH.6.C-D.: “The student explains instances of conquest and cooperation between Europeans and Indigenous peoples in the Americas until 1800,” and “The student explains the Columbian Exchange of resources, people, and disease, including how smallpox decimated Native Americans.”
  - In relation to the arrival of Columbus (W)
  - No description of contributions or survival (V)
  - Cooperation or conflict (W)
  - See also 1.SS.7.C. and 7.SS.4.F-G.
- 9-12.WH.8.: Excludes role of Navajo Codetalkers and Black, Asian, and Hispanic Americans? And Women?
- 9-12.WH.9.F.: “The student explains the rise in economic productivity during the late 20th century and its effects on the standard of living across the world.”
  - Excludes who were not included or benefitted from the rise in economic productivity (E/G)

### World Geography

No Oceti Sakowin Essential Understandings are included.

### Economics

Oceti Sakowin Essential Understandings are included in standard 9-12.E.10.I.

- 9-12.E.2.: “The student explains the characteristics of a healthy economy...access to owning land or a home, the ability to save, and economic mobility.”
  - Excludes xenophobic or racist policies that have been utilized to prevent access and economic mobility (E/W/P)
- 9-12.E.4.: “The student explains the American founders’ view on private property and its protection...hold private property compared to historical and world standards.”
  - Excludes those barred from holding private property or accessing homes or ownership, i.e., redlining and compacts in housing neighborhoods. (E)
- 9-12.E.10.H-I.: “The student explains the historical and current economies of South Dakota and Native American tribes...” and “The student explains the historical (kinship, generosity, trade, and communal stewardship of land natural resources...)”
  - Generalize and blend all Indigenous tribal nations (G/W)
  - Excludes events such as the Standing Rock protests. (E)

### US History: 1492-2008

Oceti Sakowin Essential Understandings are included in standard 9-12.USH.4.F., 9-12.USH.13.D., 9-12.USH.15.J, 9-12.USH.15.K., 9-12.USH.21.B.,

- 9-12.USH.2.G.: “The student locates on a map the major regions, cities, and historical points in South Dakota, including...”
  - Includes “nine contemporary reservations of the Oceti Sakowin Oyate,” but without context of tribal sovereignty. (W/E)
  - Includes “Custer State Park.”
- 9-12.USH.3.: “The student demonstrates understanding of the modern way of life by comparing the following in history to prior eras.”
  - Including, “ability to possess the tools necessary to protect one’s food, shelter, family, and life,” “ability to receive an education paid in part by one’s neighbors,” “the role of most men in family life and the community (working at home out of doors, defending the family and community),” and “the role of most women in family life and the community (working at home indoors, caring for the family and neighbors.)”
  - Using euphemisms (“tools”) and select specifics (gender) to convey political messages and othering (P/O)
- 9-12.USH.4.A-G.: “The student demonstrates understanding of Native American peoples in North America before the arrival of Europeans and Africans.”
  - One of only a handful of units that include learning about Indigenous tribal nations beyond “cooperation and conflict.”
  - Excludes the concept of “tribal sovereignty” and “nation” with respect to Indigenous peoples. (E/W)
- 9-12.USH.5.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...”
  - Limits racism to the “voluntary acts of individual people, both private words and actions and public speech and actions, such as laws and regulations,” excluding systemic racism or historic policies created and enacted voluntarily (and involuntarily). (E)
  - Offers no context or connection to racism and slavery or colonization (E).
  - Important to note that this is the first use of the word “racism” in the Morrissey Standards.
- 9-12.USH.5.E-F.: Columbian exchange, including smallpox, and the “cooperative and violent interactions”
  - See also 9-12.WH.6.C-D., 1.SS.7.C., and 7.SS.4.F-G.
  - In relation to the arrival of Columbus (W)
  - No description of contributions or survival (V)
  - Cooperation or conflict (W)
- 9-12.USH.5.G.: Founding of Jamestown
  - See also 1.SS.G., 3.SS.6.E., and 7.SS.4.H.
- Without clarity, open the possibility of mythologizing or stereotyping (MY)
- 9-12.USH.5.H.: Founding of Plymouth and the Massachusetts Bay Colony
  - See also 1.SS.7.H., 3.SS.6.F., and 7.SS.4.I.
  - Cooperation or conflict (W)
- 9-12.USH.5.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.”
  - Excludes slavery’s connection to systemic racism and limits slavery specifically to Southern states (E/W)
  - See also 9-12.USH.6.C.



# Appendix A: Itemized Analysis of Morrissey Standards

## Grades: Nine through Twelve, Cont.

- 9-12.U.S.H.6.D.: "The student explains the status and effects of each of the following in colonial society, and the extent to which these were the exceptions in history: private property, free enterprise, education, local self-government, and religious freedom."
  - Excludes Black colonists, women, slaves, indentured servants, and Indigenous peoples who did not have access to these exceptional freedoms (W/E)
- 9-12.U.S.H.6.E.: Explaining traits of the typical "American" colonist:
  - See also 1.SS.8.D., 3.SS.7.D-E., and 7.SS.5.E.
  - Implies that other cultures and peoples did not have these qualities (O)
  - Ignores contributions and individualism of Indigenous tribes and Black colonists (E/G)
- 9-12.U.S.H.6.E.: "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."
  - Cooperation or conflict (W)
  - See also 9-12.U.S.H.6.K.: Excludes the impact of the French and Indian War on Indigenous tribal nations (W/E)
- 9-12.U.S.H.7.C.: Biography of George Washington
  - Incl. "His policies and practices regarding Native Americans."
  - Excludes unfavorable events, such as the burning of Haudenosaunee villages and the Canandaigua Treaty of 1794 (E/W)
  - See also 4.SS.8.A. and 7.SS.6.D.
- 9-12.U.S.H.7.I.: The student explains that patriotism is the love of country..."
  - Lacks context, allowing for misinformation and othering (MY/O)
  - See also 7.SS.6.J.
- 9-12.U.S.H.8.A-E.: "The student demonstrates understanding of the Declaration of Independence and the arguments of leading founders."
  - Excludes any discussion of Black Americans, women, Indigenous tribal nations not included document. (W/E)
  - See also 1.SS.10.A-F.
- 9-12.U.S.H.8.J.: "The student explains how America's founding based on these words of the Declaration of Independence was unprecedented in human history..."
  - Excludes any discussion or questions about who is not included in the Declaration of Independence (see also 9-12.U.S.H.8.A-E. and 1.SS.10.A-F.)
  - American exceptionalism and ignores the founding of the Haudenosaunee Confederacy (O/E). (See also 4.SS.7.I.)
- 9-12.U.S.H.9.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."
  - Allows the exploration of other views of human nature? (E)
- 9-12.U.S.H.9.F.: "The student explains how representation prevents tyranny through the following means: encouraging the selection of the country's most trusted citizens to make laws..."
- 9-12.U.S.H.10.D-F.: "The student explains the legal meaning of 'citizen' in the United States..." to "The student explains how the scope of voting rights at the American founding was the exception in history."
  - Excludes excluded in the historical exception: Black Americans, women, Indigenous tribal nations, and slaves. (E/O)
  - Excludes any broad perspective about how "citizenship" and rights have been threatened, revoked, or given throughout the history of the United States. (E/W)
- 9-12.U.S.H.10.L.: "The student explains the ways in which the U.S. Constitution was unprecedented in human history..."
  - Excludes excluded in the historical exception: Black Americans, women, Indigenous tribal nations, and slaves. (E/O)
  - See also 9-12.10.D-F.
- 9-12.U.S.H.11.: "The student explains how the invention of the cotton gin reinvigorated..."
  - Excludes the relationship of slavery to systemic racism, as well as how both the Northern and Southern states benefitted from slavery (M)
  - See also 4.SS.11.B., and 7.SS.10.B.
- 9-12.U.S.H.11.G.: "The student tells of the conflicts between the U.S. government, settlers, and Native Americans between 1789 and 1830."
  - Cooperation or conflict, singular perspective. (W)
- 9-12.U.S.H.12.C.: the student tells the biography of Sequoyah."
  - Does not contain specific events or facts that should be included, as it does in the standards for other individuals: Alexander Hamilton, Andrew Jackson, George Washington, and Frederick Douglas. (W/E)
  - First Indigenous, "in-depth" biography.
- 9-12.U.S.H.12.F-G.: "The student describes the lives of slaves on southern plantations and at slave auctions..." and "The student explains the electoral relationship between the number of slave states..."
  - Implies that slavery was only in a handful of Southern States and not perpetuated by systemic racism. (M/E)
  - See also 2.SS.9.A-F, and 5.SS.5.E.
- 9-12.U.S.H.12.D and K.: Biography of Andrew Jackson and major events of his presidency.
  - "The passage of the Indian Removal Act and its terms" (W/O/E)
  - Erases Indigenous perspectives; limits Indigenous tribal nations to "removal" by a White president.
  - See also 2.SS.8.E and 5.SS.5.G.
- 9-12.U.S.H.13.D-F.: "The student explains the interactions between settlers, governing bodies, and Native Americans in South Dakota..."
  - Only includes Indigenous tribal nations concerning White westward expansion, cooperation, or conflict, and excludes forced assimilation and genocide (W/E)
  - See also 7.SS.12.D., 5.SS.6.D.
  - \*uses euphemisms such as "compulsory attendance." (M)
  - Excludes treaties are still legally binding documents today (E)
- 9-12.U.S.H.15.G-I.: "The student explains the role of the railroad, bonanza farming, the Black Hills gold rush, land policy such as the Homestead Act..."
  - Only discusses Indigenous tribal nations as concerning White events, cooperation, or conflict (W)
  - Ignores Indigenous tribal nations when describing the "day-to-day and civil life of pioneers and immigrants in South Dakota during the late 1800s, including their cultural heritage" and the impact these policies, pioneers, and immigrants had on the Indigenous peoples living in South Dakota (O/W/E)
  - Only discuss Indigenous tribal nations as concerning White events, cooperation or conflict (W/E)
  - See also 8.SS.2.G-K.
- 9-12.U.S.H.15.J.: "The student explains instances of cooperation among Native Americans...settlers, and governing bodies in the Dakota Territory during the late 19th Century, including...Agreement of 1877."
  - Includes tribal nations concerning cooperation with White settlers and governing bodies (W/E)
- 9-12.U.S.H.15.K.: "The student explains instances of duplicity and injustice among Native Americans...settlers, and governing bodies in the Dakota Territory during the late 19th Century...corruption and incompetence in the Indian Bureau, Meriam Report."
  - Includes tribal nations concerning conflict with White settlers and governing bodies (W/E).
- 9-12.U.S.H.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."
  - No connection or application to present-day laws in different states that inhibit people of color from voting.

# Appendix A: Itemized Analysis of Morrissey Standards

## Grades: Nine through Twelve, Cont.

- 9-12.US.16.F.: The student tells of the major events in William McKinley's presidency, including: annexation of Hawaii, Spanish-American War, Philippine-American War...
  - Three out of the four events are rooted in American colonization, but exclude perspective or discussion of Indigenous nations and peoples living in Hawaii and the Philippines, for example. (O/E)
  - See also 8.SS.3.F.
  - See also Theodore Roosevelt's biography's exclusion of colonization policies (9-12.US.16.K.)
- 9-12.US.18.G.: "The student describes the carvings of Mount Rushmore, including the roles Doane Robinson, Gutzon Borglum, Calving Coolidge, and Peter Norbeck, and of the Crazy Horse Memorial, including Chief Henry Standing Bear's letter to Korzak Ziolkowski."
  - Excludes consequences of erecting a memorial to four U.S. Presidents in sacred Oceti Sakowin Oyate land. (E)
- 9-12.US.19.D.: "The student explains the efforts to secure civil rights for Native Americans, including the roles of Ben Reifel, Vine Deloria, Jr., and Russel Means."
  - Includes specific Indigenous activists
- 9-12.US.20.D.: "The student tells the stories and explains the effects of major military events, figures, and common soldiers from the Vietnam War... stories from South Dakota and the Oceti Sakowin Oyate, including those of Michael J. Fitzmorris, Leo Thorsness, and William E. DePuy."
  - Includes stories from both South Dakota and the Oceti Sakowin Oyate.
- 9-12.US.20.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...of the Bureau of Indian Affairs."
  - Excludes Indigenous nations' perspectives (W/E)
- 9-12.US.21.A.: "The student explains the American Indian Movement, Second Wounded Knee, the Indian Self-Determination and Education Assistance Act, the Black Hills Flood of 1972, and Governor Mickelson's declaration of 1990 as a 'Year of Reconciliation.'"
  - Excludes changing the name of Columbus Day to Native Americans Day, which was part of the "Year of Reconciliation" in 1990 (E)
- 9-12.US.21.B.: "The student tells of the present-day existence of the region's Native American tribes: Oceti Sakowin Oyate...among others."
  - "Tells of the present-day existence" is vague—what does this include? Simply the knowledge that these Indigenous tribes are here? (W/MO)
  - Includes OSUS.
  - Excludes Standing Rock Protests, updated, the modern history of Oceti Sekowin Oyate, tribal sovereignty. (W/E)

## 9th -12th U.S. Government

### Oceti Sakowin Essential Understandings are included

- 9-12.C.2.: "The student demonstrates understanding of the modern way of life by comparing the following in history to prior eras."
  - Including, "ability to possess the tools necessary to protect one's food, shelter, family, and life," "ability to receive an education paid in part by one's neighbors," "slavery," and "a political body of natural rights and their equal protection."
  - Using euphemisms ("tools") (P)
  - See also 9-12.US.3
- 9-12.C.3.A-N.: "The student demonstrates knowledge and understanding of the principles and examples from world history that influence the American founding."
  - Excludes any non-Western examples, such as the Haudenosaunee Confederacy. (W/E)
- 9-12.C.4.E-G.: "The student explains the meaning of 'created equal'...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."
  - See also 4.SS.7.B-D, 7.SS.7.C.
  - Slavery v. racism; does not explain or include slavery as a product of systemic racism and does not include further contradictions with women, free Black Americans, and Indigenous tribal nations. (O/E)
  - See similar: 4.SS.7.D. "life, liberty, and the pursuit of happiness," and 4.SS.7.G. "The student explains the different positions on slavery among the founders..." (excludes systemic racism and capitalism's dependence on slavery).
- 9-12.C.4.M.: The student explains that patriotism is the love of country..."
- Lacks context, allowing for misinformation and othering (MY/O)
- See also 7.SS.6.J. and 9-12.US.7.I.
- 9-12.C.4.O.: "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."
  - Excludes who and what these ordinances apply to, or how they impact Indigenous tribal nations (W/E)
  - See also 7.SS.7.K., and 9-12.US.9.A.
- 9-12.C.5.G.: "The student explains how a majority can tyrannize over the rights of the minority."
  - Excludes how a "minority can tyrannize over the rights of a majority." (P)
  - See also 4.SS.9.C.
- 9-12.C.7.F.: "The student explains how the Second amendment guarantees that individuals can possess the tools necessary to protect..."
  - Utilize the euphemism "tools" rather than "guns" and limits discussion allowing for historical context
  - See also 9-12.US.3 and 9-12.C.2
- 9-12.C.7.H.: "The student explains the importance of unlimited free speech, freedom of the press, and civil dialogue in representative self-government."
  - Excludes misinformation, liable, defamation, and discussion of difficult topics (P)
- 9-12.C.8.F.: "The student explains how the Three-Fifths Clause weakened though did not eliminate southern slaveholder's demands to count....purposes of representation."
  - Language minimizes the impact of slavery, including slavery in the original Constitution, and does not include systemic racism (M/W/E)
  - \*\*This specific clause (Three-Fifths) is only mentioned one time even though the exact standard: "The student explains the electoral relationship between the number of slave states and the perpetuation of slavery" is covered (word for word) four prior times: 2.SS.8.D., 5.SS.5.E., 7.SS.11.F., and 9-12.US.12.G.
  - See also 9-12.C.8.I.: "The student explains the electoral relationship..."
- 9-12.C.9.B-C.: "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."
  - Needs to be accurately context-driven, could be used, for example, to apply to the current public input (80%) opposing new Social Studies Standards
  - See also 7.SS.12.J., and 5.SS.7.A-F., and 9-12.US.13.L.

# Appendix A: Itemized Analysis of Morrissey Standards

## 9th -12th U.S. Government, Cont.

- 9-12.C.10.A.: “The student tells of the various kinds of relationships between the U.S. government and Native Americans...military force.”
  - Indigenous tribal nations in cooperation or conflict with Whites (W/E).
- 9-12.C.10.I.: “The student explains laws that sought to end discrimination against African Americans since World War II, including:...Indian Self-Determination and Education Assistance Act.”
  - ISDEAA did not seek to end discrimination against African-Americans, but Indigenous Peoples (I/G)
- 9-12.C.14.D.: “The student explains the major foreign policy shifts in American history in respect to the ideas of the founders, including...the expansion of federal surveillance agencies.”
  - Does not include “colonialism”. (E)
- 9-12.C.15.G-H.: “The student explains how the scope of voting rights at the American founding was unprecedented in human history,” and “The student explains the ways in which the right to vote has been expanded to all adult citizens over the course of American history.”
  - American exceptionalism and ignores the founding of the Haudenosaunee Confederacy (O/E)
  - Ignores the ways in which state laws prevent voting: no holiday, illegal to give water or food to individuals waiting in line, lack of ease in voting, identification, mail-in voting, etc. (E)
  - See also 4.SS.7.1
- 9-12.C.17.A.: “The student tells the story of how South Dakota became a state.”
  - Limited perspectives (E)
- 9-12.C.17.E-F.: “The student explains the constitutions, structures, and function of various tribal governments within South Dakota, including the nine federally recognized tribes of South Dakota,” and “The student explains the relationship, both historical and at present, between various levels of government within South Dakota, including federal, state, local, and tribal governments.”
- 9-12.C.18.C.: “The student explains the tensions of each of the following with America’s founding principles”
  - Includes “racism”
  - 2nd time the word “racism is used within the Social Studies Standards
- 9-12.C.18.G-H.: “The student explains the extent to which the enduring things in American history are its founding claims for the inherent dignity of each person...” and “The student explains the roles played by the principles of the Declaration of Independence...for all Americans to enjoy degrees of freedom, security, and prosperity unmatched in human history.”
  - Emphasizes American Exceptionalism and excludes the degrees to which people of color, LGBTQIA+, individuals with disabilities experience this prosperity, freedom, and security.
- 9-12.C.18.I.: “The student explains how patriotism...”
  - Lacks context, allowing for misinformation and othering (MY/O)
  - See also 7.SS.6.J, 9-12.US.7.I., 9-12.C.4.M.
- 9-12.C.18.J.: “The student explains the responsibilities each American citizen has towards past Americans, fellow Americans, and the principles of America in order to preserve American freedom, equality, and self-government.”

State and Native American History and Civics  
No Standards available

# Appendix B: Bloom's Taxonomy Table

Rigor level	Verb	Morrissey Standards (April 17, 2023)	Percentage of Verb out of Total Standards	July Standards (July 26, 2021)	Percentage of Verb out of Total Standards
Knowledge	"Tells the story"/tells/"tells of"/tells the stories/tells the biography	177	11.97	0	0.00
Knowledge	Can recite/recites	7	0.47	0	0.00
Knowledge	Identifies/identify	72	4.87	71	12.28
Knowledge	Names	33	2.23	1	0.17
knowledge	Recognize	2	0.14	4	0.69
knowledge	Examine	0	0	2	0.35
Knowledge	Defines	4	0.27	2	0.35
Knowledge	Describes	65	4.39	24	4.15
Knowledge	Locates	42	2.84	3	0.52
Knowledge	Can place	2	0.14	0	0.00
Total	Knowledge		27.32		18.51
Understand	Explains	766	51.79	81	14.01
Understand	Understand	0	0	24	
Understand	Compares/comparing	30	2.03	38	6.57
Understand	Discusses or "Reads and Discusses"	59	3.99	7	1.21
Understand	Research	0	0	5	
Understand	predict	1	0.07	1	0.17
Total	Understand		57.88		21.97
Apply	employ	1	0.07	0	0.00
Apply	Interpret	1	0.07	13	2.25
Apply	Uses/can use	34	2.30	0	0.00
Apply	Apply	0	0	20	3.46
Apply	demonstrate/can demonstrate	130	8.79	7	1.21
Apply	Can write	26	1.76	0	0.00
Total	Apply		12.98		6.92
Analyze	Investigates	2	0.14	9	1.56
Analyze	"Compares and contrasts."	2	0.14	17	2.94
Analyze	Differentiate	0	0	5	0.87
Analyze	Connect	3	0.2	1	0.17
Analyze	analyzes	1	0.07	105	18.17
Analyze	outline	5	0.34	0	0.00
Analyze	Distinguish	4	0.27	8	1.38
Total	Analyze		1.15		25.09
Evaluate	Critique	0	0	10	1.73
Evaluate	evaluate	2	0.14	90	15.57
Total	Evaluate		0.14		15.57
Create	construct	1	0.07	13	2.25
Create	create	7	0.47	17	2.94
Total	Create		0.54		5.19
Total		1479	100.00	578	100.00

# Appendix C: Cooperation or Conflict Standards

Morrisey Standards			
Category	Centering Indigenous Perspectives	Cooperation or Conflict	Total Indigenous Standards
Elementary School	1.SS.6.A; 3.SS.5.A; 3.SS.5.B; 3.SS.5.C; 4.SS.11.I; 4.SS.11.J; 5.SS.9.Q	1.SS.7.C; 1.SS.7.D; 1.SS.7.G; 1.SS.7.H; 2.SS.9.B; 2.SS.11.F; 3.SS.6.C.; 3.SS.6.D; 3.SS.6.E; 3.SS.6.F; 5.SS.4.E; 5.SS.4.F; 5.SS.5.G; 5.SS.6.B; 5.SS.6.D; 5.SS.9.I; 5.SS.9.J; 5.SS.9.K; 5.SS.9.O; 3.SS.2.G	27 Standards
Middle School	6.SS.1.C; 7.SS.3.F; 7.SS.4.M; 8.SS.8.B; 7.SS.3.A; 7.SS.3.B; 7.SS.3.C; 7.SS.3.D; 7.SS.3.E; 7.SS.3.G; 8.SS.6.D	7.SS.4.B; 7.SS.4.F; 7.SS.4.G; 7.SS.4.H; 7.SS.4.I; 7.SS.4.N; 7.SS.6.D; 7.SS.10.H; 7.SS.11.D; 7.SS.11.K; 7.SS.12.D; 8.SS.2.I; 8.SS.2.J; 8.SS.2.K; 8.SS.3.M; 7.SS.2.G; 8.SS.4.I; 8.SS.7.I; 8.SS.8.A	30 Standards
July Standards			
Category	Centering Indigenous Perspectives	Cooperation or Conflict	Total Indigenous Standards
Elementary School	3.C.6.1; 4.H.4.2; 5.G.6.2; 5.H.2.1; 5.H.2.3; 5.C.6.1; K.H.6.1; K.C.6.1; K.G.6.1; 1.H.6.1; 1.C.6.1; 2.H.6.1; 2.C.6.1; 2.G.6.2; 3.G.6.1;	4.H.6.1; 5.H.1.2; 1.G.6.1; 5.E.4.1; 3.H.2.1	20 Standards
Middle School	8.H.3.3; 8.C.1.1; 8.C.6.2; 8.G.6.1; 7.C.5.1; 7.G.6.1	8.I.2.2; 8.H.6.1; 8.C.5.4	9 Standards

# Appendix D: Past or Present Standards

Morrisey Standards				
Category	Pre-1492	1492 to 1900	Post-1900	Total Indigenous Standards
Elementary School	1.SS.6.A;	1.SS.7.C; 1.SS.7.D; 1.SS.7.G; 1.SS.7.H; 2.SS.9.B; 2.SS.11.F; 3.SS.5.B; 3.SS.6.C.; 3.SS.6.D; 3.SS.6.E; 3.SS.6.F; 4.SS.11.I; 4.SS.11.J; 5.SS.4.E; 5.SS.4.F; 5.SS.5.G; 5.SS.6.B; 5.SS.6.D; 5.SS.9.I; 5.SS.9.J; 5.SS.9.K; 5.SS.9.O; 5.SS.9.Q; 3.SS.5.A	3.SS.5.C; 3.SS.2.G	27 Standards
Middle School	6.SS.1.C.; 7.SS.3.A.; 7.SS.3.B; 7.SS.3.C; 7.SS.3.D; 7.SS.3.E; 7.SS.3.F.; 7.SS.3.G.	7.SS.4.B.; 7.SS.4.F; 7.SS.4.G; 7.SS.4.H; 7.SS.4.I; 7.SS.4.M; 7.SS.4.N; 7.SS.6.D; 7.SS.10.H; 7.SS.11.D; 7.SS.11.K; 7.SS.12.D; 8.SS.2.I; 8.SS.2.J; 8.SS.2.K; 8.SS.3.M	7.SS.2.G; 8.SS.4.I; 8.SS.6.D; 8.SS.7.I; 8.SS.8.A; 8.SS.8.B	30 Standards
July Standards				
Category	Pre-1492	1492 to 1900	Post-1900	Total Indigenous Standards
Elementary School	2.H.6.1; 3.H.2.1; 5.H.2.1; 5.G.6.1	4.H.6.1; 5.H.1.2; 5.H.2.3; 5.E.4.1	K.H.6.1; K.C.6.1; K.G.6.1; 1.C.6.1; 1.H.6.1; 1.G.6.1; 2.C.6.1; 2.G.6.2; 3.G.6.1; 4.C.4.1; 3.C.6.1; 5.C.6.1	20 Standards
Middle School	N/A	8.H.3.3; 8.H.6.1; 8.I.2.2.	7.C.5.1; 7.G.6.1; 8.C.1.1; 8.C.5.4; 8.C.6.2; 8.G.6.1	9 Standards