

Standards		Weekly Issues
<b>World History: to 315</b>		
<b>1.SS.1</b>	Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 1st grade.	1: Map Skills 3: Places on a Map 4: History 5: Changes Over Time 7: Important Documents 8: Characteristics of Citizens 9: Public Buildings in Washington D.C. 10: Symbols of South Dakota 11: Goods and Services 29: The Declaration of Independence
<b>1.SS.1.A</b>	The student can identify north, south, east, and west on a map and on a globe.	1: Map Skills
<b>1.SS.1.B</b>	The student can locate the North Pole and the South Pole on a map and on a globe.	3: Places on a Map
<b>1.SS.1.C</b>	The student can place events in his or her life in the correct chronological order.	5: Changes Over Time
<b>1.SS.1.D</b>	The student can draw a depiction of a historical event or figure that intentionally reflects a story learned in class.	Week 20: The Age of Exploration Week 28: The Actions of the Colonists Week 31: The Life of George Washington Week 32: The Life of Thomas Jefferson
<b>1.SS.1.E</b>	The student can distinguish between a primary source and a secondary source.	4: History
<b>1.SS.1.F</b>	The student can give examples of goods (made, gathered, or grown products) that people buy, sell, and use.	11: Goods and Services
<b>1.SS.1.G</b>	The student can give examples of services (actions) that people buy and sell.	11: Goods and Services
<b>1.SS.1.H</b>	The student can give examples of a trade-off when working, buying, selling, and saving.	11: Goods and Services
<b>1.SS.1.I</b>	The student can give examples of different ways that a group of people can make decisions.	8: Characteristics of Citizens
<b>1.SS.1.J</b>	The student can give examples of virtues and actions related to	8: Characteristics of Citizens

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	excellence in character, knowledge, wisdom, and self-government.	
<b>1.SS.1.K</b>	The student can identify major public buildings in Washington, D.C., and their architectural styles.	9: Public Buildings in Washington D.C.
<b>1.SS.1.L</b>	The student can identify the state flag and motto of South Dakota.	10: Symbols of South Dakota
<b>1.SS.1.M</b>	The student can identify the South Dakota State Capitol Building and name the current governor.	10: Symbols of South Dakota
<b>1.SS.1.N</b>	The student can recite the following line from the Declaration of Independence from memory: "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the Pursuit of Happiness."	7: Important Documents 29: The Declaration of Independence
<b>1.SS.1.O</b>	The student can recite the Preamble to the United States Constitution from memory.	7: Important Documents
<b>1.SS.2</b>	The student demonstrates knowledge of American and South Dakota geography.	2: Physical Characteristics of a Place 3: Places on a Map
<b>1.SS.2.A</b>	The student locates each of the following on a map: North America, South America, Africa, Europe, Asia, Australia, Antarctica, Atlantic Ocean, Pacific Ocean, Indian Ocean, Arctic Ocean, Southern Ocean, Mississippi River, Gulf of Mexico, Washington, D.C., Pierre, Sioux Falls, Rapid City, Canada, Mexico, Central America	3: Places on a Map
<b>1.SS.2.B</b>	The student explains the following geographic features: coast, valley, prairie, desert, bay, harbor, peninsula, island	2: Physical Characteristics of a Place
<b>1.SS.3</b>	The student demonstrates understanding of the modern way of	6: Life Long Ago and Today

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	<p>life by comparing the following in history to prior eras.</p> <ul style="list-style-type: none"> <li>ability to believe and act on one's beliefs without fear of arrest or worse</li> <li>ability to speak one's mind without fear of arrest or worse</li> <li>acquisition of clothing, food, and shelter</li> <li>communication by Internet, text, phones, mail</li> <li>electricity, plumbing, heating, cooling</li> <li>travel by plane, car, boat, horse and buggy, walking</li> </ul>	7: Important Documents
<b>1.SS.4</b>	The student demonstrates knowledge of ancient civilizations in Asia, the Middle East, northern Africa, and the eastern Mediterranean Sea.	12: Ancient Civilizations in Asia 13: Ancient Babylon 14: Ancient Egypt 15: Ancient Greece 16: Culture of Ancient Greece
<b>1.SS.4.A</b>	The student identifies the major cultural features, stories, and contributions of Ancient India, Babylon, and Ancient China.	12: Ancient Civilizations in Asia 13: Ancient Babylon
<b>1.SS.4.B</b>	The student identifies the major cultural features, stories, and contributions of Ancient Egypt, including agriculture, hieroglyphic writing, and papyrus.	14: Ancient Egypt
<b>1.SS.4.C</b>	The student explains the major historical events and stories of the ancient Hebrews.	14: Ancient Egypt
<b>1.SS.4.D</b>	The student identifies the major figures and stories within Greek mythology.	16: Culture of Ancient Greece
<b>1.SS.4.E</b>	The student tells the story of the Persian Wars, including the battles of Marathon and Thermopylae.	15: Ancient Greece
<b>1.SS.4.F</b>	The student identifies the major cultural features and contributions of Athens, including pottery, architecture, sculpture, and democracy.	15: Ancient Greece 16: Culture of Ancient Greece
<b>1.SS.4.G</b>	The student tells the story of the Peloponnesian War.	15: Ancient Greece
<b>1.SS.4.H</b>	The student tells the story of the conquests of Alexander of Macedon.	15: Ancient Greece
<b>1.SS.5</b>	The student demonstrates knowledge of the Roman Republic and the Roman Empire.	17: Ancient Rome 18: The Roman Empire

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<b>1.SS.5.A</b>	The student tells the stories of the founding of Rome and of the Roman Republic.	17: Ancient Rome 18: The Roman Empire
<b>1.SS.5.B</b>	The student identifies the major cultural features and contributions of Rome, including in architecture, engineering, and government.	17: Ancient Rome
<b>1.SS.5.C</b>	The student tells the story of the Punic Wars.	17: Ancient Rome
<b>1.SS.5.D</b>	The student tells the story of the Roman civil wars and the triumvirates.	18: The Roman Empire
<b>1.SS.5.E</b>	The student identifies key Roman Emperors and events of the Roman Empire.	18: The Roman Empire
<b>American History: 1492-1787</b>		
<b>1.SS.6</b>	The student demonstrates knowledge of pre-Columbian indigenous peoples of North America.	19: Native American Tribes of South Dakota
<b>1.SS.6.A</b>	The student describes the similarities and differences in lifestyle, traditional warfare, and culture between two historical pre-Columbian Native American tribes, one of which is from the Oceti Sakowin Oyate (including select standards from Oceti Sakowin Essential Understandings 1-5 and 7). Other tribes to consider include, but are not limited to, the Mandan, Sahnish (Arikara), Cheyenne, Crow, and Hidatsa.	19: Native American Tribes of South Dakota
<b>1.SS.7</b>	The student demonstrates knowledge of European exploration and settlement of what would become the United States.	20: The Age of Exploration 21: Effects of the Age of Exploration 22: The Founding of Jamestown 23: The Founding of Plymouth
<b>1.SS.7.A</b>	The student explains the various European motivations for exploration.	20: The Age of Exploration
<b>1.SS.7.B</b>	The student tells the biography of Christopher Columbus, including his theories about a faster western route to Asia and his first voyage.	20: The Age of Exploration
<b>1.SS.7.C</b>	The student explains the Columbian Exchange of resources, people, and disease, including how smallpox decimated Native Americans.	21: Effects of the Age of Exploration

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<b>1.SS.7.D</b>	The student explains how Europeans and indigenous peoples both worked together and also fought against each other and among themselves.	21: Effects of the Age of Exploration
<b>1.SS.7.E</b>	The student explains the history of slavery, including in ancient times and in the 15th century.	21: Effects of the Age of Exploration
<b>1.SS.7.F</b>	The student explains why slavery is morally evil.	21: Effects of the Age of Exploration
<b>1.SS.7.G</b>	The student tells the story of the founding of Jamestown, including: <ul style="list-style-type: none"> <li>the stories of John Smith, Matoaka (Pocahontas), and John Rolfe</li> <li>the Starving Time</li> <li>the cultivation of tobacco</li> <li>the arrival of Africans from a Dutch slave ship captured by the English</li> </ul>	22: The Founding of Jamestown
<b>1.SS.7.H</b>	The student tells the story of the founding of Plymouth and Massachusetts Bay, including: <ul style="list-style-type: none"> <li>the stories of William Bradford and John Winthrop</li> <li>the backgrounds and motivations of the Mayflower passengers</li> <li>the Mayflower Compact</li> <li>the assistance of the Wampanoag</li> <li>the first Thanksgiving</li> <li>the meaning of John Winthrop's "city upon a hill"</li> </ul>	23: The Founding of Plymouth
<b>1.SS.7.I</b>	The student explains why rules and laws are important for ensuring that people live freely and in peace.	23: The Founding of Plymouth
<b>1.SS.8</b>	The student demonstrates knowledge of European exploration and settlement of what would become the United States.	21: Effects of the Age of Exploration 24: Life in the British Colonies 25: Government in the Colonies 26: The French and Indian War
<b>1.SS.8.A</b>	The student explains the Triangle Trade.	21: Effects of the Age of Exploration
<b>1.SS.8.B</b>	The student explains the ways of life among the New England, Middle, and Southern colonies.	24: Life in the British Colonies
<b>1.SS.8.C</b>	The student explains the status and effects of each of the following in colonial society, and the extents to which these were rare in history: private property, education, local self-government, and religious freedom.	24: Life in the British Colonies 25: Government in the Colonies

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<b>1.SS.8.D</b>	The student explains how the “American” colonist was generally defined by certain traits, including being hard-working, determined, religious, skeptical of authority, and self-governing.	24: Life in the British Colonies
<b>1.SS.8.E</b>	The student explains how England left the colonists alone to live and govern themselves, and why this was good for the colonists.	25: Government in the Colonies
<b>1.SS.8.F</b>	The student explains the rule of law, compared and contrasted in the Magna Carta to the arbitrary rule of man.	25: Government in the Colonies
<b>1.SS.8.G</b>	The student tells the story of the French and Indian War, especially the roles of George Washington and Benjamin Franklin, and its effect on American identity and sense of unity.	26: The French and Indian War
<b>1.SS.9</b>	The student demonstrates knowledge of events leading to the American Revolution.	27: The Acts of the British Government 28: The Actions of the Colonists
<b>1.SS.9.A</b>	The student explains why the colonists believed Great Britain’s new claims to control in the colonies violated their rights and freedoms.	27: The Acts of the British Government 28: The Actions of the Colonists
<b>1.SS.9.B</b>	The student explains how the colonists responded to Great Britain’s new claims of power over them.	27: The Acts of the British Government 28: The Actions of the Colonists
<b>1.SS.9.C</b>	The student tells the story of the Boston Massacre and John Adams’s defense of the British soldiers in the murder trial that followed.	27: The Acts of the British Government
<b>1.SS.9.D</b>	The student tells the story of the Boston Tea Party and the response by the British.	28: The Actions of the Colonists
<b>1.SS.9.E</b>	The student tells the stories of Paul Revere’s ride and the Battles of Lexington and Concord.	28: The Actions of the Colonists
<b>1.SS.10</b>	The student demonstrates understanding of the Declaration of Independence based on the arguments of leading founders.	29: The Declaration of Independence
<b>1.SS.10.A</b>	The student explains why the colonists declared independence from Great Britain.	29: The Declaration of Independence

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<b>1.SS.10.B</b>	The student listens to and discusses the meaning of the following lines from the Declaration of Independence: “We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.—That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed.”	29: The Declaration of Independence
<b>1.SS.10.C</b>	The student explains the meaning of “created equal.”	29: The Declaration of Independence
<b>1.SS.10.D</b>	The student explains the meaning of “life, liberty, and the pursuit of happiness,” in particular the founders’ argument that each human being has the freedom to try to be happy.	29: The Declaration of Independence
<b>1.SS.10.E</b>	The student explains the meaning of “the consent of the governed,” including the founders’ argument that a government can only tell people what to do if the people have a say over who in the government gets to make those decisions, which is called “self-government.”	29: The Declaration of Independence
<b>1.SS.10.F</b>	The student explains that the purpose of government as outlined in the Declaration of Independence is to protect people equally.	29: The Declaration of Independence
<b>1.SS.11</b>	The student demonstrates knowledge of the War of Independence.	10: Symbols of South Dakota 30: The War of Independence 31: The Life of George Washington 32: The Life of Thomas Jefferson
<b>1.SS.11.A</b>	The student tells the biography of George Washington, including: <ul style="list-style-type: none"> <li>his upbringing</li> <li>his fighting in the French and Indian War</li> <li>his ownership of slaves at Mount Vernon</li> <li>his crossing of the Delaware River and his leadership at Valley Forge</li> <li>his presiding at the Constitutional Convention</li> <li>his freeing of slaves at Mount Vernon upon his death and that of his wife, Martha</li> <li>the building of the Washington Monument</li> </ul>	31: The Life of George Washington

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<b>1.SS.11.B</b>	The student tells the biography of Thomas Jefferson, including: <ul style="list-style-type: none"> <li>● his upbringing</li> <li>● his ownership of slaves at Monticello</li> <li>● his writing of the Declaration of Independence</li> <li>● his purchase of Louisiana from France</li> <li>● the building of the Jefferson Memorial</li> </ul>	32: The Life of Thomas Jefferson
<b>1.SS.11.C</b>	The student explains the meaning of the symbols on the American flag.	10: Symbols of South Dakota
<b>1.SS.11.D</b>	The student tells the story of how the Americans won the War of Independence.	30: The War of Independence