



Grade	Title	Standards Addressed
K	<i>The Flag We Love</i>	<p><b>K.SS.1.C.</b> The student can name his or her town, township or city, county, state or reservation, country, and continent.</p> <p><b>K.SS.1.N.</b> The student can recite the “Pledge of Allegiance” from memory. C</p> <p><b>K.SS.4.</b> The student identifies and explains the meaning of different symbols of America. Symbols may include, but are not limited to: The Flag of the United States of America - Continental Flag/Betsy Ross Flag HCG</p>
K	<i>The Legend of the Indian Paintbrush</i>	<p><b>K.SS.1.E.</b> The student can identify and describe differences in setting, housing, and clothing from different time periods. H</p> <p><b>K.SS.1.F.</b> The student can use sequential terms correctly to narrate personal and historical events, including first, next, last, before, and after. H</p> <p><b>K.SS.1.H</b> The student can use chronological and temporal terms correctly to narrate personal and historical events, including now, long ago, in the future, last or next week, month, year, and present, past, and future.</p> <p><b>K.SS.1.I</b> The student can use the word 'because' correctly in answer to questions of 'why' and cause and effect.</p> <p><b>K.SS.1.K</b> The student can give examples of treating others with and without respect for the equal human dignity of each person.</p> <p><b>K.SS.1.L</b> The student can give examples of virtues and actions related to hard work, personal potential, and individual independence.</p>
K	<i>I am Martin Luther King, Jr.</i>	<p><b>K.SS.1.H.</b> The student can use chronological and temporal terms correctly to narrate personal and historical events, including now, long ago, in the future, last or next week, month, year, and present, past, and future. H</p> <p><b>K.SS.1.J.</b> The student can give examples of rules and laws. C</p> <p><b>K.SS.1.K.</b> The student can give examples of treating others with and without respect for the equal human dignity of each person. C</p> <p><b>K.SS.3.</b> The student tells stories about figures from American history through 2008, including stories from their childhoods, lives as adults, and examples of their character. Figures may include, but are not limited to: HC - Martin Luther King, Jr</p>
K	<i>I Am Harriet Tubman</i> continued on next page	<p><b>K.SS.1.E.</b> The student can identify and describe differences in setting, housing, and clothing from different time periods. H</p> <p><b>K.SS.1.F.</b> The student can use sequential terms correctly to narrate personal and historical events, including first, next, last, before, and after. H</p> <p><b>K.SS.1.H</b> The student can use chronological and temporal terms correctly to narrate personal and historical events, including now, long ago, in the future, last or next week, month, year, and present, past, and future.</p> <p><b>K.SS.1.J.</b> The student can give examples of rules and laws. C</p> <p><b>K.SS.1.K.</b> The student can give examples of treating others with and without respect for the equal human dignity of each person. C</p> <p><b>K.SS.1.L</b> The student can give examples of virtues and actions related to hard work, personal potential, and individual independence</p>



Grade	Title	Standards Addressed
K	<i>I Am Harriet Tubman continued</i>	<p><b>K.SS.2.</b> The student locates each of the following on a map: G - North America - Atlantic Ocean - Pacific Ocean - The United States of America</p> <p><b>K.SS.3.</b> The student tells stories about figures from American history through 2008, including stories from their childhoods, lives as adults, and examples of their character. Figures may include, but are not limited to: HC</p> <p><b>K.SS.4.</b> The student identifies and explains the meaning of different symbols of America. Symbols may include, but are not limited to: HCG</p>
K	<i>I am George Washington</i>	<p><b>K.SS.1.H.</b> The student can use chronological and temporal terms correctly to narrate personal and historical events, including now, long ago, in the future, last or next week, month, year, and present, past, and future. H</p> <p><b>K.SS.1.J.</b> The student can give examples of rules and laws. C</p> <p><b>K.SS.1.K.</b> The student can give examples of treating others with and without respect for the equal human dignity of each person. C</p> <p><b>K.SS.2.</b> The student locates each of the following on a map: G - North America - Atlantic Ocean - Pacific Ocean - The United States of America</p> <p><b>K.SS.3.</b> The student tells stories about figures from American history through 2008, including stories from their childhoods, lives as adults, and examples of their character. Figures may include, but are not limited to: HC - George Washington</p> <p><b>K.SS.4.</b> The student identifies and explains the meaning of different symbols of America. Symbols may include, but are not limited to: HCG - Washington Monument</p>
K	<i>Buffalo Bird Girl - A Hidatsa Story</i>	<p><b>K.SS.1.C.</b> The student can name his or her town, township or city, county, state or reservation, country, and continent. G</p> <p><b>K.SS.1.E.</b> The student can identify and describe differences in setting, housing, and clothing from different time periods. H</p> <p><b>K.SS.1.F.</b> The student can use sequential terms correctly to narrate personal and historical events, including first, next, last, before, and after. H</p> <p><b>K.SS.1.H.</b> The student can use chronological and temporal terms correctly to narrate personal and historical events, including now, long ago, in the future, last or next week, month, year, and present, past, and future. H</p> <p><b>K.SS.2.</b> The student locates each of the following on a map: G - Atlantic Ocean - Pacific Ocean - The United States of America G</p>
K	<i>Follow that Map</i>	<p><b>K.SS.1.A.</b> The student can distinguish between a map and a globe. G</p> <p><b>K.SS.1.B.</b> The student can identify and explain a map of the classroom. G</p> <p><b>K.SS.1.D.</b> The student can distinguish on a map between oceans, lakes, rivers, and mountains. G</p> <p><b>K.SS.1.H.</b> The student can use chronological and temporal terms correctly to narrate personal and historical events, including now, long ago, in the future, last or next week, month, year, and present, past, and future. H</p> <p><b>K.SS.1.F.</b> The student can use sequential terms correctly to narrate personal and historical events, including first, next, last, before, and after. H</p> <p><b>K.SS.1.G.</b> The student can use a calendar correctly to identify days, weeks, months, and years and can correctly reference “today,” “yesterday,” and “tomorrow.” H</p> <p><b>K.SS.2.</b> The student locates each of the following on a map: G - North America - Atlantic Ocean - Pacific Ocean - The United States of America - Alaska - Hawaii - South Dakota and the neighboring states - the location of the school.</p>

Grade	Title	Standards Addressed
K	<i>I am Ben Franklin</i>	<p><b>K.SS.1.E.</b> The student can identify and describe differences in setting, housing, and clothing from different time periods. H</p> <p><b>K.SS.1.F.</b> The student can use sequential terms correctly to narrate personal and historical events, including first, next, last, before, and after. H</p> <p><b>K.SS.1.G.</b> The student can use a calendar correctly to identify days, weeks, months, and years and can correctly reference “today,” “yesterday,” and “tomorrow.” H</p> <p><b>K.SS.1.I.</b> The student can use the word “because” correctly in answer to questions of “why” and cause and effect. H</p> <p><b>K.SS.1.J.</b> The student can give examples of rules and laws. C</p> <p><b>K.SS.2.</b> The student locates each of the following on a map: North America - Atlantic Ocean - Pacific Ocean - The United States of America G</p> <p><b>K.SS.3.</b> The student tells stories about figures from American history through 2008, including stories from their childhoods, lives as adults, and examples of their character. Figures may include, but are not limited to: HC - Benjamin Franklin</p>
K	<i>Me on the Map</i>	<p><b>K.SS.1.A.</b> The student can distinguish between a map and a globe. G</p> <p><b>K.SS.1.B.</b> The student can identify and explain a map of the classroom. G</p> <p><b>K.SS.1.D.</b> The student can distinguish on a map between oceans, lakes, rivers, and mountains. G</p> <p><b>K.SS.1.H.</b> The student can use chronological and temporal terms correctly to narrate personal and historical events, including now, long ago, in the future, last or next week, month, year, and present, past, and future. H</p> <p><b>K.SS.2.</b> The student locates each of the following on a map: G - North America - Atlantic Ocean - Pacific Ocean - The United States of America - Alaska - Hawaii - South Dakota and the neighboring states - the location of the school.</p>
K	<i>My United States - South Dakota</i>	<p><b>K.SS.1.C.</b> The student can name his or her town, township or city, county, state or reservation, country, and continent. G</p> <p><b>K.SS.1.E.</b> The student can identify and describe differences in setting, housing, and clothing from different time periods. H</p> <p><b>K.SS.1.G.</b> The student can use a calendar correctly to identify days, weeks, months, and years and can correctly reference “today,” “yesterday,” and “tomorrow.” H</p> <p><b>K.SS.1.H.</b> The student can use chronological and temporal terms correctly to narrate personal and historical events, including now, long ago, in the future, last or next week, month, year, and present, past, and future. H</p> <p><b>K.SS.2.</b> The student locates each of the following on a map: G - North America - Atlantic Ocean - Pacific Ocean - The United States of America - Alaska - Hawaii - South Dakota and the neighboring states - the location of the school.</p>
K	<i>I Am Sacagawea</i> continued on next page	<p><b>K.SS.1.E.</b> The student can identify and describe differences in setting, housing, and clothing from different time periods. H</p> <p><b>K.SS.1.F.</b> The student can use sequential terms correctly to narrate personal and historical events, including first, next, last, before, and after. H</p> <p><b>K.SS.1.H.</b> The student can use chronological and temporal terms correctly to narrate personal and historical events, including now, long ago, in the future, last or next week, month, year, and present, past, and future. H</p> <p><b>K.SS.1.I.</b> The student can use the word “because” correctly in answer to questions of “why” and cause and effect. H</p>



Grade	Title	Standards Addressed
K	<i>I Am Sacagawea</i> continued	<p><b>K.SS.2.</b> The student locates each of the following on a map: G - North America - Atlantic Ocean - Pacific Ocean - The United States of America.</p> <p><b>K.SS.3.</b> The student tells stories about figures from American history through 2008, including stories from their childhoods, lives as adults, and examples of their character. Figures may include, but are not limited to: HC - Meriwether Lewis and William Clark - Sacagawea</p>
K	<i>I Am Abraham Lincoln</i>	<p><b>K.SS.1.</b> The student learns the skills to complete the following tasks, completing each task with relative ease by the end of kindergarten.</p> <p><b>K.SS.1.E.</b> The student can identify and describe differences in setting, housing, and clothing from different time periods. H</p> <p><b>K.SS.1.F.</b> The student can use sequential terms correctly to narrate personal and historical events, including first, next, last, before, and after. H</p> <p><b>K.SS.1.K.</b> The student can give examples of treating others with and without respect for the equal human dignity of each person. C</p> <p><b>K.SS.1.L.</b> The student can give examples of virtues and actions related to hard work, personal potential, and individual independence. CE</p> <p><b>K.SS.3.</b> The student tells stories about figures from American history through 2008, including stories from their childhoods, lives as adults, and examples of their character. Figures may include, but are not limited to: HC - Abraham Lincoln</p> <p><b>K.SS.4.</b> The student identifies and explains the meaning of different symbols of America. Symbols may include, but are not limited to: HCG Lincoln Memorial -</p>
K	<i>A Picture Book of Thomas Jefferson</i>	<p><b>K.SS.1.</b> The student learns the skills to complete the following tasks, completing each task with relative ease by the end of kindergarten.</p> <p><b>K.SS.1.E.</b> The student can identify and describe differences in setting, housing, and clothing from different time periods. H</p> <p><b>K.SS.1.F.</b> The student can use sequential terms correctly to narrate personal and historical events, including first, next, last, before, and after. H</p> <p><b>K.SS.1.K.</b> The student can give examples of treating others with and without respect for the equal human dignity of each person. C</p> <p><b>K.SS.1.L.</b> The student can give examples of virtues and actions related to hard work, personal potential, and individual independence. CE</p> <p><b>K.SS.3.</b> The student tells stories about figures from American history through 2008, including stories from their childhoods, lives as adults, and examples of their character. Figures may include, but are not limited to: HC - Thomas Jefferson</p> <p><b>K.SS.4.</b> The student identifies and explains the meaning of different symbols of America. Symbols may include, but are not limited to: HCG - Jefferson Memorial</p>
K	<i>Picture Book of Christopher Columbus</i> continued on next page	<p><b>K.SS.1.</b> The student learns the skills to complete the following tasks, completing each task with relative ease by the end of kindergarten.</p> <p><b>K.SS.1.E.</b> The student can identify and describe differences in setting, housing, and clothing from different time periods. H</p> <p><b>K.SS.1.F.</b> The student can use sequential terms correctly to narrate personal and historical events, including first, next, last, before, and after. H</p> <p><b>K.SS.1.K.</b> The student can give examples of treating others with and without respect for the equal human dignity of each person. C</p> <p><b>K.SS.1.L.</b> The student can give examples of virtues and actions related to hard work, personal potential, and individual independence. CE</p>



Grade	Title	Standards Addressed
K	<i>Picture Book of Christopher Columbus</i> continued	<p>K.SS.2. The student locates each of the following on a map: G - North America, Atlantic Ocean, Pacific Ocean, The United States of America</p> <p>K.SS.3. The student tells stories about figures from American history through 2008, including stories from their childhoods, lives as adults, and examples of their character. Figures may include, but are not limited to: HC - Christopher Columbus</p>
K	<i>Pilgrim's First Thanksgiving</i>	<p>K.SS.1. The student learns the skills to complete the following tasks, completing each task with relative ease by the end of kindergarten.</p> <p>K.SS.1.E. The student can identify and describe differences in setting, housing, and clothing from different time periods. H</p> <p>K.SS.1.F. The student can use sequential terms correctly to narrate personal and historical events, including first, next, last, before, and after. H</p> <p>K.SS.1.K. The student can give examples of treating others with and without respect for the equal human dignity of each person. C</p> <p>K.SS.1.L. The student can give examples of virtues and actions related to hard work, personal potential, and individual independence. CE</p> <p>K.SS.2. The student locates each of the following on a map: G - North America, Atlantic Ocean, Pacific Ocean, The United States of America</p> <p>K.SS.3. The student tells stories about figures from American history through 2008, including stories from their childhoods, lives as adults, and examples of their character. Figures may include, but are not limited to: HC - Ousamequin (Massasoit)</p>
1	<i>The Monster Who Ate the State</i>	<p>1.SS.1: Building upon skills learned in previous grades, the student learns the skills to complete the following tasks.</p> <p>1.SS.1.C. The student can place events in his or her life in the correct chronological order. H</p> <p>1.SS.10: The student demonstrates understanding of the Declaration of Independence based on the arguments of leading founders.</p> <p>1.SS.10.C. The student explains the meaning of "created equal." C</p>
1	<i>The Buffalo are Back</i>	<p>1.SS.2: The student demonstrates knowledge of American and South Dakota geography.</p> <p>1.SS.2.A. The student locates each of the following on a map: North America</p> <p>1.SS.2.B. The student explains the following geographic features: prairie</p> <p>1.SS.3: The student demonstrates understanding of the modern way of life by comparing the following in history to prior eras.</p> <p>1.SS.7: The student demonstrates knowledge of European exploration and settlement of what would become the United States.</p> <p>1.SS.7.D. The student explains how Europeans and indigenous peoples both worked together and also fought against each other and among themselves.</p> <p>1.SS.6: The student demonstrates knowledge of pre-Columbian indigenous peoples of North America.</p> <p>1.SS.6.A. 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.</p>



Grade	Title	Standards Addressed
1	<i>Picture Book George Washington</i>	<p><b>1.SS.10:</b> The student demonstrates understanding of the Declaration of Independence based on the arguments of leading founders.</p> <p><b>1.SS.10.A.</b> The student explains why the colonists declared independence from Great Britain.</p> <p><b>1.SS.11:</b> The student demonstrates knowledge of the War of Independence.</p> <p><b>1.SS.11.A.</b> The student tells the biography of George Washington, including: - His upbringing - His fighting in the French and Indian War - His crossing of the Delaware River and his leadership at Valley Forge - His presiding at the Constitutional Convention</p> <p><b>1.SS.9:</b> The student demonstrates knowledge of events leading to the American Revolution.</p> <p><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.</p> <p><b>1.SS.3:</b> The student demonstrates understanding of the modern way of life by comparing the following in history to prior eras. - Ability to believe and act on one's beliefs without fear of arrest or worse</p>
1	<i>A Picture Book of Paul Revere</i>	<p><b>1.SS.3:</b> The student demonstrates understanding of the modern way of life by comparing the following in history to prior eras. - Ability to believe and act on one's beliefs without fear of arrest or worse</p> <p><b>1.SS.9:</b> The student demonstrates knowledge of events leading to the American Revolution.</p> <p><b>1.SS.9.B.</b> The student explains how the colonists responded to Great Britain's new claims of power over them.</p> <p><b>1.SS.10:</b> The student demonstrates understanding of the Declaration of Independence based on the arguments of leading founders.</p> <p><b>1.SS.10.A.</b> The student explains why the colonists declared independence from Great Britain. (Paul Revere's ride represents the growing tension and the colonists' fight for independence, which led to the Declaration of Independence.)</p> <p><b>1.SS.11:</b> The student demonstrates knowledge of the War of Independence.</p> <p><b>1.SS.11.A.</b> The student tells the biography of George Washington, including: - His crossing of the Delaware River and his leadership at Valley Forge.</p>
1	<i>We the Kids: The Preamble to the Constitution of the United States</i>	<p><b>1.SS.10:</b> The student demonstrates understanding of the Declaration of Independence based on the arguments of leading founders.</p> <p><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."</p> <p><b>1.SS.10.C.</b> The student explains the meaning of "created equal."</p> <p><b>1.SS.10.E.</b> The student explains that the purpose of government as outlined in the Declaration of Independence is to protect people equally.</p>



Grade	Title	Standards Addressed
1	<i>Greet the Dawn the Lakota Way</i> by S. D. Nelson	<p><b>1.SS.6:</b> The student demonstrates knowledge of pre-Columbian indigenous peoples of North America.</p> <p><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).</p> <p><b>1.SS.6.B:</b> The student can explain the significance of ceremonies, family structures, and spiritual practices to Native American tribes.</p>
2	<i>Abraham Lincoln I Survived the Battle of Gettysburg</i>	<p><b>2.SS.7.A:</b> The student tells of the major events in George Washington’s presidency, including his efforts to remain neutral in the conflict between revolutionary France and Great Britain.</p> <p><b>2.SS.9.A:</b> The student tells about the fur trade, mountain men, and the Santa Fe Trail.</p> <p><b>2.SS.10.B:</b> The student tells the biography of Abraham Lincoln, including: His upbringing.- His self-education.- His words and actions against the expansion of slavery.- His presidency.- His command of the Union forces in the Civil War.- His Emancipation Proclamation.- His plans for Reconstruction.- His assassination.- The building of the Lincoln Memorial. - This directly addresses Abraham Lincoln’s role during the Civil War and his leadership, which is central to the book.</p> <p><b>2.SS.11.A:</b> The student identifies the roles or contributions of the major figures in the Civil War, including Robert E. Lee, Clara Barton, Ulysses S. Grant, and William Tecumseh Sherman.</p> <p><b>2.SS.11.B:</b> The student tells the stories of the Battle of Gettysburg and Sherman’s March to the Sea in the Civil War.</p> <p><b>2.SS.11.C:</b> The student explains what the Emancipation Proclamation did.</p> <p><b>2.SS.11.E:</b> The student listens to and discusses the meaning of Abraham Lincoln’s Gettysburg Address.</p>
2	<i>Follow the Drinking Gourd Meet Abraham Lincoln</i>	<p><b>2.SS.3.F:</b> The student identifies the major historical events, cultural features, stories, and religious contributions of the early Muslims.</p> <p><b>2.SS.7.B:</b> The student listens to and discusses the meaning of George Washington’s Thanksgiving Proclamation in its entirety.</p> <p><b>2.SS.10.B:</b> The student tells the biography of Abraham Lincoln, including: - His upbringing.-His self-education.- His words and actions against the expansion of slavery.- His presidency.- His command of the Union forces in the Civil War.- His Emancipation Proclamation.- His plans for Reconstruction.- His assassination.- The building of the Lincoln Memorial. - This directly addresses Abraham Lincoln’s role during the Civil War and his leadership, which is central to the book.</p> <p><b>2.SS.11.C:</b> The student explains what the Emancipation Proclamation did.</p> <p><b>2.SS.11.F:</b> The student tells of the removal and relocation of the Dakota, Lakota, and Nakota.</p> <p><b>2.SS.12.B:</b> The student explains the reasons and origins of those who immigrated to America after the Civil War.</p> <p><b>2.SS.6.A:</b> The student explains the legal meaning of “citizen” in the United States and how someone becomes a citizen.</p>



Grade	Title	Standards Addressed
2	<i>A Picture Book of Sacagawea</i> <i>Picture Book of Lewis and Clark</i>	<b>2.SS.7.D:</b> The student tells the story of the Corps of Discovery exploring the Louisiana Territory, including its path through South Dakota.
3	<i>The Iliad and the Odyssey</i>	<p><b>3.SS.4.</b> The student demonstrates knowledge of Ancient Greece and the Roman Republic.</p> <p><b>3.SS.4.A:</b> The focus on Greek mythology and figures like Achilles and Hector addresses the major figures in Greek mythology.</p> <p><b>3.SS.4.C:</b> The themes of bravery and honor, as well as the actions of warriors, tie into the major cultural features of Ancient Greece.</p> <p><b>3.SS.4.E:</b> The journey of Odysseus spreading Greek culture can relate to the Hellenistic Period, where Greek culture spread due to the conquests of Alexander</p> <p><b>3.SS.4.G:</b> The Iliad's focus on warfare, honor, and societal values aligns with understanding the cultural contributions of Ancient Greece.</p>
3	<i>Meet Christopher Columbus by James T. de Kay</i> <i>Illustrated by John Edens</i>	<p><b>3.SS.5.</b> The student demonstrates knowledge of Native Americans and the voyages of Christopher Columbus.</p> <p><b>3.SS.5.G:</b> The student tells the biography of Christopher Columbus, including: H - his theories about a faster western route to Asia - his four voyages - his death in poverty and humiliation</p>
3	<i>Archimedes and the Door of Science by Jeanne Bendick</i>	<b>3.SS.3.</b> The student demonstrates knowledge of ancient civilizations in Asia, the Middle East, and Northern Africa.
3	<i>Thanksgiving on Thursday</i>	<p><b>3.SS.5.</b> The student demonstrates knowledge of Native Americans and the voyages of Christopher Columbus.</p> <p><b>3.SS.5.H:</b> The book discusses the Pilgrims and Native Americans, specifically the Wampanoag people, highlighting the cooperation between the two groups during the first Thanksgiving.</p> <p><b>3.SS.6.</b> The student demonstrates knowledge of European exploration and settlement of what would become the United States.</p> <p><b>3.SS.6.H:</b> The story touches on the Pilgrims' settlement in Plymouth and their interaction with Native Americans during their early years in America.</p> <p><b>3.SS.7.</b> The student demonstrates knowledge of colonial America.</p>
3	<i>Great Pyramid: The Story of the Farmers, the God-King and the Most Astounding Structure Ever Built</i>	<p><b>3.SS.3.</b> The student demonstrates knowledge of ancient civilizations in Asia, the Middle East, and Northern Africa.</p> <p><b>3.SS.5.</b> The student demonstrates knowledge of Native Americans and the voyages of Christopher Columbus.</p> <p><b>3.SS.6.</b> The student demonstrates knowledge of European exploration and settlement of what would become the United States.</p> <p><b>3.SS.7.</b> The student demonstrates knowledge of colonial America.</p>





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3	<i>Pilgrims: A Nonfiction Companion to Magic Treehouse #27</i>	<p><b>3.SS.5.</b> The student demonstrates knowledge of Native Americans and the voyages of Christopher Columbus.</p> <p><b>3.SS.5.H:</b> The book explores the Pilgrims' journey and their interaction with the Wampanoag people, providing historical context about Native American tribes and their involvement in the first Thanksgiving.</p> <p><b>3.SS.6.</b> The student demonstrates knowledge of European exploration and settlement of what would become the United States.</p> <p><b>3.SS.6.H:</b> The book discusses the Pilgrims' voyage on the Mayflower, their struggles in the New World, and their eventual settlement in Plymouth, Massachusetts. It also explores the reasons for their emigration and the difficulties they faced in starting a new life.</p> <p><b>3.SS.7.</b> The student demonstrates knowledge of colonial America.</p>
4	<i>Meet Thomas Jefferson</i>	<p><b>4.SS.1:</b> Basic historical and civic skills related to the understanding of time periods, dates, and documents.</p> <p><b>4.SS.1.A.</b> Using historical terms related to time periods (e.g., 18th century, 19th century, B.C.E., C.E.) - H</p> <p><b>4.SS.1.B.</b> Using a timeline correctly - H</p> <p><b>4.SS.6:</b> Events leading to the American Revolution.</p> <p><b>4.SS.6.C.</b> Describing Thomas Jefferson's biography, including his writing of the Declaration</p>
4	<i>The Legend of Sleepy Hollow</i>	<p><b>4.SS.1.A.</b> The student can use correctly terms related to time periods or dates in history, including 18<sup>th</sup> century, 19th century, B.C.E., C.E., and C.E. H</p> <p><b>4.SS.1.D.</b> The student can give examples of virtues and actions related to being a responsible and knowledgeable citizen. C</p> <p><b>4.SS.6.</b> The student demonstrates knowledge of events leading to the American Revolution.</p> <p><b>4.SS.11.</b> The student demonstrates knowledge and understanding of American history from the presidency of George Washington through the War of 1812.</p>
4	<i>Ancient Rome by Core Knowledge Foundation</i>	<p><b>4.SS.3.A.</b> The student explains the origins and major events of the Roman civil wars and the triumvirates, including the roles of Cicero, Julius Caesar, and Octavian Caesar.</p> <p><b>4.SS.3.B.</b> The student explains the major historical events and cultural features of the Roman Empire, including under the rule of Octavian Caesar, the Julio-Claudian dynasty, Hadrian, Marcus Aurelius, and Justinian.</p> <p><b>4.SS.3.D.</b> The student explains the major historical events, cultural features, stories, and religious contributions of the early Christians.</p> <p><b>4.SS.3.E.</b> The student explains the major events during the rule of Constantine, including the legalization of Christianity and the moving of the Roman capital to Constantinople.</p> <p><b>4.SS.3.F.</b> The student explains the origins of the barbarian invasions and the other factors that led to the fall of the Roman Empire, including political corruption and economic instability arising from opulence.</p>



Grade	Title	Standards Addressed
4	<i>Shh! We're Writing the Constitution</i>	<p><b>4.SS.3.G.</b> The student explains the role of George Washington, Benjamin Franklin, and other figures in the creation of the U.S. Constitution, including their contributions and perspectives during the Constitutional Convention.</p> <p><b>2. 4.SS.3.H.</b> The student explains the events leading up to the drafting of the U.S. Constitution, including the problems under the Articles of Confederation, the Constitutional Convention, and the ratification process.</p> <p><b>3. 4.SS.3.I.</b> The student describes the basic structure of the U.S. Constitution, including the three branches of government, the system of checks and balances, and the Bill of Rights.</p> <p><b>4. 4.SS.3.J.</b> The student explains the importance of the U.S. Constitution in shaping the government and the nation, including its lasting impact on American society.</p> <p><b>5. 4.SS.3.K.</b> The student examines the roles and influences of different states and regions in the development of the U.S. Constitution, including how geographic and economic factors shaped debates.</p>
4	<i>Liberty!: How the Revolutionary War Began</i>	<p><b>4.SS.6.A.</b> The student explains why and how Great Britain asserted new authority in the colonies after the French and Indian War and why the colonists contested Britain's new claims to control as violations of their rights and freedom.</p> <p><b>4.SS.6.C.</b> The student explains the ways in which the colonists responded to Great Britain's new claims of power over them.</p> <p><b>4.SS.6.D.</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.</p> <p><b>4.SS.6.E.</b> The student tells the story of the Boston Tea Party and explains Great Britain's responses to the Boston Tea Party and the colonists' argument that these actions were tyrannical.</p> <p><b>4.SS.6.F.</b> The student tells the stories of the following military events prior to a formal declaration of independence, including Paul Revere's ride, the battles of Lexington and Concord, and the Battle of Bunker Hill.</p>
5	<i>The Jumping-Off Place</i>	<b>5.SS.6.</b> The student demonstrates knowledge of westward expansion's effects on relationships with Native Americans and the electoral divide over slavery.
5	<i>From Renaissance to England's Golden Age</i>	<b>5.SS.6.D.</b> The student explains the interactions between settlers, governing bodies, and Native Americans in South Dakota (including select standards from Oceti Sakowin Essential Understandings 2 and 6) prior to the Civil War, including the Marshall Trilogy, Indian Removal Act of 1830, Fort Laramie Treaty of 1851 (or Horse Creek Treaty), Treaty of Yankton, the role of Indian agencies, and settlement through homesteading. H



Grade	Title	Standards Addressed
5	<i>Gold Rush Girl</i>	<p><b>5.SS.5.</b> The student demonstrates knowledge of American history between the War of 1812 and the presidency of Andrew Jackson.</p> <p><b>5.SS.5.B.</b> The student identifies various examples of westward expansion prior to the Civil War.</p> <p><b>5.SS.5.D.</b> The student describes the lives of slaves on southern plantations and at slave auctions, including cultural developments among African Americans in slavery. (This standard is not directly covered in the book but relevant in understanding the historical context of the time.)</p> <p><b>5.SS.6.</b> The student demonstrates knowledge of westward expansion's effects on relationships with Native Americans and the electoral divide over slavery.</p> <p><b>5.SS.6.D.</b> The student explains the interactions between settlers, governing bodies, and Native Americans in South Dakota (including select standards from Oceti Sakowin Essential Understandings 2 and 6) prior to the Civil War, including the Marshall Trilogy, Indian Removal Act of 1830, Fort Laramie Treaty of 1851 (or Horse Creek Treaty), Treaty of Yankton, the role of Indian agencies, and settlement through homesteading.</p> <p><b>5.SS.9.</b> The student demonstrates knowledge of the Gilded Age.</p> <p><b>5.SS.9.C.</b> The student explains the reasons for and origins of those who immigrated to America after the Civil War, including the cultural and economic contributions of various immigrant groups in South Dakota, and the extent to which they assimilated.</p> <p><b>5.SS.9.D.</b> The student describes the challenges that accompanied industrialization and immigration.</p> <p><b>5.SS.10.</b> The student demonstrates knowledge of events around the beginning of the 20th Century.</p>
5	<i>Immigrant Kids</i>	<p><b>5.SS.9.</b> The student demonstrates knowledge of the Gilded Age.</p> <p><b>5.SS.9.C.</b> The student explains the reasons for and origins of those who immigrated to America after the Civil War, including the cultural and economic contributions of various immigrant groups in South Dakota, and the extent to which they assimilated.</p> <p><b>5.SS.9.D.</b> The student describes the challenges that accompanied industrialization and immigration.</p> <p><b>5.SS.10.</b> The student demonstrates knowledge of events around the beginning of the 20th Century.</p>
5	<i>The Civil War</i> continued on next page	<p><b>5.SS.7.</b> The student demonstrates knowledge of events leading up to the Civil War.</p> <p><b>5.SS.7.A.</b> The student explains how the Mexican Cession and the California Gold Rush reignited the issue of the expansion of slavery.</p> <p><b>5.SS.7.B.</b> The student explains the terms of the Compromise of 1850.</p> <p><b>5.SS.7.E.</b> The student tells the story of how the Civil War began.</p> <p><b>5.SS.7.F.</b> The student explains the major and minor causes of the Civil War, especially the political tension surrounding the spread of slavery.</p> <p><b>5.SS.8.</b> The student demonstrates knowledge of the American Civil War and Reconstruction.</p> <p><b>5.SS.8.A.</b> The student tells the stories and explains the effects of major military events, figures, and common soldiers from the Civil War.</p> <p><b>5.SS.8.B.</b> The student explains how Abraham Lincoln issued and justified the Emancipation Proclamation, including what the order did and did not do, and why.</p>

Grade	Title	Standards Addressed
5	<i>The Civil War</i> continued	<p><b>5.SS.8.C.</b> The student explains Abraham Lincoln’s view of the war as an effort both to prove that a people could govern themselves on the principle that “all men are created equal,” and to preserve the Union that was founded on this truth.</p> <p><b>5.SS.8.D.</b> The student reads and discusses the meaning of Abraham Lincoln’s Gettysburg Address.</p> <p><b>5.SS.8.E.</b> The student tells the story of and explains the reasons why the Union won the Civil War, including the battles of Antietam, Vicksburg, and Gettysburg.</p> <p><b>5.SS.8.F.</b> The student explains the different effects of the Civil War in the North and the South.</p> <p><b>5.SS.8.G.</b> The student explains the successes of Reconstruction, including the Reconstruction Amendments and the election of freedmen to government offices, and its failures in renewed discrimination during Reconstruction and especially after the Compromise of 1877.</p>