South Dakota Social Studies

Grade 1

WORLD HISTORY: To 315

1 **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.SS.1

A The student can identify north, south, east, and west on a map and on a globe. G 1.SS.1.A

B The student can locate the North Pole and the South Pole on a map and on a globe. G 1.SS.1.B

C The student can place events in his or her life in the correct chronological order. H 1.SS.1.C

D The student can draw a depiction of a historical event or figure that intentionally reflects a story learned in class. H 1.SS.1.D

E The student can distinguish between a primary source and a secondary source. H 1.SS.1.E

F The student can give examples of goods (made, gathered, or grown products) that people buy, sell, and use. E 1.SS.1.F

G The student can give examples of services (actions) that people buy and sell. E 1.SS.1.G

H The student can give examples of a trade-off when working, buying, selling, and saving. E 1.SS.1.H

I The student can give examples of different ways that a group of people can make decisions. C 1.SS.1.I

J The student can give examples of virtues and actions related to excellence in character, knowledge, wisdom, and self-government. C 1.SS.1.J

K The student can identify major public buildings in Washington, D.C., and their architectural styles. C 1.SS.1.K

L The student can identify the state flag and motto of South Dakota. C 1.SS.1.L

M The student can identify the South Dakota State Capitol Building and name the current governor. C 1.SS.1.M

N 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.” C 1.SS.1.N

Skip to main content

O The student can recite the Preamble to the United States Constitution from memory. C 1.SS.1.O

2 The student demonstrates knowledge of American and South Dakota geography. 1.SS.2

A The student locates each of the following on a map: G 1.SS.2.A

1 North America 1.SS.2.A.1

2 South America 1.SS.2.A.2

3 Africa 1.SS.2.A.3

4 Europe 1.SS.2.A.4

5 Asia 1.SS.2.A.5

6 Australia 1.SS.2.A.6

7 Antarctica 1.SS.2.A.7

8 Atlantic Ocean 1.SS.2.A.8

9 Pacific Ocean 1.SS.2.A.9

10 Indian Ocean 1.SS.2.A.10

11 Arctic Ocean 1.SS.2.A.11

12 Southern Ocean 1.SS.2.A.12

13 Mississippi River 1.SS.2.A.13

14 Gulf of Mexico 1.SS.2.A.14

15 Washington, D.C. 1.SS.2.A.15

16 Pierre 1.SS.2.A.16

17 Sioux Falls 1.SS.2.A.17

18 Rapid City 1.SS.2.A.18

19 Canada 1.SS.2.A.19

20 Mexico 1.SS.2.A.20

21 Central America 1.SS.2.A.21

B The student explains the following geographic features: G 1.SS.2.B

1 coast 1.SS.2.B.1

2 valley 1.SS.2.B.2

3 prairie 1.SS.2.B.3

4 desert 1.SS.2.B.4

5 bay 1.SS.2.B.5

6 harbor 1.SS.2.B.6

7 peninsula 1.SS.2.B.7

8 island 1.SS.2.B.8

Skip to main content

The student demonstrates understanding of the modern way of life by comparing the following in history to prior eras. H 1.SS.3

1 ability to believe and act on one's beliefs without fear of arrest or worse 1.SS.3.1

2 ability to speak one's mind without fear of arrest or worse 1.SS.3.2

3 acquisition of clothing, food, and shelter 1.SS.3.3

4 communication by Internet, text, phones, mail 1.SS.3.4

5 electricity, plumbing, heating, cooling 1.SS.3.5

6 travel by plane, car, boat, horse and buggy, walking 1.SS.3.6

4 The student demonstrates knowledge of ancient civilizations in Asia, the Middle East, northern Africa, and the eastern Mediterranean Sea. 1.SS.4

A The student identifies the major cultural features, stories, and contributions of Ancient India, Babylon, and Ancient China. H 1.SS.4.A

B The student identifies the major cultural features, stories, and contributions of Ancient Egypt, including agriculture, hieroglyphic writing, and papyrus. H 1.SS.4.B

C The student explains the major historical events and stories of the ancient Hebrews. H 1.SS.4.C

D The student identifies the major figures and stories within Greek mythology. H 1.SS.4.D

E The student tells the story of the Persian Wars, including the battles of Marathon and Thermopylae. H 1.SS.4.E

F The student identifies the major cultural features and contributions of Athens, including pottery, architecture, sculpture, and democracy. HC 1.SS.4.F

G The student tells the story of the Peloponnesian War. H 1.SS.4.G

H The student tells the story of the conquests of Alexander of Macedon. H 1.SS.4.H

5 The student demonstrates knowledge of the Roman Republic and the Roman Empire. 1.SS.5

A The student tells the stories of the founding of Rome and of the Roman Republic. H 1.SS.5.A

B The student identifies the major cultural features and contributions of Rome, including in architecture, engineering, and government. HC 1.SS.5.B

C The student tells the story of the Punic Wars. H 1.SS.5.C

D The student tells the story of the Roman civil wars and the triumvirates. H 1.SS.5.D

E The student identifies key Roman Emperors and events of the Roman Empire. H 1.SS.5.E

AMERICAN HISTORY: 1492-1787

6 The student demonstrates knowledge of pre-Columbian indigenous peoples of North America. 1.SS.6

Skip to main content

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 (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. HC 1.SS.6.A

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7 The student demonstrates knowledge of European exploration and settlement of what would become the United States. 1.SS.7

A The student explains the various European motivations for exploration. H 1.SS.7.A

B The student tells the biography of Christopher Columbus, including his theories about a faster western route to Asia and his first voyage. H 1.SS.7.B

C The student explains the Columbian Exchange of resources, people, and disease, including how smallpox decimated Native Americans. H 1.SS.7.C

D The student explains how Europeans and indigenous peoples both worked together and also fought against each other and among themselves. HC 1.SS.7.D

E The student explains the history of slavery, including in ancient times and in the 15th century. H 1.SS.7.E

F The student explains why slavery is morally evil. H 1.SS.7.F

G The student tells the story of the founding of Jamestown, including: H 1.SS.7.G

1 the stories of John Smith, Matoaka (Pocahontas), and John Rolfe 1.SS.7.G.1

2 the Starving Time 1.SS.7.G.2

3 the cultivation of tobacco 1.SS.7.G.3

4 the arrival of Africans from a Dutch slave ship captured by the English 1.SS.7.G.4

H The student tells the story of the founding of Plymouth and Massachusetts Bay, including: HC 1.SS.7.H

1 the stories of William Bradford and John Winthrop 1.SS.7.H.1

2 the backgrounds and motivations of the Mayflower passengers 1.SS.7.H.2

3 the Mayflower Compact 1.SS.7.H.3

4 the assistance of the Wampanoag 1.SS.7.H.4

5 the first Thanksgiving 1.SS.7.H.5

6 the meaning of John Winthrop's "city upon a hill" 1.SS.7.H.6

I The student explains why rules and laws are important for ensuring that people live freely and in peace. C 1.SS.7.I

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8 The student demonstrates knowledge of European exploration and settlement of what would become the United States. 1.SS.8

A The student explains the Triangle Trade. HE 1.SS.8.A

Skip to main content

B The student explains the ways of life among the New England, Middle, and Southern colonies. HCE 1.SS.8.B

C 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 selfgovernment, and religious freedom. HCE 1.SS.8.C

D 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. HCE 1.SS.8.D

E The student explains how England left the colonists alone to live and govern themselves, and why this was good for the colonists. HC 1.SS.8.E

F The student explains the rule of law, compared and contrasted in the Magna Carta to the arbitrary rule of man. C 1.SS.8.F

G 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. H 1.SS.8.G

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9 The student demonstrates knowledge of events leading to the American Revolution. 1.SS.9

A The student explains why the colonists believed Great Britain's new claims to control in the colonies violated their rights and freedoms. HC 1.SS.9.A

B The student explains how the colonists responded to Great Britain's new claims of power over them. H 1.SS.9.B

C The student tells the story of the Boston Massacre and John Adams's defense of the British soldiers in the murder trial that followed. H 1.SS.9.C

D The student tells the story of the Boston Tea Party and the response by the British. H 1.SS.9.D

E The student tells the stories of Paul Revere's ride and the Battles of Lexington and Concord. H 1.SS.9.E

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10 The student demonstrates understanding of the Declaration of Independence based on the arguments of leading founders. 1.SS.10

A The student explains why the colonists declared independence from Great Britain. HC 1.SS.10.A

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." H 1.SS.10.B

C The student explains the meaning of "created equal." C 1.SS.10.C

D 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. C 1.SS.10.D

Skip to main content

E 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.” C 1.SS.10.E

F The student explains that the purpose of government as outlined in the Declaration of Independence is to protect people equally. C 1.SS.10.F

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11 The student demonstrates knowledge of the War of Independence. 1.SS.11

A The student tells the biography of George Washington, including: H 1.SS.11.A

1 his upbringing 1.SS.11.A.1

2 his fighting in the French and Indian War 1.SS.11.A.2

3 his ownership of slaves at Mount Vernon 1.SS.11.A.3

4 his crossing of the Delaware River and his leadership at Valley Forge 1.SS.11.A.4

5 his presiding at the Constitutional Convention 1.SS.11.A.5

6 his freeing of slaves at Mount Vernon upon his death and that of his wife, Martha 1.SS.11.A.6

7 the building of the Washington Monument 1.SS.11.A.7

B The student tells the biography of Thomas Jefferson, including: H 1.SS.11.B

1 his upbringing 1.SS.11.B.1

2 his ownership of slaves at Monticello 1.SS.11.B.2

3 his writing of the Declaration of Independence 1.SS.11.B.3

4 his purchase of Louisiana from France 1.SS.11.B.4

5 the building of the Jefferson Memorial 1.SS.11.B.5

C The student explains the meaning of the symbols on the American flag. HC 1.SS.11.C

D The student tells the story of how the Americans won the War of Independence. H 1.SS.11.D