



South Dakota Social Studies STANDARDS CORRELATION

K

| Standards | | Weekly Issues |
|--|---|--|
| Kindergarten - Introduction to America | | |
| K.SS.1 | The student learns the skills to complete the following tasks, completing each task with relative ease by the end of kindergarten. | 1: Map Skills 2: Location 3: Finding Places Around Me 4: My Place in My Community 5: My Place in the World 6: Physical Characteristics of a Place 8: Calendars 9: Words About Time 10: Changes Over Time 12: Life Long Ago and Today 13: What is a Question? 15: Needs and Wants 16: Economics 17: Jobs 18: Spending and Saving 20: What Are Rules? 21: What Are Laws? 22: Learning and Working Together 24: Characteristics of Responsible Citizens 25: Patriotism |
| K.SS.1.A | The student can distinguish between a map and a globe. | 1: Map Skills |
| K.SS.1.B | The student can identify and explain a map of the classroom. | 2: Location 3: Finding Places Around Me |
| K.SS.1.C | The student can name his or her town, township or city, county, state or reservation, country, and continent. | 4: My Place in My Community 5: My Place in the World |
| K.SS.1.D | The student can distinguish on a map between oceans, lakes, rivers, and mountains. | 6: Physical Characteristics of a Place |
| K.SS.1.E | The student can identify and describe differences in setting, housing, and clothing from different time periods. | 12: Life Long Ago and Today |
| K.SS.1.F | The student can use sequential terms correctly to narrate personal and historical events, including first, next, last, before, and after. | 9: Words About Time |
| K.SS.1.G | The student can use a calendar correctly to identify days, weeks, months, and years and can correctly reference "today," | 8: Calendars |



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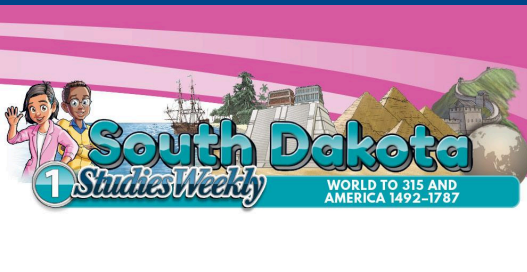
| Standards | | Weekly Issues |
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| | "yesterday," and "tomorrow." | |
| K.SS.1.H | The student can use chronological and temporal terms correctly to narrate personal and historical events, including now, long ago, in the future, last or next week, month, year, and present, past, and future. | 10: Changes Over Time |
| K.SS.1.I | The student can use the word "because" correctly in answer to questions of "why" and cause and effect. | 13: What is a Question? |
| K.SS.1.J | The student can give examples of rules and laws. | 20: What Are Rules? 21: What Are Laws? |
| K.SS.1.K | The student can give examples of treating others with and without respect for the equal human dignity of each person. | 22: Learning and Working Together |
| K.SS.1.L | The student can give examples of virtues and actions related to hard work, personal potential, and individual independence. | 24: Characteristics of Responsible Citizens |
| K.SS.1.M | The student can correctly use words related to work, including: food, clothing, home, job, money, make, serve, borrow, buy, sell, need, want | 15: Needs and Wants 16: Economics 17: Jobs 18: Spending and Saving |
| K.SS.1.N | The student can recite the "Pledge of Allegiance" from memory. | 25: Patriotism |
| K.SS.2 | The student locates each of the following on a map: North America, Atlantic Ocean, Pacific Ocean, The United States of America, Alaska, Hawaii, South Dakota and the neighboring states, the location of the school | 3: Finding Places Around Me 5: My Place in the World |



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| | Standards | Weekly Issues |
|---------------|--|--|
| K.SS.3 | <p>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:</p> <p>Christopher Columbus, Matoaka (Pocahontas), John Smith, Ousamequin (Massasoit), John Winthrop, George Washington, Thomas Jefferson, Benjamin Franklin, Phillis Wheatley, Alexander Hamilton, James Madison, Daniel Boone, Meriwether Lewis and William Clark, Sacagawea, Davy Crockett, Tecumseh, Francis Scott Key, Andrew Jackson, Sequoyah, Elizabeth Cady Stanton, Frederick Douglass, Harriet Tubman, Abraham Lincoln, Elijah McCoy, Thomas Edison, Andrew Carnegie, Booker T. Washington, Anna Julia Cooper, George Washington Carver, Tȥáthąŋka Íyotake (Sitting Bull), Tȥášųŋke Witkó (Crazy Horse), Maŋpíya Lúta (Red Cloud), Heŋáka Sápa (Black Elk), Laura Ingalls Wilder, W.E.B. DuBois, Theodore Roosevelt, John Muir, Orville and Wilbur Wright, Henry Ford, Susan B. Anthony, Calvin Coolidge, Babe Ruth, Norman Rockwell, Robert Frost, Louis Armstrong, Langston Hughes, Franklin Delano Roosevelt, Jesse Owens, Dwight Eisenhower, E.B. White, Jackie Robinson, Dr. Seuss, Thurgood Marshall, Ruby Bridges, Martin Luther King, Jr., Rosa Parks, Cesar Chavez, John F. Kennedy, Ronald Reagan, Neil Armstrong, Clarence Thomas, Barack Obama</p> | <p>7: Historical Figures: George Washington 11: Historical Figures: Benjamin Franklin 14: Historical Figures: Abraham Lincoln 19: Historical Figures: Sacagawea 23: Historical Figures: Native Americans 31: Historical Figures: Orville and Wilbur Wright 32: Important Figures in American History</p> |
| K.SS.4 | <p>The student identifies and explains the meaning of different symbols of America. Symbols may include, but are not limited to:</p> <p>The Flag of the United States of America, Continental Flag/Betsy Ross Flag, Bald Eagle, The Great Seal of the United States of America, The National Motto: "In God We Trust," Lincoln Memorial, Jefferson Memorial, Washington Monument, Martin Luther King, Jr. Memorial, U.S. Capitol Building, The White House, The U.S. Supreme Court Building, The Minuteman, The Alamo, Golden Gate Bridge, Uncle Sam, Statue of Liberty, Mount Rushmore, Liberty Bell, "America," "America the Beautiful," "The Star-Spangled Banner," "My Country, Tis of Thee," "God Bless America," The Pledge of Allegiance, Twenty-One Gun Salute, Tomb of the Unknown Soldier, Declaration of Independence, United States Constitution, Thanksgiving Day, The Fourth of July, Memorial Day, Juneteenth</p> | <p>26: Symbols 27: Architecture 28: Holidays 29: America 30: American Ideals</p> |



South Dakota Social Studies STANDARDS CORRELATION

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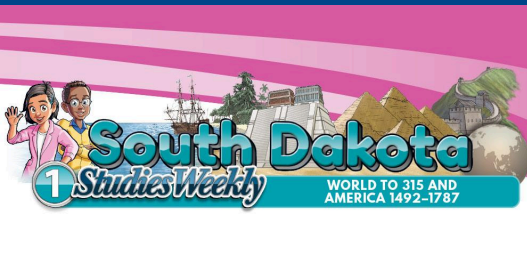
| Standards | | Weekly Issues |
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| World History: to 315 | | |
| 1.SS.1 | Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 1st grade. | 1: 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 |
| 1.SS.1.A | The student can identify north, south, east, and west on a map and on a globe. | 1: Map Skills |
| 1.SS.1.B | The student can locate the North Pole and the South Pole on a map and on a globe. | 3: Places on a Map |
| 1.SS.1.C | The student can place events in his or her life in the correct chronological order. | 5: Changes Over Time |
| 1.SS.1.D | 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 |
| 1.SS.1.E | The student can distinguish between a primary source and a secondary source. | 4: History |
| 1.SS.1.F | The student can give examples of goods (made, gathered, or grown products) that people buy, sell, and use. | 11: Goods and Services |
| 1.SS.1.G | The student can give examples of services (actions) that people buy and sell. | 11: Goods and Services |
| 1.SS.1.H | The student can give examples of a trade-off when working, buying, selling, and saving. | 11: Goods and Services |
| 1.SS.1.I | The student can give examples of different ways that a group of people can make decisions. | 8: Characteristics of Citizens |



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| Standards | | Weekly Issues |
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| 1.SS.1.J | The student can give examples of virtues and actions related to excellence in character, knowledge, wisdom, and self-government. | 8: Characteristics of Citizens |
| 1.SS.1.K | The student can identify major public buildings in Washington, D.C., and their architectural styles. | 9: Public Buildings in Washington D.C. |
| 1.SS.1.L | The student can identify the state flag and motto of South Dakota. | 10: Symbols of South Dakota |
| 1.SS.1.M | The student can identify the South Dakota State Capitol Building and name the current governor. | 10: Symbols of South Dakota |
| 1.SS.1.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." | 7: Important Documents 29: The Declaration of Independence |
| 1.SS.1.O | The student can recite the Preamble to the United States Constitution from memory. | 7: Important Documents |
| 1.SS.2 | The student demonstrates knowledge of American and South Dakota geography. | 2: Physical Characteristics of a Place 3: Places on a Map |
| 1.SS.2.A | 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 |
| 1.SS.2.B | The student explains the following geographic features: coast, valley, prairie, desert, bay, harbor, peninsula, island | 2: Physical Characteristics of a Place |



South Dakota Social Studies STANDARDS CORRELATION

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| Standards | | Weekly Issues |
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| 1.SS.3 | <p>The student demonstrates understanding of the modern way of life by comparing the following in history to prior eras.</p> <ul style="list-style-type: none"> • ability to believe and act on one's beliefs without fear of arrest or worse • ability to speak one's mind without fear of arrest or worse • acquisition of clothing, food, and shelter • communication by Internet, text, phones, mail • electricity, plumbing, heating, cooling • travel by plane, car, boat, horse and buggy, walking | <p>6: Life Long Ago and Today 7: Important Documents</p> |
| 1.SS.4 | The student demonstrates knowledge of ancient civilizations in Asia, the Middle East, northern Africa, and the eastern Mediterranean Sea. | <p>12: Ancient Civilizations in Asia 13: Ancient Babylon 14: Ancient Egypt 15: Ancient Greece 16: Culture of Ancient Greece</p> |
| 1.SS.4.A | The student identifies the major cultural features, stories, and contributions of Ancient India, Babylon, and Ancient China. | <p>12: Ancient Civilizations in Asia 13: Ancient Babylon</p> |
| 1.SS.4.B | The student identifies the major cultural features, stories, and contributions of Ancient Egypt, including agriculture, hieroglyphic writing, and papyrus. | 14: Ancient Egypt |
| 1.SS.4.C | The student explains the major historical events and stories of the ancient Hebrews. | 14: Ancient Egypt |
| 1.SS.4.D | The student identifies the major figures and stories within Greek mythology. | 16: Culture of Ancient Greece |
| 1.SS.4.E | The student tells the story of the Persian Wars, including the battles of Marathon and Thermopylae. | 15: Ancient Greece |
| 1.SS.4.F | The student identifies the major cultural features and contributions of Athens, including pottery, architecture, sculpture, and democracy. | <p>15: Ancient Greece 16: Culture of Ancient Greece</p> |



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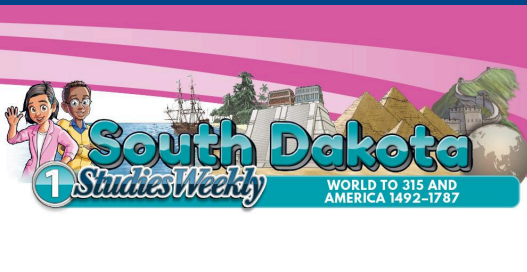
| Standards | | Weekly Issues |
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| 1.SS.4.G | The student tells the story of the Peloponnesian War. | 15: Ancient Greece |
| 1.SS.4.H | The student tells the story of the conquests of Alexander of Macedon. | 15: Ancient Greece |
| 1.SS.5 | The student demonstrates knowledge of the Roman Republic and the Roman Empire. | 17: Ancient Rome 18: The Roman Empire |
| 1.SS.5.A | The student tells the stories of the founding of Rome and of the Roman Republic. | 17: Ancient Rome 18: The Roman Empire |
| 1.SS.5.B | The student identifies the major cultural features and contributions of Rome, including in architecture, engineering, and government. | 17: Ancient Rome |
| 1.SS.5.C | The student tells the story of the Punic Wars. | 17: Ancient Rome |
| 1.SS.5.D | The student tells the story of the Roman civil wars and the triumvirates. | 18: The Roman Empire |
| 1.SS.5.E | The student identifies key Roman Emperors and events of the Roman Empire. | 18: The Roman Empire |
| American History: 1492-1787 | | |
| 1.SS.6 | The student demonstrates knowledge of pre-Columbian indigenous peoples of North America. | 19: Native American Tribes of South Dakota |
| 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 (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 |
| 1.SS.7 | 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 |



South Dakota Social Studies STANDARDS CORRELATION

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| Standards | | Weekly Issues |
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| 1.SS.7.A | The student explains the various European motivations for exploration. | 20: The Age of Exploration |
| 1.SS.7.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 |
| 1.SS.7.C | The student explains the Columbian Exchange of resources, people, and disease, including how smallpox decimated Native Americans. | 21: Effects of the Age of Exploration |
| 1.SS.7.D | 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 |
| 1.SS.7.E | The student explains the history of slavery, including in ancient times and in the 15th century. | 21: Effects of the Age of Exploration |
| 1.SS.7.F | The student explains why slavery is morally evil. | 21: Effects of the Age of Exploration |
| 1.SS.7.G | The student tells the story of the founding of Jamestown, including: <ul style="list-style-type: none"> the stories of John Smith, Matoaka (Pocahontas), and John Rolfe the Starving Time the cultivation of tobacco the arrival of Africans from a Dutch slave ship captured by the English | 22: The Founding of Jamestown |
| 1.SS.7.H | The student tells the story of the founding of Plymouth and Massachusetts Bay, including: <ul style="list-style-type: none"> the stories of William Bradford and John Winthrop the backgrounds and motivations of the Mayflower passengers the Mayflower Compact the assistance of the Wampanoag the first Thanksgiving the meaning of John Winthrop's "city upon a hill" | 23: The Founding of Plymouth |
| 1.SS.7.I | The student explains why rules and laws are important for ensuring that people live freely and in peace. | 23: The Founding of Plymouth |
| 1.SS.8 | The student demonstrates knowledge of European exploration | 21: Effects of the Age of Exploration |



South Dakota Social Studies STANDARDS CORRELATION

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| Standards | | Weekly Issues |
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| | and settlement of what would become the United States. | 24: Life in the British Colonies 25: Government in the Colonies 26: The French and Indian War |
| 1.SS.8.A | The student explains the Triangle Trade. | 21: Effects of the Age of Exploration |
| 1.SS.8.B | The student explains the ways of life among the New England, Middle, and Southern colonies. | 24: Life in the British Colonies |
| 1.SS.8.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 self-government, and religious freedom. | 24: Life in the British Colonies 25: Government in the Colonies |
| 1.SS.8.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. | 24: Life in the British Colonies |
| 1.SS.8.E | 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 |
| 1.SS.8.F | 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 |
| 1.SS.8.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. | 26: The French and Indian War |
| 1.SS.9 | The student demonstrates knowledge of events leading to the American Revolution. | 27: The Acts of the British Government 28: The Actions of the Colonists |
| 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. | 27: The Acts of the British Government 28: The Actions of the Colonists |
| 1.SS.9.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 |
| 1.SS.9.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. | 27: The Acts of the British Government |



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| Standards | | Weekly Issues |
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| 1.SS.9.D | The student tells the story of the Boston Tea Party and the response by the British. | 28: The Actions of the Colonists |
| 1.SS.9.E | The student tells the stories of Paul Revere's ride and the Battles of Lexington and Concord. | 28: The Actions of the Colonists |
| 1.SS.10 | The student demonstrates understanding of the Declaration of Independence based on the arguments of leading founders. | 29: The Declaration of Independence |
| 1.SS.10.A | The student explains why the colonists declared independence from Great Britain. | 29: The Declaration of Independence |
| 1.SS.10.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 |
| 1.SS.10.C | The student explains the meaning of "created equal." | 29: The Declaration of Independence |
| 1.SS.10.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. | 29: The Declaration of Independence |
| 1.SS.10.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." | 29: The Declaration of Independence |
| 1.SS.10.F | 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 |



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| Standards | | Weekly Issues |
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| 1.SS.11 | 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 |
| 1.SS.11.A | The student tells the biography of George Washington, including: <ul style="list-style-type: none"> his upbringing his fighting in the French and Indian War his ownership of slaves at Mount Vernon his crossing of the Delaware River and his leadership at Valley Forge his presiding at the Constitutional Convention his freeing of slaves at Mount Vernon upon his death and that of his wife, Martha the building of the Washington Monument | 31: The Life of George Washington |
| 1.SS.11.B | The student tells the biography of Thomas Jefferson, including: <ul style="list-style-type: none"> his upbringing his ownership of slaves at Monticello his writing of the Declaration of Independence his purchase of Louisiana from France the building of the Jefferson Memorial | 32: The Life of Thomas Jefferson |
| 1.SS.11.C | The student explains the meaning of the symbols on the American flag. | 10: Symbols of South Dakota |
| 1.SS.11.D | The student tells the story of how the Americans won the War of Independence. | 30: The War of Independence |



South Dakota Social Studies STANDARDS CORRELATION

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| Standards | | Weekly Issues |
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| World History: 315-1492 | | |
| 2.SS.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 2nd grade. | 1: Map Skills 4: Timelines 5: Citizenship 6: Holidays 7: Landmarks |
| 2.SS.1.A | The student can move his or her finger on a map and on a globe in the correct cardinal direction when asked. | 1: Map Skills |
| 2.SS.1.B | The student can describe the location of a place on a map and on a globe in relation to the location of a second place by using the terms north, south, east, and west. | 1: Map Skills |
| 2.SS.1.C | The student can use a map key to understand different symbols on a map. | 1: Map Skills |
| 2.SS.1.D | The student can place images depicting historical events in the correct chronological order and explain their relationship to one another. | 4: Timelines |
| 2.SS.1.E | The student can give examples of virtues and actions related to respecting the rule of law and having the courage to do what is morally right. | 5: Citizenship |
| 2.SS.1.F | The student can identify the major national holidays and their meanings. | 6: Holidays |
| 2.SS.1.G | The student can identify the following manmade landmarks in the United States: The Alamo, Transcontinental Railroad, Brooklyn Bridge, Statue of Liberty, Crazy Horse Memorial, Route 66, Mount Rushmore, Hoover Dam, Golden Gate Bridge, Mackinac Bridge, Gateway Arch, One World Trade Center | 7: Landmarks |
| 2.SS.2 | The student demonstrates knowledge of American geography and map regions. | 2: Locating Places 3: Geographic Features |
| 2.SS.2.A | The student locates each of the following on a map: Equator, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Prime Meridian, | 2: Locating Places |



South Dakota Social Studies STANDARDS CORRELATION

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| Standards | | Weekly Issues |
|-----------------|---|--|
| | Eastern Hemisphere, Western Hemisphere | |
| 2.SS.2.B | The student explains the following geographic features: plateau, isthmus, tropics, tundra, rainforest, ocean currents, wind current | 3: Geographic Features |
| 2.SS.3 | The student demonstrates knowledge of the fall of Rome and the Middle Ages. | 8: Christianity and the Fall of the Roman Empire 9: The Early Middle Ages 10: Viking and Normans |
| 2.SS.3.A | The student identifies the major historical events, cultural features, stories, and religious contributions of the early Christians. | 8: Christianity and the Fall of the Roman Empire |
| 2.SS.3.B | The student identifies the major events during the rule of Constantine, including the legalization of Christianity and the moving of the Roman capital to Constantinople. | 8: Christianity and the Fall of the Roman Empire |
| 2.SS.3.C | The student tells the story of the barbarian invasions and the fall of the Roman Empire. | 8: Christianity and the Fall of the Roman Empire |
| 2.SS.3.D | The student explains how society changed with the fall of the Roman Empire. | 9: The Early Middle Ages |
| 2.SS.3.E | The student explains the establishment of monasteries and their role in the Middle Ages. | 9: The Early Middle Ages |
| 2.SS.3.F | The student identifies the major historical events, cultural features, stories, and religious contributions of the early Muslims. | 9: The Early Middle Ages |
| 2.SS.3.G | The student identifies the historical events of the Carolingian dynasty and the Viking invasions. | 10: Viking and Normans |
| 2.SS.3.H | The student explains the practice of feudalism in European societies. | 10: Viking and Normans |
| 2.SS.3.I | The student tells the stories of the Norman Conquest, the rule of King John of England, and the signing of the Magna Carta. | 10: Viking and Normans |



South Dakota Social Studies STANDARDS CORRELATION

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| Standards | | Weekly Issues |
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| 2.SS.4 | The student demonstrates knowledge of the Late Middle Ages and the Renaissance. | 11: The Late Middle Ages 12: The Middle Ages Around the World 13: Change and the Renaissance |
| 2.SS.4.A | The student identifies the origins, historical events, and different perspectives of the conflicts between Muslims and Christians both before and during the crusades. | 11: The Late Middle Ages |
| 2.SS.4.B | The student identifies the developments and achievements of the high Middle Ages, including the power of the papacy and the founding of mendicant orders. | 11: The Late Middle Ages |
| 2.SS.4.C | The student identifies key developments in Africa, including the influence of Islam and Christianity and the civilizations of Ghana, Mali, and Songhay. | 12: The Middle Ages Around the World |
| 2.SS.4.D | The student identifies key developments in India, including Hinduism and Mongol and Muslim rule. | 12: The Middle Ages Around the World |
| 2.SS.4.E | The student identifies key developments in China, including Confucianism and the major dynasties. | 12: The Middle Ages Around the World |
| 2.SS.4.F | The student identifies key developments in Japan, including Japanese Buddhism, feudalism, and shoguns. | 12: The Middle Ages Around the World |
| 2.SS.4.G | The student identifies the disruptions to society in the late Middle Ages, including the Black Death, the Great Schism of 1378, and the Hundred Years' War. | 13: Change and the Renaissance |
| 2.SS.4.H | The student identifies the origins and major ideas of the Renaissance, including a revival of classical Greece and Rome. | 13: Change and the Renaissance |
| 2.SS.4.I | The student explains the major cultural features and contributions of the Renaissance in Italy and Northern Europe in painting, architecture, and sculpture. | 13: Change and the Renaissance |
| American History: 1787-1908 | | |
| 2.SS.5 | The student demonstrates knowledge of the United States Constitution. | 14: The Constitution of the United States 15: The United States Government 16: We the People |



South Dakota Social Studies STANDARDS CORRELATION

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| Standards | | Weekly Issues |
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| 2.SS.5.A | The student explains what a constitution does. | 14: The Constitution of the United States |
| 2.SS.5.B | The student explains how representation lets the people choose the most responsible individuals to make the laws. | 16: We the People |
| 2.SS.5.C | The student listens to and discusses the meaning of the Preamble to the U.S. Constitution and selections from the Bill of Rights. | 14: The Constitution of the United States |
| 2.SS.5.D | The student explains the difference between legislative (law making), executive (law enforcing), and judicial (law judging) powers. | 15: The United States Government |
| 2.SS.5.E | The student explains what Congress, the President, and the Supreme Court each do. | 15: The United States Government |
| 2.SS.5.F | The student explains how a law is made. | 16: We the People |
| 2.SS.5.G | The student explains what a governor and state legislators do. | 15: The United States Government |
| 2.SS.6 | The student demonstrates knowledge of American citizenship and civic participation. | 14: The Constitution of the United States 16: We the People |
| 2.SS.6.A | The student explains the legal meaning of "citizen" in the United States and how someone becomes a citizen. | 16: We the People |
| 2.SS.6.B | The student explains the importance of a knowledgeable, good, and hard-working citizenry in America. | 16: We the People |
| 2.SS.6.C | The student explains each of the following guarantees in the Bill of Rights: freedom of speech, freedom of religion, and right to trial by jury. | 14: The Constitution of the United States |
| 2.SS.6.D | The student explains the importance of free speech, the free press, and civil dialogue in representative self-government. | 14: The Constitution of the United States |
| 2.SS.7 | The student demonstrates knowledge of the early United States under the Constitution. | 17: George Washington 18: War and Change |



South Dakota Social Studies STANDARDS CORRELATION

2

| Standards | | Weekly Issues |
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| | | 19: Expansion |
| 2.SS.7.A | 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. | 17: George Washington |
| 2.SS.7.B | The student listens to and discusses the meaning of George Washington's Thanksgiving Proclamation in its entirety. | 17: George Washington |
| 2.SS.7.C | The student tells of the major events in Thomas Jefferson's presidency, including the purchase of the Louisiana Territory, war with the Barbary pirates, and the end of the international slave trade. | 17: George Washington |
| 2.SS.7.D | The student tells the story of the Corps of Discovery exploring the Louisiana Territory, including its path through South Dakota. | 19: Expansion |
| 2.SS.7.E | The student tells the stories of the Burning of Washington and the Battle of New Orleans in the War of 1812. | 18: War and Change |
| 2.SS.7.F | The student listens to and explains the meaning of the first stanza to "The Star-Spangled Banner." | 18: War and Change |
| 2.SS.8 | The student demonstrates knowledge of American history between the War of 1812 and the presidency of Andrew Jackson. | 18: War and Change 19: Expansion 20: The Presidency of Andrew Jackson 21: Life in the 1800s |
| 2.SS.8.A | The student names inventions that helped transform the American economy and way of life in the first half of the 19th century, especially in transportation. | 18: War and Change |
| 2.SS.8.B | The student identifies various examples of westward expansion prior to the Civil War. | 19: Expansion |
| 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. | 21: Life in the 1800s |
| 2.SS.8.D | The student explains the electoral relationship between the | 21: Life in the 1800s |



South Dakota Social Studies STANDARDS CORRELATION

2

| Standards | | Weekly Issues |
|-----------------|--|---|
| | number of slave states and the perpetuation of slavery. | |
| 2.SS.8.E | The student tells the biography of Andrew Jackson, including: <ul style="list-style-type: none"> his upbringing his ownership of slaves his fighting in the War of 1812 and the Battle of New Orleans his actions, both diplomatic and military, toward Native American tribes his views on democracy his presidency | 20: The Presidency of Andrew Jackson |
| 2.SS.9 | The student demonstrates knowledge of westward expansion's effects on relationships with Native Americans and the electoral divide over slavery. | 19: Expansion 21: Life in the 1800s 22: The Abolitionist Movement 23: Women's Suffrage 24: Changes for Native Americans |
| 2.SS.9.A | The student tells about the fur trade, mountain men, and the Santa Fe Trail. | 19: Expansion |
| 2.SS.9.B | The student tells the story of the Trail of Tears, particularly the 1838 Cherokee removal following the Treaty of New Echota. | 24: Changes for Native Americans |
| 2.SS.9.C | The student explains the differences between various geographic regions, especially the growing divide in culture, lifestyle, and economics between the northern states and the southern states. | 21: Life in the 1800s |
| 2.SS.9.D | The student explains the work of the abolitionist movement and leading abolitionists, such as Frederick Douglass, Harriet Tubman, and the Underground Railroad. | 22: The Abolitionist Movement |
| 2.SS.9.E | The student tells the biography of Frederick Douglass, including: <ul style="list-style-type: none"> his upbringing his learning to read his escape from slavery his abolitionist writings his initial and later views on the Declaration of Independence and the Constitution | 22: The Abolitionist Movement |
| 2.SS.9.F | The student tells the story of women's suffrage efforts in the | 23: Women's Suffrage |



South Dakota Social Studies STANDARDS CORRELATION

2

| Standards | | Weekly Issues |
|------------------|---|---|
| | mid-19th century. | |
| 2.SS.10 | The student demonstrates knowledge of events leading up to the Civil War. | 25: Changes in America 26: The Start of the Civil War |
| 2.SS.10.A | The student explains how the Mexican-American War, the Mexican Cession, and the California Gold Rush reignited the issue of the expansion of slavery. | 25: Changes in America |
| 2.SS.10.B | The student tells the biography of Abraham Lincoln, including: <ul style="list-style-type: none"> 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 | 26: The Start of the Civil War |
| 2.SS.10.C | The student explains Abraham Lincoln's argument against the idea that right and wrong simply depend on what most people want. | 26: The Start of the Civil War |
| 2.SS.10.D | The student tells the story of how the Civil War began. | 26: The Start of the Civil War |
| 2.SS.10.E | The student explains the major and minor causes of the Civil War, especially the political tension surrounding the spread of slavery. | 26: The Start of the Civil War |
| 2.SS.11 | The student demonstrates knowledge of the American Civil War and Reconstruction. | 24: Changes for Native Americans 26: The Start of the Civil War 27: Events of the Civil War 28: Reconstruction 29: Settling in South Dakota |
| 2.SS.11.A | The student identifies the roles or contributions of the major | 27: Events of the Civil War |



South Dakota Social Studies STANDARDS CORRELATION

2

| Standards | | Weekly Issues |
|------------------|--|--|
| | figures in the Civil War, including Robert E. Lee, Clara Barton, Ulysses S. Grant, and William Tecumseh Sherman. | |
| 2.SS.11.B | The student tells the stories of the Battle of Gettysburg and Sherman's March to the Sea in the Civil War. | 27: Events of the Civil War |
| 2.SS.11.C | The student explains what the Emancipation Proclamation did. | 26: The Start of the Civil War |
| 2.SS.11.D | 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. | 26: The Start of the Civil War |
| 2.SS.11.E | The student listens to and discusses the meaning of Abraham Lincoln's Gettysburg Address. | 27: Events of the Civil War |
| 2.SS.11.F | The student tells of the removal and relocation of the Dakota, Lakota, and Nakota. | 24: Changes for Native Americans |
| 2.SS.11.G | The student tells the story of and explains the reasons why the Union won the Civil War. | 28: Reconstruction |
| 2.SS.11.H | The student explains the different effects of the Civil War in the North and the South. | 28: Reconstruction |
| 2.SS.11.I | The student states and explains the successes and failures of Reconstruction. | 28: Reconstruction |
| 2.SS.11.J | The student tells of the settlement of South Dakota by Union veterans, and their influence on South Dakota civic life. | 29: Settling in South Dakota |
| 2.SS.12 | The student demonstrates knowledge of the Gilded Age and the beginning of the 20th Century. | 29: Settling in South Dakota 30: The Gilded Age 31: Changes for African Americans 32: William McKinley and Theodore Roosevelt |
| 2.SS.12.A | The student names inventions that transformed the American economy and way of life away from agrarianism in the second half of the 19th century and the early 20th century. | 30: The Gilded Age |



South Dakota Social Studies STANDARDS CORRELATION

2

| Standards | | Weekly Issues |
|------------------|---|---|
| 2.SS.12.B | The student explains the reasons and origins of those who immigrated to America after the Civil War. | 30: The Gilded Age |
| 2.SS.12.C | The student describes the life of pioneers in South Dakota during the late 1800s. | 29: Settling in South Dakota |
| 2.SS.12.D | The student explains the symbols of the Great Seal of the State of South Dakota. | 29: Settling in South Dakota |
| 2.SS.12.E | The student describes the various responses to poor working conditions and standards of living. | 30: The Gilded Age |
| 2.SS.12.F | The student explains the kinds of discrimination against African Americans that was present in certain states in the decades following Reconstruction. | 31: Changes for African Americans |
| 2.SS.12.G | The student explains the ideas and efforts for the betterment of African Americans around 1900, including those of Booker T. Washington, Anna Julia Cooper, and W.E.B. DuBois. | 31: Changes for African Americans |
| 2.SS.12.H | The student tells of the major events in William McKinley's presidency, including the annexation of Hawaii and the Spanish-American War. | 32: William Mckinley and Theodore Roosevelt |
| 2.SS.12.I | The student explains laws concerning child labor, workplace safety regulation, and food regulation. | 30: The Gilded Age |
| 2.SS.12.J | The student tells the biography of Theodore Roosevelt, including: <ul style="list-style-type: none"> his upbringing his life outside of politics, especially in the West his presidency his efforts at conservation | 32: William Mckinley and Theodore Roosevelt |



South Dakota Social Studies STANDARDS CORRELATION

3

| Standards | | Weekly Issues |
|-----------------------------------|--|--|
| World History: 60 B.C.C-C.E. 1300 | | |
| 3.SS.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 3rd grade. | <div>1: Development of Early Civilizations</div> <div>2: The Geography of Ancient Asia</div> <div>3: Ancient India</div> <div>4: Foundations of Ancient China</div> <div>5: Chinese Dynasties</div> <div>6: Geography of the Ancient Middle East and Northern Africa</div> <div>7: Babylonia</div> <div>8: Persia</div> <div>9: Foundations of Ancient Egypt</div> <div>10: Life in Ancient Egypt</div> <div>11: Foundations of Ancient Greece</div> <div>12: Culture and Society of Ancient Greece</div> <div>13: The Hellenistic Period</div> <div>14: The Founding of Rome</div> <div>15: Culture and Technology in the Roman Republic</div> <div>16: The Government and Economy of the Roman Republic</div> <div>17: Physical Characteristics of the United States</div> <div>18: Human Characteristics of the United States</div> <div>19: Human and Physical Characteristics of South Dakota</div> <div>20: Life in North America</div> <div>21: Native American Tribes of South Dakota</div> <div>22: The Age of Exploration</div> <div>23: The Life of Christopher Columbus</div> <div>24: Effects of the Age of Exploration</div> <div>25: European Colonization of North America</div> <div>26: Jamestown</div> <div>27: Plymouth</div> <div>28: The British Colonies in North America</div> <div>29: Life in the Thirteen British Colonies</div> <div>30: Conflicts and Compromise in North America</div> <div>31: Political Ideas in the Colonies</div> <div>32: The French and Indian War</div> |



South Dakota Social Studies STANDARDS CORRELATION

3

| | Standards | Weekly Issues |
|------------------------|--|--|
| <p>3.SS.1.A</p> | <p>The student can correctly use terms related to time periods or dates in history, including:</p> <ul style="list-style-type: none"> • decade • century • millennium • 1700s, 1800s, etc. • 1492, 1776, etc. | <p>1: Development of Early Civilizations 2: The Geography of Ancient Asia 3: Ancient India 4: Foundations of Ancient China 5: Chinese Dynasties 6: Geography of the Ancient Middle East and Northern Africa 7: Babylonia 8: Persia 9: Foundations of Ancient Egypt 10: Life in Ancient Egypt 11: Foundations of Ancient Greece 12: Culture and Society of Ancient Greece 13: The Hellenistic Period 14: The Founding of Rome 15: Culture and Technology in the Roman Republic 16: The Government and Economy of the Roman Republic 17: Physical Characteristics of the United States 18: Human Characteristics of the United States 19: Human and Physical Characteristics of South Dakota 20: Life in North America 21: Native American Tribes of South Dakota 22: The Age of Exploration 23: The Life of Christopher Columbus 24: Effects of the Age of Exploration 25: European Colonization of North America 26: Jamestown 27: Plymouth 28: The British Colonies in North America 29: Life in the Thirteen British Colonies 30: Conflicts and Compromise in North America 31: Political Ideas in the Colonies 32: The French and Indian War</p> |
| <p>3.SS.1.B</p> | <p>As preparation for study of the American Revolution, but not limited to that study, the student can demonstrate how taxes work using counters, drawings, or mathematics.</p> | <p>32: The French and Indian War</p> |



South Dakota Social Studies STANDARDS CORRELATION

3

| Standards | | Weekly Issues |
|-----------------|--|---|
| 3.SS.1.C | The student can evaluate a historical event through writing a narrative paragraph. | 10: Life in Ancient Egypt 11: Foundations of Ancient Greece 27: Plymouth |
| 3.SS.1.D | The student can investigate a historical figure through writing an informative paragraph. | 23: The Life of Christopher Columbus 32: The French and Indian War |
| 3.SS.2 | The student demonstrates knowledge of American and South Dakota geography. | 17: Physical Characteristics of the United States 18: Human Characteristics of the United States 19: Human and Physical Characteristics of South Dakota |
| 3.SS.2.A | The student locates on a map and describes the features of America's physical geography, including: ocean coastlines, Gulf of Mexico, Hudson River, Appalachian Mountains, Ohio River, Great Lakes, Niagara Falls, Mississippi River, local geography | 17: Physical Characteristics of the United States |
| 3.SS.2.B | The student locates on a map all fifty states in America. | 18: Human Characteristics of the United States |
| 3.SS.2.C | The student locates on a map the major regions of the United States, including: New England, The East Coast, The Great Lakes, The Great Plains, The Mid-Atlantic, The Midwest, The Pacific Northwest, The South, The Southwest, The West Coast, Alaska, Hawaii | 18: Human Characteristics of the United States |
| 3.SS.2.D | The student locates New York City and Philadelphia on a map and spells their names correctly. | 18: Human Characteristics of the United States |
| 3.SS.2.E | The student locates Washington, D.C. on a map and identifies it as our nation's capital. | 18: Human Characteristics of the United States |
| 3.SS.2.F | The student locates South Dakota, Pierre, Rapid City, and Sioux Falls on a map and spells their names correctly. | 19: Human and Physical Characteristics of South Dakota |
| 3.SS.2.G | The student locates on a map the major reservations in South Dakota. | 19: Human and Physical Characteristics of South Dakota |



South Dakota Social Studies STANDARDS CORRELATION

3

| Standards | | Weekly Issues |
|-----------------|---|---|
| 3.SS.2.H | The student locates on a map the following geographic features of South Dakota: Black Hills, Badlands, Bear Butte, Spearfish Canyon, Black Elk Peak, Missouri River, James River, Big Sioux River | 19: Human and Physical Characteristics of South Dakota |
| 3.SS.3 | The student demonstrates knowledge of ancient civilizations in Asia, the Middle East, and Northern Africa. | 2: The Geography of Ancient Asia 6: Geography of the Ancient Middle East and Northern Africa |
| 3.SS.3.A | The student explains the roles of climate and environmental changes, hunter-gatherer societies, metallurgy, and agriculture in the development of early civilizations. | 1: Development of Early Civilizations |
| 3.SS.3.B | The student explains the major historical events, cultural features, stories, and civil contributions of Ancient India, Babylon, Persia, and Ancient China, including polytheism, metalsmithing, the domestication of animals, and inventions such as the wheel, plow, and writing. | 3: Ancient India 4: Foundations of Ancient China 5: Chinese Dynasties 7: Babylonia 8: Persia |
| 3.SS.3.C | The student explains the major historical events, cultural features, stories, and civil contributions of Ancient Egypt, including agriculture, the calendar, hieroglyphic writing, and papyrus. | 9: Foundations of Ancient Egypt 10: Life in Ancient Egypt |
| 3.SS.3.D | The student explains the major historical events, cultural features, and stories of the ancient Hebrews. | 10: Life in Ancient Egypt |
| 3.SS.4 | The student demonstrates knowledge of Ancient Greece and the Roman Republic. | 12: Culture and Society of Ancient Greece 13: The Hellenistic Period 14: The Founding of Rome 15: Culture and Technology in the Roman Republic 16: The Government and Economy of the Roman Republic |
| 3.SS.4.A | The student identifies the major figures and stories within Greek and Roman mythology. | 12: Culture and Society of Ancient Greece 15: Culture and Technology in the Roman Republic |



South Dakota Social Studies STANDARDS CORRELATION

3

| Standards | | Weekly Issues |
|------------------------------------|---|---|
| 3.SS.4.B | The student explains the causes, warfare, and effects of the Persian Wars, including the battles of Marathon and Thermopylae. | 12: Culture and Society of Ancient Greece |
| 3.SS.4.C | The student explains the major cultural features and contributions of Athens, including pottery, architecture, sculpture, drama, and democratic institutions and practices. | 12: Culture and Society of Ancient Greece |
| 3.SS.4.D | The student explains the causes, warfare, and effects of the Peloponnesian War. | 12: Culture and Society of Ancient Greece |
| 3.SS.4.E | The student tells of the conquests of Alexander of Macedon and the spread of Greek culture in the Hellenistic Period. | 13: The Hellenistic Period |
| 3.SS.4.F | The student explains the stories and events surrounding the founding of Rome and the Roman Republic. | 14: The Founding of Rome |
| 3.SS.4.G | The student explains the major cultural features and contributions of Rome, including in architecture, engineering, sculpture, the Latin language, and republican institutions and practices. | 15: Culture and Technology in the Roman Republic 16: The Government and Economy of the Roman Republic |
| 3.SS.4.H | The student explains the causes, warfare, and effects of the Punic Wars, including the roles of Hannibal and Scipio Africanus. | 15: Culture and Technology in the Roman Republic 16: The Government and Economy of the Roman Republic |
| American History: 1492-1763 | | |
| 3.SS.5 | The student demonstrates knowledge of Native Americans and the voyages of Christopher Columbus. | 20: Life in North America 21: Native American Tribes of South Dakota 23: The Life of Christopher Columbus |
| 3.SS.5.A | The student describes the Ancestral Pueblo and Hopewell civilizations. | 20: Life in North America |
| 3.SS.5.B | The student describes the similarities and differences in lifestyle, traditional warfare, and culture between two historical or present Native American tribes, one of which is from South Dakota, such as the Oceti Sakowin Oyate (including select standards from Oceti Sakowin Essential | 21: Native American Tribes of South Dakota |



South Dakota Social Studies STANDARDS CORRELATION

3

| Standards | | Weekly Issues |
|-----------------|---|---|
| | Understandings 1-5 and 7), Mandan, Sahnish (Arikara), Cheyenne, Crow, Otoe, and Hidatsa. | |
| 3.SS.5.C | The student explains the tribal organizational structures of present-day Native Americans in South Dakota as sovereign nations. | 21: Native American Tribes of South Dakota |
| 3.SS.5.D | The student locates Jamestown, Plymouth, and Boston on a map. | 25: European Colonization of North America |
| 3.SS.5.E | The student explains the various European motivations for exploration. | 22: The Age of Exploration |
| 3.SS.5.F | The student explains the history of slavery from ancient times through the 15th century slave trade among Africans, Arabs, and Europeans, and compares it to the practice of indentured servitude. | 7: Babylonia 8: Persia 10: Life in Ancient Egypt 12: Culture and Society of Ancient Greece 16: The Government and Economy of the Roman Republic 24: Effects of the Age of Exploration 29: Life in the Thirteen British Colonies |
| 3.SS.5.G | The student tells the biography of Christopher Columbus, including: <ul style="list-style-type: none"> his theories about a faster western route to Asia his four voyages his death in poverty and humiliation | 23: The Life of Christopher Columbus |
| 3.SS.6 | The student demonstrates knowledge of European exploration and settlement of what would become the United States. | 22: The Age of Exploration 23: The Life of Christopher Columbus 24: Effects of the Age of Exploration 25: European Colonization of North America 26: Jamestown 27: Plymouth 29: Life in the Thirteen British Colonies |
| 3.SS.6.A | The student explains the origin of the name "America." | 22: The Age of Exploration |
| 3.SS.6.B | The student describes the travels and discoveries of other explorers in the future United States, including Ponce de Leon, Samuel de Champlain, and Henry Hudson. | 22: The Age of Exploration |



South Dakota Social Studies STANDARDS CORRELATION

3

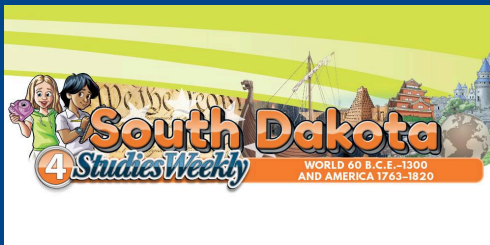
| Standards | | Weekly Issues |
|-----------------|---|---|
| 3.SS.6.C | The student explains the Columbian Exchange of resources, people, and disease, including how smallpox decimated Native Americans. | 24: Effects of the Age of Exploration |
| 3.SS.6.D | The student explains the variety of cooperative and violent interactions between Europeans, Indigenous peoples, and among Indigenous tribes. | 25: European Colonization of North America 26: Jamestown 27: Plymouth 29: Life in the Thirteen British Colonies 30: Conflicts and Compromise in North America |
| 3.SS.6.E | The student tells the story of the founding of Jamestown, including: <ul style="list-style-type: none"> the stories of John Smith, Matoaka (Pocahontas), and John Rolfe the Starving Time the cultivation of tobacco the arrival of Africans from a Dutch slave ship captured by the English | 26: Jamestown |
| 3.SS.6.F | The student tells the story of the founding of Plymouth and Massachusetts Bay, including: <ul style="list-style-type: none"> the stories of William Bradford and John Winthrop the backgrounds and motivations of the Mayflower passengers the Mayflower Compact the assistance of the Wampanoag the first Thanksgiving the meaning of John Winthrop's "city upon a hill" | 27: Plymouth |
| 3.SS.6.G | The student tells of the founding of the following colonies: Connecticut, Rhode Island, New York, Maryland, Pennsylvania, and Georgia. | 28: The British Colonies in North America |
| 3.SS.7 | The student demonstrates knowledge of colonial America. | 24: Effects of the Age of Exploration 25: European Colonization of North America 26: Jamestown 27: Plymouth 28: The British Colonies in North America |



South Dakota Social Studies STANDARDS CORRELATION

3

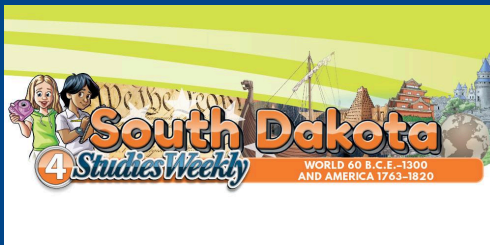
| Standards | | Weekly Issues |
|-----------------|---|---|
| | | 29: Life in the Thirteen British Colonies |
| 3.SS.7.A | The student explains the Triangle Trade. | 24: Effects of the Age of Exploration 29: Life in the Thirteen British Colonies |
| 3.SS.7.B | The student describes life on a slave ship in the Middle Passage. | 24: Effects of the Age of Exploration |
| 3.SS.7.C | The student explains the colonial economies and ways of life among the New England, Middle, and Southern colonies. | 26: Jamestown 27: Plymouth 28: The British Colonies in North America 29: Life in the Thirteen British Colonies 31: Political Ideas in the Colonies 32: The French and Indian War |
| 3.SS.7.D | The student explains the status and effects of each of the following in colonial society, and the extents to which these were the rare in history: private property, education, local self-government, and religious freedom. | 29: Life in the Thirteen British Colonies |
| 3.SS.7.E | 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. | 31: Political Ideas in the Colonies |
| 3.SS.7.F | The student explains how England’s relationship toward the colonists amounted to a “salutary neglect” and the ways this relationship benefitted the colonists. | 31: Political Ideas in the Colonies |
| 3.SS.7.G | The student explains the rule of law, as asserted in the Magna Carta, compared to the rule of man, and its influence on leading colonists. | 31: Political Ideas in the Colonies |
| 3.SS.7.H | 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. | 31: Political Ideas in the Colonies 32: The French and Indian War |



South Dakota Social Studies STANDARDS CORRELATION

4

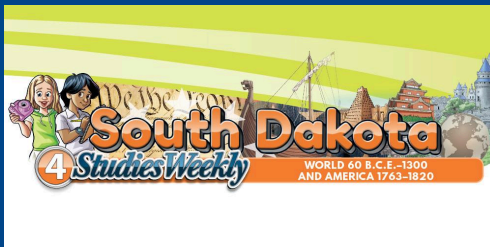
| Standards | | Weekly Issues |
|---|--|---|
| World History: 60 B.C.E.-C.E. 1300 | | |
| 4.SS.1 | Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 4th grade. | 1: Founding of the Roman Empire 9: Ghana 13: Imperial China 15: Medieval Japan |
| 4.SS.1.A | The student can use correctly terms related to time periods or dates in history, including 18th century, 19th century, B.C.E., C.E., and C.E. | 1: Founding of the Roman Empire |
| 4.SS.1.B | The student can use a timeline correctly. | 1: Founding of the Roman Empire 9: Ghana 13: Imperial China 15: Medieval Japan |
| 4.SS.1.C | The student can recite from memory the following lines from the Declaration of Independence: "When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation. 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,—That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it..." | 22: Independence and Revolution: The Declaration of Independence |
| 4.SS.1.D | The student can give examples of virtues and actions related to being a responsible and knowledgeable citizen. | 29: American Citizenship and Civic Participation |
| 4.SS.1.E | The student can sing or recite from memory the first stanza of "The Star-Spangled Banner." | 32: The War of 1812 |
| 4.SS.1.F | The student can outline and write a narrative essay of 2-3 paragraphs in length about a historical event. | 32: The War of 1812 |



South Dakota Social Studies STANDARDS CORRELATION

4

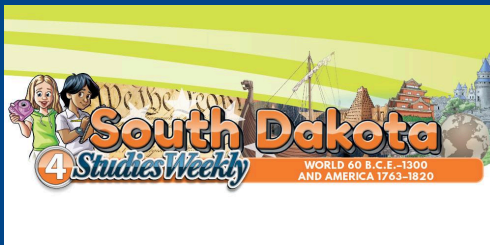
| Standards | | Weekly Issues |
|-----------------|---|---|
| 4.SS.1.G | The student can outline and write an informative essay of 2-3 paragraphs in length about a historical figure. | 23: Independence and Revolution: The People |
| 4.SS.2 | The student demonstrates knowledge of American and South Dakota geography. | 18: Regions of South Dakota |
| 4.SS.2.A | The student will create a map and describe the features of America's physical geography, including: Great Plains, Missouri River, Rocky Mountains, Grand Canyon, Columbia River | 17: Geography of the United States |
| 4.SS.2.B | The student will create a map that identifies and spells correctly cities pertinent to American westward expansion, including Cincinnati, Chicago, St. Louis, Detroit, and Omaha. | 17: Geography of the United States |
| 4.SS.2.C | The student locates on a map and compares the following major regions in South Dakota: Coteau des Prairie, Great Plains, James River Valley, Minnesota Valley Lowland, Missouri Plateau, Prairie Plains, Traverse Gap Continental Divide | 18: Regions of South Dakota |
| 4.SS.2.D | The student locates on a map the following major or historical cities in South Dakota: Aberdeen, Deadwood, Pierre, Rapid City, Sioux Falls, Yankton | 18: Regions of South Dakota |
| 4.SS.3 | The student demonstrates knowledge of the Roman Empire. | 1: Founding of the Roman Empire 2: Roman Society 3: Changes in the Empire |
| 4.SS.3.A | 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. | 1: Founding of the Roman Empire |
| 4.SS.3.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. | 2: Roman Society 3: Changes in the Empire |
| 4.SS.3.C | The student explains the major historical ideas and events surrounding the life of Jesus of Nazareth and their historical effects. | 3: Changes in the Empire 4: Christian Influence in Medieval Europe |
| 4.SS.3.D | The student explains the major historical events, cultural | 3: Changes in the Empire |



South Dakota Social Studies STANDARDS CORRELATION

4

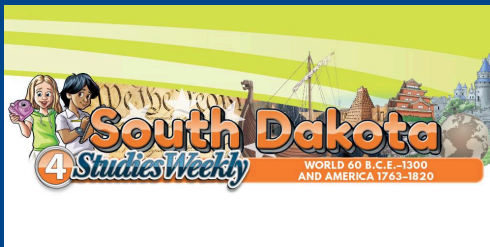
| Standards | | Weekly Issues |
|-----------------|--|---|
| | features, stories, and religious contributions of the early Christians. | 4: Christian Influence in Medieval Europe |
| 4.SS.3.E | The student explains the major events during the rule of Constantine, including the legalization of Christianity and the moving of the Roman capital to Constantinople. | 3: Changes in the Empire |
| 4.SS.3.F | 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. | 3: Changes in the Empire |
| 4.SS.4 | The student demonstrates knowledge of the Early Middle Ages. | 4: Christian Influence in Medieval Europe 5: Vikings and Normans 6: Political and Economic Systems in Medieval Europe 7: Conflict, War and Expansion 8: Scholarly Contributions 9: Ghana 12: Classical and Early Medieval India 13: Imperial China 14: Achievements of Ancient China 15: Japan in the Middle Ages: Geography 16: Japan: Achievements in the Middle Ages |
| 4.SS.4.A | The student explains the ways in which society changed with the fall of the Roman Empire and the perpetuation of the Eastern Roman Empire in Constantinople. | 4: Christian Influence in Medieval Europe 5: Vikings and Normans 6: Political and Economic Systems in Medieval Europe 7: Conflict, War and Expansion |
| 4.SS.4.B | The student explains the establishment of monasteries, the practices of monasticism, and their role in the Middle Ages. | 4: Christian Influence in Medieval Europe |
| 4.SS.4.C | The student explains the major ideas and events surrounding the life of Mohammed and their historical effects. | 8: Scholarly Contributions |
| 4.SS.4.D | The student explains the major historical events, cultural features, stories, and religious contributions of the early Muslims. | 8: Scholarly Contributions |



South Dakota Social Studies STANDARDS CORRELATION

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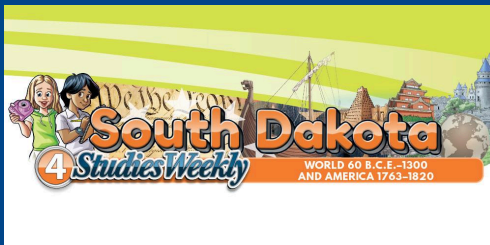
| Standards | | Weekly Issues |
|-----------------|---|---|
| 4.SS.4.E | The student explains the historical events and effects of the Carolingian dynasty, the establishment of the Holy Roman Empire, and the Viking invasions. | 4: Christian Influence in Medieval Europe 5: Vikings and Normans |
| 4.SS.4.F | The student explains the development and practice of feudalism in European societies, including the expectations of each class, and of slavery in the Middle East, Africa, and Asia. | 6: Political and Economic Systems in Medieval Europe 7: Conflict, War and Expansion 10: Mali |
| 4.SS.4.G | The student describes and explains Christian and Muslim art and architecture in the Middle Ages. | 8: Scholarly Contributions |
| 4.SS.5 | The student demonstrates knowledge of the High and Late Middle Ages. | 10: Mali 11: Songhai 12: Classical and Medieval India 13: Imperial China 14: Achievements of Ancient China 15: Japan in the Middle Ages: Geography 16: Japan: Achievements in the Middle Ages |
| 4.SS.5.A | The student explains the origin of the Great Schism of 1054 and the Investiture Controversy. | 4: Christian Influence in Medieval Europe 7: Conflict, War, and Expansion |
| 4.SS.5.B | The student tells of the Norman Conquest, the rule of King John of England, the signing of the Magna Carta, and the emergence of parliament. | 5: Vikings and Normans |
| 4.SS.5.C | The student explains the origins, historical events, and different perspectives of the conflicts between Muslims and Christians both before and during the crusades, including the exchange of ideas and culture between Christians and Muslims that took place during these centuries. | 7: Conflict, War, and Expansion 8: Scholarly Contributions |
| 4.SS.5.D | The student explains the developments and achievements of the High Middle Ages, including the power of the papacy and the founding of mendicant orders. | 7: Conflict, War, and Expansion |
| 4.SS.5.E | The student explains the history and features of civilizations in Africa, including indigenous religious practices, the influence of Islam and Christianity, the civilizations of Ghana, | 8: Scholarly Contributions 9: Ghana 10: Mali |



South Dakota Social Studies STANDARDS CORRELATION

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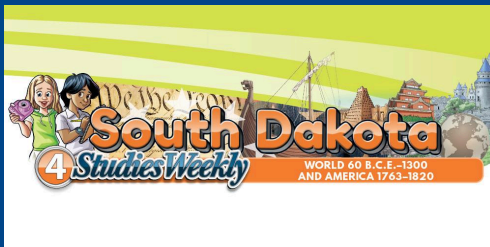
| Standards | | Weekly Issues |
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| | Mali, and Songhay, and the trans-African slave trade. | 11: Songhai |
| 4.SS.5.F | The student explains the history and features of civilizations in India, including Hinduism, the caste system, and Mongol and Muslim rule. | 12: Classical and Early Medieval India |
| 4.SS.5.G | The student explains the history and features of civilizations in China, including Confucianism and the major dynasties. | 13: Imperial China 14: Achievements of Ancient China |
| 4.SS.5.H | The student explains the history and features of civilizations in Japan, including Shinto and Japanese Buddhism, feudalism, shoguns, and isolationism. | 15: Japan in the Middle Ages: Geography 16: Japan Achievements in the Middle Ages |
| American History: 1763-1820 | | |
| 4.SS.6 | The student demonstrates knowledge of events leading to the American Revolution. | 19: The Acts of Parliament 20: The Actions of the Colonies 21: The Shot Heard 'Round the World |
| 4.SS.6.A | 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. | 19: The Acts of Parliament |
| 4.SS.6.B | The student defines self-government as requiring the rulers to have the permission of the ruled in order to have power to protect the people. | 22: Independence and Revolution: The Declaration of Independence 27: The Purpose and Structure of Governments |
| 4.SS.6.C | The student explains the ways in which the colonists responded to Great Britain's new claims of power over them. | 20: The Actions of the Colonies |
| 4.SS.6.D | The student tells the story of the Boston Massacre and John Adams's defense of the British soldiers in the murder trial that followed. | 19: The Acts of Parliament |
| 4.SS.6.E | 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. | 20: The Actions of the Colonies |
| 4.SS.6.F | The student tells the stories of the following military events | 21: The Shot Heard 'Round the World |



South Dakota Social Studies STANDARDS CORRELATION

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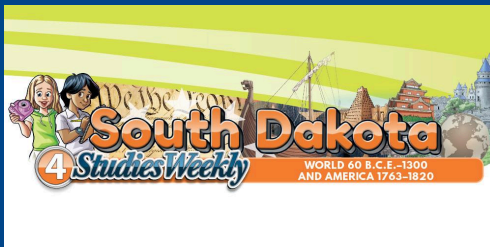
| Standards | | Weekly Issues |
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| | prior to a formal declaration of independence, including Paul Revere's ride, the battles of Lexington and Concord, and the Battle of Bunker Hill. | |
| 4.SS.7 | The student demonstrates understanding of the Declaration of Independence based on the arguments of leading founders. | 22: Independence and Revolution: The Declaration of Independence |
| 4.SS.7.A | The student reads and discusses the meaning of the first, second, and final paragraphs of the Declaration of Independence. | 22: Independence and Revolution: The Declaration of Independence |
| 4.SS.7.B | The student explains the meaning of "created equal," including the founders' argument that each human being has the same dignity and natural rights on account of being human, 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. | 22: Independence and Revolution: The Declaration of Independence |
| 4.SS.7.C | The student explains the meaning of "natural rights" and "unalienable," including the founders' argument that each person has certain freedoms to act that are simply part of being a human person, and that cannot be taken away unless the person has used them to violate the rights of another. | 22: Independence and Revolution: The Declaration of Independence |
| 4.SS.7.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 right by nature to their own life, to their liberty and the general freedom of thought and action, and to seek the happiness appropriate to human liberty as long as it does not violate the rights of others. | 22: Independence and Revolution: The Declaration of Independence |
| 4.SS.7.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." | 22: Independence and Revolution: The Declaration of Independence |
| 4.SS.7.F | The student explains how the purpose of government as outlined in the Declaration of Independence is to "secure these rights." | 22: Independence and Revolution: The Declaration of Independence |



South Dakota Social Studies STANDARDS CORRELATION

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| Standards | | Weekly Issues |
|-----------------|---|--|
| 4.SS.7.G | The student explains the different positions on slavery among the founders and their generation, including those who did not hold slaves and worked for its abolition, those who held slaves but wished for its abolition, and those who were in favor of slavery and its continuation. | 30: The New Nation |
| 4.SS.7.H | The student explains why the delegates to the Second Continental Congress voted to declare independence from Great Britain, including the list of grievances and other historical events since 1763. | 22: Independence and Revolution: The Declaration of Independence |
| 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: "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." | 22: Independence and Revolution: The Declaration of Independence |
| 4.SS.8 | The student demonstrates knowledge of the War of Independence. | 19: The Acts of Parliament 20: The Actions of the Colonies 21: The Shot Heard 'Round the World 23: Independence and Revolution: The People 24: Independence and Revolution: The Military |
| 4.SS.8.A | The student tells the biography of George Washington, including: <ul style="list-style-type: none"> his upbringing his fighting in the French and Indian War his ownership of slaves at Mount Vernon his crossing of the Delaware River, leadership at Valley Forge, and command at the battles of Trenton and Yorktown his presiding at the Constitutional Convention his freeing of slaves at Mount Vernon upon his death and that of his wife, Martha the building of the Washington Monument | 24: Independence and Revolution: The Military |



South Dakota Social Studies STANDARDS CORRELATION

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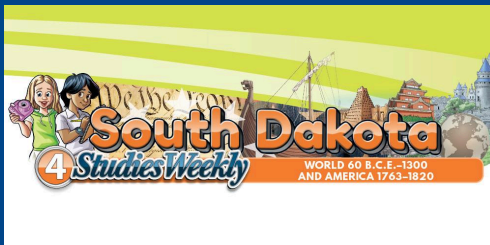
| Standards | | Weekly Issues |
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| 4.SS.8.B | The student tells the biography of Benjamin Franklin, including: <ul style="list-style-type: none"> his upbringing his scientific experiments and inventions prior to the Revolution his roles in uniting the colonies in the Revolution | 23: Independence and Revolution: The People |
| 4.SS.8.C | The student tells the biography of Thomas Jefferson, including: <ul style="list-style-type: none"> his upbringing his ownership of slaves at Monticello his writing of the Declaration of Independence his purchase of Louisiana from France, including present-day South Dakota the building of the Jefferson Memorial | 23: Independence and Revolution: The People |
| 4.SS.8.D | The student explains the roles of key figures and the life, fighting, and background of common soldiers in the War of Independence. | 23: Independence and Revolution: The People 24: Independence and Revolution: The Military |
| 4.SS.8.E | The student explains the meaning of the symbols on the American flag, the proper ways to respect the American flag, and the reasons for this respect. | 28: Structure and Functions of Government |
| 4.SS.8.F | The student explains the meaning of the symbols on the Great Seal of the United States. | 28: Structure and Functions of Government |
| 4.SS.8.G | The student tells the story of how the Americans won the War of Independence, including the battles of Trenton, Saratoga, and Yorktown. | 24: Independence and Revolution: The Military |
| 4.SS.9 | The student demonstrates knowledge of the United States Constitution. | 25: The Constitution |
| 4.SS.9.A | The student explains the purpose of a constitution, the history of constitutions, and the differences between unwritten and written constitutions. | 27: The Purpose and Structure of Governments |
| 4.SS.9.B | The student explains why the Constitutional Convention was assembled. | 25: The Constitution |



South Dakota Social Studies STANDARDS CORRELATION

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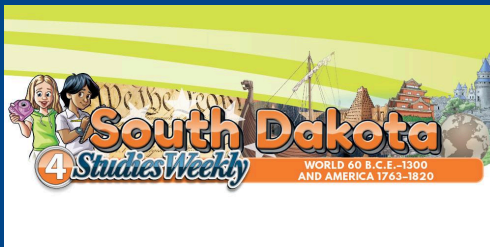
| Standards | | Weekly Issues |
|------------------|---|--|
| 4.SS.9.C | The student explains how a majority can tyrannize over the rights of the minority. | 27: The Purpose and Structure of Governments |
| 4.SS.9.D | The student explains the representative or republican form of government compared to a direct democracy, aristocracy, and monarchy. | 27: The Purpose and Structure of Governments |
| 4.SS.9.E | The student explains how representation prevents tyranny through the following means: <ul style="list-style-type: none"> encouraging the selection of the country's most trusted citizens to make the laws using reason instead of passion holding power only with the consent of the people | 27: The Purpose and Structure of Governments |
| 4.SS.9.F | The student explains how federalism prevents tyranny by dividing governing power among many levels of governments. | 28: Structure and Functions of Government |
| 4.SS.9.G | The student reads and discusses the meaning of the Preamble and selections from the U.S. Constitution and the Bill of Rights. | 25: The Constitution 26: The Bill of Rights |
| 4.SS.9.H | The student explains the difference between legislative (law making), executive (law enforcing), and judicial (law interpreting and judging) powers. | 28: Structure and Functions of Government |
| 4.SS.9.I | The student explains how the separation of powers prevents tyranny from the federal government by dividing legislative, executive, and judicial power into three separate branches. | 28: Structure and Functions of Government |
| 4.SS.10 | The student demonstrates knowledge of American citizenship and civic participation. | 29: American Citizenship and Civic Participation |
| 4.SS.10.A | The student explains the different roles and responsibilities of each house of Congress, the Presidency, and the Judiciary. | 28: Structure and Functions of Government |
| 4.SS.10.B | The student explains how a law is made. | 28: Structure and Functions of Government |
| 4.SS.10.C | The student explains the legal meaning of "citizen" in the United States, the legal process for becoming a citizen, and the responsibilities, rights, and privileges of citizenship at | 29: American Citizenship and Civic Participation |



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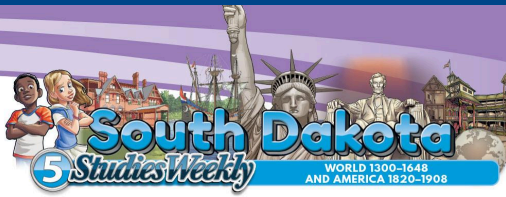
| Standards | | Weekly Issues |
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| | the different levels of government. | |
| 4.SS.10.D | The student explains the importance of a well-informed, virtuous, and industrious citizenry within representative self-government. | 29: American Citizenship and Civic Participation |
| 4.SS.10.E | The student identifies the ways in which citizens engage in politics beyond voting, including through political parties, meeting with elected officials, petitions, attending public meetings, writing, speaking, and assembling. | 29: American Citizenship and Civic Participation |
| 4.SS.10.F | The student explains the role of charity, volunteerism, and philanthropy in a self-governing country. | 29: American Citizenship and Civic Participation |
| 4.SS.10.G | The student names and explains the Bill of Rights amendments that guarantee each of the following: free exercise of religion, freedom of speech, and right to trial by jury. | 26: The Bill of Rights |
| 4.SS.11 | The student demonstrates knowledge and understanding of American history from the presidency of George Washington through the War of 1812. | 30: The New Nation 31: The New Nation Expands 32: The War of 1812 |
| 4.SS.11.A | The student explains the differences between Alexander Hamilton's and Thomas Jefferson's visions for America's future. | 31: The New Nation Expands |
| 4.SS.11.B | The student explains how the invention of the cotton gin reinvigorated the practice of slavery and the slave-owning interest. | 31: The New Nation Expands |
| 4.SS.11.C | 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 and the precedents he set for the presidency. | 30: The New Nation |
| 4.SS.11.D | The student reads and discusses the meaning of George Washington's Thanksgiving Proclamation. | 30: The New Nation |
| 4.SS.11.E | The student explains George Washington's warnings about parties and unnecessary involvement in foreign affairs, as expressed in his Farewell Address. | 30: The New Nation |



South Dakota Social Studies STANDARDS CORRELATION

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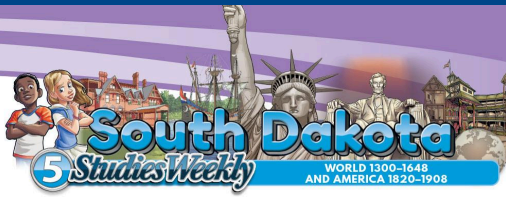
| Standards | | Weekly Issues |
|------------------|---|----------------------------|
| 4.SS.11.F | The student tells of the major events in John Adams's presidency. | 30: The New Nation |
| 4.SS.11.G | The student tells of the major events in Thomas Jefferson's presidency, including: <ul style="list-style-type: none"> the purchase of the Louisiana Territory war with the Barbary pirates efforts to remain neutral in the conflict between Napoleonic France and Great Britain the end of the international slave trade | 31: The New Nation Expands |
| 4.SS.11.H | The student tells the story of the Corps of Discovery exploring the Louisiana Territory. | 31: The New Nation Expands |
| 4.SS.11.I | The student identifies and explains how history from 1763-1820 is recorded by Native American tribes through winter counts, petroglyphs, and Shirt Wearers shirts. | 30: The New Nation |
| 4.SS.11.J | The student explains select standards from Oceti Sakowin Essential Understandings 2-5. | 30: The New Nation |
| 4.SS.11.K | The student tells the stories and explains the effects of major military events, figures, and common soldiers from the War of 1812. | 32: The War of 1812 |
| 4.SS.11.L | The student reads and explains the meaning of the first stanza to "The Star-Spangled Banner." | 32: The War of 1812 |



South Dakota Social Studies STANDARDS CORRELATION

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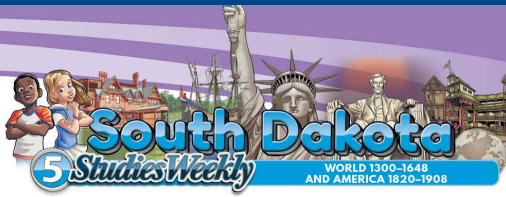
| Standards | | Weekly Issues |
|---------------------------------|--|--|
| World History: 1300-1648 | | |
| 5.SS.1 | Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 5th grade. | 1: European Geography 8: Elizabethan England 18: Civil War 21: Business in the Gilded Age 25: South Dakota with Westward Expansion |
| 5.SS.1.A | The student can give examples of natural resources, limited resources, and unlimited resources. | 25: South Dakota with Westward Expansion |
| 5.SS.1.B | The student can give examples of how natural resources affect the choices of human beings and societies. | 25: South Dakota with Westward Expansion |
| 5.SS.1.C | The student can give examples of how supply and demand influence price, producers, and consumers. | 21: Business in the Gilded Age |
| 5.SS.1.D | The student can use a map of time zones to determine the time in different places in the world. | 1: European Geography |
| 5.SS.1.E | The student can recite from memory the Gettysburg Address. | 18: Civil War |
| 5.SS.1.F | The student can outline and write a narrative essay of 3-4 paragraphs in length about a historical event. | 13: Founding of Texas 26: Pioneer Life in South Dakota |
| 5.SS.1.G | The student can outline and write an informative essay of 3-4 paragraphs in length about a historical figure. | 8: Elizabethan England 32: Theodore Roosevelt |
| 5.SS.2 | The student demonstrates knowledge of European geography. | 1: European Geography |



South Dakota Social Studies STANDARDS CORRELATION

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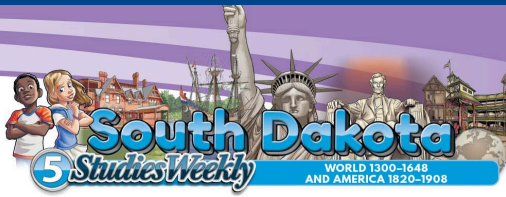
| | Standards | Weekly Issues |
|-----------------|---|--|
| 5.SS.2.A | <p>The student locates on a map and describes the features of Europe's physical geography, including:</p> <ul style="list-style-type: none"> • Bodies of Water: Atlantic Ocean, Arctic Ocean, Baltic Sea, Irish Sea, Bay of Biscay, English Channel, Mediterranean Sea, Dardanelle Straits, Black Sea, North Sea • Major Rivers: Volga River, Danube River, Rhine River, Elbe River, Seine River, Po River, Thames River • Major Mountains: Ural Mountains, Carpathian Mountains, Alps Mountains, Apennine Mountains, Pyrenees Mountains, Mount Blanc • Regions: Iberian Peninsula, Scandinavia, the Balkans, Peloponnesus, Normandy, the Rhineland, the Polish Plain, the Caucasus | 1: European Geography |
| 5.SS.2.B | The student locates on a map the countries of Europe and spells all their names and capitals correctly. | 1: European Geography |
| 5.SS.2.C | The student locates on a map and names the country in which major cities are located, including London, Paris, Rome, Berlin, Dublin, Madrid, Lisbon, Athens, Warsaw, Moscow, St. Petersburg, Copenhagen, Brussels, Vienna, Kiev, Amsterdam, Geneva, Milan, Venice, Oxford, and Edinburgh. | 1: European Geography |
| 5.SS.3 | The student demonstrates knowledge of the Renaissance and the Age of Exploration. | 2: Life in Europe 3: Renaissance Society 4: Innovation and Invention 5: Age of Exploration 6: Columbian Exchange |
| 5.SS.3.A | The student explains the disruptions to society in the late Middle Ages and their effects, including the Black Death, the Great Schism of 1378, the Hundred Years' War, the ideas of John Wycliffe and Jan Hus. | 2: Life in Europe |
| 5.SS.3.B | The student explains the origins and major ideas of the Renaissance, including a revival of classical Greece and Rome, humanism, and the growth of towns. | 3: Renaissance Society 4: Innovation and Invention |
| 5.SS.3.C | The student explains the major cultural features and | 3: Renaissance Society |



South Dakota Social Studies STANDARDS CORRELATION

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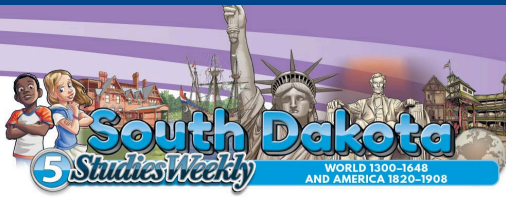
| Standards | | Weekly Issues |
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| | contributions of the Renaissance in Italy and Northern Europe in painting, architecture, sculpture, and literature. | 4: Innovation and Invention |
| 5.SS.3.D | The student explains the Reconquista of the Iberian Peninsula with the decline of Muslim rule and the ascendance of the Portuguese and Spanish crowns. | 5: Age of Exploration |
| 5.SS.3.E | The student explains 15th century trade between Europe and Asia, and different European motivations for exploration. | 5: Age of Exploration 6: Columbian Exchange |
| 5.SS.3.F | The student explains the 15th century slave trade among Africans, Arabs, and Europeans, and compares it to the practice of indentured servitude. | 5: Age of Exploration 6: Columbian Exchange |
| 5.SS.4 | The student demonstrates knowledge of the Reformation. | 5: Age of Exploration 6: Columbian Exchange 7: Reformation 8: Elizabethan England 9: Religious Wars of the 16th and 17th Centuries |
| 5.SS.4.A | The student explains the main ideas of major Protestant leaders, including Martin Luther, Henry VIII, and John Calvin, and how they contrasted with Catholic ideas and practices. | 7: Reformation |
| 5.SS.4.B | The student explains the major historical events during the Protestant Reformation and the subsequent Catholic Reformation, including their reflection in art, architecture, and politics. | 7: Reformation |
| 5.SS.4.C | The student identifies the historical figures and features of Elizabethan England. | 8: Elizabethan England |
| 5.SS.4.D | The student explains the political and religious elements to the wars of religion in the 16th and 17th centuries, including the Anglo-Spanish War, the French Wars of Religion, and the Thirty Years' War. | 9: Religious Wars of the 16th and 17th Centuries |
| 5.SS.4.E | The student explains instances of conquest and cooperation between Europeans and indigenous peoples in the Americas. | 5: Age of Exploration 6: Columbian Exchange |



South Dakota Social Studies STANDARDS CORRELATION

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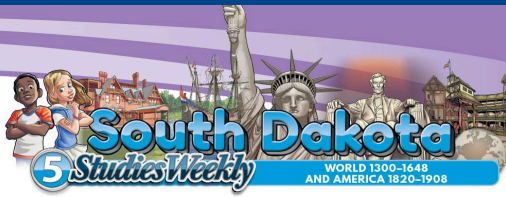
| Standards | | Weekly Issues |
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| 5.SS.4.F | The student explains the Columbian Exchange of resources, people, and disease, including how smallpox decimated Native Americans and the science of why this happened. | 6: Columbian Exchange |
| American History: 1820-1908 | | |
| 5.SS.5 | The student demonstrates knowledge of American history between the War of 1812 and the presidency of Andrew Jackson. | 10: The United States in 1815 11: Andrew Jackson 12: Westward Expansion 15: Enslavement to Change |
| 5.SS.5.A | The student names inventions that helped transform the American economy and way of life in the first half of the 19th century, especially in transportation. | 10: The United States in 1815 |
| 5.SS.5.B | The student identifies various examples of westward expansion prior to the Civil War. | 12: Westward Expansion |
| 5.SS.5.C | The student explains the Monroe Doctrine. | 10: The United States in 1815 |
| 5.SS.5.D | The student describes the lives of slaves on southern plantations and at slave auctions, including cultural developments among African Americans in slavery. | 15: Enslavement to Change |
| 5.SS.5.E | The student explains the electoral relationship between the number of slave states and the perpetuation of slavery. | 10: The United States in 1815 |
| 5.SS.5.F | The student explains the Missouri Compromise of 1820. | 10: The United States in 1815 |
| 5.SS.5.G | The student tells of the major events in Andrew Jackson's presidency, including: <ul style="list-style-type: none"> his preservation of the Union in the Nullification Crisis the passage of the Indian Removal Act and its terms his resistance to Worcester v. Georgia his fight against the National Bank | 11: Andrew Jackson |
| 5.SS.6 | The student demonstrates knowledge of westward expansion's effects on relationships with Native Americans and the electoral divide over slavery. | 12: Westward Expansion 13: Founding of Texas 14: Native Americans and the United |



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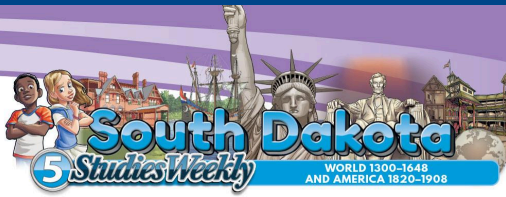
| Standards | | Weekly Issues |
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| | | States 15: Enslavement to Change 16: Growth of the United States 30: Suffragist Movement |
| 5.SS.6.A | The student tells about the fur trade, mountain men, and the Santa Fe Trail, including the travels and roles of Manuel Lisa and Pierre Chouteau in South Dakota. | 12: Westward Expansion |
| 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. | 14: Native Americans and the United States |
| 5.SS.6.C | The student tells the story of the settlement of Texas and the Texas Revolution, including the Mexican-American War. | 13: Founding of Texas |
| 5.SS.6.D | 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. | 14: Native Americans and the United States |
| 5.SS.6.E | The student explains the differences between various geographic regions, especially the growing divide in culture, lifestyle, and economics between the northern states and the southern states. | 13: Founding of Texas 15: Enslavement to Change 16: Growth of the United States |
| 5.SS.6.F | The student explains the work of the abolitionist movement and leading abolitionists, including Harriet Tubman, Levi and Catherine Coffin, Frederick Douglass, the efforts of the Underground Railroad, and the effects of Harriet Beecher Stowe's Uncle Tom's Cabin. | 15: Enslavement to Change |
| 5.SS.6.G | The student tells the biography of Frederick Douglass, including: <ul style="list-style-type: none"> his upbringing his learning to read his escape from slavery his abolitionist writings his initial and later views on the Declaration of | 15: Enslavement to Change |



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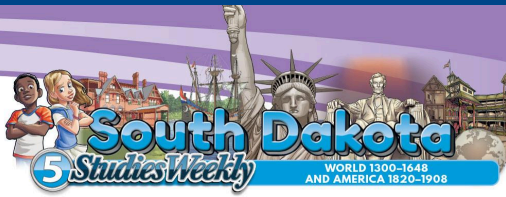
| | Standards | Weekly Issues |
|-----------------|---|--|
| | Independence and the Constitution | |
| 5.SS.6.H | The student reads and discusses the meaning of selections from Frederick Douglass's <i>The Narrative of the Life of Frederick Douglass</i> . | 15: Enslavement to Change |
| 5.SS.6.I | The student tells the story of women's suffrage efforts in the mid-19th century. | 30: Suffragist Movement |
| 5.SS.7 | The student demonstrates knowledge of events leading up to the Civil War. | 16: Growth of the United States 17: Causes of the Civil War |
| 5.SS.7.A | The student explains how the Mexican Cession and the California Gold Rush reignited the issue of the expansion of slavery. | 16: Growth of the United States |
| 5.SS.7.B | The student explains the terms of the Compromise of 1850. | 16: Growth of the United States |
| 5.SS.7.C | The student tells the biography of Abraham Lincoln, including: <ul style="list-style-type: none"> • his upbringing • his self-education • his words and actions against the expansion of slavery • his debates with Stephen Douglas • his presidency • his command of the Union forces in the Civil War • his views on slavery, Union, and the Civil War and how they changed during the war • his Emancipation Proclamation • his plans for Reconstruction • his assassination • the building of the Lincoln Memorial | 17: Causes of the Civil War 18: Civil War |
| 5.SS.7.D | The student explains Abraham Lincoln's argument that popular sovereignty implied that moral right and wrong simply depended on what most people believed or wanted. | 17: Causes of the Civil War |
| 5.SS.7.E | The student tells the story of how the Civil War began. | 17: Causes of the Civil War |
| 5.SS.7.F | The student explains the major and minor causes of the Civil War, especially the political tension surrounding the spread of slavery. | 17: Causes of the Civil War |



South Dakota Social Studies STANDARDS CORRELATION

5

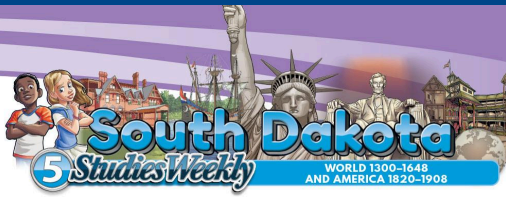
| | Standards | Weekly Issues |
|-----------------|---|--|
| 5.SS.8 | The student demonstrates knowledge of the American Civil War and Reconstruction. | 18: Civil War 19: Reconstruction |
| 5.SS.8.A | The student tells the stories and explains the effects of major military events, figures, and common soldiers from the Civil War. | 18: Civil War |
| 5.SS.8.B | The student explains how Abraham Lincoln issued and justified the Emancipation Proclamation, including what the order did and did not do, and why. | 18: Civil War |
| 5.SS.8.C | 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. | 18: Civil War |
| 5.SS.8.D | The student reads and discusses the meaning of Abraham Lincoln's Gettysburg Address. | 18: Civil War |
| 5.SS.8.E | 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. | 18: Civil War |
| 5.SS.8.F | The student explains the different effects of the Civil War in the North and the South. | 18: Civil War 19: Reconstruction |
| 5.SS.8.G | 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. | 19: Reconstruction |
| 5.SS.9 | The student demonstrates knowledge of the Gilded Age. | 12: Westward Expansion 20: Poverty and Progressivism 21: Business in the Gilded Age 22: Immigration in the Gilded Age 23: Discrimination in the Gilded Age 24: Treaties and Expansion |



South Dakota Social Studies STANDARDS CORRELATION

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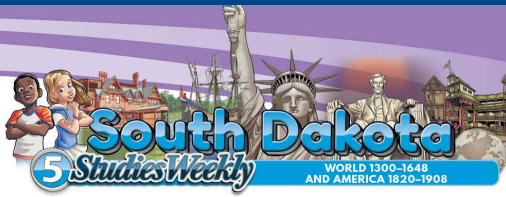
| Standards | | Weekly Issues |
|-----------------|---|---|
| | | 25: South Dakota with Westward Expansion 26: Pioneer Life in South Dakota 27: Statehood for South Dakota 28: South Dakota and Native Americans |
| 5.SS.9.A | The student names inventions that transformed the American economy and way of life away from agrarianism in the second half of the 19th century and the early 20th century. | 20: Poverty and Progressivism |
| 5.SS.9.B | The student names the major industries that drove industrialization in the late 19th century. | 21: Business in the Gilded Age |
| 5.SS.9.C | 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. | 22: Immigration in the Gilded Age |
| 5.SS.9.D | The student describes the challenges that accompanied industrialization and immigration. | 21: Business in the Gilded Age 22: Immigration in the Gilded Age |
| 5.SS.9.E | The student describes the various responses to poor working conditions and standards of living, including charity, populism, and unionization. | 20: Poverty and Progressivism 21: Business in the Gilded Age |
| 5.SS.9.F | The student describes the style and identifies pieces from the Hudson River School of art. | 12: Westward Expansion 20: Poverty and Progressivism |
| 5.SS.9.G | The student explains the Homestead Act of 1862 and the settlement of the west, especially by European immigrants and former slaves. | 25: South Dakota with Westward Expansion |
| 5.SS.9.H | The student describes the life of pioneers in South Dakota during the late 1800s. | 26: Pioneer Life in South Dakota |
| 5.SS.9.I | The student analyzes and defines the extent to which treaties made between the U.S. government and Native Americans were followed and broken, including the historical and contemporary effects of the Treaty of 1868 and the Agreement of 1877. | 24: Treaties and Expansion |



South Dakota Social Studies STANDARDS CORRELATION

5

| Standards | | Weekly Issues |
|------------------|---|--|
| 5.SS.9.J | The student tells of engagements between U.S. government forces and Native Americans in the west during and following the Civil War. | 24: Treaties and Expansion |
| 5.SS.9.K | The student tells the stories of the Battle of Little Bighorn (Battle of the Greasy Grass), the Massacre of Wounded Knee, Tȕašúŋke Witkó (Crazy Horse), Tȕaŋhanka Íyotake (Sitting Bull), Big Foot, Red Cloud, and Black Elk. | 28: South Dakota and Native Americans |
| 5.SS.9.L | The student explains the role of the railroad, bonanza farming, the Black Hills gold rush, and open-range cattle ranching on South Dakota history. | 25: South Dakota with Westward Expansion 26: Pioneer Life in South Dakota |
| 5.SS.9.M | The student explains the events and figures that led to statehood for South Dakota. | 27: Statehood for South Dakota |
| 5.SS.9.N | The student explains the symbols of the Great Seal of the State of South Dakota. | 27: Statehood for South Dakota |
| 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. | 28: South Dakota and Native Americans |
| 5.SS.9.P | The student explains the kinds of discrimination against African Americans that were present in certain states in the decades following Reconstruction. | 23: Discrimination in the Gilded Age |
| 5.SS.9.Q | The student explains select standards from Oceti Sakowin Essential Understandings 6 and 7. | 24: Treaties and Expansion 28: South Dakota and Native Americans |
| 5.SS.10 | The student demonstrates knowledge of events around the beginning of the 20th Century. | 29: Presidency of Mckinley 30: Suffragist Movement 31: 20th Century Change and Ideas 32: Theodore Roosevelt |
| 5.SS.10.A | The student tells the biography of Booker T. Washington, including: <ul style="list-style-type: none"> his upbringing his education his views on the betterment of African Americans | 31: 20th Century Change and Ideas |



South Dakota Social Studies STANDARDS CORRELATION

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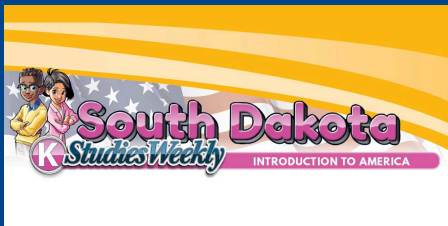
| Standards | | Weekly Issues |
|------------------|--|-----------------------------------|
| | <ul style="list-style-type: none"> his founding of the Tuskegee Institute | |
| 5.SS.10.B | <p>The student tells the biography of Susan B. Anthony, including:</p> <ul style="list-style-type: none"> her upbringing her time teaching her work for abolition her friendship with Frederick Douglass her work for temperance her work for women's suffrage | 30: Suffragist Movement |
| 5.SS.10.C | The student explains the arguments and efforts of the suffragist movement and its major figures. | 30: Suffragist Movement |
| 5.SS.10.D | <p>The student tells of the major events in William McKinley's presidency, including:</p> <ul style="list-style-type: none"> annexation of Hawaii Spanish-American War Philippine-American War Open Door Policy in China | 29: Presidency of Mckinley |
| 5.SS.10.E | The student explains laws concerning child labor, workplace safety, trust busting, and food regulation. | 31: 20th Century Change and Ideas |
| 5.SS.10.F | <p>The student explains the ideas and efforts for the betterment of African Americans around 1900, including:</p> <ul style="list-style-type: none"> Anna Julia Cooper Niagara Movement W.E.B. DuBois National Association for the Advancement of Colored People | 31: 20th Century Change and Ideas |
| 5.SS.10.G | <p>The student tells the biography of Theodore Roosevelt, including:</p> <ul style="list-style-type: none"> his upbringing his life outside of politics, especially in the West his fighting in the Spanish-American War his presidency his efforts at conservation | 32: Theodore Roosevelt |



South Dakota Social Studies SCOPE & SEQUENCE

K

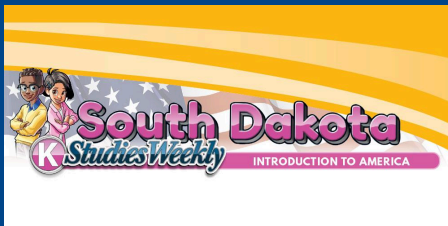
| Week | Title | Standards Covered |
|--------------------------|-------------------------------------|---|
| Unit 1: Geography | | |
| 1 | Map Skills | <p>K.SS.1 The student learns the skills to complete the following tasks, completing each task with relative ease by the end of kindergarten.</p> <p>K.SS.1.A The student can distinguish between a map and a globe.</p> |
| 2 | Location | <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.B The student can identify and explain a map of the classroom.</p> |
| 3 | Finding Places Around Me | <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.B The student can identify and explain a map of the classroom.</p> <p>K.SS.2 The student locates each of the following on a map: 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> |
| 4 | My Place in My Community | <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.C The student can name his or her town, township or city, county, state or reservation, country, and continent.</p> |
| 5 | My Place in the World | <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.C The student can name his or her town, township or city, county, state or reservation, country, and continent.</p> <p>K.SS.2 The student locates each of the following on a map: 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> |
| 6 | Physical Characteristics of a Place | <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.D The student can distinguish on a map between oceans, lakes, rivers, and mountains.</p> |



South Dakota Social Studies SCOPE & SEQUENCE

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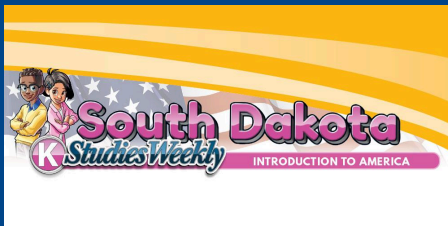
| Week | Title | Standards Covered |
|------------------------|--|--|
| 7 | Historical Figures: George Washington | K.SS.3 The student tells stories about figures from American history through 2008, including stories from their childhoods, lives as adults, and examples of their character. Figures may include, but are not limited to: Christopher Columbus, Matoaka (Pocahontas), John Smith, Ousamequin (Massasoit), John Winthrop, George Washington, Thomas Jefferson, Benjamin Franklin, Phillis Wheatley, Alexander Hamilton, James Madison, Daniel Boone, Meriwether Lewis and William Clark, Sacagawea, Davy Crockett, Tecumseh, Francis Scott Key, Andrew Jackson, Sequoyah, Elizabeth Cady Stanton, Frederick Douglass, Harriet Tubman, Abraham Lincoln, Elijah McCoy, Thomas Edison, Andrew Carnegie, Booker T. Washington, Anna Julia Cooper, George Washington Carver, Tháthánka Íyotake (Sitting Bull), Thášúnke Witkó (Crazy Horse), Maŋpiya Lúta (Red Cloud), Heháka Sápa (Black Elk), Laura Ingalls Wilder, W.E.B. DuBois, Theodore Roosevelt, John Muir, Orville and Wilbur Wright, Henry Ford, Susan B. Anthony, Calvin Coolidge, Babe Ruth, Norman Rockwell, Robert Frost, Louis Armstrong, Langston Hughes, Franklin Delano Roosevelt, Jesse Owens, Dwight Eisenhower, E.B. White, Jackie Robinson, Dr. Seuss, Thurgood Marshall, Ruby Bridges, Martin Luther King, Jr., Rosa Parks, Cesar Chavez, John F. Kennedy, Ronald Reagan, Neil Armstrong, Clarence Thomas, Barack Obama |
| Unit 2: History | | |
| 8 | Calendars | K.SS.1 The student learns the skills to complete the following tasks, completing each task with relative ease by the end of kindergarten. K.SS.1.G The student can use a calendar correctly to identify days, weeks, months, and years and can correctly reference “today,” “yesterday,” and “tomorrow.” |
| 9 | Words About Time | K.SS.1 The student learns the skills to complete the following tasks, completing each task with relative ease by the end of kindergarten. K.SS.1.F The student can use sequential terms correctly to narrate personal and historical events, including first, next, last, before, and after. |
| 10 | Changes Over Time | K.SS.1 The student learns the skills to complete the following tasks, completing each task with relative ease by the end of kindergarten. K.SS.1.H 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. |
| 11 | Historical Figures: Benjamin Franklin | 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: |



South Dakota Social Studies SCOPE & SEQUENCE

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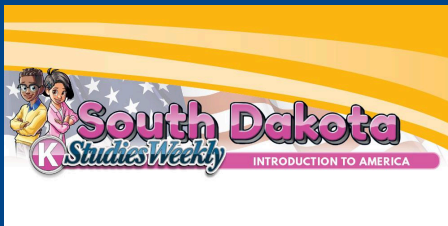
| Week | Title | Standards Covered |
|------|-------------------------------------|--|
| | | Christopher Columbus, Matoaka (Pocahontas), John Smith, Ousamequin (Massasoit), John Winthrop, George Washington, Thomas Jefferson, Benjamin Franklin, Phillis Wheatley, Alexander Hamilton, James Madison, Daniel Boone, Meriwether Lewis and William Clark, Sacagawea, Davy Crockett, Tecumseh, Francis Scott Key, Andrew Jackson, Sequoyah, Elizabeth Cady Stanton, Frederick Douglass, Harriet Tubman, Abraham Lincoln, Elijah McCoy, Thomas Edison, Andrew Carnegie, Booker T. Washington, Anna Julia Cooper, George Washington Carver, Tȥatȥánka Íyotake (Sitting Bull), Tȥašúnke Witkó (Crazy Horse), Maȥpíya Lúta (Red Cloud), Heȥáka Sápa (Black Elk), Laura Ingalls Wilder, W.E.B. DuBois, Theodore Roosevelt, John Muir, Orville and Wilbur Wright, Henry Ford, Susan B. Anthony, Calvin Coolidge, Babe Ruth, Norman Rockwell, Robert Frost, Louis Armstrong, Langston Hughes, Franklin Delano Roosevelt, Jesse Owens, Dwight Eisenhower, E.B. White, Jackie Robinson, Dr. Seuss, Thurgood Marshall, Ruby Bridges, Martin Luther King, Jr., Rosa Parks, Cesar Chavez, John F. Kennedy, Ronald Reagan, Neil Armstrong, Clarence Thomas, Barack Obama |
| 12 | Life Long Ago and Today | <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.</p> |
| 13 | What is a Question? | <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.I The student can use the word “because” correctly in answer to questions of “why” and cause and effect.</p> |
| 14 | Historical Figures: Abraham Lincoln | <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: Christopher Columbus, Matoaka (Pocahontas), John Smith, Ousamequin (Massasoit), John Winthrop, George Washington, Thomas Jefferson, Benjamin Franklin, Phillis Wheatley, Alexander Hamilton, James Madison, Daniel Boone, Meriwether Lewis and William Clark, Sacagawea, Davy Crockett, Tecumseh, Francis Scott Key, Andrew Jackson, Sequoyah, Elizabeth Cady Stanton, Frederick Douglass, Harriet Tubman, Abraham Lincoln, Elijah McCoy, Thomas Edison, Andrew Carnegie, Booker T. Washington, Anna Julia Cooper, George Washington Carver, Tȥatȥánka Íyotake (Sitting Bull), Tȥašúnke Witkó (Crazy Horse), Maȥpíya Lúta (Red Cloud), Heȥáka Sápa (Black Elk), Laura Ingalls Wilder, W.E.B. DuBois, Theodore Roosevelt, John Muir, Orville and Wilbur Wright, Henry Ford, Susan B. Anthony, Calvin Coolidge, Babe Ruth, Norman Rockwell, Robert Frost, Louis Armstrong, Langston Hughes, Franklin Delano Roosevelt, Jesse Owens, Dwight Eisenhower, E.B. White, Jackie Robinson, Dr. Seuss, Thurgood Marshall, Ruby Bridges, Martin Luther King, Jr., Rosa Parks, Cesar Chavez, John F. Kennedy, Ronald Reagan, Neil Armstrong, Clarence Thomas,</p> |



South Dakota Social Studies SCOPE & SEQUENCE

K

| Week | Title | Standards Covered |
|--------------------------------------|-------------------------------|--|
| | | Barack Obama |
| Unit 3: Economics | | |
| 15 | Needs and Wants | <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.M The student can correctly use words related to work, including: food, clothing, home, job, money, make, serve, borrow, buy, sell, need, want"</p> |
| 16 | Economics | <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.M The student can correctly use words related to work, including: food, clothing, home, job, money, make, serve, borrow, buy, sell, need, want</p> |
| 17 | Jobs | <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.M The student can correctly use words related to work, including: food, clothing, home, job, money, make, serve, borrow, buy, sell, need, want</p> |
| 18 | Spending and Saving | <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.M The student can correctly use words related to work, including: food, clothing, home, job, money, make, serve, borrow, buy, sell, need, want</p> |
| Unit 4: Civics and Government | | |
| 19 | Historical Figures: Sacagawea | <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: Christopher Columbus, Matoaka (Pocahontas), John Smith, Ousamequin (Massasoit), John Winthrop, George Washington, Thomas Jefferson, Benjamin Franklin, Phillis Wheatley, Alexander Hamilton, James Madison, Daniel Boone, Meriwether Lewis and William Clark, Sacagawea, Davy Crockett, Tecumseh, Francis Scott Key, Andrew Jackson, Sequoyah, Elizabeth Cady Stanton, Frederick Douglass, Harriet Tubman, Abraham Lincoln, Elijah McCoy, Thomas Edison, Andrew Carnegie, Booker T. Washington, Anna Julia Cooper, George Washington Carver, Tháthánka Íyotake (Sitting Bull), Thášúnke Witkó (Crazy Horse), Mañpiya Lúta (Red Cloud), Heháka Sápa (Black Elk), Laura Ingalls Wilder, W.E.B. DuBois, Theodore Roosevelt, John Muir, Orville and Wilbur Wright, Henry Ford, Susan B. Anthony, Calvin Coolidge, Babe Ruth, Norman Rockwell,</p> |



South Dakota Social Studies SCOPE & SEQUENCE

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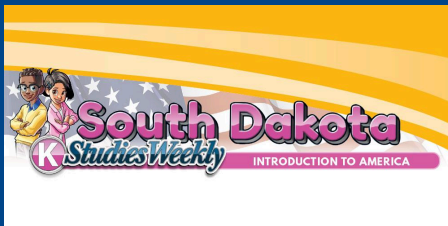
| Week | Title | Standards Covered |
|------|---|---|
| | | Robert Frost, Louis Armstrong, Langston Hughes, Franklin Delano Roosevelt, Jesse Owens, Dwight Eisenhower, E.B. White, Jackie Robinson, Dr. Seuss, Thurgood Marshall, Ruby Bridges, Martin Luther King, Jr., Rosa Parks, Cesar Chavez, John F. Kennedy, Ronald Reagan, Neil Armstrong, Clarence Thomas, Barack Obama |
| 20 | What Are Rules? | <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.J The student can give examples of rules and laws.</p> |
| 21 | What Are Laws? | <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.J The student can give examples of rules and laws.</p> |
| 22 | Learning and Working Together | <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.K The student can give examples of treating others with and without respect for the equal human dignity of each person.</p> |
| 23 | Historical Figures: Native Americans | <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: Christopher Columbus, Matoaka (Pocahontas), John Smith, Ousamequin (Massasoit), John Winthrop, George Washington, Thomas Jefferson, Benjamin Franklin, Phillis Wheatley, Alexander Hamilton, James Madison, Daniel Boone, Meriwether Lewis and William Clark, Sacagawea, Davy Crockett, Tecumseh, Francis Scott Key, Andrew Jackson, Sequoyah, Elizabeth Cady Stanton, Frederick Douglass, Harriet Tubman, Abraham Lincoln, Elijah McCoy, Thomas Edison, Andrew Carnegie, Booker T. Washington, Anna Julia Cooper, George Washington Carver, Tháthánka Íyotake (Sitting Bull), Thášúnke Witkó (Crazy Horse), Mañpiya Lúta (Red Cloud), Heháka Sápa (Black Elk), Laura Ingalls Wilder, W.E.B. DuBois, Theodore Roosevelt, John Muir, Orville and Wilbur Wright, Henry Ford, Susan B. Anthony, Calvin Coolidge, Babe Ruth, Norman Rockwell, Robert Frost, Louis Armstrong, Langston Hughes, Franklin Delano Roosevelt, Jesse Owens, Dwight Eisenhower, E.B. White, Jackie Robinson, Dr. Seuss, Thurgood Marshall, Ruby Bridges, Martin Luther King, Jr., Rosa Parks, Cesar Chavez, John F. Kennedy, Ronald Reagan, Neil Armstrong, Clarence Thomas, Barack Obama</p> |
| 24 | Characteristics of Responsible Citizens | <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.L The student can give examples of virtues and actions related to hard</p> |



South Dakota Social Studies SCOPE & SEQUENCE

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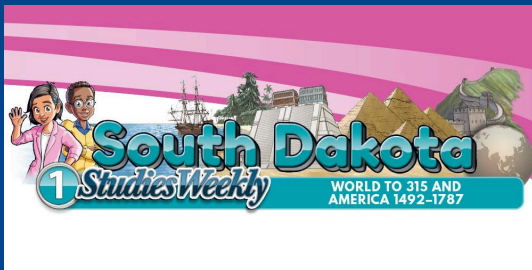
| Week | Title | Standards Covered |
|---|--------------|--|
| | | work, personal potential, and individual independence. |
| Unit 5: Symbols and Celebrations | | |
| 25 | Patriotism | <p>K.SS.1 The student learns the skills to complete the following tasks, completing each task with relative ease by the end of kindergarten.</p> <p>K.SS.1.N The student can recite the “Pledge of Allegiance” from memory.</p> |
| 26 | Symbols | <p>K.SS.4 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, Bald Eagle, The Great Seal of the United States of America, The National Motto: “In God We Trust,” Lincoln Memorial, Jefferson Memorial, Washington Monument, Martin Luther King, Jr. Memorial, U.S. Capitol Building, The White House, The U.S. Supreme Court Building, The Minuteman, The Alamo, Golden Gate Bridge, Uncle Sam, Statue of Liberty, Mount Rushmore, Liberty Bell, “America,” “America the Beautiful,” “The Star-Spangled Banner,” “My Country, Tis of Thee,” “God Bless America,” The Pledge of Allegiance, Twenty-One Gun Salute, Tomb of the Unknown Soldier, Declaration of Independence, United States Constitution, Thanksgiving Day, The Fourth of July, Memorial Day, Juneteenth</p> |
| 27 | Architecture | <p>K.SS.4 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, Bald Eagle, The Great Seal of the United States of America, The National Motto: “In God We Trust,” Lincoln Memorial, Jefferson Memorial, Washington Monument, Martin Luther King, Jr. Memorial, U.S. Capitol Building, The White House, The U.S. Supreme Court Building, The Minuteman, The Alamo, Golden Gate Bridge, Uncle Sam, Statue of Liberty, Mount Rushmore, Liberty Bell, “America,” “America the Beautiful,” “The Star-Spangled Banner,” “My Country, Tis of Thee,” “God Bless America,” The Pledge of Allegiance, Twenty-One Gun Salute, Tomb of the Unknown Soldier, Declaration of Independence, United States Constitution, Thanksgiving Day, The Fourth of July, Memorial Day, Juneteenth</p> |
| 28 | Holidays | <p>K.SS.4 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, Bald Eagle, The Great Seal of the United States of America, The National Motto: “In God We Trust,” Lincoln Memorial, Jefferson Memorial, Washington Monument, Martin Luther King, Jr. Memorial, U.S. Capitol Building, The White House, The U.S. Supreme Court Building, The Minuteman, The Alamo, Golden Gate Bridge, Uncle Sam, Statue of Liberty, Mount Rushmore, Liberty Bell, “America,” “America the Beautiful,” “The Star-Spangled Banner,” “My Country, Tis</p> |



South Dakota Social Studies SCOPE & SEQUENCE

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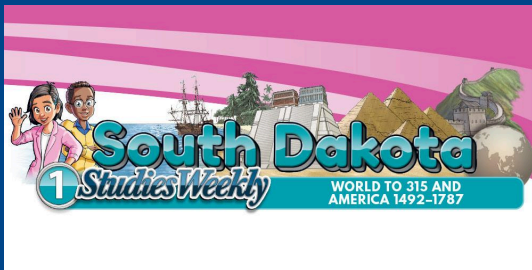
| Week | Title | Standards Covered |
|-----------------------------------|--|--|
| | | of Thee," "God Bless America," The Pledge of Allegiance, Twenty-One Gun Salute, Tomb of the Unknown Soldier, Declaration of Independence, United States Constitution, Thanksgiving Day, The Fourth of July, Memorial Day, Juneteenth |
| 29 | America | K.SS.4 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, Bald Eagle, The Great Seal of the United States of America, The National Motto: "In God We Trust," Lincoln Memorial, Jefferson Memorial, Washington Monument, Martin Luther King, Jr. Memorial, U.S. Capitol Building, The White House, The U.S. Supreme Court Building, The Minuteman, The Alamo, Golden Gate Bridge, Uncle Sam, Statue of Liberty, Mount Rushmore, Liberty Bell, "America," "America the Beautiful," "The Star-Spangled Banner," "My Country, Tis of Thee," "God Bless America," The Pledge of Allegiance, Twenty-One Gun Salute, Tomb of the Unknown Soldier, Declaration of Independence, United States Constitution, Thanksgiving Day, The Fourth of July, Memorial Day, Juneteenth |
| 30 | American Ideals | K.SS.4 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, Bald Eagle, The Great Seal of the United States of America, The National Motto: "In God We Trust," Lincoln Memorial, Jefferson Memorial, Washington Monument, Martin Luther King, Jr. Memorial, U.S. Capitol Building, The White House, The U.S. Supreme Court Building, The Minuteman, The Alamo, Golden Gate Bridge, Uncle Sam, Statue of Liberty, Mount Rushmore, Liberty Bell, "America," "America the Beautiful," "The Star-Spangled Banner," "My Country, Tis of Thee," "God Bless America," The Pledge of Allegiance, Twenty-One Gun Salute, Tomb of the Unknown Soldier, Declaration of Independence, United States Constitution, Thanksgiving Day, The Fourth of July, Memorial Day, Juneteenth |
| Unit 6: People and Culture | | |
| 31 | Historical Figures: Orvill and Wilbur Wright | 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: Christopher Columbus, Matoaka (Pocahontas), John Smith, Ousamequin (Massasoit), John Winthrop, George Washington, Thomas Jefferson, Benjamin Franklin, Phillis Wheatley, Alexander Hamilton, James Madison, Daniel Boone, Meriwether Lewis and William Clark, Sacagawea, Davy Crockett, Tecumseh, Francis Scott Key, Andrew Jackson, Sequoyah, Elizabeth Cady Stanton, |



South Dakota Social Studies SCOPE & SEQUENCE

1

| Week | Title | Standards Covered |
|--------------------------|-------------------------------------|---|
| Unit 1: Geography | | |
| 1 | Map Skills | <p>1.SS.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.</p> <p>1.SS.1.A The student can identify north, south, east, and west on a map and on a globe.</p> |
| 2 | Physical Characteristics of a Place | <p>1.SS.2 The student demonstrates knowledge of American and South Dakota geography.</p> <p>1.SS.2.B The student explains the following geographic features: coast, valley, prairie, desert, bay, harbor, peninsula, island</p> |
| 3 | Places on a Map | <p>1.SS.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.</p> <p>1.SS.1.B The student can locate the North Pole and the South Pole on a map and on a globe.</p> <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, 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</p> |
| Unit 2: History | | |
| 4 | History | <p>1.SS.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.</p> <p>1.SS.1.E The student can distinguish between a primary source and a secondary source.</p> |
| 5 | Changes Over Time | <p>1.SS.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.</p> <p>1.SS.1.C The student can place events in his or her life in the correct</p> |



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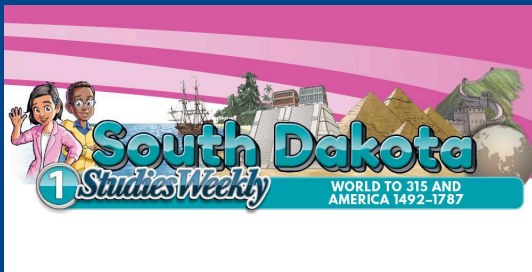
| Week | Title | Standards Covered |
|--------------------------------------|-------------------------------------|--|
| | | chronological order. |
| 6 | Life Long Ago and Today | 1.SS.3 The student demonstrates understanding of the modern way of life by comparing the following in history to prior eras. <ul style="list-style-type: none"> • acquisition of clothing, food, and shelter • communication by Internet, text, phones, mail • electricity, plumbing, heating, cooling • travel by plane, car, boat, horse and buggy, walking |
| Unit 3: Civics and Government | | |
| 7 | Important Documents | 1.SS.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. <p>1.SS.1.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.”</p> <p>1.SS.1.O The student can recite the Preamble to the United States Constitution from memory.</p> <p>1.SS.3 The student demonstrates understanding of the modern way of life by comparing the following in history to prior eras. <ul style="list-style-type: none"> • ability to believe and act on one’s beliefs without fear of arrest or worse • ability to speak one’s mind without fear of arrest or worse </p> |
| 8 | Characteristics of Citizens | <p>1.SS.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.</p> <p>1.SS.1.I The student can give examples of different ways that a group of people can make decisions.</p> <p>1.SS.1.J The student can give examples of virtues and actions related to excellence in character, knowledge, wisdom, and self-government.</p> |
| 9 | Public Buildings in Washington D.C. | <p>1.SS.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.</p> <p>1.SS.1.K The student can identify major public buildings in Washington, D.C., and their architectural styles.</p> |



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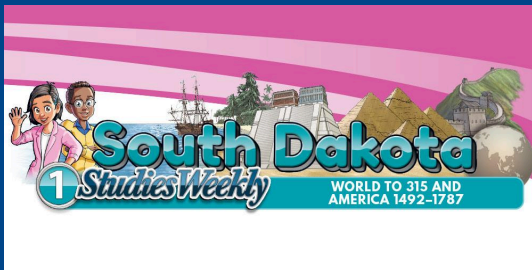
| Week | Title | Standards Covered |
|--------------------------------------|-------------------------------|---|
| 10 | Symbols of South Dakota | <p>1.SS.1 Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 1st grade.</p> <p>1.SS.1.L The student can identify the state flag and motto of South Dakota.</p> <p>1.SS.1.M The student can identify the South Dakota State Capitol Building and name the current governor.</p> <p>1.SS.11 The student demonstrates knowledge of the War of Independence.</p> <p>1.SS.11.C The student explains the meaning of the symbols on the American flag.</p> |
| Unit 4: Economics | | |
| 11 | Goods and Services | <p>1.SS.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.</p> <p>1.SS.1.F The student can give examples of goods (made, gathered, or grown products) that people buy, sell, and use.</p> <p>1.SS.1.G The student can give examples of services (actions) that people buy and sell.</p> <p>1.SS.1.H The student can give examples of a trade-off when working, buying, selling, and saving.</p> |
| Unit 5: Ancient Civilizations | | |
| 12 | Ancient Civilizations in Asia | <p>1.SS.4 The student demonstrates knowledge of ancient civilizations in Asia, the Middle East, northern Africa, and the eastern Mediterranean Sea.</p> <p>1.SS.4.A The student identifies the major cultural features, stories, and contributions of Ancient India, Babylon, and Ancient China.</p> |
| 13 | Ancient Babylon | <p>1.SS.4 The student demonstrates knowledge of ancient civilizations in Asia, the Middle East, northern Africa, and the eastern Mediterranean Sea.</p> <p>1.SS.4.A The student identifies the major cultural features, stories, and contributions of Ancient India, Babylon, and Ancient China.</p> |
| 14 | Ancient Egypt | <p>1.SS.4 The student demonstrates knowledge of ancient civilizations in Asia, the</p> |



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| Week | Title | Standards Covered |
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| | | <p>Middle East, northern Africa, and the eastern Mediterranean Sea.</p> <p>1.SS.4.B The student identifies the major cultural features, stories, and contributions of Ancient Egypt, including agriculture, hieroglyphic writing, and papyrus.</p> <p>1.SS.4.C The student explains the major historical events and stories of the ancient Hebrews.</p> |
| 15 | Ancient Greece | <p>1.SS.4 The student demonstrates knowledge of ancient civilizations in Asia, the Middle East, northern Africa, and the eastern Mediterranean Sea.</p> <p>1.SS.4.E The student tells the story of the Persian Wars, including the battles of Marathon and Thermopylae.</p> <p>1.SS.4.F The student identifies the major cultural features and contributions of Athens, including pottery, architecture, sculpture, and democracy.</p> <p>1.SS.4.G The student tells the story of the Peloponnesian War.</p> <p>1.SS.4.H The student tells the story of the conquests of Alexander of Macedon.</p> |
| 16 | Culture of Ancient Greece | <p>1.SS.4 The student demonstrates knowledge of ancient civilizations in Asia, the Middle East, northern Africa, and the eastern Mediterranean Sea.</p> <p>1.SS.4.D The student identifies the major figures and stories within Greek mythology.</p> <p>1.SS.4.F The student identifies the major cultural features and contributions of Athens, including pottery, architecture, sculpture, and democracy.</p> |
| Unit 6: Founding of Rome | | |
| 17 | Ancient Rome | <p>1.SS.5 The student demonstrates knowledge of the Roman Republic and the Roman Empire.</p> <p>1.SS.5.A The student tells the stories of the founding of Rome and of the Roman Republic.</p> <p>1.SS.5.B The student identifies the major cultural features and contributions of Rome, including in architecture, engineering, and government.</p> <p>1.SS.5.C The student tells the story of the Punic Wars.</p> |
| 18 | The Roman Empire | <p>1.SS.5 The student demonstrates knowledge of the Roman Republic and the Roman Empire.</p> |



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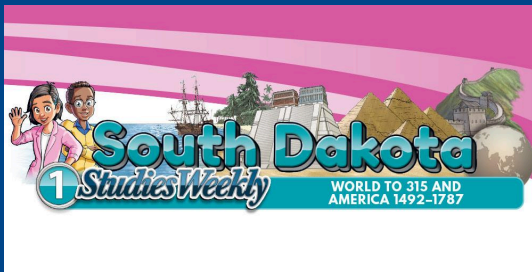
| Week | Title | Standards Covered |
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| | | <p>1.SS.5.A The student tells the stories of the founding of Rome and of the Roman Republic.</p> <p>1.SS.5.D The student tells the story of the Roman civil wars and the triumvirates.</p> <p>1.SS.5.E The student identifies key Roman Emperors and events of the Roman Empire.</p> |
| Unit 7: Life in the Americas and European Exploration | | |
| 19 | Native American Tribes of South Dakota | <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 (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.</p> |
| 20 | The Age of Exploration | <p>1.SS.1.D The student can draw a depiction of a historical event or figure that intentionally reflects a story learned in class.</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.A The student explains the various European motivations for exploration.</p> <p>1.SS.7.B The student tells the biography of Christopher Columbus, including his theories about a faster western route to Asia and his first voyage.</p> |
| 21 | Effects of the Age of Exploration | <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.C The student explains the Columbian Exchange of resources, people, and disease, including how smallpox decimated Native Americans.</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.7.E The student explains the history of slavery, including in ancient times and in the 15th century.</p> |



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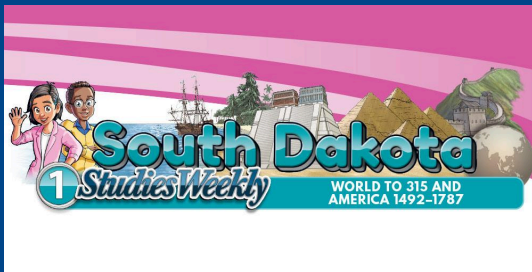
| Week | Title | Standards Covered |
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| | | <p>1.SS.7.F The student explains why slavery is morally evil.</p> <p>1.SS.8 The student demonstrates knowledge of European exploration and settlement of what would become the United States.</p> <p>1.SS.8.A The student explains the Triangle Trade.</p> |
| Unit 8: Colonization | | |
| 22 | The Founding of Jamestown | <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.G The student tells the story of the founding of Jamestown, including:</p> <ul style="list-style-type: none"> the stories of John Smith, Matoaka (Pocahontas), and John Rolfe the Starving Time the cultivation of tobacco the arrival of Africans from a Dutch slave ship captured by the English |
| 23 | The Founding of Plymouth | <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.H The student tells the story of the founding of Plymouth and Massachusetts Bay, including:</p> <ul style="list-style-type: none"> the stories of William Bradford and John Winthrop the backgrounds and motivations of the Mayflower passengers the Mayflower Compact the assistance of the Wampanoag the first Thanksgiving the meaning of John Winthrop's "city upon a hill" <p>1.SS.7.I The student explains why rules and laws are important for ensuring that people live freely and in peace.</p> |
| 24 | Life in the British Colonies | <p>1.SS.8 The student demonstrates knowledge of European exploration and settlement of what would become the United States.</p> <p>1.SS.8.B The student explains the ways of life among the New England, Middle, and Southern colonies.</p> |



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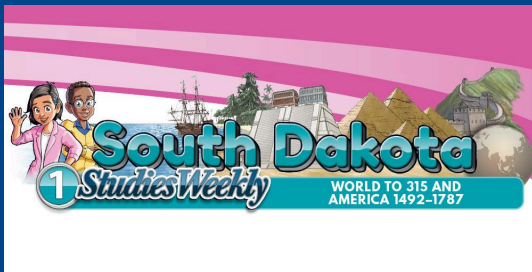
| Week | Title | Standards Covered |
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| | | <p>1.SS.8.C The student explains the status and effects of each of the following in colonial society, and the extents to which these were rare in history: private property, education, local self-government, and religious freedom.</p> <p>1.SS.8.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.</p> |
| 25 | Government in the Colonies | <p>1.SS.8 The student demonstrates knowledge of European exploration and settlement of what would become the United States.</p> <p>1.SS.8.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 self-government, and religious freedom.</p> <p>1.SS.8.E The student explains how England left the colonists alone to live and govern themselves, and why this was good for the colonists.</p> <p>1.SS.8.F The student explains the rule of law, compared and contrasted in the Magna Carta to the arbitrary rule of man.</p> |
| 26 | The French and Indian War | <p>1.SS.8 The student demonstrates knowledge of European exploration and settlement of what would become the United States.</p> <p>1.SS.8.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.</p> |
| Unit 9: American Revolution | | |
| 27 | The Acts of the British Government | <p>1.SS.9 The student demonstrates knowledge of events leading to the American Revolution.</p> <p>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.</p> <p>1.SS.9.B The student explains how the colonists responded to Great Britain’s</p> |



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| Week | Title | Standards Covered |
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| | | <p>new claims of power over them.</p> <p>1.SS.9.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.</p> |
| 28 | The Actions of the Colonists | <p>1.SS.1.D The student can draw a depiction of a historical event or figure that intentionally reflects a story learned in class.</p> <p>1.SS.9 The student demonstrates knowledge of events leading to the American Revolution.</p> <p>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.</p> <p>1.SS.9.B The student explains how the colonists responded to Great Britain's new claims of power over them.</p> <p>1.SS.9.D The student tells the story of the Boston Tea Party and the response by the British.</p> <p>1.SS.9.E The student tells the stories of Paul Revere's ride and the Battles of Lexington and Concord.</p> |
| 29 | The Declaration of Independence | <p>1.SS.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.</p> <p>1.SS.1.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."</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.A The student explains why the colonists declared independence from Great Britain.</p> <p>1.SS.10.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."</p> |



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| Week | Title | Standards Covered |
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| | | <p>1.SS.10.C The student explains the meaning of “created equal.”</p> <p>1.SS.10.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.</p> <p>1.SS.10.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.”</p> <p>1.SS.10.F The student explains that the purpose of government as outlined in the Declaration of Independence is to protect people equally.</p> |
| 30 | The War of Independence | <p>1.SS.11 The student demonstrates knowledge of the War of Independence.</p> <p>1.SS.11.D The student tells the story of how the Americans won the War of Independence.</p> |
| 31 | The Life of George Washington | <p>1.SS.1.D The student can draw a depiction of a historical event or figure that intentionally reflects a story learned in class.</p> <p>1.SS.11 The student demonstrates knowledge of the War of Independence.</p> <p>1.SS.11.A The student tells the biography of George Washington, including:</p> <ul style="list-style-type: none"> • his upbringing • his fighting in the French and Indian War • his ownership of slaves at Mount Vernon • his crossing of the Delaware River and his leadership at Valley Forge • his presiding at the Constitutional Convention • his freeing of slaves at Mount Vernon upon his death and that of his wife, Martha • the building of the Washington Monument |
| 32 | The Life of Thomas Jefferson | <p>1.SS.1.D The student can draw a depiction of a historical event or figure that intentionally reflects a story learned in class.</p> <p>1.SS.11 The student demonstrates knowledge of the War of Independence.</p> <p>1.SS.11.B The student tells the biography of Thomas Jefferson, including:</p> <ul style="list-style-type: none"> • his upbringing • his ownership of slaves at Monticello |



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| Week | Title | Standards Covered |
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| | | <ul style="list-style-type: none">• his writing of the Declaration of Independence• his purchase of Louisiana from France• the building of the Jefferson Memorial |



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| Week | Title | Standards Covered |
|---|---------------------|---|
| Unit 1: Foundations of Geography and History | | |
| 1 | Map Skills | <p>2.SS.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 2nd grade.</p> <p>2.SS.1.A The student can move his or her finger on a map and on a globe in the correct cardinal direction when asked.</p> <p>2.SS.1.B The student can describe the location of a place on a map and on a globe in relation to the location of a second place by using the terms north, south, east, and west.</p> <p>2.SS.1.C The student can use a map key to understand different symbols on a map.</p> |
| 2 | Locating Places | <p>2.SS.2 The student demonstrates knowledge of American geography and map regions.</p> <p>2.SS.2.A The Student located each of the following on a map: Equator, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Prime Meridian, Eastern Hemisphere, Western Hemisphere</p> |
| 3 | Geographic Features | <p>2.SS.2 The student demonstrates knowledge of American geography and map regions.</p> <p>2.SS.2.B The student Explains the following geographic features: plateau, isthmus, tropics, tundra, rainforest, ocean currents, wind current</p> |
| 4 | Timelines | <p>2.SS.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 2nd grade.</p> <p>2.SS.1.D The student can place images depicting historical events in the correct chronological order and explain their relationship to one another.</p> |
| 5 | Citizenship | <p>2.SS.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 2nd grade.</p> <p>2.SS.1.E The student can give examples of virtues and actions related to respecting the rule of law and having the courage to do what is morally right.</p> |



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| Week | Title | Standards Covered |
|--|---|---|
| 6 | Holidays | <p>2.SS.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 2nd grade.</p> <p>2.SS.1.F The student can identify the major national holidays and their meanings.</p> |
| 7 | Landmarks | <p>2.SS.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 2nd grade.</p> <p>2.SS.1.G The student can identify the following manmade landmarks in the United States: The Alamo, Transcontinental Railroad, Brooklyn Bridge, Statue of Liberty, Crazy Horse Memorial, Route 66, Mount Rushmore, Hoover Dam, Golden Gate Bridge, Mackinac Bridge, Gateway Arch, One World Trade Center</p> |
| Unit 2: The End of Rome and Europe in the Middle Ages | | |
| 8 | Christianity and the Fall of the Roman Empire | <p>2.SS.3 The student demonstrates knowledge of the fall of Rome and the Middle Ages.</p> <p>2.SS.3.A The student identifies the major historical events, cultural features, stories, and religious contributions of the early Christians.</p> <p>2.SS.3.B The student identifies the major events during the rule of Constantine, including the legalization of Christianity and the moving of the Roman capital to Constantinople.</p> <p>2.SS.3.C The student tells the story of the barbarian invasions and the fall of the Roman Empire.</p> |
| 9 | The Early Middle Ages | <p>2.SS.3 The student demonstrates knowledge of the fall of Rome and the Middle Ages.</p> <p>2.SS.3.D The student explains how society changed with the fall of the Roman Empire.</p> <p>2.SS.3.E The student explains the establishment of monasteries and their role in the Middle Age.</p> <p>2.SS.3.F The student identifies the major historical events, cultural features, stories, and religious contributions of the early Muslims.</p> |
| 10 | Vikings and Normans | <p>2.SS.3 The student demonstrates knowledge of the fall of Rome and the Middle Ages.</p> |



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| Week | Title | Standards Covered |
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| | | <p>2.SS.3.G The student identifies the historical events of the Carolingian dynasty and the Viking invasions.</p> <p>2.SS.3.H The student explains the practice of feudalism in European societies.</p> <p>2.SS.3.I The student tells the stories of the Norman Conquest, the rule of King John of England, and the signing of the Magna Carta.</p> |
| 11 | The Late Middle Ages | <p>2.SS.4 The student demonstrates knowledge of the Late Middle Ages and the Renaissance</p> <p>2.SS.4.A The student identifies the origins, historical events, and different perspectives of the conflicts between Muslims and Christians both before and during the crusades.</p> <p>2.SS.4.B The student identifies the developments and achievements of the high Middle Ages, including the power of the papacy and the founding of mendicant orders.</p> |
| 12 | The Middle Ages Around the World | <p>2.SS.4 The student demonstrates knowledge of the Late Middle Ages and the Renaissance</p> <p>2.SS.4.C The student identifies key developments in Africa, including the influence of Islam and Christianity and the civilizations of Ghana, Mali, and Songhay.</p> <p>2.SS.4.D The student identifies key developments in India, including Hinduism and Mongol and Muslim rule.</p> <p>2.SS.4.E The student identifies key developments in China, including Confucianism and the major dynasties.</p> <p>2.SS.4.F The student identifies key developments in Japan, including Japanese Buddhism, feudalism, and shoguns.</p> |
| 13 | Change and the Renaissance | <p>2.SS.4 The student demonstrates knowledge of the Late Middle Ages and the Renaissance</p> <p>2.SS.4.G The student identifies the disruptions to society in the late Middle Ages, including the Black Death, the Great Schism of 1378, and the Hundred Years' War.</p> <p>2.SS.4.H The student identifies the origins and major ideas of the Renaissance including a revival of classical Greece and Rome.</p> |



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| Week | Title | Standards Covered |
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| | | <p>2.SS.4.I The student explains the major cultural features and contributions of the Renaissance in Italy and Northern Europe in painting, architecture, and sculpture.</p> |
| Unit 3: The Government of the United States | | |
| 14 | The Constitution of the United States | <p>2.SS.5 The student demonstrates knowledge of the United States Constitution</p> <p>2.SS.5.A The student explains what a constitution does.</p> <p>2.SS.5.C The student listens to and discusses the meaning of the Preamble to the U.S. Constitution and selections from the Bill of Rights</p> <p>2.SS.6 The student demonstrates knowledge of American citizenship and civic participation</p> <p>2.SS.6.C The student explains each of the following guarantees in the Bill of Rights: freedom of speech, freedom of religion, and right to trial by jury.</p> <p>2.SS.6.D The student explains the importance of free speech, the free press, and civil dialogue in representative self-government.</p> |
| 15 | The United States Government | <p>2.SS.5 The student demonstrates knowledge of the United States Constitution</p> <p>2.SS.5.D The student explains the difference between legislative (law making), executive (law enforcing), and judicial (law judging) powers.</p> <p>2.SS.5.E The student explains what Congress, the President, and the Supreme Court each do.</p> <p>2.SS.5.G The student explains what a governor and state legislators do.</p> |
| 16 | We the People | <p>2.SS.5 The student demonstrates knowledge of the United States Constitution</p> <p>2.SS.5.B The student explains how representation lets the people choose the most responsible individuals to make the laws.</p> <p>2.SS.5.F The student explains how a law is made.</p> <p>2.SS.6 The student demonstrates knowledge of American citizenship and civic participation</p> |



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| Week | Title | Standards Covered |
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| | | <p>2.SS.6.A The student explains the legal meaning of "citizen" in the United States and how someone becomes a citizen.</p> <p>2.SS.6.B The student explains the importance of a knowledgeable, good, and hard-working citizenry in America.</p> |
| Unit 4: Early United States History | | |
| 17 | George Washington and Thomas Jefferson | <p>2.SS.7 The student demonstrates knowledge of the early United States under the Constitution</p> <p>2.SS.7.A 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>2.SS.7.B The student listens to and discusses the meaning of George Washington's Thanksgiving Proclamation in its entirety.</p> <p>2.SS.7.C The student tells of the major events in Thomas Jefferson's presidency, including the purchase of the Louisiana Territory, war with the Barbary pirates, and the end of the international slave trade.</p> |
| 18 | War and Change | <p>2.SS.7 The student demonstrates knowledge of the early United States under the Constitution</p> <p>2.SS.7.E The student tells the stories of the Burning of Washington and the Battle of New Orleans in the war of 1812.</p> <p>2.SS.7.F The student listens to and explains the meaning of the first stanza to "The Star-Spangled Banner."</p> <p>2.SS.8 The student demonstrates knowledge of American history between the War of 1812 and the presidency of Andrew Jackson</p> <p>2.SS.8.A The student names inventions that helped transform the American economy and way of life in the first half of the 19th century, especially in transportation.</p> |
| 19 | Expansion | <p>2.SS.7 The student demonstrates knowledge of the early United States under the Constitution</p> |



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| Week | Title | Standards Covered |
|------|----------------------------------|---|
| | | <p>2.SS.7.D The student tells the story of the Corps of Discovery exploring the Louisiana Territory, including its path through South Dakota.</p> <p>2.SS.8 The student demonstrates knowledge of American history between the War of 1812 and the presidency of Andrew Jackson</p> <p>2.SS.8.B The student identifies various examples of westward expansion prior to the Civil War.</p> <p>2.SS.9 The student demonstrates knowledge of westward expansion's effects on relationships with Native Americans and the electoral divide over slavery.</p> <p>2.SS.9.A The student tells about the fur trade, mountain men, and the Santa Fe Trail.</p> |
| 20 | The Presidency of Andrew Jackson | <p>2.SS.8 The student demonstrates knowledge of American history between the War of 1812 and the presidency of Andrew Jackson</p> <p>2.SS.8.E The students tells the biography of Andrew Jackson, including:</p> <ul style="list-style-type: none"> • his upbringing • his ownerships of slaves • his fighting in the War of 1812 and the Battle of New Orleans • his actions, both diplomatic and military, toward Native American tribes • his views on democracy • his presidency |
| 21 | Life in the 1800s | <p>2.SS.8 The student demonstrates knowledge of American history between the War of 1812 and the presidency of Andrew Jackson</p> <p>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.</p> <p>2.SS.8.D The student explains the electoral relationship between the number of slave states and the perpetuation of slavery.</p> <p>2.SS.9 The student demonstrates knowledge of westward expansion's effects on relationships with Native Americans and the electoral divide over slavery.</p> <p>2.SS.9.C The student explains the differences between various geographic regions, especially the growing divide in culture, lifestyle, and economics between the northern states and the southern states.</p> |
| 22 | The Abolitionist Movement | <p>2.SS.9 The student demonstrates knowledge of westward expansion's effects on relationships with Native Americans and the electoral divide over slavery.</p> |



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| Week | Title | Standards Covered |
|---|------------------------------|--|
| | | <p>2.SS.9.D The student explains the work of the abolitionist movement and leading abolitionists, such as Frederick Douglass, Harriet Tubman, and the Underground Railroad.</p> <p>2.SS.9.E The student tells the biography of Frederick Douglass, including:</p> <ul style="list-style-type: none"> his upbringing his learning to read his escape from slavery his abolitionist writings his initial and later views of the Declaration of Independence and the Constitution. |
| 23 | Women's Suffrage | <p>2.SS.9 The student demonstrates knowledge of westward expansion's effects on relationships with Native Americans and the electoral divide over slavery.</p> <p>2.SS.9.F The student tells the story of women's suffrage efforts in the mid-19th century.</p> |
| 24 | Changes for Native Americans | <p>2.SS.9 The student demonstrates knowledge of westward expansion's effects on relationships with Native Americans and the electoral divide over slavery.</p> <p>2.SS.9.B The student tells the story of the Trails of Tears, particularly the 1838 Cherokee removal following the Treaty of New Echota.</p> <p>2.SS.11 The student demonstrates knowledge of the American Civil War and Reconstruction.</p> <p>2.SS.11.F The student tells of the removal and relocation of the Dakota, Lakota, and Nakota.</p> |
| Unit 5: The Civil War and Reconstruction | | |
| 25 | Changes in America | <p>2.SS.10 The student demonstrates knowledge of events leading up to the Civil War.</p> <p>2.SS.10.A The student explains how the Mexican-American War, the Mexican Cession, and the California Gold Rush reignited the issue of the expansion of slavery.</p> |
| 26 | The Start of the Civil War | <p>2.SS.10 The student demonstrates knowledge of events leading up to the Civil War.</p> <p>2.SS.10.B The student tells the biography of Abraham Lincoln, including:</p> <ul style="list-style-type: none"> his upbringing his self-education |



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| Week | Title | Standards Covered |
|------|-------------------------|--|
| | | <ul style="list-style-type: none"> 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. <p>2.SS.10.C The student explains Abraham Lincoln's argument against the idea that right and wrong simply depend on what most people want.</p> <p>2.SS.10.D The student tells the story of how the Civil War began.</p> <p>2.SS.10.E The student explains the major and minor causes of the Civil War, especially the political tension surrounding the spread of slavery.</p> <p>2.SS.11 The student demonstrates knowledge of the American Civil War and Reconstruction.</p> <p>2.SS.11.C The student explains what the Emancipation Proclamation did.</p> <p>2.SS.11.D 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> |
| 27 | Events of the Civil War | <p>2.SS.11 The student demonstrates knowledge of the American Civil War and Reconstruction.</p> <p>2.SS.11.A The student identifies the roles of contributions of the major figures in the Civil War, including Robert E. Lee, Clara Barton, Ulysses S. Grant, and William Tecumseh Sherman.</p> <p>2.SS.11.B The student tells the stories of the Battle of Gettysburg and Sherman's march to the Sea in the Civil War.</p> <p>2.SS.11.E The student listens to and discusses the meaning of Abraham Lincoln's Gettysburg Address.</p> |
| 28 | Reconstruction | <p>2.SS.11 The student demonstrates knowledge of the American Civil War and Reconstruction.</p> <p>2.SS.11.G The student tells the story of and explains the reasons why the Union won the Civil War.</p> |



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| Week | Title | Standards Covered |
|--|-------------------------------|--|
| | | <p>2.SS.11.H The student explains the different effects of the Civil War in the North and the South.</p> <p>2.SS.11.I The student states and explains the successes and failures of Reconstruction.</p> |
| Unit 6: The Gilded Age and Early 20th Century | | |
| 29 | Settling in South Dakota | <p>2.SS.11 The student demonstrates knowledge of the American Civil War and Reconstruction.</p> <p>2.SS.11.J The student tells of the settlement of South Dakota by Union veterans, and their influence on South Dakota civic life.</p> <p>2.SS.12 The student demonstrates knowledge of the Gilded Age and the beginning of the 20th Century.</p> <p>2.SS.12.C The student describes the life of pioneers in South Dakota during the late 1800s.</p> <p>2.SS.12.D The student explains the symbols of the Great Seal of the State of South Dakota.</p> |
| 30 | The Gilded Age | <p>2.SS.12 The student demonstrates knowledge of the Gilded Age and the beginning of the 20th Century.</p> <p>2.SS.12.A The student names inventions that transformed the American economy and way of life away from agrarianism in the second half of the 19th century and the early 20th century.</p> <p>2.SS.12.B The student explains the reasons and origins of those who immigrated to America after the Civil War.</p> <p>2.SS.12.E The student describes the various responses to poor working conditions and standards of living.</p> <p>2.SS.12.I The student explains laws concerning child labor, workplace safety regulation, and food regulation.</p> |
| 31 | Changes for African Americans | <p>2.SS.12 The student demonstrates knowledge of the Gilded Age and the beginning of the 20th Century.</p> <p>2.SS.12.F The student explains the kinds of discrimination against African Americans that was present in certain states in the decades following Reconstruction.</p> |



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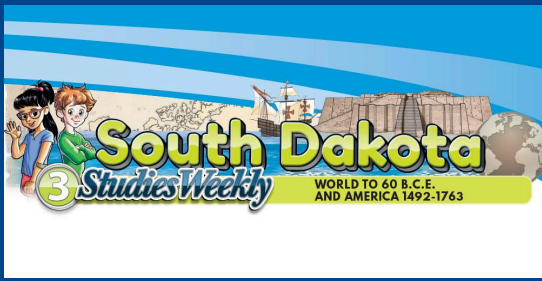
| Week | Title | Standards Covered |
|------|---|--|
| | | 2.SS.12.G The student explains the ideas and efforts for the betterment of African Americans around 1900, including those of Booker T. Washington, Anna Julia Cooper, and W.E.B. DuBois. |
| 32 | William McKinley and Theodore Roosevelt | <p>2.SS.12 The student demonstrates knowledge of the Gilded Age and the beginning of the 20th Century.</p> <p>2.SS.12.H The student tells of the major events in William McKinley's presidency, including the annexation of Hawaii and the Spanish-American War.</p> <p>2.SS.12.J The student tells the biography of Theodore Roosevelt, including:</p> <ul style="list-style-type: none"> • his upbringing • his life outside of politics, especially in the West • his presidency • his efforts at conservation |



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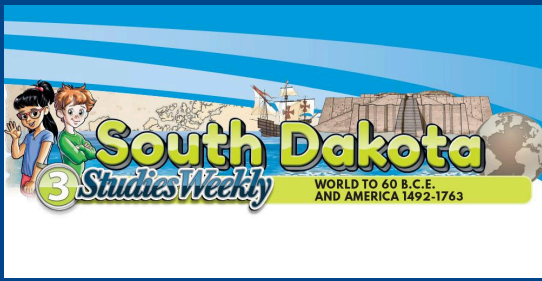
| Week | Title | Standards Covered |
|--|------------------------------------|--|
| Unit 1: Ancient Civilizations in Asia | | |
| 1 | Development of Early Civilizations | <p>3.SS.1 Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 3rd grade.</p> <p>3.SS.1.A The student can correctly use terms related to time periods or dates in history, including:</p> <ul style="list-style-type: none"> • decade • century • millennium • 1700s, 1800s, etc. • 1492, 1776, etc. <p>3.SS.3.A The student explains the roles of climate and environmental changes, hunter-gatherer societies, metallurgy, and agriculture in the development of early civilizations.</p> |
| 2 | The Geography of Ancient Asia | <p>3.SS.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 3rd grade.</p> <p>3.SS.1.A The student can correctly use terms related to time periods or dates in history, including:</p> <ul style="list-style-type: none"> • decade • century • millennium • 1700s, 1800s, etc. • 1492, 1776, etc. <p>3.SS.3 The student demonstrates knowledge of ancient civilizations in Asia, the Middle East, and Northern Africa.</p> |
| 3 | Ancient India | <p>3.SS.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 3rd grade.</p> <p>3.SS.1.A The student can correctly use terms related to time periods or dates in history, including:</p> <ul style="list-style-type: none"> • decade • century • millennium • 1700s, 1800s, etc. • 1492, 1776, etc. <p>3.SS.3.B The student explains the major historical events, cultural features,</p> |



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| Week | Title | Standards Covered |
|---|--|---|
| | | stories, and civil contributions of Ancient India, Babylon, Persia, and Ancient China, including polytheism, metalsmithing, the domestication of animals, and inventions such as the wheel, plow, and writing. |
| 4 | Foundations of Ancient China | <p>3.SS.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 3rd grade.</p> <p>3.SS.1.A The student can correctly use terms related to time periods or dates in history, including:</p> <ul style="list-style-type: none"> • decade • century • millennium • 1700s, 1800s, etc. • 1492, 1776, etc. <p>3.SS.3.B The student explains the major historical events, cultural features, stories, and civil contributions of Ancient India, Babylon, Persia, and Ancient China, including polytheism, metalsmithing, the domestication of animals, and inventions such as the wheel, plow, and writing.</p> |
| 5 | Chinese Dynasties | <p>3.SS.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 3rd grade.</p> <p>3.SS.1.A The student can correctly use terms related to time periods or dates in history, including:</p> <ul style="list-style-type: none"> • decade • century • millennium • 1700s, 1800s, etc. • 1492, 1776, etc. <p>3.SS.3.B The student explains the major historical events, cultural features, stories, and civil contributions of Ancient India, Babylon, Persia, and Ancient China, including polytheism, metalsmithing, the domestication of animals, and inventions such as the wheel, plow, and writing.</p> |
| Unit 2: Ancient Civilizations in the Middle East and Northern Africa | | |
| 6 | Geography of the Ancient Middle East and Northern Africa | <p>3.SS.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 3rd grade.</p> <p>3.SS.1.A The student can correctly use terms related to time periods or dates in history, including:</p> <ul style="list-style-type: none"> • decade |



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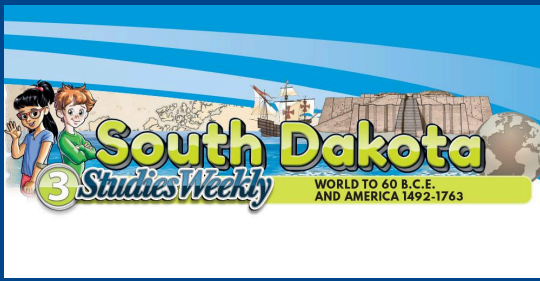
| Week | Title | Standards Covered |
|------|-----------|---|
| | | <ul style="list-style-type: none"> • century • millennium • 1700s, 1800s, etc. • 1492, 1776, etc. <p>3.SS.3 The student demonstrates knowledge of ancient civilizations in Asia, the Middle East, and Northern Africa.</p> |
| 7 | Babylonia | <p>3.SS.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 3rd grade.</p> <p>3.SS.1.A The student can correctly use terms related to time periods or dates in history, including:</p> <ul style="list-style-type: none"> • decade • century • millennium • 1700s, 1800s, etc. • 1492, 1776, etc. <p>3.SS.3.B The student explains the major historical events, cultural features, stories, and civil contributions of Ancient India, Babylon, Persia, and Ancient China, including polytheism, metalsmithing, the domestication of animals, and inventions such as the wheel, plow, and writing.</p> <p>3.SS.5.F The student explains the history of slavery from ancient times through the 15th century slave trade among Africans, Arabs, and Europeans, and compares it to the practice of indentured servitude.</p> |
| 8 | Persia | <p>3.SS.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 3rd grade.</p> <p>3.SS.1.A The student can correctly use terms related to time periods or dates in history, including:</p> <ul style="list-style-type: none"> • decade • century • millennium • 1700s, 1800s, etc. • 1492, 1776, etc. <p>3.SS.3.B The student explains the major historical events, cultural features, stories, and civil contributions of Ancient India, Babylon, Persia, and Ancient China, including polytheism, metalsmithing, the domestication of animals, and inventions such as the wheel, plow, and writing.</p> <p>3.SS.5.F The student explains the history of slavery from ancient times through</p> |



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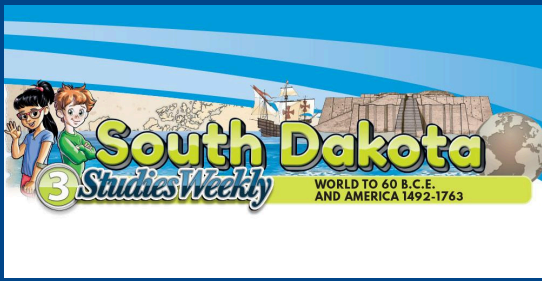
| Week | Title | Standards Covered |
|------|------------------------------|--|
| | | the 15th century slave trade among Africans, Arabs, and Europeans, and compares it to the practice of indentured servitude. |
| 9 | Foundations of Ancient Egypt | <p>3.SS.1 Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 3rd grade.</p> <p>3.SS.1.A The student can correctly use terms related to time periods or dates in history, including:</p> <ul style="list-style-type: none"> • decade • century • millennium • 1700s, 1800s, etc. • 1492, 1776, etc. <p>3.SS.3.C The student explains the major historical events, cultural features, stories, and civil contributions of Ancient Egypt, including agriculture, the calendar, hieroglyphic writing, and papyrus.</p> |
| 10 | Life in Ancient Egypt | <p>3.SS.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 3rd grade.</p> <p>3.SS.1.A The student can correctly use terms related to time periods or dates in history, including:</p> <ul style="list-style-type: none"> • decade • century • millennium • 1700s, 1800s, etc. • 1492, 1776, etc. <p>3.SS.1.C The student can evaluate a historical event through writing a narrative paragraph.</p> <p>3.SS.3.C The student explains the major historical events, cultural features, stories, and civil contributions of Ancient Egypt, including agriculture, the calendar, hieroglyphic writing, and papyrus.</p> <p>3.SS.3.D The student explains the major historical events, cultural features, and stories of the ancient Hebrews.</p> <p>3.SS.5.F The student explains the history of slavery from ancient times through the 15th century slave trade among Africans, Arabs, and Europeans, and</p> |



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| Week | Title | Standards Covered |
|-------------------------------|---------------------------------------|---|
| | | compares it to the practice of indentured servitude. |
| Unit 3: Ancient Greece | | |
| 11 | Foundations of Ancient Greece | <p>3.SS.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 3rd grade.</p> <p>3.SS.1.A The student can correctly use terms related to time periods or dates in history, including:</p> <ul style="list-style-type: none"> • decade • century • millennium • 1700s, 1800s, etc. • 1492, 1776, etc. <p>3.SS.1.C The student can evaluate a historical event through writing a narrative paragraph.</p> |
| 12 | Culture and Society of Ancient Greece | <p>3.SS.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 3rd grade.</p> <p>3.SS.1.A The student can correctly use terms related to time periods or dates in history, including:</p> <ul style="list-style-type: none"> • decade • century • millennium • 1700s, 1800s, etc. • 1492, 1776, etc. <p>3.SS.4 The student demonstrates knowledge of Ancient Greece and the Roman Republic.</p> <p>3.SS.4.A The student identifies the major figures and stories within Greek and Roman mythology.</p> <p>3.SS.4.B The student explains the causes, warfare, and effects of the Persian Wars, including the battles of Marathon and Thermopylae.</p> |



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| Week | Title | Standards Covered |
|-----------------------------------|------------------------|---|
| | | <p>3.SS.4.C The student explains the major cultural features and contributions of Athens, including pottery, architecture, sculpture, drama, and democratic institutions and practices.</p> <p>3.SS.4.D The student explains the causes, warfare, and effects of the Peloponnesian War.</p> <p>3.SS.5.F The student explains the history of slavery from ancient times through the 15th century slave trade among Africans, Arabs, and Europeans, and compares it to the practice of indentured servitude.</p> |
| 13 | The Hellenistic Period | <p>3.SS.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 3rd grade.</p> <p>3.SS.1.A The student can correctly use terms related to time periods or dates in history, including:</p> <ul style="list-style-type: none"> • decade • century • millennium • 1700s, 1800s, etc. • 1492, 1776, etc. <p>3.SS.4 The student demonstrates knowledge of Ancient Greece and the Roman Republic.</p> <p>3.SS.4.E The student tells of the conquests of Alexander of Macedon and the spread of Greek culture in the Hellenistic Period.</p> |
| Unit 4: The Roman Republic | | |
| 14 | The Founding of Rome | <p>3.SS.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 3rd grade.</p> <p>3.SS.1.A The student can correctly use terms related to time periods or dates in history, including:</p> <ul style="list-style-type: none"> • decade • century • millennium • 1700s, 1800s, etc. • 1492, 1776, etc. <p>3.SS.4 The student demonstrates knowledge of Ancient Greece and the Roman</p> |



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| Week | Title | Standards Covered |
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| | | <p>Republic.</p> <p>3.SS.4.F The student explains the stories and events surrounding the founding of Rome and the Roman Republic.</p> |
| 15 | Culture and Technology in the Roman Republic | <p>3.SS.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 3rd grade.</p> <p>3.SS.1.A The student can correctly use terms related to time periods or dates in history, including:</p> <ul style="list-style-type: none"> • decade • century • millennium • 1700s, 1800s, etc. • 1492, 1776, etc. <p>3.SS.4 The student demonstrates knowledge of Ancient Greece and the Roman Republic.</p> <p>3.SS.4.A The student identifies the major figures and stories within Greek and Roman mythology.</p> <p>3.SS.4.G The student explains the major cultural features and contributions of Rome, including in architecture, engineering, sculpture, the Latin language, and republican institutions and practices.</p> <p>3.SS.4.H The student explains the causes, warfare, and effects of the Punic Wars, including the roles of Hannibal and Scipio Africanus.</p> |
| 16 | The Government and Economy of the Roman Republic | <p>3.SS.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 3rd grade.</p> <p>3.SS.1.A The student can correctly use terms related to time periods or dates in history, including:</p> <ul style="list-style-type: none"> • decade • century • millennium • 1700s, 1800s, etc. • 1492, 1776, etc. <p>3.SS.4 The student demonstrates knowledge of Ancient Greece and the Roman Republic.</p> |



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| Week | Title | Standards Covered |
|---|---|---|
| | | <p>3.SS.4.G The student explains the major cultural features and contributions of Rome, including in architecture, engineering, sculpture, the Latin language, and republican institutions and practices.</p> <p>3.SS.4.H The student explains the causes, warfare, and effects of the Punic Wars, including the roles of Hannibal and Scipio Africanus.</p> <p>3.SS.5.F The student explains the history of slavery from ancient times through the 15th century slave trade among Africans, Arabs, and Europeans, and compares it to the practice of indentured servitude.</p> |
| Unit 5: Geography of the United States | | |
| 17 | Physical Characteristics of the United States | <p>3.SS.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 3rd grade.</p> <p>3.SS.1.A The student can correctly use terms related to time periods or dates in history, including:</p> <ul style="list-style-type: none"> • decade • century • millennium • 1700s, 1800s, etc. • 1492, 1776, etc. <p>3.SS.2 The student demonstrates knowledge of American and South Dakota geography.</p> <p>3.SS.2.A The student locates on a map and describes the features of America's physical geography, including: ocean coastlines, Gulf of Mexico, Hudson River, Appalachian Mountains, Ohio River, Great Lakes, Niagara Falls, Mississippi River, local geography</p> |
| 18 | Human Characteristics of the United States | <p>3.SS.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 3rd grade.</p> <p>3.SS.1.A The student can correctly use terms related to time periods or dates in history, including:</p> <ul style="list-style-type: none"> • decade • century • millennium • 1700s, 1800s, etc. • 1492, 1776, etc. <p>3.SS.2 The student demonstrates knowledge of American and South Dakota</p> |



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| Week | Title | Standards Covered |
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| | | <p>geography.</p> <p>3.SS.2.B The student locates on a map all fifty states in America.</p> <p>3.SS.2.C The student locates on a map the major regions of the United States, including: New England, The East Coast, The Great Lakes, The Great Plains, The Mid-Atlantic, The Midwest, The Pacific Northwest, The South, The Southwest, The West Coast, Alaska, Hawaii</p> <p>3.SS.2.D The student locates New York City and Philadelphia on a map and spells their names correctly.</p> <p>3.SS.2.E The student locates Washington, D.C. on a map and identifies it as our nation's capital.</p> |
| 19 | Human and Physical Characteristics of South Dakota | <p>3.SS.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 3rd grade.</p> <p>3.SS.1.A The student can correctly use terms related to time periods or dates in history, including:</p> <ul style="list-style-type: none"> • decade • century • millennium • 1700s, 1800s, etc. • 1492, 1776, etc. <p>3.SS.2 The student demonstrates knowledge of American and South Dakota geography.</p> <p>3.SS.2.F The student locates South Dakota, Pierre, Rapid City, and Sioux Falls on a map and spells their names correctly.</p> <p>3.SS.2.G The student locates on a map the major reservations in South Dakota.</p> <p>3.SS.2.H The student locates on a map the following geographic features of South Dakota: Black Hills, Badlands, Bear Butte, Spearfish Canyon, Black Elk Peak, Missouri River, James River, Big Sioux River</p> |
| Unit 6: Life in the Americas and European Exploration | | |
| 20 | Life in North America | <p>3.SS.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 3rd grade.</p> |

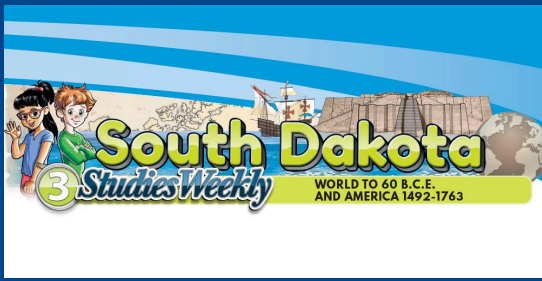


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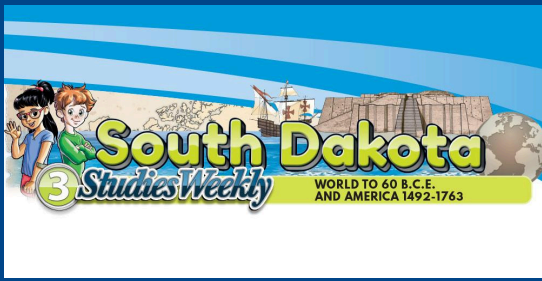
| Week | Title | Standards Covered |
|------|--|--|
| | | <p>3.SS.1.A The student can correctly use terms related to time periods or dates in history, including:</p> <ul style="list-style-type: none"> • decade • century • millennium • 1700s, 1800s, etc. • 1492, 1776, etc. <p>3.SS.5 The student demonstrates knowledge of Native Americans and the voyages of Christopher Columbus.</p> <p>3.SS.5.A The student describes the Ancestral Pueblo and Hopewell civilizations.</p> |
| 21 | Native American Tribes of South Dakota | <p>3.SS.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 3rd grade.</p> <p>3.SS.1.A The student can correctly use terms related to time periods or dates in history, including:</p> <ul style="list-style-type: none"> • decade • century • millennium • 1700s, 1800s, etc. • 1492, 1776, etc. <p>3.SS.5 The student demonstrates knowledge of Native Americans and the voyages of Christopher Columbus.</p> <p>3.SS.5.B The student describes the similarities and differences in lifestyle, traditional warfare, and culture between two historical or present Native American tribes, one of which is from South Dakota, such as the Oceti Sakowin Oyate (including select standards from Oceti Sakowin Essential Understandings 1-5 and 7), Mandan, Sahnish (Arikara), Cheyenne, Crow, Otoe, and Hidatsa.</p> <p>3.SS.5.C The student explains the tribal organizational structures of present-day Native Americans in South Dakota as sovereign nations.</p> |
| 22 | The Age of Exploration | <p>3.SS.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 3rd grade.</p> |



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| Week | Title | Standards Covered |
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| | | <p>3.SS.1.A The student can correctly use terms related to time periods or dates in history, including:</p> <ul style="list-style-type: none"> • decade • century • millennium • 1700s, 1800s, etc. • 1492, 1776, etc. <p>3.SS.5.E The student explains the various European motivations for exploration.</p> <p>3.SS.6 The student demonstrates knowledge of European exploration and settlement of what would become the United States.</p> <p>3.SS.6.A The student explains the origin of the name “America.”</p> <p>3.SS.6.B The student describes the travels and discoveries of other explorers in the future United States, including Ponce de Leon, Samuel de Champlain, and Henry Hudson.</p> |
| 23 | The Life of Christopher Columbus | <p>3.SS.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 3rd grade.</p> <p>3.SS.1.A The student can correctly use terms related to time periods or dates in history, including:</p> <ul style="list-style-type: none"> • decade • century • millennium • 1700s, 1800s, etc. • 1492, 1776, etc. <p>3.SS.1.D The student can investigate a historical figure through writing an informative paragraph.</p> <p>3.SS.5 The student demonstrates knowledge of Native Americans and the voyages of Christopher Columbus.</p> <p>3.SS.5.G The student tells the biography of Christopher Columbus, including:</p> <ul style="list-style-type: none"> • his theories about a faster western route to Asia • his four voyages • his death in poverty and humiliation <p>3.SS.6 The student demonstrates knowledge of European exploration and settlement of what would become the United States.</p> |

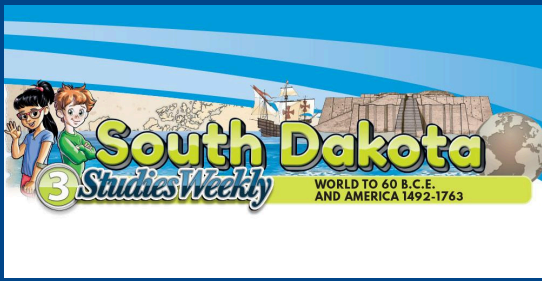


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| Week | Title | Standards Covered |
|-----------------------------|--|--|
| 24 | Effects of the Age of Exploration | <p>3.SS.1 Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 3rd grade.</p> <p>3.SS.1.A The student can correctly use terms related to time periods or dates in history, including:</p> <ul style="list-style-type: none"> • decade • century • millennium • 1700s, 1800s, etc. • 1492, 1776, etc. <p>3.SS.5.F The student explains the history of slavery from ancient times through the 15th century slave trade among Africans, Arabs, and Europeans, and compares it to the practice of indentured servitude.</p> <p>3.SS.6 The student demonstrates knowledge of European exploration and settlement of what would become the United States.</p> <p>3.SS.6.C The student explains the Columbian Exchange of resources, people, and disease, including how smallpox decimated Native Americans.</p> <p>3.SS.7 The student demonstrates knowledge of colonial America.</p> <p>3.SS.7.A The student explains the Triangle Trade.</p> <p>3.SS.7.B The student describes life on a slave ship in the Middle Passage.</p> |
| Unit 7: Colonization | | |
| 25 | European Colonization of North America | <p>3.SS.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 3rd grade.</p> <p>3.SS.1.A The student can correctly use terms related to time periods or dates in history, including:</p> <ul style="list-style-type: none"> • decade • century • millennium • 1700s, 1800s, etc. • 1492, 1776, etc. |



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| Week | Title | Standards Covered |
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| | | <p>3.SS.5.D The student locates Jamestown, Plymouth, and Boston on a map.</p> <p>3.SS.6 The student demonstrates knowledge of European exploration and settlement of what would become the United States.</p> <p>3.SS.6.D The student explains the variety of cooperative and violent interactions between Europeans, Indigenous peoples, and among Indigenous tribes.</p> <p>3.SS.7 The student demonstrates knowledge of colonial America.</p> |
| 26 | Jamestown | <p>3.SS.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 3rd grade.</p> <p>3.SS.1.A The student can correctly use terms related to time periods or dates in history, including:</p> <ul style="list-style-type: none"> • decade • century • millennium • 1700s, 1800s, etc. • 1492, 1776, etc. <p>3.SS.6 The student demonstrates knowledge of European exploration and settlement of what would become the United States.</p> <p>3.SS.6.D The student explains the variety of cooperative and violent interactions between Europeans, Indigenous peoples, and among Indigenous tribes.</p> <p>3.SS.6.E The student tells the story of the founding of Jamestown, including:</p> <ul style="list-style-type: none"> • the stories of John Smith, Matoaka (Pocahontas), and John Rolfe • the Starving Time • the cultivation of tobacco • the arrival of Africans from a Dutch slave ship captured by the English <p>3.SS.7 The student demonstrates knowledge of colonial America.</p> <p>3.SS.7.C The student explains the colonial economies and ways of life among the New England, Middle, and Southern colonies.</p> |
| 27 | Plymouth | <p>3.SS.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 3rd grade.</p> <p>3.SS.1.A The student can correctly use terms related to time periods or dates</p> |

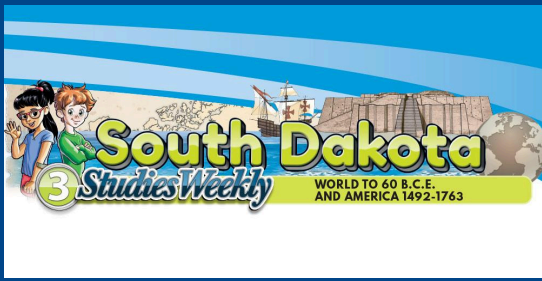


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| Week | Title | Standards Covered |
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| | | <p>in history, including:</p> <ul style="list-style-type: none"> • decade • century • millennium • 1700s, 1800s, etc. • 1492, 1776, etc. <p>3.SS.1.C The student can evaluate a historical event through writing a narrative paragraph.</p> <p>3.SS.6 The student demonstrates knowledge of European exploration and settlement of what would become the United States.</p> <p>3.SS.6.D The student explains the variety of cooperative and violent interactions between Europeans, Indigenous peoples, and among Indigenous tribes.</p> <p>3.SS.6.F The student tells the story of the founding of Plymouth and Massachusetts Bay, including:</p> <ul style="list-style-type: none"> • the stories of William Bradford and John Winthrop • the backgrounds and motivations of the Mayflower passengers • the Mayflower Compact • the assistance of the Wampanoag • the first Thanksgiving • the meaning of John Winthrop's "city upon a hill" <p>3.SS.7 The student demonstrates knowledge of colonial America.</p> <p>3.SS.7.C The student explains the colonial economies and ways of life among the New England, Middle, and Southern colonies.</p> |
| 28 | The British Colonies in North America | <p>3.SS.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 3rd grade.</p> <p>3.SS.1.A The student can correctly use terms related to time periods or dates in history, including:</p> <ul style="list-style-type: none"> • decade • century • millennium • 1700s, 1800s, etc. • 1492, 1776, etc. <p>3.SS.6.G The student tells of the founding of the following colonies: Connecticut, Rhode Island, New York, Maryland, Pennsylvania, and Georgia.</p> <p>3.SS.7 The student demonstrates knowledge of colonial America.</p> |



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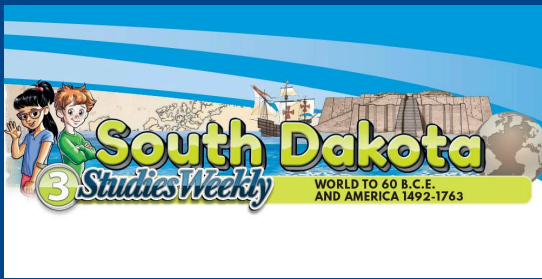
| Week | Title | Standards Covered |
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| | | 3.SS.7.C The student explains the colonial economies and ways of life among the New England, Middle, and Southern colonies. |
| 29 | Life in the Thirteen British Colonies | <p>3.SS.1 Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 3rd grade.</p> <p>3.SS.1.A The student can correctly use terms related to time periods or dates in history, including:</p> <ul style="list-style-type: none"> • decade • century • millennium • 1700s, 1800s, etc. • 1492, 1776, etc. <p>3.SS.5.F The student explains the history of slavery from ancient times through the 15th century slave trade among Africans, Arabs, and Europeans, and compares it to the practice of indentured servitude.</p> <p>3.SS.6 The student demonstrates knowledge of European exploration and settlement of what would become the United States.</p> <p>3.SS.6.D The student explains the variety of cooperative and violent interactions between Europeans, Indigenous peoples, and among Indigenous tribes.</p> <p>3.SS.7 The student demonstrates knowledge of colonial America.</p> <p>3.SS.7.A The student explains the Triangle Trade.</p> <p>3.SS.7.C The student explains the colonial economies and ways of life among the New England, Middle, and Southern colonies.</p> <p>3.SS.7.D The student explains the status and effects of each of the following in colonial society, and the extents to which these were the rare in history: private property, education, local self-government, and religious freedom.</p> |
| 30 | Conflicts and Compromise in North America | 3.SS.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 3rd grade. |



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| Week | Title | Standards Covered |
|------|---------------------------------|--|
| | | <p>3.SS.1.A The student can correctly use terms related to time periods or dates in history, including:</p> <ul style="list-style-type: none"> • decade • century • millennium • 1700s, 1800s, etc. • 1492, 1776, etc. <p>3.SS.6.D The student explains the variety of cooperative and violent interactions between Europeans, Indigenous peoples, and among Indigenous tribes.</p> |
| 31 | Political Ideas in the Colonies | <p>3.SS.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 3rd grade.</p> <p>3.SS.1.A The student can correctly use terms related to time periods or dates in history, including:</p> <ul style="list-style-type: none"> • decade • century • millennium • 1700s, 1800s, etc. • 1492, 1776, etc. <p>3.SS.7.C The student explains the colonial economies and ways of life among the New England, Middle, and Southern colonies.</p> <p>3.SS.7.E 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.</p> <p>3.SS.7.F The student explains how England’s relationship toward the colonists amounted to a “salutary neglect” and the ways this relationship benefitted the colonists.</p> <p>3.SS.7.G The student explains the rule of law, as asserted in the Magna Carta, compared to the rule of man, and its influence on leading colonists.</p> <p>3.SS.7.H 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.</p> |
| 32 | The French and Indian War | <p>3.SS.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 3rd grade.</p> |

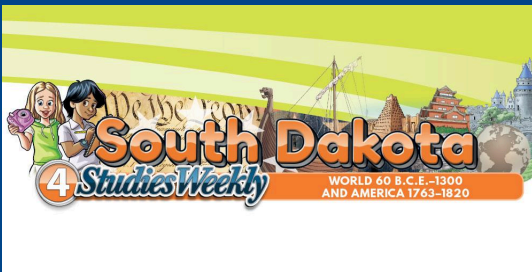


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| Week | Title | Standards Covered |
|------|-------|---|
| | | <p>3.SS.1.A The student can correctly use terms related to time periods or dates in history, including:</p> <ul style="list-style-type: none"> • decade • century • millennium • 1700s, 1800s, etc. • 1492, 1776, etc. <p>3.SS.1.B As preparation for study of the American Revolution, but not limited to that study, the student can demonstrate how taxes work using counters, drawings, or mathematics.</p> <p>3.SS.1.D The student can investigate a historical figure through writing an informative paragraph.</p> <p>3.SS.7.C The student explains the colonial economies and ways of life among the New England, Middle, and Southern colonies.</p> <p>3.SS.7.H 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.</p> |



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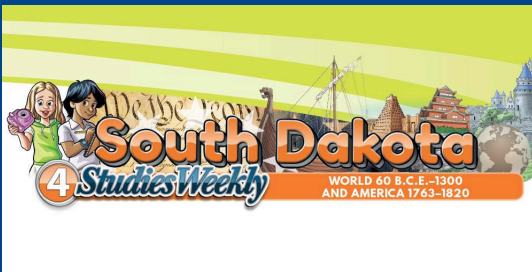
| Week | Title | Standards Covered |
|--|------------------------------|--|
| Unit 1: The Roman Empire | | |
| 1 | Founding of the Roman Empire | <p>4.SS.1 Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 4th grade.</p> <p>4.SS.1.A The student can use correctly terms related to time periods or dates in history, including 18th century, 19th century, B.C.E., C.E., and C.E.</p> <p>4.SS.1.B The student can use a timeline correctly.</p> <p>4.SS.3 The student demonstrates knowledge of the Roman Empire.</p> <p>4.SS.3.A 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> |
| 2 | Roman Society | <p>4.SS.3 The student demonstrates knowledge of the Roman Empire.</p> <p>4.SS.3.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> |
| 3 | Changes in the Empire | <p>4.SS.3 The student demonstrates knowledge of the Roman Empire.</p> <p>4.SS.3.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>4.SS.3.C The student explains the major historical ideas and events surrounding the life of Jesus of Nazareth and their historical effects.</p> <p>4.SS.3.D The student explains the major historical events, cultural features, stories, and religious contributions of the early Christians.</p> <p>4.SS.3.E 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>4.SS.3.F 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> |
| Unit 2: Europe in the Middle Ages | | |
| 4 | Christian Influence in | 4.SS.3.C The student explains the major historical ideas and events |



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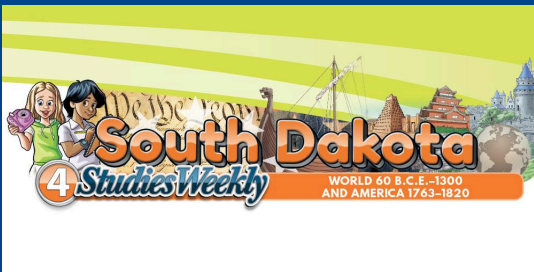
| Week | Title | Standards Covered |
|------|---|---|
| | Medieval Europe | <p>surrounding the life of Jesus of Nazareth and their historical effects.</p> <p>4.SS.3.D The student explains the major historical events, cultural features, stories, and religious contributions of the early Christians.</p> <p>4.SS.4 The student demonstrates knowledge of the Early Middle Ages.</p> <p>4.SS.4.A The student explains the ways in which society changed with the fall of the Roman Empire and the perpetuation of the Eastern Roman Empire in Constantinople.</p> <p>4.SS.4.B The student explains the establishment of monasteries, the practices of monasticism, and their role in the Middle Ages.</p> <p>4.SS.4.E The student explains the historical events and effects of the Carolingian dynasty, the establishment of the Holy Roman Empire, and the Viking invasions.</p> <p>4.SS.5.A The student explains the origin of the Great Schism of 1054 and the Investiture Controversy.</p> |
| 5 | Vikings and Normans | <p>4.SS.4 The student demonstrates knowledge of the Early Middle Ages.</p> <p>4.SS.4.A The student explains the ways in which society changed with the fall of the Roman Empire and the perpetuation of the Eastern Roman Empire in Constantinople.</p> <p>4.SS.4.E The student explains the historical events and effects of the Carolingian dynasty, the establishment of the Holy Roman Empire, and the Viking invasions.</p> <p>4.SS.5.B The student tells of the Norman Conquest, the rule of King John of England, the signing of the Magna Carta, and the emergence of parliament.</p> |
| 6 | Political and Economic Systems in Medieval Europe | <p>4.SS.4 The student demonstrates knowledge of the Early Middle Ages.</p> <p>4.SS.4.A The student explains the ways in which society changed with the fall of the Roman Empire and the perpetuation of the Eastern Roman Empire in Constantinople.</p> <p>4.SS.4.F The student explains the development and practice of feudalism in European societies, including the expectations of each class, and of slavery in the Middle East, Africa, and Asia.</p> |
| 7 | Conflict, War, and | <p>4.SS.4 The student demonstrates knowledge of the Early Middle Ages.</p> |



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| Week | Title | Standards Covered |
|--------------------------------------|-------------------------|---|
| | Expansion | <p>4.SS.4.A The student explains the ways in which society changed with the fall of the Roman Empire and the perpetuation of the Eastern Roman Empire in Constantinople.</p> <p>4.SS.4.F The student explains the development and practice of feudalism in European societies, including the expectations of each class, and of slavery in the Middle East, Africa, and Asia.</p> <p>4.SS.5.A The student explains the origin of the Great Schism of 1054 and the Investiture Controversy.</p> <p>4.SS.5.C The student explains the origins, historical events, and different perspectives of the conflicts between Muslims and Christians both before and during the crusades, including the exchange of ideas and culture between Christians and Muslims that took place during these centuries.</p> <p>4.SS.5.D The student explains the developments and achievements of the High Middle Ages, including the power of the papacy and the founding of mendicant orders.</p> |
| 8 | Scholarly Contributions | <p>4.SS.4 The student demonstrates knowledge of the Early Middle Ages.</p> <p>4.SS.4.C The student explains the major ideas and events surrounding the life of Mohammed and their historical effects.</p> <p>4.SS.4.D The student explains the major historical events, cultural features, stories, and religious contributions of the early Muslims.</p> <p>4.SS.4.G The student describes and explains Christian and Muslim art and architecture in the Middle Ages.</p> <p>4.SS.5.C The student explains the origins, historical events, and different perspectives of the conflicts between Muslims and Christians both before and during the crusades, including the exchange of ideas and culture between Christians and Muslims that took place during these centuries.</p> <p>4.SS.5.E The student explains the history and features of civilizations in Africa, including indigenous religious practices, the influence of Islam and Christianity, the civilizations of Ghana, Mali, and Songhay, and the trans-African slave trade.</p> |
| Unit 3: African Civilizations | | |
| 9 | Ghana | <p>4.SS.1 Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease</p> |



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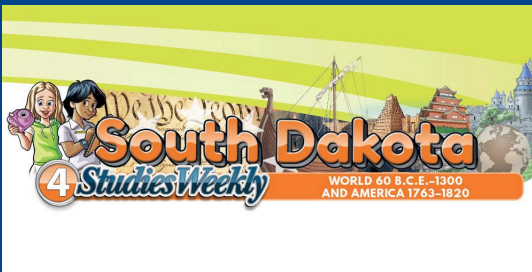
| Week | Title | Standards Covered |
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| | | <p>by the end of 4th grade.</p> <p>4.SS.1.B The student can use a timeline correctly.</p> <p>4.SS.4 The student demonstrates knowledge of the Early Middle Ages.</p> <p>4.SS.5.E The student explains the history and features of civilizations in Africa, including indigenous religious practices, the influence of Islam and Christianity, the civilizations of Ghana, Mali, and Songhay, and the trans-African slave trade.</p> |
| 10 | Mali | <p>4.SS.4.F The student explains the development and practice of feudalism in European societies, including the expectations of each class, and of slavery in the Middle East, Africa, and Asia.</p> <p>4.SS.5 The student demonstrates knowledge of the High and Late Middle Ages.</p> <p>4.SS.5.E The student explains the history and features of civilizations in Africa, including indigenous religious practices, the influence of Islam and Christianity, the civilizations of Ghana, Mali, and Songhay, and the trans-African slave trade.</p> |
| 11 | Songhai | <p>4.SS.5 The student demonstrates knowledge of the High and Late Middle Ages.</p> <p>4.SS.5.E The student explains the history and features of civilizations in Africa, including indigenous religious practices, the influence of Islam and Christianity, the civilizations of Ghana, Mali, and Songhay, and the trans-African slave trade.</p> |
| Unit 4: Asia in the Middle Ages | | |
| 12 | Classical and Early Medieval India | <p>4.SS.4 The student demonstrates knowledge of the Early Middle Ages.</p> <p>4.SS.5 The student demonstrates knowledge of the High and Late Middle Ages.</p> <p>4.SS.5.F The student explains the history and features of civilizations in India, including Hinduism, the caste system, and Mongol and Muslim rule.</p> |
| 13 | Imperial China | <p>4.SS.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 4th grade.</p> <p>4.SS.1.B The student can use a timeline correctly.</p> <p>4.SS.4 The student demonstrates knowledge of the Early Middle Ages.</p> <p>4.SS.5 The student demonstrates knowledge of the High and Late Middle Ages.</p> |



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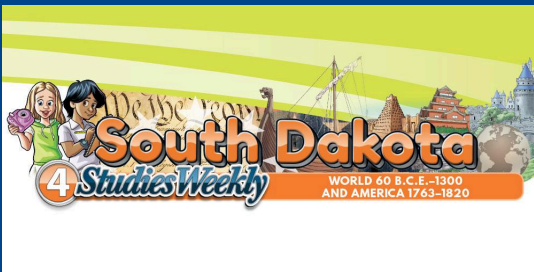
| Week | Title | Standards Covered |
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| | | 4.SS.5.G The student explains the history and features of civilizations in China, including Confucianism and the major dynasties. |
| 14 | Achievements of Ancient China | 4.SS.4 The student demonstrates knowledge of the Early Middle Ages. 4.SS.5 The student demonstrates knowledge of the High and Late Middle Ages. 4.SS.5.G The student explains the history and features of civilizations in China, including Confucianism and the major dynasties. |
| 15 | Japan in the Middle Ages: Geography | 4.SS.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 4th grade. 4.SS.1.B The student can use a timeline correctly. 4.SS.4 The student demonstrates knowledge of the Early Middle Ages. 4.SS.5 The student demonstrates knowledge of the High and Late Middle Ages. 4.SS.5.H The student explains the history and features of civilizations in Japan, including Shinto and Japanese Buddhism, feudalism, shoguns, and isolationism. |
| 16 | Japan Achievements in the Middle Ages | 4.SS.4 The student demonstrates knowledge of the Early Middle Ages. 4.SS.5 The student demonstrates knowledge of the High and Late Middle Ages. 4.SS.5.H The student explains the history and features of civilizations in Japan, including Shinto and Japanese Buddhism, feudalism, shoguns, and isolationism. |
| Unit 5: Geography | | |
| 17 | Geography of the United States | 4.SS.2.A The student will create a map and describe the features of America's physical geography, including: Great Plains, Missouri River, Rocky Mountains, Grand Canyon, Columbia River 4.SS.2.B The student will create a map that identifies and spells correctly cities pertinent to American westward expansion, including Cincinnati, Chicago, St. Louis, Detroit, and Omaha. |



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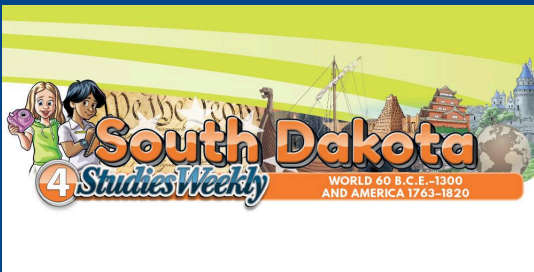
| Week | Title | Standards Covered |
|------------------------------------|---------------------------------|---|
| 18 | Regions of South Dakota | <p>4.SS.2 The student demonstrates knowledge of American and South Dakota geography.</p> <p>4.SS.2.C The student locates on a map and compares the following major regions in South Dakota: Coteau des Prairie, Great Plains, James River Valley, Minnesota Valley Lowland, Missouri Plateau, Prairie Plains, Traverse Gap Continental Divide</p> <p>4.SS.2.D The student locates on a map the following major or historical cities in South Dakota: Aberdeen, Deadwood, Pierre, Rapid City, Sioux Falls</p> |
| Unit 6: American Revolution | | |
| 19 | The Acts of Parliament | <p>4.SS.6 The student demonstrates knowledge of events leading to the American Revolution.</p> <p>4.SS.6.A 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>4.SS.6.D 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>4.SS.8 The student demonstrates knowledge of the War of Independence.</p> |
| 20 | The Actions of the Colonies | <p>4.SS.6 The student demonstrates knowledge of events leading to the American Revolution.</p> <p>4.SS.6.C The student explains the ways in which the colonists responded to Great Britain's new claims of power over them.</p> <p>4.SS.6.E 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>4.SS.8 The student demonstrates knowledge of the War of Independence.</p> |
| 21 | The Shot Heard 'Round the World | <p>4.SS.6 The student demonstrates knowledge of events leading to the American Revolution.</p> <p>4.SS.6.F 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> <p>4.SS.8 The student demonstrates knowledge of the War of Independence.</p> |



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| Week | Title | Standards Covered |
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| 22 | Independence and Revolution: The Declaration of Independence | <p>4.SS.1.C The student can recite from memory the following lines from the Declaration of Independence: “When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation. 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,—That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it...”</p> <p>4.SS.6.B The student defines self-government as requiring the rulers to have the permission of the ruled in order to have power to protect the people.</p> <p>4.SS.7 The student demonstrates understanding of the Declaration of Independence based on the arguments of leading founders.</p> <p>4.SS.7.A The student reads and discusses the meaning of the first, second, and final paragraphs of the Declaration of Independence.</p> <p>4.SS.7.B The student explains the meaning of “created equal,” including the founders’ argument that each human being has the same dignity and natural rights on account of being human, 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.</p> <p>4.SS.7.C The student explains the meaning of “natural rights” and “unalienable,” including the founders’ argument that each person has certain freedoms to act that are simply part of being a human person, and that cannot be taken away unless the person has used them to violate the rights of another.</p> <p>4.SS.7.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 right by nature to their own life, to their liberty and the general freedom of thought and action, and to seek the happiness appropriate to human liberty as long as it does not violate the rights of others.</p> <p>4.SS.7.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.”</p> |

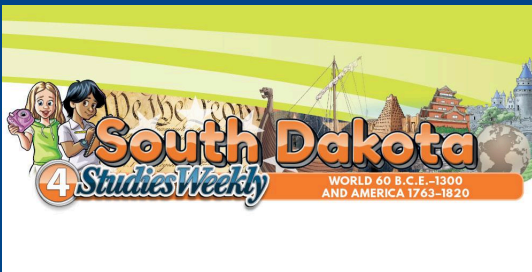


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| Week | Title | Standards Covered |
|------|---|--|
| | | <p>4.SS.7.F The student explains how the purpose of government as outlined in the Declaration of Independence is to “secure these rights.”</p> <p>4.SS.7.H The student explains why the delegates to the Second Continental Congress voted to declare independence from Great Britain, including the list of grievances and other historical events since 1763.</p> <p>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: “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.”</p> |
| 23 | Independence and Revolution: The People | <p>4.SS.1.G The student can outline and write an informative essay of 2-3 paragraphs in length about a historical figure.</p> <p>4.SS.8 The student demonstrates knowledge of the War of Independence.</p> <p>4.SS.8.B The student tells the biography of Benjamin Franklin, including:</p> <ul style="list-style-type: none"> his upbringing his scientific experiments and inventions prior to the Revolution his roles in uniting the colonies in the Revolution <p>4.SS.8.C The student tells the biography of Thomas Jefferson, including:</p> <ul style="list-style-type: none"> his upbringing his ownership of slaves at Monticello his writing of the Declaration of Independence his purchase of Louisiana from France, including present-day South Dakota the building of the Jefferson Memorial <p>4.SS.8.D The student explains the roles of key figures and the life, fighting, and background of common soldiers in the War of Independence.</p> |
| 24 | Independence and Revolution: The Military | <p>4.SS.8 The student demonstrates knowledge of the War of Independence.</p> <p>4.SS.8.A The student tells the biography of George Washington, including:</p> <ul style="list-style-type: none"> his upbringing his fighting in the French and Indian War his ownership of slaves at Mount Vernon his crossing of the Delaware River, leadership at Valley Forge, and command at the battles of Trenton and Yorktown |



South Dakota Social Studies

SCOPE & SEQUENCE

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| Week | Title | Standards Covered |
|---------------------------|--|---|
| | | <ul style="list-style-type: none"> his presiding at the Constitutional Convention his freeing of slaves at Mount Vernon upon his death and that of his wife, Martha the building of the Washington Monument <p>4.SS.8.D The student explains the roles of key figures and the life, fighting, and background of common soldiers in the War of Independence.</p> <p>4.SS.8.G The student tells the story of how the Americans won the War of Independence, including the battles of Trenton, Saratoga, and Yorktown.</p> |
| Unit 7: Government | | |
| 25 | The Constitution | <p>4.SS.9 The student demonstrates knowledge of the United States Constitution.</p> <p>4.SS.9.B The student explains why the Constitutional Convention was assembled.</p> <p>4.SS.9.G The student reads and discusses the meaning of the Preamble and selections from the U.S. Constitution and the Bill of Rights.</p> |
| 26 | The Bill of Rights | <p>4.SS.9.G The student reads and discusses the meaning of the Preamble and selections from the U.S. Constitution and the Bill of Rights.</p> <p>4.SS.10.G The student names and explains the Bill of Rights amendments that guarantee each of the following: free exercise of religion, freedom of speech, and right to trial by jury.</p> |
| 27 | The Purpose and Structure of Governments | <p>4.SS.6.B The student defines self-government as requiring the rulers to have the permission of the ruled in order to have power to protect the people.</p> <p>4.SS.9.A The student explains the purpose of a constitution, the history of constitutions, and the differences between unwritten and written constitutions.</p> <p>4.SS.9.C The student explains how a majority can tyrannize over the rights of the minority.</p> <p>4.SS.9.D The student explains the representative or republican form of government compared to a direct democracy, aristocracy, and monarchy.</p> <p>4.SS.9.E The student explains how representation prevents tyranny through the following means:</p> <ul style="list-style-type: none"> encouraging the selection of the country's most trusted citizens to make the laws using reason instead of passion |

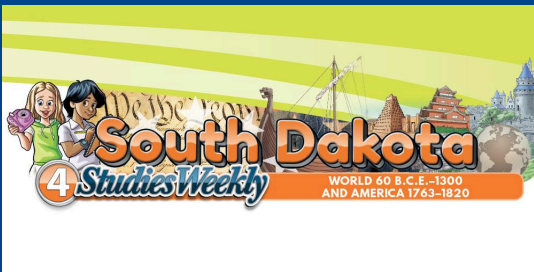


South Dakota Social Studies

SCOPE & SEQUENCE

4

| Week | Title | Standards Covered |
|------|--|---|
| | | <ul style="list-style-type: none"> holding power only with the consent of the people |
| 28 | Structure and Functions of Government | <p>4.SS.8.E The student explains the meaning of the symbols on the American flag, the proper ways to respect the American flag, and the reasons for this respect.</p> <p>4.SS.8.F The student explains the meaning of the symbols on the Great Seal of the United States.</p> <p>4.SS.9.F The student explains how federalism prevents tyranny by dividing governing power among many levels of governments.</p> <p>4.SS.9.H The student explains the difference between legislative (law making), executive (law enforcing), and judicial (law interpreting and judging) powers.</p> <p>4.SS.9.I The student explains how the separation of powers prevents tyranny from the federal government by dividing legislative, executive, and judicial power into three separate branches.</p> <p>4.SS.10.A The student explains the different roles and responsibilities of each house of Congress, the Presidency, and the Judiciary.</p> <p>4.SS.10.B The student explains how a law is made.</p> |
| 29 | American Citizenship and Civic Participation | <p>4.SS.1.D The student can give examples of virtues and actions related to being a responsible and knowledgeable citizen.</p> <p>4.SS.10 The student demonstrates knowledge of American citizenship and civic participation.</p> <p>4.SS.10.C The student explains the legal meaning of “citizen” in the United States, the legal process for becoming a citizen, and the responsibilities, rights, and privileges of citizenship at the different levels of government.</p> <p>4.SS.10.D The student explains the importance of a well-informed, virtuous, and industrious citizenry within representative self-government.</p> <p>4.SS.10.E The student identifies the ways in which citizens engage in politics beyond voting, including through political parties, meeting with elected officials, petitions, attending public meetings, writing, speaking, and assembling.</p> <p>4.SS.10.F The student explains the role of charity, volunteerism, and philanthropy in a self-governing country.</p> |



South Dakota Social Studies SCOPE & SEQUENCE

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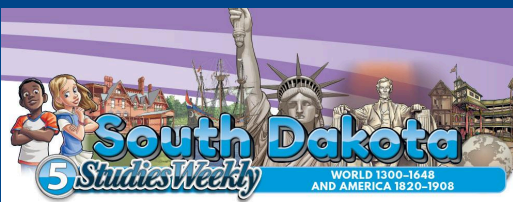
| Week | Title | Standards Covered |
|---|------------------------|---|
| Unit 8: Westward Expansion and the War of 1812 | | |
| 30 | The New Nation | <p>4.SS.7.G The student explains the different positions on slavery among the founders and their generation, including those who did not hold slaves and worked for its abolition, those who held slaves but wished for its abolition, and those who were in favor of slavery and its continuation.</p> <p>4.SS.11 The student demonstrates knowledge and understanding of American history from the presidency of George Washington through the War of 1812.</p> <p>4.SS.11.C 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 and the precedents he set for the presidency.</p> <p>4.SS.11.D The student reads and discusses the meaning of George Washington's Thanksgiving Proclamation.</p> <p>4.SS.11.E The student explains George Washington's warnings about parties and unnecessary involvement in foreign affairs, as expressed in his Farewell Address.</p> <p>4.SS.11.F The student tells of the major events in John Adams's presidency.</p> <p>4.SS.11.I The student identifies and explains how history from 1763-1820 is recorded by Native American tribes through winter counts, petroglyphs, and Shirt Wearers shirts.</p> <p>4.SS.11.J The student explains select standards from Oceti Sakowin Essential Understandings 2-5.</p> |
| 31 | The New Nation Expands | <p>4.SS.11 The student demonstrates knowledge and understanding of American history from the presidency of George Washington through the War of 1812.</p> <p>4.SS.11.A The student explains the differences between Alexander Hamilton's and Thomas Jefferson's visions for America's future.</p> <p>4.SS.11.B The student explains how the invention of the cotton gin reinvigorated the practice of slavery and the slave-owning interest.</p> <p>4.SS.11.G The student tells of the major events in Thomas Jefferson's presidency, including:</p> <ul style="list-style-type: none"> the purchase of the Louisiana Territory war with the Barbary pirates efforts to remain neutral in the conflict between Napoleonic France and Great Britain the end of the international slave trade |



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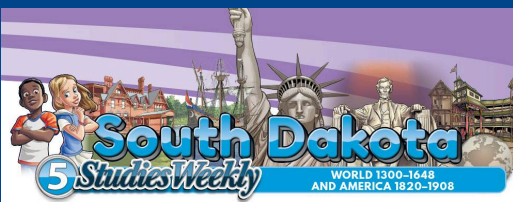
| Week | Title | Standards Covered |
|------|-----------------|---|
| | | 4.SS.11.H The student tells the story of the Corps of Discovery exploring the Louisiana Territory. |
| 32 | The War of 1812 | <p>4.SS.1.E The student can sing or recite from memory the first stanza of “The Star-Spangled Banner.”</p> <p>4.SS.1.F The student can outline and write a narrative essay of 2-3 paragraphs in length about a historical event.</p> <p>4.SS.11 The student demonstrates knowledge and understanding of American history from the presidency of George Washington through the War of 1812.</p> <p>4.SS.11.K The student tells the stories and explains the effects of major military events, figures, and common soldiers from the War of 1812.</p> <p>4.SS.11.L The student reads and explains the meaning of the first stanza to “The Star-Spangled Banner.”</p> |



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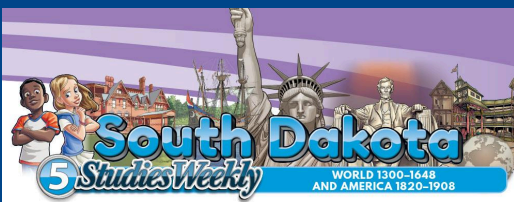
| Week | Title | Standards Covered |
|---|---------------------|--|
| Unit 1: Renaissance and Age of Exploration | | |
| 1 | European Geography | <p>5.SS.1 Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 5th grade</p> <p>5.SS.1.D The student can use a map of time zones to determine the time in different places in the world.</p> <p>5.SS.2 The student demonstrates knowledge of European geography.</p> <p>5.SS.2.A The student locates on a map and describes the features of Europe's physical geography, including:</p> <ul style="list-style-type: none"> • Bodies of Water: Atlantic Ocean, Arctic Ocean, Baltic Sea, Irish Sea, Bay of Biscay, English Channel, Mediterranean Sea, Dardanelle Straits, Black Sea, North Sea • Major Rivers: Volga River, Danube River, Rhine River, Elbe River, Seine River, Po River, Thames River • Major Mountains: Ural Mountains, Carpathian Mountains, Alps Mountains, Apennine Mountains, Pyrenees Mountains, Mount Blanc • Regions: Iberian Peninsula, Scandinavia, the Balkans, Peloponnesus, Normandy, the Rhineland, the Polish Plain, the Caucasus <p>5.SS.2.B The student locates on a map the countries of Europe and spells all their names and capitals correctly.</p> <p>5.SS.2.C The student locates on a map and names the country in which major cities are located, including London, Paris, Rome, Berlin, Dublin, Madrid, Lisbon, Athens, Warsaw, Moscow, St. Petersburg, Copenhagen, Brussels, Vienna, Kiev, Amsterdam, Geneva, Milan, Venice, Oxford, and Edinburgh.</p> |
| 2 | Life in Europe | <p>5.SS.3 The student demonstrates knowledge of the Renaissance and the Age of Exploration.</p> <p>5.SS.3.A The student explains the disruptions to society in the late Middle Ages and their effects, including the Black Death, the Great Schism of 1378, the Hundred Years' War, the ideas of John Wycliffe and Jan Hus.</p> |
| 3 | Renaissance Society | <p>5.SS.3 The student demonstrates knowledge of the Renaissance and the Age of Exploration.</p> <p>5.SS.3.B The student explains the origins and major ideas of the Renaissance, including a revival of classical Greece and Rome, humanism, and the growth of towns.</p> <p>5.SS.3.C The student explains the major cultural features and contributions of the Renaissance in Italy and Northern Europe in painting, architecture,</p> |



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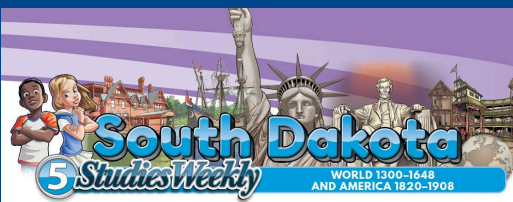
| Week | Title | Standards Covered |
|------|--------------------------|--|
| | | sculpture, and literature. |
| 4 | Innovation and Invention | <p>5.SS.3 The student demonstrates knowledge of the Renaissance and the Age of Exploration.</p> <p>5.SS.3.B The student explains the origins and major ideas of the Renaissance, including a revival of classical Greece and Rome, humanism, and the growth of towns.</p> <p>5.SS.3.C The student explains the major cultural features and contributions of the Renaissance in Italy and Northern Europe in painting, architecture, sculpture, and literature.</p> |
| 5 | Age of Exploration | <p>5.SS.3 The student demonstrates knowledge of the Renaissance and the Age of Exploration.</p> <p>5.SS.3.D The student explains the Reconquista of the Iberian Peninsula with the decline of Muslim rule and the ascendance of the Portuguese and Spanish crowns.</p> <p>5.SS.3.E The student explains 15th century trade between Europe and Asia, and different European motivations for exploration.</p> <p>5.SS.3.F The student explains the 15th century slave trade among Africans, Arabs, and Europeans, and compares it to the practice of indentured servitude.</p> <p>5.SS.4 The student demonstrates knowledge of the Reformation.</p> <p>5.SS.4.E The student explains instances of conquest and cooperation between Europeans and indigenous peoples in the Americas.</p> |
| 6 | Columbian Exchange | <p>5.SS.3 The student demonstrates knowledge of the Renaissance and the Age of Exploration.</p> <p>5.SS.3.E The student explains 15th century trade between Europe and Asia, and different European motivations for exploration.</p> <p>5.SS.3.F The student explains the 15th century slave trade among Africans, Arabs, and Europeans, and compares it to the practice of indentured servitude.</p> <p>5.SS.4 The student demonstrates knowledge of the Reformation.</p> <p>5.SS.4.E The student explains instances of conquest and cooperation between Europeans and indigenous peoples in the Americas.</p> <p>5.SS.4.F The student explains the Columbian Exchange of resources, people,</p> |



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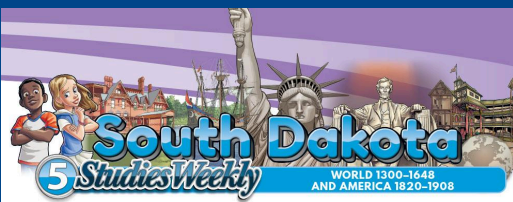
| Week | Title | Standards Covered |
|---|---|--|
| | | and disease, including how smallpox decimated Native Americans and the science of why this happened. |
| Unit 2: Reformation | | |
| 7 | Reformation | <p>5.SS.4 The student demonstrates knowledge of the Reformation.</p> <p>5.SS.4.A The student explains the main ideas of major Protestant leaders, including Martin Luther, Henry VIII, and John Calvin, and how they contrasted with Catholic ideas and practices.</p> <p>5.SS.4.B The student explains the major historical events during the Protestant Reformation and the subsequent Catholic Reformation, including their reflection in art, architecture, and politics.</p> |
| 8 | Elizabethan England | <p>5.SS.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 5th grade.</p> <p>5.SS.1.G The student can outline and write an informative essay of 3-4 paragraphs in length about a historical figure.</p> <p>5.SS.4 The student demonstrates knowledge of the Reformation.</p> <p>5.SS.4.C The student identifies the historical figures and features of Elizabethan England.</p> |
| 9 | Religious Wars of the 16th and 17th Centuries | <p>5.SS.4 The student demonstrates knowledge of the Reformation.</p> <p>5.SS.4.D The student explains the political and religious elements to the wars of religion in the 16th and 17th centuries, including the Anglo-Spanish War, the French Wars of Religion, and the Thirty Years' War.</p> |
| Unit 3: First Half of 19th Century | | |
| 10 | The United States in 1815 | <p>5.SS.5 The student demonstrates knowledge of American history between the War of 1812 and the presidency of Andrew Jackson.</p> <p>5.SS.5.A The student names inventions that helped transform the American economy and way of life in the first half of the 19th century, especially in transportation.</p> <p>5.SS.5.C The student explains the Monroe Doctrine.</p> |



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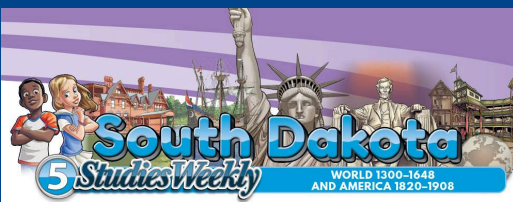
| Week | Title | Standards Covered |
|-----------------------------------|--------------------|---|
| | | <p>5.SS.5.E The student explains the electoral relationship between the number of slave states and the perpetuation of slavery.</p> <p>5.SS.5.F The student explains the Missouri Compromise of 1820.</p> |
| 11 | Andrew Jackson | <p>5.SS.5 The student demonstrates knowledge of American history between the War of 1812 and the presidency of Andrew Jackson.</p> <p>5.SS.5.G The student tells of the major events in Andrew Jackson's presidency, including:</p> <ul style="list-style-type: none"> • his preservation of the Union in the Nullification Crisis • the passage of the Indian Removal Act and its terms • his resistance to Worcester v. Georgia • his fight against the National Bank |
| 12 | Westward Expansion | <p>5.SS.5 The student demonstrates knowledge of American history between the War of 1812 and the presidency of Andrew Jackson.</p> <p>5.SS.5.B The student identifies various examples of westward expansion prior to the Civil War.</p> <p>5.SS.6 The student demonstrates knowledge of westward expansion's effects on relationships with Native Americans and the electoral divide over slavery.</p> <p>5.SS.6.A The student tells about the fur trade, mountain men, and the Santa Fe Trail, including the travels and roles of Manuel Lisa and Pierre Chouteau in South Dakota.</p> <p>5.SS.9 The student demonstrates knowledge of the Gilded Age.</p> <p>5.SS.9.F The student describes the style and identifies pieces from the Hudson River School of art.</p> |
| Unit 4: Westward Expansion | | |
| 13 | Founding of Texas | <p>5.SS.1.F The student can outline and write a narrative essay of 3-4 paragraphs in length about a historical event.</p> <p>5.SS.6 The student demonstrates knowledge of westward expansion's effects on relationships with Native Americans and the electoral divide over slavery.</p> <p>5.SS.6.C The student tells the story of the settlement of Texas and the Texas Revolution, including the Mexican-American War.</p> <p>5.SS.6.E The student explains the differences between various geographic regions, especially the growing divide in culture, lifestyle, and economics between the northern states and the southern states.</p> |



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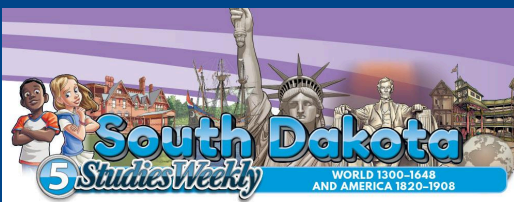
| Week | Title | Standards Covered |
|------|--|---|
| 14 | Native Americans and the United States | <p>5.SS.6 The student demonstrates knowledge of westward expansion's effects on relationships with Native Americans and the electoral divide over slavery.</p> <p>5.SS.6.B The student tells the story of the Trail of Tears, particularly the 1838 Cherokee removal following the Treaty of New Echota.</p> <p>5.SS.6.D 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> |
| 15 | Enslavement to Change | <p>5.SS.5 The student demonstrates knowledge of American history between the War of 1812 and the presidency of Andrew Jackson.</p> <p>5.SS.5.D The student describes the lives of slaves on southern plantations and at slave auctions, including cultural developments among African Americans in slavery.</p> <p>5.SS.6 The student demonstrates knowledge of westward expansion's effects on relationships with Native Americans and the electoral divide over slavery.</p> <p>5.SS.6.E The student explains the differences between various geographic regions, especially the growing divide in culture, lifestyle, and economics between the northern states and the southern states.</p> <p>5.SS.6.F The student explains the work of the abolitionist movement and leading abolitionists, including Harriet Tubman, Levi and Catherine Coffin, Frederick Douglass, the efforts of the Underground Railroad, and the effects of Harriet Beecher Stowe's Uncle Tom's Cabin.</p> <p>5.SS.6.G The student tells the biography of Frederick Douglass, including:</p> <ul style="list-style-type: none"> • his upbringing • his learning to read • his escape from slavery • his abolitionist writings • his initial and later views on the Declaration of Independence and the Constitution <p>5.SS.6.H The student reads and discusses the meaning of selections from Frederick Douglass's The Narrative of the Life of Frederick Douglass.</p> |



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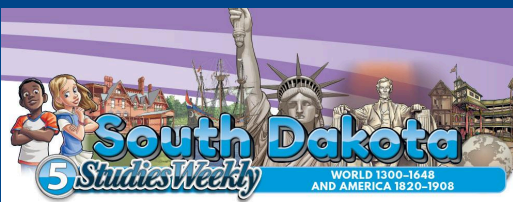
| Week | Title | Standards Covered |
|---|-----------------------------|--|
| Unit 5: Civil War and Reconstruction | | |
| 16 | Growth of the United States | <p>5.SS.6 The student demonstrates knowledge of westward expansion's effects on relationships with Native Americans and the electoral divide over slavery.</p> <p>5.SS.6.E The student explains the differences between various geographic regions, especially the growing divide in culture, lifestyle, and economics between the northern states and the southern states.</p> <p>5.SS.7 The student demonstrates knowledge of events leading up to the Civil War.</p> <p>5.SS.7.A The student explains how the Mexican Cession and the California Gold Rush reignited the issue of the expansion of slavery.</p> <p>5.SS.7.B The student explains the terms of the Compromise of 1850.</p> |
| 17 | Causes of the Civil War | <p>5.SS.7 The student demonstrates knowledge of events leading up to the Civil War.</p> <p>5.SS.7.C The student tells the biography of Abraham Lincoln, including:</p> <ul style="list-style-type: none"> • his upbringing • his self-education • his words and actions against the expansion of slavery • his debates with Stephen Douglas • his presidency • his command of the Union forces in the Civil War • his views on slavery, Union, and the Civil War and how they changed during the war • his Emancipation Proclamation • his plans for Reconstruction • his assassination • the building of the Lincoln Memorial <p>5.SS.7.D The student explains Abraham Lincoln's argument that popular sovereignty implied that moral right and wrong simply depended on what most people believed or wanted.</p> <p>5.SS.7.E The student tells the story of how the Civil War began.</p> <p>5.SS.7.F The student explains the major and minor causes of the Civil War, especially the political tension surrounding the spread of slavery.</p> |
| 18 | Civil War | <p>5.SS.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 5th grade.</p> |



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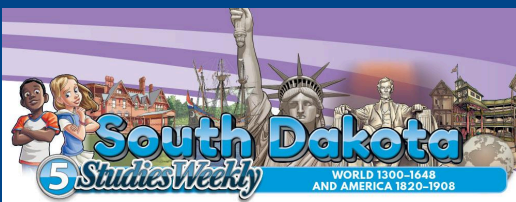
| Week | Title | Standards Covered |
|------|-------|--|
| | | <p>5.SS.1.E The student can recite from memory the Gettysburg Address.</p> <p>5.SS.7.C The student tells the biography of Abraham Lincoln, including:</p> <ul style="list-style-type: none"> • his upbringing • his self-education • his words and actions against the expansion of slavery • his debates with Stephen Douglas • his presidency • his command of the Union forces in the Civil War • his views on slavery, Union, and the Civil War and how they changed during the war • his Emancipation Proclamation • his plans for Reconstruction • his assassination • the building of the Lincoln Memorial <p>5.SS.8 The student demonstrates knowledge of the American Civil War and Reconstruction.</p> <p>5.SS.8.A The student tells the stories and explains the effects of major military events, figures, and common soldiers from the Civil War.</p> <p>5.SS.8.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> <p>5.SS.8.C 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>5.SS.8.D The student reads and discusses the meaning of Abraham Lincoln's Gettysburg Address.</p> <p>5.SS.8.E The student tells the story of and explains the reasons why the Union</p> |



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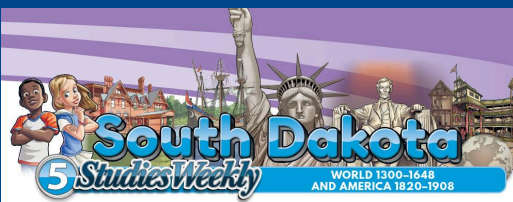
| Week | Title | Standards Covered |
|-------------------------------|----------------------------|---|
| | | won the Civil War, including the battles of Antietam, Vicksburg, and Gettysburg. 5.SS.8.F The student explains the different effects of the Civil War in the North and the South. |
| 19 | Reconstruction | 5.SS.8 The student demonstrates knowledge of the American Civil War and Reconstruction. 5.SS.8.F The student explains the different effects of the Civil War in the North and the South. 5.SS.8.G 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. |
| Unit 6: The Gilded Age | | |
| 20 | Poverty and Progressivism | 5.SS.9 The student demonstrates knowledge of the Gilded Age. 5.SS.9.A The student names inventions that transformed the American economy and way of life away from agrarianism in the second half of the 19th century and the early 20th century. 5.SS.9.E The student describes the various responses to poor working conditions and standards of living, including charity, populism, and unionization. 5.SS.9.F The student describes the style and identifies pieces from the Hudson River School of art. |
| 21 | Business in the Gilded Age | 5.SS.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 5th grade. 5.SS.1.C The student can give examples of how supply and demand influence price, producers, and consumers. 5.SS.9 The student demonstrates knowledge of the Gilded Age. 5.SS.9.B The student names the major industries that drove industrialization in the late 19th century. 5.SS.9.D The student describes the challenges that accompanied industrialization and immigration. |



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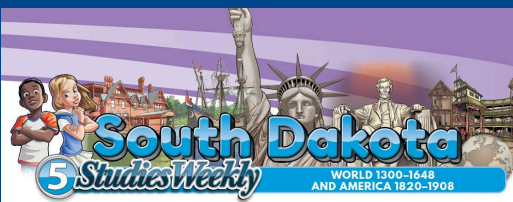
| Week | Title | Standards Covered |
|------|--------------------------------------|--|
| | | 5.SS.9.E The student describes the various responses to poor working conditions and standards of living, including charity, populism, and unionization. |
| 22 | Immigration in the Gilded Age | <p>5.SS.9 The student demonstrates knowledge of the Gilded Age.</p> <p>5.SS.9.C 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>5.SS.9.D The student describes the challenges that accompanied industrialization and immigration.</p> |
| 23 | Discrimination in the Gilded Age | <p>5.SS.9 The student demonstrates knowledge of the Gilded Age.</p> <p>5.SS.9.P The student explains the kinds of discrimination against African Americans that were present in certain states in the decades following Reconstruction.</p> |
| 24 | Treaties and Expansion | <p>5.SS.9 The student demonstrates knowledge of the Gilded Age.</p> <p>5.SS.9.I The student analyzes and defines the extent to which treaties made between the U.S. government and Native Americans were followed and broken, including the historical and contemporary effects of the Treaty of 1868 and the Agreement of 1877.</p> <p>5.SS.9.J The student tells of engagements between U.S. government forces and Native Americans in the west during and following the Civil War.</p> <p>5.SS.9.Q The student explains select standards from Oceti Sakowin Essential Understandings 6 and 7.</p> |
| 25 | South Dakota with Westward Expansion | <p>5.SS.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 5th grade.</p> <p>5.SS.1.A The student can give examples of natural resources, limited resources, and unlimited resources.</p> <p>5.SS.1.B The student can give examples of how natural resources affect the choices of human beings and societies.</p> <p>5.SS.9 The student demonstrates knowledge of the Gilded Age.</p> <p>5.SS.9.G The student explains the Homestead Act of 1862 and the settlement</p> |



South Dakota Social Studies SCOPE & SEQUENCE

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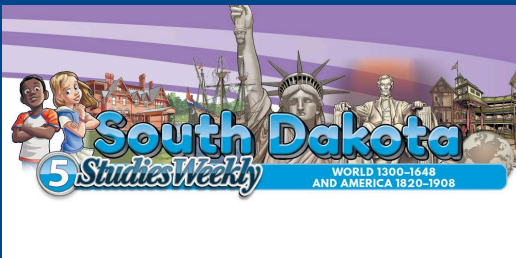
| Week | Title | Standards Covered |
|-----------------------------|-----------------------------------|--|
| | | <p>of the west, especially by European immigrants and former slaves.</p> <p>5.SS.9.L The student explains the role of the railroad, bonanza farming, the Black Hills gold rush, and open-range cattle ranching on South Dakota history.</p> |
| 26 | Pioneer Life in South Dakota | <p>5.SS.1.F The student can outline and write a narrative essay of 3-4 paragraphs in length about a historical event.</p> <p>5.SS.9 The student demonstrates knowledge of the Gilded Age.</p> <p>5.SS.9.H The student describes the life of pioneers in South Dakota during the late 1800s.</p> <p>5.SS.9.L The student explains the role of the railroad, bonanza farming, the Black Hills gold rush, and open-range cattle ranching on South Dakota history.</p> |
| 27 | Statehood for South Dakota | <p>5.SS.9 The student demonstrates knowledge of the Gilded Age.</p> <p>5.SS.9.M The student explains the events and figures that led to statehood for South Dakota.</p> <p>5.SS.9.N The student explains the symbols of the Great Seal of the State of South Dakota.</p> |
| 28 | South Dakota and Native Americans | <p>5.SS.9 The student demonstrates knowledge of the Gilded Age.</p> <p>5.SS.9.K The student tells the stories of the Battle of Little Bighorn (Battle of the Greasy Grass), the Massacre of Wounded Knee, Tȕašúŋke Witkó (Crazy Horse), Thatǵánka íyotake (Sitting Bull), Big Foot, Red Cloud, and Black Elk.</p> <p>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.</p> <p>5.SS.9.Q The student explains select standards from Oceti Sakowin Essential Understandings 6 and 7.</p> |
| Unit 7: 20th Century | | |
| 29 | Presidency of McKinley | <p>5.SS.10 The student demonstrates knowledge of events around the beginning of the 20th Century.</p> <p>5.SS.10.D The student tells of the major events in William McKinley's presidency, including:</p> <ul style="list-style-type: none"> annexation of Hawaii |



South Dakota Social Studies SCOPE & SEQUENCE

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| Week | Title | Standards Covered |
|------|-------------------------------|--|
| | | <ul style="list-style-type: none"> Spanish-American War Philippine-American War Open Door Policy in China |
| 30 | Suffragist Movement | <p>5.SS.6 The student demonstrates knowledge of westward expansion's effects on relationships with Native Americans and the electoral divide over slavery</p> <p>5.SS.6.I The student tells the story of women's suffrage efforts in the mid-19th century.</p> <p>5.SS.10 The student demonstrates knowledge of events around the beginning of the 20th Century.</p> <p>5.SS.10.B The student tells the biography of Susan B. Anthony, including:</p> <ul style="list-style-type: none"> her upbringing her time teaching her work for abolition her friendship with Frederick Douglass her work for temperance her work for women's suffrage <p>5.SS.10.C The student explains the arguments and efforts of the suffragist movement and its major figures.</p> |
| 31 | 20th Century Change and Ideas | <p>5.SS.10 The student demonstrates knowledge of events around the beginning of the 20th Century.</p> <p>5.SS.10.A The student tells the biography of Booker T. Washington, including:</p> <ul style="list-style-type: none"> his upbringing his education his views on the betterment of African Americans his founding of the Tuskegee Institute <p>5.SS.10.E The student explains laws concerning child labor, workplace safety, trust busting, and food regulation.</p> <p>5.SS.10.F The student explains the ideas and efforts for the betterment of African Americans around 1900, including:</p> <ul style="list-style-type: none"> Anna Julia Cooper Niagara Movement W.E.B. DuBois National Association for the Advancement of Colored People |



South Dakota Social Studies SCOPE & SEQUENCE

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| Week | Title | Standards Covered |
|------|--------------------|---|
| 32 | Theodore Roosevelt | <p>5.SS.1.G The student can outline and write an informative essay of 3-4 paragraphs in length about a historical figure.</p> <p>5.SS.10 The student demonstrates knowledge of events around the beginning of the 20th Century.</p> <p>5.SS.10.G The student tells the biography of Theodore Roosevelt, including:</p> <ul style="list-style-type: none"> • his upbringing • his life outside of politics, especially in the West • his fighting in the Spanish-American War • his presidency • his efforts at conservation |