

1st Grade 2015	1st Grade 2022 World: to 315 and America: 1492-1787
<p>History History K-12.H.1 Students will analyze how major events are chronologically connected and evaluate their impact on one another. 1.H.1.1 Demonstrate chronological order using events from their own lives 1.H.1.2 Describe ways people learn about the past including but not limited to photos, artifacts, stories, and videos</p>	<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 C. The student can place events in his or her life in the correct chronological order.</p> <p>H</p> <p>D. The student can draw a depiction of a historical event or figure that intentionally reflects a story learned in class.</p> <p>E. The student can distinguish between a primary source and a secondary source. The student can give examples of virtues and actions related to excellence in character, knowledge, wisdom, and self-government. C</p> <p>L. The student can identify the state flag and motto of South Dakota. C</p> <p>K. The student can identify major public buildings in Washington, D.C., and their architectural styles.</p> <p>M. The student can identify the South Dakota State Capitol Building and name the current governor. C</p> <p>N. The student can recite the following line from the Declaration of Independence from memory: “We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the Pursuit of Happiness.” C</p>
<p>K-12.H.2 Students will analyze and evaluate the impact of people, events, ideas and symbols upon history using multiple sources. 1.H.2.1 Connect people and events honored in commemorative celebrations</p>	
<p>Civics Civics K-12.C.1 Students will explain, compare and contrast, and analyze the historical principles and philosophical purposes of various forms of governments. 1.C.1.1 Identify primary symbols of the United States</p>	
<p>K-12.C.2 Students will explain the historical impact of primary founding documents including, but not limited to, the Declaration of Independence, the U.S. Constitution, the U.S. Bill of Rights and subsequent amendments. 1.C.2.1 Explain who makes decisions and rules in the school</p>	
<p>K-12.C.3 Students will explain how the Constitution organizes the government of the United States. 1.C.3.1 Identify services in your local community including but not limited to police, fire, and ambulance</p>	

<p>Geography K-12.G.1 Students will apply geospatial resources, including data sources and geographic tools to generate, interpret, and analyze information. 1.G.1.1 Construct simple maps of the classroom 1.G.1.2 Use maps, globes, and other simple geographic models to identify absolute location 1.G.1.3 Distinguish between landmasses and bodies of water using maps and globes</p>	<p>A. The student can identify north, south, east, and west on a map and on a globe. G B. The student can locate the North Pole and the South Pole on a map and on a globe.</p>
<p>K-12.G.3 Students will recognize the characteristics of the processes that shape places and regions. 1.G.3.1 Describe the unifying characteristics and boundaries of different school regions including but not limited to the playground, classroom, and reading corner</p>	
<p>K-12.G.6 Students will understand the ways in which humans culturally adapt to, use, and modify the natural environment and its various elements. 1.G.6.1 Describe ways in which people modify and adapt to the environment</p>	<p>I. The student can give examples of different ways that a group of people can make decisions. F. The student can give examples of goods (made, gathered, or grown products) that people buy, sell, and use. E G. The student can give examples of services (actions) that people buy and sell. E H. The student can give examples of a trade-off when working, buying, selling, and saving. E O. The student can recite the Preamble to the United States Constitution from memory. C</p>
<p>Economics K-12.E.1 Students will apply the fundamental economic ideas and concepts associated with the study of economics. 1.E.1.1 Distinguish between goods and services and how families use them 1.E.1.2 Describe ways in which people earn money</p>	<p>1.SS.2 The student demonstrates knowledge of American and South Dakota geography. A. The student locates each of the following on a map: G -North America -South America -Africa -Europe -Asia</p>

	<ul style="list-style-type: none"> -Australia -Antarctica -Atlantic Ocean -Pacific Ocean -Indian Ocean -Arctic Ocean <p>B. The student explains the following geographic features: G-coast</p> <ul style="list-style-type: none"> -valley -prairie -desert -Southern Ocean-Mississippi River-Gulf of Mexico-Washington, D.C.-Pierre -Sioux Falls -Rapid City -Canada -Mexico -Central America-bay -harbor -peninsula -island
	<p>1.SS.3. The student demonstrates understanding of the modern way of life by comparing the following in history to prior eras.</p> <p>H</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>1.SS.4. The student demonstrates knowledge of ancient civilizations in Asia, the Middle East, northern Africa, and the eastern Mediterranean Sea.</p>

	<p>A. The student identifies the major cultural features, stories, and contributions of Ancient India, Babylon, and Ancient China. H</p> <p>B. The student identifies the major cultural features, stories, and contributions of Ancient Egypt, including agriculture, hieroglyphic writing, and papyrus. H</p> <p>C. The student explains the major historical events and stories of the ancient Hebrews. H</p> <p>D. The student identifies the major figures and stories within Greek mythology. H</p> <p>E. The student tells the story of the Persian Wars, including the battles of Marathon and Thermopylae. H</p> <p>F. The student identifies the major cultural features and contributions of Athens, including pottery, architecture, sculpture, and democracy. HC</p> <p>G. The student tells the story of the Peloponnesian War. H</p> <p>H. The student tells the story of the conquests of Alexander of Macedon. H</p> <hr/> <p>1.SS.5. The student demonstrates knowledge of the Roman Republic and the Roman Empire.</p> <p>A. The student tells the stories of the founding of Rome and of the Roman Republic. H</p> <p>B. The student identifies the major cultural features and contributions of Rome, including in architecture, engineering, and government. HC</p> <p>C. The student tells the story of the Punic Wars. H</p> <p>D. The student tells the story of the Roman civil</p>
--	--

	<p>wars and the triumvirates. H</p> <p>E. The students identifies key Roman Emperors and events of the Roman Empire. H</p>
	<p>1.SS.6. The student demonstrates knowledge of pre-Columbian indigenous peoples of North America.</p> <p>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, Arikara, Cheyenne, Crow, and Hidatsa. HC</p> <hr/> <p>1.SS.7. The student demonstrates knowledge of European exploration and settlement of what would become the United States.</p> <p>A. The student explains the various European motivations for exploration. H</p> <p>B. The student tells the biography of Christopher Columbus, including his theories about a faster western route to Asia and his first voyage. H</p> <p>C. The student explains the Columbian Exchange of resources, people, and disease, including how smallpox decimated Native Americans. H</p> <p>D. The student explains how Europeans and indigenous peoples both worked together and also fought against each other and among themselves. HC</p> <p>E. The student explains the history of slavery, including in ancient times and in the 15th century.</p>

	<p>F. The student explains why slavery is morally evil. H</p> <p>G. The student tells the story of the founding of Jamestown, including: H</p> <ul style="list-style-type: none">-the stories of John Smith, 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>H. The student tells the story of the founding of Plymouth and Massachusetts Bay, including: HC</p> <ul style="list-style-type: none">-the stories of William Bradford and John Winthrop-the backgrounds and motivations of the <i>Mayflower</i> passengers-the Mayflower Compact-the assistance of the Wampanoag-the first Thanksgiving-the meaning of John Winthrop's "city upon a hill" <p>I. The student explains why rules and laws are important for ensuring that people live freely and in peace. C</p>
--	---