

2015	2022
<p>K-12.H.1 Students will analyze how major events are chronologically connected and evaluate their impact on one another. K.H.1.1 Distinguish yesterday, today, and tomorrow</p>	<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>G. The student can use a calendar correctly to identify days, weeks, months, and years and can correctly reference “today,” “yesterday,” and “tomorrow.” H</p> <p>B. The student can identify and explain a map of the classroom. G</p> <p>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. H</p> <p>D. The student can distinguish on a map between oceans, lakes, rivers, and mountains. G</p> <p>E. The student can identify and describe differences in setting, housing, and clothing from different time periods. H</p> <p>N. The student can recite the “Pledge of Allegiance” from memory. C</p> <p>A. The student can distinguish between a map and a globe. G</p>
<p>K-12.H.2 Students will analyze and evaluate the impact of people, events, ideas, and symbols upon history using multiple sources. K.H.2.1 Identify local and national celebrations</p>	
<p><u>Kindergarten Civics/Government</u> K-12.C.1 Students will explain, compare and contrast, and analyze the historical principles and philosophical purposes of various forms of governments. K.C.1.1 Identify our country’s flag of the United States as a symbol of the nation</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. K.C.2.1 Understand classroom rules and why they are important</p>	

<p><u>Kindergarten Geography</u> K-12.G.1 Students will apply geospatial resources, including data sources and geographic tools to generate, interpret, and analyze information. K.G.1.1 Recognize that maps and globes represent places K.G.1.2 Use environmental directions or positional words including but not limited to up, down, above, and below to identify significant locations in the classroom</p>	<p>C. The student can name his or her town, township or city, county, state or reservation, country, and continent. G I. The student can use the word “because” correctly in answer to questions of “why” and cause and effect. H J. The student can give examples of rules and laws. C</p>
<p>K-12.G.3 Students will recognize the characteristics of the processes that shape places and regions. K.G.3.1 Identify and describe places in the immediate environment including the classroom and/or playground</p>	<p>K. The student can give examples of treating others with and without respect for the equal human dignity of each person. C L. The student can give examples of virtues and actions related to hard work, personal potential, and individual independence. CE M. The student can correctly use words related to work, including: E -food -clothing-home-job -money-make -serve-borrow-buy -sell-need-want <p style="text-align: right;">S</p> <p>F. The student can use sequential terms correctly to narrate personal and historical events, including first, next, last, before, and after. H</p> </p>

K-12.G.6 Students will understand the ways in which humans culturally adapt to, use, and modify the natural environment and its various elements

K.G.6.1 Describe ways people rely on the environment to meet human needs and wants

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

- North America
- Atlantic Ocean
- Pacific Ocean
- The United States of America
- Alaska
- Hawaii
- South Dakota and its neighbors-the location of the school

K.SS.3. The student tells stories about figures from American history through 2008, including stories from their childhoods, lives as adults, and examples of their character. Figures may include, but are not limited to: HC

- Christopher Columbus
- Pocahontas
- John Smith
- Massasoit
- John Winthrop
- George Washington
- Thomas Jefferson
- Benjamin Franklin
- Phillis Wheatley
- Alexander Hamilton
- James Madison
- Daniel Boone
- Meriwether Lewis and William Clark-Sacajawea
- 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

	<ul style="list-style-type: none">-Anna Julia Cooper-George Washington Carver -Sitting Bull-Crazy Horse-Red Cloud-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>K.SS.4. The student identifies and explains the meaning of different symbols of America. Symbols may include, but are not limited to:</p> <p>HCG</p> <ul style="list-style-type: none">-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
--	--

<p><u>Economics</u> K-12.E.1 Students will apply the fundamental economic ideas and concepts associated with the study of economics. K.E.1.1 Describe the difference between wants and needs</p>	
---	--