

**Main Criteria:** South Dakota Content Standards  
**Secondary Criteria:** Social Studies Online  
**Subjects:** Science, Social Studies  
**Grade:** 1  
**Correlation Options:** Show Correlated

**South Dakota Content Standards**  
**Science**  
Grade: 1 - Adopted: 2015

GOAL/STRAND	SD.1.LSS	First Grade Life Science Standards
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INDICATOR/BENCHMARK 1-LS1-1. Design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs. (SEP: 6; DCI: LS1.A, LS1.D; CCC: Structure/Function, Technology)

**Social Studies Online**  
Grade 2 - Land and Water Around Us

GOAL/STRAND	SD.1.ESS	First Grade Earth and Space Science Standards
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INDICATOR/BENCHMARK 1-ESS1-2. Make observations at different times of the year to relate the amount of daylight to the time of year. (SEP: 3; DCI: ESS1.B; CCC: Patterns)

**Social Studies Online**  
Grade 1 - The Earth Around Us  
Grade 2 - Land and Water Around Us

**South Dakota Content Standards**  
**Social Studies**  
Grade: 1 - Adopted: 2023

GOAL/STRAND		1st Grade – World: to 315; America: 1492-1787
INDICATOR/BENCHMARK		WORLD HISTORY: To 315
STANDARD	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.

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

**Social Studies Online**  
Grade 1 - All About Work  
Grade 2 - Work and Money

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

**Social Studies Online**  
Grade 1 - All About Work  
Grade 2 - Work and Money

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

**Social Studies Online**  
Washington, DC - Grades K - 5

SUPPORTING SKILLS	N.	<p>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><b><u>Social Studies Online</u></b>  <b><u>Grade 1 - Let's Learn About the Government</u></b>  <b><u>Grade 2 - Early Americans</u></b></p>
GOAL/STRAND		1st Grade – World: to 315; America: 1492-1787
INDICATOR/BENCHMARK		WORLD HISTORY: To 315
STANDARD	1.SS.2.	The student demonstrates knowledge of American and South Dakota geography.
SUPPORTING SKILLS	A.	<p>The student locates each of the following on a map: G: 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> <p><b><u>Social Studies Online</u></b>  <b><u>Grade 1 - The Earth Around Us</u></b>  <b><u>Grade 2 - Land and Water Around Us</u></b></p>
GOAL/STRAND		1st Grade – World: to 315; America: 1492-1787
INDICATOR/BENCHMARK		WORLD HISTORY: To 315
STANDARD	1.SS.3.	<p>The student demonstrates understanding of the modern way of life by comparing the following in history to prior eras. H: 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> <p><b><u>Social Studies Online</u></b>  <b><u>Grade 1 - Life Long Ago</u></b>  <b><u>Grade 1 - The Earth Around Us</u></b></p>
GOAL/STRAND		1st Grade – World: to 315; America: 1492-1787
INDICATOR/BENCHMARK		WORLD HISTORY: To 315
STANDARD	1.SS.4.	The student demonstrates knowledge of ancient civilizations in Asia, the Middle East, northern Africa, and the eastern Mediterranean Sea.
SUPPORTING SKILLS	C.	<p>The student explains the major historical events and stories of the ancient Hebrews. H</p> <p><b><u>Social Studies Online</u></b>  <b><u>Jerusalem - Then and Now (Younger Grades)</u></b></p>
GOAL/STRAND		1st Grade – World: to 315; America: 1492-1787
INDICATOR/BENCHMARK		AMERICAN HISTORY: 1492-1787
STANDARD	1.SS.6.	The student demonstrates knowledge of pre-Columbian indigenous peoples of North America.

SUPPORTING SKILLS	A.	<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, Sahnish (Arikara), Cheyenne, Crow, and Hidatsa. HC</p> <p><a href="#"><u>Social Studies Online</u></a>  <a href="#"><u>Grade 2 - Early Americans</u></a></p>
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GOAL/STRAND		1st Grade – World: to 315; America: 1492-1787
INDICATOR/BENCHMARK		AMERICAN HISTORY: 1492-1787
STANDARD	1.SS.7.	The student demonstrates knowledge of European exploration and settlement of what would become the United States.

SUPPORTING SKILLS	B.	<p>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><a href="#"><u>Social Studies Online</u></a>  <a href="#"><u>Grade 1 - Life Long Ago</u></a></p>
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SUPPORTING SKILLS	D.	<p>The student explains how Europeans and indigenous peoples both worked together and also fought against each other and among themselves. HC</p> <p><a href="#"><u>Social Studies Online</u></a>  <a href="#"><u>Grade 1 - Life Long Ago</u></a></p>
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SUPPORTING SKILLS	H.	<p>The student tells the story of the founding of Plymouth and Massachusetts Bay, including: HC: 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> <p><a href="#"><u>Social Studies Online</u></a>  <a href="#"><u>Grade 1 - Life Long Ago</u></a>  <a href="#"><u>Grade 2 - Early Americans</u></a></p>
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SUPPORTING SKILLS	I.	<p>The student explains why rules and laws are important for ensuring that people live freely and in peace. C</p> <p><a href="#"><u>Social Studies Online</u></a>  <a href="#"><u>Grade 2 - Early Americans</u></a></p>
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GOAL/STRAND		1st Grade – World: to 315; America: 1492-1787
INDICATOR/BENCHMARK		AMERICAN HISTORY: 1492-1787
STANDARD	1.SS.8.	The student demonstrates knowledge of European exploration and settlement of what would become the United States.

SUPPORTING SKILLS	B.	<p>The student explains the ways of life among the New England, Middle, and Southern colonies. HCE</p> <p><a href="#"><u>Social Studies Online</u></a>  <a href="#"><u>Grade 2 - Early Americans</u></a></p>
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SUPPORTING SKILLS	C.	<p>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. HCE</p> <p><a href="#"><u>Social Studies Online</u></a>  <a href="#"><u>Grade 2 - Early Americans</u></a></p>
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GOAL/STRAND		1st Grade – World: to 315; America: 1492-1787
INDICATOR/BENCHMARK		AMERICAN HISTORY: 1492-1787
STANDARD	1.SS.9.	The student demonstrates knowledge of events leading to the American Revolution.

SUPPORTING  
SKILLS

A.

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

[Social Studies Online](#)

Grade 1 - Let's Learn About the Government

Grade 2 - Early Americans

SUPPORTING  
SKILLS

B.

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

[Social Studies Online](#)

Grade 1 - Let's Learn About the Government

Grade 2 - Early Americans

SUPPORTING  
SKILLS

E.

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

[Social Studies Online](#)

Grade 2 - Early Americans

GOAL/STRAND		1st Grade – World: to 315; America: 1492-1787
INDICATOR/BENCHMARK		AMERICAN HISTORY: 1492-1787
STANDARD	1.SS.10.	The student demonstrates understanding of the Declaration of Independence based on the arguments of leading founders.

SUPPORTING  
SKILLS

A.

The student explains why the colonists declared independence from Great Britain. HC

[Social Studies Online](#)

Grade 1 - Let's Learn About the Government

Grade 2 - Early Americans

SUPPORTING  
SKILLS

B.

The student listens to and discusses the meaning of the following lines from the Declaration of Independence: "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.—That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed." H

[Social Studies Online](#)

Grade 1 - Let's Learn About the Government

Grade 2 - Early Americans

SUPPORTING  
SKILLS

C.

The student explains the meaning of "created equal." C

[Social Studies Online](#)

Grade 1 - Let's Learn About the Government

Grade 2 - Early Americans

SUPPORTING SKILLS	D.	<p>The student explains the meaning of “life, liberty, and the pursuit of happiness,” in particular the founders’ argument that each human being has the freedom to try to be happy. C</p> <p><b><u>Social Studies Online</u></b>  <b>Grade 1 - Let’s Learn About the Government</b>  <b>Grade 2 - Early Americans</b></p>
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SUPPORTING SKILLS	E.	<p>The student explains the meaning of “the consent of the governed,” including the founders’ argument that a government can only tell people what to do if the people have a say over who in the government gets to make those decisions, which is called “self-government.” C</p> <p><b><u>Social Studies Online</u></b>  <b>Grade 1 - Let’s Learn About the Government</b>  <b>Grade 2 - Early Americans</b></p>
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SUPPORTING SKILLS	F.	<p>The student explains that the purpose of government as outlined in the Declaration of Independence is to protect people equally. C</p> <p><b><u>Social Studies Online</u></b>  <b>Grade 1 - Let’s Learn About the Government</b>  <b>Grade 2 - Early Americans</b>  <b>Grade 2 - Our Government At Work</b></p>
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GOAL/STRAND		1st Grade – World: to 315; America: 1492-1787
INDICATOR/BENCHMARK		AMERICAN HISTORY: 1492-1787
STANDARD	1.SS.11.	The student demonstrates knowledge of the War of Independence.

SUPPORTING SKILLS	A.	<p>The student tells the biography of George Washington, including: H: 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</p> <p><b><u>Social Studies Online</u></b>  <b>Grade 1 - Life Long Ago</b>  <b>Grade 2 - Early Americans</b></p>
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SUPPORTING SKILLS	C.	<p>The student explains the meaning of the symbols on the American flag. HC</p> <p><b><u>Social Studies Online</u></b>  <b>Grade 1 - Let’s Learn About the Government</b>  <b>Grade 2 - Our Government At Work</b></p>
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SUPPORTING SKILLS	D.	<p>The student tells the story of how the Americans won the War of Independence. H</p> <p><b><u>Social Studies Online</u></b>  <b>Grade 1 - Life Long Ago</b>  <b>Grade 2 - Early Americans</b></p>
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