

Main Criteria: South Dakota Content Standards

Secondary Criteria: Social Studies Online

Subjects: Science, Social Studies

Grade: K

Correlation Options: Show Correlated

South Dakota Content Standards

Science

Grade: K - Adopted: 2015

GOAL/STRAND	SD.K.ESS	Kindergarten Earth and Space Science Standards
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INDICATOR/BENCHMARK	K-ESS2-1.	Use and share observations of local weather conditions to describe patterns over time. (SEP: 4; DCI: ESS2.D; CCC: Patterns)
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[Social Studies Online](#)

Grade 1 - The Earth Around Us

INDICATOR/BENCHMARK	K-ESS3-3.	Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment. (SEP: 8; DCI: ESS3.C; ETS1.B; CCC: Cause/Effect)
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[Social Studies Online](#)

Grade 1 - The Earth Around Us

South Dakota Content Standards

Social Studies

Grade: K - Adopted: 2023

GOAL/STRAND		Kindergarten – Introduction to America
INDICATOR/BENCHMARK	K.SS.1.	The student learns the skills to complete the following tasks, completing each task with relative ease by the end of kindergarten.

STANDARD	D.	The student can distinguish on a map between oceans, lakes, rivers, and mountains. G
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[Social Studies Online](#)

Grade 1 - The Earth Around Us

Paris - City of Light - Grades K - 5

STANDARD	E.	The student can identify and describe differences in setting, housing, and clothing from different time periods. H
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[Social Studies Online](#)

Grade 1 - Life Long Ago

STANDARD	I.	The student can use the word “because” correctly in answer to questions of “why” and cause and effect. H
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[Social Studies Online](#)

Washington, DC - Grades K - 5

STANDARD	J.	The student can give examples of rules and laws. C
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[Social Studies Online](#)

Grade 1 - Let's Learn About the Government

STANDARD	M.	The student can correctly use words related to work, including: E: food; clothing; home; job; money; make; serve; borrow; buy; sell; need; want
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[Social Studies Online](#)

Grade 1 - All About Work

INDICATOR/BE NCHMARK	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: HC: 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; Tlatānka İyotake (Sitting Bull); Tlašúnke Witkó (Crazy Horse); Małpíya Lúta (Red Cloud); Hełáka 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><u>Social Studies Online</u> Washington, DC - Grades K - 5</p>
INDICATOR/BE NCHMARK	K.SS.4.	<p>The student identifies and explains the meaning of different symbols of America. Symbols may include, but are not limited to: HCG: 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><u>Social Studies Online</u> Grade 1 - Let's Learn About the Government Grade 1 - Life Long Ago Washington, DC - Grades K - 5</p>

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>Social Studies Online Grade 1 - Let's Learn About the Government Grade 2 - Early Americans</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>Social Studies Online Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us</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>Social Studies Online Grade 1 - Life Long Ago Grade 1 - The Earth Around Us</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>Social Studies Online Jerusalem - Then and Now (Younger Grades)</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>Social Studies Online Grade 2 - Early Americans</p>
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>Social Studies Online Grade 1 - Life Long Ago</p>
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>Social Studies Online Grade 1 - Life Long Ago</p>
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>Social Studies Online Grade 1 - Life Long Ago Grade 2 - Early Americans</p>
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>Social Studies Online Grade 2 - Early Americans</p>
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>Social Studies Online Grade 2 - Early Americans</p>
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>Social Studies Online Grade 2 - Early Americans</p>

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><u>Social Studies Online</u> Grade 1 - Let’s Learn About the Government Grade 2 - Early Americans</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><u>Social Studies Online</u> Grade 1 - Let’s Learn About the Government Grade 2 - Early Americans</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><u>Social Studies Online</u> Grade 1 - Let’s Learn About the Government Grade 2 - Early Americans Grade 2 - Our Government At Work</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><u>Social Studies Online</u> Grade 1 - Life Long Ago Grade 2 - Early Americans</p>
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SUPPORTING SKILLS	C.	<p>The student explains the meaning of the symbols on the American flag. HC</p> <p><u>Social Studies Online</u> Grade 1 - Let’s Learn About the Government Grade 2 - Our Government At Work</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><u>Social Studies Online</u> Grade 1 - Life Long Ago Grade 2 - Early Americans</p>
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Main Criteria: South Dakota Content Standards

Secondary Criteria: Social Studies Online

Subjects: Science, Social Studies

Grade: 2

Correlation Options: Show Correlated

South Dakota Content Standards

Science

Grade: 2 - Adopted: 2015

GOAL/STRAND	SD.2.LSS	Second Grade Life Science Standards
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INDICATOR/BE NCHMARK	2-LS2-1.	Plan and carry out an investigation to determine if plants need sunlight and water to grow. (SEP: 3; DCI: LS2.A; CCC: Cause/Effect)
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Social Studies Online

Grade 2 - Land and Water Around Us

INDICATOR/BE NCHMARK	2-LS4-1.	Make observations of plants and animals to compare the diversity of life in different habitats. (Systems) (SEP: 3; DCI: LSD4.D; CCC: Systems)
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Social Studies Online

African Safari

Amazon Rainforest - Grades 2-5

Amazon Rainforest - People and Threats - Grades 2-5

Grade 3 - Geography of Our Communities

How Coral Reefs Are Formed

The Sahara Desert

Who Lives On a Coral Reef?

GOAL/STRAND	SD.2.ESS	Second Grade Earth Science Standards
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INDICATOR/BE NCHMARK	2-ESS1-1.	Use information from several sources to provide evidence that Earth events can occur quickly or slowly. (SEP: 6; DCI: ESS1.C; CCC: Stability/Change)
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Social Studies Online

Grade 2 - Land and Water Around Us

Grade 3 - Geography of Our Communities

INDICATOR/BE NCHMARK	2-ESS2-1.	Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land. (SEP: 6; DCI: ESS2.A, ETS1.C; CCC: Stability/Change, Technology)
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Social Studies Online

Grade 3 - Geography of Our Communities

INDICATOR/BE NCHMARK	2-ESS2-2.	Develop a model to represent the shapes and kinds of land and bodies of water in an area. (SEP: 2; DCI: ESS2.B ; CCC: Patterns)
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Social Studies Online

African Safari

Amazon Rainforest - Grades 2-5

Grade 1 - The Earth Around Us

Grade 2 - Land and Water Around Us

Grade 3 - Geography of Our Communities

How Coral Reefs Are Formed

The Sahara Desert

Who Lives On a Coral Reef?

INDICATOR/BE NCHMARK	2-ESS2- 3.	Obtain information to identify where water is found on Earth and that it can be solid or liquid. (SEP: 8; DCI: ESS2.C; CCC: Patterns,)
<u>Social Studies Online</u> Amazon Rainforest - Grades 2-5 Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities		

South Dakota Content Standards
Social Studies
 Grade: 2 - Adopted: 2023

GOAL/STRAND		2nd Grade – World: 315-1492; America: 1787-1908
INDICATOR/BE NCHMARK		WORLD HISTORY: 315-1492
STANDARD	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.

SUPPORTING SKILLS F. The student can identify the major national holidays and their meanings. C

Social Studies Online
 Grade 1 - Families and Neighbors
 Grade 1 - Let's Learn About the Government
 Grade 1 - Life Long Ago
 Grade 2 - Early Americans
 Grade 3 - A Country of Cultures

SUPPORTING SKILLS G. The student can identify the following manmade landmarks in the United States: GC: 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

Social Studies Online
 Grade 1 - Let's Learn About the Government
 Grade 2 - Our Government At Work
 Grade 3 - How The Country Was Settled

GOAL/STRAND		2nd Grade – World: 315-1492; America: 1787-1908
INDICATOR/BE NCHMARK		WORLD HISTORY: 315-1492
STANDARD	2.SS.2.	The student demonstrates knowledge of American geography and map regions.

SUPPORTING SKILLS B. The student explains the following geographic features: G: plateau; isthmus; tropics; tundra; rainforest; ocean currents; wind current

Social Studies Online
 African Safari
 Amazon Rainforest - Grades 2-5
 Amazon Rainforest - People and Threats - Grades 2-5
 Grade 2 - Land and Water Around Us
 Grade 3 - Geography of Our Communities
 How Coral Reefs Are Formed
 The Sahara Desert
 Who Lives On a Coral Reef?

GOAL/STRAND		2nd Grade – World: 315-1492; America: 1787-1908
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INDICATOR/BE NCHMARK		AMERICAN HISTORY: 1787-1908
STANDARD	2.SS.5.	The student demonstrates knowledge of the United States Constitution.
SUPPORTING SKILLS	A.	<p>The student explains what a constitution does. C</p> <p>Social Studies Online Grade 1 - Let's Learn About the Government Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities Grade 3 - The First Americans</p>
SUPPORTING SKILLS	D.	<p>The student explains the difference between legislative (law making), executive (law enforcing), and judicial (law judging) powers. C</p> <p>Social Studies Online Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities</p>
SUPPORTING SKILLS	E.	<p>The student explains what Congress, the President, and the Supreme Court each do. C</p> <p>Social Studies Online Grade 1 - Let's Learn About the Government Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities</p>
SUPPORTING SKILLS	F.	<p>The student explains how a law is made. C G. The student explains what a governor and state legislators do. C</p> <p>Social Studies Online Grade 3 - How Government Helps Our Communities</p>
GOAL/STRAND		2nd Grade – World: 315-1492; America: 1787-1908
INDICATOR/BE NCHMARK		AMERICAN HISTORY: 1787-1908
STANDARD	2.SS.6.	The student demonstrates knowledge of American citizenship and civic participation.
SUPPORTING SKILLS	A.	<p>The student explains the legal meaning of “citizen” in the United States and how someone becomes a citizen. C</p> <p>Social Studies Online Grade 1 - Let's Learn About the Government Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities</p>
SUPPORTING SKILLS	B.	<p>The student explains the importance of a knowledgeable, good, and hard-working citizenry in America. C</p> <p>Social Studies Online Grade 1 - Let's Learn About the Government Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities</p>
GOAL/STRAND		2nd Grade – World: 315-1492; America: 1787-1908
INDICATOR/BE NCHMARK		AMERICAN HISTORY: 1787-1908
STANDARD	2.SS.7.	The student demonstrates knowledge of the early United States under the Constitution.

SUPPORTING SKILLS	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. H <u>Social Studies Online</u> Grade 1 - Life Long Ago Grade 2 - Early Americans
SUPPORTING SKILLS	B.	The student listens to and discusses the meaning of George Washington's Thanksgiving Proclamation in its entirety. H <u>Social Studies Online</u> Grade 1 - Life Long Ago Grade 2 - Early Americans
SUPPORTING SKILLS	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. H <u>Social Studies Online</u> Grade 3 - How The Country Was Settled
SUPPORTING SKILLS	D.	The student tells the story of the Corps of Discovery exploring the Louisiana Territory, including its path through South Dakota. H <u>Social Studies Online</u> Grade 3 - How The Country Was Settled
SUPPORTING SKILLS	F.	The student listens to and explains the meaning of the first stanza to "The Star-Spangled Banner." H <u>Social Studies Online</u> Grade 3 - How Government Helps Our Communities

GOAL/STRAND		2nd Grade – World: 315-1492; America: 1787-1908
INDICATOR/BENCHMARK		AMERICAN HISTORY: 1787-1908
STANDARD	2.SS.8.	The student demonstrates knowledge of American history between the War of 1812 and the presidency of Andrew Jackson.

SUPPORTING SKILLS	B.	The student identifies various examples of westward expansion prior to the Civil War. H <u>Social Studies Online</u> Grade 3 - How The Country Was Settled
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SUPPORTING SKILLS	D.	The student explains the electoral relationship between the number of slave states and the perpetuation of slavery. H <u>Social Studies Online</u> Grade 1 - Life Long Ago Grade 2 - Early Americans
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GOAL/STRAND		2nd Grade – World: 315-1492; America: 1787-1908
INDICATOR/BENCHMARK		AMERICAN HISTORY: 1787-1908
STANDARD	2.SS.9.	The student demonstrates knowledge of westward expansion's effects on relationships with Native Americans and the electoral divide over slavery.

SUPPORTING SKILLS	F.	<p>The student tells the story of women's suffrage efforts in the mid-19th century. H</p> <p>Social Studies Online Grade 2 - Our Government At Work</p>
GOAL/STRAND		2nd Grade – World: 315-1492; America: 1787-1908
INDICATOR/BENCHMARK		AMERICAN HISTORY: 1787-1908
STANDARD	2.SS.10.	The student demonstrates knowledge of events leading up to the Civil War.
SUPPORTING SKILLS	B.	<p>The student tells the biography of Abraham Lincoln, including: H: 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</p> <p>Social Studies Online Grade 1 - Life Long Ago Grade 2 - Early Americans</p>
SUPPORTING SKILLS	C.	<p>The student explains Abraham Lincoln's argument against the idea that right and wrong simply depend on what most people want. HC</p> <p>Social Studies Online Grade 1 - Life Long Ago Grade 2 - Early Americans</p>
SUPPORTING SKILLS	E.	<p>The student explains the major and minor causes of the Civil War, especially the political tension surrounding the spread of slavery. H</p> <p>Social Studies Online Grade 1 - Life Long Ago Grade 2 - Early Americans</p>
GOAL/STRAND		2nd Grade – World: 315-1492; America: 1787-1908
INDICATOR/BENCHMARK		AMERICAN HISTORY: 1787-1908
STANDARD	2.SS.11.	The student demonstrates knowledge of the American Civil War and Reconstruction.
SUPPORTING SKILLS	D.	<p>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. HC</p> <p>Social Studies Online Grade 1 - Life Long Ago Grade 2 - Early Americans</p>
SUPPORTING SKILLS	G.	<p>The student tells the story of and explains the reasons why the Union won the Civil War. H</p> <p>Social Studies Online Grade 1 - Life Long Ago Grade 2 - Early Americans</p>
GOAL/STRAND		2nd Grade – World: 315-1492; America: 1787-1908
INDICATOR/BENCHMARK		AMERICAN HISTORY: 1787-1908
STANDARD	2.SS.12.	The student demonstrates knowledge of the Gilded Age and the beginning of the 20th Century.

SUPPORTING SKILLS	A.	<p>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. HE</p> <p><u>Social Studies Online</u> Grade 3 - How The Country Was Settled</p>
SUPPORTING SKILLS	B.	<p>The student explains the reasons and origins of those who immigrated to America after the Civil War. H</p> <p><u>Social Studies Online</u> Grade 1 - Life Long Ago Grade 2 - Our Government At Work Grade 3 - A Country of Cultures</p>

Main Criteria: South Dakota Content Standards

Secondary Criteria: Social Studies Online

Subjects: Science, Social Studies

Grade: 3

Correlation Options: Show Correlated

South Dakota Content Standards

Science

Grade: 3 - Adopted: 2015

GOAL/STRAND	SD.3.LSS	Third Grade Life Science Standards
INDICATOR/BE NCHMARK	3-LS1-1.	Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death. (SEP: 1 ; DCI: LS1.B; CCC: Patterns) <u>Social Studies Online</u> Galapagos Islands Grade 4 - West Region Geography How Coral Reefs Are Formed
INDICATOR/BE NCHMARK	3-LS2-1.	Construct an argument that some animals form groups that help members survive. (SEP: 7; DCI: LS2.D; CCC: Cause/Effect) <u>Social Studies Online</u> African Safari Amazon Rainforest - Grades 2-5 How Coral Reefs Are Formed The Sahara Desert Who Lives On a Coral Reef?
INDICATOR/BE NCHMARK	3-LS4-2.	Use evidence and reasoning to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing. (SEP: 6; DCI: LS4.B; CCC: Cause/Effect) <u>Social Studies Online</u> African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Galapagos Islands Grade 2 - Land and Water Around Us Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Geography How Coral Reefs Are Formed The Sahara Desert Who Lives On a Coral Reef?
INDICATOR/BE NCHMARK	3-LS4-3.	Construct an argument with evidence how some organisms thrive, some struggle to survive, and some cannot survive in a particular habitat. (SEP: 7; DCI: LS4.C; CCC: Cause/Effect) <u>Social Studies Online</u> African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Galapagos Islands Grade 2 - Land and Water Around Us The Sahara Desert

INDICATOR/BE NCHMARK	3-LS4-4.	Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change. (SEP: 7; DCI: LS2.C, LS4.D; CCC: Systems, Technology)
<u>Social Studies Online</u> African Safari Amazon Rainforest - People and Threats - Grades 2-5 Galapagos Islands Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities Grade 4 - West Region Today Who Lives On a Coral Reef?		

GOAL/STRAND	SD.3.ESS	Third Grade Earth and Space Science Standards
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INDICATOR/BE NCHMARK	3-ESS2-1.	Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season. (SEP: 4; DCI: ESS2.D; CCC: Patterns)
<u>Social Studies Online</u> African Safari Grade 2 - Land and Water Around Us Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - West Region Geography		

INDICATOR/BE NCHMARK	3-ESS2-2.	Obtain and combine information to describe climates in different regions of the world. (SEP: 8; DCI: ESS2.D ; CCC: Patterns)
<u>Social Studies Online</u> Amazon Rainforest - Grades 2-5 Grade 2 - Land and Water Around Us Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Geography The Sahara Desert		

INDICATOR/BE NCHMARK	3-ESS3-1.	Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard. (SEP: 7; DCI: ESS3.B ; CCC: Cause/Effect, Technology)
<u>Social Studies Online</u> Grade 3 - Geography of Our Communities		

South Dakota Content Standards

Social Studies

Grade: 3 - Adopted: 2023

GOAL/STRAND		3rd Grade – World: to 60 B.C.E; America: 1492-1763
INDICATOR/BE NCHMARK		WORLD HISTORY: To 60 B.C.E.
STANDARD	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.

SUPPORTING SKILLS	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. E
<u>Social Studies Online</u> Grade 2 - Work and Money		

GOAL/STRAND		3rd Grade – World: to 60 B.C.E; America: 1492-1763
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INDICATOR/BENCHMARK		WORLD HISTORY: To 60 B.C.E.
STANDARD	3.SS.2.	The student demonstrates knowledge of American and South Dakota geography.
SUPPORTING SKILLS	A.	<p>The student locates on a map and describes the features of America's physical geography, including: G: ocean coastlines; Gulf of Mexico; Hudson River; Appalachian Mountains; Ohio River; Great Lakes; Niagara Falls; Mississippi River; local geography</p> <p><u>Social Studies Online</u> Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southeast Region of the U.S. Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today Grade 4 - West Region Landforms Grade 4 - West Region Today Washington, DC - Grades K - 5</p>
SUPPORTING SKILLS	B.	<p>The student locates on a map all fifty states in America. G</p> <p><u>Social Studies Online</u> Grade 2 - Land and Water Around Us Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - Southeast Region of the U.S. Grade 4 - Southwest Region Early Beginnings</p>
SUPPORTING SKILLS	C.	<p>The student locates on a map the major regions of the United States, including: G: 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><u>Social Studies Online</u> Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southeast Region of the U.S. Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today Grade 4 - West Region Early Beginnings Grade 4 - West Region Geography Grade 4 - West Region Landforms Grade 4 - West Region Today Washington, DC - Grades K - 5</p>
SUPPORTING SKILLS	D.	<p>The student locates New York City and Philadelphia on a map and spells their names correctly. G</p> <p><u>Social Studies Online</u> Grade 4 - Northeast</p>
SUPPORTING SKILLS	E.	<p>The student locates Washington, D.C. on a map and identifies it as our nation's capital. G</p> <p><u>Social Studies Online</u> Washington, DC - Grades K - 5</p>
GOAL/STRAND		3rd Grade – World: to 60 B.C.E; America: 1492-1763

INDICATOR/BE NCHMARK		WORLD HISTORY: To 60 B.C.E.
STANDARD	3.SS.3.	The student demonstrates knowledge of ancient civilizations in Asia, the Middle East, and Northern Africa.

SUPPORTING SKILLS D. The student explains the major historical events, cultural features, and stories of the ancient Hebrews. H

[Social Studies Online](#)
Jerusalem - Then and Now (Younger Grades)

GOAL/STRAND		3rd Grade – World: to 60 B.C.E; America: 1492-1763
INDICATOR/BE NCHMARK		WORLD HISTORY: To 60 B.C.E.
STANDARD	3.SS.4.	The student demonstrates knowledge of Ancient Greece and the Roman Republic.

SUPPORTING SKILLS F. The student explains the stories and events surrounding the founding of Rome and the Roman Republic. H

[Social Studies Online](#)
Rome - The Eternal City

SUPPORTING SKILLS 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. HC

[Social Studies Online](#)
Rome - The Eternal City

GOAL/STRAND		3rd Grade – World: to 60 B.C.E; America: 1492-1763
INDICATOR/BE NCHMARK		AMERICAN HISTORY: 1492-1763
STANDARD	3.SS.5.	The student demonstrates knowledge of Native Americans and the voyages of Christopher Columbus.

SUPPORTING SKILLS 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. H

[Social Studies Online](#)
Grade 3 - The First Americans

SUPPORTING SKILLS D. The student locates Jamestown, Plymouth, and Boston on a map. G

[Social Studies Online](#)
Grade 3 - The First Americans

SUPPORTING SKILLS E. The student explains the various European motivations for exploration. H

[Social Studies Online](#)
Grade 3 - The First Americans
Grade 4 - West Region Early Beginnings

SUPPORTING SKILLS G. The student tells the biography of Christopher Columbus, including: H: his theories about a faster western route to Asia; his four voyages; his death in poverty and humiliation

[Social Studies Online](#)
Grade 3 - The First Americans
Grade 4 - West Region Early Beginnings

GOAL/STRAND		3rd Grade – World: to 60 B.C.E; America: 1492-1763
INDICATOR/BENCHMARK		AMERICAN HISTORY: 1492-1763
STANDARD	3.SS.6.	The student demonstrates knowledge of European exploration and settlement of what would become the United States.

SUPPORTING SKILLS D. The student explains the variety of cooperative and violent interactions between Europeans, Indigenous peoples, and among Indigenous tribes. H

Social Studies Online
Grade 3 - The First Americans

SUPPORTING SKILLS E. The student tells the story of the founding of Jamestown, including: H: 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

Social Studies Online
Grade 3 - The First Americans

SUPPORTING SKILLS F. 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"

Social Studies Online
Grade 2 - Early Americans
Grade 3 - The First Americans
Grade 4 - Northeast

SUPPORTING SKILLS G. The student tells of the founding of the following colonies: Connecticut, Rhode Island, New York, Maryland, Pennsylvania, and Georgia. H

Social Studies Online
Grade 4 - Northeast

GOAL/STRAND		3rd Grade – World: to 60 B.C.E; America: 1492-1763
INDICATOR/BENCHMARK		AMERICAN HISTORY: 1492-1763
STANDARD	3.SS.7.	The student demonstrates knowledge of colonial America.

SUPPORTING SKILLS C. The student explains the colonial economies and ways of life among the New England, Middle, and Southern colonies. E

Social Studies Online
Grade 2 - Early Americans
Grade 3 - The First Americans
Grade 4 - Northeast
Grade 4 - Southeast Region of the U.S.

SUPPORTING SKILLS 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. HCE

Social Studies Online
Grade 2 - Early Americans
Grade 3 - The First Americans
Grade 4 - Northeast
Grade 4 - Southeast Region of the U.S.

SUPPORTING SKILLS	E.	<p>The student explains how the “American” colonist was generally defined by certain traits, including being hard-working, determined, religious, skeptical of authority, and self-governing. HCE</p> <p><u>Social Studies Online</u> Grade 2 - Early Americans Grade 3 - The First Americans</p>
SUPPORTING SKILLS	F.	<p>The student explains how England’s relationship toward the colonists amounted to a “salutary neglect” and the ways this relationship benefitted the colonists. HC</p> <p><u>Social Studies Online</u> Grade 2 - Early Americans Grade 3 - The First Americans Grade 4 - Northeast</p>

Main Criteria: South Dakota Content Standards
Secondary Criteria: Social Studies Online
Subjects: Science, Social Studies
Grade: 4
Correlation Options: Show Correlated

South Dakota Content Standards

Science

Grade: 4 - Adopted: 2015

GOAL/STRAND	SD.4.PSS	Fourth Grade Physical Science Standards
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INDICATOR/BE NCHMARK 4-PS4-3. Create and compare multiple solutions that use patterns to transfer information. (SEP: 6; DCI: PS4.C, ETS1.C; CCC: Patterns, Technology)

Social Studies Online
 Grade 3 - Geography of Our Communities

GOAL/STRAND	SD.4.LSS	Fourth Grade Life Science Standards
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INDICATOR/BE NCHMARK 4-LS1-1. Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. (SEP: 7 ; DCI: LS1.A; CCC: Systems)

Social Studies Online
 African Safari
 Amazon Rainforest - Grades 2-5
 Canada: Coast to Coast
 Galapagos Islands
 Grade 4 - Southwest Region Early Beginnings
 Grade 4 - West Region Geography
 How Coral Reefs Are Formed
 The Sahara Desert
 Who Lives On a Coral Reef?

INDICATOR/BE NCHMARK 4-LS1-2. Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways. (SEP: 2; DCI: LS1.D; CCC: Systems)

Social Studies Online
 Grade 4 - West Region Geography
 Who Lives On a Coral Reef?

GOAL/STRAND	SD.4.SSS	Fourth Grade Space Science Standards
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INDICATOR/BE NCHMARK 4-ESS2-1. Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation. (SEP: 3; DCI: ESS2.A, ESS2.E; CCC: Cause/Effect)

Social Studies Online
 Grade 3 - Geography of Our Communities
 Grade 4 - Midwest Region Today
 Grade 4 - Southwest Region Early Beginnings
 National Parks - Alaska & Hawaii
 National Parks - Washington, Oregon, Idaho, Montana, Colorado
 National Parks - Wyoming, Utah

INDICATOR/BE NCHMARK	4-ESS3- 1.	Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment. (SEP: 8; DCI: ESS3.A; CCC: Cause/Effect, Technology)
		Social Studies Online Amazon Rainforest - People and Threats - Grades 2-5 Canada: Coast to Coast Canada: Our Northern Neighbor Grade 3 - Geography of Our Communities Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today Grade 4 - West Region Geography Grade 4 - West Region Today The Sahara Desert

INDICATOR/BE NCHMARK	4-ESS3- 2.	Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans. (SEP: 6; DCI: ESS3.B, ETS1.B; CCC: Cause/Effect, Technology)
		Social Studies Online Grade 3 - Geography of Our Communities

South Dakota Content Standards
Social Studies
Grade: 4 - Adopted: 2023

GOAL/STRAND		4th Grade – World: 60 B.C.E.-C.E. 1300; America: 1763-1820
INDICATOR/BE NCHMARK		WORLD HISTORY: 60 B.C.E.-C.E. 1300
STANDARD	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.

SUPPORTING SKILLS	D.	The student can give examples of virtues and actions related to being a responsible and knowledgeable citizen. C
		Social Studies Online Grade 3 - How Government Helps Our Communities

SUPPORTING SKILLS	E.	The student can sing or recite from memory the first stanza of "The Star-Spangled Banner." HC
		Social Studies Online Grade 3 - How Government Helps Our Communities

GOAL/STRAND		4th Grade – World: 60 B.C.E.-C.E. 1300; America: 1763-1820
INDICATOR/BE NCHMARK		WORLD HISTORY: 60 B.C.E.-C.E. 1300
STANDARD	4.SS.3.	The student demonstrates knowledge of the Roman Empire.

SUPPORTING SKILLS	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. H
		Social Studies Online Ancient Rome Rome - The Eternal City

SUPPORTING SKILLS	B.	<p>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. H</p> <p><u>Social Studies Online</u> Ancient Rome Rome - The Eternal City</p>
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GOAL/STRAND		4th Grade – World: 60 B.C.E.-C.E. 1300; America: 1763-1820
INDICATOR/BENCHMARK		WORLD HISTORY: 60 B.C.E.-C.E. 1300
STANDARD	4.SS.5.	The student demonstrates knowledge of the High and Late Middle Ages.

SUPPORTING SKILLS	G.	<p>The student explains the history and features of civilizations in China, including Confucianism and the major dynasties. H</p> <p><u>Social Studies Online</u> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties</p>
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SUPPORTING SKILLS	H.	<p>The student explains the history and features of civilizations in Japan, including Shinto and Japanese Buddhism, feudalism, shoguns, and isolationism. H</p> <p><u>Social Studies Online</u> Tokyo - City of Contrasts</p>
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GOAL/STRAND		4th Grade – World: 60 B.C.E.-C.E. 1300; America: 1763-1820
INDICATOR/BENCHMARK		AMERICAN HISTORY: 1763-1820
STANDARD	4.SS.6.	The student demonstrates knowledge of events leading to the American Revolution.

SUPPORTING SKILLS	A.	<p>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. HC</p> <p><u>Social Studies Online</u> Grade 3 - The First Americans Grade 4 - Northeast</p>
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SUPPORTING SKILLS	C.	<p>The student explains the ways in which the colonists responded to Great Britain's new claims of power over them. H</p> <p><u>Social Studies Online</u> Grade 3 - The First Americans Grade 4 - Northeast</p>
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SUPPORTING SKILLS	E.	<p>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. H</p> <p><u>Social Studies Online</u> Grade 3 - The First Americans</p>
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GOAL/STRAND		4th Grade – World: 60 B.C.E.-C.E. 1300; America: 1763-1820
INDICATOR/BENCHMARK		AMERICAN HISTORY: 1763-1820
STANDARD	4.SS.7.	The student demonstrates understanding of the Declaration of Independence based on the arguments of leading founders.

SUPPORTING SKILLS	A.	<p>The student reads and discusses the meaning of the first, second, and final paragraphs of the Declaration of Independence. C</p> <p><u>Social Studies Online</u> Grade 3 - The First Americans Grade 4 - Northeast</p>
SUPPORTING SKILLS	B.	<p>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. C</p> <p><u>Social Studies Online</u> Grade 3 - The First Americans Grade 4 - Northeast</p>
SUPPORTING SKILLS	C.	<p>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. C</p> <p><u>Social Studies Online</u> Grade 3 - The First Americans Grade 4 - Northeast</p>
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 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. C</p> <p><u>Social Studies Online</u> Grade 3 - The First Americans Grade 4 - Northeast</p>
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><u>Social Studies Online</u> Grade 3 - The First Americans Grade 4 - Northeast</p>
SUPPORTING SKILLS	F.	<p>The student explains how the purpose of government as outlined in the Declaration of Independence is to “secure these rights.” C</p> <p><u>Social Studies Online</u> Grade 3 - The First Americans Grade 4 - Northeast</p>
SUPPORTING SKILLS	H.	<p>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. H</p> <p><u>Social Studies Online</u> Grade 3 - The First Americans Grade 4 - Northeast</p>

SUPPORTING SKILLS	I.	<p>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." H</p> <p><u>Social Studies Online</u> Grade 3 - The First Americans Grade 4 - Northeast</p>
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GOAL/STRAND		4th Grade – World: 60 B.C.E-C.E. 1300; America: 1763-1820
INDICATOR/BENCHMARK		AMERICAN HISTORY: 1763-1820
STANDARD	4.SS.8.	The student demonstrates knowledge of the War of Independence.

SUPPORTING SKILLS	C.	<p>The student tells the biography of Thomas Jefferson, including: H: 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> <p><u>Social Studies Online</u> Grade 3 - How The Country Was Settled Grade 4 - Midwest Region Early Beginnings Grade 4 - West Region Early Beginnings</p>
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SUPPORTING SKILLS	D.	<p>The student explains the roles of key figures and the life, fighting, and background of common soldiers in the War of Independence. H</p> <p><u>Social Studies Online</u> Grade 3 - The First Americans Grade 4 - Northeast</p>
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SUPPORTING SKILLS	E.	<p>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. HC</p> <p><u>Social Studies Online</u> Grade 3 - How Government Helps Our Communities</p>
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SUPPORTING SKILLS	F.	<p>The student explains the meaning of the symbols on the Great Seal of the United States. C</p> <p><u>Social Studies Online</u> Grade 3 - How Government Helps Our Communities Washington, DC - Grades K - 5</p>
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GOAL/STRAND		4th Grade – World: 60 B.C.E-C.E. 1300; America: 1763-1820
INDICATOR/BENCHMARK		AMERICAN HISTORY: 1763-1820
STANDARD	4.SS.9.	The student demonstrates knowledge of the United States Constitution.

SUPPORTING SKILLS	A.	<p>The student explains the purpose of a constitution, the history of constitutions, and the differences between unwritten and written constitutions. C</p> <p><u>Social Studies Online</u> Grade 3 - How Government Helps Our Communities Grade 3 - The First Americans</p>
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SUPPORTING SKILLS	F.	<p>The student explains how federalism prevents tyranny by dividing governing power among many levels of governments. C</p> <p><u>Social Studies Online</u> Grade 3 - How Government Helps Our Communities</p>
SUPPORTING SKILLS	G.	<p>The student reads and discusses the meaning of the Preamble and selections from the U.S. Constitution and the Bill of Rights. C</p> <p><u>Social Studies Online</u> Grade 3 - How Government Helps Our Communities Grade 3 - The First Americans</p>
SUPPORTING SKILLS	H.	<p>The student explains the difference between legislative (law making), executive (law enforcing), and judicial (law interpreting and judging) powers. C</p> <p><u>Social Studies Online</u> Grade 3 - How Government Helps Our Communities</p>
SUPPORTING SKILLS	I.	<p>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. C</p> <p><u>Social Studies Online</u> Grade 3 - How Government Helps Our Communities Washington, DC - Grades K - 5</p>

GOAL/STRAND		4th Grade – World: 60 B.C.E-C.E. 1300; America: 1763-1820
INDICATOR/BENCHMARK		AMERICAN HISTORY: 1763-1820
STANDARD	4.SS.10.	The student demonstrates knowledge of American citizenship and civic participation.

SUPPORTING SKILLS	A.	<p>The student explains the different roles and responsibilities of each house of Congress, the Presidency, and the Judiciary. C</p> <p><u>Social Studies Online</u> Grade 3 - How Government Helps Our Communities Washington, DC - Grades K - 5</p>
SUPPORTING SKILLS	D.	<p>The student explains the importance of a well-informed, virtuous, and industrious citizenry within representative self-government. C</p> <p><u>Social Studies Online</u> Grade 3 - How Government Helps Our Communities</p>

GOAL/STRAND		4th Grade – World: 60 B.C.E-C.E. 1300; America: 1763-1820
INDICATOR/BENCHMARK		AMERICAN HISTORY: 1763-1820
STANDARD	4.SS.11.	The student demonstrates knowledge and understanding of American history from the presidency of George Washington through the War of 1812.

SUPPORTING SKILLS	A.	<p>The student explains the differences between Alexander Hamilton's and Thomas Jefferson's visions for America's future. H</p> <p><u>Social Studies Online</u> Grade 3 - How The Country Was Settled Grade 4 - Midwest Region Early Beginnings</p>
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SUPPORTING SKILLS	B.	<p>The student explains how the invention of the cotton gin reinvigorated the practice of slavery and the slave-owning interest. H</p> <p><u>Social Studies Online</u> Grade 4 - Southeast Region of the U.S.</p>
SUPPORTING SKILLS	G.	<p>The student tells of the major events in Thomas Jefferson's presidency, including: H: 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</p> <p><u>Social Studies Online</u> Grade 3 - How The Country Was Settled Grade 4 - Midwest Region Early Beginnings Grade 4 - West Region Early Beginnings</p>
SUPPORTING SKILLS	H.	<p>The student tells the story of the Corps of Discovery exploring the Louisiana Territory. H</p> <p><u>Social Studies Online</u> Grade 3 - How The Country Was Settled Grade 4 - Midwest Region Early Beginnings Grade 4 - West Region Early Beginnings</p>
SUPPORTING SKILLS	J.	<p>The student explains select standards from Oceti Sakowin Essential Understandings 2-5. H</p> <p><u>Social Studies Online</u> Grade 3 - The First Americans</p>
SUPPORTING SKILLS	L.	<p>The student reads and explains the meaning of the first stanza to "The Star-Spangled Banner." H</p> <p><u>Social Studies Online</u> Grade 3 - How Government Helps Our Communities</p>

Main Criteria: South Dakota Content Standards

Secondary Criteria: Social Studies Online

Subjects: Science, Social Studies

Grade: 5

Correlation Options: Show Correlated

South Dakota Content Standards

Science

Grade: 5 - Adopted: 2015

GOAL/STRAND	SD.5.PSS	Fifth Grade Physical Science Standards
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INDICATOR/BE NCHMARK 5-PS3-1. Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun. (SEP: 2; DCI: PS3.D, LS1.C ; CCC: Energy/Matter)

Social Studies Online

Galapagos Islands

Who Lives On a Coral Reef?

GOAL/STRAND	SD.5.LSS	Fifth Grade Life Science Standards
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INDICATOR/BE NCHMARK 5-LS2-1. Develop a model to describe the movement of matter and energy among producers, consumers, decomposers, and the environment. (SEP: 2; DCI: LS2.A, LS2.B ; CCC: Systems)

Social Studies Online

Amazon Rainforest - Grades 2-5

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

Galapagos Islands

Who Lives On a Coral Reef?

GOAL/STRAND	SD.5.SSS	Fifth Grade Space Science Standards
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INDICATOR/BE NCHMARK 5-ESS2-1. Develop a model to describe the interaction of geosphere, biosphere, hydrosphere, and/or atmosphere. (SEP: 2; DCI: ESS2.A; CCC: Systems)

Social Studies Online

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

Grade 4 - Midwest Region Today

Grade 4 - Southwest Region Early Beginnings

Grade 4 - West Region Geography

Grade 4 - West Region Landforms

National Parks - Alaska & Hawaii

National Parks - Nevada, California

National Parks - Washington, Oregon, Idaho, Montana, Colorado

National Parks - Wyoming, Utah

INDICATOR/BE NCHMARK 5-ESS2-2. Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth. (SEP: 5; DCI: ESS2.C; CCC: Scale/Prop.)

Social Studies Online

National Parks - Nevada, California

INDICATOR/BENCHMARK	5-ESS3-1.	Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment. (SEP:8; DCI: ESS3.C; CCC: Systems)
		Social Studies Online African Safari Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Galapagos Islands Grade 4 - West Region Today National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah Who Lives On a Coral Reef?

South Dakota Content Standards

Social Studies

Grade: 5 - Adopted: 2023

GOAL/STRAND		5th Grade – World: 1300-1648; America: 1820-1908
INDICATOR/BENCHMARK		WORLD HISTORY: 1300-1648
STANDARD	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.

SUPPORTING SKILLS A. The student can give examples of natural resources, limited resources, and unlimited resources. E

[Social Studies Online](#)
[Amazon Rainforest - Grades 2-5](#)
[Amazon Rainforest - People and Threats - Grades 6-8](#)
[Canada: Our Northern Neighbor](#)
[Grade 4 - Midwest Region Early Beginnings](#)
[Grade 4 - Northeast](#)
[Grade 4 - Southeast Region of the U.S.](#)
[Grade 4 - Southwest Region Early Beginnings](#)
[Grade 4 - Southwest Region Today](#)
[Grade 4 - West Region Geography](#)
[Grade 4 - West Region Today](#)

SUPPORTING SKILLS B. The student can give examples of how natural resources affect the choices of human beings and societies. E

[Social Studies Online](#)
[Amazon Rainforest - Grades 2-5](#)
[Amazon Rainforest - People and Threats - Grades 6-8](#)
[Canada: Our Northern Neighbor](#)
[Grade 4 - Midwest Region Early Beginnings](#)
[Grade 4 - Northeast](#)
[Grade 4 - Southeast Region of the U.S.](#)
[Grade 4 - Southwest Region Early Beginnings](#)
[Grade 4 - Southwest Region Today](#)
[Grade 4 - West Region Geography](#)
[Grade 4 - West Region Today](#)

GOAL/STRAND		5th Grade – World: 1300-1648; America: 1820-1908
INDICATOR/BENCHMARK		WORLD HISTORY: 1300-1648
STANDARD	5.SS.2.	The student demonstrates knowledge of European geography.

SUPPORTING SKILLS	A.	<p>The student locates on a map and describes the features of Europe's physical geography, including: G: 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> <p><u>Social Studies Online</u> Barcelona London - City of Pomp & Majesty Paris - City of Light - Grades K - 5 Rome - The Eternal City</p>
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GOAL/STRAND		5th Grade – World: 1300-1648; America: 1820-1908
INDICATOR/BENCHMARK		WORLD HISTORY: 1300-1648
STANDARD	5.SS.3.	The student demonstrates knowledge of the Renaissance and the Age of Exploration.

SUPPORTING SKILLS	B.	<p>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. H</p> <p><u>Social Studies Online</u> Rome - The Eternal City</p>
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SUPPORTING SKILLS	C.	<p>The student explains the major cultural features and contributions of the Renaissance in Italy and Northern Europe in painting, architecture, sculpture, and literature. H</p> <p><u>Social Studies Online</u> Rome - The Eternal City</p>
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SUPPORTING SKILLS	E.	<p>The student explains 15th century trade between Europe and Asia, and different European motivations for exploration. H</p> <p><u>Social Studies Online</u> Ancient China - Qin & Han Dynasties Grade 4 - West Region Early Beginnings</p>
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GOAL/STRAND		5th Grade – World: 1300-1648; America: 1820-1908
INDICATOR/BENCHMARK		WORLD HISTORY: 1300-1648
STANDARD	5.SS.4.	The student demonstrates knowledge of the Reformation.

SUPPORTING SKILLS	E.	<p>The student explains instances of conquest and cooperation between Europeans and indigenous peoples in the Americas. H</p> <p><u>Social Studies Online</u> Grade 4 - Southwest Region Early Beginnings</p>
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GOAL/STRAND		5th Grade – World: 1300-1648; America: 1820-1908
INDICATOR/BENCHMARK		AMERICAN HISTORY: 1820-1908
STANDARD	5.SS.5.	The student demonstrates knowledge of American history between the War of 1812 and the presidency of Andrew Jackson.

SUPPORTING SKILLS	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. H <u>Social Studies Online</u> Grade 4 - Midwest Region Early Beginnings
SUPPORTING SKILLS	B.	The student identifies various examples of westward expansion prior to the Civil War. H <u>Social Studies Online</u> Grade 4 - Midwest Region Early Beginnings Grade 4 - West Region Early Beginnings
SUPPORTING SKILLS	E.	The student explains the electoral relationship between the number of slave states and the perpetuation of slavery. H <u>Social Studies Online</u> Grade 4 - Southeast Region of the U.S.
SUPPORTING SKILLS	G.	The student tells of the major events in Andrew Jackson's presidency, including: H: 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 <u>Social Studies Online</u> Grade 4 - Southwest Region Early Beginnings

GOAL/STRAND		5th Grade – World: 1300-1648; America: 1820-1908
INDICATOR/BENCHMARK		AMERICAN HISTORY: 1820-1908
STANDARD	5.SS.6.	The student demonstrates knowledge of westward expansion's effects on relationships with Native Americans and the electoral divide over slavery.

SUPPORTING SKILLS	B.	The student tells the story of the Trail of Tears, particularly the 1838 Cherokee removal following the Treaty of New Echota. H <u>Social Studies Online</u> Grade 4 - Southwest Region Early Beginnings
SUPPORTING SKILLS	C.	The student tells the story of the settlement of Texas and the Texas Revolution, including the Mexican-American War. H <u>Social Studies Online</u> Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today
SUPPORTING SKILLS	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. HG <u>Social Studies Online</u> Grade 4 - Northeast

GOAL/STRAND		5th Grade – World: 1300-1648; America: 1820-1908
INDICATOR/BENCHMARK		AMERICAN HISTORY: 1820-1908
STANDARD	5.SS.7.	The student demonstrates knowledge of events leading up to the Civil War.

SUPPORTING SKILLS	A.	<p>The student explains how the Mexican Cession and the California Gold Rush reignited the issue of the expansion of slavery. H</p> <p><u>Social Studies Online</u> Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings Grade 4 - West Region Geography</p>
SUPPORTING SKILLS	F.	<p>The student explains the major and minor causes of the Civil War, especially the political tension surrounding the spread of slavery. H</p> <p><u>Social Studies Online</u> Grade 4 - Southeast Region of the U.S.</p>
GOAL/STRAND		5th Grade – World: 1300-1648; America: 1820-1908
INDICATOR/BENCHMARK		AMERICAN HISTORY: 1820-1908
STANDARD	5.SS.8.	The student demonstrates knowledge of the American Civil War and Reconstruction.
SUPPORTING SKILLS	F.	<p>The student explains the different effects of the Civil War in the North and the South. H</p> <p><u>Social Studies Online</u> Grade 4 - Southeast Region of the U.S.</p>
GOAL/STRAND		5th Grade – World: 1300-1648; America: 1820-1908
INDICATOR/BENCHMARK		AMERICAN HISTORY: 1820-1908
STANDARD	5.SS.9.	The student demonstrates knowledge of the Gilded Age.
SUPPORTING SKILLS	A.	<p>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. HE</p> <p><u>Social Studies Online</u> Grade 4 - Midwest Region Early Beginnings</p>
SUPPORTING SKILLS	B.	<p>The student names the major industries that drove industrialization in the late 19th century. HE</p> <p><u>Social Studies Online</u> Grade 4 - Northeast Grade 4 - Southeast Region of the U.S.</p>
SUPPORTING SKILLS	D.	<p>The student describes the challenges that accompanied industrialization and immigration. HE</p> <p><u>Social Studies Online</u> Grade 4 - Northeast Grade 4 - Southeast Region of the U.S.</p>
SUPPORTING SKILLS	I.	<p>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. HC</p> <p><u>Social Studies Online</u> Grade 4 - Midwest Region Early Beginnings Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings</p>

SUPPORTING SKILLS	Q.	<p>The student explains select standards from Oceti Sakowin Essential Understandings 6 and 7. HC</p> <p><u>Social Studies Online</u> Grade 4 - Southwest Region Early Beginnings</p>
GOAL/STRAND		5th Grade – World: 1300-1648; America: 1820-1908
INDICATOR/BENCHMARK		AMERICAN HISTORY: 1820-1908
STANDARD	5.SS.10.	The student demonstrates knowledge of events around the beginning of the 20th Century.
SUPPORTING SKILLS	D.	<p>The student tells of the major events in William McKinley's presidency, including: H: annexation of Hawaii; Spanish-American War; Philippine-American War; Open Door Policy in China</p> <p><u>Social Studies Online</u> Grade 4 - West Region Early Beginnings</p>
SUPPORTING SKILLS	G.	<p>The student tells the biography of Theodore Roosevelt, including: H: his upbringing; his life outside of politics, especially in the West; his fighting in the Spanish-American War; his presidency; his efforts at conservation</p> <p><u>Social Studies Online</u> Grade 4 - Midwest Region Today National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah</p>

Main Criteria: South Dakota Content Standards
Secondary Criteria: Social Studies Online
Subjects: Science, Social Studies
Grade: 6
Correlation Options: Show Correlated

South Dakota Content Standards

Science

Grade: 6 - Adopted: 2015

GOAL/STRAND	SD.6-8.PSS.	Middle School Physical Science Standards
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INDICATOR/BENCHMARK MS-PS1-3. Obtain and evaluate information to describe that synthetic materials come from natural resources and impact society. (SEP: 8; DCI: PS1.A, PS1.B; CCC: Structure/Function, Technology)

Social Studies Online

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

GOAL/STRAND	SD.6-8.LSS.	Middle School Life Science Standards
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INDICATOR/BENCHMARK MS-LS1-4. Construct an argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively. (SEP: 7; DCI: LS1.B; CCC: Cause/Effect)

Social Studies Online

How Coral Reefs Are Formed

INDICATOR/BENCHMARK MS-LS1-5. Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms. (SEP: 6; DCI: LS1.B; CCC: Cause/Effect)

Social Studies Online

Galapagos Islands

How Coral Reefs Are Formed

INDICATOR/BENCHMARK MS-LS2-2. Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems. (SEP: 6; DCI: LS2.A; CCC: Patterns)

Social Studies Online

African Safari

Amazon Rainforest - Grades 2-5

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

Canada: Coast to Coast

Galapagos Islands

How Coral Reefs Are Formed

National Parks - Alaska & Hawaii

The Sahara Desert

Who Lives On a Coral Reef?

INDICATOR/BE NCHMARK	MS-LS2- 3.	<p>Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem. (SEP: 2; DCI: LS2.B; CCC: Energy/Matter)</p> <p><u>Social Studies Online</u> Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Galapagos Islands Who Lives On a Coral Reef?</p>
INDICATOR/BE NCHMARK	MS-LS2- 4.	<p>Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations. (SEP: 7; DCI: LS2.C ; CCC: Stability/Change)</p> <p><u>Social Studies Online</u> Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Galapagos Islands How Coral Reefs Are Formed National Parks - Alaska & Hawaii National Parks - Washington, Oregon, Idaho, Montana, Colorado The Sahara Desert Who Lives On a Coral Reef?</p>
INDICATOR/BE NCHMARK	MS-LS2- 5.	<p>Evaluate competing design solutions for maintaining biodiversity and ecosystem services. (SEP: 7; DCI: LS2.C, LS4.D, ETS1.B ; CCC: Stability/Change, Technology)</p> <p><u>Social Studies Online</u> African Safari Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Galapagos Islands National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah Who Lives On a Coral Reef?</p>
INDICATOR/BE NCHMARK	MS-LS3- 2.	<p>Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation. (SEP: 2; DCI: LS1.B, LS3.A, LS3.B; CCC: Cause/Effect)</p> <p><u>Social Studies Online</u> How Coral Reefs Are Formed</p>
GOAL/STRAND	SD.6- 8.ESS.	Middle School Earth and Space Science Standards
INDICATOR/BE NCHMARK	MS- ESS2-1.	<p>Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process. (SEP: 2; DCI: ESS2.A; CCC: Stability/Change)</p> <p><u>Social Studies Online</u> Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Galapagos Islands</p>

INDICATOR/BE NCHMARK	MS- ESS2-2.	Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales. (SEP: 6; DCI: ESS2.A, ESS2.C; CCC: Scale/Prop.) <u>Social Studies Online</u> National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah
INDICATOR/BE NCHMARK	MS- ESS2-3.	Analyze and interpret data on the age of the Earth, distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions. (SEP: 4; DCI: ESS2.B, ESS1.C; CCC: Patterns) <u>Social Studies Online</u> National Parks - Alaska & Hawaii National Parks - Wyoming, Utah
INDICATOR/BE NCHMARK	MS- ESS2-5.	Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions. (SEP: 3; DCI: ESS2.C, ESS2.D; CCC: Cause/Effect) <u>Social Studies Online</u> Canada: Coast to Coast
INDICATOR/BE NCHMARK	MS- ESS2-6.	Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates. (SEP: 2; DCI: ESS2.C, ESS2.D; CCC: Systems) <u>Social Studies Online</u> Galapagos Islands
INDICATOR/BE NCHMARK	MS- ESS3-1.	Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes. (SEP: 6; DCI: ESS3.A ; CCC: Cause/Effect , Technology) <u>Social Studies Online</u> Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Canada: Our Northern Neighbor National Parks - Alaska & Hawaii National Parks - Nevada, California The Sahara Desert
INDICATOR/BE NCHMARK	MS- ESS3-3.	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment. (SEP: 6 ; DCI: ESS3.C; CCC: Cause/Effect, Technology) <u>Social Studies Online</u> African Safari Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Galapagos Islands National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah Who Lives On a Coral Reef?

INDICATOR/BENCHMARK	MS-ESS3-4.	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems. (SEP: 7; DCI: ESS3.C; CCC: Cause/Effect, Technology, Nature Science/Consequence-Actions)
		Social Studies Online Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Who Lives On a Coral Reef?

INDICATOR/BENCHMARK	MS-ESS3-5.	Ask questions to clarify evidence of the factors that may have caused a change in global temperatures over the past century. (SEP: 1; DCI: ESS3.D; CCC: Stability/Change)
		Social Studies Online Canada: Coast to Coast National Parks - Washington, Oregon, Idaho, Montana, Colorado Who Lives On a Coral Reef?

South Dakota Content Standards

Social Studies

Grade: 6 - Adopted: 2023

GOAL/STRAND		6th Grade – Influential Ideas in History and Civics: to 1815
INDICATOR/BENCHMARK	6.SS.2.	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 6th grade.

STANDARD	C.	The student can identify the six essential elements of geography: spatial terms, places and regions, physical systems, human systems, environment and society, and the uses of geography. G
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[Social Studies Online](#)

[Amazon Rainforest - Grades 2-5](#)

[Amazon Rainforest - Grades 6-8](#)

[Amazon Rainforest - People and Threats - Grades 2-5](#)

[Amazon Rainforest - People and Threats - Grades 6-8](#)

[Ancient China - Qin & Han Dynasties](#)

[Canada: Coast to Coast](#)

[Canada: Our Northern Neighbor](#)

GOAL/STRAND		6th Grade – Influential Ideas in History and Civics: to 1815
INDICATOR/BENCHMARK	6.SS.3.	The student demonstrates knowledge of world geography. G

STANDARD	A.	The student locates on a map and describes the features of Africa's geography, including: Major Geographic Features: Sahara Desert, Nile River, Mount Kilimanjaro, Atlas Mountains, the Horn of Africa, Red Sea, Suez Canal, Cape of Good Hope, Red Sea; Major Countries (Cities): Algeria, Cameroon, Chad, Ivory Coast, Democratic Republic of the Congo, Egypt (Cairo, Giza), Ethiopia, Ghana, Kenya (Nairobi), Libya (Tripoli), Madagascar, Morocco, Mozambique, Niger, Nigeria, Somalia, South Africa (Johannesburg, Cape Town), Sudan, Tanzania, Tunisia (Tunis), Uganda, Zimbabwe
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[Social Studies Online](#)

[African Safari](#)

STANDARD	E.	The student locates on a map and describes the features of northern and East Asia, including: Major Geographic Features: Sea of Japan, Yellow Sea, East China Sea, Gobi Desert, Himalayan Mountains, Yellow River, Yangtze River, Siberia, Korean Peninsula, Mount Everest; Major Countries (Cities): China (Chongqing, Shanghai, Beijing, Hong Kong), Japan (Tokyo), North Korea (Pyongyang), Russia, South Korea (Seoul), Taiwan
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[Social Studies Online](#)

[Tokyo - City of Contrasts](#)

STANDARD	F.	<p>The student locates on a map and describes the features of North and South America, including: Major Geographic Features: Amazon River, Amazon Rainforest, Andes Mountains, Cape Horn, Panama Canal, Yucatan Peninsula, Straits of Magellan, Isthmus of Panama, Rocky Mountains, Appalachian Mountains, Mississippi River, Hudson Bay, Saint Lawrence River, Great Lakes, Gulf of Mexico, Great Plains; Major Countries (Cities): Argentina (Buenos Aires), Brazil (Sao Paulo, Rio de Janeiro), Chile, Peru, Venezuela, United States (New York City, Los Angeles, Chicago), Canada (Ottawa, Toronto, Montreal), Mexico (Mexico City), Greenland, Cuba (Havana), Haiti</p> <p><u>Social Studies Online</u> Barcelona Exploring Cuba Galapagos Islands National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah Washington, DC - Grades 6 - 12</p>
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GOAL/STRAND		6th Grade – Influential Ideas in History and Civics: to 1815
INDICATOR/BENCHMARK	6.SS.4.	The student demonstrates knowledge and understanding of influential ideas from ancient Asia, the Middle East, northern Africa, and the eastern Mediterranean Sea.

STANDARD	A.	<p>The student identifies the six characteristics of civilizations, which are cities, government, religion, social structures, writing, and art. CE</p> <p><u>Social Studies Online</u> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Jerusalem - Then and Now (Older Grades)</p>
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STANDARD	B.	<p>The student explains the major cultural features, stories, and civil and religious contributions of Ancient India, Babylon, Persia, and Ancient China, including the ideas of Siddhartha, Hammurabi, and Confucius. HC</p> <p><u>Social Studies Online</u> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties</p>
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STANDARD	C.	<p>The student explains the major cultural features, stories, and civil and religious contributions of Ancient Egypt and Phoenicia, including hieroglyphic writing and the first alphabet. HC</p> <p><u>Social Studies Online</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids</p>
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STANDARD	D.	<p>The student explains the major cultural features, stories, and civil and religious contributions of the ancient Hebrews, including the origins and role of the Tanakh. HC</p> <p><u>Social Studies Online</u> Jerusalem - Then and Now (Older Grades)</p>
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STANDARD	E.	<p>The student compares the monotheistic religion of the Hebrews to the traditional polytheism of the ancient world, including the belief in one god, the Decalogue, individual worth of each person, and equal moral obligations of each person regardless of class or authority. HC</p> <p><u>Social Studies Online</u> Jerusalem - Then and Now (Older Grades)</p>
STANDARD	F.	<p>The student explains why the government of ancient Athens may be considered the beginning of democracy, including the polis, written constitutions, voting, a legislative body, and the rule of law. HC</p> <p><u>Social Studies Online</u> Ancient Greece</p>
STANDARD	G.	<p>The student explains the major cultural features and contributions of Athens during the classical period, including pottery, architecture, sculpture, drama, the Greek language, and the histories of Herodotus and Thucydides. H</p> <p><u>Social Studies Online</u> Ancient Greece</p>
STANDARD	I.	<p>The student tells of the conquests of Alexander of Macedon, the founding of the city of Alexandria, and the spread of Greek culture in the Hellenistic Period. H</p> <p><u>Social Studies Online</u> Ancient Greece</p>
GOAL/STRAND		6th Grade – Influential Ideas in History and Civics: to 1815
INDICATOR/B ENCHMARK	6.SS.5.	The student demonstrates knowledge and understanding of influential ideas from the Roman Republic and the Roman Empire.
STANDARD	A.	<p>The student explains the social and political organization of the Roman Republic and the influence of its governing principles and institutions, including the rule of law, the separation of powers, ideas of civic duty, and representative government. HC</p> <p><u>Social Studies Online</u> Ancient Rome</p>
STANDARD	B.	<p>The student explains the major cultural features and contributions of Rome, including in architecture, engineering, sculpture, poetry, the Latin language, and the histories of Livy and Polybius. H</p> <p><u>Social Studies Online</u> Ancient Rome Rome - The Eternal City</p>
STANDARD	D.	<p>The student explains the factors that accounted for the Roman Empire's relative stability and longevity, including its military organization and tactics, the Pax Romana, decentralized administration, the taxation system, a standard currency, and the road system. HCE</p> <p><u>Social Studies Online</u> Ancient Rome Rome - The Eternal City</p>
STANDARD	F.	<p>The student compares the religion of the Christians to that of the Hebrews and of polytheist religions, including monotheism, the Trinity, the belief in Jesus of Nazareth as divine, the redeeming of a person's sins, the individual worth of each person, and equal moral obligations of each person regardless of class or authority. H</p> <p><u>Social Studies Online</u> Jerusalem - Then and Now (Older Grades)</p>

GOAL/STRAND		6th Grade – Influential Ideas in History and Civics: to 1815
INDICATOR/BENCHMARK	6.SS.7.	The student demonstrates knowledge and understanding of influential ideas from the Late Middle Ages and the Reformation.

STANDARD	C.	The student explains the origins and major ideas of the Renaissance, including a revival of classical Greece and Rome, humanism, the growth of towns, the model of Dante Alighieri, and the roles of patrons. H
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[Social Studies Online](#)
[Rome - The Eternal City](#)

STANDARD	D.	The student explains the major cultural features and contributions of the Renaissance in Italy and Northern Europe in painting, architecture, sculpture, and literature. H
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[Social Studies Online](#)
[Rome - The Eternal City](#)

Main Criteria: South Dakota Content Standards
Secondary Criteria: Social Studies Online
Subjects: Science, Social Studies
Grade: 7
Correlation Options: Show Correlated

South Dakota Content Standards

Science

Grade: 7 - Adopted: 2015

GOAL/STRAND	SD.6-8.PSS.	Middle School Physical Science Standards
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INDICATOR/BE NCHMARK MS-PS1-3. Obtain and evaluate information to describe that synthetic materials come from natural resources and impact society. (SEP: 8; DCI: PS1.A, PS1.B; CCC: Structure/Function, Technology)

Social Studies Online

Amazon Rainforest - People and Threats - Grades 6-8

GOAL/STRAND	SD.6-8.LSS.	Middle School Life Science Standards
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INDICATOR/BE NCHMARK MS-LS1-5. Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms. (SEP: 6; DCI: LS1.B; CCC: Cause/Effect)

Social Studies Online

Galapagos Islands

INDICATOR/BE NCHMARK MS-LS2-2. Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems. (SEP: 6; DCI: LS2.A; CCC: Patterns)

Social Studies Online

African Safari

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 6-8

Canada: Coast to Coast

Galapagos Islands

National Parks - Alaska & Hawaii

INDICATOR/BE NCHMARK MS-LS2-3. Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem. (SEP: 2; DCI: LS2.B; CCC: Energy/Matter)

Social Studies Online

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 6-8

Galapagos Islands

INDICATOR/BE NCHMARK MS-LS2-4. Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations. (SEP: 7; DCI: LS2.C ; CCC: Stability/Change)

Social Studies Online

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 6-8

Canada: Coast to Coast

Galapagos Islands

National Parks - Alaska & Hawaii

National Parks - Washington, Oregon, Idaho, Montana, Colorado

INDICATOR/BE NCHMARK	MS-LS2- 5.	<p>Evaluate competing design solutions for maintaining biodiversity and ecosystem services. (SEP: 7; DCI: LS2.C, LS4.D, ETS1.B ; CCC: Stability/Change, Technology)</p> <p><u>Social Studies Online</u> African Safari Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Galapagos Islands National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah</p>
GOAL/STRAND	SD.6- 8.ESS.	Middle School Earth and Space Science Standards
INDICATOR/BE NCHMARK	MS- ESS2-1.	<p>Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process. (SEP: 2; DCI: ESS2.A; CCC: Stability/Change)</p> <p><u>Social Studies Online</u> Amazon Rainforest - People and Threats - Grades 6-8 Galapagos Islands</p>
INDICATOR/BE NCHMARK	MS- ESS2-2.	<p>Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales. (SEP: 6; DCI: ESS2.A, ESS2.C; CCC: Scale/Prop.)</p> <p><u>Social Studies Online</u> National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah</p>
INDICATOR/BE NCHMARK	MS- ESS2-3.	<p>Analyze and interpret data on the age of the Earth, distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions. (SEP: 4; DCI: ESS2.B, ESS1.C; CCC: Patterns)</p> <p><u>Social Studies Online</u> National Parks - Alaska & Hawaii National Parks - Wyoming, Utah</p>
INDICATOR/BE NCHMARK	MS- ESS2-5.	<p>Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions. (SEP: 3; DCI: ESS2.C, ESS2.D; CCC: Cause/Effect)</p> <p><u>Social Studies Online</u> Canada: Coast to Coast</p>
INDICATOR/BE NCHMARK	MS- ESS2-6.	<p>Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates. (SEP: 2; DCI: ESS2.C, ESS2.D; CCC: Systems)</p> <p><u>Social Studies Online</u> Galapagos Islands</p>

INDICATOR/BE NCHMARK	MS- ESS3-1.	Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes. (SEP: 6; DCI: ESS3.A ; CCC: Cause/Effect , Technology) <u>Social Studies Online</u> Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Canada: Our Northern Neighbor National Parks - Alaska & Hawaii National Parks - Nevada, California
INDICATOR/BE NCHMARK	MS- ESS3-3.	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment. (SEP: 6 ; DCI: ESS3.C; CCC: Cause/Effect, Technology) <u>Social Studies Online</u> African Safari Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Galapagos Islands National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah
INDICATOR/BE NCHMARK	MS- ESS3-4.	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems. (SEP: 7; DCI: ESS3.C; CCC: Cause/Effect, Technology, Nature Science/Consequence-Actions) <u>Social Studies Online</u> Amazon Rainforest - People and Threats - Grades 6-8
INDICATOR/BE NCHMARK	MS- ESS3-5.	Ask questions to clarify evidence of the factors that may have caused a change in global temperatures over the past century. (SEP: 1; DCI: ESS3.D; CCC: Stability/Change) <u>Social Studies Online</u> Canada: Coast to Coast National Parks - Washington, Oregon, Idaho, Montana, Colorado

South Dakota Content Standards

Social Studies

Grade: 7 - Adopted: 2023

GOAL/STRAND		7th Grade – America: 1492-1877
INDICATOR/B ENCHMARK	7.SS.2.	The student demonstrates knowledge of American and South Dakota geography.

STANDARD	A.	The student locates on a map and describes the features of America's physical geography, including: G: ocean coastlines; major gulfs, bays, straits, and islands; the Great Lakes; major rivers, valleys, and canyons; major mountain ranges and peaks; the Great Plains; major deserts, caves, dunes, wetlands, waterfalls, and volcanoes; notable features and landmarks <u>Social Studies Online</u> Canada: Coast to Coast Canada: Our Northern Neighbor National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah Washington, DC - Grades 6 - 12
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STANDARD	B.	The student locates on a map, identifies by shape, and spells all the names and capitals of all fifty states. G Social Studies Online Barcelona
STANDARD	C.	The student locates on a map and names the state in which major cities other than capitals are located, including: G: Baltimore; New York City; Philadelphia; Pittsburgh; Cleveland; Cincinnati; New Orleans; Chicago; St. Louis; Kansas City; Detroit; Miami; Dallas; Houston; San Antonio; Los Angeles; San Diego; San Francisco; Minneapolis; Las Vegas; Seattle Social Studies Online Washington, DC - Grades 6 - 12
STANDARD	D.	The student locates on a map Washington, D.C. and major U.S. territories. G Social Studies Online Washington, DC - Grades 6 - 12
STANDARD	E.	The student locates the following American regions on a map, names the states, and compares their topography, climate, and economy to those of South Dakota: G: New England; Mid-Atlantic; The South; The Midwest; The West; The Southwest; The Pacific Northwest Social Studies Online National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah

GOAL/STRAND		7th Grade – America: 1492-1877
INDICATOR/B ENCHMARK	7.SS.3.	The student demonstrates understanding of Native American peoples in North America before the arrival of Europeans and Africans.

STANDARD	A.	The student locates on a map and describes the following civilizations: Ancestral Pueblo, Hopewell, Aztec, Maya, and Inca. H Social Studies Online Ancient Mayan Civilization
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GOAL/STRAND		7th Grade – America: 1492-1877
INDICATOR/B ENCHMARK	7.SS.4.	The student demonstrates knowledge and understanding of the settlement of North America by Europeans, especially that of the British.

STANDARD	B.	The student explains 15th century trade between Europe and Asia, European motivations for exploration, and their various interactions with Native Americans. H Social Studies Online Ancient China - Qin & Han Dynasties
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STANDARD	E.	The student describes the travels and discoveries of major explorers in the future United States: Ponce de Leon, Hernando de Soto, Francisco Vasquez de Coronado, Samuel de Champlain, Henry Hudson, and the Verendrye Expedition. H Social Studies Online Canada: Our Northern Neighbor
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GOAL/STRAND		7th Grade – America: 1492-1877
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INDICATOR/B ENCHMARK	7.SS.5.	The student demonstrates knowledge and understanding of colonial America.
STANDARD	G.	<p>The student explains the influence of historical ideas on the colonists, especially within their colleges and leading families, including: HC: ancient Greek ideas and logical reasoning; ancient Roman political ideas and institutions; Jewish and Christian views of a deity and of human beings; the English tradition of the rule of law and representation, including Magna Carta; the political ideas of John Locke and Baron de Montesquieu</p> <p><u>Social Studies Online</u> Ancient Greece</p>
GOAL/STRAND		7th Grade – America: 1492-1877
INDICATOR/B ENCHMARK	7.SS.8.	The student demonstrates understanding of the principles of the United States Constitution.
STANDARD	G.	<p>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. C</p> <p><u>Social Studies Online</u> Washington, DC - Grades 6 - 12</p>
STANDARD	H.	<p>The student explains the meaning and historical significance of the following terms and topics: democratic republic, justice, legislative power, executive power, judicial power, Federalists, Anti-Federalists, and The Federalist Papers. HC</p> <p><u>Social Studies Online</u> Washington, DC - Grades 6 - 12</p>
GOAL/STRAND		7th Grade – America: 1492-1877
INDICATOR/B ENCHMARK	7.SS.9.	The student demonstrates understanding of the structure and function of the United States Constitution.
STANDARD	A.	<p>The student explains the different roles and responsibilities of each house of Congress, the Presidency, and the Judiciary. C</p> <p><u>Social Studies Online</u> Washington, DC - Grades 6 - 12</p>
STANDARD	B.	<p>The student explains the checks and balances each branch possesses to resist tyranny in the other two branches. C</p> <p><u>Social Studies Online</u> Washington, DC - Grades 6 - 12</p>
GOAL/STRAND		7th Grade – America: 1492-1877
INDICATOR/B ENCHMARK	7.SS.10.	The student demonstrates knowledge and understanding of American history from the presidency of George Washington through the War of 1812.
STANDARD	G.	<p>The student explains how even though the Supreme Court exercises judicial review, the people and each branch of government have a role in interpreting the meaning of the Constitution and an obligation to follow it. C</p> <p><u>Social Studies Online</u> Washington, DC - Grades 6 - 12</p>

Main Criteria: South Dakota Content Standards
Secondary Criteria: Social Studies Online
Subjects: Science, Social Studies
Grade: 8
Correlation Options: Show Correlated

South Dakota Content Standards

Science

Grade: 8 - Adopted: 2015

GOAL/STRAND	SD.6-8.PSS.	Middle School Physical Science Standards
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INDICATOR/BE NCHMARK MS-PS1-3. Obtain and evaluate information to describe that synthetic materials come from natural resources and impact society. (SEP: 8; DCI: PS1.A, PS1.B; CCC: Structure/Function, Technology)

Social Studies Online

Amazon Rainforest - People and Threats - Grades 6-8

GOAL/STRAND	SD.6-8.LSS.	Middle School Life Science Standards
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INDICATOR/BE NCHMARK MS-LS1-5. Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms. (SEP: 6; DCI: LS1.B; CCC: Cause/Effect)

Social Studies Online

Galapagos Islands

INDICATOR/BE NCHMARK MS-LS2-2. Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems. (SEP: 6; DCI: LS2.A; CCC: Patterns)

Social Studies Online

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 6-8

Canada: Coast to Coast

Galapagos Islands

National Parks - Alaska & Hawaii

INDICATOR/BE NCHMARK MS-LS2-3. Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem. (SEP: 2; DCI: LS2.B; CCC: Energy/Matter)

Social Studies Online

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 6-8

Galapagos Islands

INDICATOR/BE NCHMARK MS-LS2-4. Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations. (SEP: 7; DCI: LS2.C ; CCC: Stability/Change)

Social Studies Online

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 6-8

Canada: Coast to Coast

Galapagos Islands

National Parks - Alaska & Hawaii

National Parks - Washington, Oregon, Idaho, Montana, Colorado

INDICATOR/BE NCHMARK	MS-LS2- 5.	Evaluate competing design solutions for maintaining biodiversity and ecosystem services. (SEP: 7; DCI: LS2.C, LS4.D, ETS1.B ; CCC: Stability/Change, Technology) <u>Social Studies Online</u> Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Galapagos Islands National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah
GOAL/STRAND	SD.6- 8.ESS.	Middle School Earth and Space Science Standards
INDICATOR/BE NCHMARK	MS- ESS2-1.	Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process. (SEP: 2; DCI: ESS2.A; CCC: Stability/Change) <u>Social Studies Online</u> Amazon Rainforest - People and Threats - Grades 6-8 Galapagos Islands
INDICATOR/BE NCHMARK	MS- ESS2-2.	Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales. (SEP: 6; DCI: ESS2.A, ESS2.C; CCC: Scale/Prop.) <u>Social Studies Online</u> National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah
INDICATOR/BE NCHMARK	MS- ESS2-3.	Analyze and interpret data on the age of the Earth, distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions. (SEP: 4; DCI: ESS2.B, ESS1.C; CCC: Patterns) <u>Social Studies Online</u> National Parks - Alaska & Hawaii National Parks - Wyoming, Utah
INDICATOR/BE NCHMARK	MS- ESS2-5.	Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions. (SEP: 3; DCI: ESS2.C, ESS2.D; CCC: Cause/Effect) <u>Social Studies Online</u> Canada: Coast to Coast
INDICATOR/BE NCHMARK	MS- ESS2-6.	Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates. (SEP: 2; DCI: ESS2.C, ESS2.D; CCC: Systems) <u>Social Studies Online</u> Galapagos Islands

INDICATOR/BE NCHMARK	MS- ESS3-1.	Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes. (SEP: 6; DCI: ESS3.A ; CCC: Cause/Effect , Technology)
		<u>Social Studies Online</u> Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Canada: Our Northern Neighbor National Parks - Alaska & Hawaii National Parks - Nevada, California
INDICATOR/BE NCHMARK	MS- ESS3-3.	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment. (SEP: 6 ; DCI: ESS3.C; CCC: Cause/Effect, Technology)
		<u>Social Studies Online</u> Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Galapagos Islands National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah
INDICATOR/BE NCHMARK	MS- ESS3-4.	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems. (SEP: 7; DCI: ESS3.C; CCC: Cause/Effect, Technology, Nature Science/Consequence-Actions)
		<u>Social Studies Online</u> Amazon Rainforest - People and Threats - Grades 6-8
INDICATOR/BE NCHMARK	MS- ESS3-5.	Ask questions to clarify evidence of the factors that may have caused a change in global temperatures over the past century. (SEP: 1; DCI: ESS3.D; CCC: Stability/Change)
		<u>Social Studies Online</u> Canada: Coast to Coast National Parks - Washington, Oregon, Idaho, Montana, Colorado

South Dakota Content Standards

Social Studies

Grade: 8 - Adopted: 2023

GOAL/STRAND		8th Grade – America: 1877-2008
INDICATOR/B ENCHMARK	8.SS.3.	The student demonstrates knowledge and understanding of American history at the turn of the 20th Century.
STANDARD	J.	<p>The student tells the biography of Theodore Roosevelt, including: H: his upbringing; his life outside of politics, especially in the West; his fighting in the Spanish-American War; his presidency; his corollary to the Monroe Doctrine; his efforts at conservation</p> <p> <u>Social Studies Online</u> National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah </p>
GOAL/STRAND		8th Grade – America: 1877-2008
INDICATOR/B ENCHMARK	8.SS.6.	The student demonstrates knowledge of post-war America and the Civil Rights Movement.

STANDARD	I.	The student tells of the major events in John F. Kennedy's presidency, including: H: NASA; Bay of Pigs; Cuban Missile Crisis; the buildup of soldiers in Vietnam; his assassination
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Social Studies Online

Exploring Cuba