

2014 WITH 2018 ADDITIONS
WYOMING
SOCIAL STUDIES
CONTENT AND PERFORMANCE
STANDARDS

WYOMING STATE BOARD of EDUCATION

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***to be fully implemented in districts by the beginning of school year 2017-18**

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The Wyoming State Board of Education would like to thank the Wyoming Department of Education, as well as educators, parents, students, business and industry representatives, community college representatives, and the University of Wyoming for all their help with the development of these standards.

2014 Standards

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2018 Standards

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2014 WYOMING SOCIAL STUDIES CONTENT AND PERFORMANCE STANDARDS

RATIONALE

The Wyoming Social Studies Content and Performance Standards represent the cooperative effort of school district, University, community college, and business participants. The State Social Studies Standards Committee recognizes that social studies is the integrated study of the social sciences and humanities to promote civic competence. The mission of social studies is to help young people develop the ability to make informed and reasoned decisions as citizens of a culturally diverse, democratic society in an interdependent world. Students develop a core of knowledge and skills drawn from many academic disciplines, learn how to analyze their own and others' opinions on important issues, and become motivated to participate in civic and community life as active, informed citizens.

In the summer of 2012, a standards review committee was convened to review the Wyoming Social Studies Content and Performance Standards. *Subcommittees were formed and it was decided that an additional social studies standard would be added to address the Framework for 21st Century Skills for technology integration and make a connection to literacy through the Common Core State Standards for Literacy in History/Social Studies, Science, & Technical Subjects.* It was also decided that an additional grade band division would be added to better meet the demand for increased rigor at all grade levels and prepare students by introducing social studies concepts at the earliest grade levels. The committee recognizes that regardless of the variations of course sequences throughout the state, the knowledge and skills identified upon graduation are intended for all students.

Please note, W.S. 21-9-102 requires all publicly funded schools in Wyoming to “give instruction in the essentials of the United States constitution and the constitution of the state of Wyoming, including the study of and devotion to American institution and ideals...” In order to receive a high school diploma, instruction must be given for at least three (3) years in kindergarten through grade eight (8) and one (1) year in the secondary grades.

The Social Studies Content Standard 1, Citizenship, Government, and Democracy, includes several benchmarks to assist in teaching both the Wyoming and United States Constitutions.

Grade Band K-2	Grade Band 3-5	Grade Band 6-8	Grade Band 9-12
SS2.1.1	SS5.1.2	SS8.1.3	SS12.1.3
	SS5.1.3	SS8.1.5	SS12.1.5
		SS8.1.6	

2018 Addition (pg. 5)

RATIONALE

On March 10, 2017, Governor Mead signed Original House Bill 76, House Enrolled Act 119 into law, authorizing the creation of a committee to review the 2014 Social Studies Standards. The Social Studies Standards Review Committee (SSSRC) convened November 2017 through January 2018 to review the 2014 standards “to ensure the cultural heritage, history and contemporary contributions of American Indians are addressed”.

The SSSRC consisted of a total of 24 members including seven Northern Arapaho, five Eastern Shoshone, one Northern Cheyenne, and one Pawnee/Navajo. This committee consisted of 21 educators/administrators from 14 Wyoming school districts and the Director of the Native American Education, Research and Cultural Center at the University of Wyoming, as well as a cross-section of stakeholders from across the state.

The SSSRC recommends the attached changes to the 2014 Wyoming Social Studies Standards. These revisions and additions maintain the intent of the original benchmarks while still meeting the legislative mandate to include American Indian Education.

The SSSRC, in cooperation with the Indigenous Tribes of Wyoming, including the Eastern Shoshone and Northern Arapaho Indian tribes, took special care to preserve the intent of the legislation. Some changes were necessary and were either incorporated directly into the benchmark or added and denoted with an ‘a’ for addition (e.g., SS8.5.2a).

INDIGENOUS TRIBES OF WYOMING: A DEFINITION

The term “Indigenous Tribes of Wyoming” was selected by the SSSRC to be a working definition inclusive of those groups who:

- Identify as indigenous, Native American, or American Indian under the regulations established by a tribe
- Maintain historical continuity with pre-colonial and/or pre-settler societies
- Maintain a strong link to territories and surrounding natural resources
- Maintain distinct social, economic, or political systems
- Maintain distinct language, culture, and beliefs
- Resolve to maintain their ancestral environments and systems as distinctive peoples and communities (e.g., Northern Arapaho, Eastern Shoshone, Northern Cheyenne, Crow, Ute, Lakota, etc.)

Adapted from the United Nations Permanent Forum on Indigenous Issues - [link to the full version from which this definition was adapted](#)

ORGANIZATION OF STANDARDS

Standards specify the essential learning that students must master providing a K-12 framework to assist school districts, schools, and communities in developing and strengthening curriculum. *It is not intended to prescribe courses, materials, or instructional methodology.* Content and performance standards are identified for grade spans K-2, 3-5, 6-8, and 9-12 with benchmarks at grades two, five, eight, and twelve.

Teachers, parents, and students work toward the achievement of the benchmarks at the completion of each grade band level. Success at these benchmark levels requires the effort and commitment of **all** who are involved at that level.

- K-2
- 3-5
- 6-8
- 9-12

Content Standards: what students are expected to know and be able to do by the time they graduate

Benchmarks: specify the skills and content students must master in order to meet the content standards by the time they graduate

Performance Level Descriptors: determine student performance of the benchmarks

Descriptors help teachers assess where students are performing in relation to the benchmarks, and ultimately, the content standards.

Advanced: Students at the advanced level *independently* use their knowledge of social studies in complex and abstract situations and can analyze, synthesize, and communicate information and ideas.

Proficient: Students at the proficient level *consistently* use their knowledge of social studies in complex and abstract situations. This is the minimum level required to demonstrate mastery of the skills.

Basic: Students at the basic level demonstrate *partial mastery* of knowledge and skills to acquire and communicate information and ideas.

Below Basic: Students at the below basic level are *unwilling or do not address* the expectations of the basic level.

2014 Wyoming Social Studies Content and Performance Standards

Content Standard 1 - Citizenship, Government, and Democracy -

Students analyze how people create and change structures of power, authority, and governance to understand the continuing evolution of governments and to demonstrate civic responsibility.

Content Standard 2 - Culture and Cultural Diversity -

Students demonstrate an understanding of the contributions and impacts of human interaction and cultural diversity on societies.

Content Standard 3 - Production, Distribution, and Consumption -

Students describe the influence of economic factors on societies and make decisions based on economic principles.

Content Standard 4 - Time, Continuity, and Change -

Students analyze events, people, problems, and ideas within their historical contexts.

Content Standard 5 - People, Places, and Environments -

Students apply their knowledge of the geographic themes (location, place, movement, region, and human/environment interactions) and skills to demonstrate an understanding of interrelationships among people, places, and environment.

Content Standard 6 - Technology, Literacy, and Global

Connections - Students use technology and literacy skills to access, synthesize, and evaluate information to communicate and apply social studies knowledge to global situations.

All standards documents can be found on the [Wyoming Department of Education Standards webpage](#).

CROSS-CURRICULAR CONNECTIONS

The 2018 Standards Review Committee reviewed the other eight (8) Wyoming content areas and added the code(s) to those other benchmarks which may be integrated with the Social Studies benchmark identified. Below is an example of some of the connections and the content area in which they can be found. All standards documents can be found on the WDE Standards Webpage at edu.wyoming.gov/educators/standards.

EXAMPLES AND CODE INTERPRETATION:

English Language Arts (ELA)

RL.9-10.6, RL.11-12.1 – Reading for Literature, Grades 9-10
RI.9-10.1, 2, 7 – 9 – Reading for Information, Grades 9-10
RF.2.1 – Reading Foundational, Grade 2
W.9-10.1.a, 2.b, 7 – 9 – Writing, Grades 9-10
SL.K.4, SL.1.4, SL.2.2 – Speaking and Listening, Grade K, 1, 2

Science

3-LS1-1 – Grade 3, Life Science
MS-PS2-1 – Middle School, Physical Science
HS-ESS2-7 – High School, Earth and Space Science
3-5-ETS1-1 – Grades 3-5, Engineering, Technology, and Applications of Science

Health

HE12.2.5, HE12.4.12 – Health, by end of Grade 12

Physical Education

PE12.3.2, PE12.3.4 – Physical Education, by end of Grade 12

Fine & Performing Arts (FPA)

FPA11.4.A.3 – Fine & Performing Arts, by end of Grade 11, Art Strand
FPA11.3.D.3, FPA11.4.D.5 – Fine & Performing Arts, by end of Grade 11, Dance Strand
FPA11.3.M.3, FPA11.3.T.1 – Fine & Performing Arts, by end of Grade 11, Music Strand
FPA11.1.T.1 – Fine & Performing Arts, by end of Grade 11, Theater Strand

Career & Vocational Education (CVE)

CV12.2.3 – Career & Vocational Education, by end of Grade 12

Mathematics

2.MD.7-8 – Grade 2, Measurement & Data

Social Studies Content Standard 1 - Citizenship, Government, and Democracy

Students analyze how people create and change structures of power, authority, and governance to understand the continuing evolution of governments and to demonstrate civic responsibility.

Rationale

The vitality and continuation of a democratic republic depends upon the education and participation of informed citizens. All students should have opportunities to apply their knowledge and skills and participate in the workings of the various levels of power, authority, and governance, which should be applied to the rights and responsibilities of good citizenship.

W.S. 21-9-102 requires all publicly funded schools in Wyoming to “give instruction in the essentials of the United States constitution and the constitution of the state of Wyoming, including the study of and devotion to American institution and ideals...” In order to receive a high school diploma, instruction must be given for at least three (3) years in kindergarten through grade eight (8) and one (1) year in the secondary grades.

Benchmarks

Students will:

End of Grade 2	End of Grade 5	End of Grade 8	Upon Graduation Grade 12
<p>SS2.1.1 Understand that schools, tribes, communities, and the United States have rules that have to be followed.</p> <p>CV5.5.1</p>	<p>SS5.1.1 Describe the basic rights and responsibilities of citizenship.</p> <p>CV5.5.1</p>	<p>SS8.1.1 Explain the rights, duties, and responsibilities of a United States citizen.</p> <p>SS8.1.1.a Explain the rights, duties, and responsibilities of being a tribal member on the Wind River Indian Reservation (e.g., inherent rights, treaty obligations, and tribal sovereignty).</p> <p>RL7.1, 7.3, RL.8.1, 8.3 RI.6.3, 6.7, 6.8 W.6.1, 6.2.a, 6.7, 6.9 W.7.7, 7.9, 7.9a W.8.1, 8.1a-b, 2, 7, 9 CV8.3.2</p>	<p>SS12.1.1 Analyze unique freedoms, rights, and responsibilities of living in a democratic society and explain their interrelationships.</p> <p>SS12.1.1.a Compare the rights, duties, and responsibilities (inherent rights, treaty obligations, and tribal sovereignty) of being a tribal member on the Wind River Indian Reservation to the rights, duties, and responsibilities of an American citizen.</p> <p>RL.9-10.6, RL.11-12.1, 7 - 9 RI.9-10.1, .2, 7 - 9 W.9-10.1.a, 2.b, 7 - 9 W.11-12.1, 2.b, 6 - 8, 9.b CV12.1.4</p>
<p>SS2.1.2 Identify the symbols and traditional practices, including those of Indigenous Tribes of Wyoming (e.g. Arapaho and Shoshone flags, songs, and pledges), that honor patriotism in the United States.</p>	<p>SS5.1.2 Understand the basic local, tribal, state, and national political processes (e.g., campaigning and voting).</p> <p>CV5.1.1</p>	<p>SS8.1.2 Explain how to participate in the political process. (i.e., tribal, local, state, and national elections).</p> <p>CV8.3.2</p>	<p>SS12.1.2 Explain and/or demonstrate how to participate in the political process and form personal opinions. (i.e., tribal, local, state, and national elections).</p> <p>RL.9-10.6, RL.11-12.1, 7 - 9 RI.9-10.1 - .2, 7 - 9 W.9-10.1.a, .2.b, 7 - 9 W.11-12.1, .2.b, .6 - .8, .9.b CV12.1.4</p>

Social Studies Content Standard 1 - Citizenship, Government, and Democracy

(cont.)

Benchmarks (continued)

Students will:

End of Grade 2	End of Grade 5	End of Grade 8	Upon Graduation Grade 12
<p>SS2.1.3 Identify people and events that are honored on United States holidays.</p> <p>SS2.1.3.a Identify how Indigenous Tribes of Wyoming honor people and celebrate through events (e.g., Native American Veterans Day, Native American Heritage Day, Wyoming Native American Day, Pow Wows).</p>	<p>SS5.1.3 Understand the basic origins of the United States Constitution (e.g., Declaration of Independence).</p>	<p>SS8.1.3 Explain the historical development of the United States Constitution and treaties (e.g., 1868 Fort Bridger Treaty) and how they have shaped the United States, and Wyoming, and tribal government.</p> <p>RL7.1, 7.3, RL.8.1, 8.3 RI.6.3, 6.7, 6.8 W.6.1, 6.2.a, 6.7, 6.9 W.7.7, 7.9, 7.9a W.8.1, 1a - b, 2, 7, 9</p>	<p>SS12.1.3 Analyze the historical development of the United States Constitution and treaties (e.g., 1868 Fort Bridger Treaty) and how they have shaped the United States and Wyoming Government (tribal, local, state, federal).</p> <p>SS12.1.3.a Analyze the historical development of governance of the Indigenous Tribes of Wyoming through U.S. Congressional Acts and U.S. Supreme Court decisions (e.g., Per Capita Act, Marshall Trilogy, U.S. v. Shoshone Tribe of Indians)</p> <p>RL.9-10.6 RI.9-10.1 - 2, 7 - 9 W.9-10.1.a, 2.b, 7 - 9 RL.11-12.1 RI.11-12.7 - 9 W.11-12.1, 2.b, 6 - 8, 9.b CV12.1.4</p>
<p>SS2.1.4 Understand that the rules in the United States are called laws.</p> <p>CV5.5.1</p>	<p>SS5.1.4 Understand the purpose of the U.S. legal system and that tribal governments have separate legal systems.</p> <p>CV5.5.1</p>	<p>SS8.1.4 Understand the difference between United States civil and criminal legal systems within the federal, state, and tribal levels.</p> <p>CV8.3.2</p>	<p>SS12.1.4 Demonstrate an understanding of the United States civil and criminal legal systems and distinguish differences between those systems. Distinguish the difference between civil and criminal legal systems and how they apply at the federal, state, and tribal levels.</p>
<p>Not assessed at this time.</p>	<p>SS5.1.5 Understand the purposes of the three branches of government (executive, legislative, and judicial).</p> <p>SS5.1.5.a. Understand how the Northern Arapaho and Eastern Shoshone are sovereign nations with their own systems of governance (i.e., each has a General Council and a resolution form of government).</p> <p>CV5.5.1</p>	<p>SS8.1.5 Describe the structures of the United States and Wyoming Constitutions (e.g., Articles, Bill of Rights, amendments).</p> <p>SS8.1.5.a. Describe how the U.S. Constitution creates a special relationship with tribal governments (i.e., Plenary Power, <u>Indian Commerce Clause</u> - Article I, Section 8, Clause 3; <u>Supremacy Clause</u> - Article VI, Clause 2; <u>Cherokee Nation v. Georgia</u>).</p> <p>RI.6.3, 6.7, 6.8 W.6.1, 6.2.a, 6.7, 6.9 RL7.1, 7.3 W.7.7, 7.9, 7.9a RL.8.1, 8.3 W.8.1, 8.1a, 8.1.b, 8.2, 8.7, 8.9</p>	<p>SS12.1.5 Demonstrate an understanding of the structures of both the United States and Wyoming Constitutions.</p> <p>SS12.1.5.a. Describe the inherent powers held by Indigenous Tribes of Wyoming due to their sovereignty. (e.g., taxation, membership, per capita payments, fish and game)</p> <p>RL.9-10.6 RL.11-12.1 RI.9-10.1 - 2, 7 - 9 RI.11-12.7 - 9 W.9-10.1.a, 2.b, 7 - 9 W.11-12.1, 2.b, 6 - 8, 9.b CV12.1.4</p>

End of Grade 2	End of Grade 5	End of Grade 8	Upon Graduation Grade 12
Not assessed at this time.	Not assessed at this time.	<p>SS8.1.6 Understand the basic structures of various political systems (e.g., tribal, local, national, and world).</p> <p>RL7.1, 7.3 RL.8.1, 8.3 RI.6.3, 6.7, 6.8 W.6.1, 6.2.a, 6.7, 6.9 W.7.7, 7.9, 7.9a W.8.1, 8.1a, 8.1.b, 8.2, 8.7, 8.9 CV8.3.2</p>	<p>SS12.1.6 Compare and contrast various world political systems (e.g., ideologies, structure, and institutions) with that of the United States.</p> <p>SS12.1.6.a Compare and contrast various tribal political systems (e.g., ideologies, structure, and institutions) within the United States.</p> <p>RL.9-10.6 RL.11-12.1 RI.9-10.1 - 2, 7 - 9 RI.11-12. 7 - 9 W.9-10.1.a, 2.b, 7 - 9 W.11-12.1, 2.b, 6 - 8, 9.b CV12.1.4</p>

DRAFT

Social Studies Content Standard 1 - Citizenship, Government, and Democracy

Performance Level Descriptors

GRADE 2

Advanced: A second-grade student meets expectations at the proficient level and *independently* demonstrates superior performance in the following. The student will:

- a) demonstrate the importance of rules/laws in schools and communities;
- b) demonstrate knowledge of good citizenship within their school and communities;
- c) identify and explain symbols, traditions, people, and events that are honored within the United States.

Proficient: A second-grade student at the proficient level *consistently* demonstrates performance in the following. The student will:

- a) demonstrate the importance of rules/laws in schools and communities;
- b) demonstrate knowledge of good citizenship within their school and communities;
- c) identify and explain symbols, traditions, people, and events that are honored within the United States.

Basic: A second-grade student at the basic level demonstrates *partial mastery* of knowledge and skills. The student will:

- a) demonstrate the importance of rules/laws in schools and communities;
- b) demonstrate knowledge of good citizenship within their school and communities;
- c) identify and explain symbols, traditions, people, and events that are honored within the United States.

Below Basic: A second-grade student at below basic is *unwilling or does not address* the expectations of the basic level.

GRADE 5

Advanced: A fifth-grade student meets expectations at the proficient level and *independently* demonstrates superior performance in the following. The student will:

- a) demonstrate knowledge of citizenship rights and responsibilities across various communities, *including tribal communities*;
- b) describe the purpose and various levels of government in our lives;
- c) locate and apply information of historical events and issues from a variety of sources to effectively explain connections between past and present.

Proficient: A fifth-grade student at the proficient level *consistently* demonstrates performance in the following. The student will:

- a) demonstrate knowledge of citizenship rights and responsibilities across various communities, *including tribal communities*;
- b) describe the purpose and various levels of government in our lives;
- c) locate and apply information of historical events and issues from a variety of sources to effectively explain connections between past and present.

Basic: A fifth-grade student at the basic level demonstrates *partial mastery* of knowledge and skills. The student will:

- a) demonstrate knowledge of citizenship rights and responsibilities across various communities, *including tribal communities*;
- b) describe the purpose and various levels of government in our lives;
- c) locate and apply information of historical events and issues from a variety of sources to effectively explain connections between past and present.

Below Basic: A fifth-grade student at below basic is *unwilling or does not address* the expectations of the basic level.

Social Studies Content Standard 1 - Performance Level Descriptors (cont.)

GRADE 8

Advanced: An eighth-grade student meets expectations at the proficient level and *independently* demonstrates superior performance in the following. The student will:

- a) describe and compare the principles and structures of power, authority, and governance;
- b) demonstrate knowledge of citizenship, rights, and responsibilities across various communities, [including tribal communities](#);
- c) conduct research to draw unique parallels between historical and current events and issues.

Proficient: An eighth-grade student at the proficient level *consistently* demonstrates performance in the following. The student will:

- a) describe and compare the principles and structures of power, authority, and governance;
- b) demonstrate knowledge of citizenship, rights, and responsibilities across various communities, [including tribal communities](#);
- c) conduct research to draw unique parallels between historical and current events and issues.

Basic: An eighth-grade student at the basic level demonstrates *partial mastery* of knowledge and skills. The student will:

- a) describe and compare the principles and structures of power, authority, and governance;
- b) demonstrate knowledge of citizenship, rights, and responsibilities across various communities, [including tribal communities](#);
- c) conduct research to draw unique parallels between historical and current events and issues.

Below Basic: An eighth-grade student at below basic is *unwilling or does not address* the expectations of the basic level.

GRADE 12

Advanced: A twelfth-grade student meets expectations at the proficient level and *independently* demonstrates superior performance in the following. The student will:

- a) analyze and critique the principles and structure of power, authority, and governance [at tribal, local, state, and national levels](#);
- b) demonstrate civic responsibility by participating as a citizen in the process;
- c) analyze historical and political developments and conducts research to thoroughly and effectively create and defend a position on an issue.

Proficient: A twelfth-grade student at the proficient level *consistently* demonstrates performance in the following. The student will:

- a) analyze and critique the principles and structure of power, authority, and governance [at tribal, local, state, and national levels](#);
- b) demonstrate civic responsibility by participating as a citizen in the process;
- c) analyze historical and political developments and conducts research to thoroughly and effectively create and defend a position on an issue.

Basic: A twelfth-grade student at the basic level demonstrates *partial mastery* of knowledge and skills. The student will:

- a) analyze and critique the principles and structure of power, authority, and governance [at tribal, local, state, and national levels](#);
- b) demonstrate civic responsibility by participating as a citizen in the process;
- c) analyze historical and political developments and conducts research to thoroughly and effectively create and defend a position on an issue.

Below Basic: A twelfth-grade student at below basic is *unwilling or does not address* the expectations of the basic level.

Social Studies Content Standard 2 - Culture and Cultural Diversity

Students demonstrate an understanding of the contributions and impacts of human interaction and cultural diversity on societies.

Rationale

Culture helps us to understand ourselves as both individuals and members of various groups. In a multicultural society, students need to understand multiple perspectives that derive from different cultural vantage points. As citizens, students need to know how institutions are maintained or changed and how they influence individuals, cultures, and societies. This understanding allows students to relate to peoples of local, tribal, state, national, and global communities.

Benchmarks

Students will:

End of Grade 2	End of Grade 5	End of Grade 8	Upon Graduation Grade 12
<p>SS2.2.1 Name the ways groups (e.g., families and schools), including Indigenous Tribes of Wyoming, meet human needs and concerns (e.g., belonging and personal safety) and contribute to personal identity and daily life (e.g., compare features of modern-day living [food, shelter, clothing, transportation] to those of the past; create a chart showing how farming, schools, or communities have changed over time; illustrate past dwellings [tepee, sweat lodge, wikiup, sod, log cabin, earth lodge] and present-day housing).</p> <p>CV5.1.2</p>	<p>SS.5.2.1 Identify and describe the ways groups, including Indigenous Tribes of Wyoming (e.g., families, communities, schools, and social organizations), meet human needs and concerns (e.g., belonging, self-worth, and personal safety) and contribute to personal identity (e.g., personal, tribal, ethnic) and daily life (e.g., traditions, beliefs, language, customs).</p> <p>HE8.2.5 CV5.1.2</p>	<p>SS8.2.1 Compare and contrast the ways various groups (e.g., eliques, clubs, ethnic communities, and American Indian tribes Indigenous Tribes of Wyoming) meet human needs and concerns (e.g., self-esteem, friendship, and tribal heritage) and contribute to identity, situations, and events.</p> <p>RL7.1, 7.3 RL.8.1, 8.3 RI.6.3, 6.7, 6.8 W.6.1, 6.2.a, 6.7, 6.9 W.7.7, 7.9, 7.9a W.8.1, 1a - 1.b, 2, 7, 9 FPA8.2.T.4 CV8.2.3</p>	<p>SS12.2.1 Analyze and evaluate the ways various groups (e.g., social, political, and cultural) meet human needs and concerns (e.g., individual needs and common good) and contribute to identity (e.g., group, national, and global), situations, and events.</p> <p>SS12.2.1.a Analyze and evaluate the ways Indigenous Tribes of Wyoming meet human needs and concerns and contribute to tribal identity (e.g., group, nation, and global), as well as historical and contemporary situations and events (e.g., intergenerational care, mineral royalty payments, water rights, tribal economic development, the repopulation of local animal species, and social/cultural events).</p> <p>RL.9-10.6, RL.11-12.1 RI.9-10.1, 2, 7 - 9 RI.11-12.7 - 9 W.9-10.1.a, 2.b, 7 - 9 W.11-12.1, 2.b, 6 - 8, 9.b HS-ESS2-7 HE12.2.5, HE12.4.12 PE12.3.2, PE12.3.4 FPA11.4.A.3, FPA11.3.D.1 FPA11.3.D.3, FPA11.4.D.5 FPA11.3.M.3, FPA11.3.T.1 CV12.2.3</p>

Social Studies Content Standard 2 - Culture and Cultural Diversity (cont.)

Benchmarks (continued)

Students will:

End of Grade 2	End of Grade 5	End of Grade 8	Upon Graduation Grade 12
<p>SS2.2.2 Recognize and describe unique ways in which expressions of culture influence people including Indigenous Tribes of Wyoming (e.g., language, sign language, stories, music, symbolism, and art).</p> <p>RL.1.2, RL.2.3 RI.1.3, RI.2.2, RI.2.10 W.K.2.7, W.1.1, W.1.7 W.2.1, W.2.7 SL.K.4, SL.1.4, SL.2.2 FPA4.3.M.1 – M.2 FPA4.4.M.3 – M.4 FPA4.4.T.5 CV5.2.3</p>	<p>SS5.2.2 Identify and describe, compare and contrast ways in which unique expressions of culture influence people (e.g., tribal affiliation, language, spirituality, stories, folktales, music, art, and dance) influence people.</p> <p>RL.3.2, RL.4.7, RL.4.9 RI.3.3, RI.4.3, RI.5.3 W.3.2, W.3.7, W.4.2.b W.5.2.b, W.5.7 SL.3.4 4-ESS1-1 FPA4.3.D.1-D4, 4.D.5 FPA8.1.A.1, 8.3.A.1-2 FPA8.2.D.1 – D.2 FPA8.2.T.3, 3.T.1, 4.T.5 FPA8.3.M.1 – M.3 FPA8.4.A.2 CV5.2.3</p>	<p>SS8.2.2 Examine and evaluate how human expression (e.g., language, literature, arts, architecture, traditions, beliefs, and spirituality) contributes to the cultural development, and understanding, and continuity transmission of culture (e.g., oral tradition, Pow Wows, ceremonies, and assimilation).</p> <p>RL7.1, 7.3 RL.8.1, 8.3 RI.6.3, 6.7, 6.8 W.6.1, 2.a, 7, 9 W.7.7, 9, 9a W.8.1, 1a, 1.b, 2, 7, 9 FPA8.1.A.1, 3.A.1-2, 4.A.2 FPA8.2.D.1 – D.2 FPA8.2.T.3, 3.T.1 FPA8.3.M.1 – M.3 FPA8.4.T.5 CV8.2.3</p>	<p>SS12.2.2 Analyze human experience and cultural expression (e.g., language, literature, arts, traditions, beliefs, spirituality, values, and behavior) and illustrate integrated views of a specific culture.</p> <p>SS12.2.2.a Compare and contrast the human experience and cultural expression of Indigenous Tribes of Wyoming (e.g., oral history, Native literature, traditional arts, values, songs, dance, artifacts, and language).</p> <p>RL.9-10.6, RL.11-12.1 RI.9-10.1, 2, 7 - 9, RI.11-12.7 - 9 W.9-10.1.a, 2.b, 7 - 9 W.11-12.1, 2.b, 6 - 8, 9.b HS-ESS2-7 HE12.2.5, HE12.4.12 FPA11.2.A.2, 3.A.1-2, 4.A.3 FPA11.3.D.1-3, 4.D.2, 4.D.5 FPA11.3.M.1 – M.3 FPA11.3.T.1 – T.2 FPA11.4.M.3 – M.4 FPA11.4.T.5 – T.6 CV12.2.3</p>
<p>Assessed in SS2.2.1.</p>	<p>SS5.2.3 Identify and describe characteristics and contributions of local and state cultural groups, including Indigenous Tribes of Wyoming, in Wyoming and the region.</p> <p>CV5.2.3</p>	<p>SS8.2.3 Compare and contrast Analyze the unique cultural characteristics of various groups within Wyoming and the nation, including Indigenous Tribes of Wyoming (e.g., language, traditions, spirituality, art, and lifestyle).</p> <p>RI.6.3, 6.7, 6.8 RL7.1, 7.3 RL.8.1, 8.3 W.6.1, 6.2.a, 6.7, 6.9 W.7.7, 7.9, 7.9a W.8.1, 8.1a - b, 2, 7, 9 CV8.2.3</p>	<p>SS12.2.3 Evaluate how the unique characteristics of cultural groups, including Indigenous Tribes of Wyoming, have contributed and continue to influence Wyoming's history and contemporary life (e.g., tribes, explorers, early settlers, and immigrants).</p> <p>RL.9-10.6, RL.11-12.1 RI.9-10.1, 2, 7 - 9, RI.11-12.7 - 9 W.9-10.1.a, .2.b, 7 - 9 W.11-12.1, 2.b, 6 - 8, 9.b FPA11.3.A.1 – A.2 FPA11.3.D.2, D.4 FPA11.4.M.3 – 4 FPA11.1.T.5 FPA11.3.T.1 – T.2 FPA11.4.T.5 – T.6 CV12.2.3</p>

Social Studies Content Standard 2 - Culture and Cultural Diversity (cont.)

Benchmarks (continued)

Students will:

End of Grade 2	End of Grade 5	End of Grade 8	Upon Graduation Grade 12
Assessed in SS2.2.2.	<p>SS5.2.4 Identify and describe positive and negative interactions (e.g., withholding of Native American U.S. citizenship until 1924), the tensions between among cultural groups, social classes and/or significant individuals in Wyoming and the United States (e.g., Martin Luther King Jr., Helen Keller, Sacagawea, and Chief Washakie, Chief Black Coal, Chief Pocatello, Chief Sharp Nose, and Chief Friday).</p> <p>RL.3.2, RL.4.7, RL.4.9 RI.3.3, RI.4.3, RI.5.3 W.3.2, W.3.7, W.4.2.b W.5.2.b W.5.7 SL.3.4 CV5.2.3</p>	<p>SS8.2.4 Explain the cultural contributions of and tensions between groups in Wyoming, the United States, and the World (e.g., racial, ethnic, social and institutional). SS8.2.4.a Explain the cultural contributions of and interactions between Native Americans and immigrant groups in Wyoming and the United States.</p> <p>RL7.1, 7.3 RL.8.1, 8.3 RI.6.3, 6.7, 6.8 W.6.1, 6.2.a, 6.7, 6.9 W.7.7, 7.9, 7.9a W.8.1, 1a - 1.b, 2, 7, 9 CV8.2.3</p>	<p>SS12.2.4 Analyze and critique the conflicts resulting from cultural assimilation and cultural preservation in Wyoming, the United States, and the World (e.g., racial, ethnic, social, and institutional). SS12.2.4.a Evaluate the conflicts resulting from forced assimilation (e.g., mission/boarding schools and relocation) and cultural preservation efforts (e.g., language revitalization and repatriation of human remains and artifacts) on Indigenous Tribes of Wyoming.</p> <p>RL.9-10.6, RL.11-12.1 RI.9-10.1, 2, 7 - 9, RI.11-12.7 - 9 W.9-10.1.a, 2.b, 7 - 9 W.11-12.1, 2.b, 6 - 8, 9.b FPA11.3.A.3 FPA11.3.D.2 FPA11.3.M.1 – M.2 FPA11.3.T.3 CV12.2.3</p>

Social Studies Content Standard 2 - Culture and Cultural Diversity

Performance Level Descriptors

GRADE 2

Advanced: A second-grade student meets expectations at the proficient level and *independently* demonstrates superior performance in the following. The student will:

- a) name ways groups and cultures meet human needs;
- b) list ways people contribute to personal identity in daily life.

Proficient: A second-grade student at the proficient level *consistently* demonstrates performance in the following. The student will:

- a) name ways groups and cultures meet human needs;
- b) list ways people contribute to personal identity in daily life.

Basic: A second-grade student at the basic level demonstrates *partial mastery* of knowledge and skills. The student will:

- a) name ways groups and cultures meet human needs;
- b) list ways people contribute to personal identity in daily life.

Below Basic: A second-grade student at below basic is *unwilling or does not address* the expectations of the basic level.

GRADE 5

Advanced: A fifth-grade student meets expectations at the proficient level and *independently* demonstrates superior performance in the following. The student will:

- a) identify and describe ways groups and cultures meet human needs;
- b) identify and describe ways people contribute to personal identity in daily life;
- c) identify and describe characteristics, contributions, and possible tensions ~~between~~ **among** cultural groups, **including tribes**.

Proficient: A fifth-grade student at the proficient level *consistently* demonstrates performance in the following. The student will:

- a) identify and describe ways groups and cultures meet human needs;
- b) identify and describe ways people contribute to personal identity in daily life;
- c) identify and describe characteristics, contributions, and possible tensions ~~between~~ **among** cultural groups, **including tribes**.

Basic: A fifth-grade student at the basic level demonstrates *partial mastery* of knowledge and skills. The student will:

- a) identify and describe way groups and cultures meet human needs;
- b) identify and describe ways people contribute to personal identity in daily life;
- c) identify and describe characteristics, contributions, and possible tensions ~~between~~ **among** cultural groups, **including tribes**.

Below Basic: A fifth-grade student at below basic is *unwilling or does not address* the expectations of the basic level.

Social Studies Content Standard 2 - Performance Level Descriptors (cont.)

GRADE 8

Advanced: An eighth-grade student meets expectations at the proficient level and *independently* demonstrates superior performance in the following. The student will:

- a) compare and contrast the ways various groups meet human needs;
- b) evaluate and examine the transmission of cultural ideas;
- c) ~~compare and contrast a group's unique cultural characteristics and explain their contributions and possible tensions they may cause.~~ c) compare and contrast the unique cultural characteristics of groups, including tribes, and explain their contributions and possible tensions they may encounter.

Proficient: An eighth-grade student at the proficient level *consistently* demonstrates performance in the following. The student will:

- a) compare and contrast the ways various groups meet human needs;
- b) evaluate and examine the transmission of cultural ideas;
- c) ~~compare and contrast a group's unique cultural characteristics and explain their contributions and possible tensions they may cause.~~ c) compare and contrast the unique cultural characteristics of groups, including tribes, and explain their contributions and possible tensions they may encounter.

Basic: An eighth-grade student at the basic level demonstrates *partial mastery* of knowledge and skills. The student will:

- a) compare and contrast the ways various groups meet human needs;
- b) evaluate and examine the transmission of cultural ideas;
- c) ~~compare and contrast a group's unique cultural characteristics and explain their contributions and possible tensions they may cause.~~ c) compare and contrast the unique cultural characteristics of groups, including tribes, and explain their contributions and possible tensions they may encounter.

Below Basic: An eighth-grade student at below basic is *unwilling or does not address* the expectations of the basic level.

GRADE 12

Advanced: A twelfth-grade student meets expectations at the proficient level and *independently* demonstrates superior performance in the following. The student will:

- a) analyze and evaluate the way various cultural groups, including tribes, meet human needs and contribute to or influence contemporary life;
- b) analyze human experience that integrates views of cultural expression;
- c) analyze the conflicts resulting from cultural assimilation and preservation.

Proficient: A twelfth-grade student at the proficient level *consistently* demonstrates performance in the following. The student will:

- a) analyze and evaluate the way various cultural groups meet, including tribes, human needs and contribute to or influence contemporary life;
- b) analyze human experience that integrates views of cultural expression;
- c) analyze the conflicts resulting from cultural assimilation and preservation.

Basic: A twelfth-grade student at the basic level demonstrates *partial mastery* of knowledge and skills. The student will:

- a) analyze and evaluate the way various cultural groups, including tribes, meet human needs and contribute to or influence contemporary life;
- b) analyze human experience that integrates views of cultural expression;
- c) analyze the conflicts resulting from cultural assimilation and preservation.

Below Basic: A twelfth-grade student at below basic is *unwilling or does not address* the expectations of the basic level.

Social Studies Content Standard 3 - Production, Distribution, and Consumption

Students describe the influence of economic factors on societies and make decisions based on economic principles.

Rationale

In a global economy marked by rapid technological, political, and economic change, students will examine how people organize for the production, distribution, and consumption of goods and services.

Benchmarks

Students will:

End of Grade 2	End of Grade 5	End of Grade 8	Upon Graduation Grade 12
<p>SS2.3.1 Give examples of and/or identify needs, wants, goods, and services.</p>	<p>SS5.3.1 Give examples of needs, wants, goods, services, scarcity, and choice.</p> <p>CV5.1.2</p>	<p>SS8.3.1 Identify and apply basic economic concepts (e.g., supply, demand, production, exchange and consumption, labor, wages, scarcity, prices, incentives, competition, and profits).</p> <p>8.EE.8 CV8.1.1</p>	<p>SS12.3.1 Analyze the impact of supply, demand, scarcity, prices, incentives, competition, and profits on what is produced, distributed, and consumed.</p> <p>CV12.1.1 CV12.1.2 CV12.3.4</p>
<p>SS2.3.2 Identify how price may affect buying, selling, and saving decisions.</p> <p>2.MD.8 CV5.1.1</p>	<p>SS5.3.2 Identify basic economic concepts (e.g., supply, demand, price, and trade).</p> <p>CV5.1.1</p>	<p>SS8.3.2 Compare and contrast how people organize for the production, distribution, and consumption of goods and services in various economic systems (e.g., characteristics of market, command, and mixed economies).</p> <p>RL7.1, 7.3, RL.8.1, 8.3 RI.6.3, 6.7, 6.8 W.6.1, 6.2.a, 6.7, 6.9 W.7.7, 7.9, 7.9a W.8.1, 8.1a - b, 2, 7, 9CV8.1.1</p>	<p>SS12.3.2 Analyze and evaluate how people organize for the production, distribution, and consumption of goods and services in various economic systems (e.g., capitalism, communism, and socialism).</p> <p>RL.9-10.6, RL.11-12.1 RI.9-10.1, 2, 7 - 9, RI.11-12.7 W.9-10.1.a, .2.b, 7 - 9 W.11-12.1, 2.b, 6 - 8, 9.b HS-PS4-2 CV12.1.1 CV12.1.2</p>
<p>SS2.3.3 Identify how science or technology affects production (e.g., assembly line, robots, and video streaming).</p> <p>K-2-ETS1-3 CV5.1.1</p>	<p>SS5.3.3 Identify and describe how science and technology have affected production and distribution locally, nationally, and globally (e.g., trains and natural resources).</p> <p>CV5.1.1</p>	<p>SS8.3.3 Describe the impact of technological advancements on production, distribution, and consumption. (e.g., businesses and/or corporations in the United States and the world).</p> <p>RL7.1, 7.3, RL.8.1, 8.3 RI.6.3, 6.7, 6.8 W.6.1, 6.2.a, 6.7, 6.9 W.7.7, 7.9, 7.9a W.8.1, 8.1a - b, 2, 7, 9 MS-LS2-5 CV8.1.1</p>	<p>SS12.3.3 Analyze and evaluate the impact of current and emerging technologies at the micro and macroeconomic levels (e.g., jobs, education, trade, and infrastructure) and their impact on global economic interdependence.</p> <p>RL.9-10.6, RL.11-12.1 RI.9-10.1, 2, 7 - 9, RI.11-12.7 - 9 W.9-10.1.a, .2.b, 7 - 9 W.11-12.1, 2.b, 6 - 8, 9.b HS-PS3-3, PS3-4, PS4-2 CV12.1.1 – 1.2</p>

Social Studies Content Standard 3 - Production, Distribution, and Consumption (cont.)

Benchmarks

Students will:

End of Grade 2	End of Grade 5	End of Grade 8	Upon Graduation Grade 12
Assessed in SS2.3.2.	<p>SS5.3.4 Explain the roles and effect of money, banking, savings, and budgeting in personal life and society.</p> <p>CV5.1.1</p>	<p>SS8.3.4 Explain or illustrate how money is used by individuals, groups, and financial institutions.</p> <p>RL7.1, 7.3 RL.8.1, 8.3 RI.6.3, 6.7, 6.8 W.6.1, 6.2.a, 6.7, 6.9 W.7.7, 7.9, 7.9a W.8.1, 1a - 1.b, 2,7 CV8.1.1</p>	<p>SS12.3.4 Explain how financial and government institutions make economic decisions (e.g., banking, investment, credit, regulation, and debt).</p> <p>RL.9-10.6, RL.11-12.1 RI.9-10.1, 2, 7 - 9 RI.11-12.7 - 9 W.9-10.1.a, 2.b, 7 - 9 W.11-12.1, 2.b, 6 -9b CV12.1.1 - 1.2</p>
Assessed in SS2.3.2.	Assessed in SS5.3.4.	<p>SS8.3.5 Describe how values and beliefs influence individual, family, and business decisions (microeconomics).</p> <p>MS-LS2-5</p>	<p>SS12.3.5 Evaluate how values and beliefs influence microeconomic and macroeconomic decisions.</p> <p>RL.9-10.6, RL.11-12.1 RI.9-10.1, 2, 7 - 9 RI.11-12.7 - 9 W.9-10.1.a, 2.b, 7 - 9 W.11-12.1, 2.b, 6 -9b</p>

Social Studies Content Standard 3 - Production, Distribution, and Consumption

Performance Level Descriptors

GRADE 2

Advanced: A second-grade student meets expectations at the proficient level and *independently* demonstrates superior performance in the following. The student will:

- a) identify currency;
- b) explain the purpose of money;
- c) explain how science and technology affect economic production.

Proficient: A second-grade student at the proficient level *consistently* demonstrates performance in the following. The student will:

- a) identify currency;
- b) explain the purpose of money;
- c) explain how science and technology affect economic production.

Basic: A second-grade student at the basic level demonstrates *partial mastery* of knowledge and skills. The students will:

- a) identify currency;
- b) explain the purpose of money;
- c) explain how science and technology affect economic production.

Below Basic: A second-grade student at below basic is *unwilling or does not address* the expectations of the basic level.

GRADE 5

Advanced: A fifth-grade student meets expectations at the proficient level and *independently* demonstrates superior performance in the following. The student will:

- a) identify economic concepts to needs, wants, goods, services, scarcity, and choice;
- b) explain the influence of banking on their personal life and society;
- c) identify and describe the impact of science and technology on production and distribution.

Proficient: A fifth-grade student at the proficient level *consistently* demonstrates performance in the following. The student will:

- a) identify economic concepts and provide examples of needs, wants, goods, services, scarcity, and choice;
- b) explain the influence of banking on their personal life and society;
- c) identify and describe the impact of science and technology on production and distribution.

Basic: A fifth-grade student at the basic level demonstrates *partial mastery* of knowledge and skills. The student will:

- a) identify economic concepts to needs, wants, goods, services, scarcity, and choice;
- b) explain the influence of banking on their personal life and society;
- c) identify and describe the impact of science and technology on production and distribution.

Below Basic: A fifth-grade student at below basic is *unwilling or does not address* the expectations of the basic level.

Social Studies Content Standard 3 - Production, Distribution, and Consumption

Performance Level Descriptors

GRADE 8

Advanced: An eighth-grade student meets expectations at the proficient level and *independently* demonstrates superior performance in the following. The student will:

- a) identify and apply basic economic concepts;
- b) compare and contrast economic systems;
- c) describe factors influencing economic decisions.

Proficient: An eighth-grade student at the proficient level *consistently* demonstrates performance in the following. The student will:

- a) identify and apply basic economic concepts;
- b) compare and contrast economic systems;
- c) describe factors influencing economic decisions.

Basic: An eighth-grade student at the basic level demonstrates *partial mastery* of knowledge and skills. The student will:

- a) identify and apply basic economic concepts;
- b) compare and contrast economic systems;
- c) describe factors influencing economic decisions.

Below Basic: An eighth-grade student at below basic is *unwilling or does not address* the expectations of the basic level.

GRADE 12

Advanced: A twelfth-grade student meets expectations at the proficient level and *independently* demonstrates superior performance in the following. The student will:

- a) explain how economic factors influence societies and how decisions are based on economic principles;
- b) explain connections between economic principles and government;
- c) describe economic systems and concepts.

Proficient: A twelfth-grade student at the proficient level *consistently* demonstrates performance in the following. The student will:

- a) explain how economic factors influence societies and how decisions are based on economic principles;
- b) explain connections between economic principles and government;
- c) describe economic systems and concepts.

Basic: A twelfth-grade student at the basic level demonstrates *partial mastery* of knowledge and skills. The student will:

- a) explain how economic factors influence societies and how decisions are based on economic principles;
- b) explain connections between economic principles and government;
- c) describe economic systems and concepts.

Below Basic: A twelfth-grade student at below basic is *unwilling or does not address* the expectations of the basic level.

Social Studies Content Standard 4 - Time, Continuity, and Change

Students analyze events, people, problems, and ideas within their historical contexts.

Rationale

Students need to understand their historical roots and how *past* events shape the ~~past~~, present, and *may shape the future*. Students must know what life was like in the past to comprehend how things change and develop over time. Students gain historical understanding through inquiry, ~~of history by~~ and through researching and interpreting events affecting individual, local, tribal, state, national, and global histories.

Benchmarks

Students will:

End of Grade 2	End of Grade 5	End of Grade 8	Upon Graduation Grade 12
<p>SS2.4.1 Identify how an event could change the future (e.g., moving to a new town means going to a new school or learning to ride a bike could mean getting to a friend's house faster).</p>	<p>SS5.4.1 Describe how small changes can lead to big changes (cause and effect) (e.g., introduction of horses to the Plains tribes, discovery of gold and minerals in the region, discovery of electricity, impact of the Homestead Act and Dawes Act, establishment of water rights and resource management).</p> <p>RL.3.2, RL.4.7, RL.4.9 RI.3.3, RI.4.3, RI.5.3 W.3.2, W.3.7, W.4.2.b W.5.2.b W.5.7 SL.3.4</p>	<p>SS8.4.1 Describe how historical events impact the future (cause and effect) and how change spreads to other places (e.g., spread of industrial revolution or causes of the Civil War, impacts of Manifest Destiny, aftermath of French and Indian War, and progression of Indian Removal Act).</p> <p>RL.7.1, 7.3 RL.8.1, 8.3 RI.6.3, 6.7, 6.8 W.6.1, 6.2.a, 6.7, 6.9 W.7.7, 7.9, 7.9a W.8.1, 8.1a - b, 2, 7, 9 FPA8.3.T.2</p>	<p>SS12.4.1 Describe patterns of change (cause and effect) and evaluate how past events impacted future events and the modern world.</p> <p>SS 12.4.1.a Describe patterns of change (cause and effect) and evaluate how past events impact current realities for Indigenous Tribes of Wyoming (e.g., migration, evolution of tribal leadership, treaties, Powder River Expedition, Red Cloud's War, Great Sioux War, Battle of Little Bighorn, land cessions, and 1905 Shoshone Reservation Congressional Act).</p> <p>RL.9-10.6, RL.11-12.1 RI.9-10.1, 2, 7 - 9, RI.11-12.7 - 9 W.9-10.1.a, 2.b, 7 - 9 W.11-12.1, 2.b, .6 - 8, 9.b HS-PS4-2 HS-LS2-7 HS-ESS3-1, ESS3-4, ESS3-6 HS-ETS1-3 FPA11.3.A.3, FPA11.3.T.3 FPA11.1.T.5</p>

Social Studies Content Standard 4 - Time, Continuity, and Change (cont.)

Benchmarks (continued)

Students will:

End of Grade 2	End of Grade 5	End of Grade 8	Upon Graduation Grade 12
<p>SS2.4.2 Identify tools and technologies, including those of Indigenous Tribes of Wyoming, that made or make life easier and sustainable (e.g., cars for getting one place to another, washing machines for washing clothes, or flashlights to see in the dark, and usage of bison and natural resources).</p> <p>2.MD.7 – 8 K-2-ETS1-1 – ETS1-3</p>	<p>SS5.4.2 Describe how tools and technology make make life easier; describe how one tool or technology evolves into another (e.g., telegraph to telephone to cell phone or travois to horse-drawn wagon to railroad to car); identify a tool or technology that impacted history (e.g., ships allowed for discovery of new lands, or boiling water prevented spread of disease, railroads and the industrial revolution led to devastation of bison population, and impact of mineral and oil development in the region).</p> <p>RL.3.2, RL.4.7, RL.4.9 RI.3.3, RI.4.3, RI.5.3 W.3.2, W.3.7, W.4.2.b W.5.2.b W.5.7 SL.3.4 3-5-ETS1-1 4-ESS3-2</p>	<p>SS8.4.2 Describe how tools and technology in different historical periods impacted the way people, including Indigenous Tribes of Wyoming, lived, made decisions, and saw the world (e.g., impact of horses and European trade goods on Plains Indian cultures, mechanized agriculture, and Industrial Revolution technologies).</p> <p>RL7.1, 7.3, RL.8.1, 8.3 RI.6.3, 6.7, 6.8 W.6.1, 6.2.a, 6.7, 6.9 W.7.7, 7.9, 7.9a W.8.1, 8.1a - b, 2, 7, 9 8.NS.1 MS-ETS1-4 FPA8.3.T.2</p>	<p>SS12.4.2 Analyze the development and impact of tools and technology and how it shaped history and influenced the modern world.</p> <p>RL.9-10.6, RL.11-12.1 RI.9-10.1, 2, 7 - 9 W.9-10.1.a, 2.b, 7 - 9 RI.11-12.7 - 9 W.11-12.1, 2.b, 6 - 8, 9.b HS-PS4-2 HS-LS2-7 HS-LS4-6 HS-ESS3-1, ESS3-4, ESS3-6 HS-ETS1-3 HE12.2.4 FPA11.4.A.3 FPA11.3.D.3</p>
<p>SS2.4.3 Describe a “current event,” involving significant people and places in Wyoming (e.g., local, state, or tribal events).</p> <p>RL.1.2, RL.2.3 RI.1.3, RI.2.2, RI.2.10 W.K.2, W.K.7 W.1.1, W.1.7, W.2.1, W.2.7 SL.K.4, SL.1.4, SL.2.2 CV5.2.3</p>	<p>SS5.4.3 Select current events for relevance and apply understanding of cause and effect to determine how current events impact people or groups, including Indigenous Tribes of Wyoming (e.g., energy development, water rights, new technology, and social issues). (e.g., the building of a new school means that younger students will have new classrooms to learn in or war in another country means that some children’s parents will have to leave to fight).</p> <p>RL.3.2, RL.4.7, RL.4.9 RI.3.3, RI.4.3, RI.5.3 W.3.2, W.3.7, W.4.2.b W.5.2.b, W.5.7 SL.3.4 CV5.2.1, CV5.2.3</p>	<p>SS8.4.3 Analyze the way people and/or groups react to current events; affect all people, including Indigenous Tribes of Wyoming. Investigate the history leading up to those events and suggest alternative ways such events may have played out.</p> <p>RL7.1, 7.3 RL.8.1, 8.3 RI.6.3, 6.7, 6.8 W.6.1, 6.2.a, 6.7, 6.9 W.7.7, 7.9, 7.9a W.8.1, 1a - b, 2, 7, 9 CV8.2.3</p>	<p>SS12.4.3 Given a significant current event, critique the actions of the people or groups involved; hypothesize how this event would have played out in another country.</p> <p>RL.9-10.6, RL.11-12.1 RI.9-10.1 - 2, 7 - 9 RI.11-12.7 - 9 W.9-10.1.a, 2.b, 7 - 9 W.11-12.1, 2.b, 6 - 8, 9.b CV12.2.3</p>

Social Studies Content Standard 4 - Time, Continuity, and Change (cont.)

Benchmarks (continued)

Students will:

End of Grade 2	End of Grade 5	End of Grade 8	Upon Graduation Grade 12
Not assessed at this time.	<p>SS5.4.4 Discuss different groups that a person may belong to, including Indigenous Tribes of Wyoming, (e.g., family, neighborhood, cultural/ethnic, and workplace) and how those roles and/or groups have changed over time.</p> <p>RL.3.2, RL.4.7, RL.4.9 RI.3.3, RI.4.3, RI.5.3 W.3.2, W.3.7, W.4.2.b W.5.2.b, W.5.7 SL.3.4 CV5.1.2 CV5.2.3 CV5.5.2</p>	<p>SS8.4.4 Identify historical interactions between and among individuals, groups, and/or institutions (e.g., family, neighborhood, political, economic, religious, social, cultural, and workplace).</p> <p>SS8.4.4.a Identify how federal policies have impacted Indigenous Tribes of Wyoming historically and currently (e.g., reservations, treaties, allotment, boarding schools, and forced assimilation).</p> <p>RL7.1, 7.3, RL.8.1, 8.3 RI.6.3, 6.7, 6.8 W.6.1, 6.2.a, 6.7, 6.9 W.7.7, 7.9, 7.9a W.8.1, 1a - b, 2, 7, 9 FPA8.3.T.2 CV8.2.3</p>	<p>SS12.4.4 Describe the historical interactions between and among individuals, groups, and/or institutions (e.g., family, neighborhood, political, economic, religious, social, cultural, and workplace) and their impact on significant historical event</p> <p>SS12.4.4.a Describe the historical interactions between Indigenous Tribes of Wyoming, state, and federal governments (e.g. Chief Washakie and the federal government, treaties, 1871 Indian Appropriations Act, Dawes Act, and the 1956 Indian Relocation Act).</p> <p>RL.9-10.6, RL.11-12.1 RI.9-10.1, 2, 7 - 9 RI.11-12.7 - 9 W.9-10.1.a, 2.b, .7 - 9 W.11-12.1, 2.b, 6, 7, 8,.9.b FPA11.3.D.4 CV12.2.3</p>
Not assessed at this time.	<p>SS5.4.5 Identify differences between primary (e.g., historical photographs, artifacts, and documents, including treaties) and secondary sources. Find primary and secondary sources about an historical event (e.g., creation of reservations, Sand Creek Massacre, and creation of national parks). Summarize central ideas in primary and secondary resources.</p> <p>RL.3.2, RL.4.7, RL.4.9 RI.3.3, RI.4.3, RI.5.3 W.3.2, W.3.7, W.4.2.b W.5.2.b W.5.7 SL.3.4</p>	<p>SS8.4.5 Identify relevant primary (e.g., historical photographs, artifacts, and documents, including treaties) and secondary sources for research. Compare and contrast treatment of the same topic in several primary and secondary sources, which may include oral history and traditional storytelling.</p> <p>RL7.1, 7.3, RL.8.1, 8.3 RI.6.3, 6.7, 6.8 W.6.1, 6.2.a, 6.7, 6.9 W.7.7, 7.9, 7.9a W.8.1, 1a - b, 2, 7, 9</p>	<p>SS12.4.5 Using primary and secondary sources, apply historical research methods to interpret and evaluate important historical events from multiple perspectives.</p> <p>SS12.4.5.a Interpret and evaluate historical events with primary and secondary sources, including oral tradition and traditional storytelling of Indigenous Tribes of Wyoming (e.g., traditional drama and theater, song, and dance).</p> <p>RL.9-10.6, RL.11-12.1 RI.9-10.1, 2, 7 - 9 RI.11-12.7 - 9 W.9-10.1.a, 2.b, .7 - 9 W.11-12.1, 2.b, 6 - 8, 9.b FPA11.1.T.5</p>

Social Studies Content Standard 4 - Time, Continuity, and Change

Performance Level Descriptors

GRADE 2

Advanced: A second-grade student meets expectations at the proficient level and *independently* demonstrates superior performance in the following. The student will:

- a) identify different social groups and their interactions;
- b) identify how an event could change the future;
- c) identify tools and technology.

Proficient: A second-grade student at the proficient level *consistently* demonstrates performance in the following. The student will:

- a) identify different social groups and their interactions;
- b) identify how an event could change the future;
- c) identify tools and technology.

Basic: A second-grade student at the basic level demonstrates *partial mastery* of knowledge and skills. The students will:

- a) identify different social groups and their interactions;
- b) identify how an event could change the future;
- c) identify tools and technology.

Below Basic: A second-grade student at below basic is *unwilling or does not address* the expectations of the basic level.

GRADE 5

Advanced: A fifth-grade student meets expectations at the proficient level and *independently* demonstrates superior performance in the following. The student will:

- a) identify historical interactions and the impact of change;
- b) study current events and apply understanding of cause and effect;
- c) describe the evolution of tools and technology.

Proficient: A fifth-grade student at the proficient level *consistently* demonstrates performance in the following. The student will:

- a) identify historical interactions and the impact of change;
- b) study current events and apply understanding of cause and effect;
- c) describe the evolution of tools and technology.

Basic: A fifth-grade student at the basic level demonstrates *partial mastery* of knowledge and skills. The students will:

- a) identify historical interactions and the impact of change;
- b) study current events and apply understanding of cause and effect;
- c) describe the evolution of tools and technology.

Below Basic: A fifth-grade student at below basic is *unwilling or does not address* the expectations of the basic level.

Social Studies Content Standard 4 - Time, Continuity, and Change

Performance Level Descriptors

GRADE 8

Advanced: An eighth-grade student meets expectations at the proficient level and *independently* demonstrates superior performance in the following. The student will:

- a) describe events, people, problems, **conflicts**, and ideas within their historical contexts;
- b) analyze the way people react to current events and make connections between the past and present;
- c) describe the impact of tools and technology in different historical settings.

Proficient: An eighth-grade student at the proficient level *consistently* demonstrates performance in the following. The student will:

- a) describe events, people, problems, **conflicts**, and ideas within their historical contexts;
- b) analyze the way people react to current events and make connections between the past and present;
- c) describe the impact of tools and technology in different historical settings.

Basic: An eighth-grade student at the basic level demonstrates *partial mastery* of knowledge and skills. The students will:

- a) describe events, people, problems, **conflicts**, and ideas within their historical contexts;
- b) analyze the way people react to current events and make connections between the past and present;
- c) describe the impact of tools and technology in different historical settings.

Below Basic: An eighth-grade student at below basic is *unwilling or does not address* the expectations of the basic level.

GRADE 12

Advanced: A twelfth-grade student meets expectations at the proficient level and *independently* demonstrates superior performance in the following. The student will:

- a) accurately examine events, people, problems, **conflicts**, and ideas within their historical contexts;
- b) make comparisons, describe cause and effect, and make connections between the past and current events;
- c) analyze the development and impact of tools and technology.

Proficient: A twelfth-grade student at the proficient level *consistently* demonstrates performance in the following. The student will:

- a) accurately examine events, people, problems, **conflicts**, and ideas within their historical contexts;
- b) make comparisons, describe cause and effect, and make connections between the past and current events;
- c) analyze the development and impact of tools and technology.

Basic: A twelfth-grade student at the basic level demonstrates *partial mastery* of knowledge and skills. The students will:

- a) accurately examine events, people, problems, **conflicts**, and ideas within their historical contexts;
- b) make comparisons, describe cause and effect, and make connections between the past and current events;
- c) analyze the development and impact of tools and technology.

Below Basic: A twelfth-grade student at below basic is *unwilling or does not address* the expectations of the basic level.

Social Studies Content Standard 5 - People, Places, and Environments

Students apply their knowledge of the geographic themes (location, place, movement, region, and human/environment interactions) and skills to demonstrate an understanding of interrelationships among people, places, and environment.

Rationale

Students gain geographical perspectives of the community, state, nation, and world by studying the Earth and how humans interact with people, places, and environments. Their knowledge of geography allows students to make local and global connections. Students develop increasingly abstract thought as they use data and apply skills to analyze human behavior in relation to its physical and cultural environment.

Benchmarks

Students will:

End of Grade 2	End of Grade 5	End of Grade 8	Upon Graduation Grade 12
Spatial	Spatial	Spatial	Spatial
<p>SS2.5.1 Use a map, globe, and mental mapping to identify familiar areas and simple patterns and create maps using various media.</p> <p>2-ESS2-2</p>	<p>SS5.5.1 Apply mental mapping skills and use different representations of the Earth to demonstrate an understanding of human and physical patterns and how local decisions may create global impacts.</p> <p>SS5.5.1.a Identify boundaries of the Wind River Indian Reservation.</p>	<p>SS8.5.1 Use and create models of the Earth to analyze the interactions of physical and human systems to demonstrate global interconnectedness.</p> <p>SS8.5.1.a Analyze the impact of natural resources on tribal locations, past and present.</p> <p>MS-LS2-2, MS-LS2-3</p>	<p>SS12.5.1 Use geographic tools and reference materials to interpret, analyze, evaluate, and synthesize historical and geographic data to demonstrate an understanding of global patterns and interconnectedness.</p> <p>SS12.5.1.a Use geographic tools and reference materials to compare ancestral locations of Indigenous Tribes of Wyoming to reservations today.</p> <p>HS-LS4-6, HS-ESS3-3</p>

Social Studies Content Standard 5 - People, Places, and Environments (cont.)

Benchmarks

Students will:

End of Grade 2	End of Grade 5	End of Grade 8	Upon Graduation Grade 12
Physical Place and Region	Physical Place and Region	Physical Place and Region	Physical Place and Region
<p>SS2.5.2 Identify, describe, and use local physical and human characteristics to discuss the similarities and differences between parts of the community (e.g., neighborhoods, schools, towns, and reservation communities).</p> <p>RL.1.2, RL.2.3 RI.1.3, RI.2.2, RI.2.10 W.K.2, W.K.7 W.1.1, W.1.7 W.2.1, W.2.7 SL.K.4, SL.1.4, SL.2.2</p>	<p>SS5.5.2 Explain how physical features, patterns, and systems impact different regions and how these features may help us generalize and compare areas within the reservation, state, nation, or world.</p> <p>RL.3.2, RL.4.7, RL.4.9 RI.3.3, RI.4.3, RI.5.3 W.3.2, W.3.7, W.4.2.b W.5.2.b W.5.7 SL.3.4</p>	<p>SS8.5.2 Analyze and evaluate how physical features and changes influenced historical events (e.g., route of Union Pacific Railroad, location of Wind River Indian Reservation, state and national monuments and parks) and participate in collaborative problem solving and decision making in the selection of professional and personal choices.</p> <p>RL.7.1, 7.3, RL.8.1, 8.3 RI.6.3, 6.7, 6.8 W.6.1, 6.2.a, 6.7, 6.9 W.7.7, 7.9, 7.9a W.8.1, 1a - b, 2, 7, 9</p>	<p>SS12.5.2 Describe regionalization and analyze how physical characteristics distinguish a place, influence human trends, political and economic development, and solve immediate and long-range problems.</p> <p>SS12.5.2.a Analyze how the value placed on physical characteristics and natural resources cause conflict among different groups. (e.g., Black Hills, energy development, Big Horn River Adjudication, Devils Tower/Bear Lodge, and Yellowstone)</p> <p>RL.9-10.6, RL.11-12.1 RI.9-10.1, 2, 7 - 9 RI.11-12.7 - 9 W.9-10.1.a, 2.b, 7 - 9 W.11-12.1, 2.b, .6 - 8, 9.b HS-LS2-7, LS2-8 HS-ESS3-1 CV12.3.4</p>

Social Studies Content Standard 5 - People, Places, and Environments (cont.)

Benchmarks

Students will:

Human Place and Movement	Human Place and Movement	Human Place and Movement	Human Place and Movement
<p>SS2.5.3 Use the human features of a community to describe what makes that community special-unique (e.g., cultural, language, religion, food, clothing, political, economic, population, and types of jobs in an area) and why others want to move to there or move away from there that place.</p> <p>RL.1.2, RL.2.3 RI.1.3, RI.2.2, RI.2.10 W.K.2, W.K.7 W.1.1, W.1.7 W.2.1 W.2.7 SL.K.4, SL.1.4, SL.2.2 K-2-ETS1-1</p>	<p>SS5.5.3 Describe the human features of an area (e.g., language, religion, political and economic systems, population distribution, and quality of life), past and present settlement patterns (e.g., American-Indians Indigenous Tribes of Wyoming and the Oregon Trail), and how ideas, goods, and/or people move from one area to another.</p> <p>SS5.5.3.a.i Describe how cultural values of the Indigenous Tribes of Wyoming influence the importance and preservation of place and sacred sites (e.g., Devils Tower/Bear Lodge, Hot Springs State Park, Vedauwoo, Crowheart Butte, Bighorn Medicine Wheel, Estes Park, Yellowstone, Heart Mountain, and Wind River Mountains).</p> <p>SS5.5.3.a.ii Describe and identify a variety of place names and their connection to Indigenous Tribes of Wyoming.</p> <p>RL.3.2, RL.4.7, RL.4.9 RI.3.3, RI.4.3, RI.5.3 W.3.2, 3.7, 4.2.b, W.5.2.b, 5.7 SL.3.4</p>	<p>SS8.5.3 Explain how communities' current and past demographics, migrations, and settlement patterns influence place (e.g., culture, needs, and political and economic systems) and use this analysis to predict future settlement patterns.</p> <p>SS8.5.3a Explain how the migration and settlement patterns of indigenous tribes influence place (e.g., migration of pre-Columbian Tribes, and reservation movement).</p> <p>RL7.1, 7.3, RL.8.1, 8.3 RI.6.3, 6.7, 6.8 W.6.1, 6.2.a, 6.7, 6.9 W.7.7, 7.9, 7.9a W.8.1, 1a - b, 2, 7, 9</p>	<p>SS12.5.3 Analyze, interpret, and evaluate how conflict, demographics, movement, trade, transportation, communication, and technology affect humans' sense of place.</p> <p>SS12.5.3a Analyze how conflict, demographics, movement, trade, transportation, communication, and technology affect the Indigenous Tribes of Wyoming's sense of place.</p> <p>RL.9-10.6, RL.11-12.1 RI.9-10.1, 2, 7 - 9 RI.11-12.7 - 9 W.9-10.1.a, 2.b, 7 - 9 W.11-12.1, 2.b, 6 - 8, 9.b HS-LS2-8, HS-LS3-3 HS-LS4-6 HS-ESS2-7 HS-ESS3-1, ESS3-3 FPA11.4.A.3 CV12.3.4</p>
Environment and Society	Environment and Society	Environment and Society	Environment and Society
<p>SS2.5.4 Identify how people, including Indigenous Tribes of Wyoming, may adjust to and/or change their environment in order to survive (e.g., clothing, houses, foods, and natural resources).</p> <p>RL.1.2, RL.2.3 RI.1.3, RI.2.2, RI.2.10 W.K.2, W.K.7 W.1.1, W.1.7 W.2.1 W.2.7 SL.K.4, SL.1.4 SL.2.2 K-2-ETS1-1, 2-ESS2-1</p>	<p>SS5.5.4 Describe how the environment influences people in Wyoming and how we adjust to and/or change our environment in order to survive (e.g., natural resources, housing, and food).</p> <p>SS5.5.4.a Discuss the ways in which the environment, including climate and seasons, influenced how the Indigenous Tribes of Wyoming adapted to their natural environment (e.g., how they obtained food, clothing, tools, and migration)</p> <p>RL.3.2, RL.4.7, RL.4.9 RI.3.3, RI.4.3, RI.5.3 W.3.2, 3.7, 4.2.b, 5.2.b, 5.7 SL.3.4 3-LS4-3, 3-LS4-4</p>	<p>SS8.5.4 Analyze the changes to and consequences of human, natural, and technological impacts on the physical environment.</p> <p>SS8.5.4.a Analyze how cultural practices continue to influence how Indigenous Tribes of Wyoming interact with the environment.</p> <p>RL7.1, 7.3, RL.8.1, 8.3 RI.6.3, 6.7, 6.8 W.6.1, 6.2.a, 6.7, 6.9 W.7.7, 7.9, 7.9a W.8.1, 1a - b, 2, 7, 9 MS-ESS2-2</p>	<p>SS12.5.4 Analyze how environmental changes and modifications positively and negatively affect communities, tribes and the world both economically and socially.</p> <p>RL.9-10.6, RL.11-12.1 RI.9-10.1, 2, 7 - 9 RI.11-12.7 - 9 W.9-10.1.a, 2.b, 7 - 9 W.11-12.1, 2.b, 6 - 8, 9.b</p>

Social Studies Content Standard 5 - People, Places, and Environments

Performance Level Descriptor

GRADE 2

Advanced: A second-grade student meets expectations at the proficient level and *independently* demonstrates superior performance in the following. The student will:

- a) use a map, globe, and mental mapping to identify familiar areas, simple patterns, and create maps using various media;
- b) identify, describe, and use local physical and human characteristics to discuss the similarities and differences between parts of the community and identify how people may adjust to and/or change their environment in order to survive;
- c) use the human features of a community to describe what makes that community special and why others want to move there or move away from there.

Proficient: A second-grade student at the proficient level *consistently* demonstrates performance in the following. The student will:

- a) use a map, a globe and mental mapping to identify familiar areas, simple patterns, and create maps using various media;
- b) identify, describe, and use local physical and human characteristics to discuss the similarities and differences between parts of the community and identify how people may adjust to and/or change their environment in order to survive;
- c) use the human features of a community to describe what makes that community special and why others want to move there or move away from there.

Basic: A second-grade student at the basic level demonstrates *partial mastery* of knowledge and skills. The students will:

- a) use a map, a globe and mental mapping to identify familiar areas, simple patterns, and create maps using various media;
- b) identify, describe, and use local physical and human characteristics to discuss the similarities and differences between parts of the community and identify how people may adjust to and/or change their environment in order to survive;
- c) use the human features of a community to describe what makes that community special and why others want to move there or move away from there.

Below Basic: A second-grade student at below basic is *unwilling or does not address* the expectations of the basic level.

Social Studies Content Standard 5 - People, Places, and Environments

Performance Level Descriptor

GRADE 5

Advanced: A fifth-grade student meets expectations at the proficient level and *independently* demonstrates superior performance in the following. The student will:

- a) apply mental mapping skills and use different representations of the Earth to demonstrate an understanding of human and physical patterns and how local decisions may create global impacts;
- b) explain how physical features, patterns, and systems have impacted different regions and how ~~we~~ **people, including tribes**, adjust to and/or change ~~our~~ **their** environment in order to survive;
- c) describe the human features of an area, past and present settlement patterns, and how ideas, goods, and/or people move from one area to another.

Proficient: A fifth-grade student at the proficient level *consistently* demonstrates performance in the following. The student will:

- a) apply mental mapping skills and use different representations of the Earth to demonstrate an understanding of human and physical patterns and how local decisions may create global impacts;
- b) explain how physical features, patterns, and systems have impacted different regions and how ~~we~~ **people, including tribes**, adjust to and/or change ~~our~~ **their** environment in order to survive;
- c) describe the human features of an area, past and present settlement patterns, and how ideas, goods, and/or people move from one area to another.

Basic: A fifth-grade student at the basic level demonstrates *partial mastery* of knowledge and skills. The students will:

- a) apply mental mapping skills and use different representations of the Earth to demonstrate an understanding of human and physical patterns and how local decisions may create global impacts;
- b) explain how physical features, patterns, and systems have impacted different regions and how ~~we~~ **people, including tribes**, adjust to and/or change ~~our~~ **their** environment in order to survive;
- c) describe the human features of an area, past and present settlement patterns, and how ideas, goods, and/or people move from one area to another.

Below Basic: A fifth-grade student at below basic is *unwilling or does not address* the expectations of the basic level.

Social Studies Content Standard 5 - People, Places, and Environments

Performance Level Descriptor

GRADE 8

Advanced: An eighth-grade student meets expectations at the proficient level and *independently* demonstrates superior performance in the following. The student will:

- a) analyze, use, and create various representations of the Earth to demonstrate global interconnectedness that includes human, natural, and technological impacts on the physical environment;
- b) analyze how regionalization influenced historical trends and affects political and economic developments;
- c) explain how population distributions, migrations, and settlement patterns impact the creation and change of places and predict patterns of population distribution and growth.

Proficient: An eighth-grade student at the proficient level *consistently* demonstrates performance in the following. The student will:

- a) analyze, use, and create various representations of the Earth to demonstrate global interconnectedness that includes human, natural, and technological impacts on the physical environment;
- b) analyze how regionalization influenced historical trends and affects political and economic developments;
- c) explain how population distributions, migrations, and settlement patterns impact the creation and change of places and predict patterns of population distribution and growth.

Basic: An eighth-grade student at the basic level demonstrates *partial mastery* of knowledge and skills. The students will:

- a) analyze, use, and create various representations of the Earth to demonstrate global interconnectedness that includes human, natural, and technological impacts on the physical environment;
- b) analyze how regionalization influenced historical trends and affects political and economic developments;
- c) explain how population distributions, migrations, and settlement patterns impact the creation and change of places and predict patterns of population distribution and growth.

Below Basic: An eighth-grade student at below basic is *unwilling or does not address* the expectations of the basic level.

Social Studies Content Standard 5 - People, Places, and Environments

Performance Level Descriptor

GRADE 12

Advanced: A twelfth-grade student meets expectations at the proficient level and *independently* demonstrates superior performance in the following. The student will:

- a) analyze and evaluate geographic data, historical and current events, the interaction of physical and human systems, and geographical patterns;
- b) use geographical or regional knowledge and analysis of environmental ~~modification(s)~~ **changes** to participate in both collaborative problem solving and informed decision making;
- c) evaluate how conflict, demographics, and movement impact global interdependence and human identification with place.

Proficient: A twelfth-grade student at the proficient level *consistently* demonstrates performance in the following. The student will:

- a) analyze and evaluate geographic data, historical and current events, the interaction of physical and human systems, and geographical patterns;
- b) use geographical or regional knowledge and analysis of environmental ~~modification(s)~~ **changes** to participate in both collaborative problem solving and informed decision making;
- c) evaluate how conflict, demographics, and movement impact global interdependence and human identification with place.

Basic: A twelfth-grade student at the basic level demonstrates *partial mastery* of knowledge and skills. The students will:

- a) analyze and evaluate geographic data, historical and current events, the interaction of physical and human systems, and geographical patterns;
- b) use geographical or regional knowledge and analysis of environmental ~~modification(s)~~ **changes** to participate in both collaborative problem solving and informed decision making;
- c) evaluate how conflict, demographics, and movement impact global interdependence and human identification with place.

Below Basic: A twelfth-grade student at below basic is *unwilling or does not address* the expectations of the basic level.

Social Studies Content Standard 6 - Technology, Literacy, and Global Connections

Students use technology and literacy skills to access, synthesize, and evaluate information to communicate and apply social studies knowledge to global situations.

Rationale

*Using a variety of resources, students will apply the inquiry process to locate, interpret, and evaluate multiple primary and secondary sources. Students will use this information to become critical thinkers and decision makers in a global community. Social Studies Content Standard 6 was written around the Framework for 21st Century Skills and the Common Core Literacy Standards for History and Social Studies.**

Benchmarks

Students will:

End of Grade 2	End of Grade 5	End of Grade 8	Upon Graduation Grade 12
<p>SS2.6.1 Identify what kinds of information can be found in different resources (e.g., library, computer, atlas, and dictionary).</p> <p>RL.1.2, RL.2.3 RI.1.3, RI.2.2, RI.2.10 W.K.2, W.K.7 W.1.1, 1.7, W.2.1. 2.7 SL.K.4, SL.1.4 SL.2.22-PS1-4 2-ESS1-1, 2-ESS2-3</p>	<p>SS5.6.1 Use various media resources in order to address a question or solve a problem.</p> <p>RL.3.2, RL.4.7, RL.4.9 RI.3.3, RI.4.3, RI.5.3 W.3.2, W.3.7, W.4.2.b W.5.2.b, W.5.7 SL.3.4 CV5.4.2</p>	<p>SS8.6.1 Use and evaluate multiple sources of information in diverse formats and media in order to address a question or solve a problem.</p> <p>RL.7.1, 7.3, RL.8.1, 8.3 RI.6.3, 6.7, 6.8 W.6.1, 6.2.a, 6.7, 6.9 W.7.7, 7.9, 7.9a W.8.1, 1a - b, 2, 7, 9 CV8.4.3, 4.4</p>	<p>SS12.6.1 Analyze, evaluate, and/or synthesize multiple sources of information in diverse formats and media in order to address a question or solve a problem.</p> <p>RL.9-10.6, RL.11-12.1 RI.9-10.1, 2, 7 - 9 RI.11-12. 7 - 9 W.9-10.1.a, 2.b, 7 - 9 W.11-12.1, 2.b, 6 - 8, 9.b HS-PS4-2 CV12.4.3</p>
<p>SS2.6.2 Distinguish between fiction and non-fiction.</p> <p>RL.1.2, RL.2.3 RI.1.3, RI.2.2, RI.2.10 W.K.2, W.K.7 W.1.1, W.1.7 W.2.1 W.2.7 SL.K.4, SL.1.4 SL.2.2</p>	<p>SS5.6.2 Identify validity of information (e.g., accuracy, relevancy, fact, or fiction).</p> <p>RL.3.2, RL.4.7, RL.4.9 RI.3.3, RI.4.3, RI.5.3 W.3.2, W.3.7, W.4.2.b W.5.2.b, W.5.7 SL.3.4 3-ESS3-1 3-5-ETS1-1, 1-2, 1-3 CV5.4.2</p>	<p>SS8.6.2 Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>RI.6.3, 6.7, 6.8 W.6.1, 6.2.a, 6.7, 6.9 RL.7.1, 7.3 W.7.7, 7.9, 7.9a RL.8.1, 8.3 W.8.1, 8.1a, 8.1.b, 8.2, 8.7,8.9 CV8.4.3</p>	<p>SS12.6.2 Assess the extent to which the reasoning and evidence in a text supports the author's claims.</p> <p>RL.9-10.6, RL.11-12.1 RI.9-10.1, 2, 7 - 9 RI.11-12.7 - 9 W.9-10.1.a, 2.b, 7 - 9 W.11-12.1, 2.b, 6 - 8, 9.b HS-PS4-5 CV12.4.3</p>

Social Studies Content Standard 6 - Technology, Literacy, and Global Connections (cont.)

Benchmarks

Students will:

End of Grade 2	End of Grade 5	End of Grade 8	Upon Graduation Grade 12
<p>SS2.6.3 Use digital tools to learn about social studies concepts.</p> <p>CV5.4.2</p>	<p>SS5.6.3 Use digital tools to research, design, and present social studies concepts (e.g., understand how individual responsibility applies in usage of digital media). link to ISTE student standards</p> <p>CV5.2.4 CV5.4.2</p>	<p>SS8.6.3 Use digital tools to research, design, and present social studies concepts (e.g., understand how individual responsibility applies in usage of digital media). link to ISTE student standards</p> <p>CV8.2.4 CV8.4.3</p>	<p>SS12.6.3 Use digital tools to research, design, and present social studies concepts (e.g., understand how individual responsibility applies in usage of digital media). link to ISTE student standards</p> <p>CV12.2.4 CV12.4.3 CV12.5.3</p>
<p>Not assessed at this time.</p>	<p>SS5.6.4 Identify the difference between primary and secondary sources.</p>	<p>SS8.6.4 Use accurate, sufficient, and relevant information from primary and secondary sources to support writing.</p> <p>CV8.4.3</p>	<p>SS12.6.4 Evaluate and integrate accurate, sufficient, and relevant information from primary and secondary sources to support writing</p> <p>CV12.4.3</p>

*Wyoming Social Studies teachers are responsible for the Reading and Writing ELA Standards for Literacy in History/Social Studies found on pp. 60-66 at [the WDE Social Studies Standards webpage](#).

Social Studies Content Standard 6 - Technology, Literacy, and Global Connections

Performance Level Descriptors

GRADE 2

Advanced: A second-grade student meets expectations at the proficient level and *independently* demonstrates superior performance in the following. The student will:

- a) identify an inquiry process to locate information;
- b) identify fiction and nonfiction sources.

Proficient: A second-grade student at the proficient level *consistently* demonstrates performance in the following. The student will:

- a) identify an inquiry process to locate information;
- b) identify fiction and nonfiction sources.

Basic: A second-grade student at the basic level demonstrates *partial mastery* of knowledge and skills. The students will:

- a) identify an inquiry process to locate information;
- b) identify fiction and nonfiction sources.

Below Basic: A second-grade student at below basic is *unwilling or does not address* the expectations of the basic level.

GRADE 5

Advanced: A fifth-grade student meets expectations at the proficient level and *independently* demonstrates superior performance in the following. The student will:

- a) choose an appropriate inquiry process to locate information from a variety of sources;
- b) use digital tools to research, design, and present social studies concepts;
- c) explain the differences between primary and secondary sources.

Proficient: A fifth-grade student at the proficient level *consistently* demonstrates performance in the following. The student will:

- a) choose an appropriate inquiry process to locate information from a variety of sources;
- b) use digital tools to research, design, and present social studies concepts;
- c) explain the differences between primary and secondary sources.

Basic: A fifth-grade student at the basic level demonstrates *partial mastery* of knowledge and skills. The students will:

- a) choose an appropriate inquiry process to locate information from a variety of sources;
- b) use digital tools to research, design, and present social studies concepts;
- c) explain the differences between primary and secondary sources.

Below Basic: A fifth-grade student at below basic is *unwilling or does not address* the expectations of the basic level.

Social Studies Content Standard 6 - Performance Level Descriptors

GRADE 8

Advanced: An eighth-grade student meets expectations at the proficient level and *independently* demonstrates superior performance in the following. The student will:

- a) evaluate multiple sources of information in diverse formats in order to address a question or solve a problem;
- b) use digital tools to research, design, and present social studies concepts;
- c) use accurate, sufficient, and relevant information from primary and secondary sources to support writing.

Proficient: An eighth-grade student at the proficient level *consistently* demonstrates performance in the following. The student will:

- a) evaluate multiple sources of information in diverse formats in order to address a question or solve a problem;
- b) use digital tools to research, design, and present social studies concepts;
- c) use accurate, sufficient, and relevant information from primary and secondary sources to support writing.

Basic: An eighth-grade student at the basic level demonstrates *partial mastery* of knowledge and skills. The students will:

- a) evaluate multiple sources of information in diverse formats in order to address a question or solve a problem;
- b) use digital tools to research, design, and present social studies concepts;
- c) use accurate, sufficient, and relevant information from primary and secondary sources to support writing.

Below Basic: An eighth-grade student at below basic is *unwilling or does not address* the expectations of the basic level.

GRADE 12

Advanced: A twelfth-grade student meets expectations at the proficient level and *independently* demonstrates superior performance in the following. The student will:

- a) analyze or synthesize multiple sources of information in diverse formats in order to address a question or solve a problem;
- b) use digital tools to research, design, and present social studies concepts;
- c) analyze and critique primary and secondary sources to support writing.

Proficient: A twelfth-grade student at the proficient level *consistently* demonstrates performance in the following. The student will:

- a) analyze or synthesize multiple sources of information in diverse formats in order to address a question or solve a problem;
- b) use digital tools to research, design, and present social studies concepts;
- c) analyze and critique primary and secondary sources to support writing.

Basic: A twelfth-grade student at the basic level demonstrates *partial mastery* of knowledge and skills. The students will:

- a) analyze or synthesize multiple sources of information in diverse formats in order to address a question or solve a problem;
- b) use digital tools to research, design, and present social studies concepts;
- c) analyze and critique primary and secondary sources to support writing.

Below Basic: A twelfth-grade student at below basic is *unwilling or does not address* the expectations of the basic level.

2014 Wyoming Social Studies Content and Performance Standards

Glossary

Assimilation: Assimilation is the absorption and integration of people, ideas, and/or culture into a wider society or group.

Example: Assimilation would include the melting pot theory as well as indigenous people being sent to boarding schools to acquire Western culture.

Budget: A budget is a spending and saving plan based on expected income and expenses.

An orderly program for spending, saving, and investing the money earned to achieve desired goals; also called a financial plan or spending plan.

Example: Budgets can include the federal budget, state budget, or personal budget.

Cause and Effect: Cause and effect is a way of describing what happens and why. The cause is the reason that the effect took place. The effect is the event that took place as a result of the cause.

Example: The invention of the automobile led to drive through restaurants.

Civic Responsibility (Good Citizenship): Civic responsibility is comprised of actions and attitudes associated with democratic governance and social participation.

Example: Civic responsibility can include participation in government, church, volunteers and memberships of voluntary associations. Actions of good citizenship can be displayed in advocacy for various causes include political, economic, civil, environmental, or quality of life issues. It is also reflected in a general willingness to sacrifice personal desires for the common good.

Collaboration: Collaboration is the working of one with another; cooperating on a common product.

Example: Collaboration in government would be bi-partisanship or the United Nations.

Command Economy: Command Economy is an economic system in which a central authority is in command of the economy; a centrally planned economy.

Example: Although most economies today are market-based mixed economies (which are partially planned), fully command economies of the Soviet-type continue to exist in Cuba, North Korea and Laos.

Community: Community is a group of people with a common characteristic or interest living together within a larger society.

Example: Chinatown, Little Italy, communes, reservations, neighborhoods, schools, and classrooms are all communities.

Consumption: In economics, consumption is the final using up of goods and services. The term excludes the use of intermediate products in the production of other goods (e.g., the purchase of buildings and machinery by a business). Economists use statistical information on income and purchases to trace trends in consumption, seeking to map consumer demand for goods and services.

Example: The consumption of renewable energy has increased steadily. Renewable energy currently accounts for about 8.20% of the United States energy consumption. Most of that comes from biomass and hydroelectric sources.

Continuity and Change: In studying the past we can see that some things remain continuous or steady, while other things change. Thinking about continuity and change requires us to compare different points in time—either two points in time from the past or one point from the past with one from the present. Sometimes what changes and what stays the same are surprising or obscure. Sometimes change brings progress, other time decline.

Example: The advent of electricity and household technology brought major changes to family life in the United States, but there were continuities as well. Doing laundry was much easier and less physically strenuous with washing machines, but laundry remained a household task that was almost always done by women and the amount of clothing that most people owned increase, so the time taken to do laundry did not decrease significantly.

Cultural Diversity: Cultural diversity is the cultural variety and cultural differences that exist in the world, a society, or an institution. Cultural diversity is based on the idea that cultural identities should not be discarded or ignored, but rather maintained and valued. The foundation of this belief is that every culture and race has made a substantial contribution to American history.

Example: Dying languages and urbanization are threats to cultural diversity.

Cultural Groups: These groups are socially defined categories based on common culture or nationality. Culture can, but does not have to, include common ancestry, appearance, cuisine, dressing style, heritage, history, language or dialect, religion, symbols, traditions, or other cultural factor.

Example: Cultural Groups are referenced when people speak of Italian, Samoan, or Japanese culture. They are referring to the shared language, traditions, and beliefs that set each of these peoples apart from others. In most cases, those who share your culture do so because they acquired it as they were raised by parents and other family members who have it.

Cultural Preservation: To preserve culture is to maintain the beliefs values, customs, and norms of a group of people.

Example: Means of cultural preservation would include teaching languages spoken at home, creating museums, and collecting oral histories.

Culture: Culture is evidence of a human institution and is manifested in the learned behavior of people, which includes their belief systems, languages, social relations, technologies, institutions and organizations, and their development and use of material goods.

Example: There are many features of a people's culture like language, religion, traditions, clothing, or food used or consumed by a group of people.

Current Event: Current events are news items: important political and social events or issues of the present time.

Example: Current events can be found in places like the newspaper which includes news, events, highlights, and feature stories from around the world that are significant to students' lives.

Democratic Society (Democracy): A democratic society is one in which the people have ultimate political authority.

Example: A democratic society contrasts with other societies where power is either held by one, as in a monarchy, or where power is held by a small number of individuals, as in an oligarchy.

Demographics: The statistical study of human populations especially with reference to size and density, distribution, and vital statistics.

Example: Demographics include statistical data like distribution of wealth and population. When moving to a new city or visiting a new area it is helpful to look at demographics to learn about the people who live in that area.

Distribution: Distribution is the process of making a product or service available for use or consumption by a consumer or business user, using direct or indirect means (such as a third party go between).

Example: Product distribution gives you a way to get your product to the consumer. There are many methods you can use to distribute your product. When choosing the most cost-effective distribution method, be sure to consider costs associated with direct selling, as well as any retailer, wholesaler or broker fees, commissions, and shipping.

Economic Principle: Economic Principle is the interrelated economic factors that explain what may cause what, or what may happen under certain circumstances in economics.

Example: Scarcity, opportunity cost, and efficiency are all considered factors of how the economy works (or should work), hence, they refer to economic factors.

Environment: Environment is defined as all the external factors influencing the life and activities of people, plants, and animals. Environment is the social and cultural forces that shape the life of a person or a population.

Example: Your surroundings, classroom, town, community, or neighborhood are all environments.

Environmental Modification: Environment modifications are any changes made to the environment.

Example: Environment modifications are usually made for the purposes of farming. The use of pesticides to grow crops and the effects it has on the soil and environment would be an environmental modification.

Geographical Patterns: Geographical patterns are the spatial distributions explainable as a repetitive distribution.

Example: Sand dunes, the Interstate Highway System, the Great Migration, settlements by water, and westward expansion are all geographical patterns.

Global Interconnectedness/Interdependence: Global interconnectedness is a state of being connected reciprocally.

Example: As China is dependent on US consumers to purchase its goods and the US debt to China steadily increases, the two superpowers demonstrate global interconnectedness.

Globalization: Globalization is the development of an increasingly integrated global economy marked especially by free trade, free flow of capital, and the tapping of cheaper foreign labor markets.

Example: NAFTA, McDonalds in other countries, social media, outsourcing of jobs, or OPEC

Government: Government is the important political institutions and the customs, laws, and rules that are used to interact with each other and to govern society.

Example: The government of the United States of America is the federal government of the constitutional republic of fifty states, as well as one capital district, and several other territories. The federal government is composed of three distinct branches: legislative, executive and judicial.

Human Characteristics: Human characteristics are the human-designed cultural features of a place (land use, architecture, forms of livelihood, religion, food, transportation, and communication networks).

Example: The human characteristics of Wyoming include cell phone towers, cowboy hats, roads, the Oregon and Mormon Trails, farms, and ranches.

Human/Environment Interaction: Human/Environment Interaction considers how humans adapt to and modify the environment. Humans shape the landscape through their interaction with the land; this has both positive and negative effects on the environment.

Example: Some examples of human/environment interaction are pollution, recycling, planting trees, factories, way of dress, synthetic vs. organic, pest control, and weather patterns.

Indigenous Tribes of Wyoming: The term is inclusive of those groups who:

- Identify as indigenous, Native American, or American Indian under the regulations established by a tribe
- Maintain historical continuity with pre-colonial and/or pre-settler societies
- Maintain a strong link to territories and surrounding natural resources
- Maintain distinct social, economic, or political systems
- Maintain distinct language, culture, and beliefs
- Resolve to maintain their ancestral environments and systems as distinctive peoples and communities (e.g., Northern Arapaho, Eastern Shoshone, Northern Cheyenne, Crow, Ute, Lakota, etc.)

Adapted from the United Nations Permanent Forum on Indigenous Issues - [link to the full version from which this definition was adapted](#)

Location: Location can be absolute or relative. Absolute location provides a definite reference to locate a place. The reference can be latitude and longitude, a street address, or even the Township and Range system. Relative location describes a place with respect to its environment and its connection to other places, or what surrounds a place.

Example: We are north of or south of a relative location. Also, a more specific example would be that the Wyoming capital city of Cheyenne is located at 41.145548N, 104.802042W.

Macroeconomics: Macroeconomics is the study of the economy as a whole, including topics such as inflation, unemployment, and economic growth.

Example: Macroeconomics includes the global economy, e-commerce, and international trade.

Market Economy: A market economy is an economy that relies chiefly on market forces to allocate goods and resources and to determine prices.

Example: The term market economy used by itself can be somewhat misleading. For example, the United States constitutes a mixed economy (substantial market regulation, agricultural subsidies, extensive government-funded research and development, Medicare/Medicaid), yet at the same time it is foundationally rooted in a market economy. Different perspectives exist as to how strong a role the government should have in both guiding the market economy and addressing the inequalities the market produces.

Mental Map: Mental maps are maps we have in our minds of places we have experienced. They are a personal point-of-view perception. They include perceptual images in our mind that provide us with an awareness of the location of places and relationships between direction, distance, size and characteristics of a place.

Example: Simple sketches of maps created from memory of an urban area used to reveal five elements of the city: nodes, edges, districts, paths, and landmarks.

Microeconomics: Microeconomics is the study of the economic behavior and decision making of small units, such as individuals, families, and businesses.

Example: Microeconomics includes personal and business finances.

Migration: Migration is passing from one region or climate to another.

Example: Westward migration, immigration, and the Silk Road are all examples of migration.

Mixed Economy: A mixed economy is an economy in which private enterprise exists in combination with a considerable amount of government regulation and promotion

Example: A mixed economy combines elements of the command and market economies. The definition of mixed economy remains somewhat subjective. The world's developed nations are the most common examples of mixed economies. The United States, Canada, Australia, Japan, Germany, the United Kingdom, and Italy are all examples of mixed economies. Examples in the developing world include Mexico, Slovenia, and South Africa.

Movement: Movement includes natural and human phenomena change on Earth's surface over time. Humans move, a lot! In addition, ideas, fads, goods, resources, and communication all travel distances. This theme studies movement and migration across the planet.

Example: Natural phenomena such as ocean currents and air masses move across Earth's surface on a continuing basis. Humans interact on Earth from travelling from place to place, communicating across long distances and transporting goods by land, water, and air.

Multicultural: Multicultural societies are ethnically and/or racially diverse.

Example: The United States is a multicultural society since it includes people from many different ethnic groups.

Nation: A territorial division containing a body of people of one or more nationalities and usually characterized by relatively large size and independent states.

Example: A national identity might be American, Arapaho, Shoshone, or German.

Physical Characteristics: Physical characteristics describe the natural environment of the place.

Example: The Rocky Mountains, Ayers Natural Bridge, the Grand Canyon, Sinks Canyon, and Devils Tower are all examples of locations with unique physical characteristics.

Place: Place describes the human and physical characteristics of a location.

Example: Physical characteristics include a description such things as the mountains, rivers, beaches, topography, and animal and plant life of a place. Human characteristics include the human-designed cultural features of a place (land use, architecture, forms of livelihood, religion, food, transportation, and communication networks).

Political Process: Political process is the process followed to resolve important issues that concern a large number of people.

Example: Political process refers to those legal activities where citizens are capable of a change in public policy.

Political System: A political system is a system of politics and government. It is usually compared to the legal system, economic system, cultural system, and/or other social systems.

Example: A country's political system includes who should have authority, how religious questions should be handled, and what the government's influence on its people and economy should be.

Population Distribution: Population distribution is the arrangement or spread of people living in a given area; also, how the population of an area is arranged according to variables such as age, race, or sex.

Example: An examples of locations with variances in population distribution would be urban vs. rural.

Primary Source: If you are seeking to learn about the past, primary sources of information are those that provide first-hand accounts of the events, practices, or conditions you are researching. In general, these are documents that were created by the witnesses or first recorders of these events at about the time they occurred, and include diaries, letters, reports, photographs, creative works, financial records, memos, and newspaper articles (to name just a few types).

Examples of primary sources include:

- Diary of Anne Frank - Experiences of a Jewish family during WWII
- The Constitution of Canada - Canadian History
- A journal article reporting NEW research or findings
- Native American beadwork and treaties - Native American history
- Plato's Republic - Women in Ancient Greece

Production: Production is the act of creating output, a good or service which has value and contributes to the utility of individuals. The act may or may not include factors of production other than labor. The function of production, to some extent, is to try to meet the unlimited wants of consumers.

Example: In a democratic society, production is determined by individuals. People choose the goods and services they consume and produce, although advertising and consumer demand influence both. The concept of exchange of money is related to economic production: consumers use money to purchase goods and services.

Reasoned Judgment: Reasoned judgment is a decision that requires time and effort and results from careful information gathering, generation of alternatives, and evaluation of alternatives.

Example: Reasoned judgment is reached once a student has taken the time to research a topic and come to a belief based on evidence.

Region: Regions divide the world into manageable units for geographic study. Regions have some sort of characteristic that unifies the area. Regions can be formal, functional, or vernacular.

Example: Formal regions are those that are designated by official boundaries, such as cities, states, counties, and countries. For the most part, they are clearly indicated and publicly known. Functional regions are defined by their connections. For example, the circulation area for a major city area is the functional region of that paper. Vernacular regions are perceived regions, such as "The South," "The Midwest," or the "Middle East;" they have no formal boundaries but are understood in our mental maps of the world.

Regionalization: Regionalization is to divide into regions or administrative districts: arrange regionally.

Example: Regionalization has occurred in the United States as Republicans and Democrats migrate to common communities and create polarized states.

Scarcity: Scarcity is the economic situation where needs or wants exceeds means. Therefore, people have to make choices.

Example: Scarcity impacts natural resources like uranium and fresh water.

Secondary Source: In contrast to a primary source, a secondary source of information is one that was created *later* by someone who *did not* experience first-hand or participate in the events or conditions you're researching. For the purposes of a historical research project, secondary sources are generally scholarly books and articles. Also included would be reference sources like encyclopedias.

Example:

Examples of secondary sources include:

- A journal/magazine article which interprets or reviews previous findings
- A history textbook
- A book about the effects of WWI

Tribe: A tribe is a social division in a traditional society consisting of families or communities linked by social, economic, religious, or blood ties, with a common culture and dialect, typically having a recognized leader.

Example: In contemporary contexts, it is problematic when used to refer to a community living within a traditional society. It is strongly associated with past attitudes of white colonists toward so-called primitive or uncivilized peoples living in remote undeveloped places. For this reason it is generally preferable to use alternative terms such as community or people (Eastern Shoshone, Northern Arapaho).

2014 Wyoming Social Studies Content and Performance Standards

Historical Background

The Wyoming Social Studies Content and Performance Standards represent a cooperative effort. In 1998-1999, representatives from each of the districts participated in regional groups along with community college, University, and business representatives. The process began with regional meetings where the participants compiled drafts using local district standards. The state committee, consisting of regional representatives, utilized the regional documents to draft the state standards. National standards and several states' standards were referenced to establish the rigor of the Wyoming Social Studies Content and Performance Standards. These documents are listed below:

- National Council for the Social Studies, Curriculum Standards for Social Studies - ISBN 0-87986-065-0.
- National Center for History in the Schools, National Standards for History - ISBN 0-9633218-4-6.
- Center for Civic Education - National Standards For Civics And Government, ISBN 0-89818-155-0.
- Alaska, Content Standards for Alaska Students.
- Arkansas, Social Studies Curriculum Framework
- California, The Challenge Initiative, History and Social Science Standards, California State Department of Education.
- Colorado Model Geography Standards
- Florida, Sunshine State Standards
- Indiana, The Social Studies Proficiency Guide, Indiana Department of Education.
- Massachusetts, History & Social Science Curriculum Framework.
- New York, Social Studies Resources Guide.
- Texas, TEKS for Social Studies, Texas Education Agency.
- Virginia, History & Social Studies Standards of Learning.

In 2002-2003, writing committees were convened to review and revise these standards.

In 2008, consistent with its responsibility to evaluate and review the uniformity and quality of the standards at least every five years, the Wyoming State Board of Education Board directed the Wyoming Department of Education (WDE), working in consultation and coordination with local school districts, to formulate and implement a process to evaluate and review the uniformity and quality of the standards by November, 2008.

In order to accomplish the goal of reviewing the standards, a steering committee was convened to guide the review process. It met in early 2008 to develop the process to be used by Content Review Committees in each content area with representation from as many Wyoming school districts as possible. Members of the Standards Review Steering Committee nominated eight to twelve expert educators in each of the ten content areas represented in the Standards. These

committees were balanced geographically and represented preschool, elementary, secondary, special education, and higher education teachers.

The reviewers who agreed to serve on a committee met in spring, 2008 to participate in a systematic evaluation of the uniformity and quality of the standards in their content area. Among the aspects of the Standards reviewed were:

- a) the cognitive complexity of the standards.
- b) the degree of integration of the Common Core of Skills, 21st Century Skills, and technology in the standards.
- c) how Wyoming Standards compare to national curriculum standards and other states' standards.
- d) how the format of standards documents might be improved to make them more uniform, more understandable, and more useful.
- e) how urgent the need for substantive revision of the standards is in each content area.

The 2008 standards reflect formatting rather than substantive changes. Substantive revisions to standards in all content areas will be recommended based on conclusions from the 2008 standards review and continuing work by content review committees and other stakeholder groups between 2008 and 2013.

In the summer of 2012, a standards review committee was convened to review the Wyoming Social Studies Content and Performance Standards. Subcommittees were formed and it was decided that an additional social studies standard would be added addressing the Framework for 21st Century Skills for technology integration and a connection to literacy through the Common Core State Standards for Literacy in History/Social Studies, Science, & Technical Subjects. It was also decided that an additional grade band division would be added to better meet the demand for increased rigor at all grade levels and prepare students by introducing social studies concepts at the earliest grade levels. The committee recognizes that regardless of the variations of course sequences throughout the state, the knowledge and skills identified upon graduation are intended for all students.

2014 Wyoming Social Studies Content and Performance Standards

References

During the 2012-2013 revision, National standards and several states' standards were referenced to establish the rigor of the Wyoming Social Studies Content and Performance Standards. These documents are listed below:

- National Council for the Social Studies, National Curriculum Standards for Social Studies - ISBN 0-87986-105-6.
- National Council for Geographic Education, National Geography Standards, education.nationalgeographic.com/education/standards/national-geography-standards.
- Common Core State Standard Initiative, Common Core State Standards for Literacy in History/Social Studies, Science, & Technical Subjects, www.corestandards.org/ELA-Literacy/RH/introduction.
- International Society for Technology in Education, National Education Technology Standards for Students – ISBN 9781564842374.
- Partnership for 21st Century Skills, Framework for 21st Century Learning, www.p21.org/our-work/p21-framework.
- Alaska, Content and Performance Standards for Alaska Students.
- Idaho, Social Studies Content Standards, www.sde.idaho.gov/site/content_standards/ss_standards.htm.
- Montana, Standards for Social Studies, opi.mt.gov/pdf/standards/ContStds-SocSt.pdf.
- New York, Core Curriculum, www.p12.nysed.gov/ciai/socst/pub/sscore1.pdf.
- South Dakota, Social Studies Standards, doe.sd.gov/contentstandards/documents/Full_Social%20Studies.pdf.

2018 Wyoming Social Studies Content and Performance Standards
Content Review Committee
“Indian Education Program for All” Bill
(2017-2018)

George Abeyta, Fremont #21	Suzanne Moum Nelson, Natrona #1
Jed Anderson, Fremont #14	Shawn Peck, Fremont #25
Stephany Anderson, Park #6	Tom Rea, Casper
Amberlee Beardsley, Sweetwater #1	Eugene Ridgely, St. Stephens Indian School
Homer Bennett, Lincoln #2	Leslie Shakespeare, Arapahoe
Beth Clingman, Albany #1	Celeste Spoonhunter, Fremont #25
Teresa HisChase, Fremont #38	D. Lynette St. Clair, Fremont #14
Kim Knobloch, Sheridan #1	Owen St. Clair, Fremont #14
Kate Mead, Teton #1	Donna Tinsley, Campbell #1
Caroline Mills, Ft. Washakie Learning Center	James Trosper, UW Native American Education, Research and Cultural Center
Patrick Moss, Fremont #38	John Washakie, Fremont #21
Nancy Nelson, Big Horn #3	Yufna Soldier Wolf, St. Stephens Indian School

2014 Wyoming Social Studies Content and Performance Standards
Content Review Committee
(2012-2013)

Stephany Anderson, Park #6	Scott Mattson, Laramie #1
Chase Anfinson, Converse #2	Lee McCool, Platte #1
Brian Boaz, Platte #1	Wendy McGregor, Natrona #1
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Tammy Cobb, Natrona #1	Suzanne Nelson, Carbon #1
Rose Robertson, Sublette #1	Cindy Nunley, Fremont #25
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Billy Edwards, Niobrara #1	Greg Schliske, Campbell #1
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Althea Farthing, Laramie #1	Lynette St. Clair, Fremont #21
Sharolyn Griffith, Lincoln #2	Anna Swank, Laramie #1
Susan Griffith, Natrona #1	Aaron Temple, Natrona #1
Vera Hale, Carbon #1	Jeanne Tinnin, Johnson #1
Chris Henry, Natrona #1	Lona Tracy, Crook #1
LeeAnn Holt, Johnson #1	Allen Von Eye, Weston #1
Jim Horne, Natrona #1	Patricia Waliser, Campbell #1
Jim Johanson, Laramie #1	Dodie White, Fremont #14
James Kapptie, Park #1	

**2008 Wyoming Social Studies Content and Performance Standards
Content Review Committee
(2008)**

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Bob Faigl, Sweetwater #1
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Meaghan Gibson, Albany #1
David Hardesty, Crook #1
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**2003 Wyoming Social Studies Content and Performance Standards
Revised State Writing Committee
(2002-2003)**

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Bob Faigl, Sweetwater #1
Jerry George, Big Horn #1
Dr. William Gribb, UW, Common Core
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Stacey Hoff, Laramie #2

Al Kessler, Converse #1
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Donna Mathern, Natrona #1
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**Wyoming Social Studies Content and Performance Standards
Revised State Writing Committee
(1998-1999)**

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Carol Bryant, UW
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Dr. Barbara Chatton, UW
Laura Cielinski, Natrona #1
Pat Crumrine, Big Horn #2
Kathy Cunningham, Fremont #38
Michelle Davis, Natrona #1
Maureen Emrich, Business Representative
Gerald George, Big Horn #1
Rosemary Graff, Fremont #2
Dr. William Gribb, University of Wyoming,
Carolyn Helling, Albany #1
Julie Holgate, Sublette #9
Christy Kessler, Johnson #1
Carol Kilmer, Niobrara #1
Ted Kinney, Goshen #1
Matt Kruse, Goshen #1
James Lash, Hot Springs #1
James Mader, Johnson #1
Gary McDowell, Laramie #1

Thad Morgan, Lincoln #2
Ferris Morrison, Platte #1
John Oglietti, Sublette #1
Jeff Parrott, Teton #1
Rexann Paul, Campbell #1
David Peterson, Niobrara #1
Rick Porter, Carbon #1
Janet Radkey, Fremont #2
Jody Rakness, Washakie #1
Dr. Tim Rush, UW
Sarah Stoll, Fremont #38
Larry Sturgeon, Laramie #1
Mike Struiksma, Washakie #1
Barbara Summers, Dept. of Employment
Jeanne Tinnin, Johnson #1
Gary Troudt, Niobrara #1
Lois Van Mark, Business Representative
Jeff Wagoner, Campbell #1
Kathy Walsh, Albany #1
Joe Winkler, Washakie #1
Beth Wiplinger, Park #1