

**WYOMING SOCIAL STUDIES
CONTENT AND PERFORMANCE STANDARDS**

WYOMING STATE BOARD OF EDUCATION

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Pathway to 2014

Preamble to the Standards

Wyoming State Board of Education
February 20, 2008

At no time in human history has change been as rapid as we see today. Young people in Wyoming who are students in our schools will live in a world we may not be able to imagine at this point in our history. As stewards of our public education system, the State Board of Education believes it is important to provoke our institutions to think deeply about the knowledge, skills, abilities and habits of the mind that will prepare students for a world in which rapid change will be the norm and where people will have to be highly adaptable.

Our institutions, leaders, and communities must have the courage to develop and implement processes and programs through which schools deliver effective learning. Children must not only be prepared to enter the work force. They must be prepared to contribute as participants and members of the social and political democracies in which they live. To this end, we must more effectively define the components and rigor necessary for their success.

The Wyoming State Board of Education believes that as stewards it is our responsibility to frame the political dialogue in a way that challenges policy makers, educational institutions and the public in general to examine the educational goals, practices, and results in the neighborhoods, communities, and the state. This must be an ongoing political dialogue that begins with our review of the Wyoming State Standards but must not end there.

In accordance with Wyoming State Statute 21-2-304 (a) (iii) the State Board of Education (Board) in consultation and coordination with local school districts (LEA) will “prescribe uniform student content and performance standards for the common core of knowledge and the common core of skills specified under W.S. 21-9-101(b). . . .” Under W.S. 21-2-304(c) the Board is directed to evaluate and review the uniformity and quality of the educational program standards at least every five (5) years. This was last done in 2003 and will be undertaken in November 2008.

The Board directs 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 both the standards and the implementation of those standards developed in 2008.

Specifically, the Board directs this review to develop answers through analysis to the following questions and to make recommendations in consultation and coordination with LEA’s for improvement of the standards and/or the implementation of the standards over time. This review should include recommendations for what should and can be

accomplished this year, what needs to be accomplished in two to three years and what Wyoming should set as a goal to accomplish prior to 2014.

1. The Board believes that content standards should be written to facilitate each student's success in life.
 - What evidence exists that the standards as written are driving improvement of learning and preparation of children to successfully participate in life?
 - What improvements are needed in each content area and why/how will the recommendations improve the status and growth in learning?
2. The Board believes that standards and supporting documents should be written in ways that are accessible and so that students, parents, teachers and citizen leaders will have a common understanding and measurement of success.
 - What recommendation(s) should be considered by the SBE to accomplish this goal?
3. The Board believes that the standards and supporting documents should be written so that there is uniformity and consistency across content areas.
 - What improvements are needed?
 - How best do we accomplish these improvements?
4. The Board believes that each district must incorporate the common core of skills into its Body of Evidence.
 - What evidence is there that the standards and supporting documents facilitate the learning of knowledge, skills, and behaviors that are necessary for the success of our students in life?
 - What improvements are needed?
5. The Board is not convinced that the current common core of knowledge and the common core of skills are sufficient for the future success of our students.
 - What else should we be doing to facilitate student success?
 - How best can we accomplish these successes?

6. The Board believes that the standards should be implemented with fidelity and that Body of Evidence should be an important component of this fidelity.
 - What evidence is there that the standards of each content area are assessed and proficiencies determined with uniformity in the district?
 - What improvements are needed?
7. The Board believes that the standards and supporting documents should align with current knowledge about the development of the brain and learning.
 - What evidence is there that the standards and supporting documents are written so that there is alignment with current knowledge around the cognitive development and learning in the standards and the implementation of the standards?
 - What improvements are needed?
8. The Board believes that more meaningful and robust learning happens when young people are appropriately challenged to think in more cognitively complex ways.
 - What evidence is there that the more cognitively complex components of the standards are being taught and assessed?
 - What improvements are needed? Is teaching structured to facilitate interdisciplinary and multidisciplinary use of the knowledge, skills and abilities learned in our schools?
9. The Board believes that motivation and engagement are critical to learning.
 - What evidence is there that the aspects of self-system thinking and metacognition as defined by Robert Marzano and John Kendall or other higher order thinking and self-governing of learning skills are being implemented and accessed?
 - What improvements are needed?

While the immediate task might be focused upon a periodic review of the standard, the Wyoming State Board of Education believes that such a review capitalizes on the resources that will be necessary for the work best when the longer view of our standards and for our children are used to guide the work. We believe that the focus must be on what is learned, rather than what is taught. We believe that what is learned today must improve the lives our children will have in the future. We believe that current needs must be addressed in ways that lays a foundation that supports and frames the future.

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. Effective self-government requires informed people and civic participation.

ORGANIZATION OF STANDARDS

Standards specify the essential learning that students must master. They provide a K-12 framework to assist school districts, schools, and communities in developing and strengthening curriculum rather than prescribing courses, materials, or instructional methodology. Teachers ensure that students achieve standards by using a range of instructional strategies that they select based on their students' needs. Content and performance standards are identified for grade spans K-4, 5-8, and 9-12 with benchmarks at grades four, eight, and eleven. Terms used in this document are defined below and in the glossary at the end.

Kindergarten through fourth grade teachers, parents, and students work toward the achievement of the fourth grade benchmarks. Fifth grade through eighth grade teachers, parents, and students work toward the achievement of the eighth grade benchmarks. Ninth grade through eleventh grade teachers, parents, and students work toward the achievement of the eleventh grade benchmarks. Success at each benchmark level requires the effort and commitment of all who prepare for that level.

Content Standards: These statements define what students are expected to know and be able to do by the time they graduate. They do not dictate what methodology or instructional materials should be used, nor how the material is delivered.

Benchmarks: These statements specify what students are expect to know and be able to do at the end of each of the benchmark grade levels, in this document, grades 4, 8, and 11. These benchmarks specify the skills and content students must master along the way in order to master the content standards by the time they graduate.

Performance Level Descriptors: These statements describe how well students must perform the benchmarks. The “proficient” level is required in order to demonstrate mastery of the standards.

Descriptors help teachers judge where students are performing in relation to the benchmarks, and ultimately, the content standards. A general definition of each level is provided below.

Advanced: Students at the advanced level 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 use concepts and skills to acquire and communicate information and ideas.

Basic: Students at the basic level ineffectively use knowledge and skills to acquire and communicate information and ideas.

Below Basic: Students at the below basic level in social studies require extensive support or provide little or no evidence in meeting the standard.

The committee recognizes that course sequences tend to vary widely after eighth grade. However, the knowledge and skills identified at the eleventh grade are intended for all students regardless of the sequences of social studies courses or combination of other courses with social studies content. Therefore, districts will need to ensure that their course sequences will enable students to demonstrate mastery of the designated knowledge and skills no later than the end of the eleventh grade. For advanced students, such mastery should occur much sooner than the eleventh grade. For a few students, such mastery will constitute a significant challenge. District, University, business, and community participants agreed that the standards reflect the necessary skills for success in study and work that need to be accomplished no later than the end of the eleventh grade. Success in meeting these standards will provide the foundation for students to apply social studies skills in many areas of adult life, or to a more specific career or post-secondary course of study.

Although performance levels are specified for grades 4, 8 and 11, all grades prior to those designated are regarded as responsible to the benchmark level above them. For example, many skills are introduced at least two years before mastery can be expected, as described at the benchmark performance level. Teachers, parents, and students must be aware of the requirements at the next level, even as they prepare for the current level, so that prerequisite skills are introduced and experienced over time. They must also be aware of the requirements at the previous level so that students continue to practice and apply the knowledge and skills they have already mastered. Therefore, kindergarten through fourth grade teachers, parents, and students work toward the achievement of the fourth grade benchmarks. Fifth grade through eighth grade, students, work toward the achievement of the eighth grade benchmarks. Ninth grade through eleventh grade, students, work toward the achievement of eleventh grade benchmarks. Success at each benchmark level requires the combined effort and commitment of all who prepare for that level.

DEVELOPMENT OF THE STANDARDS

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, www.educ.state.ak.us.
- Arkansas, Social Studies Curriculum Framework, www.arkedu.k12.ar.us.
- California, The Challenge Initiative, History and Social Science Standards, California State Department of Education.
- Colorado Model Geography Standards
- Florida, Sunshine State Standards - www.firn.edu/doe/curric/prek12.
- Indiana, The Social Studies Proficiency Guide, Indiana Department of Education.
- Massachusetts, History & Social Science Curriculum Framework, www.doe.mass.edu.
- New York, Social Studies Resources Guide, www.nysed.gov.
- Texas, TEKS for Social Studies, Texas Education Agency.
- Virginia, History & Social Studies Standards of Learning, www.pen.k12.va.us.

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 8-12 expert educators in each of the 10 content areas represented in the Standards. These committees were balanced geographically and represented pre-school, 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 state 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.

STANDARDS

The standards have been organized into five major standards:

- 1. Citizenship, Government, and Democracy**
- 2. Culture and Cultural Diversity**
- 3. Production, Distribution, and Consumption**
- 4. Time, Continuity, and Change**
- 5. People, Places, and Environments**

Citizenship, Government, and Democracy: Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance. Learners in the early grades explore their natural and developing sense of fairness and order as they experience relationships with others. They develop an increasingly comprehensive awareness of rights and responsibilities in specific contexts. During the middle school years, these rights and responsibilities are applied in more complex contexts with emphasis on new applications. High school students develop their abilities in the use of abstract principles. They study the various systems that have been developed over the centuries to allocate and employ power and authority in the governing process. At every level, learners should have opportunities to apply their knowledge and skills and participate in the workings of the various levels of power, authority, and governance. Students at every level should have the opportunity to study important historical figures and events.

Culture and Cultural Diversity: Social studies programs should include experiences that provide for the study of culture and cultural diversity. During the early years of school, the exploration of the concepts of likenesses and differences in school subjects such as language arts,

mathematics, science, music, and art makes the study of culture appropriate. Socially, the young learner is beginning to interact with other students, some of whom are like the student and some different; naturally, he or she wants to know more about others. In the middle grades, students begin to explore and ask questions about the nature of culture and specific aspects of culture, such as language and beliefs, and the influence of those aspects on human behavior. As students progress through high school, they can understand and use complex cultural concepts such as adaptation, assimilation, acculturation, diffusion, and dissonance drawn from anthropology, sociology, and other disciplines to explain how culture and cultural systems function. Students at every level should have the opportunity to study important historical figures and events.

Production, Distribution, and Consumption: Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services. Young learners begin by differentiating between wants and needs. They explore economic decisions as they compare their own economic experiences with those of others and consider the wider consequences of those decisions on groups, communities, the nation, and beyond. In the middle grades, learners expand their knowledge of economic concepts and principles and use economic reasoning processes in addressing issues related to the four fundamental economic perspectives and deeper understanding of key economic concepts and processes through systematic study of a range of economic and sociopolitical systems, with particular emphasis on the examination of domestic and global economic policy options related to matters such as health care, resource use, unemployment, and trade. High school students should be able to discuss capitalism, communism, national and global economics and understand the impact of society upon the economy. Students at every level should have the opportunity to study important historical figures and events.

Time, Continuity, and Change: Social studies programs should include experiences that provide for the study of ways human beings view themselves in and over time. Learners in early grades gain experience with sequencing to establish a sense of order and time. They enjoy hearing stories of the recent past as well as of long ago. In addition, they begin to recognize that individuals may hold different views about the past and to understand the linkages between human decisions and consequences. Thus, the foundation is laid for the development of historical knowledge, skills, and values. In the middle grades, students, through a more formal study of history, continue to expand their understanding of the past and of historical perspectives, recognizing that interpretations are influenced by individual experiences, societal values, and cultural traditions. High school students engage in more sophisticated analysis and reconstruction of the past, examining its relationship to the present and extrapolating into the future. They integrate individual stories about people, events, and situations to form a more holistic conception, in which continuity and change are linked in time and across cultures. Students also learn to draw on their knowledge of history to make informed choices and decisions in the present. Students at every level should have the opportunity to study important historical figures and events.

People, Places, and Environments: Social studies programs should include experiences that provide for the study of people, places, and environments. In the early grades, young learners draw upon immediate personal experiences as a basis for exploring geographic concepts and skills. They also express interest in things distant and unfamiliar and have concern for the use

and abuse of the physical environment. During the middle school years, students relate their personal experiences to happenings in other environmental contexts. Appropriate experiences will encourage increasingly abstract thought as students use data and apply skills in analyzing human behavior in relation to its physical and cultural environment. Students in high school are able to apply geographic understanding across a broad range of fields, including the fine arts, sciences, and humanities. Geographic concepts become central to learners' comprehension of global connections as they expand their knowledge of diverse cultures, both historical and contemporary. The importance of core geographic themes to public policy is recognized and should be explored as students address issues of domestic and international significance. Students at every level should have the opportunity to study important historical figures and events.

SOCIAL STUDIES PERFORMANCE LEVEL DESCRIPTORS FOR THE BODY OF EVIDENCE

Advanced: Students at the advanced level recognize the significance of the rights and responsibilities of citizenship. Through the integration of history, government, economics, geography, and cultural diversity, the students will investigate, analyze, and evaluate complex connections in contemporary issues and advocate logical solutions at the appropriate grade level.

Proficient: Students at the proficient level recognize the significance of the rights and responsibilities of citizenship. Through the integration of history, government, economics, geography, and cultural diversity, students make connections and propose applicable solutions to contemporary issues at the appropriate grade level.

Basic: Students at the basic level have a limited understanding of the significance of the rights and responsibilities of citizenship. Through the limited knowledge and understanding of history, government, economics, geography, and cultural diversity, the students make some or few connections that identify contemporary issues.

Below Basic: Students at the below basic level in social studies require extensive support or provide little or no evidence in meeting the standard.

Grade 4

Advanced: 4th grade students at the advanced level compare and contrast how rules and laws influence themselves and society. They explain the rights and demonstrate the responsibilities of citizenship as it relates to them. These students explain how cultural influences are reflected within their community and state. They make logical connections between major resources, industry, and the economic development of a Wyoming community and how the citizens earn a living. Students give examples that demonstrate how scarcity and choice govern our economic decisions. These students explain the significance of political leaders and various holidays. They reconstruct the chronology of the major events

of Wyoming history. These students are able to support their opinions regarding current events. Students correctly utilize map and globe skills to analyze Wyoming's geography. They thoroughly explain the connection between people and the environments in which they live.

Proficient: 4th grade students at the proficient level make connections between rules and laws and how they influence society. They describe the rights and demonstrate the responsibilities of citizenship as it relates to them. These students explain how cultural influences are reflected in their community and state. They make clear connections between major resources, industry and the economic development of Wyoming communities and how community members make a living. These students identify current political leaders and major holidays. Given data, they sequentially reconstruct the chronology of major events in Wyoming settlement. They are able to express opinions regarding current events. These students are able to correctly utilize map and geography skills. They explain the connection between people and their environments.

Basic: 4th grade students at the basic level require assistance to make connections regarding how rules and laws influence society. These students require assistance to demonstrate how some rights and responsibilities of citizenship apply to them. They make some connections between major resources, industries, and economic development in Wyoming. With assistance, they identify the cultural influences that are reflected in their communities and in Wyoming. These students draw simple conclusions regarding how people within their community earn a living. They are able to identify some current political leaders and major holidays. Provided data, they are able to reconstruct the major events in the exploration and history of Wyoming settlement. These students express some opinions regarding current events.

Below Basic: 4th grade students at the below basic level require extensive support or provide little or no evidence in meeting the standard.

Grade 8

Advanced: 8th grade students at the advanced level are able to analyze the relationships between the rights and responsibilities of being a U.S. citizen. They analyze issues involved in the development of the U.S. Constitution. These students discuss the complexities and the contributions of important historical figures to the Constitution, Bill of Rights, and other amendments and apply them to real life situations. These students are able to interpret patterns of behavior that reflect values and attitudes of diverse cultures and explain their development. These students analyze the interdependence of diverse cultures. They compare economic factors of various economic systems and analyze the impact of economic decisions at all levels. These students provide complex analyses of relationships between people, events, problems, conflicts, technology, and ideas and explain their historical significance and then apply that to present day

scenarios to predict future trends. They apply the themes of geography to topics and are able to organize information and utilize geographic tools to explain spatial relationships on Earth.

Proficient: 8th grade students at the proficient level identify the rights and responsibilities of U.S. citizenship. They identify important historical figures, their contributions to the development of, and the basic principles delineated in the Constitution, Bill of Rights, and amendments. They are able to explain the factors contributing to the development of cultures and describe the interdependence and importance of cultural diversity. These students describe various economic systems and give examples at all levels of development. They understand the relationships between significant people, events, problems, conflicts, technology, and ideas. These students discuss current events and trends to establish patterns of behavior. They are able to use geographic tools to analyze questions dealing with people, places, events, environments and process spatial information.

Basic: 8th grade students at the basic level require guidance to identify the rights and responsibilities of U.S. citizenship. With assistance they describe some contributions of important historical figures and events as they relate to the development of the U.S. constitution. They identify, with guidance, some basic principles in the Constitution and Bill of Rights. These students are able to identify some patterns of behavior that reflect values and attitudes within various cultures and recognize, with guidance, the interaction between cultures. They identify economic systems and, with assistance, describe the exchange of goods and services within economic systems. These students require assistance to describe how limited resources and unlimited needs and wants create conflict at all levels. With assistance they recognize the relationships between people, events, problems, conflicts, technology, and ideas and their historical significance in relation to present day conditions. They summarize current events.

Below Basic: 8th grade students at the below basic level require extensive support or provide little or no evidence in meeting the standard.

Grade 11

Advanced: 11th grade students at the advanced level, analyze the rights and responsibilities of living in a democratic society and provide evidence how they have participated in the political process. They are able to analyze the civil and criminal legal systems. These students make complex connections between significant historical developments as they relate to the national and Wyoming systems of government. These students demonstrate a sophisticated analysis of how diversity, cultural influences, and geography have influenced peoples and world events. They are able to make complex comparisons between and analyze how supply and demand, prices, incentives, and profits play a role in determining

what is produced and distributed in a competitive global market. Students formulate sound plans for personal financial goals. These students can analyze complex interactions of key people, places, and technologies and make sound predictions regarding the future based upon past events.

Proficient: 11th grade students at the proficient level understand the rights and responsibilities of living in a democratic society. They compare and contrast the civil and criminal legal systems. These students understand the impact of significant historical developments as they relate to the national and Wyoming systems of government. They analyze how diversity, cultural influences, and geography have influenced peoples and world events. They make comparisons between economic systems and understand how those systems are affected by global events. Students formulate plans for personal financial goals. These students analyze the contributions of key people, places, and technologies and make predictions regarding the future based upon past events.

Basic: 11th grade students at the basic level discuss the rights and responsibilities of living in a democratic society. They understand the civil and criminal legal systems. These students understand the impact of key historical developments as they relate to the national and Wyoming systems of government. With significant assistance, they analyze how diversity, cultural influences, and geography have influenced peoples and world events. They make simple comparisons of economic systems. They make basic personal financial plans. Students at this level are able to discuss the contributions of several key people, places, and technologies but are unable to make future predictions based upon that information.

Below Basic: 11th grade students at the below basic level require extensive support or provide little or no evidence in meeting the standard.

WYOMING SOCIAL STUDIES CONTENT AND PERFORMANCE STANDARDS

GRADE SPAN K-4

CONTENT STANDARD

1. CITIZENSHIP/ GOVERNMENT/ DEMOCRACY

Students demonstrate how structures of power, authority, and governance have developed historically and continue to evolve.

CODE	GRADE 4 BENCHMARKS
SS4.1.1	Students describe and apply rights and responsibilities of citizenship.
SS4.2.2	Students explain how rules and laws affect families, schools, communities, and states.

GRADE 4 PERFORMANCE LEVEL DESCRIPTORS

1. CITIZENSHIP/ GOVERNMENT/ DEMOCRACY

ADVANCED PERFORMANCE

4th grade students at the advanced performance compare and contrast how rules and laws influence society and themselves. Students explain the rights and demonstrate the responsibilities of citizenship to their school, community, county, state, or country.

PROFICIENT PERFORMANCE

4th grade students at the proficient performance level make connections about rules and laws and how they influence society and themselves. Students explain the rights and demonstrate the responsibilities of citizenship to their school, community, county, state, or country.

BASIC PERFORMANCE

4th grade students at the basic performance level explain or demonstrate, with guidance, how rules and laws influence society and themselves. Students explain or demonstrate, with guidance, some of the rights and responsibilities of citizenship to their school, community, county, state, or country.

BELOW BASIC PERFORMANCE

4th grade students at the below basic level require extensive support or provide little or no evidence in meeting the standard.

CONTENT STANDARD

2. CULTURE/ CULTURAL DIVERSITY

Students demonstrate an understanding of different cultures and how these cultures have contributed and continue to contribute to the world in which they live.

CODE

GRADE 4 BENCHMARKS

SS4.2.1	Students describe how human needs and concerns (i.e. freedom, justice, and responsibility) are addressed within cultures.
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SS4.2.2	Students explain how culture is reflected in literature and the arts.
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GRADE 4 PERFORMANCE LEVEL DESCRIPTORS

2. CULTURE/CULTURAL DIVERSITY

ADVANCED PERFORMANCE

4th grade students at the advanced performance explain and provide examples of how cultural influences are reflected in their community and state.

PROFICIENT PERFORMANCE

4th grade students at the proficient performance level explain how cultural influences are reflected their community and state.

BASIC PERFORMANCE

4th grade students at the basic performance level identify, with prompts, the cultural influences that are reflected in their community and state.

BELOW BASIC PERFORMANCE

4th grade students at the below basic level require extensive support or provide little or no evidence in meeting the standard.

CONTENT STANDARD

3. PRODUCTION, DISTRIBUTION, AND CONSUMPTION

Students demonstrate an understanding of economic principles and concepts and describe the influence of economic factors on societies.

CODE

GRADE 4 BENCHMARKS

SS4.3.1

Students describe the importance of major resources, industries, and economic development of the local community and Wyoming.

SS4.3.2

Students describe different ways that people earn a living in the local community and in Wyoming.

GRADE 4 PERFORMANCE LEVEL DESCRIPTORS

3. PRODUCTION, DISTRIBUTION, AND CONSUMPTION

ADVANCED PERFORMANCE

4th grade students at the advanced performance level make logical connections between major resources, industry, and the economic development of a Wyoming community and the ways people make a living. Students predict the consequences of economic success or failure (boom or bust).

PROFICIENT PERFORMANCE

4th grade students at the proficient performance level make clear connections between major resources, industry, and the economic development of a Wyoming community and the way people make a living.

BASIC PERFORMANCE

4th grade students at the basic performance level draw simple conclusions about how people earn a living in their community.

BELOW BASIC PERFORMANCE

4th grade students at the below basic level require extensive support or provide little or no evidence in meeting the standard.

CONTENT STANDARD

4. TIME, CONTINUITY AND CHANGE

Students demonstrate an understanding of the people, events, problems, ideas, and cultures that were significant in the history of our community, state, nation and world.

CODE	GRADE 4 BENCHMARKS
SS4.4.1	Students identify significant local, state and national persons, holidays, and symbols.
SS4.4.2	Students discuss and describe how current events influence individuals, communities, state, country, and/or world.
SS4.4.3	Students describe the chronology of exploration, immigration and settlement of Wyoming.

GRADE 4 PERFORMANCE LEVEL DESCRIPTORS 4. TIME, CONTINUITY AND CHANGE

ADVANCED PERFORMANCE

4th grade students at the advanced performance level explain the roles of significant political leaders and the significance of various holidays. Students sequentially reconstruct the chronology of the major events and people during the exploration, immigration, and settlement of Wyoming. Students support their opinions and give a rationale about current events.

PROFICIENT PERFORMANCE

4th grade students at the proficient performance level identify current significant political leaders and holidays. Given data, students sequentially reconstruct the chronology of the major events and people during the exploration, immigration, and settlement of Wyoming. Students express opinions during a discussion of current events.

BASIC PERFORMANCE

4th grade students at the basic performance level identify some current significant political leaders and holidays. Given data, students reconstruct the chronology of the major events and people during the exploration, immigration, and settlement of Wyoming, with assistance. Students express some opinions during a discussion of current events.

BELOW BASIC PERFORMANCE

4th grade students at the below basic level require extensive support or provide little or no evidence in meeting the standard.

CONTENT STANDARD

5. PEOPLE, PLACES, AND ENVIRONMENTS

Students demonstrate an understanding of interrelationships among people, places, and environments.

CODE	GRADE 4 BENCHMARKS
SS4.5.1	Students use physical maps, political maps, and globes to identify locations using scale, cardinal and intermediate directions, legends, keys, and symbols.
SS4.5.2	Students identify their relative location in terms of home, school, neighborhood, community, county, state, country, and continent.
SS4.5.3	Students locate major landmarks, landforms, and areas/regions in the community and in Wyoming
SS4.5.4	Students describe relationships among people and places, and the environmental context in which they take place.

GRADE 4 PERFORMANCE LEVEL DESCRIPTORS 5. CULTURE/ CULTURAL DIVERSITY

ADVANCED PERFORMANCE

4th grade students at the advanced performance level select appropriate tools to produce a representation of their knowledge of Wyoming geography and map and globe skills. Students can fluently communicate their relative location in the world. These students thoroughly explain the connection among people and the environments in which they live (i.e., the use of adobe to build with due to lack of wood in the Southwest).

PROFICIENT PERFORMANCE

4th grade students at the proficient performance level utilize given tools to label locations, landmarks, landforms, and regions in Wyoming, demonstrating their knowledge of scale, cardinal and intermediate directions, legends, keys and symbols. Students recognize their relative location in the world. These students explain the connection among people and environments in which they live (i.e., use of adobe as a building material in the Southwest).

BASIC PERFORMANCE

4th grade students at the basic performance level require specific instructions to select and use appropriate tools to identify given locations, landmarks, landforms, and regions in Wyoming. Students display a limited awareness of their relative location in the world. With assistance, they describe simple connections between people and the environments in which they live.

BELOW BASIC PERFORMANCE

4th grade students at the below basic level require extensive support or provide little or no evidence in meeting the standard.

GRADE SPAN 5-8

CONTENT STANDARD
1. CITIZENSHIP/ GOVERNMENT/ DEMOCRACY
 Students demonstrate how structures of power, authority, and governance have developed historically and continue to evolve.

CODE	GRADE 8 BENCHMARKS
SS8.1.1	Students identify the rights, duties, and responsibilities of a U.S. citizen.
SS8.2.2	Students understand the historical perspective and issues involved in the development of the U.S. Constitution.
SS8.2.3	Students recognize the basic principles of the U.S. Constitution, Bill of Rights, and other amendments and are able to identify those principles in real-life scenarios.

GRADE 8 PERFORMANCE LEVEL DESCRIPTORS
1. CITIZENSHIP/ GOVERNMENT/ DEMOCRACY

ADVANCED PERFORMANCE

8th grade students at the advanced performance level explain and analyze the complex interrelationships between the rights and responsibilities of U.S. citizenship. Students describe and analyze issues involved in the development of the U.S. Constitution. Students are able to discuss the complexities of the U.S. Constitution, Bill of Rights, and other amendments in real-life scenarios. Students describe important historical figures and thoroughly discuss their contributions to the development of the U.S. Constitution, Bill of Rights, and amendments.

PROFICIENT PERFORMANCE

8th grade students at the proficient performance level identify the rights and responsibilities of U.S. citizenship. Students identify important historical figures and their contributions to the development of the U.S. Constitution, Bill of Rights, and amendments. These students are able to discuss the issues involved in the development of the U.S. Constitution. Students are able to identify the basic principles delineated in the U.S. Constitution, Bill of Rights, and its amendments in real-life scenarios.

BASIC PERFORMANCE

8th grade students at the basic performance level identify the rights and responsibilities of U.S. citizenship with guidance. Students describe, with assistance, several important historical figures and identify some contributions made to the development of the U.S. Constitution. With guidance, students are able to identify some basic principles described in the U.S. Constitution and Bill of Rights to real-life scenarios.

BELOW BASIC PERFORMANCE

8th grade students at the below basic level require extensive support or provide little or no evidence in meeting the standard.

CONTENT STANDARD

2. CULTURE/ CULTURAL DIVERSITY

Students demonstrate an understanding of different cultures and how these cultures have contributed and continue to contribute to the world in which they live.

CODE

GRADE 8 BENCHMARKS

SS8.2.1 Students explain how family systems, religion, language, literature, and the arts contribute to the development of cultures.

SS8.2.2 Students describe cultural diversity and the interdependence of cultures.

GRADE 8 PERFORMANCE LEVEL DESCRIPTORS

2. CULTURE/ CULTURAL DIVERSITY

ADVANCED PERFORMANCE

8th grade students performing an advanced performance level interpret the patterns of behavior that reflect and reinforce values and attitudes within diverse cultures and explain their development within these cultures. Students provide multiple comparisons between cultures and analyze the interdependence of those cultures.

PROFICIENT PERFORMANCE

8th grade students performing a proficient performance level accurately identify the patterns of behavior that reflect values and attitudes within a given culture and provide a comparison with another culture. Students determine how cultures develop and interact with one another.

BASIC PERFORMANCE

8th grade students performing a basic performance level identify some patterns of behavior that reflect values and attitudes within a given culture. Students recognize, with guidance, the interaction between cultures.

BELOW BASIC PERFORMANCE

8th grade students at the below basic level require extensive support or provide little or no evidence in meeting the standard.

CONTENT STANDARD

3. PRODUCTION, DISTRIBUTION, AND CONSUMPTION

Students demonstrate an understanding of economic principles and concepts and describe the influence of economic factors on societies.

CODE

GRADE 8 BENCHMARKS

SS8.3.1	Students communicate how economic considerations influence personal, local, state, national, and international decision-making.
SS8.3.2	Students describe the systems of exchange of past and present.
SS8.3.3	Students recognize basic concepts of economic systems.

GRADE 8 PERFORMANCE LEVEL DESCRIPTORS 3. PRODUCTION, DISTRIBUTION, AND CONSUMPTION

ADVANCED PERFORMANCE

8th grade students performing an advanced performance level compare the economic factors that aid in the development of various economic systems. Students explain and analyze how economic decision-making impacts individuals at the personal, local, state, national, and international levels.

PROFICIENT PERFORMANCE

8th grade students performing a proficient performance level describe various economic systems. Students provide samples of economic decisions at the personal, local, state, national, and international level. Given examples, students compare how various economic systems affect individuals and their choices.

BASIC PERFORMANCE

8th grade students performing a basic performance level identify economic systems. Students describe, with assistance, the exchange of goods and services in economic systems. Students describe, with guidance, how limited resources and unlimited needs and wants create conflict at the personal, local, state, national, and international level.

BELOW BASIC PERFORMANCE

8th grade students at the below basic level require extensive support or provide little or no evidence in meeting the standard.

CONTENT STANDARD

4. TIME, CONTINUITY AND CHANGE

Students demonstrate an understanding of the people, events, problems, ideas, and cultures that were significant in the history of our community, state, nation and world.

CODE	GRADE 8 BENCHMARKS
SS8.4.1	Students identify people, events, problems, conflicts, and ideas and explain their historical significance.
SS8.4.2	Students discuss current events to better understand the world in which they live.
SS8.4.3	Students analyze the impact of historical events and people on present conditions, situations, or circumstances.

GRADE 8 PERFORMANCE LEVEL DESCRIPTORS

4. TIME, CONTINUITY AND CHANGE

ADVANCED PERFORMANCE

8th grade students performing an advanced performance level discuss and analyze the complex relationships between people, events, problems, conflicts, technology, and ideas and explain their historical significance and parallels to present day conditions, situations, and circumstances. Students analyze and critique current events and trends to establish patterns of behavior and to predict future trends.

PROFICIENT PERFORMANCE

8th grade students performing a proficient performance level understand the relationships between people, events, problems, conflicts, technology, and ideas and their historical significance and parallels to present-day conditions, situations, and circumstances. Students review and discuss current events and trends to establish patterns of behavior.

BASIC PERFORMANCE

8th grade students performing at a basic performance level recognize, with guidance, the relationships between people, events, problems, conflicts, technology, and ideas and their historical significance in relation to present-day conditions, situations, and circumstances. Students summarize current events.

BELOW BASIC PERFORMANCE

8th grade students at the below basic level require extensive support or provide little or no evidence in meeting the standard.

CONTENT STANDARD

5. PEOPLE, PLACES, AND ENVIRONMENTS

Students demonstrate an understanding of interrelationships among people, places, and environments.

CODE	GRADE 8 BENCHMARKS
SS8.5.1	Students use charts, maps, and graphs to answer questions dealing with people, places, events, or environments.
SS8.5.2	Students apply the themes of geography to topics being studied.
SS8.5.3	Students demonstrate an ability to organize and process spatial information; i.e., You Are Here maps of various areas.

GRADE 8 PERFORMANCE LEVEL DESCRIPTORS 5. PEOPLE, PLACES, AND ENVIRONMENTS

ADVANCED PERFORMANCE

8th grade students at the advanced performance level independently apply the themes of geography to topics. Students analyze appropriate charts, maps, or graphs to answer questions dealing with people, places, events, or environments. Students are able to use a variety of techniques such as constructing complex mental maps, charts, graphs, and geographic tools to clearly explain, describe, and process spatial relationships on the earth.

PROFICIENT PERFORMANCE

8th grade students at the proficient performance level apply the themes of geography to a variety of topics. Students analyze appropriate charts, maps, or graphs to answer questions dealing with people, places, events, or environments. Students demonstrate several techniques such as mental maps, charts, graphs, or geographic tools to describe and process spatial information; i.e., use information from topographical maps to locate their position, elevation, or coordinates.

BASIC PERFORMANCE

8th grade students at the basic performance level identify, with assistance, the themes of geography and apply them to simple topics. Students use simple charts, maps, or graphs with direction. Students, with guidance, use maps and charts to describe spatial information in reference to their position.

BELOW BASIC PERFORMANCE

8th grade students at the below basic level require extensive support or provide little or no evidence in meeting the standard.

GRADE SPAN 9 – 12

CONTENT STANDARD	
1. <u>CITIZENSHIP/ GOVERNMENT/ DEMOCRACY</u>	
Students demonstrate how structures of power, authority, and governance have developed historically and continue to evolve.	
CODE	GRADE 11 BENCHMARKS
SS11.1.1	Students describe unique freedoms, rights, and responsibilities of living in a democratic society and explain their interrelationships.
SS11.1.2	Students explain and/or demonstrate how to participate in the political processes and express personal beliefs and convictions.
SS11.1.3	Students explain the historical development of the U.S. Constitution and how it has shaped the U.S. and Wyoming governmental systems.
SS11.1.4	Students demonstrate an understanding of the major distinguishing characteristics of the United States and Wyoming Constitutions.
SS11.1.5	Students demonstrate an understanding of the U.S. civil and criminal legal systems and distinguish differences between those systems.

GRADE 11 PERFORMANCE LEVEL DESCRIPTORS

1. CITIZENSHIP/ GOVERNMENT/ DEMOCRACY

ADVANCED PERFORMANCE

11th grade students at the advanced performance level describe and analyze the basic rights and responsibilities of a democratic society, including multiple examples of how they have participated in the political process; i.e., in school, community, county, state, or country. They are able to describe the complex relationships between freedoms, rights, and responsibilities within a democratic society. Students understand the complexities of the U.S. civil and criminal legal systems and are able to compare, using precise examples, the U.S. civil and criminal legal systems. Students make complex connections between the historical development of the U.S. Constitution and the government systems of the U.S. and Wyoming. Students apply the principles of the United States and Wyoming Constitutions to real-life scenarios. Students are able to thoroughly discuss the contributions of important historical figures and events.

PROFICIENT PERFORMANCE

11th grade students at the proficient performance level describe the basic rights and responsibilities of a democratic society, including an example of how they have participated in the political process; i.e., in school, community, county, state, or country. They are able to describe the relationships between freedoms, rights, and responsibilities within a democratic society. Students understand the U.S. civil and criminal legal systems and are able to compare, using clear examples, the U.S. civil and criminal legal systems. Students make connections between the historical development of the U.S. Constitution and the government systems of the United States and Wyoming. Students describe the basic principles of the United States and Wyoming Constitutions. Students are able to discuss the contributions of important historical figures and events.

BASIC PERFORMANCE

11th grade students at the basic performance level identify some of the basic rights and responsibilities of a democratic society, including an example of how they have or plan to participate in the political process; i.e., in school, community, county, state, or country. They are able, with assistance to describe the relationships between freedoms, rights, and responsibilities within a democratic society. Students compare, with guidance, the U.S. civil and criminal legal systems. Students describe, with guidance, the connections between the historical development of the U.S. Constitution and the government systems of the United States and Wyoming. Students identify some of the basic principles of the United States and Wyoming Constitutions. Students are able to discuss the contributions of few important historical figures and events.

BELOW BASIC PERFORMANCE

11th grade students at the below basic level require extensive support or provide little or no evidence in meeting the standard.

CONTENT STANDARD

2. CULTURE/ CULTURAL DIVERSITY

Students demonstrate an understanding of different cultures and how these cultures have contributed and continue to contribute to the world in which they live.

CODE

GRADE 11 BENCHMARKS

SS11.2.1

Students explain how various cultural influences impact society.

SS11.2.2

Students communicate how shared cultural experiences influence peoples' perceptions of prominent historical figures, groups, institutions, and world events.

GRADE 11 PERFORMANCE LEVEL DESCRIPTORS

2. CULTURE/ CULTURAL DIVERSITY

ADVANCED PERFORMANCE

11th grade students at the advanced performance level identify and demonstrate sophisticated analysis of how cultural influences and diversity have influenced prominent historical figures, groups, institutions, and world events.

PROFICIENT PERFORMANCE

11th grade students at the proficient performance level identify and analyze how cultural influences and diversity have influenced prominent historical figures, groups, institutions, and world events.

BASIC PERFORMANCE

11th grade students at the basic performance level identify and analyze, with direction, how cultural influences and diversity have influenced some prominent historical figures, groups, institutions, and world events.

BELOW BASIC PERFORMANCE

11th grade students at the below basic level require extensive support or provide little or no evidence in meeting the standard.

CONTENT STANDARD

3. PRODUCTION, DISTRIBUTION, AND CONSUMPTION

Students demonstrate an understanding of economic principles and concepts and describe the influence of economic factors on individuals and societies.

CODE	GRADE 11 BENCHMARKS
SS11.3.1	Students explain how different economic systems are organized for production, distribution and consumption of goods and services.
SS11.3.2	Students formulate solutions to economic problems.
SS11.3.3	Students describe the impacts of global economic interdependence.
SS11.3.4	Students demonstrate an understanding of economic principles that influence individual financial planning.

GRADE 11 PERFORMANCE LEVEL DESCRIPTORS 3. PRODUCTION, DISTRIBUTION, AND CONSUMPTION

ADVANCED PERFORMANCE

11th grade students at the advanced performance level make complex comparisons and analyze economic systems, and provide detailed explanations of how people organize for the production, distribution and consumption of goods and services as part of a global economy. Students formulate reasonable plans for personal financial goals. Students are able to thoroughly discuss the contributions of important historical figures and events within this study.

PROFICIENT PERFORMANCE

11th grade students at the proficient performance level compare and analyze economic systems, and explain how people organize for the production, distribution and consumption of goods and services as part of a global economy. Students formulate reasonable plans for personal financial goals. Students are able to discuss the contributions of important historical figures and events within this study.

BASIC PERFORMANCE

11th grade students at the basic performance level have a limited understanding of economic systems and can provide limited explanations of how people organize for the production, distribution, and consumption as goods and services as part of a global economy. Students formulate reasonable plans for personal financial goals. Students are able to discuss the contributions of few important historical figures and events within this study.

BELOW BASIC PERFORMANCE

11th grade students at the below basic level require extensive support or provide little or no evidence in meeting the standard.

CONTENT STANDARD
4. TIME, CONTINUITY AND CHANGE

Students demonstrate an understanding of the people, events, problems, ideas, cultures that were significant in the history of our community, state, nation and world.

CODE	GRADE 11 BENCHMARKS
SS.11.4.1	Students analyze the interactions among individuals and groups and their impact on significant historical events.
SS.11.4.2	Students analyze current events to better understand the world in which they live.
SS.11.4.3	Students evaluate the impact of technology and how it has shaped history and influenced the modern world.
SS.11.4.4	Students explain how past events impact the present and the future.

GRADE 11 PERFORMANCE LEVEL DESCRIPTORS
4. TIME, CONTINUITY AND CHANGE

ADVANCED PERFORMANCE

11th grade students at the advanced performance level effectively describe and analyze complex interactions and the impact of key people, places, technology, and events that have shaped history and continue to impact today's world. Students make multiple predictions about situations and propose logical solutions that may impact the future of their community, nation, and world.

PROFICIENT PERFORMANCE

11th grade students at the proficient performance level effectively analyze and describe the interactions and impact of key people, places, technology, and events that have shaped history and continue to impact today's world. Students make predictions about situations that may impact the future of their community, nation and world.

BASIC PERFORMANCE

11th grade students at the basic performance level cite some examples of current events and draw simple conclusions. Students draw simple conclusions on the interdependence of these events throughout history. Students make some connections about problems that may impact the future of their community, nation and world.

BELOW BASIC PERFORMANCE

11th grade students at the below basic level require extensive support or provide little or no evidence in meeting the standard.

CONTENT STANDARD

5. PEOPLE, PLACES, AND ENVIRONMENTS

Students demonstrate an understanding of interrelationships among people, places, and environments.

CODE	GRADE 11 BENCHMARKS
SS.11.5.1	Students interpret charts, maps, and graphs to answer questions dealing with people, places, events, or environments.
SS.11.5.2	Students analyze how physical characteristics of the earth and human interactions with environment have affected the development of societies, cultures, and individuals.
SS.11.5.3	Students demonstrate an ability to organize and process information about people, places, and environments.

GRADE 11 PERFORMANCE LEVEL DESCRIPTORS
5. PEOPLE, PLACES, AND ENVIRONMENTS

ADVANCED PERFORMANCE

11th grade students at the advanced performance level are able to use a variety of techniques such as constructing and using mental maps, charts, graphs, and geographic tools to organize complex information about people, places, and environments. Students evaluate how geography has impacted the development of societies, cultures, and individuals. Students are able to discuss the contributions of important historical figures and events.

PROFICIENT PERFORMANCE

11th grade students at the proficient performance level use several techniques such as constructing and using mental maps, charts, graphs, or geographic tools to organize information about people, places, and environments. Students explain and analyze how geography has impacted the development of societies, cultures, and individuals. Students are able to discuss the contributions of important historical figures and events.

BASIC PERFORMANCE

11th grade students at the basic performance level demonstrate a limited ability to organize information about people, places, and environments. They have limited knowledge of how geography has impacted the development of societies, cultures, and individuals. Students are able to discuss the contributions of a few important historical figures and events.

BELOW BASIC PERFORMANCE

11th grade students at the below basic level require extensive support or provide little or no evidence meeting the standard.

GLOSSARY

Wyoming Social Studies Content and Performance Standards

Acculturation: the transmission of new behaviors between diverse peoples resulting in new and blended patterns. It can also refer to the process of what happens as an individual learns about his/her own cultural patterns.

Adaptation: modifications or adjustments in behaviors and/or characteristics that results in new or blended cultures.

Anthropology: the study of man's biological attributes, cultural history, social organization, and language.

Assimilation: the incorporation of different characteristics or behaviors into a new society or culture.

Diffusion: the spreading of behaviors and/or characteristics from one society or culture to another.

Dissonance: cultural, ethnic and biological diversity and the interaction of those upon one another.

Historical Perspective: an understanding of the main issues, individuals, and contributions made during that period of time.

Mental Map: 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.

Spatial Information: data relating to space such as where a person is on a map, the elevation, landmarks, etc.

Topographic Map: a map seen from above; usually large enough to illustrate characteristics of elevation and landforms, such as mountains and valleys, along with cultural features of roads, buildings, and cities, etc.

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