



**SWEETWATER COUNTY  
SCHOOL DISTRICT #1**

# **SOCIAL STUDIES**

**K-12 CURRICULUM MAP**

JUNE 2022

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## **Sweetwater County School District #1 Vision Statement**

As an innovative district, united with our community, we empower and inspire ALL students to academic excellence in pursuit of their interests and passions.

## **Sweetwater County School District #1 Mission Statement**

To provide a quality education for ALL students. The district will accomplish this by:

- making students our first priority
- utilizing community partnerships
- promoting professional excellence
- being committed to excellence in education
- providing a safe, orderly and efficient environment for learning

## **Social Studies Mission Statement**

Students in SCSD#1 completing the K-12 Social Studies curriculum, will be productive and informed members of the 21<sup>st</sup> century workforce, and understand cultural and economic differences. Students will be able to determine the validity of various sources and interpret the past, engage in the present, and positively impact the future.

## Sweetwater County School District No. 1 Curriculum Terms

Curriculum Term	Definition
Community Curriculum Council (CCC)	advisory council responsible for evaluating current systems and making recommendations regarding curriculum, instruction, and assessment practices
Subject Area Committee (SAC)	team of representatives from a specific subject area who will write the curriculum and common assessments
Curriculum map	what SCSD1 values and guarantees that students will learn
Purpose statement	identifies the purpose of a class
Benchmark	overall outcome for a unit
Learning target	individual skills that lead up to achieving the benchmark
Resource, textbook, program, etc.	resource adopted by the district to help teach the local curriculum
Pacing Guide	identifies when a benchmark will be taught and when it will be assessed
Proficiency Scale	a tool to show learning goals and the progression of learning for students.
Instructional Planning Resources (IPR)	organizational tool for planning lessons based on learning targets rather than days
Formative assessment	informal assessment used to direct instruction
Common Assessment	common assessment given within a benchmark by all teachers who teach the same class

## How to Read the Social Studies Curriculum Map

**Purpose Statement** identifies the purpose of a class and what is new or different at this level.

Purpose Statement:	Students will compare and contrast United States geographical regions; analyze Colonial Times; justify the reasons for the Revolutionary War; and analyze the United States Constitution.
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**Bolded** items identify learning targets that are considered a priority. Please note, however, that all learning targets/standards in the curriculum map must still be taught, but those in bold should be taught to at least proficiency.

**Benchmark** overall outcome for a unit

Benchmarks:

<b>SS.5.1</b>	<b>Students will assess maps to determine hemispheres of various locations on the globe.</b>	Standard Reference
<b>SS.5.1.1</b>	<b>Identify parts of a map (i.e. Compass Rose and Legends).</b>	SS5.5.1
<b>SS.5.1.2</b>	<b>Identify the major lines of latitude and longitude (Prime Meridian and Equator) and label the two hemispheres of a give location.</b>	SS5.5.1
<b>SS.5.1.3</b>	<b>Classify areas (e.g. mountain ranges, bodies of water, habitats, cities, and landmarks) on a map using the various parts of a map (Compass Rose, latitude/longitude, map keys/legends).</b>	SS5.5.1

### Learning Target Code

**SS.5.1.3** = Subject area (Social Studies)  
SS.5.1.3 = Grade/course level  
SS.5.1.3 = Benchmark  
SS.5.1.3 = Learning target

**Learning Targets** are individual skills that lead up to achieving the benchmark.

### State Standard Reference

**SS5.5.1** = Subject Area  
SS5.5.1 = Grade level  
SS5.5.1 = Standard  
ss5.5.1 = Sub-standard

## Social Studies Curriculum at a Glance

Grade Level or Course	Purpose Statement
<b>Kindergarten Social Studies</b>	Students will identify rules and responsibilities with an emphasis on safe practices. Students will name parts of the community, family cultures and national symbols and traditions.
<b>1<sup>st</sup> Grade Social Studies</b>	Students will analyze and discuss their classroom and school communities as well as compare cultures. Students will demonstrate rules and responsibilities within the classroom, school, and community.
<b>2<sup>nd</sup> Grade Social Studies</b>	Students will distinguish cultural similarities and differences within schools, communities, the United States, and Indigenous Tribes of Wyoming. Students will utilize maps, globes, and various media to find patterns and create maps. Students will identify role models and the events in which they are recognized. Students will predict the environmental causes and effects related to wants and needs. Students will research current events using informational resources.
<b>3<sup>rd</sup> Grade Social Studies</b>	Students will analyze Sweetwater County history, government, economics, and cultural diversity. Students will identify and label locations on a map.
<b>4<sup>th</sup> Grade Social Studies</b>	Students will analyze events, people, problems ( <i>e.g., human condition</i> ), and ideas within the context of Wyoming history; describe civic responsibility and the continuing evolution of Wyoming government; apply their knowledge of Wyoming geography to demonstrate an understanding of interrelationships among people, places, and environment.
<b>5<sup>th</sup> Grade Social Studies</b>	Students will compare and contrast United States geographical regions; analyze Colonial Times; justify the reasons for the Revolutionary War; and analyze the United States Constitution.
<b>6<sup>th</sup> Grade Social Studies</b>	Students will distinguish between Ancient Civilizations by comparing and contrasting the differences between economic, political, and religious systems by investigating cultural contributions and interactions. Students will examine the settlement patterns and geography of people living in the ancient times and how it influenced historical events.
<b>7<sup>th</sup> Grade Social Studies</b>	Students will analyze continents, countries and regions of the world by applying the five themes of geography (i.e., location, place, movement, human-environment interaction and regions).

<b>8<sup>th</sup> Grade United States History</b>	Students will show how the United States has changed over time by analyzing the growth, compare and contrast cultures, and investigate major conflicts in early U.S. history.
<b>9<sup>th</sup> Grade World History</b>	Students will evaluate significant United States historical figures and events and examine how they continue to influence the modern world. Students will analyze resources from multiple perspectives in order to interpret the impact of interrelationships, human experience, and cultural expression.
<b>10<sup>th</sup> Grade United States History</b>	Students will evaluate the effects of cultural diversity, debate the outcomes of global events, and analyze how and why our world has become interconnected. Students will examine how historical events continue to influence the modern world.
<b>11<sup>th</sup> Grade American Government Economic Systems</b>	Students will compare and contrast modern day world forms of government and economic systems. Students will analyze the founding documents of the United States and Wyoming and determine how they are applied to decisions made today. Students will construct a personal political ideology. Students will demonstrate skills related to participation in the political process.
<b>Criminal Justice</b>	Students will analyze law and legal systems in the United States and will examine the extent to which the legal system affects daily life for American citizens.
<b>Current Events</b>	Students will analyze current local, regional, national, and international issues and determine how these events affect the community, nation, and world. Students will demonstrate skills related to understanding problems and issues facing the world we live in.
<b>Sociology Intro to Sociology</b>	Students will apply Sociological principles in order to enhance their ability to examine the social world with a critical eye. Students will question assumptions, stereotypes and generalizations that underlie conventional social interactions and beliefs about one's world.
<b>Psychology</b>	Students will analyze various examples of human behavior and apply psychological principles to everyday life.
<b>Psychology of Well-Being</b>	Students will apply scientific research from psychology to determine barriers and paths to well-being and create a plan for increased personal well-being.



## Kindergarten Social Studies

Purpose Statement:	Students will identify rules and responsibilities with an emphasis on safe practices. Students will name parts of the community, family cultures and national symbols and traditions.
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*Note: These targets are to be addressed as the holidays and events occur.*

**Bolded** items identify learning targets that are considered a priority. Please note, however, that all learning targets/standards in the curriculum map must still be taught, but those in bold should be taught to at least proficiency.

Benchmarks:

<b>SS.K.1</b>		<b>Students will identify events, holidays and traditional practices that honor patriotism throughout the year.</b>	Standard Reference
	SS.K.1.1	Discuss a current event and investigate its importance, including significant people and places in Wyoming (e.g. local, state, or tribal events).	SS2.4.3
	<b>SS.K.1.2</b>	<b>Identify the people and events honored in Wyoming and U.S. commemorative holidays.</b>  <i>Note: In addition to national holidays, Wyoming state statute requires observation of Constitution Day (9/17), Nellie T. Ross birthday (11/29), Pearl Harbor Remembrance Day (12/7), Wyoming Native American Day (Second Friday of May), Native American Veterans Day, Native American Day and Native American Heritage Day (November 23), and Pow Wows).</i>	SS2.1.3
	SS.K.1.3	Introduce United States symbols and traditions including those of Indigenous Tribes of Wyoming (e.g. Arapaho and Shoshone flags, songs, and pledges).	SS2.1.2
	<b>SS.K.1.4</b>	<b>Recite the Pledge of Allegiance fluently.</b>	SS2.1.2
Vocabulary		flag, Pledge of allegiance, veteran, president, holiday, governor, Native American	

<b>SS.K.2</b>		<b>Students will recognize their roles and responsibilities of being a good citizen while developing positive relationships with others.</b>	Standard Reference
	<b>SS.K.2.1</b>	<b>Identify rules and responsibilities of self and classroom.</b>	SS2.1.1

	<b>SS.K.2.2</b>	<b>Identify and demonstrate safe practices in the classroom and at school.</b>	SS2.1.1
	<b>SS.K.2.3</b>	<b>Demonstrate positive relationships through play and friendship.</b>	SS2.1.1
<i>Vocabulary</i>		community, rules, laws and rural community, responsibility, friendship, safe	

<b>SS.K.3</b>	<b>Students will recognize family members, their roles, their responsibilities, and how they meet human needs and concerns.</b>		Standard Reference
	<b>SS.K.3.1</b>	<b>Identify family members (i.e. immediate and extended).</b>	SS2.2.1
	<b>SS.K.3.2</b>	<b>Describe family members' duties and responsibilities within the family.</b>	SS2.2.1
	SS.K.3.3	Identify ways families meet human needs and concerns.	SS2.2.1
<i>Vocabulary</i>		family, duties, responsibilities, needs, concerns, tribes	

<b>SS.K.4</b>	<b>Students will identify basic needs and wants and recognize how developments over time change the way people live.</b>		Standard Reference
	<b>SS.K.4.1</b>	<b>Identify the difference between basic needs and wants.</b>	SS2.3.1
	<b>SS.K.4.2</b>	<b>Recognize and compare tools used then and now (<i>e.g., horse and buggy to cars, candles to flashlights, wash boards to washing machines, and using natural resources</i>).</b>	SS2.4.2
	SS.K.4.3	Identify adjustments people may make in their lives based on changes over time ( <i>e.g., clothing, housing, and food</i> ).	SS2.5.4
<i>Vocabulary</i>		needs, wants, tools, change, adjustments, natural resources	

<b>SS.K.5</b>	<b>Students will describe their surroundings and create a simple map.</b>		Standard Reference
	SS.K.5.1	Compare differences between a map and globe.	SS2.5.1
	<b>SS.K.5.2</b>	<b>Use a map to identify familiar areas (<i>e.g., parks, hospital, fire station, schools, roads</i>).</b>	SS2.5.2
	<b>SS.K.5.3</b>	<b>Create a simple map (<i>e.g., home, home to school, classroom</i>).</b>	SS2.5.1

	SS.K.5.4	Use a variety of digital tools and other resources to identify and discuss social studies concepts.	SS2.6.3
<i>Vocabulary</i>		map, globe	

<b>SS.K.6</b>		<b>Students will explain that people have jobs and earn money to meet their needs.</b>	Standard Reference
	<b>SS.K.6.1</b>	<b>Identify and explain a variety of jobs in the community.</b>	SS2.5.3
	SS.K.6.2	Give examples of and identify needs, wants, goods and services.	SS2.3.1
	<b>SS.K.6.3</b>	<b>Describe why people work (i.e. to earn money to buy the things that they need or want).</b>	SS2.3.2
	SS.K.6.4	Use a variety of digital tools and other resources to identify and discuss social studies concepts.	SS2.6.3
<i>Vocabulary</i>		needs, wants, goods, services, job, earn, adjustments	

## 1<sup>st</sup> Grade Social Studies

Purpose Statement:	Students will analyze and discuss their classroom and school communities as well as compare cultures. Students will demonstrate rules and responsibilities within the classroom, school, and community.
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**Bolded** items identify learning targets that are considered a priority. Please note, however, that all learning targets/standards in the curriculum map must still be taught, but those in bold should be taught to at least proficiency.

### Quarter 1 Benchmarks:

<b>SS.1.1</b>		<b>Students will discuss current events, holidays, and traditional symbols and practices in the United States.</b>  <i>Note: These targets are to be addressed as the holidays and events occur. <b>This benchmark will be formally assessed Quarter 4.</b></i>	Standard Reference
	SS.1.1.1	Identify the symbols and traditional practices, Including those of Indigenous Tribes of Wyoming (e.g. <i>Arapaho and Shoshone flags, songs and pledges</i> ), that honor patriotism in the United States (e.g., <i>flag, Pledge of Allegiance, Veteran's Day</i> ).	SS2.1.2
	<b>SS.1.1.2</b>	<b>Identify people and events that are honored on United States holidays.</b>  <i>Note: In addition to national holidays, Wyoming state statute requires observation of Constitution Day (9/17), Nellie T. Ross birthday (11/29), Pearl Harbor Remembrance Day (12/7) and Native American Day (Second Friday of May).</i>	SS2.1.3
	SS.1.1.3	Identify how Indigenous Tribes of Wyoming honor people and celebrate through events (e.g., <i>Native American Veterans Day, Native American Heritage Day, Wyoming Native American Day, Pow Wows</i> ).	SS2.1.3a
	SS.1.1.4	Discuss a current event, including significant people and places in Wyoming (e.g. <i>local, state, or tribal events</i> ) and explain its importance.	SS2.4.3
<b>Vocabulary</b>		symbols, flag, National Anthem, Pledge of allegiance, Pow Wow, veteran, president, Constitution, holiday, governor and mayor	

<b>SS.1.2</b>		<b>Students will distinguish the difference between and analyze classroom, school, and community laws.</b>	Standard Reference
	<b>SS.1.2.1</b>	<b>Restate classroom, school, and community rules and explain why they have to be followed.</b>	SS2.1.1
	<b>SS.1.2.2</b>	<b>Explain why rules in the community are called laws.</b>	SS2.1.4
	SS.1.2.3	Use digital tools to learn about social studies concepts.	SS2.6.3
<i>Vocabulary</i>		community, rules, laws and rural community	

Quarter 2 Benchmarks:

<b>SS.1.3</b>		<b>Students will discuss ways in which expressions of culture differ in how they influence people as well as human and family needs.</b>	Standard Reference
	<b>SS.1.3.1</b>	<b>Identify personal culture and traditions.</b>	SS2.2.1
	SS.1.3.2	Identify the human features of a community ( <i>e.g., culture, economy, food, religion, politics, and language</i> ).	SS2.5.3
	<b>SS.1.3.3</b>	<b>Explain how people, including Indigenous Tribes of Wyoming, may adjust to and/or change their environment to survive (<i>e.g., clothing, houses, foods, and natural resources</i>).</b>	SS2.5.4
	<b>SS.1.3.4</b>	<b>Explain ways in which expressions of culture influence people (<i>e.g., language, stories, music, and art</i>).</b>	SS2.2.2
	SS.1.3.5	Distinguish between literature and informational text.	SS2.6.2
	SS.1.3.6	Use digital tools to learn about social studies concepts.	SS2.6.3
<i>Vocabulary</i>		culture, human needs, and family needs	

<b>SS.1.4</b>		<b>Students will examine the difference between goods and services and how they affect buying and selling. Students will explain the importance of science and technology and how it affects production.</b>	Standard Reference
	<b>SS.1.4.1</b>	<b>Identify examples of goods and services and how they relate to needs and wants.</b>	SS2.3.1

	SS.1.4.2	Explain how the use of science and technology affects production ( <i>e.g., factories and robots</i> ).	SS2.3.3
	<b>SS.1.4.3</b>	<b>Identify and describe how price affects buying, selling, and saving.</b>	SS2.3.2
	SS.1.4.4	Identify resources ( <i>e.g., dictionary, computer, library</i> ).	SS2.6.1
	SS.1.4.5	Identify literature and informational text.	SS2.6.2
	SS.1.4.6	Use digital tools to learn about social studies concepts.	SS2.6.3
<i>Vocabulary</i>		good, services, needs, wants, producers, consumers, saving, market, factories, farms, community helpers and spending	

Quarter 3 Benchmarks:

<b>SS.1.5</b>	<b>Students will use various resources to explain how events can change the future. Students will identify the human features of a community and the need to adjust and change to the environment.</b>		Standard Reference
	<b>SS.1.5.1</b>	<b>Explain how tools, technology, and natural resources make life easier.</b>	SS2.4.2
	<b>SS.1.5.2</b>	<b>Explain how events could change the future.</b>	SS2.4.1
	SS.1.5.3	Use digital tools to learn about social studies concepts.	SS2.6.3
<i>Vocabulary</i>		good, services, needs, wants, producers, consumers, saving, market, factories, farms, community helpers and spending	

Quarter 4 Benchmarks:

<b>SS.1.6</b>	<b>Students will use map skills to illustrate familiar areas of the community.</b>		Standard Reference
	SS.1.6.1	Identify and use the information found in resources ( <i>e.g., maps, atlas, globes, dictionaries, computers, libraries</i> ).	SS2.6.1
	<b>SS.1.6.2</b>	<b>Describe and illustrate local, physical, and human characteristics of our community (<i>e.g., library, school, parks, shopping, residential</i>).</b>	SS2.5.2
	<b>SS.1.6.3</b>	<b>Apply mental mapping skills to create and use simple maps of familiar areas within our community using tools and technology (<i>e.g., Google maps, GPS</i>).</b>	SS2.5.1

	SS.1.6.4	Use digital tools to learn about social studies concepts.	SS2.6.3
<i>Vocabulary</i>		atlas, map, globe, residential, park, library, and shopping center	

## 2<sup>nd</sup> Grade Social Studies

Purpose Statement:	Students will distinguish cultural similarities and differences within schools, communities, the United States, and Indigenous Tribes of Wyoming. Students will utilize maps, globes, and various media to find patterns and create maps. Students will identify role models and the events in which they are recognized. Students will predict the environmental causes and effects related to wants and needs. Students will research current events using informational resources.
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**Bolded** items identify learning targets that are considered a priority. Please note, however, that all learning targets/standards in the curriculum map must still be taught, but those in bold should be taught to at least proficiency.

Benchmarks:

SS.2.1		Students will identify events, holidays and traditional practices in Wyoming and the United States that honor patriotism throughout the year.	Standard Reference
	SS.2.1.1	Discuss a current event and investigate its importance including significant people and places in Wyoming (e.g. local, state, or tribal events).	SS2.4.3
	SS.2.1.2	<b>Identify people and events that are honored on United States holidays.</b> <i>Note: In addition to national holidays, Wyoming state statute requires observation of Constitution Day (9/17), Nellie T. Ross birthday (11/29), Pearl Harbor Remembrance Day (12/7) and Native American Day (Second Friday of May).</i>	SS2.1.3
	SS.2.1.3	<b>Identify how Indigenous Tribes of Wyoming honor people and celebrate through events</b> (e.g. Native American Veterans Day, Native American Heritage Day, Wyoming Native American Day, Pow Wows).	SS2.1.3a
	SS.2.1.4	<b>Identify people and events that are honored on United States holidays</b> (e.g., Martin Luther King Jr. (third Monday in January), President's Day (third Monday in February), Memorial Day (last Monday in May), Veterans Day 11/11).	SS2.1.3
Vocabulary		current event, tradition, patriotism, honor, Pow Wows, Native Americans	



<b>SS.2.2</b>		<b>Students will recognize their roles and responsibilities of being a good citizen while developing positive relationships with others.</b>	Standard Reference
	<b>SS.2.2.1</b>	<b>Explain how schools, communities, and the United States have rules that have to be followed.</b> (Including Indigenous Tribes of Wyoming)	SS2.1.1
	<b>SS.2.2.2</b>	<b>Identify the symbols and traditional practices,</b> including those of Indigenous Tribes of Wyoming ( <i>e.g. Arapaho and Shoshone flags, songs, and pledges</i> ), that honor patriotism in the United States ( <i>e.g., flag, Pledge of Allegiance, White House, Bald Eagle, Election Day</i> ).	SS2.1.2
	SS.2.2.3	Use digital tools to learn about social studies concepts.	SS2.6.3
<b>Vocabulary</b>		schools, United States, rules, laws, symbols, traditional practices, digital tools	

<b>SS.2.3</b>		<b>Students will identify basic needs and wants. Students will recognize how developments over time change the way people live, and how economic factors influence communities.</b>	Standard Reference
	<b>SS.2.3.1</b>	<b>List examples of needs, wants, goods, and services.</b>	SS2.3.1
	<b>SS.2.3.2</b>	<b>Identify and describe how price may affect buying, selling, and saving decisions.</b>	SS2.3.2
	<b>SS.2.3.3</b>	<b>Identify how science or technology affects production</b> ( <i>e.g., assembly line, robots, and video streaming</i> ).	SS2.3.3
	<b>SS.2.3.4</b>	<b>Categorize tools and technologies that make life easier, including Indigenous Tribes natural resources</b> ( <i>e.g. bison and natural resources</i> ).	SS2.4.2
	SS.2.3.5	Identify how people, including Indigenous Tribes of Wyoming, may adjust to and/or change their environment in order to survive ( <i>e.g., clothing, houses, foods, natural resources, address, phone number</i> ).	SS2.5.4
	SS.2.3.6	Use digital tools to learn about social studies concepts.	SS2.6.3
<b>Vocabulary</b>		economic, communities, production, digital tools, technology, natural resources	

SS.2.4		Students will recognize contributions and impacts of human interaction and cultural diversity in communities.	Standard Reference
	SS.2.4.1	Describe how communities have changed over time.	SS2.2.1
	SS.2.4.2	Compare and contrast how expressions of culture influence people ( <i>e.g., language stories, music, art</i> ).	SS2.2.2
	SS.2.4.3	Use the human features of a community to describe what makes that community special ( <i>e.g., cultural, language, religion, food, clothing, types of jobs</i> ) and why others want to move there or move away from there.	SS2.5.3
	SS.2.4.4	Predict how an event could change the future ( <i>e.g., moving to a new town means going to a new school, learning to ride a bike could mean getting to a friend's house faster</i> ).	SS2.4.1
	SS.2.4.5	Use digital tools to learn about social studies concepts.	SS2.6.3
Vocabulary		cultural, diversity, religion, human feature, identity	

SS.2.5		Students will apply their knowledge of the geographic themes (location, place, movement, region, and human/environment interactions) and skills to compare interrelationships among people, places, and environments.	Standard Reference
	SS.2.5.1	Identify what kinds of information can be found in different resources ( <i>e.g., library, computer, atlas, dictionary</i> ).	SS2.6.1
	SS.2.5.2	Use a map, globe, and mental mapping to identify familiar areas and simple patterns (i.e. continents and oceans, hemispheres, equator, Wyoming and bordering states, compass rose, map keys, and symbols) and create maps using various media	SS2.5.1
	SS.2.5.3	Identify, describe, and use local, physical, and human characteristics to discuss similarities and differences between parts of the community ( <i>e.g. neighborhoods, schools, towns, and reservation communities</i> ).	SS.2.5.2
	SS.2.5.4	Use digital tools to learn about social studies concepts.	SS2.6.3

<i>Vocabulary</i>	geographic, interrelationship, hemisphere, atlas, mental mapping, compass rose, physical map
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### 3<sup>rd</sup> Grade Social Studies

Purpose Statement:	Students will analyze Sweetwater County history, government, economics, and cultural diversity. Students will identify and label locations on a map.
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**Bolded** items identify learning targets that are considered a priority. Please note, however, that all learning targets/standards in the curriculum map must still be taught, but those in bold should be taught to at least proficiency.

Benchmarks:

<b>SS.3.1</b>	<b>Students use technology and literacy skills to access and synthesize information to communicate and apply social studies knowledge to local situations.</b>  <i>Note: These targets are to be addressed throughout the year.</i>	Standard Reference
<b>SS.3.1.1</b>	<b>Use various media resources in order to address a question or solve a problem (e.g. GoWyld).</b>	SS5.6.1
SS.3.1.2	Identify and compare the validity of information (e.g. accuracy, relevancy, fact, or fiction).	SS5.6.2
SS.3.1.3	Use digital tools to research, design, and present social studies concepts.	SS5.6.3
<b>SS.3.1.4</b>	<b>Identify primary sources.</b>	SS5.6.4
Vocabulary	fact, valid, relevant, opinion	

<b>SS.3.2</b>	<b>Students will analyze how power, authority, and governance are created.</b>	Standard Reference
<b>SS.3.2.1</b>	<b>Investigate the basic origins of Sweetwater County ordinances in order to define their purpose within our government.</b>	SS5.1.3
<b>SS.3.2.2</b>	<b>Describe the rights and responsibilities of a citizen within a city or town including urban and/or rural.</b>	SS5.1.1
SS.3.2.3	Understand the purpose of the Sweetwater County legal system.	SS5.1.4
Vocabulary	mayor, ordinance, municipality, responsibility, town, rural, urban, city, county seat, citizen, court	

<b>SS.3.3</b>		<b>Students will apply their knowledge of the geographic themes (<i>e.g., location, place, movement, region, and human/environment interactions</i>) and skills to prove an understanding of interrelationships among people, places, and environment.</b>	Standard Reference
	<b>SS.3.3.1</b>	<b>Apply mental mapping skills and use different representations of the Earth to explain human and physical patterns</b> (i.e. hemisphere, oceans, continents, prime meridian, and equator).	SS5.5.1
	SS.3.3.2	Discuss how local decisions may globally impact humans and physical patterns (i.e. Sweetwater County issues).	SS5.5.1
	<b>SS.3.3.3</b>	<b>Explain how physical features, patterns, and systems impact Sweetwater County and how these features help us to compare areas within the state, nation, or world.</b>	SS5.5.2
	<b>SS.3.3.4</b>	<b>Describe the human features of an area (<i>e.g., political and economic systems, population distribution, and quality of life</i>) as well as past and present settlement patterns in Sweetwater County.</b>	SS5.5.3
	SS.3.3.5	Describe how the environment influences people in Sweetwater County, including the Indigenous Tribes, and how people adjust to and/or change our environment in order to survive.	SS5.5.4 SS5.5.4a
<i>Vocabulary</i>		cardinal directions, intermediate directions, scale, compass rose, legend(key), Prime Meridian, Equator, hemisphere, continents, absolute location, parallel, physical map, topographical map, latitude and longitude, geography, indigenous tribes	

<b>SS.3.4</b>		<b>Students will explain events, people, problems, and ideas within their historical and/or present context. Students will analyze tools and technology used during various time periods to comprehend how things change and develop over time.</b>	Standard Reference
	<b>SS.3.4.1</b>	<b>Discuss and justify how small changes can lead to big changes (cause and effect) (<i>e.g., mass extinction of dinosaurs 65 million years ago to</i></b>	SS5.4.1

		<b><i>fossil fuels today, introduction of horses to the plains tribes).</i></b>	
	SS.3.4.2	Explain how tools and technology make life easier.	SS5.4.2
	SS.3.4.3	Explain how one tool or technology evolves into another ( <i>e.g., stage coach to railroads</i> ).	SS5.4.2
	SS.3.4.4	Identify a tool or technology that impacted history ( <i>e.g., boiling water prevented spread of disease</i> ).	SS5.4.2
	SS.3.4.5	Analyze different groups that a person may belong to and how those roles and or groups have changed over time ( <i>e.g., 56 nationalities</i> ).	SS5.4.4
	SS.3.4.6	Discuss current events for relevance and apply understanding of cause and effect to determine how current events impact people or groups.	SS5.4.3
<b>Vocabulary</b>		technology, fossil fuels, cause and effect, telegraph, telephone, internet	

<b>SS.3.5</b>	<b>Students will analyze human interactions and cultural diversity to determine the impact on societies.</b>		Standard Reference
	SS.3.5.1	Analyze ways groups meet human needs and concerns and contribute to personal identity and daily life.	SS5.2.1
	SS.3.5.2	Analyze ways in which expressions of culture influence people ( <i>e.g., tribal affiliation, language, spirituality, stories, folktales, music, art, and dance</i> ).	SS5.2.2
	<b>SS.3.5.3</b>	<b>Analyze characteristics and contributions of local and state cultural groups to determine the impact on Sweetwater County.</b>	SS5.2.3
	<b>SS.3.5.4</b>	<b>Examine and discuss tensions between cultural groups, social classes, and/or individuals in Sweetwater County (i.e. Chinese Massacre, withholding of Native American US citizenship).</b>	SS5.2.4
<b>Vocabulary</b>		culture, diversity, nationality, social classes, society, tensions	

<b>SS.3.6</b>	<b>Students will describe the influence of economic factors on societies and make decisions based on economic principles (<i>e.g., supply and demand</i>).</b>		Standard Reference
	<b>SS.3.6.1</b>	<b>Discuss examples of needs, wants, goods, services, scarcity, and choice.</b>	SS5.3.1

	SS.3.6.2	Identify basic economic concepts and connect to real life ( <i>e.g., money, banking, savings, and budgeting personal life and society</i> ) and make decisions based on everyday situations.	SS5.3.2 SS5.3.4
	SS.3.6.3	Identify and describe how science and technology have affected production and distribution locally.	SS5.3.3
<i>Vocabulary</i>		economic, natural resources, needs, wants, goods, services, production, distribution, supply and demand	

## 4<sup>th</sup> Grade Social Studies

Purpose Statement:	Students will analyze events, people, problems ( <i>e.g., human condition</i> ), and ideas within the context of Wyoming history; describe civic responsibility and the continuing evolution of Wyoming government; apply their knowledge of Wyoming geography to demonstrate an understanding of interrelationships among people, places, and environment.
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**Bolded** items identify learning targets that are considered a priority. Please note, however, that all learning targets/standards in the curriculum map must still be taught, but those in bold should be taught to at least proficiency.

Benchmarks:

SS.4.1	Students use technology and literacy skills to access, synthesize and evaluate information to communicate and apply social studies knowledge.  <i>Note: These targets are to be addressed throughout the year.</i>	Standard Reference
SS.4.1.1	Use various media resources in order to address a question or solve a problem ( <i>e.g., GoWyld</i> ).	SS5.6.1
SS.4.1.2	Evaluate the validity of information ( <i>e.g., accuracy, relevancy, fact, or fiction</i> ) by identifying the difference between primary and secondary sources.	SS5.6.2
SS.4.1.3	Use digital tools to research, design, and present social studies concepts.	SS5.6.3

SS.4.2	<b>Students will demonstrate an understanding of citizen rights and responsibilities, explain the basic structure and purpose of State and Tribal governments, and how/why each has its own legal system.</b>	Standard Reference
SS.4.2.1	Describe and demonstrate the basic rights and responsibilities of citizenship.	SS5.1.1
SS.4.2.2	<b>Explain the basic state processes (i.e. the purposes of the three branches of state government Executive, Legislative, and Judicial) and tribal political processes.</b>	SS5.1.2
SS.4.2.3	Discuss the basic origins of the Wyoming Constitution and state statutes.	SS5.1.3



	<b>SS.4.2.4</b>	<b>Analyze the purpose of the Wyoming legal system, and that the tribal governments have separate legal systems.</b>	SS5.1.4
	<b>SS.4.2.5</b>	<b>Describe 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)</b>	SS5.1.5.a

<b>SS.4.3</b>	<p><b>Students will apply concepts of the geographic themes (location, place, movement, region, and human/environment interactions) and skills to draw conclusions of interrelationships among people, places, and environment.</b></p> <p><i>Note: All units of history can be viewed through the lens of Geographic Themes, so this standard can be addressed throughout the year.</i></p>		Standard Reference
	SS.4.3.1	Apply mental mapping skills and use different representations of the Earth to explain human and physical patterns.	SS5.5.1
	SS.4.3.2	Identify boundaries of the Wind River Indian Reservation.	SS5.5.1
	<b>SS.4.3.3</b>	<b>Investigate how local decisions may globally impact humans and physical patterns.</b>	SS5.5.1
	<b>SS.4.3.4</b>	<b>Infer how physical features, patterns, and systems impact Wyoming and how these features help us to compare areas within the reservation, state, nation, or world.</b>	SS5.5.2
	<b>SS.4.3.5</b>	<b>Describe the human features of an area (e.g., language, religion, political and economic systems, population distribution, and quality of life).</b>	SS5.5.3
	<b>SS.4.3.6</b>	<b>Analyze past and present settlement patterns (e.g., <i>Indigenous Tribes of Wyoming and Oregon Trail</i>), and how ideas, goods, and/or people move from one area to another.</b>	SS5.5.3
	SS.4.3.7	Discuss 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,	SS5.5.3.a.i

		Vedauwoo, Bighorn Medicine Wheel, Yellowstone, Wind River Mountains).	
	SS.4.3.8	Discuss the ways in which the environment, including climate and seasons, influences people in Wyoming and how we adjusted to our environment in the past (i.e. How Indigenous Tribes obtained food, tools, and migrations) and present (i.e. natural resources, housing and food).	SS5.5.4.a

SS.4.4		<b>Students will analyze events (past &amp; present), people, problems, and ideas within their historical context.</b>	Standard Reference
	SS.4.4.1	Discuss and justify how small changes can lead to big changes (cause and effect) ( <i>e.g., mass extinction of dinosaurs 65 million years ago to fossil fuels today</i> ).	SS5.4.1
	SS.4.4.2	<b>Describe how tools or technology make life easier and how one tool or technology evolves into another (<i>e.g., telegraph to telephone to cell phone or horse drawn wagon to railroad to automobile</i>).</b>	SS5.4.2
	SS.4.4.3	Identify a tool or technology that impacted history ( <i>e.g., bow and arrow to guns or boiling water prevented spread of disease, introduction of the horse, devastation of bison population</i> ).	SS5.4.2
	SS.4.4.4	Analyze different groups ( <i>e.g., Plains Indians, pioneers, mountain men</i> ) that a person may belong to and how those roles and/or groups have changed over time.	SS5.4.4
	SS.4.4.5	Discuss 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.	SS5.4.3

SS.4.5		<b>Students will analyze human interactions and cultural diversity to determine the impact on societies.</b>	Standard Reference
	SS.4.5.1	<b>Analyze the ways groups (including Indigenous Tribes of Wyoming) meet human needs and concerns and contribute to personal identity and daily life (<i>e.g., Native Americans, mountain men, pioneers</i>).</b>	SS5.2.1
	SS.4.5.2	Discuss ways in which expressions of culture influence people in Wyoming history ( <i>e.g., tribal affiliation,</i>	SS5.2.2

		<i>language, spirituality, stories, folktales, music, art, and dance).</i>	
	SS.4.5.3	Analyze the characteristics and contributions of local and state cultural groups, including Indigenous Tribes of Wyoming, to determine the impact on Wyoming.	SS5.2.3
	SS.4.5.4	<b>Examine and discuss the tensions between cultural groups, social classes, and/or individuals in Wyoming and the United States (e.g., Indian wars, Transcontinental railroad, Sacagawea, Chief Washakie, Chief Red Cloud, Sitting Bull).</b>	SS5.2.4

SS.4.6		<b>Students describe the influence of economic factors on societies and decisions based on economic principles (e.g. supply and demand).</b>	Standard Reference
	SS.4.6.1	<b>List examples of needs, wants, goods, services, scarcity, and choice and cite evidence to support thinking (e.g., rendezvous).</b>	SS5.3.1
	SS.4.6.2	<b>Identify basic economic concepts and connect to real life and explain their roles and effects (i.e. money, banking, savings, and budgeting personal life and society).</b>	SS5.3.2 SS5.3.4
	SS.4.6.3	Identify and describe how science and technology have affected production and distribution locally, nationally and globally.	SS5.3.3

## 5<sup>th</sup> Grade Social Studies

Purpose Statement:	Students will compare and contrast United States geographical regions; analyze Colonial Times; justify the reasons for the Revolutionary War; and analyze the United States Constitution.
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**Bolded** items identify learning targets that are considered a priority. Please note, however, that all learning targets/standards in the curriculum map must still be taught, but those in bold should be taught to at least proficiency.

Benchmarks:

SS.5.1		Students will assess maps to determine hemispheres of various locations on the globe.	Standard Reference
	SS.5.1.1	Identify parts of a map (i.e. Compass Rose and Legends).	SS5.5.1
	SS.5.1.2	Identify the major lines of latitude and longitude (Prime Meridian and Equator) and label the two hemispheres of a give location.	SS5.5.1
	SS.5.1.3	Classify areas (e.g. mountain ranges, bodies of water, habitats, cities, and landmarks) on a map using the various parts of a map (Compass Rose, latitude/longitude, map keys/legends).	SS5.5.1
Vocabulary		longitude, latitude, hemisphere, prime meridian, equator, compass rose, key/legend	

SS.5.2		Students will analyze the geographical regions of the United States in reference to their geographical features, resources, and economies.	Standard Reference
	SS.5.2.1	Identify and label various major physical features of the United States (i.e. major mountain ranges, rivers, lakes, plains, deserts).	SS5.5.1
	SS.5.2.2	Identify the different regions of the United States (i.e. West, Midwest, Southwest, Southeast, and Northeast).	SS5.5.2
	SS.5.2.3	Compare and contrast US geographical regions to identify physical features, climate, natural resources, and economies.	SS5.5.2
	SS.5.2.4	Compare and contrast the economy of each region to determine production and consumption of goods and services (e.g., rust belt, energy belt) and resources.	SS5.5.1 SS5.5.2

	SS.5.2.5	Identify important places within each region (i.e. landmarks, cities, places of interest).	SS5.5.2
<i>Vocabulary</i>		landforms, regions, climate, natural resources, culture, economy, landmark	

<b>SS.5.3</b>		<b>Students will interpret the reasons for the early colonization of America, what their needs were, and how they overcame obstacles.</b>	Standard Reference
	<b>SS.5.3.1</b>	<b>Evaluate the reasons for colonization (<i>e.g., religious persecution, desire for self-governance</i>) in the Americas and identify the early American Settlements (<i>e.g., Jamestown, Plymouth, Roanoke</i>).</b>	SS5.2.1 SS5.5.3
	<b>SS.5.3.2</b>	<b>Discuss the needs/obstacles of early colonial settlers and how those needs/obstacles were met (i.e. needs, adaptation/learning new skills, self-governance, trade, perseverance).</b>	SS5.2.1 SS5.3.1
	<b>SS.5.3.3</b>	<b>Explain what the Mayflower Compact was and its importance in view of first attempts at self-governance in the colonies.</b>	SS5.4.1
	<b>SS.5.3.4</b>	<b>Critique the advancements and evolution of the colonies and their experimentation with self-governance (<i>e.g., roads, building, ships, expansions of cities, and diversification into trades</i>).</b>	SS5.4.2
<i>Vocabulary</i>		persecution, self-governance, goods, services, scarcity, choice, wants	

<b>SS.5.4</b>		<b>Students will analyze the three colonial areas of Early America based on their daily life, religion, economies, and experimentation with self-governance.</b>	Standard Reference
	<b>SS.5.4.1</b>	<b>Identify the three colonial areas of early America (i.e. Northeast, Middle, and Southern Colonies).</b>	SS5.4.4
	<b>SS.5.4.2</b>	<b>Summarize the daily life and cultural differences of the three colonial areas and how they changed over time (<i>e.g., religious tolerance, cultural priorities, education, language, music, art, stories, folktales</i>).</b>	SS5.2.2 SS5.4.4
	<b>SS.5.4.3</b>	<b>Define the economies of the colonial areas (<i>e.g., farming/crops, trade, goods, industries, natural resources</i>).</b>	SS5.3.2

Vocabulary	New England colonies, Middle colonies, Southern colonies, economy, self-governance, culture
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SS.5.5		Students will explain the events and ideas that led to the Revolutionary War.	Standard Reference
	SS.5.5.1	Summarize primary and secondary sources after investigating the events and actions that shaped colonial views.	SS5.4.5
	SS.5.5.2	<b>Critique the causes and effects of the French and Indian War (e.g., desire for Western Expansion, training of colonial forces in warfare).</b>	SS5.2.4 SS5.4.1
	SS.5.5.3	<b>Analyze the effects of British acts and taxes on colonial trade (i.e. supply, demand, price, trade).</b>	SS5.3.2 SS5.4.1
	SS.5.5.4	<b>Determine the reactions of the colonists to British acts and taxes (e.g., Quartering Act, Boston Massacre, Boston Tea Party, Sugar Act).</b>	SS5.2.4
Vocabulary		<p>primary sources, secondary sources, supply, demand, acts, taxes, smuggling, proclamation/declaration, boycott, liberty, independence, parliament, tyranny, representation, quartering, rights, militia, massacre, congress, delegate</p> <p>Leaders: King George III, Songs/Daughters of Liberty, Thomas Payne (Common Sense), Samuel Adams, Paul Revere, Thomas Jefferson, Benjamin Franklin</p>	

SS.5.6		Students will explain the events of the Revolutionary War to understand the sacrifices and successes in securing American freedoms.	Standard Reference
	SS.5.6.1	Investigate the causes and effects of the Battles of Concord and Lexington, and Bunker Hill, to determine how they contributed to the beginning of the Revolutionary War.	SS5.4.1
	SS.5.6.2	<b>Interpret the significance of the Declaration of Independence in terms of what it meant for people and how it affected life.</b>	SS5.1.3
	SS.5.6.3	<b>Explain the different points of view between Tories and Patriots.</b>	SS5.2.4 SS5.4.4
	SS.5.6.4	Summarize how the French and Indian War contributed to the preparedness of colonial troops.	SS5.2.4

	<b>SS.5.6.5</b>	<b>Compare and contrast the strengths and weaknesses of the Colonial and British armies. (i.e. George Washington, Charles Cornwallis, and von Steuben).</b>	SS5.2.4
	<b>SS.5.6.6</b>	<b>Analyze major battles/events of the war and their effects on the Colonists (e.g., Battles of Trenton, Saratoga, Valley Forge, and Yorktown).</b>	
<i>Vocabulary</i>		Tories, Patriots, Hessians, Guerilla Warfare, Minutemen	

<b>SS.5.7</b>		<b>Students will analyze the United States Constitution in terms of the branches of government, the legal system, political process, and rights and responsibilities of citizens.</b>	Standard Reference
	SS.5.7.1	Analyze the origins of the United States Constitution in reference to earlier historical documents using primary sources (e.g., <i>Mayflower Compact</i> , <i>Declaration of Independence</i> , <i>Articles of Confederation</i> ).	SS5.1.3 SS5.6.4
	<b>SS.5.7 .2</b>	<b>Critique the purpose and benefits of the three branches of government including the system of checks and balances.</b>	SS5.1.5
	SS.5.7.3	Compare and contrast the difference between the powers and functions of local, state and national governments.	SS5.1.4
	<b>SS.5.7.4</b>	<b>Analyze the national political process in terms of campaigning and the voting process, to include the electoral college.</b>	SS5.1.2
	SS.5.7.5	Define the basic rights and responsibilities of citizens (e.g., <i>Bill of Rights</i> , <i>responsibility to vote</i> , <i>following laws</i> ).	SS5.1.1
	SS.5.7.6	Select current events for relevance and apply understanding of cause and effect to determine how current events impact people or groups.	SS5.4.3
<i>Vocabulary</i>		branches of government, Legislative, Executive, Judicial, campaign, Checks, balances, vote, citizen, electoral college	

<b>SS.5.8</b>		<b>Students will construct a research-based project pertaining to United States history using and critiquing various primary and secondary media resources.</b>	Standard Reference
	SS.5.8.1	Classify and identify the differences between primary and secondary sources.	SS5.4.5 SS5.6.4

	SS.5.8.2	Analyze various media resources in terms of relevance, accuracy and purpose in order to address a question or problem.	SS5.6.1 SS5.6.2
	<b>SS.5.8.3</b>	<b>Construct a research-based project pertaining to United States history using digital tools (i.e. historical figure, landmark, event, or location).</b>	SS5.6.3
<i>Vocabulary</i>	primary sources, secondary sources		



## 6<sup>th</sup> Grade Social Studies

Purpose Statement:	Students will distinguish between Ancient Civilizations by comparing and contrasting the differences between economic, political, and religious systems by investigating cultural contributions and interactions. Students will examine the settlement patterns and geography of people living in the ancient times and how it influenced historical events.
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**Bolded** items identify learning targets that are considered a priority. Please note, however, that all learning targets/standards in the curriculum map must still be taught, but those in bold should be taught to at least proficiency.

Benchmarks:

SS.6.1		Students will investigate the development of Mesopotamia through technology, communication, cultural contributions, and evaluate the impact they had on other cultures.	Standard Reference
	SS.6.1.1	<b>Explain how farming met the human needs of the culture.</b>	SS8.2.1
	SS.6.1.2	<b>Assess the development of the culture through agriculture and communication.</b>	SS8.2.2
	SS.6.1.3	Explain the cultural contributions that led to the advancement of succeeding cultures.	SS8.2.4
	SS.6.1.4	<b>Describe the impact of technological advancements.</b>	SS8.3.3
	SS.6.1.5	<b>Evaluate the influence of tools and technology to determine their way of life.</b>	SS8.4.2
Vocabulary		Fertile Crescent, cuneiform, irrigation, famine, levees, domesticate, city-states, theocracy, ziggurat, empire, Code of Hammurabi, polytheistic, patriarchal, nomad	

SS.6.2		Students will analyze the development of Ancient Egypt through investigating human expression, cultural contributions, economics, and geography of Ancient Egypt to explain how it developed or evolved.	Standard Reference
	SS.6.2.1	<b>Investigate the development of culture through human expression (i.e. hieroglyphics, mummification, societal hierarchy, and religion) to determine the transmission of culture.</b>	SS8.2.2

	SS.6.2.2	Explain the cultural contributions that influenced succeeding cultures.	SS8.2.4
	<b>SS.6.2.3</b>	<b>Compare and contrast the organization for production, distribution, and consumption of goods and services from ancient times to present day.</b>	SS8.3.2
	SS.6.2.4	Explain how currency is used by the civilization.	SS8.3.4
	SS.6.2.5	Analyze and create a map of Ancient Egypt to determine the interactions of physical and human systems.	SS8.5.1
	<b>SS.6.2.6</b>	<b>Show how the physical changes influenced the civilization (e.g., seasonal floods).</b>	SS8.5.2
	<b>SS.6.2.7</b>	<b>Describe how settlement patterns shaped the civilization (e.g., cultural, political, and economic needs).</b>	SS8.5.3
<i>Vocabulary</i>		hieroglyphics, mummification, polytheistic, pharaoh, vizier, dynasty, The Old, Middle, and New Kingdoms, upper Egypt, lower Egypt, embalm, scribes, papyrus, natron, delta	

<b>SS.6.3</b>	<b>Students will apply concepts of the political system, technological advancements, human expression, and the impact of physical changes to determine the development of Ancient India.</b>		Standard Reference
	<b>SS.6.3.1</b>	<b>Investigate the basic structure of the political system (i.e. Caste system) in order to differentiate between previous ancient civilizations.</b>	SS8.1.6
	SS.6.3.2	Explain how to participate in the political system.	SS8.1.2
	<b>SS.6.3.3</b>	<b>Determine how human expression is developed through language, traditions, and spirituality (e.g., Hinduism, Buddhism, and Sanskrit).</b>	SS8.2.2
	<b>SS.6.3.4</b>	<b>Describe the impact of technological advancements on production, distribution, and consumption (e.g., mud bricks, iron plows, drainage systems, and Sanskrit).</b>	SS8.3.3
	SS.6.3.5	Show how physical changes influenced the civilization (e.g., seasonal monsoons).	SS8.5.2
	SS.6.3.6	Distinguish between fact, opinion, and reasoned judgement in a text (i.e. spirituality).	SS8.6.2

<i>Vocabulary</i>	Hinduism, sanskrit, Harappan, Aryans, caste system, varnas, Brahmins, Kshatriyas, Vaisyas, Sudras, untouchables, reincarnation, karma, dharma, Buddhism, nirvana
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<b>SS.6.4</b>		<b>Students will analyze the development of Ancient China through the political system, economic concepts, traditions, spirituality, geography, and describe how the cultural contributions affected the civilization.</b>	Standard Reference
	SS.6.4.1	Investigate the basic structure of the political system (i.e. Dynasties, Aristocracy, and Bureaucracy) in order to differentiate between previous ancient civilizations.	SS8.1.6
	SS.6.4.2	Compare and contrast various ways lineage met human needs and contributed to identity, situations, and events.	SS8.2.1
	SS.6.4.3	Explain the cultural contributions of the tensions between groups (e.g., <i>Great Wall/Mongols and Silk Road</i> ).	SS8.2.4
	<b>SS.6.4.4</b>	<b>Apply concepts of supply, demand, and trade (i.e. Silk Road) in order to differentiate the sequence of changes with basic economics within the civilization.</b>	SS8.3.1
	<b>SS.6.4.5</b>	<b>Explain how human expression is developed through language, traditions, and spirituality (e.g., <i>Oracle Bones, Mandate of Heaven, Taotie Mask, Terracotta Army, Confucianism, Daoism, and Analects</i>).</b>	SS8.2.2
	<b>SS.6.4.6</b>	<b>Analyze and create a map of Ancient China to determine the interactions of physical and human systems.</b>	SS8.5.1
	SS.6.4.7	Distinguish between fact, opinion, and reasoned judgment in a text (i.e. Confucius, Oracle Bones, and Yin and Yang).	SS8.6.2
<i>Vocabulary</i>		Dynasties, Aristocracy, Great Wall/Mongols, Silk Road, Oracle Bones, Mandate of Heaven, Terracotta Army, Confucianism, Daoism, Confucius, Oracle Bones, Yin and Yang, legalism,	

<b>SS.6.5</b>		<b>Students will analyze the development of Ancient Israel through religious expression, geographical interactions, and physical changes that influenced the civilization.</b>	Standard Reference
	SS.6.5.1	Explain how human expression contributed to the development of the culture ( <i>e.g., Monotheism and religious documents</i> ).	SS8.2.2
	SS.6.5.2	Explain the cultural contributions and the tensions between groups within the Kingdom of Israel.	SS8.2.4
	<b>SS.6.5.3</b>	<b>Use maps to analyze the interactions of the human condition (<i>e.g., Israelites moving to Egypt, Kingdom of Israel, and Kingdom of Judah</i>).</b>	SS8.5.1
	<b>SS.6.5.4</b>	<b>Identify how settlement patterns influenced cultural needs (i.e. religion).</b>	SS8.5.3
	<b>SS.6.5.5</b>	<b>Show how the physical changes influenced the civilization (<i>e.g., drought and famine</i>).</b>	SS8.5.2
<i>Vocabulary</i>		Monotheism, drought, famine, prophets, nomad, Hebrews, Judaism, First Temple, The Torah	

<b>SS.6.6</b>		<b>Students will critique the development of Ancient Greece through historical interactions, political systems, tensions between groups, cultural contributions, and the transmission of culture through expression.</b>	Standard Reference
	<b>SS.6.6.1</b>	<b>Investigate the basic structure of the political system (i.e. Oligarchy and Democracy) in order to differentiate between previous ancient civilizations.</b>	SS8.1.6
	<b>SS.6.6.2</b>	<b>Explain how to participate in the political system of Ancient Greece and how it influenced the advancement of succeeding political systems.</b>	SS8.1.2 SS8.1.1
	SS.6.6.3	Interpret historical interactions between individuals, groups, and/or institutions ( <i>e.g., Minoan Civilization, Mycenaean Civilization, Spartans, Peloponnesian War, Olympics, Greek Mythology, and Athens</i> ).	SS8.4.4
	<b>SS.6.6.4</b>	<b>Explain the cultural contributions and the tensions between groups (<i>e.g., Spartans, Peloponnesian War, Minoans, and Mycenaeans</i>).</b>	SS8.2.4
	<b>SS.6.6.5</b>	<b>Assess how human expression contributed to the development and transmission of cultural (<i>e.g.,</i></b>	SS8.2.2

	<b><i>architecture, epic poem (Homer), Olympics, Greek Mythology, theater, and Philosophers).</i></b>	
<i>Vocabulary</i>	Oligarchy, Democracy, Spartans, Peloponnesian War, Olympics, Greek Mythology, Athens, Homer, architecture, epic poem, theater, Philosophers	

<b>SS.6.7</b>		<b>Students will apply concepts of political systems, cultural contributions, conflicts, geography, and historical interactions to investigate the development of Ancient Rome.</b>	Standard Reference
	<b>SS.6.7.1</b>	<b>Investigate the basic structure of the political system (e.g., Republic, Class System, Twelve Tables, Law of Nations, Dictator, Triumvirate, and Praetor) in order to differentiate between previous ancient civilizations.</b>	SS8.1.6
	SS.6.7.2	Explain the cultural contributions and the tensions between groups (e.g., social hierarchy and conflicts).	SS8.2.4
	<b>SS.6.7.3</b>	<b>Compare and contrast the way conflicts contributed to meet human needs (e.g., Julius Caesar, Punic Wars, expansion, religious conflicts, and slave revolts).</b>	SS8.2.1 SS8.2.2
	<b>SS.6.7.4</b>	<b>Interpret historical interactions between individuals, groups, and/or institutions (i.e. Christianity, Judaism, and worship of Roman Gods).</b>	SS8.4.4
<i>Vocabulary</i>		Republic, Class System, Twelve Tables, Law of Nations, Dictator, Triumvirate, Praetor, Julius Caesar, Punic Wars, expansion, Christianity, Judaism, Roman Gods, plebeians, consul, patricians, senate, emperor, Pax Romana, Latin, Jesus, New Testament	

## 7<sup>th</sup> Grade Social Studies

Purpose Statement:	Students will analyze continents, countries and regions of the world by applying the five themes of geography (i.e., location, place, movement, human-environment interaction and regions).
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**Bolded** items identify learning targets that are considered a priority. Please note, however, that all learning targets/standards in the curriculum map must still be taught, but those in bold should be taught to at least proficiency.

Benchmarks:

SS.7.1		Students will analyze the ways in which government, climate, and culture affect the world and the United States.	Standard Reference
	SS.7.1.1	<b>Examine different societies to compare and contrast elements of culture (e.g., daily life, customs, language, religion, and food), economic systems, and goods.</b>	SS8.3.2
	SS.7.1.2	Create models of the Earth to demonstrate global interconnectedness.	SS8.5.1
	SS.7.1.3	<b>Describe the effects that climate and latitude have on human culture.</b>	SS8.5.4
	SS.7.1.4	<b>Compare and contrast the different forms of government and each government's effect on its people (e.g., possible connections and comparisons to United States).</b>	SS8.1.6
	SS.7.1.5	Analyze the way people and/or groups react to a current global event.	SS8.4.3
	SS.7.1.6	Evaluate how human expression contributes to cultural development, understanding, and continuity (e.g., oral traditions, Pow Wows, ceremonies, and assimilation).	SS8.2.2
	SS.7.1.7	Compare and contrast the ways Native Americans meet human needs and concerns (e.g., tribal heritage).	SS8.2.1
	SS.7.1.8	<b>Analyze the unique cultural characteristics of Indigenous Tribes of Wyoming (e.g., language traditions, spirituality, art, and lifestyle).</b>	SS8.2.3
	SS.7.1.9	<b>Analyze how cultural practices continue to influence how Indigenous Tribes of Wyoming interact with the environment.</b>	SS8.5.4

<i>Vocabulary</i>	Monarchy, Democracy, Dictatorship, Republic, Theocracy, customs, economics, interconnectedness, tundra, subarctic, Mediterranean, humid continental, steppe, marine west coast, latitude and longitude, prime meridian, equator
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<b>SS.7.2</b>		<b>Students will apply the five themes of geography (i.e., location, place, movement, human-environment interaction, and region) as it relates to oneself, the United States and the world.</b>	Standard Reference
	<b>SS.7.2.1</b>	<b>Identify each theme and provide examples and how it applies to the United State and/or Canada.</b>	SS8.5.3
	<b>SS.7.2.2</b>	<b>Classify states into different regions (i.e., five main regions).</b>	SS8.5.3
	SS.7.2.3	Analyze the impact of human-environment interaction on different regions of the United States.	SS8.5.4
<i>Vocabulary</i>		Regions, movement, human-environment interaction, absolute location, relative location, place.	

<b>SS.7.3</b>		<b>Students will examine how people, events, and cultures have shaped Latin America.</b>	Standard Reference
	<b>SS.7.3.1</b>	<b>Identify the different countries in Latin America.</b>	SS8.5.1
	SS.7.3.2	Explain the impact that physical features of Latin America have on the development of different cultures.	SS8.5.2
	<b>SS.7.3.3</b>	<b>Analyze the impact of the three major ancient civilizations in Latin America (e.g., <i>Mayan, Incan, and Aztec</i>).</b>	SS8.2.1
	<b>SS.7.3.4</b>	<b>Determine the impact the Spanish conquest had on the world (e.g., <i>Columbian Exchange</i>).</b>	SS8.4.1
<i>Vocabulary</i>		Conquistadors, Columbian Exchange, deforestation, polytheistic	

<b>SS.7.4</b>		<b>Students will examine how people, events, and cultures have shaped Europe.</b>	Standard Reference
	<b>SS.7.4.1</b>	<b>Identify the different countries in Europe.</b>	SS8.5.1
	SS.7.4.2	Identify physical features and the impact they have on human life.	SS8.5.1
	SS.7.4.3	Identify the relationship between physical geography and European cultures (e.g., peninsulas, European plain, Alps).	SS 8.5.2 SS 8.5.3

	<b>SS.7.4.4</b>	<b>Examine the influence of key people on various world events and movements.</b>	SS 8.4.3 SS8.4.4 SS 8.5.3
	<b>SS.7.4.5</b>	<b>Compare and contrast the unique features/organizations of the different regions in Europe (e.g., social programs, ideologies, alliances, European Union, common currency).</b>	SS8.2.4 SS8.3.4
<i>Vocabulary</i>		peninsula, plains, channel, imperialism, militarism, nationalism, alliance, Berlin Conference, European Union, Brexit, Pyrenees Mountains, Alps, Fascism/dictators, Age of Imperialism, Treaty of Versailles)	

<b>SS.7.5</b>		<b>Students will examine how people, events, cultures, and economics have shaped East, South, and Southeast Asia.</b>	Standard Reference
	<b>SS.7.5.1</b>	<b>Identify the countries in East, South, and Southeast Asia.</b>	SS8.5.1
	SS.7.5.2	Identify physical features and the impact they have on human life.	SS8.5.1
	<b>SS.7.5.3</b>	<b>Classify the major features of the religions of the world (e.g., Buddhism, Hinduism, Shintoism, Confucianism).</b>	SS8.2.2
	SS.7.5.4	Examine the interrelationships between industrialization and global trade and how it impacts global economic interdependence. (e.g., outsourcing, goods made overseas).	SS8.3.1
	<b>SS.7.5.5</b>	<b>Explain how population distribution, migrations, and settlement patterns impact place.</b>	SS8.5.3
<i>Vocabulary</i>		population density, Buddhism, Hinduism, Islam, Shintoism, Confucianism, outsourcing, industrialization, Mixed-Market economy, Command economy, traditional economy, Market economy, global interdependence, free trade, globalization, multinational corporation	

<b>SS.7.6</b>		<b>Students will examine how people, events, cultures, and economics have shaped Southern, Central and Southwest Asia.</b>	Standard Reference
	SS.7.6.1	Identify the different countries in Southwest, Central, and Southern Asia.	SS8.5.1
	SS.7.6.2	Identify physical features and the impact they have on human life.	SS8.5.1



	<b>SS.7.6.3</b>	<b>Examine key people and events in Middle Eastern history that shaped the region today.</b>	SS 8.2.4 SS 8.4.3 SS 8.4.4
	<b>SS.7.6.4</b>	<b>Identify natural resources in the regions and examine the effects on world prices (e.g., water, oil, OPEC, and Suez Canal).</b>	SS 8.4.4
	<b>SS.7.6.5</b>	<b>Describe features of the major religions of the world (e.g., Islam, Christianity, Judaism).</b>	SS8.2.2
	<b>SS.7.6.6</b>	<b>Determine the impact of cultural contributions and tensions between groups in the region and the world.</b>	SS8.2.4
<i>Vocabulary</i>		OPEC, Suez Canal, Taliban, Al Qaeda, Christianity, Judaism, Islam, Shi'ite, Sunni, Israelis, Palestinians, Saddam Hussein, Osama Bin Laden	

<b>SS.7.7</b>	<b>Students will examine how people, events and cultures have shaped Africa.</b>		Standard Reference
	<b>SS.7.7.1</b>	<b>Identify the different countries in Africa.</b>	SS8.5.1
	SS.7.7.2	Identify physical features and the impact they have on human life.	SS8.5.1
	<b>SS.7.7.3</b>	<b>Evaluate the impact of colonialism on the culture of Africa.</b>	SS8.4.1
	<b>SS.7.7.4</b>	<b>Analyze the impact of cultural contributions and tensions between groups in the region and the world.</b>	SS8.2.4
<i>Vocabulary</i>		Imperialism, Apartheid, stereotypes	

## 8<sup>th</sup> Grade United States History

Purpose Statement:	Students will show how the United States has changed over time by analyzing the growth, compare and contrast cultures, and investigate major conflicts in early U.S. history.
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**Bolded** items identify learning targets that are considered a priority. Please note, however, that all learning targets/standards in the curriculum map must still be taught, but those in bold should be taught to at least proficiency.

Benchmarks:

<b>SS.8.1</b>	<b>Students will generate a product that compares and contrasts two different groups' (e.g., <i>Native Americans, Quakers, Puritans, fur trappers</i>) unique cultural characteristics and explain their contributions and the possible tensions they may cause.</b>	Standard Reference
	<b>SS.8.1.1</b> Compare and contrast Native American and European cultures.	SS8.2.3
	<b>SS.8.1.2</b> Identify historical interactions between and among individual groups (e.g., <i>Native Americans, Quakers, Puritans</i> ).	SS8.4.4
	<b>SS.8.1.3</b> Students will design a product that identifies the cultural characteristics of various groups during the colonial period.	SS8.6.3

<b>SS.8.2</b>	<b>Students will investigate the causes and effects of the American Revolution and show its impact on world history.</b>	Standard Reference
	<b>SS.8.2.1</b> Identify and evaluate the causes of the American Revolution and how these events affected the move towards independence from Britain.	SS8.4.1
	SS.8.2.2 Analyze and discuss the roles of the key individuals involved in the American Revolution (e.g., <i>Ben Franklin, George Washington, Thomas Paine</i> )	SS8.4.4
	<b>SS.8.2.3</b> Explain the key factors and events that led to the defeat of the British.	SS8.4.1
	<b>SS.8.2.4</b> Evaluate multiple sources of information in order to answer a research question regarding the American Revolution.	SS8.6.1

<b>SS.8.3</b>		<b>Students will analyze the basic principles of the United States and Wyoming Constitutions and then create a product that compares and contrasts Constitutional issues of the past and present.</b>	Standard Reference
	SS.8.3.1	Identify the rights, duties, and responsibilities of citizens including being a tribal member.	SS8.1.1 SS8.1.1a
	<b>SS.8.3.2</b>	<b>Explain how to participate in the political process (i.e. tribal, local, state, and national elections).</b>	SS8.1.2
	SS.8.3.3	Explain the historical development of the United States and Wyoming Constitutions ( <i>e.g., 1868 Fort Bridger Treaty</i> ) and how they have shaped the United States, Wyoming, and tribal government.	SS8.1.3 SS8.1.5
	<b>SS.8.3.4</b>	<b>Compare and contrast civil and criminal legal systems within the federal, state, and tribal levels.</b>	SS8.1.4
	<b>SS.8.3.5</b>	<b>Use digital tools to conduct research and create a product that make connections between historical and current constitutional issues.</b>	SS8.6.3

<b>SS.8.4</b>		<b>Students will describe the ways Westward Expansion changed the United States.</b>	Standard Reference
	SS.8.4.1	Explain the reasons different groups moved west ( <i>e.g., fur trade, Manifest Destiny, gold rush, religion, progression of the Indian Removal Act</i> ).	SS8.5.3
	<b>SS.8.4.2</b>	<b>Describe and analyze how movement of people has shaped U.S. and Wyoming history.</b>	SS8.2.3
	<b>SS.8.4.3</b>	<b>Describe how change spreads from place to place through communication (<i>e.g., telegraph, Pony Express, railroads</i>).</b>	SS8.4.1
	<b>SS.8.4.4</b>	<b>Analyze conflicts to determine how expansion created tensions between groups in the U.S. and Wyoming (<i>e.g., Chinese Massacre, Native Americans, federal policies and their impact on Indigenous Tribes of Wyoming, U.S. Mexican War, sectional differences</i>).</b>	SS8.2.4

<b>SS.8.5</b>		<b>Students will determine the impact that the Civil War had on United States history.</b>	Standard Reference
	SS.8.5.1	Analyze how sectional differences lead to economic differences ( <i>e.g., slavery, factories, inventions</i> ).	SS8.3.5 SS8.3.3
	SS.8.5.2	Investigate how tools and technology affected the ways people lived during the Civil War.	SS8.4.2
	<b>SS.8.5.3</b>	<b>Identify and evaluate the causes of the Civil War.</b>	SS8.4.1
	SS.8.5.4	Analyze and discuss the roles of the key individuals involved in the Civil War ( <i>e.g., Abraham Lincoln, Robert E. Lee, Ulysses S. Grant</i> ).	SS8.4.4
	<b>SS.8.5.5</b>	<b>Explain the key factors and events that led to the defeat of the Confederacy.</b>	SS8.4.1
	<b>SS.8.5.6</b>	<b>Distinguish among fact, opinion and reasoned judgment in a text relating to the Civil War era.</b>	SS8.6.2
	SS.8.5.7	Using primary and secondary sources, compare and contrast race relations from the time period of Emancipation to Civil Rights era.	SS8.4.5 SS8.6.4

## 9<sup>th</sup> Grade World History

Purpose Statement:	Students will evaluate the effects of cultural diversity, debate the outcomes of global events, and analyze how and why our world has become interconnected. Students will examine how historical events continue to influence the modern world.
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**Bolded** items identify learning targets that are considered a priority. Please note, however, that all learning targets/standards in the curriculum map must still be taught, but those in bold should be taught to at least proficiency.

Benchmarks:

SS.9.1		Students will demonstrate an ability to make connections regarding human interactions.	Standard Reference
	SS.9.1.1	<b>Identify key geographical features of the world to include continents, key countries, bodies of water and other geographic features (<i>i.e. all continents, all regions listed below, at least 3 countries per region, 5 bodies of water</i>).</b>	12.5.3
	SS.9.1.2	<b>Compare and contrast different government systems around the world (<i>i.e. democracy, dictatorship, monarchy, oligarchy</i>).</b>	12.2.1 12.5.3 12.4.4
	SS.9.1.3	<b>Classify features of the 5 major religions in a society based on their location in the world (<i>i.e. Christianity, Islam, Hinduism, Buddhism, and Judaism</i>) (<i>e.g. Shinto, Confucianism, Jainism, and Zoroastrianism</i>).</b>	12.2.1 12.5.3 12.4.4
Vocabulary		North America, South America, MesoAmerica, Eastern Europe, Western Europe, East Asia, South Asia, Southeast Asia, North Africa, East Africa, West Africa, Southern Africa	

SS.9.2		Students will evaluate the causes and effects of the Industrial Revolution on globalization.	Standard Reference
	SS.9.2.1	<b>Explain how resources and innovations were important to the global Industrial Revolution as well as their impact on affected societies.</b>	SS12.3.3 SS.12.2.2
	SS.9.2.2	Investigate the influence of European colonization on a global level ( <i>e.g., Scramble for Africa, Indian independence</i> ).	SS12.5.1

	SS.9.2.3	Evaluate current issues stemming from industrialization in regions around the world.	SS12.5.4
<i>Vocabulary</i>		industrialization, natural resources, environment, globalization	

SS.9.3		Students will interpret the causes and effects of World War I.	Standard Reference
	SS.9.3.1	<b>Analyze the causes of World War I to explain how the war started (i.e., militarization, alliances, imperialism, nationalism, and the assassination of Archduke Franz Ferdinand).</b>	SS12.1.6
	SS.9.3.2	<b>Identify new technologies and military tactics used in World War I that contributed to the casualty rates.</b>	SS12.4.2
	SS.9.3.3	Describe how World War I could be considered one of the first total wars that included mobilizing all resources including colonial troops (i.e. <i>Sepoys</i> ).	SS12.4.1
	SS.9.3.4	<b>Analyze the Treaty of Versailles and predict the implications on future events (i.e., <i>Middle East Mandates, European countries, Communist Revolution</i>).</b>	SS12.4.1
<i>Vocabulary</i>		militarization, alliances, nationalism, imperialism	

SS.9.4		Students will determine the causes of World War II and its subsequent effects on the world. Students will analyze the military strategies used in World War II.	Standard Reference
	SS.9.4.1	<b>Evaluate the causes of World War II (i.e., <i>Global Depression, Treaty of Versailles, League of Nations, appeasement</i>).</b>	SS12.4.4
	SS.9.4.2	<b>Analyze the rise of prominent dictators (e.g., <i>Hitler, Mussolini, Franco, Stalin, Tojo</i>).</b>	SS12.5.2
	SS.9.4.3	<b>Compare and contrast the fighting on the European front with the military campaigns in the Pacific during World War II (e.g., <i>island hopping, sieges of cities, campaigns in North Africa</i>).</b>	SS12.4.2
	SS.9.4.4	<b>Analyze the Holocaust and its impact on the world (i.e. <i>Creation of Israel</i>).</b>	SS12.4.5 SS12.6.2
<i>Vocabulary</i>		Capitalism, Communism, Socialism, Espionage	

SS.9.5		Students will analyze the implications of global decolonization.	Standard Reference
	SS.9.5.1	Students will analyze the context of emerging independence movements in regard to the Cold War	SS12.1.6
	SS.9.5.2	Students will compare the causes, methods and effects of Asian Independence movements ( <i>i.e. India &amp; Vietnam</i> ).	SS12.4.4
	SS.9.5.3	Students will compare and contrast the effect of decolonization in various regions of Africa	SS.12.4.5
Vocabulary			

SS.9.6		Analyze the Cold War and the rise and fall of Communist Revolutions in Europe, Asia, and Latin America.	Standard Reference
	SS.9.6.1	Examine the division of Western Democracies and the Soviet-Bloc after World War II ( <i>e.g., economic systems, containment policy, arms race, space race, NATO, Warsaw Pact, Berlin Wall, East/West Germany</i> ).	SS12.3.5
	SS.9.6.2	Evaluate Asian Communist Revolutions and their effects on the 20th century ( <i>e.g., Chinese Revolution, Mao Zedong, Korean Conflict, Vietnam War</i> ).	SS12.2.1
	SS.9.6.3	Evaluate Latin American Communist Revolutions and their impact on modern society.	SS12.4.1
	SS.9.6.4	Describe the fall of Communist Russia and the destruction of the Berlin Wall ( <i>e.g., Reagan's speech, Gorbachev's viewpoint, footage of wall coming down</i> ).	SS12.2.2 SS12.6.1
Vocabulary		Capitalism, Communism, Socialism, Espionage	

SS.9.7		Students will evaluate cultural and political situations in the modern world.	Standard Reference
	SS.9.7.1	Students will assess global politics of the contemporary world ( <i>e.g., Global Terrorism, Nuclear Age, Free Tibet, Tiananmen</i> ).	12.1.6
	SS.9.7.2	Students will investigate social interactions throughout the modern world ( <i>e.g., Rwanda, Darfur, Refugee/Immigration, Religious Conflicts</i> ).	12.4.3

	SS.9.7.3	Students will assess the impact of science, technology, and economics across the globe ( <i>e.g., global economy vs local economy, Globalization, Transportation, Energy, Environment</i> ).	12.3.3
Vocabulary	Peacekeeping Forces, Nuclear Proliferation, Bioterrorism		



## 10<sup>th</sup> Grade United States History

Purpose Statement:	Students will evaluate significant United States historical figures and events and examine how they continue to influence the modern world. Students will analyze resources from multiple perspectives in order to interpret the impact of interrelationships, human experience, and cultural expression.
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**Bolded** items identify learning targets that are considered a priority. Please note, however, that all learning targets/standards in the curriculum map must still be taught, but those in bold should be taught to at least proficiency.

Benchmarks:

SS.10.1		Students will evaluate the Industrial Revolution and the Progressive Era to determine the social, economic, and political changes to U.S. society.	Standard Reference
	SS.10.1.1	<b>Describe how the use of technology, resources, and the rise of industry impacted growth and development</b>	SS12.2.3 SS12.4.1.a SS12.4.4a SS12.5.4
	SS.10.1.2	<b>Identify the reasons for urbanization and the impact it had on society.</b>	SS12.4.1 SS12.5.1.a
	SS.10.1.3	<b>Identify how Gilded Age political and economic corruption led to reform in the Progressive Era.</b>	SS12.4.2
Vocabulary		urbanization, industrialization, natural resources, railroads, steel production, westward expansion, Wyoming's role, 1868 Ft. Bridger Treaty, social classes, muckrakers, Dawes Act	

SS.10.2		Students will evaluate World War I and the 1920's to determine the impact on American society.	Standard Reference
	SS.10.2.1	<b>Analyze the rationale for U.S involvement in World War I (MUST COVER: presidential policies, isolationism).</b>	SS12.4.1
	SS.10.2.2	<b>Analyze the social, economic, and political changes of the 1920's (MUST COVER: consumer economy, Roaring 20's, Harlem Renaissance, 19<sup>th</sup> Amendment, Wyoming's history, 19<sup>th</sup> &amp; 21<sup>st</sup> Amendments) ( COULD COVER: New Woman, rise of organized crimes, urban v. rural populations).</b>	SS12.2.2 SS12.3.5

<i>Vocabulary</i>	presidential policies, isolationism, consumer economy, Roaring 20's, Harlem Renaissance, 19th Amendment, Wyoming's history, 18th & 21st Amendments, New Woman, rise of organized crimes, urban v. rural populations
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<b>SS.10.3</b>		<b>Students will analyze the causes of the Great Depression to determine the social, political, and economic effects on society.</b>	Standard Reference
	<b>SS.10.3.1</b>	<b>Analyze the causes of the Great Depression (<i>i.e., stock market crash, failure of banks, buying on credit</i>).</b>	SS12.3.4
	<b>SS.10.3.2</b>	<b>Compare and contrast the political reactions of Hoover and Roosevelt to economic crisis of the Great Depression.</b>	SS 12.6.4
	<b>SS.10.3.3</b>	<b>Evaluate the social impact of the Great Depression on rural populations and urban populations.</b>	SS12.5.4
<i>Vocabulary</i>		New Deal Programs, Relief, Recovery, and Reform Efforts, Direct Intervention, Dust Bowl, Hoovervilles, Okies, The Great Migration, Grapes of Wrath, Riding the Rails, New Deal or WW2 as more impactful in pulling the U.S. out of the depression?	

<b>SS.10.4</b>		<b>Students will evaluate the causes of World War II to determine the effects on American society.</b>	Standard Reference
	<b>SS.10.4.1</b>	<b>Explain U.S. involvement in WWII.</b>	SS12.6.2 SS12.4.5
	<b>SS.10.4.2</b>	<b>Investigate the experience of various groups on the Homefront and abroad during WWII.</b>	SS12.2.4 SS12.2.3
<i>Vocabulary</i>		Isolationism, interventionism, Pearl Harbor, Axis/Allied Powers, Atomic Bomb, Heart Mountain, internment camps, Navajo code talkers, Rosie the Riveter, Buffalo Soldiers	

<b>SS.10.5</b>		<b>Students will evaluate the foreign and domestic policies to determine the impact on the Cold War era.</b>	Standard Reference
	<b>SS.10.5.1</b>	<b>Analyze the origins of the Cold War and America's policy of containment.</b>	SS12.4.1
	<b>SS.10.5.2</b>	<b>Describe the impact of containment on U.S. domestic and foreign policy.</b>	SS12.4.1
<i>Vocabulary</i>		Red Scare, McCarthyism, arms race, containment, Korean and Vietnam Wars, Cuban Missile Crisis	

<b>SS.10.6</b>		<b>Students will evaluate the struggle for racial and gender equality in the United States to understand the Civil Rights Movement.</b>	Standard Reference
	<b>SS.10.6.1</b>	<b>Compare and contrast the methods of civil rights leaders.</b>	SS12.2.1 SS12.4.1
	<b>SS.10.6.2</b>	<b>Explain the impact of governmental policies on the rights of diverse groups.</b>	SS12.4.4 SS12.2.4.a SS12.4.5.a SS12.5.2.a
<i>Vocabulary</i>		Brown v. Board of Education, Little Rock Nine, Black 14, Martin Luther King Jr., Malcolm X, Freedom Riders, Native American, Latinos, gender equality	

<b>SS.10.7</b>		<b>Students will evaluate the political, cultural, and economic developments that have led to modern United States affairs.</b>	Standard Reference
	<b>SS.10.7.1</b>	<b>Identify the causes and effects of U.S. intervention in world affairs.</b>	SS12.4.1 SS12.6.3
	<b>SS.10.7.2</b>	<b>Examine the political, social, economic, and cultural changes of the modern era.</b>	SS12.2.2 SS12.3.1 SS12.2.1.a SS12.4.5.a SS12.5.3.a SS12.2.2.a
<i>Vocabulary</i>		Gulf War, Afghanistan, 9/11, Watergate, Iran Contra, Bill Clinton's impeachment, <i>Gulf War, Afghanistan, 9/11</i>	

## 11<sup>th</sup> Grade American Government Economic Systems

Purpose Statement:	Students will compare and contrast modern day world forms of government and economic systems. Students will analyze the founding documents of the United States and Wyoming and determine how they are applied to decisions made today. Students will construct a personal political ideology. Students will demonstrate skills related to participation in the political process.
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**Bolded** items identify learning targets that are considered a priority. Please note, however, that all learning targets/standards in the curriculum map must still be taught, but those in bold should be taught to at least proficiency.

Benchmarks:

SS.11.1		Students will analyze similarities and differences between the United States and another nation's government.	Standard Reference
	SS.11.1.1	<b>Compare and contrast various political systems (e.g., ideologies, structure, and institutions) with that of the United States, including tribal systems.</b>	SS12.1.6 SS12.1.6.a
	SS.11.1.2	<b>Relate the constitutional principles to real life situations (i.e., federalism, popular sovereignty, rule of law, separation of powers, checks and balances, limited government).</b>	SS12.1.5

SS.11.2		Students will draw conclusions from historical developments that led up to the creation of the Constitution.	Standard Reference
	SS.11.2.1	<b>Explain how democratic ideals are reflected in the Declaration of Independence (e.g., natural rights, popular sovereignty, republicanism, social contract).</b>	SS12.6.1
	SS.11.2.2	<b>Explain how the Constitution emerged from the debate about the weaknesses in the Articles of Confederation.</b>	SS12.1.3
	SS.11.2.3	Identify the reasons behind the creation of the Bill of Rights.	SS12.1.3

SS.11.3		Students will assess the structure of the legislative bodies and how the legislative process works.	Standard Reference
	SS.11.3.1	Compare and contrast the structure and powers of various legislative bodies ( <i>e.g. Senate, House of Representatives, State Legislature, Tribal Council, County Commissions, City Council</i> ).	SS12.1.5
	SS.11.3.2	Outline the process for creation of laws ( <i>e.g., federal laws, state statutes, city ordinances</i> ).	SS12.1.5

SS.11.4		Students will apply the duties and powers of the executive branch to a current topic.	Standard Reference
	SS.11.4.1	Compare and contrast executive roles and powers of various executives ( <i>e.g. President, Governor, Tribal leadership, Mayor</i> ).	SS12.1.5
	SS.11.4.2	Examine the structure and hierarchy of the executive branch.	SS12.1.5
	SS.11.4.3	Examine the national election process in the United States, including the Electoral College.	SS12.1.2 SS12.1.3

SS.11.5		Students will assess the structure of the judicial branch and processes used by the court system.	Standard Reference
	SS.11.5.1	Examine the structure of the judicial branch.	SS12.1.5
	SS.11.5.2	Distinguish the differences between civil and criminal legal systems and how they apply at the federal, state, and tribal levels.	SS12.1.4
	SS.11.5.3	Analyze key U.S. Supreme Court decisions including those impacting the Indigenous Tribes of Wyoming ( <i>e.g., Per Capita Act, Marshall Trilogy, U.S. v. Shoshone Tribe of Indians, Brown v. Board of Education</i> ).	SS12.1.3.a SS12.6.4 SS12.6.2

SS.11.6		Students will critique the balance between civil liberties and the power of government.	Standard Reference
	SS.11.6.1	Analyze how the U.S. Constitution protects individual liberties and rights.	12.1.1
	SS.11.6.2	Compare the rights, duties, and responsibilities of being a tribal member on the Wind River Indian Reservation to the rights, duties, and responsibilities of an American citizen.	12.1.1.a

	SS.11.6.3	Understand how rights and responsibilities manifest themselves differently in other countries.	SS.12.4.3
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<b>SS.11.7</b>		<b>Students will construct a personal political ideology and relate it to today's political climate and current events.</b>	Standard Reference
	<b>SS.11.7.1</b>	<b>Compare and contrast the liberal and conservative viewpoints.</b>	SS12.1.2
	<b>SS.11.7.2</b>	<b>Determine a personal ideology.</b>	SS12.1.2 SS12.6.1
	<b>SS.11.7.3</b>	<b>Analyze the platforms of the major political parties, as well as third political parties in the U.S. (e.g., Libertarian, Green, Constitution).</b>	SS12.1.2
	<b>SS.11.7.4</b>	<b>Distinguish the differences between the different economic systems and how they are implemented in different countries (i.e., capitalism, mixed economy, socialism).</b>	SS12.3.2

<b>SS.11.8</b>		<b>Students will develop a plan to participate in the political process.</b>	Standard Reference
	<b>SS.11.8.1</b>	<b>Students will explore methods for participating in the political process at the local, tribal, state, and national levels.</b>	SS12.1.2 SS12.1.1a SS12.1.5a
	<b>SS.11.8.2</b>	<b>Students will identify the role people play in the democratic process.</b>	SS12.1.2

*Note: This map is subject to the current political climate and will need to be adjusted by the collaborative team on a year by year basis to ensure applicability to each year's political process.*

## Criminal Justice

Purpose Statement:	Students will analyze law and legal systems in the United States and will examine the extent to which the legal system affects daily life for American citizens.
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### Benchmarks:

SS.CJ.1	Analyze the United States civil and criminal legal systems to distinguish differences between those systems.	Standard Reference
SS.CJ.1.1	Compare and contrast criminal law and civil law.	SS12.1.4
SS.CJ.1.2	Compare and contrast common law and statutory law.	SS12.1.4
SS.CJ.1.3	Explain what constitutes a crime and debate what the various causes of crime may be.	SS12.1.4
SS.CJ.1.4	Illustrate the procedures within the criminal justice system.	SS12.1.4

SS.CJ.2	Analyze, evaluate, and/or synthesize multiple sources of information in diverse formats and media in order to assess guilt or innocence.	Standard Reference
SS.CJ.2.1	Analyze evidence on a case to determine guilt or innocence.	SS12.6.1
SS.CJ.2.2	Examine the course of events to determine whether the outcome may have been different when provided more evidence.	SS12.6.1
SS.CJ.2.3	Categorize evidence into supporting evidence and "bad" evidence.	SS12.6.1

SS.CJ.3	Illustrate the structures, and classify the key players, of both the United States and Wyoming court systems.	Standard Reference
SS.CJ.3.1	Illustrate the structure of the U.S. Court System.	SS12.1.5
SS.CJ.3.2	Determine the sources of law in the U.S.	SS12.1.5
SS.CJ.3.3	Illustrate the structure of the Wyoming court system.	SS12.1.5
SS.CJ.3.4	Classify the key players of the court system (i.e. Prosecuting Attorney, Defense Attorney, Judge, Jury, etc.).	SS12.1.5

SS.CJ.4		Analyze and evaluate the ways various correctional facilities meet human needs and concerns.	Standard Reference
	SS.CJ.4.1	Analyze the corrections system in the U.S to explain how they meet human needs and concerns.	SS12.2.1
	SS.CJ.4.2	Categorize the various levels of corrections within the U.S. correctional system.	SS12.2.1
	SS.CJ.4.3	Evaluate the corrections system and propose changes that could be made within it.	SS12.2.1

SS.CJ.5		Analyze the historical development of the United States Constitution and how it has shaped the criminal system in the U.S.	Standard Reference
	SS.CJ.5.1	Classify rights guaranteed in the U.S. constitution to citizen's rights within criminal cases.	SS12.1.3
	SS.CJ.5.2	Analyze past and present Supreme Court cases and their impact on the U.S. legal system.	SS12.1.3
	SS.CJ.5.3	Apply knowledge of the amendments to legal situations in the United States.	SS12.1.3
	SS.CJ.5.4	Analyze unique freedoms, rights, and responsibilities of living in a democratic society and the impact of those within the criminal system.	SS12.1.1

SS.CJ.6		Given significant current event within the criminal system, compare and contrast the actions of the people or groups involved.	Standard Reference
	SS.CJ.6.1	Compare and contrast the use of the death penalty in the U.S., looking at current events, various state and federal laws, political ideology, religious beliefs, and moral beliefs.	SS12.4.3
	SS.CJ.6.2	Investigate the impact of the drug trade and drug cartels on modern U.S. society and its impact on the U.S. Criminal.	SS12.4.3
	SS.CJ.6.3	Compare and contrast the juvenile justice system with the adult justice system by looking at current events affecting both.	SS12.4.3



## Current Events

Purpose Statement:	Students will analyze current local, regional, national, and international issues and determine how these events affect the community, nation, and world. Students will demonstrate skills related to understanding problems and issues facing the world we live in.
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**Bolded** items identify learning targets that are considered a priority. Please note, however, that all learning targets/standards in the curriculum map must still be taught, but those in bold should be taught to at least proficiency.

Benchmarks:

SS.CE.1		Students will analyze and evaluate numerous local events using multiple sources.	Standard Reference
	SS.CE.1.1	Summarize three to five local current events ( <i>e.g., social, political, and economic</i> ).	SS12.6.1
	SS.CE.1.2	Identify and describe how events affect them personally.	SS12.6.2
	SS.CE.1.3	Create a product that evaluates each event.	SS12.6.4

SS.CE.2		Students will analyze and evaluate numerous regional events using multiple sources.	Standard Reference
	SS.CE.2.1	Summarize three to five regional current events ( <i>e.g., social, political, and economic</i> ).	SS12.6.1
	SS.CE.2.2	Identify and describe how events affect them personally.	SS12.6.1
	SS.CE.2.3	Create a product that evaluates each event.	SS12.6.4

SS.CE.3		Students will analyze and evaluate numerous national events using multiple sources.	Standard Reference
	SS.CE.3.1	Summarize three to five national current events ( <i>e.g. social, political, and economic</i> ).	SS12.6.1
	SS.CE.3.2	Identify and describe how events affect them personally.	SS12.6.2
	SS.CE.3.3	Create a product that evaluates each event.	SS12.6.4

<b>SS.CE.4</b>		<b>Students will analyze and evaluate numerous international events using multiple sources.</b>	Standard Reference
	<b>SS.CE.4.1</b>	<b>Summarize three to five international current events. (<i>e.g., social, political, and economic</i>).</b>	SS12.6.1
	<b>SS.CE.4.2</b>	<b>Identify and describe how events affect them personally.</b>	SS12.6.2
	<b>SS.CE.4.3</b>	<b>Create a product that evaluates each event.</b>	SS12.6.4

## Sociology Intro to Sociology

Standard Reference Code	
ASA	American Sociological Association National Standards for High School Sociology
SS	Wyoming State Social Studies Standards

Purpose Statement:	Students will apply Sociological principles in order to enhance their ability to examine the social world with a critical eye. Students will question assumptions, stereotypes and generalizations that underlie conventional social interactions and beliefs about one's world.
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**Bolded** items identify learning targets that are considered a priority. Please note, however, that all learning targets/standards in the curriculum map must still be taught, but those in bold should be taught to at least proficiency.

Benchmarks:

SS.S.1		Students will analyze the strengths and weaknesses of theoretical and methodological approaches in Sociology.	Standard Reference
	SS.S.1.1	Identify sociology as a scientific field of inquiry (i.e., scientific method, hypotheses, independent and dependent variables).	ASA 1.1
	SS.S.1.2	Compare and contrast the sociological perspective and how it differs from other social sciences (i.e., social construction of reality, and sociological imagination).	ASA 1.2 SS12.2.1
	<b>SS.S.1.3</b>	<b>Evaluate the strengths and weaknesses of the major methods of sociological research (i.e., surveys, experiments, and observations).</b>	ASA1.3
	<b>SS.S.1.4</b>	<b>Identify, differentiate among, and apply a variety of sociological theories (e.g., <i>Functionalism, Conflict Theory, and Symbolic Interaction</i>).</b>	ASA 1.4 SS 12.2.1

SS.S.2		Students will deconstruct and evaluate the culture and social structure of social institutions, individual roles and statuses, and the process of change.	Standard Reference
	SS.S.2.1	Describe the components of culture ( <i>e.g., nonmaterial culture, norms, values, and subcultures</i> ).	ASA 2.1 SS 12.2.2
	SS.S.2.2	Analyze how culture influences individuals, including themselves ( <i>i.e., ethnocentrism</i> ).	ASA 2.2 SS 12.2.4
	SS.S.2.3	Evaluate important social institutions and how they respond to social needs ( <i>e.g., family, education, religion, economy and government</i> ).	ASA 2.3 SS 12.4.4
	SS.S.2.4	Assess how social institutions and cultures change and evolve ( <i>e.g., industrial revolution, globalization, internet age, countercultures and social movements</i> ).	ASA 2.4 SS 12.4.1

SS.S.3		Students will analyze how groups socialize individuals within the group.	Standard Reference
	SS.S.3.1	Describe the process of socialization across the lifespan ( <i>i.e., agents of socialization, deviance and conformity</i> ).	ASA 3.1 SS 12.2.1
	SS.S.3.2	Explain the process of the social construction of the self ( <i>e.g., I &amp; me, role-taking, generalized other, and identity</i> ).	ASA 3.2
	SS.S.3.3	Examine the social constructions of groups and their impact on the life chances of individuals ( <i>i.e., reference groups, primary and secondary groups, in-groups and out-groups</i> ).	ASA 3.3 SS 12.2.1

SS.S.4		Students will analyze, in terms of opportunities, how certain factors produce advantages for some and disadvantages for others.	Standard Reference
	SS.S.4.1	Identify common patterns of social inequality ( <i>i.e., privilege, power, racial and ethnic inequality, gender inequality, and class inequality</i> ).	ASA 4.1 SS 12.2.4
	SS.S.4.2	Analyze the effects of social inequality on groups and individuals ( <i>e.g., life chances, social problems, inter and intra-group conflict</i> ).	ASA 4.2

	SS.S.4.3	Explain the relationship between social institutions and inequality (i.e., potential of institutions to produce, reinforce, or challenge inequality).	ASA 4.3 SS 12.4.1
	SS.S.4.4	Compare responses to social inequality in order to assess the outcomes of these responses (i.e., individual, group and social policy responses).	ASA 4.4 SS 12.4.3

## Psychology

Standard Reference Code	
PS	Perspectives in Psychological Science
RM	Research Methods, Measurement, and Statistics
LSD	Life Span Development
BB	Biological Bases of Behavior
M	Memory
L	Learning
SI	Social Interactions
PD	Psychological Disorders
TPD	Treatment of Psychological Disorders

Purpose Statement:	Students will analyze various examples of human behavior and apply psychological principles to everyday life.
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*Note: This map is based on the National Standards for High School Psychology Curricula (2011).  
<http://www.apa.org/education/k12/national-standards.aspx>*

### Benchmarks:

SS.P.1		Students will understand the development of psychology as an empirical science. Students will apply the major perspectives to various topics in psychology.	Standard Reference
	SS.P.1.1	Define psychology as a discipline and identify its goals as a science.	PS 1.1
	SS.P.1.2	Describe perspectives employed to understand behavior and mental processes.	PS 1.3
	SS.P.1.3	Identify the important role psychology plays in benefiting society and improving people's lives.	PS 2.3

SS.P.2		Students will apply research methods and methods used to study behavior and mental processes to the study of lifespan development. Students will determine ethical issues in research with human and non-human animals. Students will apply theories of lifespan development to various ages.	Standard Reference
	SS.P.2.1	Describe the scientific method and its role in psychology.	RM 1.1

	SS.P.2.2	Apply a variety of quantitative research methods to different situations.	RM 1.2
	SS.P.2.3	Identify ethical standards used in doing research with human participants.	RM 2.1
	SS.P.2.4	Identify ethical guidelines psychologists must address regarding research with animals.	RM 2.2
	SS.P.2.5	Describe the stages of cognitive development in children.	LSD 2.1
	SS.P.2.6	Discuss theories of moral and social development throughout the lifespan.	LSD 2.2 LSD 2.3

SS.P.3		Students will identify the structure and function of the nervous system in human and non-human animals. Students will determine the structure and function of the endocrine system. Students will analyze the interaction between biological factors and experience.	Standard Reference
	SS.P.3.1	Identify the major divisions and subdivisions of the human nervous system.	BB 1.1
	SS.P.3.2	Identify the parts of the neuron and describe the basic process of neural transmission.	BB 1.2
	SS.P.3.3	Differentiate between the structures and functions of the various parts of the central nervous systems.	BB 1.3
	SS.P.3.4	Describe the interactive effects of heredity and environment.	BB 3.2
	SS.P.3.5	Identify tools used to study the nervous system.	BB 4.1

SS.P.4		Students will describe the processes of encoding, storage, and retrieval in memory. Students will discuss the factors that impact the process of retrieval.	Standard Reference
	SS.P.4.1	Identify factors that influence encoding.	M 1.1
	SS.P.4.2	Discuss strategies for improving the encoding of memory.	M 1.3
	SS.P.4.3	Describe the differences between working memory and long-term memory.	M 2.1
	SS.P.4.4	Identify and explain biological processes related to how memory is stored.	M 2.2

	SS.P.4.5	Discuss strategies for improving the storage and retrieval of memories.	M 2.4 M 3.5
	SS.P.4.6	Discuss the factors influencing how memories are retrieved.	M 3.3
	SS.P.4.7	Explain how memories can be malleable.	M 3.4

SS.P.5		Students will identify and apply the components of classical conditioning, operant conditioning, and observational learning.	Standard Reference
	SS.P.5.1	Describe the principles of classical conditioning, operant conditioning, and observational learning.	L 1.1 L 2.2 L 3.1
	SS.P.5.2	Describe examples of classical conditioning and operant conditioning.	L 1.2 L 2.3
	SS.P.5.3	Apply classical conditioning, operant conditioning, and observational learning.	L 1.3 L 2.4 L 3.2

SS.P.6		Students will analyze the social component to cognition, influence, and relations.	Standard Reference
	SS.P.6.1	Describe the attributional explanations of behavior.	SI 1.1
	SS.P.6.2	Describe the relationship between attitudes and behavior.	SI 1.2
	SS.P.6.3	Describe effects of others' presence on individuals' behavior.	SI 2.2
	SS.P.6.4	Describe how group dynamics influence behavior.	SI 2.3
	SS.P.6.5	Discuss the nature and effects of stereotyping, prejudice, and discrimination.	SI 3.1
	SS.P.6.6	Discuss influences upon aggression and conflict.	SI 3.3

SS.P.7		Students will describe the classification of psychological disorders. Students will apply the diagnostic criteria to abnormal behavior. Students will apply the categories of treatment and types of treatment providers to various types of disorders.	Standard Reference
	SS.P.7.1	Define psychologically abnormal behavior.	PD 1.1
	SS.P.7.2	Describe major models of abnormality.	PD 1.3



	SS.P.7.3	Describe the classification of psychological disorders according to the Diagnostic and Statistical Manual of Mental Disorders (DSM-5).	PD 2.1
	SS.P.7.4	Describe symptoms and causes of major categories of psychological disorders (i.e., schizophrenia, anxiety disorders, personality disorders, bipolar disorders, and depressive disorders).	PD 2.3
	SS.P.7.5	Match methods of treatment to psychological perspectives.	TPD 1.2
	SS.P.7.6	Identify biomedical and psychological treatments.	TPD 2.1 TPD 2.2
	SS.P.7.7	Evaluate the efficacy of treatments for particular disorders.	TPD 2.4

## Psychology of Well-Being

Standard Reference Code	
PS	Perspectives in Psychological Science
H	Health
E	Emotion
T	Thinking

Purpose Statement:	Students will apply scientific research from psychology to determine barriers and paths to well-being and create a plan for increased personal well-being.
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Note: This map is based on the [American Psychological Association's National Standards for High School Psychology Curricula](#) (9-12).

### Benchmarks:

SS.PWB.1		Standard Reference
Students will apply tenets of psychology as a science to explain behavior and how the sub-field of Positive Psychology can improve people's lives.		
SS.PWB.1.1	Define psychology as a discipline and identify its goals as a science.	PS 1.1
SS.PWB.1.2	Describe perspectives employed to understand behavior and mental processes.	PS 1.3
SS.PWB.1.3	Identify the important role psychology plays in benefiting society and improving people's lives.	PS 2.3

SS.PWB.2		Standard Reference
Students will explore the causes of stress and explain the psychological and physical consequences of these barriers. Students will develop strategies for addressing stress in their lives.		
SS.PWB.2.1	Define stress as a psychophysiological reaction.	H.1.1
SS.PWB.2.2	Identify and explain potential sources of stress.	H.1.2
SS.PWB.2.3	Explain physiological and psychological consequences for health.	H.1.3
SS.PWB.2.4	Identify and explain physiological, cognitive, and behavioral strategies to deal with stress.	H.1.4

SS.PWB.3		Students will explain the barriers to well-being in modern life and explore alternate paths to well-being.	Standard Reference
	SS.PWB.3.1	Identify biological and environmental influences on the expression and experience of negative emotions, such as fear.	E.3.1
	SS.PWB.3.2	Identify biological and environmental influences on the expression and experience of positive emotions, such as happiness.	E.3.2
	SS.PWB.3.3	Describe obstacles to making good judgments.	T.2.3
	SS.PWB.3.4	Identify ways to promote mental health and physical fitness.	H.2.1

SS.PWB.4		Students will create and implement a plan to well-being.	Standard Reference
	SS.PWB.4.1	Describe the characteristics of and factors that promote resilience and optimism.	H.2.2
	SS.PWB.4.2	Distinguish between effective and ineffective means of dealing with stressors and other health issues.	H.2.3

## Appendix A

### Sweetwater County School District #1 Pacing Guide

Grade/Course:		Teacher:	
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Code	Benchmark	Time Frame	Assessment Period			
			1	2	3	4

## Appendix B

### Instructional Planning Resource

<b>School:</b>		<b>Teacher:</b>	
<b>Subject/Course:</b>		<b>Time required:</b>	

<b>Benchmark:</b>		
<b>Learning Target:</b>	<b>Standard Reference:</b>	
	<b>Tech Standard Reference:</b>	
	<b>Cross-Curricular Standard Reference:</b>	
<b>Formative Assessment:</b> <input type="checkbox"/> Oral <input type="checkbox"/> Written <input type="checkbox"/> Product <input type="checkbox"/> Performance		
<b>Criterion:</b>		

<b>Context (Relevancy) :</b>		
<b>Teacher Methods</b>	<b>Student Activities</b>	<b>Resources</b>
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
7.	7.	7.

<b>Intervention</b>	<b>Enrichment</b>