

Wyoming Department of Education Required Virtual Education Course Syllabus

BIG HORN COUNTY SCHOOL DISTRICT #1

Program Name	WYCA	Content Area	Social Studies
Course ID	CAEL76466	Grade Level	K
Course Name	Social Studies K A	# of Credits	0.5
SCED Code	NoCourseSCED	Curriculum Type	Connections Academy

COURSE DESCRIPTION

Students learn the concepts of community, nation, and world in this course. They answer essential questions including: "How do people get what they need?"; "How is culture shared?"; and "How does life change throughout history?" A combination of interactive and hands-on exercises teaches students about personal responsibility, good citizenship, and basic geography. While learning about America's past and important historical figures, students research their personal history and heroes.

WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	BENCHMARK
SS2.1.1	Understand that schools, communities, and the United States have rules that have to be followed.
SS2.1.2	Identify the symbols and traditional practices that honor patriotism in the United States.
SS2.1.3	Identify people and events that are honored on United States holidays.
SS2.1.4	Understand that the rules in the United States are called laws.
SS2.2.1	Name the ways groups (e.g., families and schools) meet human needs and concerns (e.g., belonging and personal safety) and contribute to personal identity and daily life.
SS2.2.2	Recognize ways in which expressions of culture influence people (e.g., language, stories, music, and art).
SS2.3.1	Give examples of and/or identify needs, wants, goods, and services.
SS2.3.2	Identify how price may affect buying, selling, and saving decisions.
SS2.3.3	Identify how science or technology affects production (e.g., assembly line, robots, and video streaming).
SS2.4.1	Identify how an event could change the future (e.g., moving to a new town means going to a new school or learning to ride a bike could mean getting to a friend's house faster).
SS2.4.2	Identify tools and technologies that make life easier (e.g., cars for getting one place to another, washing machines for washing clothes, or flashlights to see in the dark).
SS2.4.3	Describe a "current event."
SS2.5.1	Use a map, globe, and mental mapping to identify familiar areas and simple patterns and create maps using various media.
SS2.5.2	Identify, describe, and use local physical and human characteristics to discuss the similarities and differences between parts of the community.
SS2.5.3	Use the human features of a community to describe what makes that community special (e.g., cultural, language, religion, food, clothing political, economic, population, and types of jobs in an area) and why others want to move there or move away from there.
SS2.5.4	Identify how people may adjust to and/or change their environment in order to survive (e.g., clothing, houses, foods, and natural resources).
SS2.6.1	Identify what kinds of information can be found in different resources (e.g., library, computer, atlas, and dictionary).
SS2.6.2	Distinguish between fiction and non-fiction.
SS2.6.3	Use digital tools to learn about social studies concepts.

SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES
<p>Unit 1: My Family, My School</p> <p>This unit will introduce your student to the role of a good citizen and the importance of cooperating with others, being responsible and truthful, following rules and laws to stay safe, and using good manners to be respectful of others. Your student will distinguish between problems and solutions, exploring how to make decisions and solve problems that are fair, respectful, and that adhere to rules and laws. The unit makes distinctions between the home and the community, considering both the rights and responsibilities of citizens and the types of leaders in both settings. Your student will explore forms of patriotism, the nation's symbols and monuments, and the role of government in creating laws. At the conclusion of this unit, your student should be able to explain why citizens must cooperate and be respectful of each other. He will evaluate a series of problems and brainstorm original ideas for solving them as a good citizen.</p>	<p>SS2.1.1, SS2.1.2, SS2.1.4, SS2.2.1, SS2.6.1</p>	<ul style="list-style-type: none"> Describe how people cooperate when they make decisions and work together to get a job done Explain that people are good citizens when they follow rules and laws Show how people cooperate, share ideas, listen to others, and interact positively with many different people, such as family, friends, and classmates Explain that U.S. symbols and monuments stand for and remind us of our country

<p>Unit 2: Everybody Works</p> <p>This unit will introduce your student to the basic economic fundamentals of wants and needs and how to meet them, making choices when there is scarcity. Your student will focus on different types of jobs, the tools that workers use, various job locations, and how people choose the right job to earn money and provide for their wants and needs. Some jobs provide goods while others provide services, and your student will distinguish between these types of work. Your student will also explore the bills and coins in our currency and use them to buy, sell, or trade, making choices about what needs and wants to satisfy based on a budget, considering how saving could improve purchasing power in the future, and exploring how scarcity impacts the pricing of goods and services. At the end of this unit, your student will participate in a buy, sell, and trade simulation and should be able to explain how people get what they need.</p>	<p>SS2.3.1, SS2.3.2, SS2.3.3, SS2.5.3</p>	<ul style="list-style-type: none"> • Explain why people make choices about needs and wants • Describe how people do many kinds of work making goods or providing services • Infer that people buy things because they cannot make everything themselves • Explain that people sell things because others want to buy them
<p>Unit 3: Where We Live</p> <p>This unit will address concepts about where your student lives. Your student will consider his exact address and how maps and globes represent this address, neighborhoods, and other landforms and bodies of water. He will use cardinal directions and positional words to describe objects' relative locations on maps and globes, and he will classify common map representations, like land and water, into categories. At the end of this unit, your student should be able to describe where he lives and how to use a map to understand his neighborhood or the land and water around him.</p>	<p>SS2.5.1, SS2.5.2, SS2.5.3, SS2.5.4, SS2.6.1</p>	<ul style="list-style-type: none"> • Explain how maps and globes are simple representations of places on Earth • Identify that the world is made up of landforms and bodies of water • Describe how the weather and seasons affect what people wear and do • Describe how physical features are located in specific places and how words can be used to describe the locations of human and physical features • Identify that people use the world's natural resources to satisfy basic needs