

Wyoming Department of Education Required Virtual Education Course Syllabus

BIG HORN COUNTY SCHOOL DISTRICT #1

Program Name	WYCA	Content Area	Social Studies
Course ID	CAEL61799	Grade Level	4
Course Name	Wyoming State History 4	# of Credits	0.5
SCED Code	NoCourseSCED	Curriculum Type	Connections Academy

COURSE DESCRIPTION

This course offers an introduction to Wyoming state history. The student will trace the state's history from the early history of Native Americans up through the present time. The course focuses on the state's people, government, economy, resources, and geography. The course introduces analytical skills such as recognizing change and continuity over time and identifying cause and effect. Course content is supplemented by America the Beautiful Online© Scholastic Inc. and accessed through Grolier Online®.

WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	BENCHMARK
SS5.1.1	Describe the basic rights and responsibilities of citizenship.
SS5.1.2	Understand the basic local, state, and national political processes (e.g., campaigning and voting).
SS5.1.4	Understand the purpose of the legal system.
SS5.1.5	Understand the purposes of the three branches of government.
SS.5.2.1	Identify and describe the ways groups (e.g., families, communities, schools, and social organizations) meet human needs and concerns (e.g., belonging, self-worth, and personal safety) and contribute to personal identity and daily life.
SS5.2.2	Identify and describe ways in which expressions of culture influence people (e.g., language, spirituality, stories, folktales, music, art, and dance).
SS5.2.3	Identify and describe characteristics and contributions of local and state cultural groups in Wyoming.
SS5.2.4	Identify and describe the tensions between cultural groups, social classes and/or individuals in Wyoming and the United States (e.g., Martin Luther King Jr., Helen Keller, Sacagawea, and Chief Washakie).
SS5.3.1	Give examples of needs, wants, goods, services, scarcity, and choice.
SS5.3.2	Identify basic economic concepts (e.g., supply, demand, price, and trade).
SS5.3.3	Identify and describe how science and technology have affected production and distribution locally, nationally, and globally (e.g., trains and natural resources).
SS5.3.4	Explain the roles and effect of money, banking, savings, and budgeting in personal life and society.
SS5.4.1	Describe how small changes can lead to big changes (cause and effect) (e.g., discovery of electricity).
SS5.4.2	Describe how tools and technology makes life easier; describe how one tool or technology evolves into another (e.g., telegraph to telephone to cell phone or horse-drawn wagon to railroad to car); identify a tool or technology that impacted history (e.g., ships allowed for discovery of new lands or boiling water prevented spread of disease).
SS5.4.3	Select current events for relevance and apply understanding of cause and effect to determine how current events impact people or groups (e.g., the building of a new school means that younger students will have new classrooms to learn in or war in another country means that some children's parents will have to leave to fight).
SS5.4.4	Discuss different groups that a person may belong to (e.g., family, neighborhood, cultural/ethnic, and workplace) and how those roles and/or groups have changed over time.
SS5.4.5	Identify differences between primary and secondary sources. Find primary and secondary sources about an historical event. Summarize central ideas in primary and secondary resources.
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
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<p>Wyoming State History 4</p> <p>This course offers an introduction to Wyoming state history. The student will trace the state's history from the early history of Native Americans up through the present time. The course focuses on the state's people, government, economy, resources, and geography. The course introduces analytical skills such as recognizing change and continuity over time and identifying cause and effect. Course content is supplemented by America the Beautiful Online© Scholastic Inc. and accessed through Grolier Online®.</p>	<p>SS5.1.1, SS5.1.2, SS5.1.4, SS5.2.1, SS5.2.2, SS5.2.3, SS5.3.1, SS5.3.2, SS5.3.3, SS5.3.4, SS5.4.1, SS5.4.2, SS5.4.3, SS5.4.5, SS2.5.1, SS2.5.3, SS2.5.4, SS2.6.1, SS2.6.2, SS2.6.3,</p>	<ul style="list-style-type: none"> •Draw conclusions about state geography based on interpretation of various types of maps. •Explain the advantages and disadvantages of Wyoming's physical features. •Research some of the natural landmarks of Wyoming. •Identify some of the unique animals, plants, and habitats of Wyoming. •Describe the ways people have adapted to and modified the environment in Wyoming throughout history. •Identify consequences of human changes to the environment in Wyoming, past and present. •Explain how geographic factors have influenced the location of economic activities in Wyoming. •Explain how people meet their needs and wants in Wyoming. •Describe the key economic activities of Wyoming. •Identify changes in economic activity in Wyoming over the past 150 years, •Identify the goods that Wyomingites produce. •Identify the goods that Wyomingites have to buy from other places due to scarcity. •Explain how geographic factors have influenced the distribution of goods in Wyoming. •Identify and explain the main purpose of the three branches of Wyoming's state government. •Explain the function of the state government. •Compare and contrast the roles of state and federal government. •Explain the meaning of the nickname the "Equality State" •Compare and contrast the government of the Wind River Reservation with <ul style="list-style-type: none"> •Explain how the government of the Wind River Reservation reflects the cultural values of the Shoshone and the Arapaho •Describe a community issue and how it may be solved •Identify the cultural features of Cheyenne •Explain why pioneers moved from the East and Midwest to Wyoming •Identify major cities in Wyoming •Describe the cultural features of Wyoming's cities •Identify what attracted people to settle in Wyoming's main cities •Identify the different cultural contributions of the people of Wyoming •Describe the economic activities of early European Americans in Wyoming •Describe the effects of political, economic, and social change on Native Americans in Wyoming •Identify the impact of transportation and communication developments on life in Wyoming •Identify the impact of transportation and communication developments on life in Wyoming •Identify major events of the 20th century •Organize events in chronological order •Describe change and continuity in Wyoming history •Analyze photographs
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