

Grades K, 1, 2

Adopted 2018

Citizenship, Government, and Democracy: Students analyze how people create and change structures of power, authority, and governance to understand the continuing evolution of governments and to demonstrate civic responsibility. **1**

- 1. Understand that schools, tribes, communities, and the United States have rules that have to be followed.** **SS2.1.1**
- 2. Identify the symbols and traditional practices, including those of Indigenous Tribes of Wyoming (e.g. Arapaho and Shoshone flags, songs, and pledges), that honor patriotism in the United States.** **SS2.1.2**
- 3. Identify people and events that are honored on United States holidays.** **SS2.1.3**
 - a. Identify how Indigenous Tribes of Wyoming honor people and celebrate through events (e.g., Native American Veterans Day, Native American Heritage Day, Wyoming Native American Day, Pow Wows).** **SS2.1.3.A**
- 4. Understand that the rules in the United States are called laws.** **SS2.1.4**

Culture and Cultural Diversity: Students demonstrate an understanding of the contributions and impacts of human interaction and cultural diversity on societies. **2**

- 1. Name the ways groups (e.g., families and schools), including Indigenous Tribes of Wyoming, meet human needs and concerns (e.g., belonging and personal safety) and contribute to personal identity and daily life (e.g., compare features of modern-day living [food, shelter, clothing, transportation] to those of the past; create a chart showing how farming, schools, or communities have changed over time; illustrate past dwellings [tepee, sweat lodge, wikiup, sod, log cabin, earth lodge] and present-day housing).** **SS2.2.1**
- 2. Recognize and describe unique ways in which expressions of culture influence people including Indigenous Tribes of Wyoming (e.g., language, sign language, stories, music, symbolism, and art).** **SS2.2.2**

Production, Distribution, and Consumption: Students describe the influence of economic factors on societies and make decisions based on economic principles. **3**

- 1. Give examples of and/or identify needs, wants, goods, and services.** **SS2.3.1**
- 2. Identify how price may affect buying, selling, and saving decisions.** **SS2.3.2**
- 3. Identify how science or technology affects production (e.g., assembly line, robots, and video streaming).** **SS2.3.3**

Time, Continuity, and Change: Students analyze events, people, problems, and ideas

- 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).** **SS2.4.1**

within their historical contexts. 4

2. Identify tools and technologies, including those of Indigenous Tribes of Wyoming, that made or make life easier and sustainable (e.g., cars for getting one place to another, washing machines for washing clothes, flashlights to see in the dark, and usage of bison and natural resources). [SS2.4.2](#)
3. Describe a "current event" involving significant people and places in Wyoming (e.g., local, state, or tribal events). [SS2.4.3](#)

People, Places, and Environments: Students apply their knowledge of the geographic themes (location, place, movement, region, and human/environment interactions) and skills to demonstrate an understanding of interrelationships among people, places, and environment. 5

1. Use a map, globe, and mental mapping to identify familiar areas and simple patterns and create maps using various media. [SS2.5.1](#)
2. Identify, describe, and use local physical and human characteristics to discuss the similarities and differences between parts of the community (e.g., neighborhoods, schools, towns, and reservation communities). [SS2.5.2](#)
3. Use the human features of a community to describe what makes that community unique (e.g., cultural, language, religion, food, clothing, political, economic, population, and types of jobs in an area) and why others move to or from that place. [SS2.5.3](#)
4. Identify how people, including Indigenous Tribes of Wyoming, may adjust to and/or change their environment in order to survive (e.g., clothing, houses, foods, and natural resources). [SS2.5.4](#)

Technology, Literacy, and Global Connections: Students use technology and literacy skills to access, synthesize, and evaluate information to communicate and apply social studies knowledge to global situations. 6

1. Identify what kinds of information can be found in different resources (e.g., library, computer, atlas, and dictionary). [SS2.6.1](#)
2. Distinguish between fiction and non-fiction. [SS2.6.2](#)
3. Use digital tools to learn about social studies concepts. [SS2.6.3](#)