

**Main Criteria:** Wyoming Content and Performance Standards

**Secondary Criteria:** Social Studies Online

**Subjects:** Science, Social Studies

**Grade:** K

**Correlation Options:** Show Correlated

**Wyoming Content and Performance Standards**

**Science**

Grade: K - Adopted: 2016

CONTENT STANDARD		EARTH AND SPACE SCIENCE
BENCHMARK	K-ESS2.	Earth's Systems

GRADE LEVEL EXAMPLE      K-ESS2-1.      Use and share observations of local weather conditions to describe patterns over time.

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GRADE LEVEL EXAMPLE      K-ESS2-2.      Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.

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[Grade 1 - Life Long Ago](#)

[Grade 1 - The Earth Around Us](#)

CONTENT STANDARD		EARTH AND SPACE SCIENCE
BENCHMARK	K-ESS3.	Earth and Human Activity

GRADE LEVEL EXAMPLE      K-ESS3-3.      Communicate solutions that will manage the impact of humans on the land, water, air, and/or other living things in the local environment.

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**Wyoming Content and Performance Standards**

**Social Studies**

Grade: K - Adopted: 2014/Updated 2018

CONTENT STANDARD		Content Standard 1 – 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.
BENCHMARK		Benchmarks - Students will:

GRADE LEVEL EXAMPLE      SS2.1.1.      Understand that schools, tribes, communities, and the United States have rules that have to be followed.

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GRADE LEVEL EXAMPLE      SS2.1.2.      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.

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[Grade 1 - Life Long Ago](#)

[Washington, DC - Grades K - 5](#)

GRADE LEVEL EXAMPLE	SS2.1.3.	Identify people and events that are honored on United States holidays.  <a href="#">Social Studies Online</a> <a href="#">Grade 1 - Families and Neighbors</a> <a href="#">Grade 1 - Let's Learn About the Government</a>
GRADE LEVEL EXAMPLE	SS2.1.4.	Understand that the rules in the United States are called laws.  <a href="#">Social Studies Online</a> <a href="#">Grade 1 - Let's Learn About the Government</a>
CONTENT STANDARD		Content Standard 2 – Culture and Cultural Diversity: Students demonstrate an understanding of the contributions and impacts of human interaction and cultural diversity on societies.
BENCHMARK		Benchmarks - Students will:
GRADE LEVEL EXAMPLE	SS2.2.1.	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).  <a href="#">Social Studies Online</a> <a href="#">Grade 1 - All About Work</a> <a href="#">Grade 1 - Life Long Ago</a>
CONTENT STANDARD		Content Standard 3 – Production, Distribution, and Consumption: Students describe the influence of economic factors on societies and make decisions based on economic principles.
BENCHMARK		Benchmarks - Students will:
GRADE LEVEL EXAMPLE	SS2.3.1.	Give examples of and/or identify needs, wants, goods, and services.  <a href="#">Social Studies Online</a> <a href="#">Grade 1 - All About Work</a>
GRADE LEVEL EXAMPLE	SS2.3.2.	Identify how price may affect buying, selling, and saving decisions.  <a href="#">Social Studies Online</a> <a href="#">Grade 1 - All About Work</a>
CONTENT STANDARD		Content Standard 4 – Time, Continuity, and Change: Students analyze events, people, problems, and ideas within their historical contexts.
BENCHMARK		Benchmarks - Students will:
GRADE LEVEL EXAMPLE	SS2.4.2.	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, or flashlights to see in the dark, and usage of bison and natural resources).  <a href="#">Social Studies Online</a> <a href="#">Grade 1 - Life Long Ago</a>
CONTENT STANDARD		Content Standard 5 – 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.
BENCHMARK		Benchmarks - Students will:

GRADE LEVEL EXAMPLE	SS2.5.2.	<p>Physical Place and Region: 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).</p> <p><b><u>Social Studies Online</u></b>  <b>Grade 1 - Families and Neighbors</b>  <b>Grade 1 - The Earth Around Us</b></p>
GRADE LEVEL EXAMPLE	SS2.5.3.	<p>Human Place and Movement: 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.</p> <p><b><u>Social Studies Online</u></b>  <b>Grade 1 - Families and Neighbors</b>  <b>Grade 1 - The Earth Around Us</b></p>
GRADE LEVEL EXAMPLE	SS2.5.4.	<p>Environment and Society: 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).</p> <p><b><u>Social Studies Online</u></b>  <b>Grade 1 - The Earth Around Us</b></p>