

Campbell County School District #1 Gillette, Wyoming

Social Studies - Kindergarten

Kindergarten students in Campbell County School District #1 cover a variety of social studies topics. One of the primary focuses of the curriculum is for students to recognize they are part of various groups in their lives (family, town, country, etc.). They will learn that they have various rights and responsibilities as members of these groups, and that special occasions and holidays occur within these groups.

Through the use of maps and globes, students will also learn about location and some map symbols. The Heath social studies textbook is used as a resource. An updated (2006) globe is available in the school library.

SS-KI-01 SKILLS (Content Standard)

State Standard and Benchmark Correlation:

SS4.4.1 Significant Local/National Persons, Holidays, Symbols

SS4.5.1 Maps, Globes to Identify Locations

Students will learn terms associated with familiar places and will recognize some map symbols.

SS-KI-01-01 - Know Familiar Places by Familiar Words (Objective)

S - Supporting

Students will be able to point to familiar places by using familiar words.

Examples: up, down, top, bottom, left, right

SS-KI-01-02 - Recognize Symbols for Places (Objective)

S - Supporting

Students will be able to recognize simple symbols for houses, schools, playgrounds, and other familiar buildings.

Resources: Heath - Units 2, 3

SS-KI-02 CONTENT (Content Standard)

State Standard and Benchmark Correlation:

SS4.1.1 Rights and Responsibilities of Citizenship

SS4.1.2 Effect of Rules/Laws on Families, Schools, States

SS4.2.1 How Human Needs are Addressed Within Cultures

SS4.3.2 Earning a Living in Wyoming and Local Communities

SS4.4.1 Significant Local/National Persons, Holidays, Symbols

SS4.5.2 Identify Relative Locations of Home, School, etc.

SS4.5.4 Relationships Among People, Places, Environment

FL2.2.1 Products, Practices of the Target Culture

Students will recognize that they are part of groups such as family, town, country; they will learn national holidays and symbols and will become aware of some of the rights and responsibilities of group members.

SS-KI-02-01 - Identify Self as Part of Family/Groups (Objective)

S - Supporting

In group discussions, the students will be able to identify themselves in a family group and in various other groups to which they belong.

Resources: Heath - Units 1, 2

SS-KI-02-02 - Group Members' Rights and Responsibilities (Objective)

S - Supporting

Students will recognize that all groups have rules, rights, and responsibilities in terms of safety, fairness, and health.

Resources: Heath - Unit 2

SS-KI-02-03 - Recognize Cultural Diversity (Objective)

S - Supporting

Students will be able to recognize cultural diversity, such as races and customs.

SS-KI-02-04 - Pledge of Allegiance - Respect for the Flag (Objective)

S - Supporting

Students will show pride in their nation's heritage by addressing the flag properly and reciting the Pledge of Allegiance.

SS-KI-02-05 - Proper Social Conduct (Objective)

S - Supporting

After discussion, the students will be able to demonstrate acceptable conduct in the classroom, in the lunchroom, on the playground, and on the bus.

Resources: Heath - Unit 2, Lesson 5

SS-KI-02-06 - Identify National Holidays (Objective)

S - Supporting

Students will be able to identify significant national holidays such as Thanksgiving, Christmas, Easter, and others, and will be aware of the reasons for those holidays.

Resources: Heath - Unit 7

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Campbell County School District # 1 Gillette, Wyoming

Social Studies - Grade 1

First grade students in Campbell County School District #1 cover several social studies topics throughout the year. Students are made aware that they are members of various groups in the lives they lead, and that they have rights and responsibilities within these groups. Students learn about map directions and symbols, and they become familiar with bar graphs and the concepts of time.

Resources used include Scott, Foresman Neighborhoods and Communities, Heath, and Nystrom map resource units. An updated globe (2006) is available in the school library.

SS-01-01 SKILLS (Content Standard)

State Standard and Benchmark Correlation:

SS.4.4.1 Significant Local/National Persons, Holidays, Symbols

SS.4.5.1 Maps, Globes to Identify Locations

Students will learn map symbols and the cardinal directions; they will become familiar with bar graphs and will understand time concepts.

SS-01-01-01 - Identify and Interpret Map Symbols (Objective)

S - Supporting

Students will be able to identify and interpret map symbols for the following: house, library, playground, hospital, school, town, city, highway, railroad, river, lake.

Resources: Scott, Foresman - Unit 2
Heath - pp. 64, 69, 106
Nystrom - Unit 3, Lesson 16
Unit 4, Lesson 24

SS-01-01-02 - Cardinal Directions (Objective)

S - Supporting

Students will be introduced to the cardinal directions--N, S, E, W.

Resources: Scott, Foresman - Unit 4
Heath - pp. 20, 21, 39, 65, 69
Nystrom - Unit 5, Lesson 28

SS-01-01-03 - Make and Use Bar Graphs (Objective)

S - Supporting

Students will be able to make and use a simple bar graph.

Resources: Scott, Foresman - pp. 24, 25
Heath - pp. 74, 101, 103
Nystrom - Unit 2, Lesson 11
Unit 4, Lesson 24
Unit 5, Lesson 26, 30

SS-01-01-04 - Understand Time (Months, Days, Seasons) (Objective)

S - Supporting

Students will demonstrate an understanding of time over a year, including months, days, seasons.

Resources: Scott, Foresman - pp. 118, 119
Heath - Unit 1, Lesson 5; Unit 7
Nystrom - Unit 2, Lesson 11
Unit 5, Lessons 26, 30
Treasures - p. 28 - Our Best Days

SS-01-02 CONTENT (Content Standard)

State Standard and Benchmark Correlation:

SS4.1.1 Rights and Responsibilities of Citizenship
SS4.1.2 Effect of Rules/Laws on Families, Schools, States
SS4.2.1 How Human Needs are Addressed Within Cultures
SS4.3.2 Earning a Living in Wyoming and Local Communities
SS4.4.1 Significant Local/National Persons, Holidays, Symbols
SS4.5.2 Identify Relative Locations of Home, School, etc.
SS4.5.4 Relationships Among People, Places, Environment
FL2.2.1 Products, Practices of the Target Culture

Students will identify national holidays and become aware of differences and similarities of different countries. They will understand their place as members of families or groups, and they will recognize and learn to respect U.S. national symbols.

SS-01-02-01 - Identify National Holidays (Objective)

S - Supporting

Students will be able to identify significant national holidays such as Thanksgiving, Christmas, Easter, etc., and they will be aware of the reasons for those holidays.

Resources: Scott, Foresman - Unit 5, Lesson 3
Heath - Unit 7
Nystrom - Unit 3, Lesson 15

SS-01-02-02 - An Individual's Place in Family/Neighborhood (Objective)

S - Supporting

Students will be able to recognize their own place in the family and the neighborhood.

Resources: Scott, Foresman - Units 1, 2
Heath - Unit 2
Nystrom - Units 1, 3
Treasures - p. 114 - Family Fun

SS-01-02-03 - Compare Families of Different Countries (Objective)

S - Supporting

Students will be able to demonstrate knowledge of cultural differences in family units of other countries--Mexico, France, and Thailand.

Resources: Scott, Foresman - Unit 6
Heath - Unit 7, Lesson 5
Nystrom - Unit 3, Lesson 15; Unit 5
Treasures - p. 148 - Celebrate Chinese New Year

SS-01-02-04 - Rights/Responsibilities of Group Members (Objective)

S - Supporting

As a group member of their family, class- room, playground, lunchroom, and school bus, the students will demonstrate their knowledge of rules, rights, and responsibilities in terms of safety, fairness, and health.

Resources: Scott, Foresman - Unit 3
Heath - Unit 2, Lesson 5
Nystrom - Unit 2, Lesson 11
Unit 4, Lessons 21, 22

SS-01-02-05 - Recognize Community Helpers (Objective)

S - Supporting

Students will recognize the following as community helpers: teacher, nurse, principal, secretary, firefighter, librarian, police officer, custodian, and postal worker.

Resources: Scott, Foresman - Unit 4
Heath - Unit 3
Nystrom - Unit 2, Lesson 9
Unit 4, Lesson 20
Treasures - p. 32 - When You Mail a Letter
p. 56 - A Bottle Takes a Trip
p. 62 - From Wheat to Bread
p. 82 - Helping Drivers See
p. 230 - Cool Jobs
p. 238 - Jobs at School

SS-01-02-06 - Recognize/Respect U.S. National Symbols (Objective)

S - Supporting

Students will show pride in our nation's heritage and recognize symbols of our nation, such as the flag and the national anthem.

Resources: Scott, Foresman - Unit 5
Unit 7, Lessons 4, 6
Nystrom - Unit 2, Lesson 11

Campbell County School District # 1

Gillette, Wyoming

Social Studies - Grade 2

Second grade students in Campbell County School District #1 address several social studies topics during the year. Students learn of the importance of community helpers, laws, and cultural likenesses and differences of various countries around the globe.

Students learn of the concept of time, and they learn how to read map/globe keys and legends. Bar graphs and pictographs are discussed.

Resources used include Scott, Foresman Neighborhoods and Communities, Heath, and Nystrom map resource units. An updated globe (2006) is available in the school library.

SS-02-01SKILLS (Content Standard)

State Standard and Benchmark Correlation:

SS4.4.1 Significant Local/National Persons, Holidays, Symbols

SS4.5.1 Maps, Globes to Identify Locations

Students will understand cardinal directions, map/globe symbols, and map keys/legends.

They will make and interpret graphs and understand time concepts.

SS-02-01-01 - Cardinal Directions; Map/Globe Symbols (Objective)

S - Supporting

Students will demonstrate a knowledge of cardinal directions (N, S, E, W) and of the symbols on maps and globes.

Resources: Scott, Foresman - pp. 1 - 15

Heath - Unit 1

Nystrom - Unit 1

SS-02-01-02 - Read and Interpret Map Keys, Legends (Objective)

S - Supporting

Students will be able to read and interpret map keys and legends of communities; to include North Pole, South Pole, lakes, rivers, hills, mountains, plains, oceans, kinds of land on earth, continents, islands, peninsulas.

Resources: Scott, Foresman - pp. 26, 27, 34, 40, 41, 43, 61

Heath - Unit 1

Nystrom - Unit 4

Treasures - p. 220 - Continents and Oceans

p. 222 - Columbus Explores New Lands

p. 226 - The Roof of the World

SS-02-01-03 - Make/Interpret Bar Graphs and Pictographs (Objective)

S - Supporting

Students will be able to make and interpret simple bar graphs and pictographs.

Resources: Scott, Foresman - pp. 86, 87

Heath - Unit 5

Nystrom - Unit 1, Lesson 4

Unit 3, Lessons 12, 13

Unit 4, Lesson 19

SS-02-01-04 - Understand Time/Relative Time (Objective)

S - Supporting

Students will demonstrate an understanding of time through the use of words such as now, later, before, after, then, yesterday, today, tomorrow, always, sometimes, never.

Resources: Scott, Foresman - Unit 5
Heath - Unit 2
Nystrom - Unit 5, Lesson 24
Treasures - p. 404 - Inventors Time Line

SS-02-01-05 - Calendar (Time in Days, Weeks, Months-Holidays) (Objective)

S - Supporting

Students will be able to demonstrate their knowledge of time by using a calendar to show time in days, weeks, months, and to determine day and date.

Resources: Scott, Foresman - Unit 2
Heath - Unit 6
Nystrom - Unit 3, Lesson 15
Unit 6, Lessons 28, 29

SS-02-02 CONTENT (Content Standard)

State Standard and Benchmark Correlation:

SS4.1.1 Rights and Responsibilities of Citizenship
SS4.1.2 Effect of Rules/Laws on Families, Schools, States
SS4.2.1 How Human Needs are Addressed Within Cultures
SS4.3.1 Importance of Resources, Industries, Economics
SS4.3.2 Earning a Living in Wyoming and Local Communities
FL2.2.1 Products, Practices of the Target Culture

Students will become familiar with cultural differences and likeness. They will understand why laws are necessary, the function of community helpers, and be introduced to the concepts of our free enterprise system.

SS-02-02-01 - Necessity of Laws (Objective)

S - Supporting

Students will be able to demonstrate knowledge and understanding of the need for laws in their community.

Resources: Scott, Foresman - Unit 4
Heath - Unit 6
Nystrom - Unit 3, Lesson 14
Treasures - p. 66 - Rules of Friendship

SS-02-02-02 - Cultural Differences/Likenesses (Objective)

S - Supporting

Students will be able to demonstrate a knowledge of cultural differences and likenesses in communities of various countries around the world (Colombia, Spain, Kenya, Japan).

Resources: Scott, Foresman - Unit 6
Heath - Unit 8
Nystrom - Unit 6

Treasures - p. 144 - New Americans

SS-02-02-03 - Community Helpers (Objective)

S - Supporting

Students will recognize community helpers such as bankers, city hall workers, dentists, bakers, highway workers, florists, airport technicians, and news media persons.

Resources: Scott, Foresman - Unit 4
Heath - Unit 6, 7
Nystrom - Unit 3, Lesson 14
Treasures - p. 32 - Who's Who at School?
p. 72 - Firehouse Friendships
p. 74 - Fighting the Fire
p. 222 - A Trip to the Emergency Room
p. 226 - A Visit to the Dentist

SS-02-02-04 - Free Enterprise System (Objective)

S - Supporting

Students will demonstrate a knowledge of the free enterprise economic system--goods, services, consumers, producers, profit, income.

Resources: Scott, Foresman - Unit 3
Heath - Units 3, 4, 5, 7
Nystrom - Unit 2
Treasures - p. 438 - Farming Corn

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Campbell County School District # 1

Gillette, Wyoming

Social Studies - Grade 3

Third-grade students in Campbell County School District #1 are instructed on several social studies topics during the year. Map directions and bar graphs are reinforced at this level. Interpreting road maps and using map grids are reinforced at this level. Interpreting road maps and using map grids are skills which are addressed. Students are expected to know that there are 50 states and also name the continents and oceans.

The concept of community addressed in grades K-2 is reinforced at this grade level. Students will realize the functions of different types of communities.

Resources used include Scott, Foresman Neighborhoods and Communities and Nystrom map resource units. Nystrom "Map Champ" atlases are available in the school. Maps 101.com has sites of various types of maps that could be used as well.

SS-03-01 SKILLS (Content Standard)

State Standard and Benchmark Correlation:

SS4.4.1 Significant Local/National Persons, Holidays, Symbols

SS4.5.1 Maps, Globes to Identify Locations

SS4.5.2 Identify Relative Locations of Home, School, etc.

Students will learn to read a compass and how to use map grids and road maps. They will become aware of the different states as well as characteristics of continents and oceans.

Students will understand time concepts such as decade and century.

SS-03-01-01 - The Compass Rose (Objective)

C-NR - Critical-District Reporting Not Required

Students will place the cardinal directions and intermediate directions as located on a compass rose.

The cardinal directions are N, S, E, W; the intermediate directions are NW, SW, SE, NE.

Resources: Campbell County History book, pp. 3-4

Scott, Foresman - pp. 2, 16, 30-31, 148, 149

Nystrom - Lessons 5, 6, 13, 20, 23, 26

SS-03-01-02 - States (Objective)

C-NR - Critical-District Reporting Not Required

Students will identify the number of states in the United States, know that each state has a capital, and determine in which country, state, and city they reside.

Resources: Campbell County History book, pp. 3, 24-25, 52-55

Scott, Foresman - pp. 8-10, 21, 64, 65

Maps 101.com-Nystrom Resources-Readiness 2-3: Learn & Play, Interactive Maps (US Capitals), or Map Collections

SS-03-01-03 - Use Map Grids (Objective)

C-NR - Critical-District Reporting Not Required

Students will be able to locate places by using map grids.

Resources: Scott, Foresman - pp. 6-7, 168-169, 171

Nystrom - Lessons 4, 6, 12, 18, 24, 25, 27

SS-03-01-04 - Use and Interpret Bar Graphs (Objective)

C-NR - Critical-District Reporting Not Required

Students will be able to use and interpret bar graphs.

Resources: Campbell County History book, pp. 6, 7, 15, 16, 70, 93, 95, 103, 104, 105
Scott, Foresman - pp. 68-69, 71, 75, 201
Nystrom - Lessons 16, 22

SS-03-01-05 - Read and Interpret a Road Map (Objective)

S - Supporting

Students will be able to read and interpret a road map.

Resources: Campbell County History book, pp. 56, 77, 79
Scott, Foresman - pp. 148-149, 151, 217
Nystrom - Lesson 12

SS-03-01-06 - Concepts of Decade, Century (Objective)

S - Supporting

Students will understand the concepts of decade and century.

Resources: Campbell County History book, p. 94
Scott, Foresman - pp. 214-216, 247
Maps101.com-Nystrom Resources-Readiness 2-3: World & Continents

SS-03-01-07 - Characteristics of Continents and Oceans (Objective)

C-NR - Critical-District Reporting Not Required

Students will recognize the characteristics of continents and oceans.

Resources: Scott, Foresman - pp. 288-289, 291
Nystrom - Lessons 23, 24, 25
Maps101.com-Classroom Resources-Classroom Activities (K-5): K-3
Maps, World Maps, World-Ocean/Sea, World-The Continent

SS-03-02 CONTENT (Content Standard)

State Standard and Benchmark Correlation:

- SS4.1.1 Rights and Responsibilities of Citizenship
- SS4.1.2 Effect of Rules/Laws on Families, Schools, States
- SS4.2.1 How Human Needs are Addressed Within Cultures
- SS4.4.1 Significant Local/National Persons, Holidays, Symbols
- SS4.4.2 Current Events and Their Effect on Us
- SS4.5.2 Identify Relative Locations of Home, School, etc.
- SS4.5.4 Relationships Among People, Places, Environment
- FL4.2.1 Products and Practices of the Target Culture

Students will learn about cultural and national features, different types of communities, past and present, and their governments. They will understand concepts of national/international interdependence.

SS-03-02-01 - Cultural and Natural Features (Objective)

S - Supporting

Students will know the difference between a cultural feature and a natural feature -- cultural features such as buildings and streets; natural features such as Big Horn Mountains, Devil's Tower, Powder River, Teton Mountains

Resources: Campbell County History book, pp. 4-5, 9-10
Scott, Foresman (cultural features) pp.26-27, 78-93, 98-107, 113
(natural features) pp. 28,73, 134-147
Nystrom (cultural features) Lessons 2, 9,14, 19
(natural features) Lessons 2, 14,18, 30
Maps101.com-Nystrom Resources-Readiness 2-3 (Communities)

SS-03-02-02 - Community Government (Objective)

S - Supporting

Students will recognize that communities rule themselves.

The people elect officials to city, county, state, and national offices.

Resources: Scott, Foresman - pp. 158-162, 163-167,171-181
Nystrom - Lesson 10
Maps101.com-Nystrom Resources-Readiness 2-3 (Communities)

SS-03-02-03 - Types of Communities (Objective)

S - Supporting

Students will be able to distinguish the different types of communities -- urban, suburban, metroplex, and rural communities

Resources: Campbell County History book, pp. 61, 83-86
Scott, Foresman - pp. 35-43, 44-47, 48-51
Maps101.com-Nystrom Resources-Readiness 2-3 (Communities)

SS-03-02-04 - Communities - Past to Present (Objective)

S - Supporting

Students will know that communities have changed. Included will be Indians; nomads; Boston, Massachusetts; Charlotte, North Carolina; Chicago, Illinois; Denver, Colorado

Resources: Campbell County History book, p. 34
Scott, Foresman - pp. 204-239
Nystrom - Lesson 8

SS-03-02-05 - National/International Interdependence (Objective)

S - Supporting

Students will know that communities depend upon each other -- Australia, Netherlands, Nigeria, China

Resources: Scott, Foresman - pp. 250-259, 264-287
Nystrom - Lesson 30

Campbell County School District # 1 Gillette, Wyoming

Social Studies - Grade 4

Fourth-grade students in Campbell County School District #1 are involved in a study of Wyoming's history, physical features, landmarks, and location. Bordering states will be identified, as well as bordering counties. Other topics included are state emblems and industries, including agriculture, minerals, and tourism. Map skills are reinforced at the fourth-grade level.

Resources used include the texts Wyoming: Crossroads of a Continent and Courage in a Lonesome Land. Nystrom "Junior Geographer" atlases are available in each school. Nystrom "Atlas of Our Country's History," is another resource (5th and 6th grades, pages 42-43, 48-49, 56-57, and 58-59). Maps101.com>Map Collections>History Maps>U.S. ties in with these pages. Maps101.com>Map Collections>Thematic>US>State Thematic>WY is a useful site for 4th grade students to use when studying Wyoming's history.

SS-04-01 SKILLS (Content Standard)

State Standard and Benchmark Correlation:

SS4.5.1 Maps, Globes to Identify Locations

Students will understand cardinal and immediate directions and will interpret map legends/keys.

SS-04-01-01- Use Cardinal/Intermediate Directions; Read Map Legend/Key (Objective)

C - Critical--Assessment Reporting Required

Students will be able to use cardinal and intermediate directions – north, south, east, west, northeast, northwest, southeast, southwest.

Resources: Treasures - p. 138

Crossroads of a Continent T.G. – pages 127-144

SS-04-01-01 - Identify Physical Features; Trails and Landmarks of Wyoming (Objective)

C - Critical--Assessment Reporting Required

Students will interpret a map legend or key and identify and locate major physical features and landmarks of Wyoming:

- state capital, large city, town/small city
- mountains – Big Horns, Black Hills, Tetons, Laramie, Wind River
- rivers – North Platte, Green, Big Horn, Powder, Sweetwater, Belle Fourche

Students will also describe the trails through Wyoming and their purposes:

- Oregon Trail
- Overland Trail
- Bozeman Trail
- Pony Express

Resources: Crossroads of a Continent T.G. – pages 127-144

Wyoming: Courage in a Lonesome Land, chapters 2, 4, 5

Treasures - p. 682-685 Gold Rush

SS-04-02 GEOGRAPHY (Content Standard)

State Standard and Benchmark Correlation:

SS4.4.3 Exploration, Immigration, Settlement of Wyoming

SS4.5.2 Identify Relative Locations of Home, School, etc.

SS4.5.3 Locate Major Landmarks Locally and in Wyoming

Students will identify local, regional, state, national, and international locations and areas.

SS-04-02-01 - Identify Country, State, County, City, Capitals (Objective)

C - Critical--Assessment Reporting Required

Students will identify their own state and the bordering states:

- Wyoming
- Nebraska
- Colorado
- Utah
- Montana
- South Dakota
- Idaho

Students will also identify their own city, county, bordering counties, state capital, country and its capital, the continent, and the hemisphere:

- cities – Gillette, Wright
- counties – Campbell, Weston, Crook, Sheridan, Converse, Johnson
- state capital – Cheyenne
- country – United States of America
- continent – North America
- hemisphere – Northern Hemisphere

Resources: Crossroads of a Continent T.G. – page 129
Nystrom 'Junior Geographer' Atlas

SS-04-03 INDIANS IN WYOMING (Content Standard)

State Standard and Benchmark Correlation:

SS4.2.1 How Human Needs are Addressed Within Cultures

SS4.4.3 Exploration, Immigration, Settlement of Wyoming

SS4.5.4 Relationships Among People, Places, Environment

Students will know characteristics of the Wyoming Indians' way of life.

SS-04-03-01 - Way of Life of Wyoming's Indians (Objective)

C - Critical--Assessment Reporting Required

Students will know the general characteristics of the way of life of Wyoming's Indians:

- Wyoming's Indians were nomadic
- used everything on the land for their living
- raised some crops, hunted bison
- families were important
- horse caused a change in their culture.

Resources: Crossroads of a Continent, chapters 1-3
Wyoming: Courage in a Lonesome Land, chapter 1
Treasures - p. 344-371 Great Plains Indians

SS-04-04 WYOMING-EXPLORATION/SETTLEMENT (Content Standard)

State Standard and Benchmark Correlation:

SS4.5.1 Maps, Globes to Identify Locations

SS4.4.1 Significant Local/National Persons, Holidays, Symbols

SS4.4.3 Exploration, Immigration, Settlement of Wyoming

SS4.5.3 Locate Major Landmarks Locally and in Wyoming

SS4.5.4 Relationships Among People, Places, Environment

Students will know how the interaction of people and events contributed to Wyoming's history.

SS-04-04-01 - Mountain Men/Explorers (Objective)

C - Critical--Assessment Reporting Required

Students will describe the contributions made to Wyoming's history by the early explorers and mountain men:

- Louisiana Purchase
- Jim Bridger
- pelt
- rendezvous
- purpose for trapping beaver
- cache
- John Colter
- Verendrye brothers
- castor

Resources: Crossroads of a Continent, chapter 4

Wyoming: Courage in a Lonesome land, chapters 2-3

SS-04-04-02 - Conflicts Between Indians and Whites (Objective)

S - Supporting

Students will know the causes of the conflicts between Indians and whites.

- reasons for forts
- major battles (Fetterman Massacre, Wagonbox Fight)
- Fort Phil Kearny
- Fort Reno along the Bozeman Trail
- Fort Laramie Treaty
- Grattan Massacre
- Platte Bridge Fight

Resources: Crossroads of a Continent, chapter 7 - The Indian Wars

Wyoming: Courage in a Lonesome Land, chapter 6

SS-04-04-03 - Transcontinental Railroad (Objective)

S - Supporting

Students will know the purpose of the Transcontinental Railroad and its effect on Wyoming's growth.

- caused growth and development of towns
- provided shipping and transportation for agriculture and minerals

Vocabulary: spikers track builders graders
 tie-hacks teamsters surveyors

Resources: Crossroads of a Continent, chapter 6

Wyoming: Courage in a Lonesome Land, chapter 7

SS-04-04-04 - Effects of Ethnic Groups on Wyoming (Objective)

S - Supporting

Students will know how the settlement of various ethnic groups affected Wyoming.

- Chinese and Japanese resettlement camps
- Europeans, Chicanos, blacks

Resources: Crossroads of a Continent, chapter 6

Wyoming: Courage in a Lonesome Land, chapters 15, 18

SS-04-05 WYOMING'S GOVERNMENT (Content Standard)

State Standard and Benchmark Correlation:

SS4.1.1 Rights and Responsibilities of Citizenship

SS4.1.2 Effect of Rules/Laws on Families, Schools, States

FL4.2.1 Products and Practices of the Target Culture

Students will understand the organization of Wyoming state government and will identify the state symbols.

SS-04-05-01 - Wyoming's Government (Objective)

S - Supporting

Students will state the various branches of state government and will know the basic functions of each:

- Executive - led by governor, makes sure laws of the state are carried out
- Legislative - consists of House of Representatives, makes the laws
- Judicial - made up of courts and judges, makes sure laws do not conflict with the Constitution, settles disputes between people

Resources: Wyoming: Courage in a Lonesome Land, chapter 2

SS-04-05-02 - Wyoming State Emblems (Objective)

S - Supporting

The students will identify Wyoming's state emblems:

- flag
- state seal
- state tree
- state bird
- state gemstone
- state license symbol
- state flower
- state mammal (bison).

Resources: Crossroads of a Continent, chapter 10

Wyoming: Courage in a Lonesome Land, chapter 20

SS-04-06 WYOMING-INDUSTRIES & RESOURCES (Content Standard)

State Standard and Benchmark Correlation:

SS4.3.1 Importance of Resources, Industries, Economics

SS4.3.2 Earning a Living in Wyoming and Local Communities

SS4.4.2 Current Events and Their Effect on Us

SS4.5.4 Relationships Among People, Places, Environment

Students will describe the development of Wyoming's economy.

SS-04-06-01 - Wyoming's Agricultural Industry (Objective)

S - Supporting

Students will describe the development of the agricultural industry in Wyoming:

- Homestead Act
- conflicts between sheepmen and cattlemen (Johnson County War)
- effect of barbed wire fences
- dry land and irrigation farming

Resources: Crossroads of a Continent, chapters 9 and 10

Optional Read-Aloud: Hattie Big Sky by Kirby Larson

SS-04-06-02 - Wyoming's Major Mineral Resources (Objective)

S - Supporting

The student will recognize the major mineral resources of Wyoming.

- coal
- natural gas
- oil
- trona

Resources: Crossroads of a Continent, chapter 10

Treasures - p. 472-479 Energy Sources (Unit 4)

Sites for Coalbed Methane:

http://en.wikipedia.org/wiki/Powder_River_Basin (Powder River Basin)

http://www.fortu\niongg.com/system_map_basin.aspx

http://www.pge.com/microsite/safety_esw_ngsw/ngsw/more/facts.html

<http://waterquality.montana.edu/docs/methane/cbmfaq.shtml>

http://serc.carleton.edu/research_education/cretaceous/coalbed.html

<http://www.wyomingoutdoorcouncil.org/programs/cbm/index.php>

Sites for Wind Energy:

http://en.wikipedia.org/wiki/wind_power

wind_power_in_wyoming_stockgrowers.ppt (PowerPoint presentation)

http://en.wikipedia.org/wiki/wind_power_in_wyoming

http://www.windpowerinamerica.gov/schools_teaching_materials.asp

http://www.windpoweringamerica.gov/what_is_wind.as

<http://www.npr.org/templates/story/story.php?storyId=98741271>

<http://www.eia.doe.gov/kids/energyfacts/sources/renewable/wind.html>

SS-04-06-03 - Importance of Tourism to Wyoming Economy (Objective)

S - Supporting

Students will recognize that tourism is important to Wyoming's economy:

- use of public lands
- Devil's Tower National Monument
- Yellowstone National Park
- Shoshone National Forest

Resources: Crossroads of a Continent, pages 178 & 179
Treasures - p. 72 Unit 1

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Campbell County School District # 1 Gillette, Wyoming

Social Studies - Grade 5

Fifth-grade students in Campbell County School District #1 are involved in several areas of social studies instruction throughout the year. Students are required to identify the 50 states, as well as various physical features of the U.S. A study of United States history is also a major part of the fifth-grade curriculum. Students learn of American history from early Native American cultures through the founding of the U.S. Constitution. Map skills are reinforced at this grade level.

Resources include Scott, Foresman's United States text. Nystrom "Atlas of Our Country's History" (p. 4-32) is available in each school. Nystrom "Junior Geographer" atlas shows the regions of the United States. Maps101.com>Classroom Resources>Lesson Plans, Introduction to Maps and Maps Skills or Learn and Play are also sites that can be used to enhance learning.

SS-05-01 PEOPLE, PLACES, AND ENVIRONMENTS (Content Standard)

State Standard and Benchmark Correlation:

SS8.5.1 Using Charts, Maps, and Graphs to Answer Questions

SS8.5.2 Apply the Five Themes of Geography to Study Topics

SS8.5.3 Organize & Process Spatial Information

Students will develop spatial views and geographic perspectives of the world beyond their own personal locations. Students will identify and apply the five themes of geography: location, people, human/ environment interaction, movement, and regions.

Resources: Treasures - p. 518 Spirit of Endurance

p. 536 Bottom of the World

Maps101.com>Learn and Play>Jigsaw Puzzle

[Maps 101.com](http://Maps101.com)>Classroom Resources/Introduction to Maps and Map Skills

SS-05-01-01 - U.S. States (Objective)

C-NR - Critical-District Reporting Not Required

Students will identify and locate the states using a map of all 50 states.

Suggested Resources: Nystrom Map Kits, National Inspirer (Goals 2000 CD ROM),

U. S. Geography (teacher software), United States BioSource (Goals 2000 CD ROM),

"Junior Geographer Atlas

SS-05-01-02 - Identify and Locate Physical Features of the U.S. (Objective)

C-NR - Critical-District Reporting Not Required

Students will identify and locate the following physical features of the United States:

RIVERS: St. Lawrence, Ohio, Mississippi, Missouri, Rio Grande, Colorado, Columbia

OTHER WATER FORMS: Atlantic Ocean, Gulf of Mexico, Pacific Ocean, Arctic Ocean, Lake Ontario, Lake Erie, Lake Michigan, Lake Superior, the Great Salt Lake

LANDFORMS: Appalachian Mountains, Rocky Mountains, Sierra Nevada

Mountains, Atlantic Coastal Plain, Gulf Coastal Plain, Great Plains, Great Basin

Resources: Maps101.com>Classroom Resources grade level 6-8>Lesson: "How well do you know the US Map?"

SS-05-01-03 - U.S. Capitals (Objective)

S - Supporting

Students will identify the capital city of each state.

Resources: Maps101.com>Learn and Play>State Capital Quiz>Interactive Maps, US State Capitals

SS-05-02 TIME, CONTINUITY, AND CHANGE (Content Standard)

State Standard and Benchmark Correlation:

SS8.1.2 History/Issues in Development of US Constitution

SS8.2.1 Development of Cultures

SS8.4.1 Significance of People, Events, Problems, Conflicts

SS8.4.3 Analyze Impact of Historical Events/People

Students will understand the forces of Continuity and Change upon their historical roots, and they will locate themselves in Time historically.

SS-05-02-01 - European Exploration/Settlement of North America (Objective)

C-NR - Critical-District Reporting Not Required

Students will understand that several factors led to the European exploration and settlement of particular areas of North America:

- the quest for riches
- a desire to spread Christianity
- the search for a Northwest Passage
- the search for glory and adventure

Resources: Nystrom Atlas of Our Country's History (p. 4, 12-21)
Maps101.com>Interactive Maps>Animated History>Maps>United States History>French, Spanish & English Settlements in United States to 1776
Maps101.com>Lesson Plans 3-5>The Northwest Passage *Arctic Circle map shows why there is no passageway
Maps101.com>Map Collection>History Map>US>European Exploration of North America

SS-05-02-02 - Colonies in North America (Objective)

C-NR - Critical-District Reporting Not Required

Students will recognize that the French, Spanish, and English established colonies in North America for religious, political, and/or economic reasons.

Resources: Nystrom Atlas of Our Country's History (p. 22-32)
Maps101.com>Map Collection>History Map Set>US>English Colonial Settlement 1600

SS-05-02-03 - The American Revolution: Problems, People, Events (Objective)

C-NR - Critical-District Reporting Not Required

Students will understand the problems, people, and events, including the Declaration of Independence, that led up to the American Revolution; and they will understand how our form of government began.

Resources: Maps101.com>Map Collection>History Map Set>US>Revolutionary War in North and West, 1776-1780
Maps101.com>Map Collection>History Map Set>US>Ratification of Constitution 1787-1790
Treasures - Unit 2, Theme 4 Caribbean Islands (Background for Columbus and Spanish exploration - p. 208 The Night of San Juan and p. 222 Islands of the Caribbean)
Treasures - Unit 3, Theme 1 The American Revolution - p. 264 Sleds on

Boston Common and p. 284 Excerpt from Paul Revere's Ride

SS-05-03 CULTURE (Content Standard)

State Standard and Benchmark Correlation:

SS8.2.1 Development of Cultures

SS8.2.2 Cultural Diversity; Interdependence of Cultures

FL8.2.1 Products, Practices, Perspectives of Other Culture

Students will understand the common characteristics of different cultures--how belief systems influence other parts of the culture and how culture changes to accommodate different ideas and beliefs.

SS-05-03-01 - Diverse Cultures in America (Objective)

S - Supporting

Students will know that the migration and regional settlement of North America led to the development of diverse cultures in America including Native American culture.

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Campbell County School District # 1 Gillette, Wyoming

Social Studies - 6th Grade

Sixth-grade students in Campbell County School District #1 are involved in several areas of social studies instruction throughout the year. Students are required to use charts, maps, and graphs to answer questions. Students are to identify and locate oceans and continents of the world. A study of United States history is also a major part of the sixth-grade curriculum. Students learn of American history from the founding of the U.S. Constitution and the beginning of our present form of government, and continue through World War II.

Resources include Scott, Foresman's United States text. Nystrom "Atlas of Our Country's History" is available in each school. Maps101.com>Classroom Resources>Lesson Plan and Maps101.com>Learn and Play, or Maps101.com>Classroom Resources>Introduction to Maps and Maps Skills are useful sites for the teaching of 6th grade social studies.

SS-06-01 - PEOPLE, PLACES, AND ENVIRONMENTS (Content Standard)

State Standard and Benchmark Correlation:

- SS8.5.1 Using Charts, Maps, and Graphs to Answer Questions
- SS8.5.2 Apply the Five Themes of Geography to Study Topics
- SS8.5.3 Organize & Process Spatial Information

Students will develop spatial views and geographic perspectives of the world beyond their own personal locations.

SS-06-01-01 - Oceans and Continents of the World (Objective)

C-NR - Critical-District Reporting Not Required

Students will identify and locate the oceans and continents of the world.

Resources: Maps101.com>Learn and Play>Continent Quiz
Nystrom Junior Geographer Atlas pages 8-9

SS-06-01-02 - Read/Draw Conclusions From Various Maps (Objective)

S - Supporting

Students will read and draw conclusions from various kinds of maps including political, physical, product, population, and land use maps.

Resources: Nystrom Junior Geographer Atlas pages 4-47
Treasures - p. 96-99 "The Origin of Ghana"

SS-06-01-03 - Latitude and Longitude to Find Locations (Objective)

S - Supporting

Students will use latitude and longitude to locate specific places.

Resources: Nystrom Junior Geographer Atlas pages 26-29
Maps101.com>Classroom Resources>Lesson Plans-73-5>Latitude and Longitude

SS-06-01-04 - Time Zones (Objective)

S - Supporting

Students will use and figure time zones.

Resources: Nystrom Junior Geographer Atlas pages 42-43
Maps101.com>Classroom Resources>Lesson Plans 73-5>United States Time Zones

SS-06-02 - TIME, CONTINUITY, AND CHANGE (Content Standard)

State Standard and Benchmark Correlation:

SS8.1.2 History/Issues in Development of US Constitution

SS8.1.3 Principles of US Constitution, Bill of Rights, etc

SS8.2.1 Development of Cultures

SS8.2.2 Cultural Diversity; Interdependence of Cultures

SS8.3.1 Economic Considerations and Decision-Making

SS8.3.3 Basic Concepts of Economic Systems

SS8.4.1 Significance of People, Events, Problems, Conflicts

SS8.4.3 Analyze Impact of Historical Events/People

Students will understand the forces of Continuity and Change upon their historical roots, and they will locate themselves in Time historically.

SS-06-02-01 - U.S. Government (Objective)

C-NR - Critical-District Reporting Not Required

Students will understand how our present form of government evolved through the Articles of Confederation, the Constitutional Conventions, the ratification of the Constitution, the adoption of the Bill of Rights, and the amendment process.

SS-06-02-02 - Westward Expansion (Objective)

C-NR - Critical-District Reporting Not Required

Students will understand the significant problems, people, and events in developing the American Frontier, and they will understand how the American frontier moved westward.

Resources: Nystrom Atlas of Our Country's History, pages 42-49
Maps101.com>Map Collection>History Maps>US>Growth of the US to 1853; Texas Revolution 1835-1836
Treasures - p. 268-271 "In the Days of the Vaquero: America's First True Cowboys"

SS-06-02-03 - The Civil War (Objective)

C-NR - Critical-District Reporting Not Required

Students will understand the significant problems, people, and events surrounding the American Civil War.

Resources: Nystrom Atlas of Our Country's History, pages 50-55
Maps101.com>History Maps>US>Industry and Agriculture in the North & South 1860; Underground Railroad; Secession of Southern States; Sherman's March 1863-1865
Maps101.com>Maps Collection>Interactive Maps>Animated History>US History>Secession of Southern States; Central Battles of Civil War 1862; Eastern Battles of Civil War 1861-1862

SS-06-02-04 - Growth in Cities/Industries After the Civil War (Objective)

S - Supporting

Students will be aware of the different factors which caused growth in cities and industries after the American Civil War.

Resources: Nystrom Atlas of Our Country's History, pages 56-59

SS-06-02-05 - American Industrialism and Immigration (Objective)

C-NR - Critical-District Reporting Not Required

Students will understand the significant problems, people, and events in developing American industrialism and the immigration that supported it.

Resources: Nystrom Atlas of Our Country's History, pages 60-62, 64-65
Maps 101.com>Map Collection>History Map>US>Immigrants to US
1890;
Cattle Trails of Western US 1867-1884

SS-06-02-06 - World War I (Objective)

C-NR - Critical-District Reporting Not Required

Students will understand the significant problems, people, and events of World War I.

Resources: Nystrom Atlas of Our Country's History, page 63
Maps101.com>Map Collection>History Map>US>World War I in Europe
1914-1918; US Participation on the Western Front

SS-06-02-07 - The Great Depression (Objective)

C-NR - Critical-District Reporting Not Required

Students will understand the causes and effects of the Great Depression.

Resources: Maps101.com>Map Collection>History Map>US>Great Depression
1929-1939

SS-06-02-08 - World War II (Objective)

C-NR - Critical-District Reporting Not Required

Students will understand the significant problems, people, and events of World War II.

Resources: Nystrom Atlas of Our Country's History, pages 66-67
Maps101.com>Map Collection>History Map>World War II European
Theater 1940-1945
Maps101.com>Map Collection>History Map>World War II Pacific
Theater 1941-1945
Treasures - p. 130-131 "Women's Baseball"
p. 304-305 "Sources of Energy"

SS-06-02-09 - The United States Becomes a World Power (Objective)

S - Supporting

Students will know how the United States became a world power.

Resources: Nystrom Atlas of Our Country's History, pages 68-69
Maps101.com>Map Collection>History Map>The Balance of Power
After WWII 1949-1955
Treasures - p. 570-571 "Rosa Parks and the Institute"
p. 572-587 "Let It Shine"