

# Campbell County School District #1 Gillette, Wyoming

## Social Studies - Grade 7 (Geography)

Students taking this course will become aware of the people of the world and how they adapt to their geographic, social, and economic environment. Comparisons and contrasts will be made between people of varying cultures. This course will also introduce new skills in geography and maintain previously attained skills. Geographic areas to be studied are North America, South America, and Europe. Students will be introduced to the physical geography of Australia, Antarctica, and Oceania. Students will enhance their geographic skills through daily news broadcasts.

**Textbook:** Geography: The World and Its People, Volume 1.

### **SS-07-01 PHYSICAL CHARACTERISTICS OF OCEANS & CONTINENTS (Content Standard)**

C - Critical--Assessment Reporting Required

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 locate a given continent or ocean by its physical and/or human characteristics.

#### **SS-07-01-01 - Oceans and Continents (Objective)**

C-CS - Critical-Assessment at Content Standard

Students will locate the continents and oceans of the earth and describe them by physical and/or human characteristics.

### **SS-07-02 LOCATE PHYSICAL/POLITICAL FEATURES-NORTH AMERICA (Content Standard)**

C - Critical--Assessment Reporting Required

State Standard and Benchmark Correlation:

SS8.2.1 Development of Cultures

SS8.2.2 Cultural Diversity; Interdependence of Cultures

SS8.3.1 Economic Considerations and Decision-Making

SS8.3.2 Past and Present Systems of Exchange

SS8.3.3 Basic Concepts of Economic Systems

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 locate major physical and political features in North America.

Assessment: identification/location of physical and political features; technical vocabulary test

#### **SS-07-02-01 - Physical/Political Features of North America (Objective)**

C-CS - Critical-Assessment at Content Standard

Students will locate major physical and political features in North America, including the United States, Canada, and Central America, by using a variety of information sources.

**SS-07-03 LOCATE PHYSICAL/POLITICAL FEATURES - SOUTH AMERICA (Content Std.)**

C - Critical--Assessment Reporting Required

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

FL8.2.1 Products, Practices, Perspectives of Other Culture

Students will locate major physical and political features of South America.

Assessment: Nystrom Deskmap - Hands-On Geography,  
South America #5a-b "Testing What You Know"

**SS-07-03-01 - Physical/Political Features of South America (Objective)**

C-CS - Critical-Assessment at Content Standard

Students will locate major physical and political features in South America by using a variety of information sources.

**SS-07-04 LOCATE PHYSICAL/POLITICAL FEATURES - EUROPE (Content Standard)**

C - Critical--Assessment Reporting Required

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 locate major physical and political features of Europe.

Assessment: Nystrom Deskmap - Hands-On Geography,  
Europe #10a-c "Testing What You Know"

**SS-07-04-01 - Physical/Political Features of Europe (Objective)**

C-CS - Critical-Assessment at Content Standard

Students will locate major physical and political features in Europe by using a variety of information sources.

**SS-07-05 FIVE THEMES OF GEOGRAPHY (Content Standard)**

State Standard and Benchmark Correlation:

SS8.3.3 Basic Concepts of Economic Systems

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

SS8.5.3 Organize & Process Spatial Information

Students will identify and apply the Five Themes of Geography.

Assessment: Chapter 2 in Geography textbook; chapter content test

**SS-07-05-01 - Identify/Apply the Five Themes of Geography (Objective)**

C-NR - Critical - District Reporting Not Required

Students will identify the Five Themes of Geography and apply them to the topic being studied. The Five Themes of Geography are:

- 1) Location
- 2) Place
- 3) Human-Environmental Interactions
- 4) Movement
- 5) Regions

# Campbell County School District #1 Gillette, Wyoming

## Social Studies - Grade 8 (Civics)

In 8<sup>th</sup>-grade Social Studies, the study of citizenship and the operation of American Government at the national, state, and local levels are emphasized. This includes the law-making process, the methods used in carrying out laws, and conducting trials. Emphasis will be on participatory government.

**Textbook: Civics Today**

### **SS-08-01 SKILLS (Content Standard)**

State Standard and Benchmark Correlation:

SS8.1.1 Rights, Duties, Responsibilities of US Citizens

SS8.1.2 History/Issues in Development of US Constitution

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

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

SS8.4.3 Analyze Impact of Historical Events/People

**SKILL:** Consists of a procedural way of doing things in order to manage information in an effective manner.

### **SS-08-01-01 - American Government: Executive Branch (Objective)**

C - Critical--Assessment Reporting Required

Students will understand how the Executive branch of our American government works and the role of the American citizen in its effective operation concerning:

- the duties and qualifications of the President.
- the election process for selecting a President.
- how the Executive branch checks and balances with the Legislative and Judiciary branches.

### **SS-08-01-02 - American Government: Legislative Branch (Objective)**

C - Critical--Assessment Reporting Required

Students will understand how the Legislative branch of our American government works and the role of the American citizen in its effective operation concerning:

- the organization, functions, and duties of the Legislature.
- the process of lawmaking.
- the leadership positions in Congress.
- comparing the Legislative powers of checks and balances to those of the Executive and Judicial branches of government.

### **SS-08-01-03 - American Government: Judicial Branch (Objective)**

C - Critical--Assessment Reporting Required

Students will understand how the Judicial branch of our American government works and the role of the American citizen in its effective operation concerning:

- the organization and responsibilities of the Court.
- the role of the Judicial branch and its functions.
- comparing the Judiciary powers of checks and balances to those of the Executive and Legislative branches of government according to the organization of the Constitution.

**SS-08-01-04 - The Constitution: History/Structure/Function (Objective)**

C - Critical--Assessment Reporting Required

Students will understand the United States Constitution--the reasons for its background and development, structure, and function by describing or explaining:

- the need for government and why there are different forms of government around the world.
- the historical background of the Constitution.
- the structure and function of the Constitution.
- the Bill of Rights.
- the concept of democracy as it developed in America.

**SS-08-01-05 - Citizenship: Duties/Rights/Responsibilities (Objective)**

C - Critical--Assessment Reporting Required

Students will understand the duties, rights, responsibilities, and privileges of American citizens. They will discuss the factors that influence the governmental process including participation in community political parties and their activities. They will understand civic duty.

**SS-08-01-06 - Wyoming State Government; The Wyoming Constitution (Objective)**

C - Critical--Assessment Reporting Required

Students will understand our Wyoming state government by comparing our state government to the Federal government's three branches. The students will understand the Wyoming Constitution.

**SS-08-01-07 - Local Government (Objective)**

C - Critical--Assessment Reporting Required

Students will understand local government by:

- comparing the structure and functions of the local and county governments to that of the State and Federal governments.
- explaining how the electoral process, interest groups, and other levels of government affect the local government.

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# Campbell County School District #1 Gillette, Wyoming

## Social Studies - World Cultures (Grade 9)

**TS** - Americans are no longer isolated from events that happen around the world, as we have recently seen. We need to be prepared by being informed. World Cultures focuses upon the study of cultures other than our own around the world in and attempt to understand the ways that we are alike, yet different. World Cultures explores the continents of Asia, Africa, and Australia. The concepts of culture, political systems, change, scarcity, and interdependence are studied extensively.

**SV** - World Cultures focuses on African and Asian cultures and emphasizes how geography and environmental factors affect the way cultures develop and interact. First-hand accounts and personal anecdotes give students rich insights into the lifestyles of people from diverse cultures. World Cultures shows students how distant cultures can touch their own lives, and it helps students understand the changes taking place around the world. Current events are used to explore and support major world culture studies.

### **SS-W9-01 GEOGRAPHICAL THEMES (Content Standard)**

State Standard and Benchmark Correlation: none

Students will be knowledgeable of the five themes of Geography:

- Geographic Location
- Geographic Movement
- Geographic Place
- Geographic Regions
- Human/Environmental Interaction

#### **SS-W9-01-01 - Relative/Absolute Geographic Location (Objective)**

R - Reinforce

Students will demonstrate an understanding of a region's relative and absolute geographic location.

**Location** is a place's position on the earth's surface, either relative or absolute.

#### **SS-W9-01-02 - Geographic Place (Objective)**

R - Reinforce

Students will demonstrate an understanding of a region's geographic place.

**Place** is the physical and human characteristics that tell what is special about an area and what makes it different from all others.

#### **SS-W9-01-03 - Geographic Movement (Objective)**

R - Reinforce

Students will demonstrate an understanding of geographic movement in a selected region.

**Movement** is the need humans have to utilize skills and resources from around the earth through travel, communication, and trade of natural resources, manufactured goods, services, ideas, and information.

#### **SS-W9-01-04 - Human/Environmental Interaction (Objective)**

R - Reinforce

Students will demonstrate an understanding of human/environmental interaction in a geographic region.

**Human/Environmental Interaction** describes how people use, affect, or are affected by their surroundings.

#### **SS-W9-01-05 - Selected Geographic Regions (Objective)**

R - Reinforce

Students will demonstrate an understanding of selected geographic regions.

**Region** tells how areas display unity through their characteristics, some physical, some human.

### **SS-W9-02 CONCEPT OF CULTURE (Content Standard)**

State Standard and Benchmark Correlation:

SS11.1.2 Individual Participation in Political Processes

SS11.2.1 How Various Cultural Influences Impact Society

SS11.2.2 Influence of Cultural Experiences on Perceptions

SS11.5.1 Interpret Charts, Maps, Graphs to Answer Questions

SS11.5.2 Environment Affects Society, Culture, Individual

SS11.5.3 Organize/Process Info on People/Places/Environment

Students will demonstrate an understanding of culture as well as cultural diffusion and diversity.

#### **SS-W9-02-01 - Culture, Cultural Diffusion and Diversity (Objective)**

C - Critical--Assessment Reporting Required

Students will demonstrate an understanding of culture as well as cultural diffusion and diversity.

**Culture** deals with all of the ideas, customs, and objects that humans have developed for living in social groups.

**Diversity** focuses on the variety (many different kinds of something) of the world's people and cultures.

### **SS-W9-03 CONCEPT OF INTERDEPENDENCE (Content Standard)**

State Standard and Benchmark Correlation:

SS11.2.1 How Various Cultural Influences Impact Society

SS11.2.2 Influence of Cultural Experiences on Perceptions

SS11.3.2 Formulate Solutions to Economic Problems

SS11.3.3 Describe Impact of Global Economic Interdependence

SS11.4.1 Interactions of Leaders, Groups, Citizens, History

SS11.4.2 Analyze Current Events to Better Understand World

SS11.4.3 Impact/Influence of Technology on Modern World

SS11.4.4 Impact of Past Events on Present & Future

Students will demonstrate an understanding of interdependence between people.

#### **SS-W9-03-01 - Interdependence Between People (Objective)**

C - Critical--Assessment Reporting Required

Students will demonstrate an understanding of interdependence between people.

**Interdependence** focuses on how the decisions and actions of one individual, group, or nation has an impact on individuals, groups, or nations.

### **SS-W9-04 CONCEPT OF CHANGE (Content Standard)**

State Standard and Benchmark Correlation:

SS11.2.1 How Various Cultural Influences Impact Society

SS11.4.1 Interactions of Leaders, Groups, Citizens, History

SS11.4.2 Analyze Current Events to Better Understand World

SS11.4.3 Impact/Influence of Technology on Modern World

SS11.4.4 Impact of Past Events on Present & Future

SS11.5.1 Interpret Charts, Maps, Graphs

SS11.5.2 Environment Affects Society, Culture, Individual

SS11.5.3 Organize/Process Info on People/Places/Environment

Students will demonstrate an understanding of change and its effects on people.

**SS-W9-04-01 - Change and Its Effects (Objective)**

C - Critical--Assessment Reporting Required

Students will demonstrate an understanding of change and its effects on people.

**Change** includes environmental, political, social, religious, and economic transformations that influence people and their daily lives.

**SS-W9-05 CONCEPT OF SCARCITY (Content Standard)**

State Standard and Benchmark Correlation:

SS11.2.1 How Various Cultural Influences Impact Society

SS.11.2.2 Influence of Cultural Experiences on Perceptions

SS11.3.1 Organization of Economic Systems

SS11.3.2 Formulate Solutions to Economic Problems

SS11.3.3 Describe Impact of Global Economic Interdependence

SS11.3.4 Economic Principles, Individual Financial Planning

SS11.4.1 Interactions of Leaders, Groups, Citizens, History

SS11.4.2 Analyze Current Events to Better Understand World

SS11.5.2 Environment Affects Society, Culture, Individual

Students will demonstrate an understanding of scarcity and its effects on the way people live.

**SS-W9-05-01 - Scarcity and Its Effects (Objective)**

C - Critical--Assessment Reporting Required

Students will demonstrate an understanding of scarcity and its effects on the way people live.

**Scarcity** discusses the impact of the environment and human decision making on the availability of natural resources, goods, and services.

**SS-W9-06 CONCEPT OF POLITICAL SYSTEMS (Content Standard)**

State Standard and Benchmark Correlation:

SS11.1.1 Freedoms and Rights in a Democratic Society

SS11.2.1 How Various Cultural Influences Impact Society

SS11.2.2 Influence of Cultural Experiences on Perceptions

SS11.3.1 Organization of Economic Systems

SS11.3.3 Describe Impact of Global Economic Interdependence

SS11.4.1 Interactions of Leaders, Groups, Citizens, History

SS11.4.2 Analyze Current Events to Better Understand World

SS11.4.3 Impact/Influence of Technology on Modern World

SS11.5.1 Interpret Charts, Maps, Graphs

SS11.5.2 Environment Affects Society, Culture, Individual

SS11.5.3 Organize/Process Info on People/Places/Environment

Students will demonstrate an understanding of various people's political systems.

**SS-W9-06-01 - Political Systems (Objective)**

C - Critical--Assessment Reporting Required

Students will demonstrate an understanding of various people's political systems.

**Political Systems** relates to the way people organize their political affairs in the form of customs, procedures, and institutions.

**SS-W9-07 GEOGRAPHICAL REGIONS OF STUDY (Content Standard)**

State Standard and Benchmark Correlation: none

Students will apply concepts of cultural geography to various regions of the world.

**SS-W9-07-01 - Asia/Commonwealth of the Soviet Socialist Republic (Objective)**

S - Supporting

Students will apply World Cultures skills and concepts to the region of Asia and the Commonwealth of the Soviet Socialist Republic.

**SS-W9-07-02 - Africa (Objective)**

S - Supporting

Students will apply World Cultures skills and concepts to the region of Africa.

**SS-W9-07-03 - Australia and the Pacific Rim (Objective)**

S - Supporting

Students will apply World Cultures skills and concepts to the region of Australia and the Pacific Rim.

**SS-W9-07-04 - Middle East (Objective)**

S - Supporting

Students will apply World Cultures skills and concepts to the region of the Middle East.

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**Campbell County School District #1**  
**Gillette, Wyoming**

**Social Studies - American History I (CCHS)**

**General Information:**

*Students will study the significant eras of pre-Civil War America and the Civil War.*

This course is designed to give students a general survey of the History of the United States. Through the study of American History, students may better understand and function in the U.S. today.

**Textbook: American Anthem** - Holt 2007

**SS-A1-01 CITIZENSHIP, GOVERNMENT, DEMOCRACY (Content Standard)**

State Standard and Benchmark Correlation:

- SS11.1.1 Freedoms/Rights/Responsibilities in a Democracy
- SS11.1.2 Individual Participation in Political Processes
- SS11.1.3 Historical Development of U.S. Constitution
- SS11.1.4 Major Characteristics of US/Wyoming Constitutions
- SS11.1.5 U.S. Civil and Criminal Legal Systems
- SS11.2.1 How Various Cultural Influences Impact Society
- SS11.4.1 Interactions of Leaders, Groups, Citizens, History
- SS11.4.4 Impact of Past Events on Present & Future

Students will understand and appreciate the rights and responsibilities that go along with US citizenship.

**SS-A1-01-01 – Freedoms and rights (Objective)**

C - Critical--Assessment Reporting Required

Students will describe the unique freedoms and rights offered by the United States Constitution.

**SS-A1-01-02 - Constitutional Development (Objective)**

C - Critical--Assessment Reporting Required

Students will explain the historical development of the United States Constitution.

**SS-A1-04 TIME, CONTINUITY AND CHANGE (Content Standard)**

State Standard and Benchmark Correlation:

- SS11.2.1 How Various Cultural Influences Impact Society
- SS11.2.2 Influence of Cultural Experiences on Perceptions
- SS11.4.1 Interactions of Leaders, Groups, Citizens, History
- SS11.4.2 Analyze Current Events to Better Understand World
- SS11.4.3 Impact/Influence of Technology on Modern World
- SS11.4.4 Impact of Past Events on Present & Future
- SS11.5.3 Organize/Process Info on People/Places/Environment

Students will study the influence and role of leaders.

**SS-A1-04-01 - Influence of People on History (Objective)**

C - Critical--Assessment Reporting Required

Students analyze the interactions among leaders, historical figures, groups, and ordinary citizens.

**Campbell County School District #1**  
**Gillette, Wyoming**  
**Social Studies - American History II (CCHS)**

**General Information:**

*Students will study the significant eras of post-Civil War America. In the 1800's this includes Reconstruction, Gilded Age, Progressive Era, and the final settlement of the American West. For the 1900's, this includes America's rise to world leadership, WWI, WWII), the age of prosperity and depression, and Cold War and post-Cold War America.*

This course is designed to give students a general survey of the History of the United States. Through the study of American History, students will better understand and function in the U.S. today.

**Textbook:** American Anthem - Holt 2007

**SS-A2-04 TIME CONTINUITY AND CHANGE (Content Standard)**

State Standard and Benchmark Correlation:

- SS11.1.1 Freedoms and Rights in a Democratic Society
- SS11.1.2 Individual Participation in Political Processes
- SS11.2.1 How Various Cultural Influences Impact Society
- SS11.2.2 Influence of Cultural Experiences on Perceptions
- SS11.3.3 Describe Impact of Global Economic Interdependence
- SS11.4.1 Interactions of Leaders, Groups, Citizens, History
- SS11.4.2 Analyze Current Events to Better Understand World
- SS11.4.3 Impact/Influence of Technology on Modern World
- SS11.4.4 Impact of Past Events on Present & Future
- SS11.5.3 Organize/Process Info on People/Places/Environment

The students will analyze how science and technological advancements affected American society.

**SS-A2-04-01 - Influence of Historical People on History (Objective)**

C - Critical--Assessment Reporting Required

Students will analyze the interactions among leaders, historical figures, groups, and ordinary citizens.

**SS-A2-04-02 - Current Events (Objective)**

C - Critical--Assessment Reporting Required

Students will discuss and analyze current events.

**SS-A2-04-03 - Science and Technology (Objective)**

C - Critical--Assessment Reporting Required

Students will analyze how science and technology impacted the significant eras of post-Civil War America.

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# Campbell County School District #1 Gillette, Wyoming

## Social Studies - American History Semester 1 (Wright Jr/Sr High School)

American History I is designed to cover American History from exploration to the Constitutional Convention. Most major events, eras, and personalities which have significantly contributed to the development of the United States will be studied.

**Textbook:** American Anthem - Holt 2007

### **SS-AA-01 CITIZENSHIP GOVERNMENT AND DEMOCRACY (Content Standard)**

State Standard and Benchmark Correlation:

SS11.1.1 Freedoms and Rights in a Democratic Society

SS11.1.2 Participation in the Political Process

SS11.1.3 Historical Development of U.S. Constitution

SS11.1.5 U.S. Civil and Criminal Legal Systems

Students will understand how structures of power, authority, and governance have developed historically and continue to evolve.

#### **SS-AA-01-01 – Freedoms and Rights in a Democratic Society (Objective)**

C - Critical--Assessment Reporting Required

Students will describe the unique freedoms and rights offered by the United States Constitution.

#### **SS-AA-01-03 - Historical Development of the US Constitution (Objective)**

C - Critical--Assessment Reporting Required

Students will explain the historical development of the United States Constitution.

### **SS-AA-02 CULTURE and DIVERSITY (Content Standard)**

State Standard and Benchmark Correlation:

SS11.2.1 How Various Cultural Influences Impact Society

SS11.2.2 Influence of Cultural Experiences on Perceptions

Students will understand how various cultures influence perceptions of people.

#### **SS-AA-02-01 - Culture and Diversity (Objective)**

S - Supporting Objective

Students will understand how various cultures have impacted the United States and how the perceptions of those cultures influence perceptions of people.

### **SS-AA-04 TIME, CONTINUITY, AND CHANGE (Content Standard)**

State Standard and Benchmark Correlation:

SS11.4.1 Interactions of Leaders and Groups

SS11.4.2 Analyze Current Events to Better Understand World

SS11.4.4 Impact of Past Events on Present and Future

Students will discuss and analyze current events to better understand the world in which they live.

**SS-AA-04-02 - Analyze Current Events to Better Understand World (Objective)**

C - Critical - Assessment Reporting Required

Students will understand the people, events, problems, ideas, and cultures that were significant in the history of our community, state, nation, and world from 500 to 1850.

**SS-AA-05 PEOPLE, PLACES AND EVENTS (Content Standard)**

State Standard and Benchmark Correlation:

SS11.5.1 Interpret Charts, Maps, Graphs

SS11.5.2 Environment Affects Society, Culture, Individual

SS11.5.3 Organize/Process Information

Students will understand interrelationships among people, places, and environments.

**SS-AA-05-01 - People, Places, and Events (Objective)**

S - Supporting

Students will understand interrelationships among people, places, and environments.

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**Campbell County School District #1**  
**Gillette, Wyoming**

**Social Studies - American History Semester 2**  
(Wright Jr/Sr High School)

American History II is designed to cover American History from the Constitutional Convention to A.D. 1900. Most major events, eras, and personalities which have significantly contributed to the development of the United States will be studied. Historical units, including a research paper, will be completed in cooperation with English III.

**Textbook:** American Anthem - Holt 2007

**SS-AB-01 CITIZENSHIP, GOVERNMENT, DEMOCRACY (Content Standard)**

State Standard and Benchmark Correlation:

- SS11.1.1 Freedoms/Rights/Responsibilities in a Democracy
- SS11.1.2 Individual Participation in Political Processes
- SS11.1.3 Historical Development of U.S. Constitution
- SS11.1.4 Major Characteristics of US/Wyoming Constitutions
- SS11.1.5 U.S. Civil and Criminal Legal Systems
- SS11.2.1 How Various Cultural Influences Impact Society
- SS11.2.2 Influence of Cultural Experiences on Perceptions
- SS11.4.1 Interactions of Leaders, Groups, Citizens, History
- SS11.4.4 Impact of Past Events on Present & Future

Students will understand how structures of power, authority, and governance have developed historically and continue to evolve.

**SS-AB-01-01 - Freedoms and Rights in a Democratic Society (Objective)**

C - Critical--Assessment Reporting Required

Students will describe the unique freedoms and rights offered by the United States Constitution.

**SS-AB-01-03 - Historical Development of the US Constitution (Objective)**

C - Critical--Assessment Reporting Required

Students will explain the historical development of the United States Constitution.

**SS-AB-03 PRODUCTION, DISTRIBUTION, AND CONSUMPTION (Content Standard)**

State Standard and Benchmark Correlation:

- SS11.3.3 Impact of Global Economic Interdependence

Students will understand economic principles and concepts and will describe the influence of economic factors on individuals and societies.

**SS-AB-03-03 - Impact of Global Economic Interdependence (Objective)**

C - Critical--Assessment Reporting Required

Students will describe the impacts of global economic interdependence.

**SS-AB-04 TIME, CONTINUITY, AND CHANGE (Content Standard)**

State Standard and Benchmark Correlation:

- SS11.1.1 Freedoms/Rights/Responsibilities in a Democracy
- SS11.1.2 Individual Participation in Political Processes
- SS11.1.3 Historical Development of U.S. Constitution

- SS11.1.4 Major Characteristics of US/Wyoming Constitutions
- SS11.1.5 U.S. Civil and Criminal Legal Systems
- SS11.2.1 How Various Cultural Influences Impact Society
- SS11.2.2 Influence of Cultural Experiences on Perceptions
- SS11.3.3 Describe Impact of Global Economic Interdependence
- SS11.3.4 Economic Principles, Individual Financial Planning
- SS11.4.1 Interactions of Leaders and Groups
- SS11.4.3 Impact of Technology on Modern World
- SS11.4.4 Impact of Past Events on Present and Future

Students will understand the people, events, problems, ideas, and cultures that have been significant in the history of our community, state, nation and world.

**SS-AB-04-01 - Interaction of Leaders and Groups (Objective)**

C - Critical--Assessment Reporting Required

Students will analyze the interactions among individuals and groups and their impact on significant historical events.

**SS-AB-04-03 - Impact of Technology on the Modern World (Objective)**

C - Critical--Assessment Reporting Required

Students will evaluate the impact of technology and how it has shaped history and influenced the modern world.

**SS-AB-04-04 - Impact of Past Events on Present and Future (Objective)**

C - Critical--Assessment Reporting Required

Students will explain how past events impact the present and the future.

**SS-AB-05 PEOPLE, PLACES, EVENTS (Content Standard)**

State Standard and Benchmark Correlation:

SS11.5.1 Interpret Charts, Maps, Graphs to Answer Questions

Students will interpret charts, maps, and graphs to answer questions dealing with people, places, events, or environments.

**SS-AB-05-01 - Interpret Charts, Maps, Graphs for Answers (Objective)**

S - Supporting

Students will interpret charts, maps, and graphs to answer questions dealing with people, places, events, or environments.

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# Campbell County School District #1 Gillette, Wyoming

## Social Studies - American History Semester 3 (Wright Jr/Sr High School)

American History III is designed to cover American History from 1900 to the present. Most major events, eras, and personalities which have significantly contributed to the development of the United States will be studied. Historical units, including a research paper, will be completed in cooperation with English III.

**Textbook:** American Anthem - Holt 2007

### **SS-AC-01 - CITIZENSHIP, GOVERNMENT, DEMOCRACY (Content Standard)**

State Standard and Benchmark Correlation:

SS11.1.1 Freedoms/Rights/Responsibilities in a Democracy

SS11.1.2 Individual Participation in Political Processes

SS11.1.3 Historical Development of U.S. Constitution

Students will understand how the U. S. Constitution was developed and how individuals participate in the political process. They will understand the freedoms and rights given in a democratic society.

#### **SS-AC-01-01 - Citizenship, Government, Democracy (Objective)**

S - Supporting

Students will understand how the U. S. Constitution was developed and how individuals participate in the political process. They will understand the freedoms and rights given in a democratic society.

### **SS-AC-03 PRODUCTION, DISTRIBUTION, AND CONSUMPTION (Content Standard)**

C - Critical--Assessment Reporting Required

State Standard and Benchmark Correlation:

SS11.1.1 Freedoms/Rights/Responsibilities in a Democracy

SS11.1.2 Individual Participation in Political Processes

SS11.1.3 Historical Development of U.S. Constitution

SS11.1.4 Major Characteristics of US/Wyoming Constitutions

SS11.1.5 U.S. Civil and Criminal Legal Systems

SS11.2.1 How Various Cultural Influences Impact Society

SS11.2.2 Influence of Cultural Experiences on Perceptions

SS11.3.3 Describe Impact of Global Economic Interdependence

SS11.4.1 Interactions of Leaders and Groups

SS11.4.2 Analyze Current Events to Better Understand World

SS11.4.3 Impact of Technology on Modern World

SS11.4.4 Impact of Past Events on Present and Future

SS11.5.2 Environment Affects Society, Culture, Individual

SS11.5.3 Organize/Process Info on People/Place/Environment

Students will understand economic principles and concepts and describe the influence of economic factors on individuals and societies.

#### **SS-AC-03-03 - Impact of Global Economic Interdependence (Objective)**

C - Critical--Assessment Reporting Required

Students will describe the impacts of global economic interdependence.

**SS-AC-04 TIME, CONTINUITY, AND CHANGE (Content Standard)**

State Standard and Benchmark Correlation:

SS11.1.1 Freedoms/Rights/Responsibilities in a Democracy

SS11.1.2 Individual Participation in Political Processes

SS11.1.3 Historical Development of U.S. Constitution

SS11.1.4 Major Characteristics of US/Wyoming Constitutions

SS11.1.5 U.S. Civil and Criminal Legal Systems

SS11.2.1 How Various Cultural Influences Impact Society

SS11.2.2 Influence of Cultural Experiences on Perceptions

SS11.4.1 Interactions of Leaders and Groups

SS11.4.2 Analyze Current Events to Better Understand World

SS11.4.3 Impact of Technology on Modern World

SS11.4.4 Impact of Past Events on Present and Future

SS11.5.2 Environment Affects Society, Culture, Individual

SS11.5.3 Organize/Process Info on People/Place/Environment

Students will understand the people, events, problems, ideas, and cultures that have been significant in the history of our community, state, nation and world.

**SS-AC-04-01 - Interaction of Leaders and Groups (Objective)**

C - Critical--Assessment Reporting Required

Students will analyze the interactions among individuals and groups and their impact on significant historical events.

**SS-AC-04-03 - Impact of Technology on the Modern World (Objective)**

C - Critical--Assessment Reporting Required

Students will evaluate the impact of technology and how it has shaped history and influenced the modern world.

**SS-AC-04-04 - Impact of Past Events on Present and Future (Objective)**

C - Critical--Assessment Reporting Required

Students will explain how past events impact the present and the future.

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# Campbell County School District #1 Gillette, Wyoming

## Social Studies - Economics

Topics covered in Economics will include: money, banking, types of business organizations, tax preparation, marketing, supply and demand theories, consumer legal relations, the stock market, insurance, and other topics related to the current economic conditions that impact each consumer in our free market system. Having a better understanding of the working parts of our economy will enable the student to work and function better as a citizen, consumer, and worker.

**Textbook:** Economics: Principles in Action - Prentice Hall, 2005

### SS-EO-03 PRODUCTION, DISTRIBUTION, CONSUMPTION (Content Standard)

State Standard and Benchmark Correlation:

- SS11.2.1 How Various Cultural Influences Impact Society
- SS11.3.1 Organization of Economic Systems
- SS11.3.2 Formulate Solutions to Economic Problems
- SS11.3.3 Describe Impact of Global Economic Interdependence
- SS11.3.4 Economic Principles, Individual Financial Planning
- SS11.4.1 Interactions of Leaders, Groups, Citizens, History
- SS11.4.2 Analyze Current Events to Better Understand World
- SS11.4.3 Impact/Influence of Technology on Modern World
- SS11.4.4 Impact of Past Events on Present & Future
- SS11.5.1 Interpret Charts, Maps, Graphs to Answer Questions
- SS11.5.2 Environment Affects Society, Culture, Individual
- SS11.5.3 Organize/Process Info on People/Places/Environment

Students will demonstrate an understanding of economic principles and concepts and will describe the influence of economic factors on societies.

#### SS-EO-03-01 - Economic Concepts (Objective)

C - Critical--Assessment Reporting Required

Students will identify concepts of economics under market, command, and mixed systems by answering the five basic economic questions.

#### SS-EO-03-02 - Economic Problems (Objective)

C - Critical--Assessment Reporting Required

Students will formulate solutions to economic problems which arise from the imbalance of wants, needs, and scarcity of resources.

#### SS-EO-03-03 - Global Interdependence (Objective)

C - Critical--Assessment Reporting Required

Students will describe the impacts of global economic interdependence.

#### SS-EO-03-04 - Apply Data (Objective)

C - Critical--Assessment Reporting Required

Students will interpret and apply data to economic situations and problems.

**Campbell County School District #1**  
**Gillette, Wyoming**

**Social Studies - American Government & Economics (WJSHS)**

American Government/Economics is a required senior-level course designed to provide students with understanding and knowledge of America's national government and economic system. It will cover ideology, the Constitution, civil rights, citizen responsibilities, and the executive, legislative, and judicial branches of government. Major concepts of economics and economic systems will be studied.

Students are required to perform two hours of community service and must successfully complete an interdisciplinary senior research paper which must be presented to a panel of selected evaluators from the faculty and the community. The research paper will satisfy course requirements for both American Government/Economics and English IV.

**Textbooks:** Economics: Principles in Action - Prentice Hall 2005

Magruder's American Government - Prentice Hall 2004

**SS-GE-01 CITIZENSHIP, GOVERNMENT, DEMOCRACY (Content Standard)**

C - Critical--Assessment Reporting Required

State Standard and Benchmark Correlation:

SS11.1.1 Freedoms and Rights in a Democratic Society

SS11.1.2 Participation in the political process

SS11.1.3 Development of the Constitution

SS11.1.4 Major Characteristics of US and Wyo. Constitution

SS11.1.5 US Civil and Criminal Systems

SS11.2.1 How Various Cultural Influences Impact Society

SS11.2.2 Influence of Cultural Experiences on Perceptions

SS11.4.1 Interactions of Leaders, Groups, Citizens, History

SS11.4.4 Impact of Past Events on Present & Future

Students will demonstrate how structures of power, authority, and governance have developed historically and continue to evolve.

**SS-GE-01-01 – Freedoms and Rights in a Democratic Society (Objective)**

C - Critical--Assessment Reporting Required

Students will describe the unique freedoms and rights offered by the United States Constitution.

**SS-GE-01-02 - Individual Participation in Political Processes (Objective)**

C - Critical--Assessment Reporting Required

Students will explain or demonstrate how people have participated in political processes.

**SS-GE-01-03 - Historical Development of the US Constitution (Objective)**

C - Critical--Assessment Reporting Required

Students will explain the historical development of the United States Constitution.

**SS-GE-01-04 – Major Characteristics of US and Wyo. Constitution (Objective)**

C – Critical–Assessment Reporting Required

Students will study the basic principles of the Wyoming Constitution.

**SS-GE-01-05 - US Civil and Criminal Legal Systems (Objective)**

C – Critical-Assessment Reporting Required

Students will demonstrate an understanding of due process within the American Judicial System.

**SS-GE-03 PRODUCTION, DISTRIBUTION, CONSUMPTION (Content Standard)**

State Standard and Benchmark Correlation:

- SS11.1.1 Freedoms and Rights in a Democratic Society
- SS11.1.2 Participation in the political process
- SS11.1.3 Development of the Constitution
- SS11.1.4 Major Characteristics of US and Wyo. Constitution
- SS11.1.5 US Civil and Criminal Systems
- SS11.2.1 How Various Cultural Influences Impact Society
- SS11.2.2 Influence of Cultural Experiences on Perceptions
- SS11.3.1 Organization of Economic Systems
- SS11.3.2 Formulate Solutions to Economic Problems
- SS11.3.3 Impact of Global Economic Interdependence
- SS11.3.4 Economic Principles & Individual Financial Planning
- SS11.4.1 Interactions of Leaders, Groups, Citizens, History
- SS11.4.2 Analyze Current Events to Better Understand World
- SS11.4.3 Impact/Influence of Technology on Modern World
- SS11.4.4 Impact of Past Events on Present & Future

Students will demonstrate an understanding of economic principles and concepts and describe the influence of economic factors on individual and societies.

**SS-GE-03-01 - Organization of Economic Systems (Objective)**

C - Critical--Assessment Reporting Required

Students will explain how different economic systems are organized for production, distribution and consumption of goods and services.

**SS-GE-03-02 - Formulate Solutions to Economic Problems (Objective)**

C - Critical--Assessment Reporting Required

Students will formulate solutions to economic problems.

**SS-GE-03-03 - Impact of Global Economic Interdependence (Objective)**

C - Critical--Assessment Reporting Required

Students will describe the impacts of global economic interdependence.

**SS-GE-03-04 - Economic Principles & Individual Financial Planning (Objective)**

C - Critical--Assessment Reporting Required

Students will demonstrate an understanding of economic principles that influence individuals financial planning.

**SS-GE-04 TIME, CONTINUITY, AND CHANGE (Content Standard)**

State Standard and Benchmark Correlation:

- SS11.1.1 Freedoms and Rights in a Democratic Society
- SS11.1.2 Participation in the political process
- SS11.1.3 Development of the Constitution
- SS11.1.4 Major Characteristics of US and Wyo. Constitution
- SS11.1.5 US Civil and Criminal Systems
- SS11.2.1 How Various Cultural Influences Impact Society
- SS11.2.2 Influence of Cultural Experiences on Perceptions

- SS11.3.1 Organization of Economic Systems
- SS11.3.2 Formulate Solutions to Economic Problems
- SS11.3.3 Impact of Global Economic Interdependence
- SS11.3.4 Economic Principles & Individual Financial Planning
- SS11.4.2 Analyze Current Events to Better Understand World
- SS11.4.3 Impact of Technology on Modern World
- SS11.4.4 Impact of Past Events on Present and Future
- SS11.5.1 Interpret Charts, Maps, Graphs to Answer Questions
- SS11.5.2 Environment Affects Society, Culture, Individual
- SS11.5.3 Organize/Process Info on People/Places/Environment

Students will demonstrate an understanding of the people, events, problems, ideas, and cultures that were significant in the history of our community, state, nation and world.

**SS-GE-04-01 - Interaction of Leaders and Groups (Objective)**

C - Critical--Assessment Reporting Required

Students will analyze the interactions among individuals and groups and their impact on significant historical events.

**SS-GE-04-03 - Impact of Technology on the Modern World (Objective)**

C - Critical--Assessment Reporting Required

Students evaluate the impact of technology and how it has shaped history and influence the modern world.

**SS-GE-04-04 - Impact of Past Events on Present and Future (Objective)**

C - Critical--Assessment Reporting Required

Students explain how past events impact the present and the future.

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# Campbell County School District #1 Gillette, Wyoming

## Social Studies - American Government

### *General Information:*

*Students will study civic ideals and the practices of citizenship.*

American Government is a study of our present system of government. This course covers civic responsibility, political parties, and the three branches of government. A short unit on Wyoming's government is also included:

**Textbook:** Magruder's American Government - Prentice Hall, 2004

### **SS-GV-01 Citizenship Government and Democracy (Content Standard)**

State Standard and Benchmark Correlation:

- SS11.1.1 Freedoms/Rights/Responsibilities in a Democracy
- SS11.1.2 Individual Participation in Political Processes
- SS11.1.3 Historical Development of U.S. Constitution
- SS11.1.4 Major Characteristics of US/Wyoming Constitutions
- SS11.1.5 U.S. Civil and Criminal Legal Systems
- SS11.2.2 Influence of Cultural Experiences on Perceptions
- SS11.4.1 Interactions of Leaders, Groups, Citizens, History
- SS11.4.2 Analyze Current Events to Better Understand World
- SS11.4.3 Impact/Influence of Technology on Modern World
- SS11.4.4 Impact of Past Events on Present & Future
- SS11.5.1 Interpret Charts, Maps, Graphs to Answer Questions

Students will understand the privileges and responsibilities of American citizens.

#### **SS-GV-01-01 - Participation in Political Processes (Objective)**

C - Critical--Assessment Reporting Required

Students will explain or demonstrate how people have participated in political processes.

#### **SS-GV-01-02 – Wyoming Constitution (Objective)**

C – Critical assessment reporting required

Students will study the basic principles of the Wyoming Constitution.

#### **SS-GV-01-03 - Civil and Criminal Systems (Objective)**

C – Critical assessment reporting required

Students will demonstrate an understanding of due process within the American Judicial System.

**Campbell County School District #1  
Gillette, Wyoming**

**Social Studies - World History I CCHS**

World History presents a background to the historical development of man. The course introduces the students too the cultural changes man has gone through from the prehistoric era to the present. Since some colleges require a World History course, this would be one to consider if the student is college bound.

**Textbook:** World History - Prentice Hall, 2007

**SS-W1-02 CULTURE (Content Standard)**

State Standard and Benchmark Correlation:

- SS11.2.1 How Various Cultural Influences Impact Society
- SS11.2.2 Influence of Cultural Experiences on Perceptions
- SS11.3.4 Economic Principles, Individual Financial Planning
- SS11.4.4 Impact of Past Events on Present & Future
- SS11.5.1 Interpret Charts, Maps, Graphs
- SS11.5.2 Environment Affects Society, Culture, Individual
- SS11.5.3 Organize/Process Info on People/Places/Environment

Students will explain how various cultural influences impact society.

**SS-W1-02-01 - Conflict & Cultural Diffusion (Objective)**

C - Critical--Assessment Reporting Required

Students will explain how cultures experience conflict and cultural diffusion.

**SS-W1-04 TIME, CONTINUITY, CHANGE (Content Standard)**

State Standard and Benchmark Correlation:

- SS11.2.1 How Various Cultural Influences Impact Society
- SS11.3.3 Describe Impact of Global Economic Interdependence
- SS11.3.4 Economic Principles, Individual Financial Planning
- SS11.4.4 Impact of Past Events on Present & Future

Students will understand the impact of technological advances on civilization.

**SS-W1-04-03 - Key Technological Developments; Impact on Civilization (Objective)**

C - Critical--Assessment Reporting Required

Students will identify significant technological developments and their impact on civilization.

**SS-W1-05 PEOPLE & PLACES (Content Standard)**

State Standard and Benchmark Correlation:

- SS11.2.2 Influence of Cultural Experiences on Perceptions
- SS11.3.3 Describe Impact of Global Economic Interdependence
- SS11.3.4 Economic Principles, Individual Financial Planning
- SS11.5.1 Interpret Charts, Maps, Graphs to Answer Questions
- SS11.5.2 Environment Affects Society, Culture, Individual
- SS11.5.3 Organize/Process Info on People/Places/Environment

Students will understand the effects of geography on culture and civilization.

**SS-W1-05-01 - Charts, Maps, Graphs (Objective)**

C - Critical--Assessment Reporting Required

The students will use charts, maps, and graphs to answer geographic questions.

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**Campbell County School District #1**  
**Gillette, Wyoming**

**Social Studies - World History II CCHS**

World History presents a background to the historical development of man. The course introduces the students to the cultural changes man has gone through from the prehistoric era to the present. Since some colleges require a World History course, this would be one to consider if the student is college bound.

**Textbook:** World History - Prentice Hall, 2007

**SS-W2-04 TIME, CONTINUITY, CHANGE (Content Standard)**

State Standard and Benchmark Correlation:

- SS11.2.1 How Various Cultural Influences Impact Society
- SS11.2.2 Influence of Cultural Experiences on Perceptions
- SS11.4.1 Interactions of Leaders, Groups, Citizens, History
- SS11.4.2 Analyze Current Events to Better Understand World
- SS11.4.4 Impact of Past Events on Present & Future
- SS11.5.3 Organize/Process Info on People/Places/Environment

Students will understand the concept of cause and effect as related to historical events.

**SS-W2-04-01 - Analyze Interactions (Objective)**

C - Critical--Assessment Reporting Required

Students will analyze the importance of individuals in history.

**SS-W2-04-04 - Major Historical Events; Cause & Effect (Objective)**

C - Critical--Assessment Reporting Required

Students will describe the causes that led to a major historical event and the effects of the event.

**SS-W2-05 PEOPLE AND PLACES (Content Standard)**

State Standard and Benchmark Correlation:

- SS11.2.1 How Various Cultural Influences Impact Society
- SS11.4.4 Impact of Past Events on Present & Future
- SS11.5.1 Interpret Charts, Maps, Graphs to Answer Questions
- SS11.5.2 Environment Affects Society, Culture, Individual
- SS11.5.3 Organize/Process Info on People/Places/Environment

Students will understand the effects of geography on culture and civilization.

**SS-W2-05-01 - Charts, Maps, Graphs (Objective)**

C - Critical--Assessment Reporting Required

Students will use charts, maps, and graphs to answer geographic questions.

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**Campbell County School District #1  
Gillette, Wyoming**

**Social Studies - World History Semester 1**

(Wright Jr/Sr High School)

World History I is a survey course of the history of the civilizations of the world. Part I will cover approximately 5,000 years from the beginnings of recorded history through the Ancient Civilizations, the Classical Civilizations, the Dark Ages, and the Middle Ages. Skill in the use of technology, research, presentation, and writing will be emphasized.

**Textbook:** World History - Prentice Hall, 2007

**SS-WA-01 CITIZENSHIP, GOVERNMENT, DEMOCRACY (Content Standard)**

State Standard and Benchmark Correlation:

SS11.1.1 Freedoms/Rights/Responsibilities in a Democracy

SS11.1.2 Individual Participation in Political Processes

SS11.1.3 Historical Development of U.S. Constitution

SS11.1.4 Major Characteristics of US/Wyoming Constitutions

SS11.1.5 U.S. Civil and Criminal Legal Systems

Students will understand how structures of power, authority, and governance have developed historically and continue to evolve.

**SS-WA-01-03 - Citizenship, Government, Democracy (Objective)**

S - Supporting

Students will understand how structures of power, authority, and governance have developed historically and continue to evolve.

**SS-WA-02 CULTURE AND CULTURAL DIVERSITY (Content Standard)**

State Standard and Benchmark Correlation:

SS11.2.1 How Various Cultural Influences Impact Society

SS11.2.2 Influence of Cultural Experiences on Perceptions

SS11.3.3 Describe Impact of Global Economic Interdependence

SS11.3.4 Economic Principles, Individual Financial Planning

SS11.4.1 Interactions of Leaders, Groups, Citizens, History

SS11.4.4 Impact of Past Events on Present & Future

Students will understand how various cultural influences impact society.

**SS-WA-02-01 - How Cultural Influences Impact Society (Objective)**

C - Critical-Assessment Reporting Required

Students will understand different cultures and how these cultures have contributed and continue to contribute to the world in which they live. The students will explain how various cultural influences impact society.

**SS-WA-04 TIME, CONTINUITY, AND CHANGE (Content Standard)**

State Standard and Benchmark Correlation:

SS11.2.1 How Various Cultural Influences Impact Society

SS11.3.3 Describe Impact of Global Economic Interdependence

SS11.3.4 Economic Principles, Individual Financial Planning

- SS11.4.1 Interactions of Leaders, Groups, Citizens, History
- SS11.4.2 Analyze Current Events to Better Understand World
- SS11.4.3 Impact/Influence of Technology on Modern World
- SS11.4.4 Impact of Past Events on Present & Future

Students will understand the people, events, problems, ideas, and cultures that were significant in the history of our community, state, nation and world from Prehistory to 500 A.D.

**SS-WA-04-03 - Impact of Technology on the Modern World (Objective)**

C - Critical-Assessment Reporting Required

Students will evaluate the impact of technology and how it has shaped history and influenced the modern world.

**SS-WA-05 PEOPLE, PLACES AND EVENTS (Content Standard)**

State Standard and Benchmark Correlation:

- SS11.5.1 Interpret Charts, Maps, Graphs
- SS11.5.2 Environment Affects Society, Culture, Individual
- SS11.5.3 Organize/Process Info on People/Places/Environment

Students will understand interrelationships among people, places, and environments.

**SS-WA-05-01 - Interpret Charts, Maps, Graphs (Objective)**

C - Critical-Assessment Reporting Required

Students will interpret charts, maps, and graphs to answer questions dealing with people, places, events, or environments.

**SS-WA-05-02 - Environment Affects Society, Culture, Individual (Objective)**

C - Critical-Assessment Reporting Required

Students will analyze how physical characteristics of the earth and human interactions with the environment have affected the development of societies, cultures, and individuals.

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**Campbell County School District #1**  
**Gillette, Wyoming**

**Social Studies - World History Semester 2**  
(Wright Jr/Sr High School)

World History II is a survey course of the history of the civilizations of the world. Part II will cover approximately 1500 A.D. to 1900 A.D. This begins with the Renaissance, and through the Industrial Revolution and the growth of nations. Skill in the use of technology, research, presentation, and writing will be emphasized.

**Textbook:** World History - Prentice Hall, 2007

**SS-WB-02 CULTURE AND CULTURAL DIVERSITY (Content Standard)**

State Standard and Benchmark Correlation:

SS11.2.1 How Cultural Influences Impact Society

Students will understand different cultures and how these cultures have contributed and continue to contribute to the world in which they live.

**SS-WB-02-01 - Culture and Cultural Diversity (Objective)**

S - Supporting

Students will understand different cultures and how these cultures have contributed and continue to contribute to the world in which they live.

**SS-WB-03 PRODUCTION, DISTRIBUTION, AND CONSUMPTION (Content Standard)**

State Standard and Benchmark Correlation:

*\*\*SS11.3.1 Organization of Economic Systems (taught, not tested)*

Students will understand economic principles and concepts and describe the influence of economic factors on individual and societies.

**SS-WB-03-01 - Production, Distribution, Consumption (Objective)**

S - Supporting

Students will understand economic principles and concepts and describe the influence of economic factors on individual and societies.

**SS-WB-04 TIME, CONTINUITY, AND CHANGE (Content Standard)**

State Standard and Benchmark Correlation:

SS11.4.1 Interactions of Leaders and Groups

*\*\*SS11.4.2 Analyze Current Events to Better Understand World (taught, not tested)*

*\*\*SS11.4.3 Impact of Technology on Modern World (taught, not tested)*

*\*\*SS11.4.4 Impact of Past Events on Present and Future (taught, not tested)*

Students will understand the people, events, problems, ideas, and cultures that were significant in the history of our community, state, nation and world from 500 to 1850.

**SS-WB-04-01 - Interaction of Leaders and Groups (Objective)**

C - Critical - Assessment Reporting Required

Students will analyze the interactions among individuals and groups and their impact on significant historical events.

**SS-WB-05 PEOPLE, PLACES AND EVENTS (Content Standard)**

State Standard and Benchmark Correlation:

SS11.5.1 Interpret Charts, Maps, Graphs

SS11.5.2 Environment Affects Society, Culture, Individual

SS11.5.3 Organize/Process Information

Students will understand interrelationships among people, places, and environments.

Students will analyze how physical characteristics of the earth and human interactions with the environment have affected the development of societies, cultures, and individuals.

**SS-WB-05-03 - Organize/Process Information (Objective)**

C - Critical - Assessment Reporting Required

Students will organize and process information about people, places, and environments.

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**Campbell County School District #1**  
**Gillette, Wyoming**

**Social Studies - World History Semester 3**  
(Wright Jr/Sr High School)

World History III is designed to introduce students to the study of World History. The course will deal primarily with major historical events of the 20<sup>th</sup> Century. The course work includes development of skills in research, use of technological tools, presentation, and writing.

**Textbook:** World History - Prentice Hall, 2007

**SS-WC-02 CULTURE AND CULTURAL DIVERSITY (Content Standard)**

State Standard and Benchmark Correlation:

- SS11.1.2 Individual Participation in Political Processes
- SS11.2.1 How Cultural Influences Impact Society
- SS11.2.2 Influence of Cultural Experiences on Perceptions
- SS11.4.1 Interactions of Leaders, Groups, Citizens, History
- SS11.4.4 Impact of Past Events on Present & Future
- SS11.5.1 Interpret Charts, Maps, Graphs

Students will understand different cultures and how these cultures have contributed and continue to contribute to the world in which they live. Students will explain how various cultural influences impact society.

**SS-WC-02-02 - Influence of Cultural Experiences on Perceptions (Objective)**

C - Critical - Assessment Reporting Required

Students will communicate how shared cultural experiences influence peoples' perceptions of prominent historical figures, groups, institutions, and world events.

**SS-WC-04 TIME, CONTINUITY, AND CHANGE (Content Standard)**

State Standard and Benchmark Correlation:

- SS11.2.1 How Cultural Influences Impact Society
- SS11.2.2 Influence of Cultural Experiences on Perceptions
- SS11.4.1 Interactions of Leaders and Groups
- SS11.4.4 Impact of Past Events on Present and Future
- SS11.4.2 Analyze Current Events to Better Understand World
- SS11.4.3 Impact of Technology on Modern World
- SS11.4.4 Impact of Past Events on Present & Future

Students will understand the people, events, problems, ideas, and cultures that were significant in the history of our community, state, nation and world from 1850 to 1950.

**SS-WC-04-01 - Interaction of Leaders and Groups (Objective)**

C - Critical - Assessment Reporting Required

Students will analyze the interactions among individuals and groups and their impact on significant historical events.

**SS-WC-04-04 - Impact of Past Events on Present and Future (Objective)**

C - Critical - Assessment Reporting Required

Students will explain how past events impact the present and the future.

**SS-WC-05 PEOPLE, PLACES AND EVENTS (Content Standard)**

State Standard and Benchmark Correlation:

SS11.5.1 Interpret Charts, Maps, Graphs

SS11.5.2 Environment Affects Society, Culture, Individual

SS11.5.3 Organize/Process Information

Students will understand interrelationships among people, places, and environments.

**SS-WC-05-01 - People, Places, Events (Objective)**

S - Supporting

Students will understand interrelationships among people, places, and environments.

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**Campbell County School District #1**  
**Gillette, Wyoming**

**Social Studies - Justice**

**Textbook:** Street Law, 6<sup>th</sup> Edition - ITP Education

**SS-JS-01 ORIGINS OF LAW (Content Standard)**

State Standard and Benchmark Correlation:

SS11.1.3 Historical Development of U.S. Constitution

Students will understand the basic concepts of American Justice.

**SS-JS-01-01 Origins of Law; Society's Need for Protection (Objective)**

C-NR - Critical-District Reporting Not Required

Students will describe the origins of law and explain society's need to protect itself.

**SS-JS-02 PERSONAL FREEDOMS AND LIMITATIONS (Content Standard)**

State Standard and Benchmark Correlation:

none

Students will recognize and apply personal freedoms and limitations as set forth in the U.S. Constitution.

**SS-JS-02-01 - Personal Freedoms and Limitations (Objective)**

C-NR - Critical-District Reporting Not Required

Students will recognize and apply his personal freedoms and limitations as set forth in the United States Constitution. The students will identify and explain various types of freedom (religion, speech, and assembly), various forms of expression (symbolic, speech, censorship, etc.), and the right to privacy.

**SS-JS-03 PERSONAL AND PROPERTY RIGHTS (Content Standard)**

State Standard and Benchmark Correlation:

none

Students will recognize and explain various types of personal rights.

**SS-JS-03-01 - Personal and Property Rights (Objective)**

C-NR - Critical-District Reporting Not Required

Students will recognize and explain various types of personal rights including search and seizure and trial procedures.

**SS-JS-04 CIVIL RIGHTS (Content Standard)**

State Standard and Benchmark Correlation:

none

Students will recognize and apply specific civil rights.

**SS-JS-04-01 - Civil Rights (Objective)**

C-NR - Critical-District Reporting Not Required

Students will recognize and apply specific civil rights and equal protection for all Americans.

**SS-JS-05 CIVIL LAW AND LITIGATION (Content Standard)**

State Standard and Benchmark Correlation:

none

Students will recognize and explain the principles and procedures of contracts and torts.

**SS-JS-05-01 - Civil Law and Litigation (Objective)**

C-NR - Critical-District Reporting Not Required

Students will understand the U.S. civil and criminal legal systems and distinguish differences between those systems.

**SS-JS-06 JUVENILE COURT SYSTEM (Content Standard)**

State Standard and Benchmark Correlation:

none

Students will compare and contrast the adult and juvenile systems.

**SS-JS-06-01 - Juvenile Court System (Objective)**

C-NR - Critical-District Reporting Not Required

Students will compare and contrast the adult and juvenile systems looking at trial procedures and the differing emphasis concerning detention and rehabilitation.

**SS-JS-07 PARTICIPATION IN ISSUE DEBATES (Content Standard)**

State Standard and Benchmark Correlation:

none

Students will participate in issue debates that are relevant to their experiences as adults.

**SS-JS-07-01 - Participate in Issue Debates (Objective)**

C-NR - Critical-District Reporting Not Required

Students will participate in issue debates that are relevant to their experiences as adults.

Examples of this would be:

- capital punishment
- affirmative action
- euthanasia
- divorce
- abortion
- custody
- draft
- discrimination
- rights of all peoples

**SS-JS-08 MEMBERS OF THE JUSTICE SYSTEM (Content Standard)**

State Standard and Benchmark Correlation:

none

Students will interact with members of the justice system in the community.

**SS-JS-08-01 - Interact With Members of Justice System (Objective)**

S - Supporting

Students will interact with members of the community who are actively involved in the system of American justice, including:

- sheriffs department
- defense attorney
- aware team
- judges
- states attorney
- civil attorney

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**Campbell County School District #1  
Gillette, Wyoming**

**Social Studies - Sociology**

**Textbook:** Sociology: A Study of Human Relationships - Holt 1995

**SS-SO-01 SOCIOLOGICAL PERSPECTIVES (Content Standard)**

State Standard and Benchmark Correlation:

SS11.2.1 How Various Cultural Influences Impact Society

Students will evaluate the origins of sociology.

**SS-SO-01-01 - The Research Process (Objective)**

C-NR - Critical-District Reporting Not Required

Students will be active in the research process. They will collect and analyze data on society and human behavior.

**SS-SO-02 SOCIETY AND STRUCTURE (Content Standard)**

State Standard and Benchmark Correlation:

SS11.1.1 Freedoms/Rights/Responsibilities in a Democracy

SS11.2.1 How Various Cultural Influences Impact Society

SS11.4.1 Interactions of Leaders, Groups, Citizens, History

Students will recognize and apply their personal selves to the many components of the structure of society.

**SS-SO-02-01 - The Components of a Society (Objective)**

C-NR - Critical-District Reporting Not Required

Students will develop an understanding of the components of a society. They will develop a structural overview titled "Meaning of Culture" which will include:

- culture
- values
- organizations
- roles
- norms
- status
- groups

**SS-SO-03 SOCIAL STRATIFICATION (Content Standard)**

State Standard and Benchmark Correlation:

SS11.2.1 How Various Cultural Influences Impact Society

SS11.4.1 Interactions of Leaders, Groups, Citizens, History

Students will recognize and explain the concepts of a social stratification system.

**SS-SO-03-01 - Social Stratification Systems (Objective)**

C-NR - Critical-District Reporting Not Required

Students will identify the many social stratification systems that exist in the world with the main emphasis specifically on American social stratification.

**SS-SO-04 FIVE SOCIOLOGICAL INSTITUTIONS (Content Standard)**

State Standard and Benchmark Correlation:

SS11.2.1 How Various Cultural Influences Impact Society

SS11.4.1 Interactions of Leaders, Groups, Citizens, History

Students will identify and relate the five social institutions to their personal selves.

**S-SO-04-01 - Sociological Institutions (Objective)**

C-NR - Critical-District Reporting Not Required

Students will identify and analyze the five social institutions, and they will apply those concepts to their own personal lives. The five institutions are:

- family
- religion
- economics
- government
- education

**SS-SO-05 SOCIAL PROCESS (Content Standard)**

State Standard and Benchmark Correlation:

SS11.2.1 How Various Cultural Influences Impact Society

SS11.4.1 Interactions of Leaders, Groups, Citizens, History

SS11.4.2 Analyze Current Events to Better Understand World

SS11.4.4 Impact of Past Events on Present & Future

Students will engage in identifying components in our socialization system

**SS-SO-05-01 - The Socialization Process (Objective)**

C-NR - Critical-District Reporting Not Required

Students will identify components in our socialization process, and they will analyze the many ways children, adolescents, and adults interact in today's society.

last update 6/29/2009

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**Campbell County School District #1  
Gillette, Wyoming**

**Social Studies - Psychology**

**Textbook:** Psychology: Principles in Practice - Holt 1998

**SS-PS-01 PSYCHOLOGY & THEORIES OF PSYCHOLOGY (Content Standard)**

State Standards correlations: none

Students will analyze the many theories of psychology and their contributions to the science.

**SS-PS-01-01 - Psychology and Theorists (Objective)**

C-NR - Critical-District Reporting Not Required

Students will analyze the theories of psychology and evaluate their contributions to the study of psychology.

**SS-PS-02 PHYSIOLOGY OF THE BRAIN (Content Standard)**

State Standards correlations: none

Students will understand the links between biological activity and psychological events.

**SS-PS-02-01 - Brain Physiology (Objective)**

C-NR - Critical-District Reporting Not Required

Students will be active in understanding the physiology of the brain and how the brain motivates our behavior.

**SS-PS-03 NATURE/NURTURE CONCEPT (Content Standard)**

State Standards correlations: none

Students will apply the nature/nurture concept to their own personal selves.

**SS-PS-03-01 - Analyze/Apply Nature/Nurture Concept (Objective)**

C-NR - Critical-District Reporting Not Required

Students will analyze and apply the nature/nurture concept to their own personal selves and the ones around them.

**SS-PS-04 SENSATION AND PERCEPTION (Content Standard)**

State Standards correlations: none

Students will engage in many situations of perception and sensation and analyze the levels of processing according to their senses and experiences.

**SS-PS-04-01 - Sensation and Perception Skills (Objective)**

C-NR - Critical-District Reporting Not Required

Students will participate in situations using their skills of perception and sensation.

**SS-PS-05 LEARNING (Content Standard)**

State Standards correlations: none

Students will participate in the heart of psychology (learning) and the theories of learning.

**SS-PS-05-01 - Types of Learning (Objective)**

C-NR - Critical-District Reporting Not Required

Students will participate in activities that relate to the four types of learning.

**SS-PS-06 MEMORY (Content Standard)**

State Standards correlations: none

Students will examine the components of memory and aids to assist in memory.

**SS-PS-06-01 - Components of Memory; Memory Aids (Objective)**

C-NR - Critical-District Reporting Not Required

Students will participate in activities that will foster the use of memory aids and the ability to develop a better memory.

**SS-PS-07 PROBLEM SOLVING (Content Standard)**

State Standards correlations: none

Students will use processes to think and form concepts that organize to solve problems and help them make efficient decisions and judgments.

**SS-PS-07-01 - Problem Solving Techniques and Strategies (Objective)**

C-NR - Critical-District Reporting Not Required

Students will use processes to think and form concepts that organize to solve problems and help them make efficient decisions and judgments.

**SS-PS-08 INTELLIGENCE (Content Standard)**

State Standards correlations: none

Students will analyze their intelligence and the influences placed upon it.

**SS-PS-08-01 - Intelligence Testing and Evaluation (Objective)**

C-NR - Critical-District Reporting Not Required

Students will assess their intelligence according to varied test items:

- assessing intelligence
- dynamics of intelligence
- genetic and environmental influences

**SS-PS-09 PSYCHOLOGICAL DISORDERS (Content Standard)**

State Standards correlations: none

Students will identify and understand psychological disorders.

**SS-PS-09-01 - Neurosis and Psychosis (Objective)**

C-NR - Critical-District Reporting Not Required

Students will research many psychological disorders.

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