

Grade Five

Rank:

1. States and their capitals
2. Map skills
3. Westward expansion
4. Pioneer days
5. Famous Americans of the 1800's
6. Major mountain ranges of the United States
7. Sample constitutions
8. Cooperative learning
9. Good citizenship
10. Freedom

Notes:

Grade Six

Rank:

- Identify such physical features as mountains, plains, plateaus, peninsulas, islands, bays, gulfs, and seas.
- Use scales, symbols, and legends shown on maps.
- Know how to locate places on a map or globe using latitude and longitude.
- Know several of the significant cultural and physical features of the local community.
- Understand the influences of Native Americans and other cultures on place names locally, in the state and in the nation.
- Identify some of the ways the natural environment can influence people's lives.
- Recognize why occupations change over time.
- Identify the achievements of early people leading to the establishment of early civilizations in Africa, Asia, Europe, and Latin America.
- Know the world's basic climate types.
- Understand how weather and climate can positively and negatively modify places.
- Identify some cultural traits in other parts of the world that are different from those found in the U.S.
- Contrast the way that rural and urban communities provide for basic needs.
- Distinguish between renewable and nonrenewable resources.
- Identify ways by which the environment may be improved.
- Understand the meaning of the pledge of allegiance to the flag of the United States.
- Identify significant events in US history that occurred in our state.
- Know why interactions occur between places.
- Know the meaning of the word "region."
- Know the location of one of the world's regions in relationship to other regions.
- Identify the cultural and/or physical similarities and differences between any of the world's regions.
- Assess how climate helps to influence place location.
- Understand that learning is a lifelong process.
- Know that mass communication increases awareness and knowledge.
- Know the relationships between the earth's physical features and the quality of transportation/communication networks.
- Know how to choose between plans of action based on a goal held by a group.
- Recognize that all persons must commit significant time and effort to consuming and producing goods and services.
- Recognize that most candidates for local, state, and national offices are selected by political parties.
- Understand the role of teamwork in the workplace.
- Understand that relationships are bound by rules.

Notes:

Grade Seven

Rank:

Course:	Geography	Grade Level:	7 th
Course Purpose:	Focus: Themes/Cultural and Physical Geography —Students will apply the themes of geography to specific regions of the world. Students will compare and contrast and evaluate the relationship between the cultures and physical geography and environments of specific regions.		
Outcome: ss.7.1	Students will apply the themes of geography to their community and to specified regions.		
ss.7.1.1	Define and give examples for the themes of geography.		SS.8.2.3
ss.7.1.2	Describe Wyoming using the themes of geography.		SS.8.2.3
ss.7.1.3	Compare and contrast two regions of Wyoming using the five themes.		SS.8.2.3
Outcome: ss.7.2	Students will examine a country to produce a map, charts, and descriptions of the country in terms of the themes of geography.		
ss.7.2.1	Identify the parts of a map.		
ss.7.2.2	Use different maps to determine physical, cultural, and distribution information		SS.8.4.4
ss.7.2.3	Create grid and distribution maps for specified regions.		SS.8.4.4
ss.7.2.4	Create a map showing prominent physical and cultural features using appropriate scale, key, and compass rose.		SS.8.5.1
ss.7.2.5	Create charts/graphs to illustrate a country’s literacy rate, birth/death rates, and population growth.		SS.8.4.4
ss.7.2.6	Describe a country in the following areas: art/literature, interdependence, government, economic activities, current events, and physical geography.		SS.8.4.4
Outcome: ss.7.3	Students will compare and contrast Canada to the United States.		
ss.7.3.1	Illustrate examples of economic activities of United States and Canada.		SS.8.4.4
ss.7.3.2	Diagram the branches of the U.S. government.		SS.8.1.6
ss.7.3.3	Identify key elements of the Canadian government.		SS.8.3.5
ss.7.3.4	Compare/contrast the geography of Canada and the United States in the following areas; population, land area, GNP.		SS.8.2.1
Outcome: ss.7.4	Students will analyze and describe Latin America in terms of cultural and physical geography.		
ss.7.4.1	Identify the regions of Latin America.		SS.8.2.2
ss.7.4.2	Identify the major physical features of Latin America.		SS.8.5.1
ss.7.4.3	Debate the impact NAFTA has on North American trade and economies.		SS.8.3.1
ss.7.4.4	Cite evidence to support a prediction of the effects of Amazon deforestation on Latin America and the world		SS.8.4.5, SS.8.5.4
ss.7.4.5	Evaluate the influences that Native Americans, Europeans, Africans, and Asians have had on Latin America.		SS.8.3.3
Outcome: ss.7.5	Students will use the themes of geography to distinguish between European nations.		
ss.7.5.1	Identify the borders of European nations.		SS.8.4.1
ss.7.5.2	Compare and contrast differing systems of government in Europe.		SS.8.2.2
ss.7.5.3	Summarize the characteristics (cultural and physical geography) of a specified European nation.		SS.8.2.2

Notes:

Government and Economics

Rank:

1. Students will identify and describe the development of political and economic ideas that frame our civic discourse from the Enlightenment to the French Revolution.
 - a. identify civic discourse.
 - b. distinguish between economic and political ideas.
 - c. identify and describe the development of political ideas that frame our civic discourse.
 - d. identify and describe the development of economic ideas that frame our civic discourse.
2. Students will compare and contrast the political and economic systems of the United States with other societies in the nineteenth and twentieth centuries.
 - a. identify various political/economic systems.
 - b. describe various political/economic systems.
3. Students will analyze, explain, and compare the structure and function of the state and federal governments, to include their respective constitutions.
 - a. identify, analyze, and explain the structure and function of the state government and its constitution.
 - b. identify, analyze, and explain the structure and function of the federal government and its constitution.
4. Understand the characteristics of the United States economic systems and evaluate the role of the government in the economy.
 - a. understand the market system of the United States.
 - b. understand the principle of supply and demand.
 - c. evaluate the role of government in the economy.
5. Students referencing a specific episode will analyze and describe the interaction between federal and state governments.
 - a. analyze and describe the interaction between federal and state governments.
6. Students will propose and defend solutions to problems associated with a political/economic issue.
 - a. identify a political/economic issue.
 - b. propose a solution to that issue.
 - c. defend the solution to the issue.

Notes: