

# Grades 9, 10, 11, 12

Adopted 2018

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

- 1. Analyze unique freedoms, rights, and responsibilities of living in a democratic society and explain their interrelationships.** [SS12.1.1](#)
    - a. Compare the rights, duties, and responsibilities (inherent rights, treaty obligations, and tribal sovereignty) of being a tribal member on the Wind River Indian Reservation to the rights, duties, and responsibilities of an American citizen. [SS12.1.1.A](#)

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  - 2. Explain and/or demonstrate how to participate in the political process and form personal opinions, (i.e., tribal, local, state, and national elections).** [SS12.1.2](#)

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  - 3. Analyze the historical development of the United States Constitution and treaties (e.g., 1868 Fort Bridger Treaty) and how they have shaped the United States and Wyoming Government (tribal, local, state, federal).** [SS12.1.3](#)
    - a. Analyze the historical development of governance of the Indigenous Tribes of Wyoming through U.S. Congressional Acts and U.S. Supreme Court decisions (e.g., Per Capita Act, Marshall Trilogy, U.S. v. Shoshone Tribe of Indians). [SS12.1.3.A](#)

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  - 4. Distinguish the difference between civil and criminal legal systems and how they apply at the federal, state, and tribal levels.** [SS12.1.4](#)

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  - 5. Demonstrate an understanding of the structures of both the United States and Wyoming Constitutions.** [SS12.1.5](#)
    - a. Describe the inherent powers held by Indigenous Tribes of Wyoming due to their sovereignty. (e.g., taxation, membership, per capita payments, fish and game). [SS12.1.5.A](#)

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  - 6. Compare and contrast various world political systems (e.g., ideologies, structure, and institutions) with that of the United States.** [SS12.1.6](#)
    - a. Compare and contrast various tribal political systems (e.g., ideologies, structure, and institutions) within the United States. [SS12.1.6.A](#)
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**Culture and Cultural Diversity: Students demonstrate an understanding of the contributions and impacts of human interaction and cultural diversity on societies.** 2

- 1. Analyze and evaluate the ways various groups (e.g., social, political, and cultural) meet human needs and concerns (e.g., individual needs and common good) and contribute to identity (e.g., group, national, and global), situations, and events.** [SS12.2.1](#)
  - a. Analyze and evaluate the ways Indigenous Tribes of Wyoming meet human needs and concerns and contribute to tribal identity (e.g., group, nation, and global), as well as historical and contemporary situations and events (e.g., intergenerational care, mineral royalty payments, water rights, tribal economic development, the repopulation of local animal species, and social/cultural events). [SS12.2.1.A](#)

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- 2. Analyze human experience and cultural expression (e.g., language, literature, arts, traditions, beliefs, spirituality, values, and behavior) and illustrate integrated views of a specific culture.** [SS12.2.2](#)
  - a. Compare and contrast the human experience and cultural expression of Indigenous Tribes of Wyoming (e.g., oral history, Native literature, traditional arts, values, songs, dance, artifacts, and language). [SS12.2.2.A](#)

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- 3. Evaluate how the unique characteristics of cultural groups, including Indigenous Tribes of Wyoming, have contributed and continue to influence Wyoming's history and contemporary life (e.g., tribes, explorers, early settlers, and immigrants).** [SS12.2.3](#)

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- 4. Analyze and critique the conflicts resulting from cultural assimilation and cultural preservation in Wyoming, the United States, and the World (e.g., racial, ethnic, social, and institutional).** [SS12.2.4](#)
  - a. Evaluate the conflicts resulting from forced assimilation (e.g., mission/boarding schools and relocation) and cultural preservation efforts (e.g., language revitalization and repatriation of human remains and artifacts) on Indigenous Tribes of Wyoming. [SS12.2.4.A](#)

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

- 1. Analyze the impact of supply, demand, scarcity, prices, incentives, competition, and profits on what is produced, distributed, and consumed.** [SS12.3.1](#)

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- 2. Analyze and evaluate how people organize for the production, distribution, and consumption of goods and services in various economic systems (e.g., capitalism, communism, and socialism).** [SS12.3.2](#)

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- 3. Analyze and evaluate the impact of current and emerging technologies at the micro and macroeconomic levels (e.g., jobs, education, trade, and infrastructure) and their impact on global economic interdependence.** [SS12.3.3](#)

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- 4. Explain how financial and government institutions make economic decisions (e.g., banking, investment, credit, regulation, and debt).** [SS12.3.4](#)

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- 5. Evaluate how values and beliefs influence microeconomic and macroeconomic decisions.** [SS12.3.5](#)

**Time, Continuity, and Change: Students analyze events, people, problems, and ideas within their historical contexts.** 4

- 1. Describe patterns of change (cause and effect) and evaluate how past events impacted future events and the modern world.** [SS12.4.1](#)
  - a. Describe patterns of change (cause and effect) and evaluate how past events impact current realities for Indigenous Tribes of Wyoming (e.g., migration, evolution of tribal leadership, treaties, Powder River Expedition, Red Cloud's War, Great Sioux War, Battle of Little Bighorn, land cessions, and 1905 Shoshone Reservation Congressional Act). [SS12.4.1.A](#)

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- 2. Analyze the development and impact of tools and technology and how it shaped history and influenced the modern world.** [SS12.4.2](#)

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- 3. Given a significant current event, critique the actions of the people or groups involved; hypothesize how this event would have played out in another country.** [SS12.4.3](#)

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- 4. Describe the historical interactions between and among individuals, groups, and/or institutions (e.g., family, neighborhood, political, economic, religious, social, cultural, and workplace) and their impact on significant historical events.** [SS12.4.4](#)
  - a. Describe the historical interactions between Indigenous Tribes of Wyoming, state, and federal governments (e.g. Chief Washakie and the federal government, treaties, 1871 Indian Appropriations Act, Dawes Act, and the 1956 Indian Relocation Act). [SS12.4.4.A](#)

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- 5. Using primary and secondary sources, apply historical research methods to interpret and evaluate important historical events from multiple perspectives.** [SS12.4.5](#)
  - a. Interpret and evaluate historical events with primary and secondary sources, including oral tradition and traditional storytelling of Indigenous Tribes of Wyoming (e.g., traditional drama and theater, song, and dance). [SS12.4.5.A](#)

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

- 1. Use geographic tools and reference materials to interpret, analyze, evaluate, and synthesize historical and geographic data to demonstrate an understanding of global patterns and interconnectedness.** [SS12.5.1](#)
  - a. Use geographic tools and reference materials to compare ancestral locations of Indigenous Tribes of Wyoming to reservations today. [SS12.5.1.A](#)

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- 2. Describe regionalization and analyze how physical characteristics distinguish a place, influence human trends, political and economic development, and solve immediate and long-range problems.** [SS12.5.2](#)
  - a. Analyze how the value placed on physical characteristics and natural resources cause conflict among different groups. (e.g., Black Hills, energy development, Big Horn River Adjudication, Devils Tower/Bear Lodge, and Yellowstone). [SS12.5.2.A](#)

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**3. Analyze, interpret, and evaluate how conflict, demographics, movement, trade, transportation, communication, and technology affect humans' sense of place.** [SS12.5.3](#)

- a. Analyze how conflict, demographics, movement, trade, transportation, communication, and technology affect the Indigenous Tribes of Wyoming's sense of place. [SS12.5.3.A](#)

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**4. Analyze how environmental changes and modifications positively and negatively affect communities, tribes and the world both economically and socially.** [SS12.5.4](#)

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

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**1. Analyze, evaluate, and/or synthesize multiple sources of information in diverse formats and media in order to address a question or solve a problem.** [SS12.6.1](#)

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**2. Assess the extent to which the reasoning and evidence in a text supports the author's claims.** [SS12.6.2](#)

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**3. Use digital tools to research, design, and present social studies concepts (e.g., understand how individual responsibility applies in usage of digital media).** [SS12.6.3](#)

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**4. Evaluate and integrate accurate, sufficient, and relevant information from primary and secondary sources to support writing.** [SS12.6.4](#)