

Wyoming State Social Studies Standards

2. Culture/Cultural Diversity - Students demonstrate an understanding of different cultures and how these cultures have contributed and continue to contribute to the world in which they live.

SS.4.2.1 - Students describe how human needs and concerns (i.e. freedom, justice, and responsibility) are addressed within cultures.	Getting to Know Buffalo Bill Tour Plains Indian Culture: Yesterday & Today Tour Plains Indian Activity Tours Plains Indian Art Trunk Powwow Trunk Shoshone Learning Kit International Archaeology Day Museum Adventure
SS.4.2.2 - Students explain how culture is reflected in literature and the arts.	Plains Indian Activity Tours Plains Indian Art Trunk Powwow Trunk Fact or Fiction Tour International Archaeology Day Museum Adventure
SS.8.2.2 - Students describe cultural diversity and the interdependence of cultures.	Plains Indian Culture: Yesterday & Today Tour Plains Indian Art Trunk Powwow Trunk Shoshone Learning Kit
SS.11.2.2 - Students communicate how shared cultural experiences influence peoples' perceptions of prominent historical figures, groups, institutions, and world events.	Plains Indian Culture: Yesterday & Today Tour Plains Indian Art Trunk Powwow Trunk Shoshone Learning Kit

3. Production, Distribution, and Consumption - Students demonstrate an understanding of economic principles and concepts and describe the influence of economic factors on societies.

SS.4.3.1 - Students describe the importance of major resources, industries, and economic development of the local communities and Wyoming.	Trappers, Traders, and Trailblazers Tour Trappers, Traders, Trailblazers Trunk
SS.8.3.1 - Students communicate how economic considerations influence personal, local, state, national, and international decision-making.	Trappers, Traders, and Trailblazers Tour Trappers, Traders, Trailblazers Trunk
SS.8.3.2 - Students describe the systems of exchange of past and present.	Trappers, Traders, and Trailblazers Tour Trappers, Traders, Trailblazers Trunk Plains Indian Art Trunk

4. Time, Continuity and Change - Students 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.4.4.1 - Students identify significant local, state and national persons, holidays, and symbols.	Getting to Know Buffalo Bill Tour Buffalo Bill's Birthday Museum Adventure Fact of Fiction Tour
SS.4.4.3 - Students describe the chronology of exploration, immigration, and settlement of Wyoming.	Getting to Know Buffalo Bill Tour Homesteading in Wyoming Tour Trappers, Traders, and Trailblazers Tour Trappers, Traders, Trailblazers Trunk Fact or Fiction Tour International Archaeology Day Museum Adventure
SS.8.4.1 - Students identify people, events, problems, conflicts, and ideas and explain their historical significance.	Homesteading in Wyoming Buffalo Bill's Birthday Museum Adventure
SS.8.4.3 - Students analyze the impact of historical events and people on present conditions, situations, and circumstances.	Trappers, Traders, and Trailblazers Tour Plains Indian Culture: Yesterday & Today Tour Trappers, Traders, Trailblazers Trunk Plains Indian Art Trunk Powwow Trunk Shoshone Learning Kit

SS.11.4.1 - Students analyze the interactions among individuals and groups and their impact on significant historical events.	Homesteading in Wyoming
SS.11.4.4 - Students explain how past events impact the present and the future.	Plains Indian Culture: Yesterday & Today Tour Plains Indian Art Trunk Powwow Trunk Shoshone Learning Kit
5. People, Places, and Environments - Students demonstrate an understanding of interrelationships among people, places, and environments.	
SS.4.5.4 - Students describe relationships among people and places, and the environmental context in which they take place.	Homesteading in Wyoming International Archaeology Day Museum Adventure
Note that Buffalo Bill's Birthday Museum Adventure addresses multiple Social Studies standards.	
Wyoming State Fine and Performing Arts Standards	
1. Creative Expression Through Production - Students, create, perform, exhibit, or participate in arts.	
FPA.4.1.1 - Students use a variety of materials and resources to explore the arts.	Young Explorers: I Spy Art Museum Adventure The Artist's Story Tour
FPA.4.1.3 - Students collaborate with others in the creative artistic process.	Young Explorers: I Spy Art Museum Adventure
2. Aesthetic Perception - Students respond to, analyze, and make informed judgments about the arts.	
FPA.4.2.1 - Students use terminology relevant to the art form.	Journey Into Art Tour The Artist's Story Tour
FPA.4.2.2 - Students recognize and describe the skills, techniques, processes, and technologies relevant to artistic works.	The Artist's Story Tour
FPA.4.2.3 - Students explain their personal preferences for specific works and styles.	Journey Into Art Tour The Artist's Story Tour Borrow a Backpack: Art Cards
FPA.4.2.4 - Students describe an idea or feeling connected with experiencing artistic works.	The Artist's Story Tour Borrow a Backpack: Art Cards
FPA.8.2.2 - Students describe and analyze artistic works using concepts of composition, technique, function, style, and presentation.	The Artist's Story Tour
FPA.8.2.3 - Students interpret artistic works through the influence of personal experience.	The Artist's Story Tour Borrow a Backpack: Art Cards
3. Historical and Cultural Context - Students demonstrate an understanding of the arts in relation to history, cultures, and contemporary society.	
FPA.4.3.1 - Students explore specific artistic works belonging to particular cultures, times, and places.	Journey Into Art Tour Young Explorers: I Spy Art Museum Adventure Plains Indian Art Trunk The Artist's Story Tour
FPA.8.3.1 - Students identify and describe specific artistic works as belonging to particular cultures, times, and places.	Plains Indian Art Trunk Trappers, Traders, Trailblazers Trunk The Artist's Story Tour
FPA.8.3.2 - Students describe how history, culture, and the arts influence each other.	Plains Indian Art Trunk Trappers, Traders, Trailblazers Trunk The Artist's Story Tour
FPA.11.3.1 - Students describe and explain distinguishing features of an art form in the context of its history and culture.	Plains Indian Art Trunk Trappers, Traders, Trailblazers Trunk
FPA.11.3.2 - Students explain the relationships between the arts and historical, cultural, and contemporary concepts or events. Students then analyze the impact of these relationships.	Plains Indian Art Trunk Trappers, Traders, Trailblazers Trunk

4. Applications to Life - Students connect and relate the arts to other disciplines and to society.

FPA.4.4.1 - Students demonstrate appropriate behavior for the context and style of art presented.

Young Explorers: I Spy Art Museum Adventure
Plains Indian Art Trunk
Borrow a Backpack: Art Cards

Wyoming State Science Standards

1. Concepts and Processes - In the context of unifying concepts and processes, students develop an understanding of scientific content through inquiry. Science is a dynamic process; concepts and content are best learned through inquiry and investigation. Concepts in LIFE SYSTEMS, EARTH and SPACE SYSTEMS, and PHYSICAL SYSTEMS are taught within the context of the following Unifying Concepts and Processes of Science: systems, classifications, order, and organization; evidence, models, and explanations; cycles and change over time; measurement; and form and function.

SC.4.1.1 - Characteristics of Organisms: Students describe observable characteristics of living things, including structures that serve specific functions and everyday behaviors.

Animal Adaptations Tour
Wolf Trunk
Borrow a Backpack: Natural History

SC.4.1.2 - Life Cycles of Organisms: Students sequence life cycles of living things, and recognize that plants and animals resemble their parents.

Animal Adaptations Tour
Wolf Trunk
Borrow a Backpack: Natural History

SC.4.1.3 - Organisms and Environments: Students show connections between living things, their basic needs, and the environments.

Animal Adaptations Tour
Wyoming Geology Rocks! Tour
Wolf Trunk
Borrow a Backpack: Natural History

SC.4.1.4 - Properties of Earth Materials: Students investigate water, air, rocks, and soils to compare basic properties of earth materials.

Wyoming Geology Rocks! Tour
Fire, Water, and Ice Tour

SC.4.1.6 - Changes in Earth and Sky: Students describe observable changes in earth and sky, including rapid and gradual changes to the earth's surface, and daily and seasonal changes in the weather.

Fire, Water, and Ice Tour

SC.4.1.7 - Properties of Objects: Students classify objects by properties that can be observed, measured, and recorded, including color, shape, size, weight, volume, texture, and temperature.

Wyoming Geology Rocks! Tour

SC.4.1.8 - Changes in States of Matter: Students demonstrate that the processes of heating and cooling can change matter from one state to another.

Fire, Water, and Ice Tour

SC.8.1.5 - Behavior and Adaptation: Students recognize behavior as a response of an organism to an internal or environmental stimulus and connect the characteristics and behaviors of an organism to biological adaptations.

Animal Adaptations Tour
Wolf Trunk
All About Owls Outreach Program
Keystone Species Tour

SC.8.1.8 - The Structure of the Earth System: Students examine the structure of the Earth, identifying layers of the Earth, considering plate movement and its effects, and recognizing landforms resulting from constructive and destructive forces.

Fire, Water, and Ice Tour

SC.8.1.9 - The Earth's History: Students systemize the Earth's history in terms of geologic evidence, comparing past and present Earth processes and identifying catastrophic events and fossil evidence.

Fire, Water, and Ice Tour

SC.11.1.6 - Behavior and Adaptation: Examine behavior as the sum of responses of an organism to stimuli in its environment, which evolves through adaptation, increasing the potential for species survival. Identify adaptations as characteristics and behaviors of an organism that enhance the chance of survival and reproductive success in a particular environment.

Animal Adaptations Tour
Wolf Trunk
Keystone Species Tour

<p>SC.11.1.7 - <u>Geochemical Cycles</u>: Describe the Earth as a closed system and demonstrate a conceptual understanding of the following systems: geosphere; hydrosphere; atmosphere; biosphere. Explain the role of energy in each of these systems, such as weather patterns, global climate, weathering, and plate tectonics.</p>	<p>Fire, Water, and Ice Tour</p>
<p>2. Science As Inquiry - Students demonstrate knowledge, skills, and habits of mind necessary to safely perform scientific inquiry. Inquiry is the foundation for the development of content, teaching students the use of processes of science that enable them to construct and develop their own knowledge. Inquiry requires appropriate field, classroom, and laboratory experiences with suitable facilities and equipment.</p>	
<p>SC.4.2.2 - Students use the inquiry process to conduct simple scientific investigations. (1. Collect and organize data. 2. Use data to construct simple graphs, charts, diagrams, and/or models. 3. Draw conclusions and accurately communicate results, making connections to daily life. 4. Pose or identify questions and make predictions. 5. Conduct investigations to answer questions and check predictions.</p>	<p>International Archaeology Day Museum Adventure</p>
<p><i>Note that the Greater Yellowstone Museum Adventure addresses multiple Science standards.</i></p>	