

Proposed 2026 Wyoming Social Studies Content Standards & Performance Level Descriptors (PLDs)

1. Civics

Domain Statement: Students will develop a comprehensive understanding of the principles of the United States Constitution through the study of civic institutions, foundational documents, and the rights and responsibilities of citizenship. Through engagement with authentic, rigorous, and grade-appropriate sources, learners will strengthen critical thinking, communication, and analytical skills to evaluate complex issues from multiple perspectives. Informed and responsible inquiry and participation will prompt students to apply ethical reasoning, problem-solving, and collaborative leadership to fully understand representative governments at the local, state, tribal, and national levels.

Domain 1	K-2 Content Standards	3-5 Content Standards
SS.1.1 Rights & Responsibilities	Describe the rights and responsibilities of individuals within the home, school, community, and Indigenous Tribes of Wyoming (e.g., chores, school rules, voting in the classroom, right to a safe learning environment).	Describe the basic rights and responsibilities of citizenship (e.g., Bill of Rights and the amendments, voting, civic discourse, civility, cooperation, respect, responsibility).
SS.1.2 Political Processes & Civic Engagement	Intentionally left blank.	Summarize the basic local, state, tribal (Sovereign Nations), and national political processes (e.g., campaigning and voting, tribal elections require Tribal ID, legislative sessions, school boards, city councils, county commissioners).
SS.1.3 Foundational Documents	Identify and explain various symbols, documents, and songs associated with home, school, community, Indigenous Tribes of Wyoming, Wyoming, and the United States (e.g., Pledge of Allegiance, Star Spangled Banner, Shoshone Pledge, symbols - Shoshone, Arapaho, Wyoming, and United States flags, White House, Statue of Liberty, Constitution Day).	Explain the basic origins, structures, and functions of the United States Constitution (e.g., Haudenosaunee Confederacy, Declaration of Independence, Articles of Confederation, Magna Carta).
SS.1.4 Branches of	Intentionally left blank.	Understand the purposes of the three branches of the U.S. government (executive, legislative, and judicial).

Government		
SS.1.5 Comparative Political Systems	Intentionally left blank.	Intentionally left blank.
SS.1.6 Treaties & Tribal Legal Systems	Intentionally left blank.	Define the role of the U.S. and tribal legal systems in maintaining law and order.
SS.1.7 Tribal Political Systems	Intentionally left blank.	Understand how the Northern Arapaho and Eastern Shoshone are sovereign nations with their own systems of governance (i.e., each has a General Council and a resolution form of government).
SS.1.8 Constitutional Structures	Intentionally left blank.	Intentionally left blank.

Proposed 2026 Wyoming Social Studies Content Standards & Performance Level Descriptors (PLDs)

Domain 1	6-8 Content Standard and Performance Level Descriptors (PLDs)	9-12 Content Standard and Performance Level Descriptors (PLDs)
SS.1.1 Rights & Responsibilities	6-8.SS.1.1 Explain the rights, duties, and responsibilities of US citizens, including those who are also Tribal members, and how they solve complex problems, including how to participate in political processes.	9-12.SS.1.1 Compare the rights, duties, and responsibilities of citizenship within the United States, including those inherent in dual citizenship for the federally recognized tribes in Wyoming (Eastern Shoshone and Northern Arapaho), and how they solve complex problems and participate in the political processes.
	• The Advanced student justifies and critiques the effectiveness of participation in political processes while applying the rights, duties, and responsibilities of US citizens and Tribal members to solve complex problems. • The Proficient student explains the rights, duties, and responsibilities of US citizens, including those who are also Tribal members, and how they solve complex problems, including how to participate in political processes. • The Basic student identifies the rights, duties, and responsibilities of US citizens and Tribal members and describes simple ways to participate in political processes. • The Below Basic student does not meet the Basic level.	• The Advanced student critically evaluates the rights, duties, and responsibilities of citizenship within the United States, including those inherent in dual citizenship for the federally recognized tribes in Wyoming (Eastern Shoshone and Northern Arapaho), and proposes comprehensive solutions to complex political problems. • The Proficient student compares the rights, duties, and responsibilities of citizenship within the United States, including those inherent in dual citizenship for the federally recognized tribes in Wyoming (the Eastern Shoshone and Northern Arapaho), and how they solve complex problems and participate in the political processes. • The Basic student identifies the rights, duties, and responsibilities of US citizenship and tribal membership individuals participate in political systems. • The Below Basic student does not meet the Basic level.

SS.1.2 Political Processes & Civic Engagement	6-8.SS.1.2 Evaluate primary and secondary documents to make a claim about local, state, tribal (sovereign nations), and national political issues; support the claim with evidence and reasoning, using discipline-specific vocabulary.	9-12.SS.1.2 Research and formulate positions on local, state, tribal, national, and global policies/issues to engage in a civil society. Support positions with evidence and reasoning, using discipline-specific vocabulary.
	• The Advanced student synthesizes information from multiple primary and secondary documents to construct an evidence-based argument about political issues at all levels, demonstrating sophisticated use of discipline-specific vocabulary. • The Proficient student evaluates primary and secondary documents to make a claim about local, state, tribal (Sovereign Nations), and national political issues; supports the claim with evidence and reasoning, using discipline-specific vocabulary. • The Basic student identifies relevant information from primary or secondary documents to make a simple claim about a political issue at one or two levels (e.g., local or state), with limited use of evidence or discipline-specific vocabulary. • The Below Basic student does not meet the Basic level.	• The Advanced student synthesizes research to formulate positions on local, state, tribal, national, and global policies/issues. The student uses discipline-specific vocabulary while addressing counterarguments and/or reconciling different viewpoints/perspectives. • The Proficient student researches and formulates positions on local, state, tribal, national, and global policies/issues to engage in a civil society. Supporting the positions with evidence and reasoning, using discipline-specific vocabulary. • The Basic student gathers limited information to state a basic position on local, state, tribal, national, and global policies/issues, utilizing simple reasoning and limited discipline-specific vocabulary. • The Below Basic student does not meet the Basic level.
SS.1.3 Foundational Documents	6-8.SS.1.3 Describe the origins, purposes, and impacts of the U.S. Constitution and how they have shaped the U.S., Wyoming, and tribal governments.	9-12.SS.1.3 Analyze the historical and philosophical foundations of the United States Constitution and its impact on shaping the United States and the Wyoming Government (e.g., Magna Carta, Petition of Rights of 1628, English Bill of Rights, Haudenosaunee Confederacy, Declaration of Independence,

		Articles of Confederation, etc.).
	• The Advanced student evaluates the historical context, competing purposes, and evolving impacts of the U.S. Constitution on the U.S., Wyoming, and tribal governments, citing specific textual evidence. • The Proficient student describes the origins, purposes, and impacts of the U.S. Constitution and how they have shaped the U.S., Wyoming, and tribal governments. • The Basic student identifies the origins, a purpose, and basic impacts of the U.S. Constitution on the U.S. and Wyoming governments. • The Below Basic student does not meet the Basic level.	• The Advanced student analyzes the historical and philosophical foundations of the United States Constitution, synthesizing long-term impacts of those foundations on contemporary governance structures in the United States and Wyoming. • The Proficient student analyzes the historical and philosophical foundations of the United States Constitution and its impact on shaping the United States and the Wyoming Government (e.g., Magna Carta, Petition of Rights of 1628, English Bill of Rights, Haudenosaunee Confederation Great Law of Peace, Declaration of Independence, Articles of Confederation, etc.). • The Basic student describes the historical and philosophical foundations of the United States Constitution and the Wyoming Government. • The Below Basic student does not meet the Basic level.
SS.1.4 Branches of Government	6-8.SS.1.4 Explain how the powers of the executive, legislative, and judicial branches interact and have changed over time.	9-12.SS.1.4 Understand and describe the separation of powers and checks and balances in the US and WY Constitutions. 1.7a. Analyze the powers and lawmaking processes of the legislative branch. 1.7b. Analyze the powers and functions of the executive branch. 1.7c. Analyze the structures, jurisdictions, and processes of the judicial system.

	• The Advanced student evaluates historical and contemporary examples to analyze and predict how the interactions and changes in power among the executive, legislative, and judicial branches influence policy and governance. • The Proficient student explains how the powers of the executive, legislative, and judicial branches interact and have changed over time. • The Basic student identifies the roles of the executive, legislative, and judicial branches and describes one example of how they interact. • The Below Basic student does not meet the Basic level.	• The Advanced student evaluates the separation of powers and checks and balances in the US and WY Constitutions and applies these concepts to a historical and current event. • The Proficient student understands and describes separation of powers and checks and balances in the US and WY Constitutions, and analyzes the powers, lawmaking processes, functions, structures, and jurisdictions of the legislative, executive, and judicial branches/systems. • The Basic student defines separation of powers, checks and balances, and the basic powers of each branch of government. • The Below Basic student does not meet the Basic level.
SS.1.5 Comparative Political Systems	6-8.SS.1.5 Summarize the basic structures of various historical and contemporary political systems and their economic features.	9-12.SS.1.5 Compare various world political systems (e.g., ideologies, structure, and institutions) with that of the United States.
	• The Advanced student analyzes and contrasts the basic structures and underlying economic theories of multiple historical and contemporary political systems. • The Proficient student summarizes the basic structures of economic features and various historical and contemporary political systems. • The Basic student identifies the structures and economic features of historical and contemporary political systems.	• The Advanced student compares various world political systems with that of the United States, evaluating how those systems shape government power, citizen participation, and public policy. • The Proficient student compares various world political systems (e.g., ideologies, structure, and institutions) with those of the United States. • The Basic student describes various world political systems.

	The Below Basic student does not meet the Basic level.	The Below Basic student does not meet the Basic level.
SS.1.6 Treaties & Tribal Legal Systems	6-8.SS.1.6 Explain how treaties, Congressional Acts, and Supreme Court decisions helped shape tribal governments, and compare tribal political systems of the Northern Arapaho and Eastern Shoshone with other tribes and the sovereign powers held by Indigenous Tribes of Wyoming.	9-12.SS.1.6 Analyze the foundations of tribal governance through treaties, Congressional Acts, and Supreme Court decisions (e.g., Trust Doctrine, Marshall Trilogy).
	- The Advanced student analyzes how treaties, Congressional Acts, and Supreme Court decisions helped shape tribal governments, and evaluates tribal political systems of the Northern Arapaho, Eastern Shoshone, and other tribes, and the sovereign powers held by Indigenous Tribes of Wyoming. - The Proficient student explains how treaties, Congressional Acts, and Supreme Court decisions helped shape tribal governments and compares tribal political systems of the Northern Arapaho and Eastern Shoshone with other tribes and the sovereign powers held by Indigenous Tribes of Wyoming. - The Basic student identifies how treaties, Congressional Acts, and Supreme Court decisions helped shape tribal governments and the sovereign powers held by Indigenous Tribes of Wyoming. - The Below Basic student does not meet the Basic level.	- The Advanced student evaluates the foundations of tribal governance through treaties, Congressional Acts, and Supreme Court decisions and applies this understanding to analyze contemporary issues. - The Proficient student analyzes the foundations of tribal governance through treaties, Congressional Acts, and Supreme Court decisions (e.g., Trust Doctrine, Marshall Trilogy). - The Basic student describes the foundations of tribal governance-through treaties, Congressional Acts, and Supreme Court decisions. - The Below Basic student does not meet the Basic level.
SS.1.7 Tribal Political	Intentionally left blank.	9-12.SS.1.7 Compare various tribal political systems (e.g., Indian Reorganization Act Tribe and non-Indian Reorganization

Systems		Act Tribe) and distinguish the inherent powers held by Indigenous Tribes of Wyoming due to their tribal sovereignty (e.g., jurisdiction, taxation, membership, per capita payments, fish and game).
	Intentionally left blank.	• The Advanced student analyzes various tribal political systems and their limitations, distinguishes the inherent powers held by the Indigenous Tribes of Wyoming due to their tribal sovereignty, and evaluates how tribal sovereignty influences contemporary governance, legal authority, and relationships between governments. • The Proficient student compares various tribal political systems (e.g., Indian Reorganization Act Tribe and non-Indian Reorganization Act Tribe) and distinguishes the inherent powers held by Indigenous Tribes of Wyoming due to their tribal sovereignty (e.g., jurisdiction, taxation, membership, per capita payments, fish and game). • The Basic student describes various tribal political systems and identifies inherent powers tied to the tribal sovereignty of the Indigenous Tribes of Wyoming. • The Below Basic student does not meet the Basic level.
SS.1.8 Constitutional Structures	6-8.SS.1.8 Describe the structures of the U.S. and WY Constitutions and how they create a special relationship with tribal governments.	9-12.SS.1.8 Demonstrate an understanding of the structures of both the United States and Wyoming Constitutions (e.g., Bill of Rights, Declaration of Rights).
	• The Advanced student analyzes and contrasts the basic structures and underlying economic theories of	• The Advanced student compares various world political systems with that of the United States, evaluating how

	multiple historical and contemporary political systems. • The Proficient student summarizes the basic structures of economic features and various historical and contemporary political systems. • The Basic student identifies the structures and economic features of historical and contemporary political systems. • The Below Basic student does not meet the Basic level.	those systems shape government power, citizen participation, and public policy. • The Proficient student compares various world political systems (e.g., ideologies, structure, and institutions) with those of the United States. • The Basic student describes various world political systems. • The Below Basic student does not meet the Basic level.
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Proposed 2026 Wyoming Social Studies Content Standards & Performance Level Descriptors (PLDs)

2. Geography and Culture

Domain Statement: Students will utilize maps, digital tools, and geographic data to analyze the spatial relationships between physical features, natural resources, and the location of diverse groups, including the Indigenous Tribes of Wyoming and global populations. They will evaluate how cultural expressions, such as language, traditions, and sacred sites, shape personal and group identities while investigating how migration, settlement patterns, and assimilation policies influence the movement of people, goods, and ideas. Finally, students will examine the dynamic interaction between humans and their environment, assessing how different societies adapt to, modify, and protect natural resources to meet their needs across local, tribal, and global scales.

Domain 2	K-2 Content Standards	3-5 Content Standards
SS.2.1 Geographic Tools & Map Skills	Create maps of familiar places using map keys, legends, symbols, cardinal directions, and intermediate directions.	Use maps, globes, or digital tools to identify and locate towns, cities, the 50 states and their capitals, Wind River Reservation, countries, continents, and oceans, and describe their relative location using cardinal and intermediate directions. Explain how geographic location influences where people live and work.

SS.2.2 Place & Cultural Identity	Students will define culture and understand how tradition and celebrations shape personal identity, daily life, and communities, and explain the importance of customs and observances in Wyoming, Indigenous Tribes of Wyoming, and the United States (e.g., Independence Day, Martin Luther King, Jr. Day, Thanksgiving, Veterans Day, Native American Veterans Day, Native American Heritage Day, Wyoming Native American Day, Pow Wows).	Identify the characteristics and contributions of the Indigenous Tribes of Wyoming (Sovereign Nations) and cultural groups. Describe their influence on the social and regional geography of the state and nearby regions (e.g., cowboy culture, Hispanic/Latino and other ethnic groups).
SS.2.3 Place: Sacred Sites & Cultural Expression	Compare how cultural expressions influence home, school, community, and Indigenous Tribes of Wyoming across the state (e.g., language, sign language, stories, dance, clothing, music, religion, symbolism, and art).	Explain the significance of Wyoming places and sacred sites, and how culture influences protecting and maintaining them (e.g., landmarks, forts, parks).
SS.2.4 Societal Change & Cultural Exchange	Intentionally left blank.	Describe events and interactions among groups, social classes, and/or significant individuals in Wyoming and the United States (e.g., Westward expansion, Homestead Act, and influential people in Wyoming's history like Chief Washakie, Chief Black Coal, Chief Sharp Nose, and Chief Friday, Esther Hobart Morris, Nellie T. Ross).
SS.2.5 Regions	Identify and locate cultural, human, political, and natural features on maps using keys and legends (i.e., city, county, Wind River Reservation, state, landforms, bodies of water, seven continents, five oceans, hemispheres, equator).	Explain and compare how physical features, patterns, and systems influence Wind River Reservation, Wyoming, and regions of the United States.
SS.2.6 Human- Environment Interaction	Explain how local and tribal people adjust to, change, and protect their environment in order to survive (e.g., clothing, houses, food, recycling, stewardship, food sovereignty, and natural resources).	Explain how people in Wyoming adapt to and modify their environment to meet their needs, and describe how natural features, resources, climate, and seasons influence housing, food, tools, and migration in the past and present (e.g., Indigenous Tribes, homesteaders, immigrants, Chinese sojourners).

SS.2.7 Movement	Describe the human and physical features that make a community unique and drive migration and settlement (e.g., culture, language, religion, food, wild game migration, clothing, environment, politics, economics, population, and employment).	Explain how past and present settlement patterns, including those of Indigenous Tribes of Wyoming, the Oregon Trail, and the Transcontinental Railroad, help shape regions, and how the movement of people, goods, and ideas connects places and influences the human characteristics of regions (culture, government, economy, population, and quality of life).
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Proposed 2026 Wyoming Social Studies Content Standards & Performance Level Descriptors (PLDs)

Domain 2	6-8 Content Standard and Performance Level Descriptors (PLDs)	9-12 Content Standard and Performance Level Descriptors (PLDs)
SS.2.1 Geographic Tools & Map Skills	6-8.SS.2.1 Interpret charts, graphs, and maps to solve geographic problems.	9-12.SS.2.1 Use geographical tools and various representations of the Earth to interpret, analyze, and synthesize geographic data. Demonstrate an understanding of patterns and the interconnectedness of physical and human systems at the local, tribal, state, national, and global levels.
	- The Advanced student evaluates and integrates information from complex or multiple geographic tools (charts, graphs, and maps) to propose and justify solutions to complex geographic problems. - The Proficient student interprets charts, graphs, and maps to solve geographic problems. - The Basic student extracts simple information from a single chart, graph, or map to identify a geographic problem. - The Below Basic student does not meet the Basic level.	- The Advanced student will utilize geographic tools and various representations to analyze and synthesize geographic data, identifying patterns, making predictions, and/or proposing solutions based on that data. - The Proficient student uses geographical tools and various representations of the Earth to interpret, analyze, and synthesize geographic data. Demonstrates an understanding of patterns and the

		interconnectedness of physical and human systems at the local, tribal, state, national, and global levels. • The Basic student interprets data from geographical tools and recognizes a pattern or basic connection between a physical and a human feature. • The Below Basic student does not meet the Basic level.
SS.2.2 Place & Cultural Identity	6-8.SS.2.2 Analyze how cultures shape regional identity, land use, and social structures to explain how interactions with the environment influence cultural development at the local and state levels.	9-12.SS.2.2 Analyze and evaluate the ways various groups interact with their environment to contribute to identity and culture at the local, tribal, state, national, and global levels.
	• The Advanced student evaluates and synthesizes the complex, reciprocal relationships between cultures and the environment to explain how these interactions drive cultural development, shape regional identity, land use, and social structures at the local and state levels. • The Proficient student analyzes how cultures shape regional identity, land use, and social structures to explain how interactions with the environment influence cultural development at the local and state levels. • The Basic student describes one way culture shapes regional identity or land use, to identify a simple interaction between the environment and cultural development at the local level. • The Below Basic student does not meet the Basic level.	• The Advanced student researches, analyzes, and evaluates how various groups interact with their environment to shape identity and culture and makes evidence-based predictions about how these interactions may influence communities and cultures over time at the local, tribal, state, national, and global levels. • The Proficient student analyzes and evaluates the ways various groups interact with their environment to contribute to identity and culture at the local, tribal, state, national, and global levels. • The Basic student identifies and describes how various groups interact with their environment to shape identity and culture at the local, tribal, state, national, and/or global levels. • The Below Basic student does not meet the Basic level.

SS.2.3 Place: Sacred Sites & Cultural Expression	6-8.SS.2.3 Analyze how physical features and natural resources influence the locations of historical tribes of Wyoming and contribute to identity and events.	9-12.SS.2.3 Evaluate how shared physical and cultural characteristics distinguish regions at a local, tribal, state, national, and global scale.
	• The Advanced student evaluates the historical and contemporary significance of physical features and natural resources to explain how they critically influence the settlement, identity, and major events of multiple historical tribes of Wyoming. • The Proficient student analyzes how physical features and natural resources influence the locations of historical tribes of Wyoming and contribute to identity and events. • The Basic student describes how physical features or natural resources influenced the location of historical tribes of Wyoming. • The Below Basic student does not meet the Basic level.	• The Advanced student analyzes how shared physical and cultural characteristics distinguish regions and how regional identities and boundaries change over time. • The Proficient student evaluates how shared physical and cultural characteristics distinguish regions at a local, tribal, state, national, and global scale. • The Basic student describes how shared physical and cultural characteristics distinguish a specific region at a local, tribal, state, national, and/or global scale. • The Below Basic student does not meet the Basic level.
SS.2.4 Societal Change & Cultural Exchange	6-8.SS.2.4 Explain how contributions, tensions, and cooperation among various groups (e.g., Indigenous Tribes, ethnic communities, and immigrant groups) shape societies and historical events over time.	9-12.SS.2.4 Evaluate how individuals and groups interact with other groups, goods, ideas, and technology at the local, tribal, state, national, and global scales, to include federal assimilation policies (e.g., boarding schools, termination) and cultural preservation efforts (e.g., language revitalization, Native American Grave Protection and Repatriation Act) of the Indigenous Tribes of Wyoming.
	• The Advanced student analyzes the short- and long-term consequences of contributions, tensions, and cooperation among various groups to evaluate how	• The Advanced student analyzes and evaluates the short- and long-term socio-political consequences of interactions across local, tribal, state, national, and

	these interactions fundamentally shape societal change and historical events over time. • The Proficient student explains how contributions, tensions, and cooperation among various groups (e.g., Indigenous Tribes, ethnic communities, and immigrant groups) shape societies and historical events over time. • The Basic student identifies one contribution, tension, or instance of cooperation among different groups and describes how it relates to a historical event. • The Below Basic student does not meet the Basic level.	global scales, including the lasting systemic impacts of federal assimilation policies and the effectiveness and limitations of cultural preservation efforts of the Indigenous Tribes of Wyoming. • The Proficient student evaluates how individuals and groups interact with other groups, goods, ideas, and technology at the local, tribal, state, national, and global scales, including federal assimilation policies (e.g., boarding schools, termination) and cultural preservation efforts (e.g., language revitalization, Native American Grave Protection and Repatriation Act) of the Indigenous Tribes of Wyoming. • The Basic student describes how individuals or groups interact with other groups, goods, ideas, or technology at the local, tribal, state, national, or global scale, and describes a federal assimilation policy or an Indigenous cultural preservation effort. • The Below Basic student does not meet the Basic level.
SS.2.5 Regions	Intentionally left blank.	9-12.SS.2.5 Evaluate how the value placed on physical characteristics and natural resources, coupled with change (e.g., demographics, technology, and trade) shapes the sense of place for various groups, including the Indigenous Tribes of Wyoming.
	Intentionally left blank.	• The Advanced student evaluates how global economic shifts, technological innovations, or demographic transformations alter the cultural or strategic value of natural resources, analyzing how these shifts

		reconstruct or create conflicting senses of place among various groups. • The Proficient student evaluates how the value placed on physical characteristics and natural resources, coupled with change (e.g., demographics, technology, and trade) shapes the sense of place for various groups, including the Indigenous Tribes of Wyoming. • The Basic student describes a physical characteristic or natural resource and describes how a group attaches cultural, traditional, or economic value to that specific location. • The Below Basic student does not meet the Basic level.
SS.2.6 Human-Environment Interaction	6-8.SS.2.6 Compare how physical geography, natural resources, and migration patterns shape the identity, development, and interactions of diverse groups within the Wind River Reservation, Wyoming, and the broader United States.	9-12.SS.2.6 Analyze how human interactions with their environment impact communities at the local, tribal, state, national, and global scales.
	• The Advanced student analyzes to evaluate how physical geography, natural resources, and migration patterns shape the identity, development, and interactions of diverse groups within the Wind River Reservation, Wyoming, and the broader United States. • The Proficient student compares how physical geography, natural resources, and migration patterns shape the identity, development, and interactions of diverse groups within the Wind River Reservation, Wyoming, and the broader United States.	• The Advanced student evaluates the compounding effects of human interactions with the environment, predicts short- and long-term consequences, and proposes mitigation or adaptation strategies for communities across local, tribal, state, national, and/or global scales. • The Proficient student analyzes how human interactions with their environment impact communities at the local, tribal, state, national, and global scales.

	- The Basic student identifies how physical geography, natural resources, and migration patterns shape the identity, development, and interactions of diverse groups within the Wind River Reservation, Wyoming, and the broader United States. - The Below Basic student does not meet the Basic level.	- The Basic student describes how a human interaction with the environment impacts a community at the local, tribal, state, national, or global scale. - The Below Basic student does not meet the Basic level.
SS.2.7 Movement	Intentionally left blank.	9-12.SS.2.7 Evaluate how the movement of people, goods, ideas, and technology shapes culture and identity at the local, tribal, state, national, and global scales.
	Intentionally left blank.	- The Advanced student models how the movement of people, goods, ideas, and technology interacts across local, tribal, state, national, and global scales, and evaluates or predicts how those interactions drive cultural and identity transformations over time - The Proficient student evaluates how the movement of people, goods, ideas, and technology shapes culture and identity at the local, tribal, state, national, and global scales. - The Basic student describes a historic or contemporary movement of people, goods, ideas, or technology and identifies one effect on local culture or regional identity. - The Below Basic student does not meet the Basic level.

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3. Economics and Finance

Domain Statement: Students will analyze the fundamental differences between needs and wants while evaluating how individuals, businesses, and governments manage scarcity by weighing costs, benefits, and trade-offs in their economic decision-making. They will investigate how supply, demand, and competition interact within various economic systems, such as capitalism and socialism, to determine the production and distribution of goods in local, national, and global markets. Finally, students will examine the impact of labor trends, government policies, and financial institutions to develop personal financial literacy through informed strategies for earning, budgeting, and investing in an evolving technological landscape.

Domain 3	K-2 Content Standards	3-5 Content Standards
SS.3.1 Supply & Demand	Explain the differences between needs, wants, goods, and services.	Give examples of needs, wants, goods, services, scarcity, and choice.
SS.3.2 Markets & Systems	Explain the processes of earning, saving, and spending money.	Explain basic economic concepts and their impact on consumers (e.g., supply, demand, price, and trade, effects on consumers like availability and delivery).
SS.3.3 Innovation & Trade	Identify forms of currency and how currency is used (e.g., cash, coins, credit card, debit card).	Describe and provide examples of how people and innovations, such as trains, machinery, or communication technologies, have changed the way natural resources and products move from producers to consumers locally and nationally.
SS.3.4 Financial Literacy	Intentionally left blank.	Explain the roles and effects of money, banking, savings, budgeting, and investing in personal life and society. (e.g., Sources of income, charitable giving; training and experience can affect income levels.)

SS.3.5 Financial Decision- Making	Intentionally left blank.	Intentionally left blank.
SS.3.6 Government's Role	Intentionally left blank.	Intentionally left blank.
SS.3.7 Economic Data Interpretation	Intentionally left blank.	Intentionally left blank.

Proposed 2026 Wyoming Social Studies Content Standards & Performance Level Descriptors (PLDs)

Domain 3	6-8 Content Standard and Performance Level Descriptors (PLDs)	9-12 Content Standard and Performance Level Descriptors (PLDs)
SS.3.1 Supply & Demand	6-8.SS.3.1 Explain how individuals, businesses, and governments, with the use of limited resources, make economic decisions by evaluating costs, benefits, and trade-offs.	9-12.SS.3.1 Analyze the impact of supply, demand, scarcity, prices, incentives, competition, and profits on what is produced, distributed, and consumed.
	The Advanced student critiques complex economic decisions made by individuals, businesses, or governments by quantifying costs, benefits, and trade-offs and proposes alternative solutions that optimize resource use.	The Advanced student models and evaluates the impact of supply, demand, scarcity, prices, incentives, competition, and profits on what is produced, distributed, and consumed at various levels (e.g., local, tribal, state, regional, national, global).

	• The Proficient student explains how individuals, businesses, and governments, with the use of limited resources, make economic decisions by evaluating costs, benefits, and trade-offs. • The Basic student identifies how individuals, businesses, and governments, with the use of limited resources, make economic decisions by evaluating costs, benefits, and trade-offs. • The Below Basic student does not meet the Basic level.	• The Proficient student analyzes the impact of supply, demand, scarcity, prices, incentives, competition, and profits on what is produced, distributed, and consumed. • The Basic student describes how supply, demand, scarcity, and profit affect what is produced. • The Below Basic student does not meet the Basic level.
SS.3.2 Markets & Systems	6-8.SS.3.2 Explain how markets function through the interaction of supply and demand, and examine the roles of producers, consumers, competition, and price in local, national, and global economies.	9-12.SS.3.2 Analyze and evaluate how people organize for the production, distribution, and consumption of goods and services in various economic systems (e.g., capitalism, communism, socialism, mixed systems, etc.).
	• The Advanced student analyzes to determine the impacts of changing market conditions on the roles of producers, consumers, competition, and price across local, national, and global economies. • The Proficient student explains how markets function through the interaction of supply and demand, and examines the roles of producers, consumers, competition, and price in local, national, and global economies. • The Basic student defines the roles of producers and consumers and describes the basic interaction of supply and demand in a local market. • The Below Basic student does not meet the Basic level.	• The Advanced student can evaluate current economic systems for overlapping principles that govern the production, distribution, and consumption of goods and services. • The Proficient student analyzes and evaluates how people organize for the production, distribution, and consumption of goods and services in various economic systems (e.g., capitalism, communism, socialism, mixed systems, etc.). • The Basic student identifies and describes characteristics of two or more economic systems. • The Below Basic student does not meet the Basic level.

SS.3.3 Innovation & Trade	6-8.SS.3.3 Describe how trade and specialization link people and places and create economic connections around the world.	9-12.SS.3.3 Evaluate the influence of technological innovation, trade dynamics, and labor trends on global economic systems and occupational opportunities at both micro and macro levels.
	- The Advanced student evaluates the economic and social consequences of trade and specialization, analyzing how they create interdependence and reshape global economic connections. - The Proficient student describes how trade and specialization link people and places and create economic connections around the world. - The Basic student defines trade and specialization and provides one example of how they link people or places. - The Below Basic student does not meet the Basic level.	- The Advanced student analyzes and evaluates the influence of technological innovation, trade dynamics, and labor trends on global economic systems and occupational opportunities at both micro and macro levels, and predicts how shifts in these forces may reshape industries, workforces, and economies over time. - The Proficient student evaluates the influence of technological innovation, trade dynamics, and labor trends on global economic systems and occupational opportunities at both micro and macro levels. - The Basic student describes how a technological innovation, trade, or labor trend influences a career path or an industry. - The Below Basic student does not meet the Basic level.
SS.3.4 Financial Literacy	6-8.SS.3.4 Explain how income, living expenses, and financial institutions influence budgeting and saving decisions.	9-12.SS.3.4 Analyze how income, cost of living, and financial institutions influence individuals' budgeting and saving decisions.
	The Advanced student evaluates the influence of income, living expenses, and banking services to design a short-term personal budget aimed at specific saving goals.	The Advanced student models a multi-year financial plan that balances income, cost of living, and taxes, demonstrating how the strategy adapts to future budgeting and savings.

	• The Proficient student explains how income, living expenses, and financial institutions influence budgeting and saving decisions. • The Basic student identifies how income and living expenses influence a basic budgeting or saving decision. • The Below Basic student does not meet the Basic level.	• The Proficient student analyzes how income, cost of living, taxes, and financial institutions influence individuals' budgeting and saving decisions. • The Basic student describes how income and cost of living influence an individual's saving or budgeting decision. • The Below Basic student does not meet the Basic level.
SS.3.5 Financial Decision-Making	6-8.SS.3.5 Explain how interest affects savings, investments, and loans, and analyze how personal goals, priorities, and risk influence these financial decisions.	9-12.SS.3.5 Evaluate how personal values and beliefs influence financial decision-making and explain the mechanics of loans (e.g., compound interest, refinancing, late payments, direct principal loan payments, etc.), and how interest affects savings and investments.
	• The Advanced student evaluates and justifies investment and loan choices by synthesizing the complex effects of various interest rates and critically analyzing how personal goals, priorities, and risk tolerance guide these financial decisions. • The Proficient student explains how interest affects savings, investments, and loans, and analyzes how personal goals, priorities, and risk influence these financial decisions. • The Basic student defines interest and identifies one way it affects savings, investments, or loans, and names one personal factor that influences a financial decision. • The Below Basic student does not meet the Basic level.	• The Advanced student analyzes how different value systems lead to varying financial choices, compares the long-term costs of specific loan paths (such as modeling the impact of refinancing or making direct principal payments), and how different factors impact various savings and investment strategies. • The Proficient student evaluates how personal values and beliefs influence financial decision-making and explains the mechanics of loans (e.g., compound interest, refinancing, late payments, direct principal loan payments, etc.), and how interest affects savings and investments. • The Basic student describes how a personal belief or value can influence an everyday budget choice, outlines simple loan concepts, and explains how interest affects

		a savings account or a basic investment. The Below Basic student does not meet the Basic level.
SS.3.6 Government's Role	6-8.SS.3.6 Identify the role of the tribal, Wyoming, and U.S. governments in the economy (e.g., taxation, regulation, public goods and services).	9-12.SS.3.6 Evaluate how U.S. financial and government institutions shape economic conditions and personal financial outcomes through policy, credit systems, and regulation.
	- The Advanced student evaluates the economic impact and effectiveness of the U.S., Wyoming, and tribal governments' roles, using specific examples of taxation, regulation, and provision of public goods and services. - The Proficient student identifies the role of U.S., Wyoming, and tribal governments in the economy (e.g., taxation, regulation, public goods and services). - The Basic student identifies one role of the U.S., Wyoming, or a tribal government in the economy (e.g., taxation or public goods). - The Below Basic student does not meet the Basic level.	- The Advanced student evaluates how changes in U.S. economic policies and institutions impact individuals, businesses, and the broader economy over time. - The Proficient student evaluates how U.S. financial and government institutions shape economic conditions and personal financial outcomes through policies, credit systems, and regulations. - The Basic student describes how U.S. financial and government institutions shape the economy and personal financial outcomes through policies, credit systems, or individual regulations. - The Below Basic student does not meet the Basic level.
SS.3.7 Economic Data Interpretation	6-8.SS.3.7 Interpret charts, graphs, and other forms of data to solve problems in economics.	Intentionally left blank.
	- The Advanced student analyzes data from multiple charts, graphs, and economic reports to analyze and propose solutions to multifaceted economic problems. - The Proficient student interprets charts, graphs, and other forms of data to solve problems in economics.	Intentionally left blank.

	- The Basic student extracts a piece of information from a simple chart or graph to define a basic economic problem. - The Below Basic student does not meet the Basic level.	
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Proposed 2026 Wyoming Social Studies Content Standards & Performance Level Descriptors (PLDs)

4. History

Domain Statement: Students will investigate local, state, tribal, national, and global histories to understand how the past informs the present and shapes individual and collective identity. Through inquiry and critical analysis of primary and secondary sources, learners will evaluate divergent perspectives, including those of the Indigenous tribes of Wyoming. Students will engage in thoughtful examination of multiple viewpoints, weigh evidence, and construct informed interpretations grounded in historical context. Using the habits of mind essential to historical thinking, sourcing, contextualization, corroboration, and perspective-taking, students will become informed, empathetic citizens, able to apply the lessons of the past to address contemporary challenges and lead with a deep understanding of our shared and evolving heritage.

Domain 4	K-2 Content Standards	3-5 Content Standards
SS.4.1 Cause & Effect	Demonstrate an understanding of the differences between past, present, and future segments of time (e.g., long ago, yesterday, today, tomorrow, months, years, decades, and century).	Identify cause and effect relationships that led to historical changes and events at the local, state, tribal, and national levels (e.g., introduction of horses to the Plains tribes, introduction of non-natives, discovery of gold and minerals in the region, impact of the Homestead Act and Dawes Act, Sand Creek Massacre, establishment of water rights and resource management, railroads and the industrial revolution led to devastation of bison population, and impact of mineral and oil development in the region).
SS.4.2	Compare past and present life in homes, schools, and	Describe the individuals, groups, ideas, and themes in history

Continuity & Change	communities, including the Indigenous Tribes of Wyoming (e.g., communication, clothing, buildings and structures, school, current events, education, jobs, recreation, technology, tools and transportation).	and their sequential changes over time (e.g., timeline of western expansion, colonists to Americans, forced displacement of Indigenous peoples onto reservations, women's suffrage, European immigrants to homesteaders).
SS.4.3 Past to Present	Describe how events impact home, school, community, and Indigenous Tribes of Wyoming (e.g., birth of a sibling, starting school, current events, establishment of Wind River Reservation, reintroduction of Buffalo, elections, railroad, Devils Tower National Monument).	Demonstrate an understanding of how a current event could affect people, groups, and Indigenous Tribes of Wyoming (e.g., energy development, water rights, new technology, and social issues).
SS.4.4 Sources & Evidence	Intentionally left blank.	Explain the differences between primary and secondary sources and use them to understand historical events relevant to local, state, tribal, and national levels (e.g., historical photographs, artifacts, timelines, and documents, including treaties, creation of reservations, Sand Creek Massacre, and creation of national parks).
SS.4.5 Historical Research & Inquiry	Intentionally left blank.	Intentionally left blank.
SS.4.6 Civil Discourse & Collaborative Inquiry	Intentionally left blank.	Participate in collaborative discussions about historical or civic topics by sharing ideas, listening to others, asking questions, and recognizing that people may see events and issues differently.

Proposed 2026 Wyoming Social Studies Content Standards & Performance Level Descriptors (PLDs)

Domain 4	6-8 Content Standard and Performance Level Descriptors (PLDs)	9-12 Content Standard and Performance Level Descriptors (PLDs)
SS.4.1 Cause & Effect	6-8.SS.4.1 Examine historical events to identify a series of connected causes and effects and explain how these contributed to later developments or connect to current events at local, tribal, state, national, and global levels.	9-12.SS.4.1 Evaluate how social, political, economic, and geographic factors interacted to shape major historical events, and assess their short- and long-term impacts at local, tribal, state, national, and global levels.
	- The Advanced student evaluates historical evidence to determine the relative significance of a series of connected short- and long-term causes and effects and justifies connections between the historical events and current events across multiple levels (e.g., local, national, global). - The Proficient student examines historical events to identify a series of connected causes and effects and explains how these contributed to later developments or connect to current events at local, tribal, state, national, and global levels. - The Basic student identifies one cause and one effect of a historical event and makes a connection to a later development or a current event at the local or state level. - The Below Basic student does not meet the Basic level.	- The Advanced student evaluates the relative significance of intersecting social, political, economic, and geographic factors that shaped major historical events and evaluates the short- and long-term impact at various levels. - The Proficient student evaluates how social, political, economic, and geographic factors interacted to shape major historical events and assesses their short- and long-term impacts at local, tribal, state, national, and global levels. - The Basic student identifies a major historical event and some related social, political, economic, or geographic factors, and identifies a limited effect of the event at one or more levels - The Below Basic student does not meet the Basic level.
SS.4.2 Continuity & Change	6-8.SS.4.2 Determine how tools and technology in different periods impact the way people, including Indigenous Tribes of Wyoming, lived, made decisions, and saw/see the world (e.g.,	9-12.SS.4.2 Evaluate major turning points and patterns in history by analyzing how political, social, economic, and

	impact of horses and European trade goods on Plains Indian cultures, mechanized agriculture, and Industrial Revolution technologies, AI).	cultural factors created both continuity and change over time at local, tribal, state, national, and global levels.
	• The Advanced student evaluates the differential impact of specific tools or technologies across various groups, including Indigenous Tribes of Wyoming, and analyzes how it simultaneously creates continuity and change in people's lives and worldviews over time. • The Proficient student determines how tools and technology in different periods impact the way people, including Indigenous Tribes of Wyoming, lived, made decisions, and saw/see the world (e.g., impact of horses and European trade goods on Plains Indian cultures, mechanized agriculture, Industrial Revolution technologies, and AI). • The Basic student describes one way a historical tool or technology impacted how people, including Indigenous Tribes of Wyoming, lived or made decisions in a specific time period. • The Below Basic student does not meet the Basic level.	• The Advanced student assesses various turning points and patterns in history by evaluating the overlapping influence of political, social, economic, and cultural factors in creating continuity and change at various levels over time. • The Proficient student evaluates major turning points and patterns in history by analyzing how political, social, economic, and cultural factors created both continuity and change over time at local, tribal, state, national, and global levels. • The Basic student describes a major turning point and pattern from history by explaining how political, social, economic, or cultural factors contributed to continuity and change at one or more levels. • The Below Basic student does not meet the Basic level.
SS.4.3 Past to Present	6-8.SS.4.3 Research significant events in Wyoming's history, including those involving Indigenous Tribes, and use evidence from multiple credible sources to explain how these events continue to influence Wyoming and its communities today and into the future.	9-12.SS.4.3 Analyze the historical origins of a contemporary issue and hypothesize how specific historical decisions or policies continue to influence modern-day institutional structures and social dynamics.
	• The Advanced student conducts research to construct a complex explanation, supported by synthesized evidence from a wide range of credible sources, of how significant	• The Advanced student evaluates multiple historical perspectives and develops evidence-based conclusions about how alternative decisions or

	events in Wyoming's history, including those involving Indigenous Tribes, have had lasting, multi-faceted influences on the state's future trajectory. • The Proficient student researches significant events in Wyoming's history, including those involving Indigenous Tribes, and uses evidence from multiple credible sources to explain how these events continue to influence Wyoming and its communities today and into the future. • The Basic student researches a significant event in Wyoming's history, including one involving an Indigenous Tribe, and uses evidence from two credible sources to describe a simple influence on a Wyoming community today. • The Below Basic student does not meet the Basic level.	policies may have changed historical and contemporary outcomes in the context of institutional structures and social dynamics. • The Proficient student analyzes the historical origins of a contemporary issue and hypothesizes how specific historical decisions or policies continue to influence modern-day institutional structures and social dynamics. • The Basic student describes the historical origin of a contemporary issue or event and explains a past decision or policy and its present-day impact. • The Below Basic student does not meet the Basic level.
SS.4.4 Sources & Evidence	6-8.SS.4.4 Create a clear claim supported by evidence from primary and secondary sources (world, U.S., Wyoming, and/or tribal histories), demonstrating effective use of sources, discipline-specific vocabulary, facts, and relevant details to support reasoning.	9-12.SS.4.4 Analyze significant historical events or developments through the lens of multiple perspectives, using primary and secondary sources to explain how different lived experiences and motivations shaped the narrative of the event.
	• The Advanced student constructs a compelling claim supported by scholarly evidence from a variety of primary and secondary sources, demonstrating masterful synthesis of facts and details to construct sophisticated reasoning and counter-arguments. • The Proficient student creates a clear claim supported by evidence from primary and secondary sources (world, U.S., Wyoming, and/or tribal histories), demonstrating effective	• The Advanced student evaluates the reliability, bias, and limitations of available sources and synthesizes various perspectives to construct a more complex interpretation of the historical event. • The Proficient student analyzes significant historical events or developments through the lens of multiple perspectives, using primary and secondary sources to explain how different lived experiences and

	use of sources, discipline-specific vocabulary, facts, and relevant details to support reasoning. • The Basic student makes a simple claim supported by limited evidence from one primary or secondary source (world, U.S., Wyoming, or tribal history). • The Below Basic student does not meet the Basic level.	motivations shaped the narrative of the event. • The Basic student describes more than one perspective of a historical event, referencing a primary and secondary source. • The Below Basic student does not meet the Basic level.
SS.4.5 Historical Research & Inquiry	6-8.SS.4.5 Develop questions to guide inquiry about historical topics; evaluate the reliability and perspective of primary and secondary sources; and use evidence from multiple sources to construct explanations or interpretations of events.	9-12.SS.4.5 Apply historical research methods to select, evaluate, and synthesize information from diverse sources, resolve contradictions among sources, and formulate an argument supported by evidence in various methods (e.g., writing, oral, visual, etc.).
	• The Advanced student formulates complex, researchable questions; critically evaluates the bias, reliability, and perspective of multiple primary and secondary sources; and synthesizes evidence to construct a well-supported, original interpretation of historical events. • The Proficient student develops questions to guide inquiry about historical topics; evaluates the reliability and perspective of primary and secondary sources; and uses evidence from multiple sources to construct explanations or interpretations of events. • The Basic student develops a question about a historical topic, identifies whether a source is primary or secondary, and uses evidence from two sources to describe an event. • The Below Basic student does not meet the Basic level.	• The Advanced student reconciles historical accounts and interpretations, develops an original claim, and defends conclusions by integrating complex evidence and considering alternative perspectives and counterarguments. • The Proficient student applies historical research methods to select, evaluate, and synthesize information from diverse sources, resolve contradictions among sources, and formulate an argument supported by evidence in various methods (e.g., writing, oral, and visual, etc.). • The Basic student applies historical research methods to select, evaluate, and synthesize information to develop an argument supported by evidence. • The Below Basic student does not meet the Basic level.

SS.4.6 Civil Discourse & Collaborative Inquiry	6-8.SS.4.6 Engage in collaborative discussions to analyze historical and contemporary questions, compare multiple perspectives, support ideas with evidence, and practice respectful disagreement to deepen understanding.	9-12.SS.4.6 Engage in collaborative historical inquiry through structured discussions to analyze multiple perspectives, critique peer-generated claims, and utilize civil discourse to reach a shared understanding of complex historical or contemporary issues.
	• The Advanced student deepens collaborative discussions, synthesizes conflicting evidence and diverse perspectives to formulate positions on complex historical and contemporary questions, and models constructive, respectful disagreement to facilitate a collective, deeper understanding. • The Proficient student engages in collaborative discussions to analyze historical and contemporary questions, compare multiple perspectives, support ideas with evidence, and practice respectful disagreement to deepen understanding. • The Basic student participates in collaborative discussions to state a position on a historical or contemporary question and provides one piece of evidence from a source or a personal view to support it. • The Below Basic student does not meet the Basic level.	• The Advanced student leads collaborative historical inquiry by synthesizing perspectives and counterarguments, critiquing peer-generated claims with evidence, and creating a collective solution to a historical or contemporary issue. • The Proficient student engages in collaborative historical inquiry through structured discussions to analyze multiple perspectives, critique peer-generated claims, and utilize civil discourse to reach a shared understanding of complex historical or contemporary issues. • The Basic student participates in a structured discussion about a historical or contemporary question, states an individual view, and recognizes an alternate perspective • The Below Basic student does not meet the Basic level.