

Whitehall K-12 Social Studies Curriculum

Whitehall School District #4-47-2

Revised 2005



Benchmarks K-12

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Key for Social Studies Curriculum

I = Introduce

D = Develop

M = Master

Kindergarten Social Studies

- 1. Content Standard 1- Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.**
 - A. Make pictorial representations of our community. **I**
 - B. Will be given the opportunity to look at and use maps and globes. **I**

- 2. Content Standard 2- Students analyze how people create and change structures of power, authority, and governance to understand the operation of government and to demonstrate civic responsibility.**
 - A. Will develop reasonable ways of dealing with conflict including empathy, impulse control, problem solving and anger management. **I**
 - B. Will use skills and strategies to solve group problems. **I**

- 3. Content Standard 3- Students apply geographic knowledge of skills (e.g., location, place, human/environment interactions, movement, and regions).**
 - A. Realize where they live including home, community, state and country. **I**
 - B. Determine the earth is round and made of land and water. **I**
 - C. Discuss cause and effects of various natural disasters. **I**

- 4. Content Standard 4- Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.**
 - A. Recognize days, weeks, and months of the year. **I**
 - B. Will recognize past and present using various resources (i.e. fossils, photographs, stories). **I**
 - C. Will identify seasons. **I**
 - D. Recognize the importance of learning about the cultures from which families come. **I**

- 5. Content Standard 5- Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange, and consumption.**
 - A. Determine the difference between needs and wants. **I**
 - B. Identify goods and services from community and state. **I**
 - C. Expose students to conservation practices. **I**
 - D. Discuss various methods of transportation. **I**

- 6. Content Standards 6- Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.**
 - A. Recognize that every family is unique. **I**
 - B. Recognize that families have different traditions and these traditions are part of their family **I**
 - C. Expose students to Native American culture. **I**

First Grade Social Studies

- 1. Content Standard 1- Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.**
 - A. Use maps and globes to process information about where they live. **D**

- 2. Content Standard 2- Students analyze how people create and change structures of power, authority, and governance to understand the operation of government and to demonstrate civic responsibility.**
 - A. Will develop reasonable ways of dealing with conflict including empathy, impulse control, problem solving and anger management. **I**
 - B. Will use skills and strategies to solve group problems. **I**

- 3. Content Standard 3- Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions).**
 - A. Realize where they live including home, community, state and country. **I**
 - B. Determine the earth is round and made of land and water. **D**
 - C. Improve their basic map skills such as understanding hemispheres, four oceans, seven continents and the equator. **I/D**
 - D. Discuss cause and effect of various natural disasters. **D**

- 4. Content Standard 4- Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.**
 - A. Recognize days, weeks, months of the year (calendar is organized) **D**
 - B. Will identify seasons. **D**
 - C. Apply social studies to interpret past, present and future using various resources (i.e. fossils, photographs and stories). **D**
 - D. Recognize the importance of learning about the culture from which families come. **D**

- 5. Content Standard 5 - Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange, and consumption.**
 - A. Determine the differences between needs and wants. **D**
 - B. Identify goods and services from community and state. **D**
 - C. Expose students to conservation practices. **D**
 - D. Distinguish between producers and consumers. **I**
 - E. Discuss various methods of transportation. **D**

- 6. Content Standard 6 - Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.**
 - A. Recognize every family is unique. **D**
 - B. Recognize that families have different traditions and that traditions are part of their family history. **D**
 - C. Identify Native Americans and their culture. **D**

Second Grade Social Studies

- 1. Content Standard 1- Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.**
 - A. Use maps and other geographic representations to process and report information about where we live. **D**

- 2. Content Standard 2- Students analyze how people create and change structures of power, authority and governance to understand the operation of government and demonstrate civic responsibility.**
 - A. Develop reasonable ways of dealing with conflict including empathy, impulses control, problem solving and anger management. **D**
 - B. Use skills and strategies to solve group problems. **D**
 - C. Recognize the parts of local, state and national governments. **I**

- 3. Content Standard 3- Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions).**
 - A. Realize where they live including home, community, state, country, and continent. **D**
 - B. Identify regions to interpret earth's complexity using a compass rose and map keys. **D**
 - C. Determine the earth is round and made of land and water. **D**
 - D. Discuss cause and effect of various natural disasters. **D**

- 4. Content Standard 4- Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.**
 - A. Recognize how a calendar is organized. **D**
 - B. Apply social studies to interpret the present, past and future using a variety of resources. **D**
 - C. Recognize the importance of learning about the cultures from which families come. **D**

- 5. Content Standard 5 - Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange, and consumption.**
 - A. Analyze the concepts of working to earn money to provide for needs and wants. **D**
 - B. Identify goods and services of community and state. **D**
 - C. Distinguish between producers and consumers. **D**
 - D. Expose students to conservation practices. **D**
 - E. Discuss various methods of transportation. **D**

- 6. Content Standard 6 - Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.**
- A. Recognize families share different traditions and traditions are part of family history. **D**
 - B. Identify Native Americans. **D**
 - C. Recognize families are unique. **D**

Third Grade Social Studies

- 1. Content Standard 1- Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.**
 - A. Use maps and other geographic representations to process and report information about where we live. **I/D**

- 2. Content Standard 2- Students analyze how people create and change structures of power, authority and governance to understand the operation of government and demonstrate civic responsibility.**
 - A. Recognize citizens' responsibilities to the community. **D**
 - B. Learn about early foundations of and leaders of the new government. **D**
 - C. Understand community government. **D**

- 3. Content Standard 3- Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions).**
 - A. Explore community groups, meeting places, jobs, and services. **D**
 - B. Identify earth's complexity using a compass rose and map keys. **D**
 - C. Discuss land formations. **D**
 - D. Introduce the five themes of geography as region, human interactions, environment interactions, place and locations. **I**

- 4. Content Standard 4- Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.**
 - A. Interpret and solve problems relating to calendars, maps, graphs, and timelines. **D**
 - B. Create and represent simple dates. **D**

- 5. Content Standard 5 - Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange, and consumption.**
 - A. Discuss and relate to current events. **D**
 - B. Identify meeting places, jobs, and services. **D**

- 6. Content Standard 6 - Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.**
 - A. Investigate colonial life. **I/D**
 - B. Recognize families share different traditions. **D**

Fourth Grade Social Studies

- 1. Content Standard 1- Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.**
 - A. Learn how to use maps and other geographic representations, tools and technologies to acquire, process and report information from a spatial perspective. **D**
 - B. Create maps of the community including the following elements: compass rose, title, symbols, map key, map scale and locator. **D**
 - C. Nominate and vote for classroom officers and hold debates before elections. **I**

- 2. Content Standard 2- Students analyze how people create and change structures of power, authority and governance to understand the operation of government and demonstrate civic responsibility.**
 - A. Compare the branches of the U.S. governments. **D**
 - B. Describe the rights and responsibilities of U.S. citizens under the Constitution. **I**
 - C. Realize that voting is decision-making skill and that making decisions helps identify and meet goals. **I**
 - D. Recognize symbols that welcome immigrants to the U.S. **I**
 - E. Compare the responsibilities of mayor, governor and president. **D**
 - F. Analyze the impact of cars on the American economy and way of live. **I**

- 3. Content Standard 3- Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions).**
 - A. Identify the five themes of geography as region, human interactions, environment interactions, place and location. **D**
 - B. Understand how climate affects the people living in various regions. **D**
 - C. Differentiate between political, historical landforms, physical and elevation maps. **I/D**
 - D. Understand the concept of scale. **D**

- 4. Content Standard 4- Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.**
 - A. Identify past and present Native American groups. **D**
 - B. Read and interpret time lines to trace events in the Thirteen Colonies. **I**
 - C. Identify Martin Luther King, Rosa Parks contributions to civil rights. **I**
 - D. Understand Custer's role in the Battle of Little Bighorn. **I**
 - E. Identify the importance of the railroad on western movement. **I**

- 5. Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange, and consumption.**
 - A. Describe our economy under the free enterprise systems. **I/D**
 - B. Identify key parts of the U.S. economy. **I/D**
 - C. Learn how economics are related between U.S. regions. **I**
 - D. Discuss natural resources and industry of U.S. regions. **I**
 - E. Analyze the impact of agribusiness on family farms. **D**
 - F. Realize technological changes in farming methods. **I**

- 6. Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.**
 - A. Define and understand the importance of culture and customs. **D**
 - B. Discuss the growth of U.S. population through immigration and slavery. **I**
 - C. Understand the importance of separate and shared heritages. **D**
 - D. Discuss the role of Rosa Parks in the Civil Rights Movement. **I**
 - E. Describe the role of Crazy Horse and Sequoyah. **I**

Fifth Grade Social Studies

- 1. Content Standard 1- Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.**
 - A. Will explore and develop the Progression of Montana history. **I**

- 2. Content Standard 2- Students analyze how people create and change structures of power, authority and governance to understand the operation of government and demonstrate civic responsibility.**
 - A. Explore and develop the French and Indian War, new laws anger the colonists, Protests in Boston, Lexington and Concord, Americans fight for freedom. **D**
 - B. Develop the government of the United States **D**

- 3. Content Standard 3- Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions).**
 - A. Explore and develop continents, hemispheres, and latitude and longitude
 - B. Western settlement. **I/D**

- 4. Content Standard 4- Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.**
 - A. Explore and develop these various topics:
 - i. Develop time lines showing the progression of American History. **D**

- 5. Content Standard 5- Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange, and consumption.**
 - A. Explore and develop these various topics:
 - i. Importance of the Industrial Revolution. **I/D**
 - ii. Reconstruction of the South
 - iii. New Technology, New Inventions

- 6. Content Standard 6 - Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.**
 - A. Explore and develop the colonization of North America. **I**
 - i. Early Voyagers
 - ii. Spanish Explorers
 - iii. Spanish Settlements
 - iv. English Explorers
 - v. French Explores
 - vi. Early colonists
 - B. Explore the Louisiana Purchase and Jefferson's plan for exploration including the Lewis and Clark Expedition.

Sixth Grade Social Studies

- 1. Content Standard 1- Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.**
 - A. Explore and develop the War of 1812 to WWII. **I**
 - B. Explore world cultures of Egypt, Rome, China. **I**
 - i. Expansion and change
 - ii. Slavery and emancipation
 - iii. Immigration and industry
 - iv. WWI and WWII
 - v. Canada and Latin America

- 2. Content Standard 2- Students analyze how people create and change structures of power, authority and governance to understand the operation of government and demonstrate civic responsibility.**
 - A. Explore the Civil Right Movement, a Decade of Change, the Cold War Era, and preparing for a new century. **I**

- 3. Content Standard 3- Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions).**
 - A. Explore, recognize, and develop countries of the Western Hemisphere (Canada and Latin America) **D**

- 4. Content Standard 4- Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.**
 - A. Explore, identify and demonstrate Immigration and Industry, Rails Across America, Life on the Range, Homesteading on the Plains, The Plain Wars, and make time lines. **I**

- 5. Content Standard 5- Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange, and consumption.**
 - A. Explore and develop Industry Changes the Country such as the rise of business, the growing cities, the United States expands, and the world of Theodore Roosevelt. **I**

- 6. Content Standard 6 - Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.**
 - A. Explore WWI, the roaring twenties, the Great Depression, WWII, and the Cold War. **I**

Seventh Grade Social Studies

- 1. Content Standard 1- Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.**
 - A. Locate major cities and counties and highways. **D**

- 2. Content Standard 2- Students analyze how people create and change structures of power, authority and governance to understand the operation of government and demonstrate civic responsibility.**
 - A. The ancestry of Indians in MT. **I**
 - B. The Indian reservations and location in MT. **I**
 - C. The potential for resources throughout MT. **D**

- 3. Content Standard 3- Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions).**
 - A. Identify the mountains, rivers, and physical characteristics of the state.
 - i. Use Montana maps **D**
 - ii. Learn to read highway maps **I**
 - iii. Learn the importance of waterways and passes **D**

- 4. Content Standard 4- Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.**
 - A. Name the motives for the Lewis and Clark Expedition, their route through Montana, major event and accomplishments. **M**
 - B. Know other early explorers and analyze their impact of the state. **I**
 - C. Understand the importance of missionaries and missions.
 - i. Influence of missionaries on Indian tribes. **D**
 - ii. Establishment of first white settlements. **D**
 - D. Know the location of major gold strikes and the effects of gold discovery upon settlement, transportation, and lawlessness. **I**
 - E. Major players in the War of the Copper Kings. **I**
 - F. Understand the impact of gold discoveries on Native Americans. Learn about Native American cultures. **I**

- 5. Content Standard 5- Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange, and consumption.**
 - A. Will recognize the contributions of the mining, timber, and agricultural industries in the state. **I**

- 6. Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.**
 - A. Understand motive, incentives and impact of the fur trade in MT. **I**

Social Studies Content Standard 1

Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.

Benchmarks

Students will:

End of Kindergarten	End of Grade 1	End of Grade 2	End of Grade 3
1. Identify maps and globes.	1. Apply knowledge of maps and globes to acquire information.	1. Apply knowledge of maps and globes to acquire and report information	1. Recognize the important ideas. 2. Evaluate information quality (e.g., fact or fiction, relevance).

End of Grade 4	End of Grade 5	End of Grade 6	End of Grade 7
1. Identify and practice the steps of an inquiry process (i.e., identify question or problem, locate and evaluate potential resources, gather and synthesize information, create a new product, and evaluate product and process). 2. Evaluate information quality (e.g., accuracy, relevance, fact or fiction). 3. Use information to support statements and practice basic group decision-making strategies in real world situations (e.g., class elections, playground and classroom rules, recycling projects, school stores).	1. Explain the history culture and current status of the Native American tribes in the United States and Montana. 2. Identify and describe important people who impacted Montana history.	1. Identify and practice the steps of an inquiry process (i.e., identify question or problem). 2. Evaluate information quality (i.e., accuracy of information according to the source). 3. Use information to support statements on both sides of issues.	1. Identify the physical characteristics of Montana. 2. Identify major cities and resources in Montana.

Social Studies Content Standard 2

Students analyze how people create and change structures of power, authority, and governance to understand the operation of government and to demonstrate civic responsibility.

Benchmarks

Students will:

End of Kindergarten	End of Grade 1	End of Grade 2	End of Grade 3
<ol style="list-style-type: none"> 1. Identify individual civic responsibility. 2. Recognize factors that cause conflict and resolution. 	<ol style="list-style-type: none"> 1. Identify individual civic responsibility. 2. Recognize factors that cause conflict and resolution. 	<ol style="list-style-type: none"> 1. Identify individual civic responsibility. 2. Recognize factors that cause conflict and resolution. 3. Identify parts of the government. 	<ol style="list-style-type: none"> 1. Recognize citizens' responsibilities to the community. 2. Identify community leaders who make a difference. 3. Identify the basic functions of state and local governments. 4. Understand why all communities have governments and laws. 5. Discuss the need for law enforcement.

End of Grade 4	End of Grade 5	End of Grade 6	End of Grade 7
<ol style="list-style-type: none"> 1. Explain the purpose and various levels of government. 2. Recognize local, state, tribal and federal governments and identify representative leaders at these levels (e.g., mayor, governor, chairperson, president). 3. Identify the major responsibilities of local, state, tribal and federal government. 4. Explain how governments provide for needs and wants of people by establishing order 	<ol style="list-style-type: none"> 1. Explain the purpose and various levels of government. 2. Recognize state, federal governments and identify representative leaders at these levels. 3. Identify and explain the Individuals responsibilities to their local, state, and federal governments. 4. Describe factors that cause conflict and contribute to 	<ol style="list-style-type: none"> 1. Explain the purpose and need for change in regard to equality. 2. Identify the major responsibilities of local, state, tribal and federal government. 3. Explain how governments provide for needs and wants of people by establishing order and security and managing conflict. 	<ol style="list-style-type: none"> 1. Identify the process of Montana government and key elected officials. 2. Identify what the government provides for Montanans. 3. Identify major players in the war of the Copper Kings.

<p>and security and managing conflict.</p> <p>5. Identify and explain the individual's responsibilities to family, peers and the community, including the need for civility, respect for diversity and the rights of others.</p> <p>6. Describe factors that cause conflict and contribute to cooperation among individuals and groups (e.g., playground issues, misunderstandings, listening skills, taking turns).</p> <p>7. Explore the role of technology in communications, transportation, information processing or other areas as it contributes to or helps resolve problems.</p>	<p>cooperation among individuals and groups.</p> <p>5. Recognize that people view and report historical events differently.</p>		
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Social Studies Content Standard 3

Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions).

Benchmarks

Students will:

End of Kindergarten	End of Grade 1	End of Grade 2	End of Grade 3
<ol style="list-style-type: none"> Identify physical processes and how they shape the Earth's surface. Compare and contrast regions of our Earth. 	<ol style="list-style-type: none"> Identify physical processes and how they shape the Earth's surface. Compare and contrast regions of our Earth. Identify physical features of landforms. 	<ol style="list-style-type: none"> Identify physical processes and how they shape the Earth's surface. Compare and contrast regions of our Earth. Identify physical features of landforms. 	<ol style="list-style-type: none"> Define the term community. Identify characteristics that communities have in common. Compare and contrast the local community with other communities. Understand how a community's past can live on in the present. Analyze urban, suburban and rural communities. Describe the five themes of geography. Interpret bar graphs and line graphs. Read a time line to understand the order of historical events. Interpret maps using compass rose, key and scale.

End of Grade 4	End of Grade 5	End of Grade 6	End of Grade 7
<ol style="list-style-type: none"> Identify and use various representations of the Earth (e.g., maps, globes, photographs, latitude and longitude, scale). Locate on a map or globe physical features (e.g., continents, oceans, mountain ranges, land forms) natural 	<ol style="list-style-type: none"> Identify and use various representation of the Earth (e.g., maps, globes, photographs, latitude, longitude, scale). Locate on a map or globe physical features (e.g., 	<ol style="list-style-type: none"> Identify and use various representations of the Earth (e.g., maps, globes, photographs, latitude and longitude scales). Locate on a map or globe physical features and human features. Describe and illustrate ways in 	<ol style="list-style-type: none"> Locate on map physical features (mountains, rivers, dams, lakes, state parks, national parks, bordering states). Identify regions of ranching, mining and timber industry.

<p>features (e.g., flora, fauna) and human features (e.g., cities, states, national borders).</p> <p>3. Describe and illustrate ways in which people interact with their physical environment (e.g., land use, location of communities, methods of construction, design of shelters).</p> <p>4. Describe how human movement and settlement patterns reflect the wants and needs of diverse cultures.</p> <p>5. Use appropriate geographic resources (e.g., atlases, databases, charts, grid systems, technology, graphs, maps) to gather information about local communities, reservations, Montana, the United States, and the world.</p> <p>6. Identify and distinguish between physical system changes (e.g., seasons, climate, weather, water cycle, natural disasters) and describe the social and economic effects of these changes.</p> <p>7. Describe and compare the ways in which people in different regions of the world interact with their physical environments.</p>	<p>continents, oceans, mountain ranges, land forms, natural and human features.</p> <p>3. Describe how human movement and settlement patterns reflect the wants and needs of diverse cultures.</p>	<p>which people interact with their physical environment.</p> <p>4. Use appropriate resources to gather information about the countries of the world.</p> <p>5. Describe and compare the ways in which people in different regions of the world interact with their physical environment.</p>	
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Social Studies Content Standard 4

Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.

Benchmarks

Students will:

End of Kindergarten	End of Grade 1	End of Grade 2	End of Grade 3
<ol style="list-style-type: none"> 1. Identify the Earth's regions as it was, and is, and will be. 2. Identify famous people and holidays in history. 	<ol style="list-style-type: none"> 1. Identify the Earth's regions as it was, and is, and will be. 2. Identify famous people and holidays in history. 	<ol style="list-style-type: none"> 1. Identify the Earth's regions as it was, and is, and will be. 2. Identify famous people and holidays in history. 	<ol style="list-style-type: none"> 1. Understand what a colony is. 2. Investigate colonial life in Jamestown. 3. Learn about the original 13 colonies that became our first states.

End of Grade 4	End of Grade 5	End of Grade 6	End of Grade 7
<ol style="list-style-type: none"> 1. Identify and use various sources of information (e.g., artifacts, diaries, photographs, charts, biographies, paintings, architecture, songs) to develop an understanding of the past. 2. Use a timeline to select, organize, and sequence information describing eras in history. 3. Examine biographies, stories, narratives, and folk tales to understand the lives of ordinary people and extraordinary people, place them in time and context, and explain their relationship to important historical 	<ol style="list-style-type: none"> 1. Make and use various timelines to select, organize and sequence information describing eras in history. 2. Identify and use various sources of information to develop and understanding of the past. 	<ol style="list-style-type: none"> 1. Identify and use various sources of information to develop an understanding of the past. 2. Examine biographies, stories, narratives to understand the lives of ordinary and extraordinary people, place them in time and context. 3. Explain the history, culture and effect of western expansion on American Indian Tribes in Montana and the US. 	<ol style="list-style-type: none"> 1. Identify the contributions of the mining, timber and agriculture industries in Montana. 2. Identify how new technologies have helped (improved) Montana. 3. Research extraordinary people in Montana.

<p>events.</p> <p>4. Identify and describe famous people, important democratic values (e.g., democracy, freedom, justice) symbols (e.g., Montana and U.S. flags, state flower) and holidays, in the history of Montana, American Indian tribes, and the United States.</p> <p>5. Identify and illustrate how technologies have impacted the course of history (e.g., energy, transportation, communications).</p> <p>6. Recognize that people view and report historical events differently.</p> <p>7. Explain the history, culture, and current status of the American Indian tribes in Montana and the United States.</p>			
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Social Studies Content Standard 5

Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange, and consumption.

Benchmarks

Students will:

End of Kindergarten	End of Grade 1	End of Grade 2	End of Grade 3
<ol style="list-style-type: none"> 1. Understand the difference between needs and wants as they apply to goods and services. 2. Compare and contrast distribution systems 	<ol style="list-style-type: none"> 1. Understand the difference between needs and wants as they apply to goods and services. 2. Compare and contrast distribution systems 	<ol style="list-style-type: none"> 1. Understand the difference between needs and wants as they apply to goods and services. 2. Compare and contrast distribution systems 	<ol style="list-style-type: none"> 1. Understand the difference between needs and wants as they apply to goods and services. 2. Compare and contrast distribution systems. 3. Discuss and relate principles of production, distribution, exchange, and consumptions as they relate to current events.

End of Grade 4	End of Grade 5	End of Grade 6	End of Grade 7
<ol style="list-style-type: none"> 1. Give examples of needs and wants; scarcity and choice (e.g., budgeting of allowance, trading cards). 2. Identify basic economic concepts (e.g., supply and demand, price) that explain events and issues in the community. 3. Distinguish between private goods and services (e.g., family car or local restaurant) and public goods and services (e.g., interstate highway system or U.S. Postal Service). 	<ol style="list-style-type: none"> 1. Identify basic economic concepts (e.g., supply and demand) 2. Identify and describe examples in which science and technology have affected economic conditions. 	<ol style="list-style-type: none"> 1. Give examples of needs and wants; scarcity and choice. 2. Identify basic economic concepts that explain events and issues in the community. 3. Distinguish between private goods and services and public goods and services. 4. Identify and describe examples in which science and technology have affected economic conditions. 	<ol style="list-style-type: none"> 1. Identify goods and services in Montana. 2. Identify and contrast differences between private and public good and services.

<p>4. Describe how personal economic decisions, (e.g., deciding what to buy, what to recycle, how much to contribute to people in need) affect the lives of people in Montana, United States, and the world.</p> <p>5. Explain the roles of money, banking, and savings in everyday life.</p> <p>6. Identify and describe examples in which science and technology have affected economic conditions (e.g., assembly line, robotics, internet, media advertising).</p>			
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Social Studies Content Standard 6

Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.

Benchmarks

Students will:

End of Kindergarten	End of Grade 1	End of Grade 2	End of Grade 3
1. Identify various cultural groups and family groups.	1. Identify various cultural groups and family groups.	1. Identify various cultural groups and family groups.	1. Identify various cultural groups and family groups.

End of Grade 4	End of Grade 5	End of Grade 6	End of Grade 7
<ol style="list-style-type: none"> 1. Identify the ways groups (e.g., families, faith communities, schools, social organizations, sports) meet human needs and concerns (e.g., belonging, self worth, personal safety) and contribute to personal identity. 2. Describe ways in which expressions of culture influence people (e.g., language, spirituality, stories, folktales, music, art, dance). 3. Identify and describe ways families, groups, tribes and communities influence the individual's daily life and personal choices. 4. Identify characteristics of American Indian tribes and other cultural groups in 	<ol style="list-style-type: none"> 1. Describe how migration of colonists to America brought different cultures. 2. Identify how the influence of different cultures has impacted our lives in the United States. 	<ol style="list-style-type: none"> 1. Give examples of needs and wants; scarcity and choice. 2. Identify basic economic concepts that explain events and issues in the community. 3. Distinguish between private goods and services and public goods and services. 4. Identify and describe examples in which science and technology have affected economic conditions. 	<ol style="list-style-type: none"> 1. Identify characteristics of Montana Native Americans. 2. Identify struggles of Native Americans.

<p>Montana.</p> <p>5. Identify examples of individual struggles and their influence and contributions (e.g., Sitting Bull, Louis Riel, Chief Plenty Coups, Evelyn Cameron, Helen Keller, Mohandas Gandhi, Rosa Parks).</p> <p>6. Identify roles in group situations (e.g., student, family member, peer member).</p>			
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Eight Grade Social Studies

- 1. Content Standard 1- Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.**
 - A. Examine the lives of early Native Americans. **D**
 - B. European explorer hardships and why they came to America. **D**

- 2. Content Standard 2- Students analyze how people create and change structures of power, authority and governance to understand the operation of government and demonstrate civic responsibility.**
 - A. Understanding a global picture of the U.S. **I**
 - B. To interpret concepts of Civics. **D**

- 3. Content Standard 3- Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions).**
 - A. The steps to America's Freedom (Revolutionary War) **I**
 - B. Develop an understanding of the process of developing government. **I**

- 4. Content Standard 4- Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.**
 - A. Describe the hardships of European explorers when they came to America.
 - i. Columbus reaches America b. Balboa sights the Pacific Ocean c. Conquistadors d. Cabot explores America e. Jamestown founded f. latter colonial settlements **D**
 - B. Be able to identify Thomas Jefferson's contributions to the development of the U.S. before and during his presidency. In addition, be able to describe his relations with other nations. 3. Be able to describe the relevance and effects of the War of 1812.
 - i. Conflicts along the frontier between settlers and Indians b. what was the feeling of how the people in different sections in the U.S. felt about the war c. the importance of major battles d. evaluate the results of the war. **D**
 - C. Describe Lincoln's plan for reconstruction including physical and economic solutions. **I**
 - D. Describe industrial and technical growth in the U.S. between 1800 and 1900. In addition describe the political development of the U.S. during that time period.
 - i. Organized labor movement **I**
 - E. Recognize Woodrow Wilson's presidency and his role in world affairs. **I**
 - F. Describe the causes and effects of the Great Depression. Compare Hoover's and Roosevelt's strategies for ending the depression. **I**

- 5. Content Standard 5- Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange, and consumption.**
 - A. Learn about the Industrial Revolution **I**
 - B. Understand the developments in new technologies that improved the quality of life for many. **D**
 - C. Understand the impotence of global trade. **D**

- 6. Content Standard 6 - Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.**
 - A. Understand the causes of the Civil War. **I**
 - i. Slave states vs. free states
 - B. Slavery and the South. **D**
 - C. Understand the treatment of Native Americans. **D**
 - D. Identify roles throughout US History up to today. **I**

Ninth Grade World History

1. **Content Standard 1- Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.**
 - A. Compare the past to the present **D**
 - B. Analyze past mistakes **D**
 - C. Understand the beginning of modern day technology **D**
 - D. Understand the origins of cultures and civilizations **D**
 - E. Understand the origins of modern day religions **D**

2. **Content Standard 2- Students analyze how people create and change structures of power, authority, and governance to understand the operation of government and to demonstrate civic responsibility.**
 - A. Analyze how the power of governments are acquired, justified and used **D**
 - B. Introduce different types of government systems **D**
 - C. Analyze the laws and policies of ancient societies **D**

3. **Content Standard 3- Students apply geographic knowledge and skills**
 - A. Describe and compare the techniques by which ancient peoples used the land available to them. **D**
 - B. Analyze the shift in the way early peoples led their lives **D**
 - C. Look at how and why ancient peoples moved to different locations **D**

4. **Content Standard 4- Students demonstrate and understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.**
 - A. Analyze how cultures, historical events, periods and patterns of change influence each other. **D**
 - B. Study the impact of the past on the present and future **D**

5. **Content Standard 5- Students make informed decisions based on an understanding of the economic principals of production, distribution, exchange, and consumption.**
 - A. Identify the concept of Cultural Diffusion **D**
 - B. Describe the evolution of economic systems **D**
 - C. Analyze how job specification led to civilization **D**

6. **Content Standard 6- Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.**
 - A. Analyze the spread of culture, ideas, technology, religion, and political **D**
 - B. Ideology from one culture to another. **D**

Eleventh Grade United States History

- 1. Content Standard 1- Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.**
 - A. Students will learn why colonists expelled the French from North America.
 - i. Why colonists quarreled constantly with England over taxes. **I**
 - ii. The successful revolution post war struggles and Declaration of Independence. **D**

- 2. Content Standard 2- Students analyze how people create and change structures of power, authority, and governance to understand the operation of government and to demonstrate civic responsibility.**
 - A. Students will learn about the presidency of Thomas Jefferson through the War of 1812.
 - i. Abolitionists movement, America=s expansion, War with Mexico. **I**
 - ii. Disputes of admission of free or slave states, the Civil War and Reconstruction. **D**

- 3. Content Standard 3- Students apply geographic knowledge and skills**
 - A. Students will learn the development of technology and inventions that changed the way of American life.
 - i. Learn the hardships of farmers, ranchers, and miners. **I**
 - ii. Develop the understanding of westward expansion and the hardships. **D**
 - iii. Individuals and inventions that helped farmers, ranchers, and miners. **M**

- 4. Content Standard 4- Students demonstrate and understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.**
 - A. Students will learn about the turn of the century society and badly needed reforms in government.
 - i. Imperialist feelings of many Americans toward other countries. **I**
 - ii. Wilson’s failure to keep the U.S. out of World War I. **D**
 - iii. The change on historical and future perspectives. **M**

- 5. Content Standard 5- Students make informed decisions based on an understanding of the economic principals of production, distribution, exchange, and consumption.**
 - A. Students will learn about the Great Depression.
 - i. The first two terms of Franklin D. Roosevelt. **I**
 - ii. Causes, events, programs developed by Roosevelt to help us in the beginning of World War II. **M**

6. **Content Standard 6- Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.**
- A. Students will learn about the Cold War, Kennedy years, Vietnam, the first people on the moon, Gerald Ford, Jimmy Carter years.
 - i. After World War II the events that shaped our future. **I**
 - ii. The events that led to Russia's fall in 1991. **D**
 - iii. Why we are the number one world power today and how to keep it. **M**

Twelfth Grade Problems in American Democracy (PAD)

- 1. Content Standard 1 – Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.**
 - A. Demonstrate the use of decision-making skills.
 - i. Develop of analytical and critical thinking skills **I**
 - ii. The ability to identify and clarify reasons to ask appropriate questions. **D**
 - iii. Analyze and evaluate data and consequences using primary and secondary sources as a basis of information. **M**

- 2. Content Standard 2 – Students analyze how people create and change structures of power, authority, and governance to understand the operation of government and to demonstrate civic responsibility.**
 - A. Students will analyze the rights and responsibilities of American citizens.
 - i. The Bill of Rights, principles of government, origins of American government. **I**
 - ii. The ability to recognize the worth and dignity of self and others. **D**
 - iii. Focus will be placed on study of Bill of Rights, origins of government, the constitution, and Federalism. **M**

- 3. Content Standard 3 – Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions).**
 - A. Students will learn the organization and role of the executive, judicial and legislative branches of government.
 - i. Powers of Congress, how Congress works, how a bill becomes law. **I**
 - ii. Checks and Balances, the Bureaucracy and overview of financing government. **D**
 - iii. The separation of powers. **M**

- 4. Content Standard 4 – Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.**
 - A. Students will develop skills in identifying individual and political ideologies.
 - i. Concepts based on the political spectrum. **I**
 - ii. Left wing, right wing, moderate, and how this changes over time and location. **D**
 - iii. Civil liberties, civil rights, extreme viewpoints. **M**

- 5. Content Standard 5 – Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange, and consumption.**
- A. Students will compare and contrast economic and political systems.
 - i. Characteristics and operation of American free enterprise system. **D**
 - ii. Gorbachev=s economic reforms, Adam Smiths Capitalism. **D**
 - iii. Supply and demand economics, money management, and retirement plans. **M**
- 6. Content Standard 6 – Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.**
- A. Students will receive information on the Civil Rights movement starting in 1964.
 - i. Martin Luther King Jr. movement. **I**
 - ii. Develop and understanding of civil rights and affirmative action programs. **D**
 - iii. Involvement in civic activities within the community, such as clean-up day. **M**

Psychology

1. **Content Standard 1- Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.**
 - A. How we are able to learn. **D**
 - i. The Cognitive process **I**
2. **Content Standard 2- Students analyze how people create and change structures of power, authority, and governance to understand the operation of government and to demonstrate civic responsibility.**
 - A. Classical Conditioning **D**
 - i. Pavlov=s experiment, general principles of classical conditioning. **I**
3. **Content Standard 3- Students apply geographic knowledge and skills**
 - A. Operant Conditioning **D**
 - i. Reinforcement **I**
 - ii. Schedules of reinforcement **I**
 - iii. Stimulus control **I**
 - iv. Aversive control **I**
4. **Content Standard 4- Students demonstrate and understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.**
 - A. Understanding memory and thought **D**
 - i. Taking in information **I**
 - ii. Storing information **I**
 - iii. Retrieving information **I**
 - iv. Processing information **I**
5. **Content Standard 5- Students make informed decisions based on an understanding of the economic principals of production, distribution, exchange, and consumption.**
 - A. Sensation and Perception **D**
 - i. The senses **I**
 - ii. Perception **I**
 - iii. Extrasensory perception **I**
6. **Content Standard 6- Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.**
 - A. Motivation and Emotion **D**
 - i. Measuring the need for achievement **I**
 - ii. Expressing one=s self **I**

Social Studies Content Standard 1

Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.

Benchmarks

Students will:

End of Grade 8	End of Grade 9	End of Grade 11	End of Grade 12
<ol style="list-style-type: none"> 1. Apply the steps of an inquiry process (i.e., identify question or problem, locate and evaluate potential resources, gather and synthesize information, create a new product, and evaluate product and process). 2. Assess the quality of information (e.g., primary or secondary sources, point of view and embedded values of the author). 3. Interpret and apply information to support conclusions and use group decision-making strategies to solve problems in real world situations (e.g., school elections, community projects, conflict resolution, role playing scenarios). 	<ol style="list-style-type: none"> 1. Compare the past to the present 2. Analyze past mistakes 3. Understand the beginning of modern day technology 4. Understand the origins of cultures and civilizations 5. Understand the origins of modern day religions 	<ol style="list-style-type: none"> 1. Describe the hopes and expectations that African American in the South had for their lives as free people. 2. Explain why African Americans were crucial to the election of 1868 and how Republicans responded to their support. 3. Describe why Reconstruction ended. 4. Explain in the late 18900's and early 1900's how the United States became more urbanized, ethnically diverse society. 	<ol style="list-style-type: none"> 1. Analyze and adapt an inquiry process (i.e., identify question or problem, locate and evaluate potential resources, gather and synthesize information, create a new product, and evaluate product and process). 2. Apply criteria to evaluate information (e.g., origin, authority, accuracy, bias, and distortion of information and ideas). 3. Synthesize and apply information to formulate and support reasoned personal convictions within groups and participate in negotiations to arrive at solutions to differences (e.g., elections, judicial proceedings, economic choices, community service projects).

Social Studies Content Standard 2

Students analyze how people create and change structures of power, authority, and governance to understand the operation of government and to demonstrate civic responsibility.

Benchmarks

Students will:

End of Grade 8	End of Grade 9	End of Grade 11	End of Grade 12
<ol style="list-style-type: none"> 1. Describe the purpose of government and how the powers of government are acquired, maintained and used. 2. Identify and describe basic features of the political system in the United States and identify representative leaders from various levels (e.g., local, state, tribal, federal, branches of government). 3. Identify the significance of tribal sovereignty and Montana tribal governments' relationship to local, state and federal governments. 4. Analyze and explain governmental mechanisms used to meet the needs of citizens, manage conflict, and establish order and security. 5. Identify and explain the basic principles of democracy (e.g., Bill of Rights, individual rights, common good, equal opportunity, equal 	<ol style="list-style-type: none"> 1. Analyze how the power of governments are acquired, justified and used 2. Introduce different types of government systems 3. Analyze the laws and policies of ancient societies 	<ol style="list-style-type: none"> 1. Understand challenges immigrants faced as they settled in the United States, how they found assistance, plus the opposition to their movement in. 	<ol style="list-style-type: none"> 1. Analyze the historical and contemporary purpose of government and how the powers of government are acquired, modified, justified and used (e.g., checks and balances, 2. Bill of Rights, court decisions). 3. Compare and contrast various world political systems (e.g., ideologies, structure, institutions) with that of the United States. 4. Identify representative political leaders and philosophies from selected historical and contemporary settings. 5. (a)Relate the concept of tribal sovereignty to the unique powers of tribal governments as they interact with local, state and federal governments. (b)Analyze the effectiveness of various systems of government to protect the rights and needs of citizens and balance competing conceptions of a just society. 6. Analyze the impact of the Constitution, laws and court decisions on the rights and

<p>protection of the laws, majority rule).</p> <p>6. Explain conditions, actions and motivations that contribute to conflict and cooperation within and among groups and nations (e.g., discrimination, peer interaction, trade agreements).</p> <p>7. Explain the need for laws and policies governing technology and explore solutions to problems that arise from technological advancements.</p>			<p>responsibilities of citizens.</p> <p>7. Analyze and evaluate conditions, actions and motivations that contribute to conflict and cooperation within and among groups and nations (e.g., current events from newspapers, magazines, television).</p> <p>8. Analyze laws and policies governing technology and evaluate the ethical issues and the impacts of technology on society.</p>
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Social Studies Content Standard 3

Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions).

Benchmarks

Students will:

End of Grade 8	End of Grade 9	End of Grade 11	End of Grade 12
<ol style="list-style-type: none"> 1. Analyze and use various representations of the Earth (e.g., physical, topographical, political maps; globes; geographic information systems; aerial photographs; satellite images) to gather and compare information about a place. 2. Locate on a map or globe physical features (e.g., continents, oceans, mountain ranges, land forms) natural features (e.g., flora, fauna) and human features (e.g., cities, states, national borders) and explain their relationships within the ecosystem. 3. Analyze diverse land use and explain the historical and contemporary effects of this use on the environment, with an emphasis on Montana. 4. Explain how movement patterns throughout the world (e.g., people, ideas, diseases, products, 	<ol style="list-style-type: none"> 1. Describe and compare the techniques by which ancient peoples used the land available to them. 2. Analyze the shift in the way early peoples led their lives 3. Look at how and why ancient peoples moved to different locations 	<ol style="list-style-type: none"> 1. Understand how the United States government promoted economic development and geographic migration West. 	<ol style="list-style-type: none"> 1. Interpret, use, and synthesize information from various representations of the Earth (e.g., maps, globes, satellite images, geographic information systems, three-dimensional models). 2. Differentiate and analyze the relationships among various regional and global patterns of geographic phenomena, (e.g., land forms, soils, climate, vegetation, natural resources, population). 3. Assess the major impacts of human modifications on the environment (e.g., global warming, deforestation, erosion, pollution). 4. Analyze how human settlement patterns create cooperation and conflict which influence the division and control of the Earth (e.g., treaties, economics, exploration, borders, religion, exploitation, water rights). 5. Select and apply appropriate geographic resources to analyze

<p>food) lead to interdependence and/or conflict.</p> <p>5. Use appropriate geographic resources to interpret and generate information explaining the interaction of physical and human systems (e.g., estimate distance, calculate scale, identify dominant patterns of climate and land use, compute population density).</p> <p>6. Describe and distinguish between the environmental effects on the earth of short-term physical changes (e.g., floods, droughts, snowstorms) and long-term physical changes (e.g., plate tectonics, erosion, glaciations).</p> <p>7. Describe major changes in a local area that have been caused by human beings (e.g., a new highway, a fire, construction of a new dam, logging, mining) and analyze the probable effects on the community and environment.</p>			<p>the interaction of physical and human systems (e.g., cultural patterns, demographics, unequal global distribution of resources) and their impact on environmental and societal changes.</p> <p>8. Analyze the short-term and long-term effects that major physical changes in various parts of the world have had or might have on the environments (e.g., land use, population, resources).</p> <p>9. Describe and compare how people create places that reflect culture, human needs, government policy, and current values and ideas as they design and build (e.g., buildings, neighborhoods, parks, industrial and agricultural centers, farms/ranches).</p>
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Social Studies Content Standard 4

Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.

Benchmarks

Students will:

End of Grade 8	End of Grade 9	End of Grade 11	End of Grade 12
<ol style="list-style-type: none"> 1. Interpret the past using a variety of sources (e.g., biographies, documents, diaries, eyewitnesses, interviews, internet, primary source material) and evaluate the credibility of sources used. 2. Describe how history can be organized and analyzed using various criteria to group people and events (e.g., chronology, geography, cause and effect, change, conflict, issues). 3. Use historical facts and concepts and apply methods of inquiry (e.g., primary documents, interviews, comparative accounts, research) to make informed decisions as responsible citizens. 4. Identify significant events and people and important democratic values (e.g., freedom, equality, privacy) in the major 	<ol style="list-style-type: none"> 1. Analyze how cultures, historical events, periods and patterns of change influence each other. 2. Study the impact of the past on the present and future 	<ol style="list-style-type: none"> 1. Explain United States policy toward Latin America, Europe, and Asia. The strategy that was used and experiences American have. 	<ol style="list-style-type: none"> 1. Select and analyze various documents and primary and secondary sources that have influenced the legal, political, and constitutional heritage of Montana and the United States. 2. Interpret how selected cultures, historical events, periods, and patterns of change influence each other. 3. Apply ideas; theories, and methods of inquiry to analyze historical and contemporary developments, and to formulate and defend reasoned decisions on public policy issues. 4. (a) analyze the significance of important people, events, and ideas (e.g., political and intellectual leadership, inventions, discoveries, the arts) in the major eras/civilizations in the history of Montana, American Indian tribes, the United States, and the world. (b) analyze issues (e.g., freedom and equality, liberty and order, region and nation, diversity and

<p>eras/civilizations of Montana, American Indian, United States, and world history.</p> <p>5. Identify major scientific discoveries and technological innovations and describe their social and economic effects on society.</p> <p>6. Explain how and why events (e.g., American Revolution, Battle of the Little Big Horn, immigration, Women’s Suffrage) may be interpreted differently according to the points of view of participants, witnesses, reporters, and historians.</p> <p>7. Summarize major issues affecting the history, culture, tribal sovereignty, and current status of the American Indian tribes in Montana and the United States.</p>			<p>civic duty) using historical evidence to form and support a reasoned position.</p> <p>5. Analyze both the historical impact of technology (e.g., industrialization, communication, medicine) on human values and behaviors and how technology shapes problem solving now and in the future.</p> <p>6. Investigate, interpret, and analyze the impact of multiple historical and contemporary viewpoints concerning events within and across cultures, major world religions, and political systems (e.g., assimilation, values, beliefs, conflicts).</p> <p>7. Analyze and illustrate the major issues concerning history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Montana and the United States (e.g., gambling, artifacts, repatriation, natural resources, language, jurisdiction).</p>
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Social Studies Content Standard 5

Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange, and consumption.

Benchmarks

Students will:

End of Grade 8	End of Grade 9	End of Grade 11	End of Grade 12
<ol style="list-style-type: none"> 1. Identify and explain basic economic concepts (e.g., supply, demand, production, exchange and consumption; labor, wages, and capital; inflation and deflation; and private goods and services). 2. Apply economic concepts to explain historical events, current situations, and social issues in local, Montana, tribal, national, or global concerns. 3. Compare and contrast the difference between private and public goods and services. 4. Analyze how various personal and cultural points of view influence economic decisions (e.g., land ownership, taxation, unemployment). 5. Explain and illustrate how individuals and groups. (e.g., businesses, financial institutions, and governments) used money (e.g., traded 	<ol style="list-style-type: none"> 1. Identify the concept of Cultural Diffusion 2. Describe the evolution of economic systems 3. Analyze how job specification led to civilization 	<ol style="list-style-type: none"> 1. Define the difficulties of fighting wars on multiple fronts and the importance of human and economic resources. 	<ol style="list-style-type: none"> 1. Analyze the impact that supply and demand, scarcity, prices, incentives, competition, and profits influence what is produced and distributed in various economic systems. 2. Use basic economic concepts (e.g., production, distribution, consumption, market economy and command economy) to compare and contrast local, regional, national, and global economies across time and at the present time. 3. Assess the costs and benefits to society of allocating goods and services through private and public sectors. 4. Compare and contrast how values and beliefs influence economic decisions in different economic systems. 5. Explain the operations, rules, and procedures of common financial instruments (e.g., stocks and bonds, retirement funds, IRAs) and financial institutions (credit companies, banks,

<p>borrowed, saved, invested, compared the value of goods and services.</p> <p>6. Analyze the influences of technological advancements (e.g., machinery, internet, genetics) on household, state, national and global economies.</p>			<p>insurance companies).</p> <p>6. Explain and evaluate the effects of new technology, global economic interdependence, and competition on the development of national policies (e.g., social security system, Medicare, other entitlement programs) and on the lives of the individuals and families in Montana, the United States and the world (e.g., international trade, space exploration, national defense).</p>
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Social Studies Content Standard 6

Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.

Benchmarks

Students will:

End of Grade 8	End of Grade 9	End of Grade 11	End of Grade 12
<ol style="list-style-type: none"> 1. Compare and illustrate the ways various groups (e.g., cliques, clubs, ethnic communities, American Indian tribes) meet human needs and concerns (e.g., self-esteem, friendship and heritage) and contribute to personal identity. 2. Explain and give examples of how human expression (e.g., language, literature, arts, architecture, traditions, beliefs, spirituality) contributes to the development and transmission of culture. 3. Identify and differentiate ways regional, ethnic and national cultures influence individual's daily lives and personal choices. 4. Compare and illustrate the unique characteristics of American Indian tribes and other cultural groups in Montana. 5. Explain the cultural 	<ol style="list-style-type: none"> 1. Analyze the spread of culture, ideas, technology, religion, and political 2. Ideology from one culture to another. 	<ol style="list-style-type: none"> 1. Analyze and discuss how civil rights demonstrators and civil rights leaders used nonviolence to achieve their goals, and note what the effect was. 	<ol style="list-style-type: none"> 1. Analyze and evaluate the ways various groups (e.g., social, political, cultural) meet human needs and concerns (e.g., individual needs, common good) and contribute to personal identity. 2. Analyze human experience and cultural expression (e.g., language, literature, arts, traditions, beliefs, spirituality, values, behavior) and create a product, which illustrates an integrated view of a specific culture. 3. Analyze the impact of ethnic, national and global influences on specific situations or events. 4. Evaluate how the unique characteristics of American Indian tribes and other cultural groups have contributed to Montana's history and contemporary life (e.g., legal and political relationships between and among tribal, state, and federal governments). 5. Analyze the conflicts resulting from cultural

<p>contributions of, and tensions between, racial and ethnic groups in Montana, the United States, and the world.</p> <p>6. Identify and describe the stratification of individuals within social groups (e.g., status, social class, haves and have nots).</p>			<p>assimilation and cultural preservation among various ethnic and racial groups in Montana, the United States and the world.</p> <p>6. Analyze the interactions of individuals, groups and institutions in society (e.g., social mobility, class conflict, globalization).</p>
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