



Montana Small Schools Alliance

Presents

2021
Curriculum Guide

Social Studies
K-8

Compiled by

Montana Rural Teachers
Montana County Superintendents
Montana Small Schools Alliance

Social Studies Standard One

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

Rationale

Every discipline has a process by which knowledge is gained or inquiry is made. In social studies, the information inquiry process is applied to locate and evaluate a variety of primary and secondary sources of information. Information gathered in this manner is then used to draw conclusions in order to make decisions, solve problems and negotiate conflicts. Finally, as individuals who participate in self-governance, the decision making process needs to be understood and practiced by students as they prepare to take on civic and economic responsibilities.

K	1	2	3	4
Plan inquiries and develop questions.	Practice the steps of an inquiry process (i.e., focus on Step 1: identify question or problem).	Identify and practice the steps of an inquiry process (i.e., focus on Step 2: locate resource; and Step 3: gather and synthesize information).	Describe and practice the steps of an inquiry process (i.e., focus on Step 4: create a new product; and Step 5: evaluate product and process).	Benchmark 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).
	Distinguish between fact and fiction.	Judge the accuracy of information.	Select relevant information.	Benchmark 2: Evaluate information quality (e.g., accuracy, relevance, fact or fiction).
Use information to make a statement. (e.g. retelling a rule)	Discuss information to support statements and use basic group decision-making strategies in real world situations (e.g. playground and classroom rules).	Provide information to support statements and use group decision-making strategies in real world situations (e.g. recycling projects and school stores).	Interpret information to support statements and use basic group decision-making strategies in real world situations (e.g., class elections).	Benchmark 3: Practice deliberative processes and 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).

Social Studies Standard Two

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

Rationale

The vitality and continuation of a democratic republic depends upon the education and participation of informed citizens.

K	1	2	3	4
Define leaders and rules.	Discuss the government (e.g., federal, state).	Illustrate the purpose and levels of government (e.g., what the president does).	Outline and explain different levels of our government (e.g., federal, state, county).	Benchmark 1: Explain the purpose and various levels of government. Describe how rules, laws, and policies are implemented by local, state, tribal, and national governments. Define sovereignty for tribes in Montana.
Recognize the people who create and carry out rules for the school and classroom	Identify government leaders. (e.g., mayor, chairperson, governor). Recognize the people, and their roles, who create and carry out rules for the school and classroom.	explain the roles of people who help govern different communities, including local and tribal governments.	Recognize and describe local, county, state and federal government leaders at these levels (e.g., mayor, county commissioner, chairperson, governor, president) and including tribal governments.	Benchmark 2: Recognize local, state, tribal and federal governments and identify representative leaders at these levels (e.g., mayor, governor, chairperson, president). Identify key foundational documents in Montana's government.
Define responsibility in home, school, and community situations.	Identify the major responsibilities of local and state government.	Discuss the major responsibilities of tribal government.	Describe the major responsibilities of federal government.	Benchmark 3: Identify the major responsibilities of local, state, tribal and federal government.
Define that being a citizen of the classroom and school community means following established rules and expectations	Discuss how governments provide for needs and wants of people.	Identify how governments establish order and security.	Demonstrate how governments provide for needs and wants of people by establishing order and security and managing conflict.	Benchmark 4: Explain how governments provide for needs and wants of people by establishing order and security and managing conflict.
Demonstrate citizenship	Discuss the individual's	Demonstrate ways to show good	Recognize that civic participation involves	Benchmark 5: Identify and explain the individual's responsibilities to

through their interactions in the classroom and school community.	responsibilities to family and peers. Demonstrate being a citizen of the classroom and school community through interactions and by following established rules and expectations.	citizenship in the classroom, school, and community.	remaining accurately informed about public issues, taking action, and voting in elections.	family, peers and the community, including the need for civility, respect for diversity and the rights of others. Demonstrate civic participation within the classroom or school.
Discuss conflict and problem solving.	Discuss factors that cause conflict and contribute to cooperation among individuals (e.g., playground issues, taking turns).	Identify factors that cause conflict and contribute to cooperation among individuals and groups (e.g., misunderstandings, listening skills).	Illustrate factors that cause conflict and contribute to cooperation among individuals and groups (e.g., playground issues, misunderstandings, listening skills, taking turns).	Benchmark 6: Describe factors that cause conflict and contribute to cooperation among individuals and groups (e.g., playground issues, misunderstandings, listening skills, taking turns).
Explore types of transportation, jobs, community helpers, technology.	Name the different ways technology contributes to or helps resolve problems in transportation.	Discuss the role of technology in communications as it contributes to or helps resolve problems.	Discuss the role of technology in information processing or other areas as it contributes to or helps resolve problems.	Benchmark 7: Explore the role of technology in communications, transportation, information processing or other areas as it contributes to or helps resolve problems.

Social Studies Standard Three

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

Rationale:

Students gain geographical perspectives on Montana and the world by studying the Earth and how people interact with places. Knowledge of geography helps students address cultural, economic, social, and civic implications of living in various environments.

K	K/1	2	3	4
use maps and other representations to describe place characteristics.	Identify flat maps, geographical locations, relations, continents, oceans, directions, & maps. Construct maps and other representations of familiar places.	Uses charts, diagrams, graphs, and tables. Name national, continental, & world regions. Use basic components of maps to identify physical and political features, including American Indian reservations.	identify landforms and other physical characteristics of the Americas.	Benchmark 1: Identify and use various representations of the Earth (e.g., maps, globes, photographs, latitude and longitude, scale). Identify and label the tribes in Montana in their indigenous territories and current locations.
	Identify and describe human and physical landforms.	Recognize natural features (e.g., flora, fauna).	Recognizes human features (e.g., cities, states, national borders).	Benchmark 2: Locate on a map or globe physical features (e.g., continents, oceans, mountain ranges, landforms) natural features (e.g., flora, fauna) and human features (e.g., cities, states, national borders).
	Name & recall different types of shelters. Match tools and materials with occupations.	Describe ways in which people interact with their physical environment (design of shelters and methods of construction).	Illustrate by creating and constructing physical environment (e.g., land use and location of communities).	Benchmark 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).
	Name different ways of travel and understand why people travel, where they move to, what events cause them to migrate.	Describe how families and children live, work, and play in another culture.	Examine maps and other representations to identify historical and contemporary political and cultural patterns in the Americas.	Benchmark 4: Examine maps and other representations to explain the movement of people. Describe how human movement and settlement patterns reflect the wants and needs of diverse cultures.

Identify home, school, neighborhood, community, town, state, country, planet on which they live.	Identify appropriate geographic resources (graphs & maps) in local communities.	Recognize & recall appropriate geographical resources (e.g., atlases, charts, graphs) to gather information about Montana.	Identify environmental and technological events and conditions and how humans and the environment impact each other.	Benchmark 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. Analyze environmental and technological events and conditions and how humans and the environment impact each other with relation to settlements and migration in Montana.
Explore seasons and weather.	Identify changes (season, climate, weather)	Describes physical system changes (e.g., season, climate, weather).	Distinguish and illustrate water cycle, and natural disasters.	Benchmark 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.
	Recognize the ties between people's needs and behaviors within an environment.	Describe the ways in which people in different regions of the world interact with their physical environments.	Compare the ways in which people in different regions of the world interact with their physical environments.	Benchmark 7: Describe and compare the ways in which people in different regions of the world interact with their physical environments.

Social Studies Standard Four

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

Rationale:

Students need to understand their historical roots and how events shape the past, present, and future of the world. In developing these insights, students must know what life was like in the past and how things change and develop over time. Students gain historical understanding through inquiry of history by researching and interpreting historical events affecting personal, local, tribal, Montana, United States, and world history.

K	1	2	3	4
	Identify artifacts, songs, and photographs to develop an understanding of the past.	Use diaries, charts and paintings to develop an understanding of the past.	Discuss biographies and architecture to develop an understanding of the past.	Benchmark 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.
Distinguish between past, present, and future.	Identify timeline for sequencing information in history (e.g., personal/local history).	Use a timeline to select information describing eras in history (e.g., local history).	Use a timeline to organize information describing eras in history.	Benchmark 2: Use a timeline to select, organize, and sequence information describing eras in history. Explain how Montana has changed over time given its cultural diversity and how this history impacts the present.
	Examine stories, folk tales to understand the lives of ordinary people & extraordinary people.	Read and discuss narratives and place them in time and context.	Read biographies and understand their relationship to important historical events.	Benchmark 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 events.
	Identify symbols (e.g., Montana and U.S. flags, state flower) in the history of Montana, American Indian tribes, and the United States.	Describe famous people and holidays in the history of Montana, American Indian tribes, and the United States.	Identify & discuss important democratic values (e.g. democracy, freedom, justice) in the history of Montana, American Indian tribes, and the United States. Identify key symbols of nations.	Benchmark 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. Identify events and policies that have impacted and been influenced by tribes in Montana.

Identify transportation types of past and present.	Identify how technologies have impacted the history of transportation.	Illustrate how technologies have impacted the course of history.	Identify and illustrate how technologies have impacted communication.	Benchmark 5: Identify and illustrate how technologies have impacted the course of history (e.g., energy, transportation, communications).
	Discuss how people view and report historical events differently.	Discuss & dramatize how people view and report historical events differently.	Identify different ways people view and report historical events differently.	Benchmark 6: Recognize that people view and report historical events differently. Describe how historical accounts are impacted by individual perspectives.
Identify cultures of American Indian tribes in Montana.	Identify cultures of the American Indian tribes in Montana and the United States.	Discuss the culture and history of the American Indian tribes in Montana and the United States.	Explain the current status of American Indian tribes in Montana and the United States.	Benchmark 7: Explain the history, culture, and current status of the American Indian tribes in Montana and the United States. Understand tribes in Montana have their own unique histories.

Social Studies Standard Five

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

Rationale:

In a global economy marked by rapid technological and political change, students must learn how to be effective producers, consumers, and economic citizens.

K	1	2	3	4
	explain the difference between needs and wants.	Demonstrate scarcity and choice with an emphasis on budgeting of allowance.	Give examples and demonstrate needs and wants, scarcity and choice (e.g., budgeting of allowance, trading cards).	Benchmark 1: Give examples of needs and wants; scarcity and choice (e.g., budgeting of allowance, trading cards).
Describe goods and products that are produced in local regions.	Discuss basic economic concepts that explain events and issues in the community.	Discuss basic economic concepts that explain events and issues in the community. Describe the goods and services that people in the local, state, national community provide.	Identify and illustrate basic economic concepts (e.g., supply and demand, price) that explain events and issues in the community. Identify examples of human and natural resources that are use to produce goods and services. Explain economic interdependence within historical and contemporary contexts.	Benchmark 2: Identify basic economic concepts (e.g., supply and demand, price) that explain events and issues in the community. Identify basic elements of Montana's state economic system, including agriculture, business, tourism, natural resources, and labor.
explain and Identify goods and services	Identify private goods and services (e.g., family car or local restaurant).	List and explain public goods and services (e.g., interstate highway system or U.S. Postal Service).	Compare 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).	Benchmark 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).

		Describe examples of goods and services the government provides. identify resources people use to access the goods and services they want and need		Identify various resources and labor that are used to provide goods and services in Montana.
	Discuss how what to buy could benefit people in need.	Examine personal economic decisions (e.g., deciding what to buy, what to recycle) and the affect on the lives of people in Montana, United States, and the world.	Compare the benefits and costs of individual choices.	Benchmark 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. Identify the various pressures and incentives that influence the decisions people make in short-term and long-term situations.
	Describe the use of money in everyday life.	Understand the roles of money, banking, and savings in everyday life.	Explain and demonstrate the roles of money, banking, and savings in everyday life.	Benchmark 5: Explain the roles of money, banking, and savings in everyday life.
	Identify how science and technologies affect economic conditions (e.g., television, phone, radio).	Discuss examples in which science and technology have affected economic conditions (e.g., internet, media advertising).	Demonstrate and describe examples in which science and technology have affected economic conditions (e.g., assembly line, robotics, internet, media advertising).	Benchmark 6: Identify and describe examples in which science and technology have affected economic conditions (e.g., assembly line, robotics, internet, media advertising). Explain how trade leads to increasing economic interdependence among groups in Montana.

Social Studies Standard Six

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

Rationale:

Culture helps us to understand ourselves as both individuals and members of various groups. In a multicultural society, students need to understand multiple perspectives that derive from different cultural vantage points. As citizens, students need to know how institutions are maintained or changed and how they influence individuals, cultures and societies. This understanding allows students to relate to people in Montana, tribes, the United States and throughout the world.

K/1	2	3	4
Name various groups you are a member of.	Explain how groups meet human needs (e.g., belonging, safety, and self esteem).	Illustrate how different groups influence personal identity.	Benchmark 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.
Identify different expressions of various cultures (e.g., customs, folktales, and songs).	Identify different cultures and expressions in art, music, dance, and language (e.g., customs).	List different expressions of culture and how they influence people (e.g., art, music, theatre, dance, and stories).	Benchmark 2: Describe ways in which expressions of culture influence people (e.g., language, spirituality, stories, folktales, music, art, dance).
Identify ways a family influences personal life and choices.	Describe ways that communities influence individual life and choices.	Describe ways that various groups (e.g., age) influence individual life and choices.	Benchmark 3: Identify and describe ways families, groups, tribes and communities influence the individual's daily life and personal choices.
Name some Indian Tribes in Montana.	Describe American Indian characteristics in Montana (e.g., dwelling, tools, dress, and stories).	Identify some other cultural groups in Montana.	Benchmark 4: Identify characteristics of American Indian tribes and other cultural groups in Montana.
Identify examples of individual struggles from the arts and literature.	Identify the struggles of various individuals in Montana and in the United States.	Identify the influence and contributions of key people in Montana and the United States.	Benchmark 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).
Identify roles in group situations (e.g., family).	Identify roles in various group situations (e.g., family and school).	Identify roles in various group situations (e.g., school and peers).	Benchmark 6: Identify roles in group situations (e.g., student, family member, peer member).

Social Studies Standard One

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

Rationale

Every discipline has a process by which knowledge is gained or inquiry is made. In social studies, the information inquiry process is applied to locate and evaluate a variety of primary and secondary sources of information. Information gathered in this manner is then used to draw conclusions in order to make decisions, solve problems and negotiate conflicts. Finally, as individuals who participate in self-governance, the decision making process needs to be understood and practiced by students as they prepare to take on civic and economic responsibilities.

5	6-8
Review 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).	Benchmark 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).
Identify primary or secondary information sources.	Benchmark 2: Assess the quality of information (e.g., primary or secondary sources, point of view and embedded values of the author).
Use information to support conclusions and group decision-making (e.g. role playing and school elections).	Benchmark 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).

Social Studies Standard Two

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

Rationale

The vitality and continuation of a democratic republic depends upon the education and participation of informed citizens.

5	6-8
Describe the basic duties of the three branches of government.	Benchmark 1: Explain a variety of forms of government from the past and present. Distinguish the structure, organization, powers, and limits of government at the local, state, tribal, and national levels.
Distinguish between the responsibilities of local, state, tribal, and national governments.	Benchmark 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).
Discuss the significance of tribal sovereignty and Montana tribal governments' relationship to local.	Benchmark 3: Identify the significance of tribal sovereignty and Montana tribal governments' relationship to local, state and federal governments. Explain how global and American Indian civilizations and governments have contributed to foundational documents of the United States.
Identify and describe the structure and principle of Montana's constitution.	Benchmark 4: Explain the structure of and key principles in foundational documents, including the Montana Constitution. Relate these principles to how governments meet the needs of citizens, manage conflict, and establish order and security.
Identify the basic principles of democracy (e.g., Bill of Rights, individual rights). Explain how Democracy relies upon active and responsible participation of citizens.	Benchmark 5: Identify events and leaders that ensure that key United States principles of equality and civil rights are applied to various groups. Demonstrate that the United States government includes concepts of both a democracy and a republic. Identify and explain the basic principles of democracy (e.g., Bill of Rights, individual rights, common good, equal opportunity, equal protection of the laws, majority rule).
Discuss conflict and cooperation within peer interaction including discrimination.	Benchmark 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). Employ strategies for civic involvement that address a state, local, or national issue.
Identify laws and policies governing technology.	Benchmark 7: Explain the need for laws and policies governing technology and explore solutions to problems that arise from technological advancements.

Social Studies Standard Three

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

Rationale:

Students gain geographical perspectives on Montana and the world by studying the Earth and how people interact with places. Knowledge of geography helps students address cultural, economic, social, and civic implications of living in various environments.

5	6-8
Interpret flat maps & geographical locations through physical, topographical relations and the globe, continents and oceans. Uses terms related to direction and location.	Benchmark 1: Construct and analyze maps using scale, direction, symbols, legends, and projections to gather information about regions across the world.
Identify and label US regions, territories, states, and their capitals and major cities.	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.
Apply the use of a map or globe to interpret geographical features, locations and relations (e.g., continents, oceans, mountain ranges, and land forms).	Benchmark 2: Locate on a map or globe physical features (e.g., continents, oceans, mountain ranges, landforms) natural features (e.g., flora, fauna) and human features (e.g., cities, states, national borders) and explain their relationship within the ecosystem.
Identify people, places and events with an emphasis on Montana.	Identify the cultural roots of major world regions.
Identify people, places and events with an emphasis on Montana.	Benchmark 3: Analyze diverse land use and explain the historical and contemporary effects of this use on the environment, with an emphasis on Montana.
Create, organize, and present geographic information to show settlement patterns in the United States, including impacts on tribal lands.	Benchmark 4: Explain how movement patterns throughout the world (e.g., people, ideas, diseases, products, food) lead to interdependence and/or conflict.
Estimate distances and calculating scale to interpret and explain the interaction of physical and human systems.	Benchmark 5: Use appropriate geographic resources to interpret and generate information explaining the interaction of physical and human systems (e.g., estimate distances, calculate scale, identify dominant patterns of climate and land use, compute population density).
Analyze environmental and technological events and conditions and how humans and the environment impact each other with relation to settles and migration.	Benchmark 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, glaciation).
List the major changes in a local area that have been caused by human beings.	Benchmark 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.
	Benchmark 8: Analyze maps from a specific time period to understand an issue or event.
	Identify how the historical and contemporary movement of people, goods, and ideas from one area can impact change, conflict, and cooperation in other areas.

Social Studies Standard Four

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

Rationale:

Students need to understand their historical roots and how events shape the past, present, and future of the world. In developing these insights, students must know what life was like in the past and how things change and develop over time. Students gain historical understanding through inquiry of history by researching and interpreting historical events affecting personal, local, tribal, Montana, United States, and world history.

5	6-8
Interpret the past using biographies, documents and diaries and evaluate the credibility of sources used.	Benchmark 1: Explore complex civilizations, and identify elements of change and continuity across historical eras in Montana, the Americas, and world history. Interpret the past using a variety of sources (e.g., biographies, documents, diaries, eyewitnesses, interviews, the internet, primary source material) and evaluate the credibility of sources used.
Illustrate how history can be chronologically organized. Interpret data presented in timelines.	Benchmark 2: Analyze how historical events relate to one another and are shaped by historical context, including societies in the Americas. 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)
Use historical facts and concepts of primary documents and interviews to make informed decisions as responsible citizens.	Benchmark 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.
Understand the inter-relationship of chronological historical events. Identify roles of individuals and groups and their impact on United States and tribal historical events.	Benchmark 4: Analyze how, since European contact, historical events and policies have mutually impacted American Indian and European societies. Identify significant events, people and important democratic values (e.g., freedom, equality, privacy) in major eras/civilizations of Montana, American Indian, United States, and world history.
Identify major scientific discoveries & recognize their effects on society.	Benchmark 5: Identify how new archaeological and scientific information shapes historical understanding.
Explain how and why events (e.g. American Revolution and Women's Suffrage) may be recognized differently according to the points of view of participants, witnesses, reporters, and historians.	Benchmark 6: Explain how Montana has changed over time and how this history impacts the present. 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.

	Analyze how people’s perspectives shaped the historical narratives they created. Identify biases and limitations in primary and secondary sources, specifically regarding misinformation and stereotypes. Understand that the questions people ask shape the conclusions they reach.
Understand the unique historical perspectives of American Indians. Analyze historical documents and their impact on tribes in Montana and their sovereignty	Benchmark 7: Summarize major issues affecting the history, culture, tribal sovereignty, and current status of the American Indian tribes in Montana and the United States.

Social Studies Standard Five

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

Rationale:

In a global economy marked by rapid technological and political change, students must learn how to be effective producers, consumers, and economic citizens.

5	6-8
Identify basic economic concepts (e.g., supply, demand, production, exchange and consumption).	Benchmark 1: Explain how economic decisions impact individual, businesses and societies, including indigenous societies. 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).
Identify economic concepts to explain historical events and current situations in national or global concerns.	Benchmark 2: Analyze examples of how groups and individuals have considered profit and personal values in making economic choices in the past and present. Apply economic concepts to explain historical events, current situations, and social issues in local, Montana, tribal, national, or global concerns.
Identify the difference between private and public goods and services.	Benchmark 3: Compare and contrast the difference between private and public goods and services. Explain the roles of producers and consumers in market systems. Describe the role of competitions in the determination of prices and wages in a market economy. Explain how changes in supply, demand, and labor standards cause changes in prices and quantities of goods, services, and other capital.
Identify how various personal and cultural points of view influence economic decisions (e.g., land ownership, taxation).	Benchmark 4: Analyze how various personal and cultural points of view influence economic decisions (e.g., land ownership, taxation, and unemployment).
Identify how money is used (e.g., trade) by individuals and groups.	Benchmark 5: Explain ways in which money facilitates exchange and impacts transactional costs. Explain and illustrate how money is used (e.g., trade, borrow, save, invest) compare the value of goods and services by individuals and groups (e.g., businesses, financial institutions, and governments).
Identify the influences of technological advancements (e.g., machinery) on household, state, national and global economies.	Benchmark 6: Analyze the influences of technological advancements (e.g., machinery, internet, genetics,) on household, state, national and global economies.

Social Studies Standard Six

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

Rationale:

Culture helps us to understand ourselves as both individuals and members of various groups. In a multicultural society, students need to understand multiple perspectives that derive from different cultural vantage points. As citizens, students need to know how institutions are maintained or changed and how they influence individuals, cultures and societies. This understanding allows students to relate to people in Montana, tribes, the United States and throughout the world.

5	6-8
Describe the ways various social groups meet human needs and contribute to personal identity.	Benchmark 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, heritage) and contribute to personal identity.
Identify expressions of culture that influence people (e.g., music, art, and literature).	Benchmark 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.
Identify ethnic influences and describe their influence on individual life choices.	Benchmark 3: Identify and differentiate ways regional, ethnic and national cultures influence individual's daily lives and personal choices.
Illustrate characteristics of cultural groups in Montana.	Benchmark 4: Compare and illustrate the unique characteristics of American Indian tribes and other cultural groups in Montana.
Identify cultural contributions of different ethnic groups in Montana (e.g., American Indians, Irish, miners).	Benchmark 5: Explain the cultural contributions of, and tensions between, racial and ethnic groups in Montana, the United States, and the world.
Distinguish between various individual roles (e.g., students, peers, and family).	Benchmark 6: Identify and describe the stratification of individuals within social groups (e.g., status, social class, haves and have nots).