



Montana Small Schools Alliance

Presents

*2021
Curriculum Guide*

*Social Studies
9-12*

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.

9-12
Benchmark 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).
Benchmark 2 Apply criteria to evaluate information (e.g., origin, authority, accuracy, bias, distortion of information and ideas).
Benchmark 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).
Benchmark 4 Apply civic virtues and democratic principles when working with others.

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.

9-12
Benchmark 1 Analyze and evaluate the ideas and principles contained in the foundational documents of the United States, and explain how they establish a system of government that has powers, responsibilities, and limits. Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of domestic and international relationships. Evaluate the impact of international agreements on contemporary world issues.
Benchmark 2 Evaluate the American governmental system compared to international government systems. Evaluate government procedures for making decisions at the local, state, tribal, national, and international level.
Benchmark 3 Identify representative political leaders and philosophies.
Benchmark 4 Explain the foundations and complexity of sovereignty for federally recognized tribes in Montana. Identify the one tribe not federally recognized in Montana.
Benchmark 5 Analyze the effectiveness of various systems of government to protect the rights and needs of citizens and balance competing conceptions of a just society
Benchmark 6 Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights. Analyze the impact and roles of personal interests and perspectives, market, media, and group influences on the application of civic virtues, democratic principles, constitutional rights, and human rights.
Benchmark 7 Evaluate citizens' and institutions' effectiveness in ensuring civil rights at the local, state, tribal, national, and international level. Evaluate how citizens and institutions address social and political problems at the local, state, tribal, national, and international level.
Benchmark 8 Analyze the impact of the constitution, laws, and court decisions on the rights and responsibilities of citizens.

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.

9-12
Benchmark 1 Use geospatial reasoning to create maps and other representations, including 3-dimensional, to display and explain the spatial patterns of cultural and environmental characteristics. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.
Benchmark 2 Differentiate and analyze the relationships among various regional and global patterns of geographic phenomena (e.g., landforms, soils climate, vegetation, natural resources, population).
Benchmark 3 Use geographic data to analyze variations in the spatial patterns of cultural and environmental characteristics at multiple scales.
Benchmark 4 Analyze how human settlement patterns create cooperation and conflict, which influence the division and control of the earth (e.g., treaties, economics, explorations, borders, religion, exploitation, water rights).
Benchmark 5 Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them, including American Indians. Evaluate the consequences of human-driven and natural catastrophes on global trade, politics, and human migration.
Benchmark 6 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)
Benchmark 7 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 and ranches).
Benchmark 8 Evaluate the impact of human settlement activities on the environment, political, and cultural characteristics of specific places and regions. Analyze the role of geography on interactions and conflicts between various cultures in Montana, the United States, and the world. Evaluate the influence of long-term climate variability on human migration and settlement patterns, resource use, and land uses at local to global scales.

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.

9-12
Benchmark 1 Analyze how unique circumstances of time, place, and historical contexts shape individuals' lives. Analyze change and continuity in historical eras of US and world history Identify ways in which people and groups exercise agency in difficult historical, contemporary, and tribal contexts.
Benchmark 2 Analyze multiple and complex causal factors that have shaped major events in US and world History, including American Indian History Explain events in relation to both their intended and unintended consequences, including governmental policies impacting American Indians.
Benchmark 3 Distinguish between long-term causes and triggering events in developing a historical argument.
Benchmark 4 Analyze how historical, cultural, social, political, ideological, and economic contexts shape people's perspectives. Evaluate how historiography is influenced by perspective and available historic sources. Analyze perspectives of American Indians in US history. Evaluate the limitations, biases, and credibility of various sources, especially regarding misinformation and stereotypes.
Benchmark 5 Analyze multiple historical sources to pursue further inquiry and investigate additional sources. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about past and present people, events, and ideas. Construct arguments which reflect understanding and analysis of multiple historical sources, perspectives, and contexts.

Social Studies Standard Five

Students make informed decisions based on an understanding of the economical 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.

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Benchmark 1 Analyze the impact that supply and demand, scarcity, prices, incentives, competition, and profits influence what is produced and distributed in various economic systems.
Benchmark 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.
Benchmark 3 Assess the costs and benefits to society of allocating goods and services through private and public sectors.
Benchmark 4 Compare and contrast how values and beliefs influence economic decisions in different economic systems.
Benchmark 5 Explain the operations, rules, and procedures of common financial instruments (e.g., stocks and bonds, retirement funds, and IRAs) and financial institutions (credit companies, banks, and insurance companies).
Benchmark 6 Explain and evaluate the effects of new technology global economic, independence, 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).

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.

9-12
Benchmark 1 Analyze how pressures and incentives impact economic choices and their costs and benefits for different groups, including American Indians. Explain how economic cycles affect personal financial decisions.
Benchmark 2 Analyze the ways in which pressures and incentives influence what is produced and distributed in a market system. Evaluate the extent to which competition among producers, among consumers, and among laborers exist in a market system. Describe the role of competition in specific markets.
Benchmark 3 Evaluate benefits, costs, and possible outcomes of government policies to influence market outcomes.
Benchmark 4 Use current data to explain the influence of changes in spending, production, and the money supply on various economic indicators. Use economic indicators to analyze the current and future state of the economy.
Benchmark 5 Evaluate the selection of monetary and fiscal policies in a variety of economic conditions.