



Social Studies Curriculum Guide



East Helena Public Schools
Revised 2023



2023 Social Studies Curriculum Committee

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East Helena Public School Social Studies Educational Philosophy

The East Helena Public Schools Social Studies curriculum provides individual learners with experiences, collaborations, and analysis to achieve success in a complex and changing world. Learners will develop an awareness of the interdependency, cultural diversity, geography, economics, and governments of the world as they apply to the past, present, and future. The objectives of social studies instruction are to engage learners in rigorous content in order to build critical thinking, problem solving, and participatory skills so they may become active and engaged citizens in the 21st century. Learners will acquire knowledge of the history, principles, and foundations of our American democracy and the ability to participate in civic and democratic processes. Learners require the intellectual power to recognize societal problems; ask good questions and develop robust investigations into them; consider possible solutions and consequences; separate evidence-based claims from parochial opinions; and communicate and act upon what they learn.

In accordance with Indian Education For All, East Helena Public Schools recognize the Montana Indigenous cultures through direct instruction in accordance with Montana Constitution article X, section 1(2), "...recognizes the distinct cultural heritage of American Indians and is committed in its education goals to the preservation of their cultural integrity." The East Helena Public Schools social studies curriculum provides grade level focus areas for all of the Essential Understandings to ensure that learners acquire knowledge of the distinct cultural diversity of our Montana American Indians.

INDIAN EDUCATION FOR ALL ESSENTIAL UNDERSTANDINGS

MONTANA CODE ANNOTATED

20-1-501

Indian Education for All

Recognition of American Indian cultural heritage—legislative intent.

(1) It is the constitutionality declared policy of this state to recognize the distinct and unique cultural heritage of American Indians and to be committed in its educational goals to the preservation of their cultural heritage.

(2) It is the intent of the legislature that in accordance with Article X, section 1(2), of the Montana constitution:

(a) Every Montana, whether Indian or non-Indian, be encouraged to learn about the distinct and unique heritage of American Indians in a culturally-responsive manner; and

(b) Every educational agency and all educational personnel will work cooperatively with Montana tribes or those tribes that are in close proximity, when providing instruction or when implementing an educational goal or adopting a rule related to the education of each Montana citizen, to include information specific to the cultural heritage and contemporary contributions of American Indians, with particular emphasis on Montana Indian tribal groups and governments.

(3) It is also the intent of this part, predicated on the belief that all school personnel should have an understanding and awareness of Indian tribes to help them relate effectively with Indian students and parents, that educational personnel provide means by which school personnel will gain an understanding of and appreciation for the American Indian people.

History: En. Sec. 1, Ch. 527, L. 1999.

1. Lesson Plans for incorporating IEFA can be found at numerous locations, including

www.opi.mt.gov

Definitions

Philosophy: The general principles and beliefs of a field of study.

Focus: General statement of an overall goal of the curriculum at each grade level.

Learner Goals: General list of knowledge, skills, and insights that we want students to possess upon completion of the curriculum.

Correlation to Standards: Comparison of learner goals to state and national standards.

Standard: a level of quality or achievement, especially a level that is thought to be acceptable.

Scope and Sequence: Order and degree to which skills will be developed with the use of the adopted curriculum.

Essential Vocabulary: Key terms that the students should have a working knowledge of in relation to historical events.

Materials Evaluation: Comparison of the state and national standards with the scope and sequence of various textbooks and other resources to determine best curriculum.

Local Needs Assessment: Survey or other communication that is developed to give the curriculum committee input for potential changes to a curriculum.

Assessment Strategies: Method of formative and summative assessment the district utilizes to determine the degree to which goals and objectives are achieved.

K-12 Social Studies Standards

Content	The content areas covered by the social studies standards include
SS.CG	Civics and Government
SS.E	Economics
SS.G	Geography
SS.H	History

Skills	For each social studies content area, the following skills at each grade may apply.
SS.K12.1	Develop questions
SS.K12.2	Plan inquiries
SS.K12.3	Compare and evaluate sources for relevance, perspective, and accuracy
SS.K12.4	Use sources to gather evidence to develop and refine claims
SS.K12.5	Communicate conclusions
SS.K12.6	Take informed action

Grades Kindergarten - 2nd Indian Education for All

Essential Understandings and Focus

INDIAN EDUCATION FOR ALL	
Essential Understanding	Focus Areas
<p><u>Essential Understanding 1:</u></p> <p>There is great diversity among the 12 tribal Nations of Montana in their languages, cultures, histories and governments. Each tribe has a distinct and unique cultural heritage that contributes to modern Montana.</p>	<ul style="list-style-type: none"> ● Build understandings that there are several different cultural backgrounds. ● Exposure to and understanding another point of view or way of thinking. ● Awareness, appreciation, and respect for differences and similarities among Montana Indian Tribal Nations. ● Identification and location of Montana Indian Tribal Nations.
<p><u>Essential Understanding 2:</u></p> <p>Just as there is great diversity among tribal nations, there is great diversity among individual American Indians as identity is developed, defined and redefined by entities, organizations and people. There is no generic American Indian.</p>	<ul style="list-style-type: none"> ● Accept and respect the differences of individuals. ● Exposure to and understanding another point of view or way of thinking. ● People in Montana have different dance, music, language, and traditions.
<p><u>Essential Understanding 3:</u></p> <p>The ideologies of Native traditional beliefs and spirituality persist into modern day life as tribal cultures, traditions, and languages are still practiced by many American Indian people and are incorporated into how Tribes govern and manage their affairs. Additionally, each Tribe has its own oral histories, which are as valid as written histories. These histories pre-date the “discovery” of North America.</p>	<ul style="list-style-type: none"> ● Traditions are still practiced by American Indians in Montana today. ● Each tribe has a special history, culture, and language which was passed on to them through oral histories by tribal members for thousands of years. ● Portions of tribal culture are private and must be shared in accordance with tribal beliefs.
<p><u>Essential Understanding 4:</u></p> <p>Though there have been tribal peoples living successfully on the North American lands for millennia, reservations are lands that have been reserved by or for tribes for their exclusive use as permanent homelands. Some were created through treaties while others were created by statutes and executive orders. The principle that land should be acquired from tribes only through their consent with treaties involved three assumptions: Both parties to treaties were</p>	<ul style="list-style-type: none"> ● Reservations are lands that have been reserved by tribes or for tribes for their exclusive use as permanent homelands. ● Reservations have their own leaders and government. ● Reservations are communities.

sovereign powers. Indian tribes had some form of transferable title to the land. Acquisition of Indian lands was solely a government matter not to be left to individual colonists or states.

Grades K - 2 Focus Statement and Content

Primary students need to understand and apply the four components (Civics and Government, Economics, Geography, and History) of the Social Studies Standards. Students will demonstrate productive citizenship in the classroom, school, and community. Students will understand Goods and Services and where resources come from. Students will interpret, apply, and create maps showing physical and political features, especially American Indian Reservations. Students will connect the past, present, and future using primary and secondary resources. Within each of these components an emphasis will be placed upon American Indian Culture and their contributions.

GRADE LEVEL: KINDERGARTEN

Kindergarten: Big Ideas

1. Civics and Government
2. Economics
3. Geography
4. History

ESSENTIAL QUESTIONS- Kindergarten

- ★ How can I be a helpful citizen of my classroom, school, and community?
- ★ What are goods and services and where do they come from?
- ★ How can I use a map to tell where places and features are?
- ★ How was life different in the past than it is today? What might change in the future?
- ★ By listening to American Indian stories, what can I learn about their history and culture?

KEY VOCABULARY- Kindergarten

- **Civics and Government**
 - Rules
 - Procedures
 - Citizenship
 - Role
- **Economics**
 - Needs
 - Wants
 - Goods and Services
 - City, State
- **Geography**

OPI Montana Standards THE SOCIAL STUDIES CONTENT STANDARDS FOR KINDERGARTEN

1. SS.CG.K- The civics and government content standards for kindergarten are that each student will

- SS.CG.K.1 recognizes the people who create and carry out rules for the school and classroom.
- SS.CG.K.2 define that being a citizen of the classroom and school community means following established rules and expectations
- SS.CG.K.3 demonstrate citizenship through their interactions in the classroom and school community.

2. SS.E.K- The economics content standards for kindergarten are that each student will

- SS.E.K.1 explain and identify examples of goods and services
- SS.E.K.2 describe goods and products that are produced in local regions

3. SS.G.K- The geography content standard for kindergarten is that each student will use maps, and other representations, to describe place characteristics.

4. SS.H.K The history content standard for kindergarten is that each student will

<ul style="list-style-type: none">○ Neighborhood○ School○ Local○ Map○ <u>History</u><ul style="list-style-type: none">○ Past○ Present○ Future	<p>distinguish between past, present, and future time.</p>
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GRADE LEVEL: FIRST GRADE

First Grade: Big Ideas

1. Civics and Government
2. Economics
3. Geography
4. History

ESSENTIAL QUESTIONS- First Grade

- ★ What can I do and who should I listen to in order to be a productive citizen of my classroom, school, and community?
- ★ How are things I want different from what I need? Where do the resources I need come from?
- ★ How can I read and create a map that shows places and features?
- ★ How can I compare and contrast the past and the present? What could change in the future?
- ★ How can I use oral histories, maps, and American Indian Culture to understand a variety of perspectives of events?

KEY VOCABULARY- First Grade

- **Civics and Government**
 - Rules
 - Procedures
 - Citizenship
 - Role
 - Duty
- **Economics**
 - Needs
 - Wants
 - Goods and Services
 - Regions
 - City, State
 - Produce
- **Geography**
 - Landmark
 - Physical
 - Human made
 - Local
 - Neighborhood
 - City
 - Symbol
 - Cardinal directions
 - Map Key
 - Compass Rose
- **History**
 - Cycle

OPI Montana Standards

THE SOCIAL STUDIES CONTENT STANDARDS FOR FIRST GRADE

1. SS.CG.1- The civics and government content standards for first grade are that each student will

- SS.CG.1.1 demonstrate being a citizen of a classroom and school community through interactions and by following established rules and expectations
- SS.CG.1.2 recognize the people, and their roles, who create and carry out rules for the school and classroom

2. SS.E.1 - The economics content standards for first grade are that each student will

- SS.E.1.1 explain the difference between needs and wants
- SS.E.1.2 describe goods and products that are produced in local regions

3. SS.G.1 - The geography content standards for first grade are that each student will

- SS.G.1.1 identify and describe human and physical local landmarks
- SS.G.1.2 construct maps and other representations of familiar places

4. SS.H.1 The history content standards for first grade are that each student will

- SS.H.1.1 distinguish between past, present, and future time
- SS.H.1.2 understand how events might be described differently depending on historical contexts and perspectives, including those of tribes in Montana

- | | |
|---|--|
| <ul style="list-style-type: none">○ Past○ Present○ Future○ Perspective | |
|---|--|

GRADE LEVEL: SECOND GRADE

Second Grade: Big Ideas

1. Civics and Government
2. Economics
3. Geography
4. History

ESSENTIAL QUESTIONS- Second Grade

- ★ How can I demonstrate productive citizenship in my classroom, school, and community?

Who are community, state, tribal, and national leaders and what are their roles?

- ★ What goods and services are produced locally, state-wide, and nationally and which are provided by the government? How do people get what they need?
- ★ How can I use maps to identify physical and political features, especially American Indian Reservations?

How do the landforms impact how humans live?

- ★ How can I use primary and secondary sources including American Indian oral histories to identify how people lived differently in the past than they do today?

What are the 12 distinct Montana Indian tribes and how do they contribute to Modern life?

KEY VOCABULARY- Second Grade

- **Civics and Government**
 - Rules
 - Procedures
 - Citizenship
 - Role
 - Leader
 - Govern
 - Mayor
 - Tribe
 - Tribal Headquarters
 - Tribal Council
 - Chief
 - Laws
 - Rights and Responsibility
- **Economics**
 - Goods and Services
 - Regions

OPI Montana Standards

THE SOCIAL STUDIES CONTENT STANDARDS FOR SECOND GRADE

1. SS.CG.2 - The civics and government content standards for second grade are that each student will

- SS.CG.2.1 explain the roles of people who help govern different communities including tribal communities
- SS.CG.2.2 demonstrate ways to show good citizenship in the classroom, school, and community

2. SS.E.2 - The economics content standards for second grade are that each student will

- SS.E.2.1 describe the goods and services that people in the local, state, and national community produce
- SS.E.2.2 describe examples of the goods and services that governments provide
- SS.E.2.3 identify resources people use to access the goods and services they want and need

3. SS.G.2 - The geography content standards for second grade are that each student will

- SS.G.2.1 use the basic components of a map to identify physical and political features, including American Indian reservations
- SS.G.2.2 describe how geography and human activities impact each other

4. SS.H.2 The history content standards for second grade are that each student will

- SS.H.2.1 identify how people lived differently in the past than they do today
- SS.H.2.2 understand that there are twelve distinct and unique tribes within Montana whose people contribute to modern life
- SS.H.2.3 identify different kinds of historical sources, including oral histories of American Indians

- Produce
- Business
- National
- Government
- Provide
- Public
- Tax
- Trade
- Barter
- Resources
- **Geography**
 - Symbol
 - Legend
 - Scale
 - Grid Map
 - Map Key
 - Compass Rose
 - Globe
 - American Indian Reservation
 - Natural Resource
 - Environment
 - Sustainable
- **History**
 - Perspective
 - Life Style
 - Historical
 - Tribe
 - Unique
 - Distinct
 - Modern
 - Contribute
 - Source

Grades 3rd - 5th Indian Education for All Essential Understandings and Focus

INDIAN EDUCATION FOR ALL	
ESSENTIAL UNDERSTANDINGS	FOCUS AREAS
<p><u>Essential Understanding 1:</u></p> <p>There is great diversity among the 12 tribal Nations of Montana in their language, cultures, histories and governments. Each Nation has a distinct and unique cultural heritage that contributes to modern Montana.</p>	<p>Describe ways in which expressions of culture influence people (i.e. language, spirituality, stories, music, art, and dance)</p> <p>Oral histories/stories from at least two Montana tribes and how a tribe's oral tradition contributes to its unique cultural heritage.</p> <p>Identify characteristics of American Indians tribes and other cultural groups in Montana.</p> <p>Distinguish between oral history, storytelling, pictographs, and written records.</p> <p>Students compare the use of oral history, storytelling, pictographs, and written records to communicate information about the past.</p> <p>How the expressions of culture and histories of Montana Tribal Nations are different from one another.</p> <ul style="list-style-type: none"> ● 3rd: Montana Tribal Nations ● 4th: Montana Tribal Nations ● 5th: Tribal Nations throughout the North American continent
<p><u>ESSENTIAL UNDERSTANDING 2:</u></p> <p>There is great diversity among individual American Indians as identity is developed, defined and redefined by entities, organizations and people. A continuum of Indian identity, unique to each individual, ranges from assimilated to traditional. There is no generic American Indian.</p>	<p>Students should recognize authentic representations as well as identify stereotypes of American Indians in books and the media.</p> <p>Explain the history and current status of American Indian Tribes in Montana and the United States.</p> <p>Ways our own views influence our understanding of others.</p> <p>Describe and compare the ways in which people in different regions of the state of Montana and the United States interact with their physical environments (i.e. land use, location of communities, design of shelters, utilization of natural resources).</p>

<p><u>ESSENTIAL UNDERSTANDING 3:</u></p> <p>The ideologies of Native traditional beliefs and spirituality persist into modern day life as tribal cultures, traditions, and languages are still practiced by many American Indian people and are incorporated into how Tribal Nations govern and manage their affairs. Additionally, each Tribal Nation has its own oral histories, which are as valid as written histories. These histories pre-date the “discovery” of North America.</p>	<p>Native tribal traditions and languages that are still practiced today:</p> <ul style="list-style-type: none"> ● 3rd: Examples from Montana Tribal Nations ● 4th: Examples from Montana Tribal Nations ● 5th: Examples from Tribal Nations throughout the North American continent <p>Oral histories that pre-date the “discovery” of North America:</p> <ul style="list-style-type: none"> ● 3rd: Examples from Montana Tribal Nations ● 4th: Examples from Montana Tribal Nations ● 5th: Examples from Tribal Nations throughout the North American continent <p>Identify and locate the ancestral lands of at least two Montana Indian tribes</p> <p>Describe what life was like for Montana American Indians in the pre-contact era</p> <p>Describe how life changed for Montana American Indians after European contact</p>
<p><u>ESSENTIAL UNDERSTANDING 4:</u></p> <p>Reservations are lands that have been reserved by the Tribal Nations for their own use through treaties, statutes, and executive orders and were not “given” to them. The principle that land should be acquired from the Indians only through their consent with treaties involved three assumptions: I. Both parties to treaties were sovereign powers. II. Indian Tribal Nations had some form of transferable title to the land. III. Acquisition of Indian lands was solely a government matter not to be left to individual colonists.</p>	<p>Location, composition, and history of reservations:</p> <ul style="list-style-type: none"> ● 3rd: Examples from Montana Tribal Nations ● 4th: Examples from Montana Tribal Nations ● 5th: Examples from Tribal Nations throughout the North American continent
<p><u>ESSENTIAL UNDERSTANDING 5:</u></p> <p>There were many federal policies put into place throughout American history that have affected Indian people and still shape who they are today. Many of these policies conflicted with one another. Much of Indian history can be related through several major federal policy periods: Colonization/Colonial Period 1492 – 1800s Treaty Period 1789 - 1871 Assimilation Period - Allotment and Boarding School 1879 - 1934 Tribal Reorganization Period 1934 - 1958 Termination and Relocation Period 1953 - 1971 Self-determination Period 1968 – Present</p>	<p>Awareness of Federal Policy Periods:</p> <ul style="list-style-type: none"> ● 4th: Examples of impacts on Montana Tribal Nations (Treaty, Assimilation Allotment and Boarding School, Self-Determination Periods) ● 5th: Examples of impacts on Tribal Nations from the area now known as North America (Colonization, Treaty, Assimilation - Allotment and Boarding School, Self-Determination Periods)

<p><u>ESSENTIAL UNDERSTANDING 6:</u></p> <p>History is a story most often related through the subjective experience of the teller. With the inclusion of more and varied voices, histories are being rediscovered and revised. History told from an Indian perspective frequently conflicts with the stories mainstream historians tell.</p>	<p>Awareness that history can be told through many voices and perspectives:</p> <ul style="list-style-type: none"> ● 3rd: Examples from Montana Tribal Nations ● 4th: Examples from Montana Tribal Nations ● 5th: Examples from Tribal Nations throughout the North American continent <p>Tribal perspectives on history of the “place”:</p> <ul style="list-style-type: none"> ● 3rd: Tribal stories of place names from Montana Tribal Nations ● 4th: Tribal stories of place names from Montana Tribal Nations ● 5th: Tribal stories of place names from Tribal Nations throughout the North American Continent
<p><u>ESSENTIAL UNDERSTANDING 7:</u></p> <p>Under the American legal system, Indian Tribal Nations have sovereign powers, separate and independent from the federal and state governments. However, the extent and breadth of tribal sovereignty is not the same for each Tribal Nation.</p>	<p>· Not applicable at the elementary level</p>

Grades 3 - 5 Focus Statement and Content

Students should be knowledgeable and appreciative of the world and its diversity. Students need to be aware of our interdependence in the world community, as well as their roles in their own community. They will become aware of the physical, natural, and cultural aspects, as well as past history and how it has affected the present and will affect the future. Students will also understand Native American cultural characteristics and contributions as they pertain to each essential question.

GRADE LEVEL: THIRD

Third Grade: Big Ideas

1. Civics and Government
2. Economics
3. Geography
4. History

ESSENTIAL QUESTIONS: Third Grade

1. Civics and Government

- * How do rules and laws created by governments impact citizenship and civic duties?
- * Why and how are governments created, structured, maintained and changed?
- * What does it mean to be a responsible citizen?

Vocabulary:

- government
- tribal council
- tribal headquarters
- democracy
- participate
- symbol
- flag
- seal
- patriotic

2. Economics

- * Why are people dependent on others for goods and services?
- * How can we make the best economic choices?
- * How does the economy affect individuals, communities, societies, and the world?

Vocabulary:

OPI Montana Standards

THE SOCIAL STUDIES CONTENT STANDARDS FOR Third GRADE

1. SS.CG.3 The civics and government content standards for third grade are that each student will...

- *SS.CG.3.1 describe and identify the basic functions of local government, including tribal governments
- *SS.CG.3.2 recognize that civic participation involves remaining accurately informed about public issues, taking action, and voting in elections
- *SS.CG.3.3 identify key symbols of nations

2. SS.E.3 The economics content standards for third grade are that each student will...

- *SS.E.3.1 compare the benefits and costs of individual choices
- *SS.E.3.2 identify examples of human and natural resources that are used to produce goods and services
- *SS.E.3.3 explain economic interdependence within historical and contemporary contexts

3. SS.G.3 The geography content standards for third grade are that each student will...

- *SS.G.3.1 examine maps and other representations to identify historical and contemporary political and cultural patterns in the Americas
- *SS.G.3.2 identify environmental and technological events and conditions and how

- human resources
- natural resources
- capital resources
- producer
- consumer
- savings
- resources
- economic interdependence

3. Geography

- *Why do we need maps?
- * What makes places unique and different?
- * How does where I live influence how I live?
- * What story do maps and globes tell?

Vocabulary:

- landform
- climate
- culture
- settlement

4. History

- * How does history influence us today?
- *How do different perspectives develop and influence the understanding of a historical event?

Vocabulary:

- tribe
- reservation

humans and the environment impact each other
***SS.G.3.3** identify landforms and other physical characteristics of the Americas

4. SS.H.3 (IEFA)The history content standards for third grade are that each student will...

SS.H.3.1 identify tribes in Montana by their original and current names

SS.H.3.2 explain how perspective impacts the telling of historical events

GRADE LEVEL: FOURTH

Fourth Grade: Big Ideas

1. Civics and Government
2. Economics
3. Geography
4. History

ESSENTIAL QUESTIONS

Civics and Government

- * How do rules and laws created by governments impact citizenship and civic duties?
- * Why and how are governments created, structured, maintained and changed?
- * What does it mean to be a responsible citizen?

Vocabulary:

- civic participation
- conflict
- negotiate
- compromise
- point of view/perspective
- rules
- laws
- policies
- sovereignty
- tribe
- tribal government
- tribal council
- tribal headquarters
- primary source
- foundational document
- Montana Constitution
- Homestead Act
- Louisiana Purchase

OPI Montana Standards

THE SOCIAL STUDIES CONTENT STANDARDS FOR FOURTH GRADE

1. SS.CG.4 The civics and government content standards for fourth grade are that each student will

- **SS.CG.4.1** demonstrate civic participation within the classroom or school
- **SS.CG.4.2** practice deliberative processes when making decisions as a group
- **SS.CG.4.3 (IEFA)** describe how rules, laws, and policies are implemented by local, state, national, and tribal governments
- **SS.CG.4.4 (IEFA)** define sovereignty for tribes in Montana
- **SS.CG.4.5** identify key foundational documents in Montana's government

ESSENTIAL QUESTIONS

Economics

- * Why are people dependent on others for goods and services?
- * How can we make the best economic choices?
- * How does the economy affect individuals, communities, societies, and the world?

Vocabulary:

- interest
- investments
- advertisements
- pressure
- Incentive
- economic system
- agriculture
- business

OPI Montana Standards

THE SOCIAL STUDIES CONTENT STANDARDS FOR FOURTH GRADE

2. SS.E.4 The economics content standards for fourth grade are that each student will

- **SS.E.4.1** identify the various pressures and incentives that influence the decisions people make in short-term and long-term situations
- **SS.E.4.2** identify basic elements of Montana's state economic system including agriculture, business, natural resources, and labor
- **SS.E.4.3** identify various resources and labor that are used to provide goods and services in Montana
- **SS.E.4.4** explain how trade leads to increasing economic interdependence among

<ul style="list-style-type: none"> ● labor ● industry ● natural resources ● labor ● services ● goods ● economic interdependence ● trade ● producers ● consumers 	<p>groups in Montana</p>
<p>ESSENTIAL QUESTIONS Geography</p> <p>* Why do we need maps? * What makes places unique and different? * How does where I live influence how I live? * What story do maps and globes tell?</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> ● migration ● industries ● Landforms ● reservations ● tribal headquarters ● indigenous territories ● physical features ● regions ● Settlements ● migration ● technological events ● environmental conditions 	<p>OPI Montana Standards THE SOCIAL STUDIES CONTENT STANDARDS FOR FOURTH GRADE</p> <p>3. SS.G.4 The geography content standards for fourth grade are that each student will</p> <ul style="list-style-type: none"> ● SS.G.4.1 examine maps and other representations to explain the movement of people ● SS.G.4.2 (IEFA) identify and label the tribes in Montana and their indigenous territories, and current locations ● SS.G.4.3 investigate the physical, political, and cultural characteristics of places, regions, and people in Montana ● SS.G.4.4 analyze environmental and technological events and conditions and how humans and the environment impact each other with relation to settlements and migration in Montana
<p>ESSENTIAL QUESTIONS History</p> <p>*How does history influence us today? *How do different perspectives develop and influence the understanding of a historical event? *How does conflict and its resolution shape civilizations?</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> ● treaty ● sovereignty ● boarding schools ● allotment ● water rights ● cultural diversity ● industry ● fur trapping ● mining ● vigilantes ● ghost town ● agriculture ● tourism 	<p>OPI Montana Standards THE SOCIAL STUDIES CONTENT STANDARDS FOR FOURTH GRADE</p> <p>4. SS.H.4 The history content standards for fourth grade are that each student will</p> <ul style="list-style-type: none"> ● SS.H.4.1 (IEFA) understand tribes in Montana have their own unique histories ● SS.H.4.2 (IEFA) identify events and policies that have impacted and been influenced by tribes in Montana ● SS.H.4.3 explain how Montana has changed over time given its cultural diversity and how this history impacts the present ● SS.H.4.4 describe how historical accounts are impacted by individual perspectives

- | | |
|---|--|
| <ul style="list-style-type: none">● transcontinental railroad● homestead● Copper Kings● Hutterite colonies● viewpoint● perspective● historical event● bias● credible sources● first vs. secondhand account● primary source● secondary source | |
|---|--|

GRADE LEVEL: FIFTH

Fifth Grade: Big Ideas

1. Civics and Government
2. Economics
3. Geography
4. History

ESSENTIAL QUESTIONS: Fifth Grade

1. Civics and Government:
 - a. How do rules and laws created by governments impact citizenship and civic duties?
 - b. Why and how are governments created, structured, maintained and changed?
 - c. What does it mean to be a responsible citizen?

Vocabulary:

- foundational documents (e.g., Articles of Confederation, Bill of Rights, Constitution)
- representative government
- tribal
- democratic process
- jury
- executive branch
- legislative branch
- judicial branch
- checks and balances

2. Economics:
 - a. Why are people dependent on others for goods and services?
 - b. How can we make the best economic choices?
 - c. How does the economy affect individuals, communities, societies, and the world?

Vocabulary:

- consequences
- employment
- goods
- service
- labor
- interdependency
- global
- barter
- currency
- economy
- manufacturing
- agriculture

3. Geography:

OPI Montana Standards

THE SOCIAL STUDIES CONTENT STANDARDS FOR FIFTH GRADE

1. **SS.CG.5** The civics and government content standards for fifth grade are that each student will...

- **SS.CG.5.1** - examine the diverse origins, ideals, and purposes of rules, laws, and key United States constitutional provisions and other foundational documents
- **SS.CG.5.2** - use deliberative processes when engaging in civic participation within the classroom or school
- **SS.CG.5.3** - distinguish between the responsibilities of local, state, tribal, and national governments
- **SS.CG.5.4** - explain how democracy relies upon active and responsible participation of citizens
- **SS. CG.5.5** - describe the basic duties of the three branches of government

2. **SS.E.5** The economics content standards for fifth grade are that each student will...

- **SS.E.5.1** - explain how people have to make choices between wants and needs and evaluate the outcomes or consequences of those choices
- **SS.E.5.2** - identify positive and negative incentives that influence the decisions people make
- **SS.E.5.3** - identify resources and labor that are used to produce goods and services
- **SS.E.5.4** - explain the role of money in the exchange of goods and services
- **SS.E.5.5** - describe the role of manufacturing and agriculture in the economy of the United States
- **SS.E.5.6** - describe how interest rates impact economic decision making

3. **SS.G.5** The geography content standards for fifth grade are that each student will...

- **SS.G.5.1** - identify and label US regions, territories, states and their capitals/major cities
- **SS.G.5.2 (IEFA)** - create, organize, and present geographic information to show

- a. Why do we need maps?
- b. What makes places unique and different?
- c. How does where I live influence how I live?
- d. What story do maps and globes tell?

Vocabulary:

- compass rose
- latitude
- longitude
- legend
- symbols
- scale
- settlements
- tribal lands
- environmental conditions

4. History:

- a. How does history influence us today?
- b. How do different perspectives develop and influence the understanding of a historical event?
- c. How does conflict and its resolution shape civilizations?

Vocabulary:

- chronological
- interval
- explorers
- colonists
- Native Americans
- patriots
- loyalists
- inventors
- innovators
- primary sources
- secondary sources
- sovereignty

settlement patterns in the United States, including impacts on tribal lands

- **SS.G.5.3** - analyze environmental and technological events and conditions and how humans and the environment impact each other with relation to settlements and migration

4. **SS.H.5** The history content standards for fifth grade are that each student will...

- **S.H.5.1** - interpret data presented in timelines
- **SS.H.5.2** - understand the inter-relationship of chronological historical events
- **SS.H.5.3** (IEFA) - identify roles of individuals and groups and their impact on United States and tribal historical events
- **SS.H.5.4** (IEFA) - understand the unique historical perspectives of American Indians
- **SS.H.5.5** (IEFA) - analyze historical documents and their impact on tribes in Montana and their sovereignty

Grades 6th - 8th Indian Education for All Essential Understandings and Focus

Indian Education For All	
Essential Understanding	Focus Area
<p><u>ESSENTIAL UNDERSTANDING 1:</u></p> <p>There is great diversity among the 12 tribal Nations of Montana in their languages, cultures, histories and governments. Each Nation has a distinct and unique cultural heritage that contributes to modern Montana</p>	<p><u>6th Grade:</u></p> <ul style="list-style-type: none"> ● Describe and identify ways that culture influences people (i.e. language, spirituality, stories, music, art, and dance). ● How the histories and forms of government differ and develop from one another. ● How unique cultural heritages contribute to modern history. ● How tribal nations connect to ancient civilizations <p><u>7th Grade:</u></p> <ul style="list-style-type: none"> ● Describe ways in which expressions of culture influence people (i.e. language, spirituality, stories, music, art, and dance) ● How the histories and forms of government of Native American tribes are different from one another. ● How each tribal nation's unique cultural heritage contributed to the past/present United States. ● How tribal nations connect to the American civilizations. <p><u>8th Grade:</u></p> <ul style="list-style-type: none"> ● How tribal nations connect to the world's civilizations through establishment of reservations. ● How the histories and forms of government of Montana tribes are different from one another through the treaty systems. ● Culture expressed through spirituality and rituals.
<p><u>ESSENTIAL UNDERSTANDING 2:</u></p> <p>There is great diversity among individual American Indians as identity is developed, defined and redefined by entities, organizations and people. A continuum of Indian identity, unique to each individual, ranges from assimilated to traditional. There is no generic American Indian.</p>	<p><u>6th Grade:</u></p> <ul style="list-style-type: none"> ● How errors of omission in historical accounts or not representing all perspectives contributes to biases, stereotypes, misunderstandings, and distrust. ● Misconceptions about people, omitted points of view, and an author's embedded values should be noted, discussed, and corrected whenever noted. ● How our own views influence our understanding of others and history <p><u>7th Grade:</u></p> <ul style="list-style-type: none"> ● Understand how historical perspectives contribute to biases, stereotypes, misunderstandings, and distrust. ● Understand how the identity of the American Indian is defined by individual tribes and individual Governments ● Explain the history and current status of American Indian Tribes in Montana and the United States. ● Various degrees of assimilation. <ul style="list-style-type: none"> ○ Forced into reservations. <p><u>8th Grade:</u></p>

	<ul style="list-style-type: none"> ● Address the stereotypes and misunderstandings of tribal accounts ● Various degrees of assimilation <ul style="list-style-type: none"> ○ Forced assimilation (boarding schools) ○ Economic Factors ○ Cultural Factors (immersion schools)
<p><u>ESSENTIAL UNDERSTANDING 3:</u></p> <p>The ideologies of Native traditional beliefs and spirituality persist into modern day life as tribal cultures, traditions, and languages are still practiced by many American Indian people and are incorporated into how Tribal Nations govern and manage their affairs. Additionally, each Tribal Nation has its own oral histories, which are as valid as written histories. These histories pre-date the “discovery” of North America.</p>	<p><u>6th Grade:</u></p> <ul style="list-style-type: none"> ● How different forms of governments are shaped by a culture. ● Compare and contrast the perspectives presented in oral histories compared to written histories. ● How traditional beliefs and spirituality impact how tribes govern and manage their affairs. <p><u>7th Grade:</u></p> <ul style="list-style-type: none"> ● View the perspectives presented in Native American oral histories in contrast to written histories <p><u>8th Grade:</u></p> <ul style="list-style-type: none"> ● Perspectives presented in oral histories in contrast to written histories ● Different forms of tribal governments as shaped by cultures
<p><u>ESSENTIAL UNDERSTANDING 4:</u></p> <p>Reservations are lands that have been reserved by the Tribal Nations for their own use through treaties, statutes, and executive orders and were not “given” to them. The principle that land should be acquired from the Indians only through their consent with treaties involved three assumptions: I. Both parties to treaties were sovereign powers. II. Indian Tribal Nations had some form of transferable title to the land. III. Acquisition of Indian lands was solely a government matter not to be left to individual colonists.</p>	<p><u>6th Grade:</u></p> <ul style="list-style-type: none"> ● Not applicable at the sixth grade level. <p><u>7th Grade:</u></p> <ul style="list-style-type: none"> ● Understand the legal and political implications of “reservations” ● Understand the concept of treaties and their impacts on Native Americans. ● Understand the socio-cultural impacts of the establishment of reservations on American Tribes. <p><u>8th Grade:</u></p> <ul style="list-style-type: none"> ● Understand the concept of “treaty.” ● Legal and political implications of “reservations” ● Socio-cultural impacts of the establishment of reservations on: <ul style="list-style-type: none"> ○ Montana tribes ○ American tribes
<p><u>ESSENTIAL UNDERSTANDING 5:</u></p> <p>There were many federal policies put into place throughout American history that have affected Indian people and still shape who they are today. Many of these policies conflicted with one another. Much of Indian history can be related through several major federal policy periods: Colonization/Colonial Period 1492 – 1800s Treaty Period 1789 - 1871 Assimilation Period - Allotment and Boarding School 1879 - 1934 Tribal</p>	<p><u>6th Grade:</u></p> <ul style="list-style-type: none"> ● The analysis and critical thinking of primary documents. <p><u>7th Grade:</u></p> <ul style="list-style-type: none"> ● Critical analysis of primary documents about the following federal policy periods: <ul style="list-style-type: none"> ○ Colonization/Colonial Period ○ Treaty Period ○ Assimilation Period Termination and Relocation Period <p><u>8th Grade:</u></p> <ul style="list-style-type: none"> ● Critical analysis of primary documents about the following federal policy periods: <ul style="list-style-type: none"> ○ Assimilation Period / Allotment and Boarding

<p>Reorganization Period 1934 - 1958 Termination and Relocation Period 1953 - 1971 Self-determination Period 1968 – Present</p>	<p>School</p> <ul style="list-style-type: none"> ○ Termination and Relocation Period Tribal Reorganization Period
<p><u>ESSENTIAL UNDERSTANDING 6:</u></p> <p>History is a story most often related through the subjective experience of the teller. With the inclusion of more and varied voices, histories are being rediscovered and revised. History told from an Indian perspective frequently conflicts with the stories mainstream historians tell.</p>	<p><u>6th Grade:</u></p> <ul style="list-style-type: none"> ● How events are observed through many viewpoints, perspectives, and records. ● How errors of omission occur when facts, information, and points-of-view are left out of history and story. ● How history is a subjective experience of the teller. ● How history is rediscovered and revised. ● How historical perspectives conflict with how mainstream history is told. ● The perspective of historical perspectives in comparison to mainstream history. <p><u>7th Grade:</u></p> <ul style="list-style-type: none"> ● How events are observed through many viewpoints, perspectives, and records. ● How errors of omission occur when facts, information, and points-of-view are left out of history and story. ● How history is a subjective experience of the teller. ● How history is rediscovered and revised. ● How historical perspectives conflict with how mainstream history is told. ● The perspective of historical perspectives in comparison to mainstream history. <p><u>8th Grade:</u></p> <ul style="list-style-type: none"> ● How events are observed through many viewpoints, perspectives, and records. ● How errors of omission occur when facts, information, and points-of-view are left out of history and story. ● How history is a subjective experience of the teller. ● How history is rediscovered and revised. ● How historical perspectives conflict with how mainstream history is told. ● The perspective of historical perspectives in comparison to mainstream history.
<p><u>ESSENTIAL UNDERSTANDING 7:</u></p> <p>Under the American legal system, Indian Tribal Nations have sovereign powers, separate and independent from the federal and state governments. However, the extent and breadth of tribal sovereignty is not the same for each Tribal Nation.</p>	<p><u>6th Grade:</u></p> <ul style="list-style-type: none"> ● How different government groups of Montana tribes negotiate with one another. ● The different levels of government and roles in various tribal nations. <p><u>7th Grade:</u></p> <ul style="list-style-type: none"> ● How different government groups of Montana tribes negotiate with one another. ● The different levels of government and roles in various tribal nations. <p><u>8th Grade:</u></p> <ul style="list-style-type: none"> ● Under the American legal system, Indian tribes have sovereign powers, separate and independent from the federal and state government

Grades 6-8 Focus Statement and Content

GRADE LEVEL: SIXTH (Ancient Civilization)

Focus Statement:

The influence of world cultures, government, and economics have led to the development of America. This accumulation of foreign influences has contributed to the development of a unique nation. It has driven development and expansion of our nation in the past and will continue to do so in the future. Native American culture has also contributed to the development of this unique nation. These contributions will be examined as they pertain to each learner goal.

Learner Goals:

- 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 the final product and the process).
- Assess the quality of information and kinds of sources (i.e. primary or secondary sources) that will be helpful in answering compelling and supportive questions, taking into consideration the multiple points of view and embedded values of the author represented in the sources.
- Interpret and apply information to support conclusions and use group decision making strategies to solve problems in real world situations (i.e. school elections, community projects, conflict resolution, role playing, etc.)
- Gather relevant information from multiple sources while using the origin, authority structure, context, and corroborate value of the sources to guide the selection.
- Evaluate the credibility of a source by determining its relevance and intended use.
- Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.
- Develop claims and counterclaims while pointing to the strengths and limitations of both.

Learner will be able to:

- Develop questions
- Plan inquiries
- Compare and evaluate sources for relevance
- Perspective, and accuracy
- Use sources to gather evidence to develop and refine claim
- Communicate conclusions
- Take informed action

Component:	Learner Goals:	6th Grade Priority OPI Montana Standards:
<p>History - The learner will gain an understanding of the history of the world from pre-keeping times to the present day.</p>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> ● Identify major eras of western and eastern cultures. 	<ul style="list-style-type: none"> ● 6-8.1→ (a) explain complex civilizations, and identify elements of change and

<p>Key Vocabulary: Primary Source Secondary Source Archeology Paleontology Anthropology</p>	<ul style="list-style-type: none"> • Describe what major changes occurred in different eras. • Describe how those changes affected cultures. 	<p>continuity across historical era in Montana, the Americas, and world history</p> <ul style="list-style-type: none"> • 6-8.2→ (b) identify the location of places and regions in the world an understand their physical, political, and cultural characteristics • 6 - 8.4 → (d) identify how new archaeological and scientific information shapes historical understandings • 6-8.4- (f) understand that there are multiple perspectives and interpretations of historical events. • 8-8.4- (g) analyze how people’s perspectives shaped the historical narratives they created: • 6-8.9 → (i) understand the questions people ask shape the conclusions they reach
<p>Geography - Through Integrating the five themes of geography the learner will gain an understanding of how geography impacts the culture of an area.</p> <p>Key Vocabulary: Latitude</p>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> • Determine the absolute and/or relative location of a place on a map or globe. • Describe the physical 	<ul style="list-style-type: none"> • 6-8.1 → (a) construct and analyze maps using scale, direction, symbols, legends, and projections to gather information

<p>Longitude Compass Rose Hemisphere Equator Plateau Peninsula</p>	<p>characteristics of a place and its impact on the culture of an area.</p> <ul style="list-style-type: none"> Describe how humans have interacted with their environment and how those interactions have impacted their culture. Generalize how the movement of goods, services, and ideas have impacted the cultures of various areas. Discuss the various regions, physical and political, that exist today. 	<p>about regions across the world</p> <ul style="list-style-type: none"> 6-8.2 → (b) identify the location of places and regions in the world and understand their physical, political, and cultural differences 6-8.4 → (d) explain how the environment and geographic features have affected people and how people have affected the environment throughout Montana, the United States, and the world. 6-8.7 → (g) identify the cultural roots of major world religions
<p>Civics - The learner will gain a basic understanding of a variety of forms of political systems and how they compare and contrast to the United States government.</p> <p>Key Vocabulary: Democracy Empire Pharaoh Monarch Tyrant Civilization</p>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> Identify and list the general characteristics of a variety of political systems. Compare and contrast different forms of political systems and their advantages and disadvantages. Evaluate political system of other countries. 	<ul style="list-style-type: none"> 6-8.1 → (a) explain a variety of forms of government from the past or present
<p>Economics - The learner will gain a basic understanding of economic systems and how those systems affect their own culture as well as</p>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> Identify different types of economic 	<ul style="list-style-type: none"> 6-8.6 → (f) explain how changes in supply, demand,

<p>cultures of other areas.</p> <p>Key Vocabulary: Imports Exports Consumer Producer Inflation Entrepreneur</p>	<p>systems.</p> <ul style="list-style-type: none"> • Describe supply and demand in an economy. • Distinguish between a developing economy from one that is developed. 	<p>and labor standards cause changes in prices and quantities of goods, services, and other capital</p>
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Common Core Reading Standards for Social Studies:

- RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.
- RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
- RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).
- RH.6-8.6 Identify aspects of a text, including those by and about Tribal Nations, that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
- RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text including texts by and about Tribal Nations.
- RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic, including sources by and about Tribal Nations.
- RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band

Common Core Writing Standards for Social Studies:

- 6-8.1 → Write arguments focused on discipline-specific content.
- 6-8.1 → (c) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- 6.2-8.2 → (a) Introduce a topic clearly, previewing what is to follow: organize ideas, concepts, and information into broader categories as appropriate to achieving purpose: include formatting (e.g, headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- 6-8.2 → (d) Use precise language and domain-specific vocabulary to inform about or explain the topic.
- 6-8.5 → With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well the purpose and audience have been addressed.
- 6-8.7 → Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- 6-8.10 → Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

GRADE LEVEL: SEVENTH

US History = Colonization >> Civil War

Focus Statement:

The influence of world cultures, governments, and economics have led to the development of America. This accumulation of foreign influences has contributed to the development of a unique nation. It has driven the development and expansion of our nation in the past and will continue to do so in the future. Native American culture has also contributed to the development of this unique nation. These contributions will be examined as they pertain to each learner goal.

Learner Goals:

- 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 the final product and the process).
- Assess the quality of information and kinds of sources (i.e. primary or secondary sources) that will be helpful in answering compelling and supportive questions, taking into consideration the multiple points of view and embedded values of the author represented in the sources.
- Interpret and apply information to support conclusions and use group decision making strategies to solve problems in real world situations (i.e. school elections, community projects, conflict resolution, role playing, etc.)
- Gather relevant information from multiple sources while using the origin, authority structure, context, and corroborate value of the sources to guide the selection.
- Evaluate the credibility of a source by determining its relevance and intended use.
- Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.
- Develop claims and counterclaims while pointing to the strengths and limitations of both.

Learners will be able to:

- Develop questions
- Plan inquiries
- Compare and evaluate sources for relevance
- Perspective, and accuracy
- Use sources to gather evidence to develop and refine claim
- Communicate conclusions
- Take informed action

Social Studies Component	Learner Goals	7th Grade Priority OPI Montana Standards:
<p>History - The learner will explore, in chronological order, the significant events that affected the evolution of this nation from 1770's through 1880's</p> <p>Key Vocabulary Words: Patriot</p>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> • List the events that led up to the American Revolution • Establish the function of the government. • Describe the nation's foreign policy in the 	<ul style="list-style-type: none"> • SS.H.6-8.4 (f) Understand that there are multiple perspectives and interpretations of historical events. • SS.H.6-8.7 (g) Analyze how

<p>Loyalist Secession Underground Railroad Emancipation Proclamation</p>	<p>early years</p> <ul style="list-style-type: none"> ● Explain the purpose of political parties ● List the causes and the course of the war of 1812 ● Describe how Texas won its independence ● List the causes and results of the Mexican War ● Explain the events that led to the secession of the south ● Show understanding to the causes and effects of the Civil War ● Describe the conditions in the South after the Civil War ● State the events that fulfilled Manifest Destiny 	<p>people's perspectives shaped the historical narratives they created.</p> <ul style="list-style-type: none"> ● SS.H.6-8.3 (c) Analyze how, since European contact, historical events and policies have mutually impacted American Indian and European societies. ● SS.H.6-8.2 (b) Analyze how the historical events relate to one another and are shaped by historical context, including Societies in America.
<p>Geography - The student will learn the process, problems and results of the acquisition of new lands that pushed the nation from its original thirteen colonies to the present fifty states and territories.</p> <p>Key Vocabulary Oregon Trail Missouri Compromise Trail of Tears Louisiana Purchase Territory</p>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> ● State the growth of the 13 original colonies becoming states ● Describe the purchase and the exploration of the Louisiana Purchase ● Apply Manifest Destiny to the settlement of the western territories and later states ● Describe how the geography of the nation affected the economy and brought about diversity in the North and South 	<ul style="list-style-type: none"> ● SS..G.6-8.6 (f) identify how the historical and contemporary movement of people, goods, and ideas from one area can impact change, conflict, and cooperation in other areas;
<p>Civics - Students will study the events leading up to the formation of the American Government, understand the necessity for the development and apply those aspects of the government to their daily life.</p> <p>Key Vocabulary: Republic</p>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> ● List the problems the United States faced under the Articles of Confederation ● Understand the basic vocabulary associated with the government. ● Understand the Articles of the 	<ul style="list-style-type: none"> ● SS.CG.6-8.6 (f) Demonstrate that the United States Government includes concepts of both a democracy and a republic. ● SS.CG.6-8.4 (d) Distinguish the structure,

<p>Federalism Amendment Branches of Government Constitution</p>	<p>Constitution and the Amendments and how it affects the lives of American Citizens.</p>	<p>organization, powers and limits of government at the local, state, national and tribal levels.</p> <ul style="list-style-type: none"> SS.CG.6-8.2 (b) Explain the structure of and key principles in foundational documents, including the Montana Constitution.
<p>Economics - By tracing significant historical events of the United States, the learner will come to understand the economic development and its impact to this nation and the world</p> <p>Key Vocabulary: Import Export Boycott Monopoly Patent</p>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> Explain the influence and development of the National Bank Explain how inventions throughout the 1800's led to economic growth Describe the economic differences between the urban north and rural south. 	<ul style="list-style-type: none"> SS.E.6-8.1 (a) Explain how economic decisions impact individuals, business, and society, Including Indigenous Societies.
<p>Common Core Reading Standards for Social Studies:</p> <ul style="list-style-type: none"> RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources. RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally). RH.6-8.6 Identify aspects of a text, including those by and about Tribal Nations, that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text including texts by and about Tribal Nations. RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic, including sources by and about Tribal Nations. RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band 		
<p>Common Core Writing Standards for Social Studies:</p> <ul style="list-style-type: none"> 6-8.1 → Write arguments focused on discipline-specific content. 6-8.1 → (c) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. 		

- 6.2-8.2 → (a) Introduce a topic clearly, previewing what is to follow: organize ideas, concepts, and information into broader categories as appropriate to achieving purpose: include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- 6-8.2 → (d) Use precise language and domain-specific vocabulary to inform about or explain the topic.
- 6-8.5 → With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well the purpose and audience have been addressed.
- 6-8.7 → Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- 6-8.10 → Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

GRADE LEVEL: EIGHTH

US History = Post Civil War >> Civil Rights Movement

Focus Statement:

The influence of world cultures, governments, and economics have led to the development of America. This accumulation of foreign influences has contributed to the development of a unique nation. It has driven the development and expansion of our nation in the past and will continue to do so in the future. Native American culture has also contributed to the development of this unique nation. These contributions will be examined as they pertain to each learner goal.

Learner Goals:

- 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 the final product and the process).
- Assess the quality of information and kinds of sources (i.e. primary or secondary sources) that will be helpful in answering compelling and supportive questions, taking into consideration the multiple points of view and embedded values of the author represented in the sources.
- Interpret and apply information to support conclusions and use group decision making strategies to solve problems in real world situations (i.e. school elections, community projects, conflict resolution, role playing, etc.)
- Gather relevant information from multiple sources while using the origin, authority structure, context, and corroborate value of the sources to guide the selection.
- Evaluate the credibility of a source by determining its relevance and intended use.
- Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.
- Develop claims and counterclaims while pointing to the strengths and limitations of both.

Learner Will Be Able To:

- Develop questions
- Plan inquiries
- Compare and evaluate sources for relevance
- Perspective, and accuracy
- Use sources to gather evidence to develop and refine claim
- Communicate conclusions
- Take informed action

Social Studies Component	Learner Goals	8th Grade Priority OPI Montana Standards:
History - The learner will explore, in chronological order, the significant events that affected the evolution of this nation from 1860 to present.	The learner will be able to: <ul style="list-style-type: none"> ● Examine the importance of the 1800's Industrial Revolution on the future of the U.S. ● State the significant 	<ul style="list-style-type: none"> ● SS.H.6-8.3 (c) analyze how, since European contact, historical events and policies have

<p>Key Vocabulary: Scalawag Impeach Sharecrop Monopoly Merger Rebate</p>	<p>importance of the Reform Movement from 1881 – 1912.</p> <ul style="list-style-type: none"> • Demonstrate a knowledge of the Imperialistic growth of the US during the period of 18967 -1915. • Identify the causes and US involvement in World Wars I and II. • State the importance of the events of the US during the 1920's • Identify the causes and government intervention programs occurring during the 1930's Depression • Recognize and explain the origin and effects of the Cold War. • Relate and connect current events back to historical events while analyzing the connections between them. 	<p>mutually impacted American Indian and European societies;</p> <ul style="list-style-type: none"> • 6-8.4- (f) understand that there are multiple perspectives and interpretations of historical events. • 8-8.4- (g) analyze how people's perspectives shaped the historical narratives they • SS.H.6-8.2 (b) Analyze how the historical events relate to one another and are shaped by historical context, including Societies in America.
<p>Geography -The student will learn the process, problems, and results of the acquisition of new lands that pushed the nation from its original thirteen colonies to the present fifty states and territories.</p> <p>Key Vocabulary: Isthmus Territory Sphere of Influence Isolationism</p>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> • Describe the growth and importance of American cities • Locate and explain the territory acquisition of Alaska, Hawaii, and the islands gained in the Spanish-American War. 	<ul style="list-style-type: none"> • SS..G.6-8.6 (f) identify how the historical and contemporary movement of people, goods, and ideas from one area can impact change, conflict, and cooperation in other areas;
<p>Civics - Students will study the events of the creation of our form of government, necessity for the development, and reforming changes of our government from 1776 to present.</p> <p>Key Vocabulary:</p>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> • Describe the growth and importance of American cities • Locate and explain the territory acquisition of Alaska, Hawaii, and the islands gained in the 	<ul style="list-style-type: none"> • SS.CG.6-8.5 (e) identify events and leaders that ensure that key United States Principles of equality and civil rights are applied

<p>Treaty of Verserllie Fascism Communism Democracy</p>	<p>Spanish-American War</p>	<p>to various groups, including American Indians;</p> <ul style="list-style-type: none"> SS.CG.6-8.7 (g) employs strategies for civic involvement that address state, local, or national issues.
<p>Economics - Tracing the significant history of the United States, learners will come to understand the economic development and its impact on this nation and the world.</p> <p>Key Vocabulary: Pension Stock Exchange Invest Default</p>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> Explain how trust and corporation affected the economic growth of the US. Discuss the impact of immigration on the US economy. Discuss the growth of foreign trade on America's relations with other countries. State several inventions and their impact on the US economy. Describe the effects the 1930's Depression had on the daily lives of American citizens State the effect World War II had on the US economy Explain the economic problems created by the Cold War. Discuss the economic/technology growth since the 1980's. Discuss and compare the great recession of 2008-2009 with the Depression of the 1930's. 	<ul style="list-style-type: none"> SS.E.6-8.2 (b) analyze examples of how groups and individuals have considered profit and personal values in making economic choices in the past and/or present; SS.E.6-8.1 (a) explain how economic decisions impact individuals, businesses, and society, including Indigenous societies;

Common Core Reading Standards for Social Studies:

- RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.
- RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

- RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).
- RH.6-8.6 Identify aspects of a text, including those by and about Tribal Nations, that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
- RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text including texts by and about Tribal Nations.
- RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic, including sources by and about Tribal Nations.
- RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band

Common Core Writing Standards for Social Studies:

- 6-8.1 → Write arguments focused on discipline-specific content.
- 6-8.1 → (c) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- 6.2-8.2 → (a) Introduce a topic clearly, previewing what is to follow: organize ideas, concepts, and information into broader categories as appropriate to achieving purpose: include formatting (e.g, headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- 6-8.2 → (d) Use precise language and domain-specific vocabulary to inform about or explain the topic.
- 6-8.5 → With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well the purpose and audience have been addressed.
- 6-8.7→ Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- 6-8.10→ Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

MIDDLE SCHOOL ELECTIVE: MONTANA HISTORY

Focus Statement:

The influence of world cultures, governments, and economics have led to the development of Montana. This accumulation of foreign influences has contributed to the development of a unique nation. It has driven the development and expansion of our nation in the past and will continue to do so in the future. Native American culture has also contributed to the development of this unique nation. These contributions will be examined as they pertain to each learner goal.

Learner Goals:

- 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 the final product and the process).
- Assess the quality of information and kinds of sources (i.e. primary or secondary sources) that will be helpful in answering compelling and supportive questions, taking into consideration the multiple points of view and embedded values of the author represented in the sources.
- Interpret and apply information to support conclusions and use group decision making strategies to solve problems in real world situations (i.e. school elections, community projects, conflict resolution, role playing, etc.)
- Gather relevant information from multiple sources while using the origin, authority structure, context, and corroborate value of the sources to guide the selection.
- Evaluate the credibility of a source by determining its relevance and intended use.
- Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.
- Develop claims and counterclaims while pointing to the strengths and limitations of both.

Learner Will Be Able To:

- Develop questions
- Plan inquiries
- Compare and evaluate sources for relevance
- Perspective, and accuracy
- Use sources to gather evidence to develop and refine claim
- Communicate conclusions
- Take informed action

Social Studies Component	Learner Goals	Montana History OPI Standards:
<p>History - The learner will explore, in chronological order, the significant events that affected the evolution of Montana.</p> <p>Key Vocabulary: Immigration Indigenous</p>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> ● Identify elements of change and continuity across historical eras in Montana. ● Explain how Montana has changed over time 	<ul style="list-style-type: none"> ● SS.H.6-8.1 explore complex civilizations, and identify elements of change and continuity across historical eras in Montana, the

Smallpox Mining County Pioneer	and how this history impacts the present	Americas, and world history <ul style="list-style-type: none"> SS.H.6-8.5 explain how Montana has changed over time and how this history impacts the present
<p>Geography - The student will learn the process, problems, and results of the acquisition of new lands that pushed the nation from its original thirteen colonies to the present fifty states and territories.</p> <p>Key Vocabulary: Latitude Longitude Compass Rose Hemisphere Equator Plateau Mountain</p>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> Explain how the environment and geographic features have affected people and how people have affected the environment throughout Montana, the United States, and the world 	<ul style="list-style-type: none"> SS.G.6-8.4 explain how the environment and geographic features have affected people and how people have affected the environment throughout Montana, the United States, and the world
<p>Civics - Students will study the events of the creation of our form of government, necessity for the development, and reforming changes of our government in Montana.</p> <p>Key Vocabulary: County County Seat Reservation Tribal Headquarters</p>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> Explain the structure of and key principles in foundational documents, including the Montana Constitution 	<ul style="list-style-type: none"> SS.CG.6-8.2 explain the structure of and key principles in foundational documents, including the Montana Constitution

Common Core Reading Standards for Social Studies:

- RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.
- RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
- RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).
- RH.6-8.6 Identify aspects of a text, including those by and about Tribal Nations, that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
- RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

- RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text including texts by and about Tribal Nations.
- RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic, including sources by and about Tribal Nations.
- RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band

Common Core Writing Standards for Social Studies:

- -8.1 → Write arguments focused on discipline-specific content.
- 6-8.1 → (c) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- 6.2-8.2 → (a) Introduce a topic clearly, previewing what is to follow: organize ideas, concepts, and information into broader categories as appropriate to achieving purpose: include formatting (e.g, headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- 6-8.2 → (d) Use precise language and domain-specific vocabulary to inform about or explain the topic.
- 6-8.5 → With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well the purpose and audience have been addressed.
- 6-8.7→ Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- 6-8.10→ Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Grades 9th - 12th Indian Education for All Essential Understandings and Focus

Indian Education For All	
Essential Understanding	Focus Area
<p><u>ESSENTIAL UNDERSTANDING 1:</u></p> <p>There is great diversity among the 12 tribal Nations of Montana in their languages, cultures, histories and governments. Each Nation has a distinct and unique cultural heritage that contributes to modern Montana</p>	<ul style="list-style-type: none"> ● Local and global issues related to Indigenous cultures and languages ● Cultural Preservation and revitalization ● Bilingualism ● Multiculturalism ● Assimilation ● Loss of diversity ● Cultural homogenization ● Marginalization ● Linguistic rights ● Civil rights ● Human rights ● Colonization ● Nationalism ● Globalization ● Indigenous perspectives on local/global problems
<p><u>ESSENTIAL UNDERSTANDING 2:</u></p> <p>There is great diversity among individual American Indians as identity is developed, defined and redefined by entities, organizations and people. A continuum of Indian identity, unique to each individual, ranges from assimilated to traditional. There is no generic American Indian.</p>	<ul style="list-style-type: none"> ● Historical and political influences on Tribal Nation identity. ● Identity development (personal experience) ● Change (individually and collectively; over one's life time and over the past decades) ● Indigenous Identity in the multicultural U.S. society and the globalizing world
<p><u>ESSENTIAL UNDERSTANDING 3:</u></p> <p>The ideologies of Native traditional beliefs and spirituality persist into modern day life as tribal cultures, traditions, and languages are still practiced by many American Indian people and are incorporated into how Tribal Nations govern and manage their affairs. Additionally, each Tribal Nation</p>	<ul style="list-style-type: none"> ● Ideologies of Native traditional beliefs and spirituality in the modern day life ● Ideologies of Native traditional beliefs and spirituality persist into modern day life in how tribes govern and manage their affairs. ● Perspectives presented in oral histories in contrast to written histories

<p>has its own oral histories, which are as valid as written histories. These histories pre-date the “discovery” of North America.</p>	
<p><u>ESSENTIAL UNDERSTANDING 4:</u></p> <p>Reservations are lands that have been reserved by the Tribal Nations for their own use through treaties, statutes, and executive orders and were not “given” to them. The principle that land should be acquired from the Indians only through their consent with treaties involved three assumptions: I. Both parties to treaties were sovereign powers. II. Indian Tribal Nations had some form of transferable title to the land. III. Acquisition of Indian lands was solely a government matter not to be left to individual colonists.</p>	<ul style="list-style-type: none"> ● Reservation as a product of settler colonialism and imperialism ● Reservation system in the U.S. in contrast to other forms of colonization impacting Indigenous populations around the world ● Focus of the lesson will be on the issues of history and tribal sovereignty through the examination of treaties and other historical documents ● Issues of Indigenous land rights in local and global contexts
<p><u>ESSENTIAL UNDERSTANDING 5:</u></p> <p>There were many federal policies put into place throughout American history that have affected Indian people and still shape who they are today. Many of these policies conflicted with one another. Much of Indian history can be related through several major federal policy periods: Colonization/Colonial Period 1492 – 1800s Treaty Period 1789 - 1871 Assimilation Period - Allotment and Boarding School 1879 - 1934 Tribal Reorganization Period 1934 - 1958 Termination and Relocation Period 1953 - 1971 Self-determination Period 1968 – Present</p>	<ul style="list-style-type: none"> ● Impacts and implications of inconsistent U.S. federal policies on Indigenous populations ● U.S. federal policies related to American Indians in contrast to national policies of other countries related to Indigenous populations ● How Federal policy periods have affected Indian people and still shape who they are today ● Local and global examples of assimilation policies ● “Self-determination” movements around the world
<p><u>ESSENTIAL UNDERSTANDING 6:</u></p> <p>History is a story most often related through the subjective experience of the teller. With the inclusion of more and varied voices, histories are being rediscovered and revised. History told from an Indian perspective frequently conflicts with the stories mainstream historians tell.</p>	<ul style="list-style-type: none"> ● An event can be observed from many viewpoints, depending on who is telling the story, when the event is written down, and the perspective taken. ● Errors of omission occur when facts, information, and points-of-view are left out of a history or story. History is told from many points of view. ● History is a story most often related through the subjective experience of the teller. Histories are being rediscovered and revised. History told from and Indian perspective conflicts with what most

	<p>mainstream history tells us.</p> <ul style="list-style-type: none"> ● Beliefs change, one person at a time; the process begins when the learner actively seeks to change his/her perceptions. Being aware of a discriminatory practice, bias, and/or stereotype is basic to changing your perception and point of view. ● History from the point of view of Indigenous people and on the concepts of: <ul style="list-style-type: none"> ○ Power ○ Discrimination and racism ○ Free and democratic society ○ Conflict ● Indigenous voices in the global context <ul style="list-style-type: none"> ○ Multicultural education ○ Social justice ○ Place-based knowledge ○ Politics ○ Participatory approach to development
<p><u>ESSENTIAL UNDERSTANDING 7:</u></p> <p>Under the American legal system, Indian Tribal Nations have sovereign powers, separate and independent from the federal and state governments. However, the extent and breadth of tribal sovereignty is not the same for each Tribal Nation.</p>	<ul style="list-style-type: none"> ● Evidence and counter-evidence of sovereignty being upheld in Montana, the United States, and other countries with Indigenous populations ● In general, tribal governments have authority to do such things as: establish police forces, tribal courts, make laws, decide how tribal property can be used, decide who can be a member of a tribe, and ensure that tribal culture is preserved. ● The U.S. Government has been influencing tribes through various federal policies and the policies of termination and relocation were attempts at "mainstreaming" American Indian people. ● UN's Declaration of Indigenous People's Rights and the implications for local tribes and for Indigenous peoples around the world.

Grades 9 - 12 Focus Statement and Content

GLOBAL STUDIES 9TH GRADE

Focus Statement:

Social studies curriculum and instruction at East Helena Schools is designed to prepare all students to be active, responsible citizens of a diverse, democratic society in a larger global community. Throughout their social studies experience, students will develop their understandings of their community, nation, and world, and their personal responsibilities therein. This focus will assist students to develop the critical thinking and problem solving skills of an informed citizen in the contemporary world.

Learner Goals:

- 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 the final product and the process).
- Assess the quality of information and kinds of sources (i.e. primary or secondary sources) that will be helpful in answering compelling and supportive questions, taking into consideration the multiple points of view and embedded values of the author represented in the sources.
- Interpret and apply information to support conclusions and use group decision making strategies to solve problems in real world situations
- Gather relevant information from multiple sources while using the origin, authority structure, context, and corroborate value of the sources to guide the selection.
- Evaluate the credibility of a source by determining its relevance and intended use.
- Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.
- Develop claims and counterclaims while pointing to the strengths and limitations of both.

Learner will be able to:

- In all content areas, students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.

Component:	Learner Goals:	Priority OPI Montana Standards:
<p>History - The learner will gain an understanding of the history of the world from pre-keeping times to the present day.</p>	<ul style="list-style-type: none"> • Evaluate various historical resources and perspectives to develop a position paper or presentation. • Analyze primary, secondary sources, and artifacts to form an historical understanding • Analyze and explain change and continuity throughout human history • Analyze how influential individuals and major historical movements have shaped world history 	<ul style="list-style-type: none"> • SS.H.9-12.1 analyze how unique circumstances of time, place, and historical contexts shape individuals' lives • SS.H.9-12.2 analyze change and continuity in historical eras in US and world history • SS.H.9-12.3 identify ways in which people and groups exercise agency in difficult historical, contemporary, and tribal contexts

	<ul style="list-style-type: none"> • Analyze consequences of positions on an issue or event. • Evaluate and discuss news resources pertaining to current geography, political figures, and issues 	<ul style="list-style-type: none"> • SS.H.9-12.4 analyze multiple, and complex causal factors that have shaped • major events in US and world history, including American Indian history • SS.H.9-12.5 explain events in relation to both their intended and unintended • consequences, including governmental policies impacting American Indians • SS.H.9-12.6 distinguish between long-term causes and triggering events in • developing a historical argument • SS.H.9-12.7 analyze how historical, cultural, social, political, ideological, and • economic contexts shape people's perspectives • SS.H.9-12.8 analyze the ways in which the perspectives of those writing • history shaped the history they produced • SS.H.9-12.9 evaluate how historiography is influenced by perspective and available historical sources • SS.H.9-12.11 evaluate the limitations, biases, and credibility of various • sources, especially regarding misinformation and stereotypes
<p>Geography - Through Integrating the five themes of geography the learner will gain an understanding of how geography impacts the culture of an area.</p>	<ul style="list-style-type: none"> • Understand and assess how the geography of expansion and encounter has shaped global politics • Understand and explain the causes and effects of voluntary and involuntary migration in the world • Understand and apply basic geographical features and 	<ul style="list-style-type: none"> • SS.G.9-12.1 use geospatial reasoning to create maps to display and explain • the spatial patterns of cultural and environmental characteristics • SS.G.9-12.2 use geographic data to analyze variations in the spatial patterns

	<p>terminology as well as identifying major world regions.</p> <ul style="list-style-type: none"> Analyze and evaluate human interaction with the environment across the world in the past or present. 	<ul style="list-style-type: none"> of cultural and environmental characteristics at multiple scales SS.G.9-12.3 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 SS.G.9-12.4 analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them, including American Indians SS.G.9-12.5 evaluate the impact of human settlement activities on the environmental, political, and cultural characteristics of specific places and regions SS.G.9-12.6 analyze the role of geography on interactions and conflicts between various cultures in Montana, the United States, and the world SS.G.9-12.7 evaluate the influence of long-term climate variability on human migration and settlement patterns, resource use, and land uses at local-to-global scales
<p>Civics - The learner will gain a basic understanding of a variety of forms of political systems and how they compare and contrast to the United States government.</p>	<ul style="list-style-type: none"> Understand and analyze examples of ethnocentrism and genocide in the modern era Evaluate the impact of various forms of government on people 	<ul style="list-style-type: none"> SS.CG.9-12.3 evaluate the impact of international agreements on contemporary world issues SS.CG.9-12.5 evaluate how citizens and institutions address

	<p>throughout human history</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the purposes, organization, and function of governments 	<p>social and political problems at the local, state, tribal, national, and/or international levels</p> <ul style="list-style-type: none"> • SS.CG.9-12.6 evaluate the American governmental system compared to international governmental systems • SS.CG.9-12.7 explain the foundations and complexity of sovereignty for federally recognized tribes in Montana • SS.CG.9-12.9 evaluate government procedures for making decisions at the local, state, national, tribal, and international levels • SS.CG.9-12.10 analyze historical, contemporary, and emerging means of • changing societies, promoting the common good, and protecting rights • SS.CG.9-12.11 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 • SS.CG.9-12.12 evaluate citizens' and institutions' effectiveness in ensuring civil rights at the local, state, tribal, national, and international levels
<p>Economics - The learner will gain a basic understanding of economic systems and how those systems affect their own culture as well as cultures of other areas.</p>	<ul style="list-style-type: none"> • Understand the division of labor and how it applies to various world economic situations • Analyze the specialization and interdependence of production and consumption in the modern global economy. • Analyze how the costs and benefits of economic 	<ul style="list-style-type: none"> • SS.E.9-12.1 analyze how pressures and incentives impact economic choices and their costs and benefits for different groups, including American Indians • SS.E.9-12.2 explain how economic cycles affect personal financial decisions

	<p>choices have shaped events in the world in the past or present.</p> <ul style="list-style-type: none"> Analyze their role in the world economy 	<ul style="list-style-type: none"> SS.E.9-12.3 analyze the ways in which pressures and incentives influence what is produced and distributed in a market system SS.E.9-12.4 evaluate the extent to which competition among producers, among consumers, and among laborers exists in specific markets SS.E.9-12.6 evaluate benefits, costs, and possible outcomes of government policies to influence market outcomes SS.E.9-12.7 use current data to explain the influence of changes in spending, production, and the money supply on various economic conditions SS.E.9-12.8 use economic indicators to analyze the current and future state of the economy
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Common Core Reading Standards for Social Studies:

- RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, cultural, or economic aspects of history/social studies
- RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis
- RH.9-10.6 Compare the point of view of two or more authors, incorporating American Indian authors, for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources, including American Indian sources

Common Core Writing Standards for Social Studies:

- WHST.9-10.1 Write arguments focused on discipline-specific content

- WHST.9-10.1a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- WHST.9-10.1c Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims
- WHST.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes
- WHST.9-10.2b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- WHST.9-10.2d Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers
- WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WHST.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.

CURRENT EVENTS- ALL GRADE LEVELS

Focus Statement:

Social studies curriculum and instruction at East Helena Schools is designed to prepare all students to be active, responsible citizens of a diverse, democratic society in a larger global community. Throughout their social studies experience, students will develop their understandings of their community, nation, and world, and their personal responsibilities therein. This focus will assist students to develop the critical thinking and problem solving skills of an informed citizen in the contemporary world.

Learner Goals:

- 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 the final product and the process).
- Assess the quality of information and kinds of sources (i.e. primary or secondary sources) that will be helpful in answering compelling and supportive questions, taking into consideration the multiple points of view and embedded values of the author represented in the sources.
- Interpret and apply information to support conclusions and use group decision making strategies to solve problems in real world situations
- Gather relevant information from multiple sources while using the origin, authority structure, context, and corroborate value of the sources to guide the selection.
- Evaluate the credibility of a source by determining its relevance and intended use.
- Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.
- Develop claims and counterclaims while pointing to the strengths and limitations of both.

Learner will be able to:

- In all content areas, students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.

Component:	Learner Goals:	Priority OPI Montana Standards:
<p>History - The learner will gain an understanding of the history of the world from pre-keeping times to the present day.</p>	<ul style="list-style-type: none"> ● Evaluate various historical resources and perspectives to develop a position paper or presentation. ● Analyze primary, secondary sources, and artifacts to form an historical understanding ● Analyze and explain change and continuity throughout human history ● Analyze how influential individuals and major historical movements have 	<ul style="list-style-type: none"> ● SS.H.9-12.1 analyze how unique circumstances of time, place, and historical contexts shape individuals' lives ● SS.H.9-12.2 analyze change and continuity in historical eras in US and world history ● SS.H.9-12.3 identify ways in which people and groups exercise agency in difficult historical, contemporary, and tribal contexts

	<p>shaped world history</p> <ul style="list-style-type: none"> ● Analyze consequences of positions on an issue or event. ● Evaluate and discuss news resources pertaining to current geography, political figures, and issues 	<ul style="list-style-type: none"> ● SS.H.9-12.5 explain events in relation to both their intended and unintended consequences, including governmental policies impacting American Indians ● SS.H.9-12.6 distinguish between long-term causes and triggering events in developing a historical argument ● SS.H.9-12.7 analyze how historical, cultural, social, political, ideological, and economic contexts shape people's perspectives ● SS.H.9-12.8 analyze the ways in which the perspectives of those writing history shaped the history they produced ● SS.H.9-12.9 evaluate how historiography is influenced by perspective and available historical sources ● SS.H.9-12.11 evaluate the limitations, biases, and credibility of various sources, especially regarding misinformation and stereotypes
<p>Geography - Through Integrating the five themes of geography the learner will gain an understanding of how geography impacts the culture of an area.</p>	<ul style="list-style-type: none"> ● Understand and assess how the geography of expansion and encounter has shaped global politics ● Understand and explain the causes and effects of voluntary and involuntary migration in the world ● Understand and apply basic geographical features and terminology as well as identifying major world regions. ● Analyze and evaluate human interaction with the environment across the world in the past or present. 	<ul style="list-style-type: none"> ● SS.G.9-12.1 use geospatial reasoning to create maps to display and explain the spatial patterns of cultural and environmental characteristics ● SS.G.9-12.2 use geographic data to analyze variations in the spatial patterns of cultural and environmental characteristics at multiple scales ● SS.G.9-12.3 use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and

		<p>regions and their political, cultural, and economic dynamics</p> <ul style="list-style-type: none"> ● SS.G.9-12.4 analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them, including American Indians ● SS.G.9-12.5 evaluate the impact of human settlement activities on the environmental, political, and cultural characteristics of specific places and regions ● SS.G.9-12.6 analyze the role of geography on interactions and conflicts between various cultures in Montana, the United States, and the world ● SS.G.9-12.7 evaluate the influence of long-term climate variability on human migration and settlement patterns, resource use, and land uses ● at local-to-global scales
<p>Civics - The learner will gain a basic understanding of a variety of forms of political systems and how they compare and contrast to the United States government.</p>	<ul style="list-style-type: none"> ● Understand and analyze examples of ethnocentrism and genocide in the modern era ● Evaluate the impact of various forms of government on people throughout human history ● Demonstrate an understanding of the purposes, organization, and function of governments 	<ul style="list-style-type: none"> ● SS.CG.9-12.3 evaluate the impact of international agreements on contemporary world issues ● SS.CG.9-12.5 evaluate how citizens and institutions address social and political problems at the local, state, tribal, national, and/or international levels ● SS.CG.9-12.6 evaluate the American governmental system compared to international governmental systems ● SS.CG.9-12.7 explain the foundations and complexity of

		<p>sovereignty for federally recognized tribes in Montana</p> <ul style="list-style-type: none"> ● SS.CG.9-12.9 evaluate government procedures for making decisions at the local, state, national, tribal, and international levels ● SS.CG.9-12.10 analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights ● SS.CG.9-12.11 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 ● SS.CG.9-12.12 evaluate citizens' and institutions' effectiveness in ensuring civil rights at the local, state, tribal, national, and international levels
<p>Economics - The learner will gain a basic understanding of economic systems and how those systems affect their own culture as well as cultures of other areas.</p>	<ul style="list-style-type: none"> ● Understand the division of labor and how it applies to various world economic situations ● Analyze the specialization and interdependence of production and consumption in the modern global economy. ● Analyze how the costs and benefits of economic choices have shaped events in the world in the past or present. ● Analyze their role in the world economy 	<ul style="list-style-type: none"> ● SS.E.9-12.1 analyze how pressures and incentives impact economic choices and their costs and benefits for different groups, including American Indians ● SS.E.9-12.2 explain how economic cycles affect personal financial decisions ● SS.E.9-12.3 analyze the ways in which pressures and incentives influence what is produced and distributed in a market system ● SS.E.9-12.4 evaluate the extent to which competition among producers, among consumers, and among

		<p>laborers exists in specific markets</p> <ul style="list-style-type: none"> ● SS.E.9-12.6 evaluate benefits, costs, and possible outcomes of government policies to influence market outcomes ● SS.E.9-12.7 use current data to explain the influence of changes in spending, production, and the money supply on various economic conditions ● SS.E.9-12.8 use economic indicators to analyze the current and future state of the economy
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Common Core Reading Standards for Social Studies:

- RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, cultural, or economic aspects of history/social studies
- RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis
- RH.9-10.6 Compare the point of view of two or more authors, incorporating American Indian authors, for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources, including American Indian sources

Common Core Writing Standards for Social Studies:

- WHST.9-10.1 Write arguments focused on discipline-specific content
- WHST.9-10.1a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- WHST.9-10.1c Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims

- WHST.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes
- WHST.9-10.2b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- WHST.9-10.2d Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers
- WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WHST.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.

UNITED STATES HISTORY- 11th GRADE

Focus Statement:

Social studies curriculum and instruction at East Helena Schools is designed to prepare all students to be active, responsible citizens of a diverse, democratic society in a larger global community. Throughout their social studies experience, students will develop their understandings of their community, nation, and world, and their personal responsibilities therein. This focus will assist students to develop the critical thinking and problem solving skills of an informed citizen in the contemporary world.

Learner Goals:

- Learners will be able to...
- Analyze and evaluate primary sources and historical documents.
- Evaluate the limitations, biases, and credibility of various sources, especially regarding misinformation and stereotypes.
- Analyze how unique circumstances of time, place, and historical contexts shape individuals' lives.
- Explain how historical events impact the contemporary world today.
- Analyze and evaluate maps for geographical, cultural, political, and economic understandings.
- Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about past and present people, events, and ideas.
- Understand the sovereignty of Indian Tribes and their relationship with the federal government.
- Evaluate the impact of human settlement activities on the environmental, political, and cultural characteristics of specific places and regions.
- Explain events in relation to both their intended and unintended consequences. Including governmental policies impacting American Indians.
- Explain how differences in physical geography at a local, state, world level impact major events in US History.
- Evaluate how different geographical regions impact the culture, economy, and policies of the various regions of the United States
- Describe the impact human settlement and migration has had on the indigenous landscapes of the United States.
- Explain the base ideas behind our foundational documents and the chain of events that led to them.
- Describe how Treaties have impacted major events in US History at a local, state, tribal, and national level.
- Evaluate social, political, and economic movements impact on governmental policy.
- Explain the economic conditions various groups of people faced throughout United States History.
- Describe how governmental policy choices have impacted economic conditions throughout United States History.
- Determine the impact of competition in the US Free Market economy and how it has changed life in the US and our role in the world.
- Compare and contrast the US economic system to other systems in the world.

Learner will be able to:

- In all content areas, students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.

Social Studies Component	Learner Goals	Priority OPI Montana Standards:
History The learner will gain an understanding of United States History from the Colonial Period to present day.	<ul style="list-style-type: none"> ● Learners will be able to... ● Analyze and evaluate primary sources and historical documents. ● Evaluate the limitations, biases, and credibility of various sources, especially regarding misinformation and 	<ul style="list-style-type: none"> ● SS.H.9-12.1 analyze how unique circumstances of time, place, and historical contexts shape individuals' lives ● SS.H.9-12.2 analyze change and continuity in historical eras in US and world history ● SS.H.9-12.3 identify ways in which people and groups exercise agency

	<p>stereotypes.</p> <ul style="list-style-type: none"> ● Analyze how unique circumstances of time, place, and historical contexts shape individuals' lives. ● Explain how historical events impact the contemporary world today. ● Analyze and evaluate maps for geographical, cultural, political, and economic understandings. ● Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about past and present people, events, and ideas. ● Understand the sovereignty of Indian Tribes and their relationship with the federal government. ● Evaluate the impact of human settlement activities on the environmental, political, and cultural characteristics of specific places and regions. ● Explain events in relation to both their intended and unintended consequences. Including governmental policies impacting American Indians. 	<p>in difficult historical, contemporary, and tribal contexts</p> <ul style="list-style-type: none"> ● SS.H.9-12.4 analyze multiple, and complex causal factors that have shaped major events in US and world history, including American Indian history ● SS.H.9-12.5 explain events in relation to both their intended and unintended consequences, including governmental policies impacting American Indians ● SS.H.9-12.6 distinguish between long-term causes and triggering events in developing a historical argument ● SS.H.9-12.7 analyze how historical, cultural, social, political, ideological, and economic contexts shape people's perspectives ● SS.H.9-12.8 analyze the ways in which the perspectives of those writing history shaped the history they produced ● SS.H.9-12.9 evaluate how historiography is influenced by perspective and available historical sources MONTANA ● SS.H.9-12.10 analyze perspectives of American Indians in US history ● SS.H.9-12.11 evaluate the limitations, biases, and credibility of various sources, especially regarding misinformation and stereotypes ● SS.H.9-12.12 analyze multiple historical sources to pursue further inquiry and investigate additional sources ● SS.H.9-12.13 integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about past and present people, events, and ideas ● SS.H.9-12.14 construct arguments which reflect understanding and
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		analysis of multiple historical sources, perspectives, and contexts
<p>Geography The learner will gain an understanding of how geography played a role in United States History.</p>	<ul style="list-style-type: none"> • Explain how differences in physical geography at a local, state, world level impact major events in US History. • Evaluate how different geographical regions impact the culture, economy, and policies of the various regions of the United States • Describe the impact human settlement and migration has had on the indigenous landscapes of the United States. 	<ul style="list-style-type: none"> • SS.G.9-12.3 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 • SS.G.9-12.4 analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them, including American Indians • SS.G.9-12.5 evaluate the impact of human settlement activities on the environmental, political, and cultural characteristics of specific places and regions • SS.G.9-12.6 analyze the role of geography on interactions and conflicts between various cultures in Montana, the United States, and the world
<p>Civics The learner will gain an understanding concerning how US History has impacted the US Government and vice versa.</p>	<ul style="list-style-type: none"> • Explain the base ideas behind our foundational documents and the chain of events that led to them. • Describe how Treaties have impacted major events in US History at a local, state, tribal, and national level. • Evaluate social, political, and economic movements impact on governmental policy. 	<ul style="list-style-type: none"> • SS.CG.9-12.1 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 • SS.CG.9-12.2 analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of domestic and international relationships • SS.CG.9-12.3 evaluate the impact of international agreements on contemporary world issues • SS.CG.9-12.10 analyze historical, contemporary, and emerging means

		<p>of changing societies, promoting the common good, and protecting rights</p> <ul style="list-style-type: none"> SS.CG.9-12.5 evaluate how citizens and institutions address social and political problems at the local, state, tribal, national, and/or international levels
<p>Economics Tracing the significant history of the United States, learners will come to understand the economic development and its impact on this nation and the world.</p>	<ul style="list-style-type: none"> Explain the economic conditions various groups of people faced throughout United States History. Describe how governmental policy choices have impacted economic conditions throughout United States History. Determine the impact of competition in the US Free Market economy and how it has changed life in the US and our role in the world. Compare and contrast the US economic system to other systems in the world. 	<ul style="list-style-type: none"> SS.E.9-12.1 analyze how pressures and incentives impact economic choices and their costs and benefits for different groups, including American Indians SS.E.9-12.6 evaluate benefits, costs, and possible outcomes of government policies to influence market outcomes SS.E.9-12.4 evaluate the extent to which competition among producers, among consumers, and among laborers exists in specific markets

Common Core Reading Standards for Social Studies:

- Key Ideas and Details
- RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- Craft and Structure
- RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10; how the use of "sovereignty" in official documents impacts political and legal relationships).

- RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- RH.11-12.6 Evaluate authors', incorporating American Indian authors, differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- Integration of Knowledge and Ideas
- RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information. Include texts by and about American Indians.
- RH.11-12.9 Integrate information from diverse sources, including American Indian sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- Range of Reading and Level of Text Complexity
- RH.11-12.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

Common Core Writing Standards for Social Studies:

- WHST.11-12.1 Write arguments focused on discipline-specific content.
- WHST.11-12.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- WHST.11-12.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- WHST.11-12.1c Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- WHST.11-12.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- WHST.11-12.1e Provide a concluding statement or section that follows from or supports the argument presented.
- WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- WHST.11-12.2a Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it

- to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding
- comprehension.
- WHST.11-12.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations,
- or other information and examples appropriate to the audience's knowledge of the topic.
- WHST.11-12.2c Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships
- among complex ideas and concepts.
- WHST.11-12.2d Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity
- of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely
- readers.
- WHST.11-12.2e Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating
- implications or the significance of the topic).
- WHST.11-12.3 (See note; not applicable as a separate requirement)
- Production and Distribution of Writing
- WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and
- audience.
- WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing
- what is most significant for a specific purpose and audience.
- WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing
- feedback, including new arguments or information.
- Research to Build and Present Knowledge
- MCS for ELA and Literacy | 11th - 12th Grade | opi.mt.gov | Page 14 | 14
- WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a
- problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating
- understanding of the subject under investigation.

AMERICAN GOVERNMENT- 12th GRADE

Focus Statement:

Social studies curriculum and instruction at East Helena Schools is designed to prepare all students to be active, responsible citizens of a diverse, democratic society in a larger global community. Throughout their social studies experience, students will develop their understandings of their community, nation, and world, and their personal responsibilities therein. This focus will assist students to develop the critical thinking and problem solving skills of an informed citizen in the contemporary world.

Learner Goals:

- 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 the final product and the process).
- Assess the quality of information and kinds of sources (i.e. primary or secondary sources) that will be helpful in answering compelling and supportive questions, taking into consideration the multiple points of view and embedded values of the author represented in the sources.
- Interpret and apply information to support conclusions and use group decision making strategies to solve problems in real world situations
- Gather relevant information from multiple sources while using the origin, authority structure, context, and corroborate value of the sources to guide the selection.
- Evaluate the credibility of a source by determining its relevance and intended use.
- Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.
- Develop claims and counterclaims while pointing to the strengths and limitations of both.

Learner will be able to:

- In all content areas, students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.

Component:	Learner Goals:	Priority OPI Montana Standards:
<p>History - The learner will understand the causes, course and consequence that major historical events have in shaping the U.S. Government</p>	<ul style="list-style-type: none"> ● Trace the Civil Rights movement in America and document how the movement has changed the country ● List Supreme Court decisions related to the Bill of Rights ● Trace the historical roots of the Constitutional Convention and give specific examples of how the 	<ul style="list-style-type: none"> ● SS.H.9-12.1 analyze how unique circumstances of time, place, and historical contexts shape individuals' lives ● SS.H.9-12.4 analyze multiple, and complex causal factors that have shaped major events in US and world history, including American Indian history ● SS.H.9-12.5 explain events in relation to both their intended

	<p>Constitution has been used to solve contentious issues in U.S. history</p> <ul style="list-style-type: none"> List historical world trends and happenings which have subsequently influenced current events 	<p>and unintended consequences, including governmental policies impacting American Indians</p> <ul style="list-style-type: none"> SS.H.9-12.7 analyze how historical, cultural, social, political, ideological, and economic contexts shape people's perspectives SS.H.9-12.10 analyze perspectives of American Indians in US history SS.H.9-12.13 integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about past and present people, events, and ideas SS.H.9-12.14 construct arguments which reflect understanding and analysis of multiple historical sources, perspectives, and contexts
<p>Geography - Through Integrating the five themes of geography the learner will gain an understanding of how geography impacts the politics and government of an area.</p>	<ul style="list-style-type: none"> Use Atlases to compare countries statistically Locate countries of world wide significance through the use of charts, maps, and globes Demonstrate the significance of political boundaries in foreign relations 	<ul style="list-style-type: none"> SS.G.9-12.3 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 SS.G.9-12.4 analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them, including American Indians SS.G.9-12.6 analyze the role of geography on interactions and conflicts between various cultures in Montana, the United States, and the world

Civics - The learner will gain a basic understanding of the history, structure and function of the U.S. Government and its parts.

- Give examples of how an individual's rights are limited by the rights of others
- Evaluate and defend positions on the scope and limits of rights and obligations as a democratic citizen, the relationships among them, and how they are secured
- Explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy
- Identify major participants in a criminal trial and define their roles
- Analyze civil law through real life examples
- Define civil and criminal law and list similarities and differences between them
- Explain how the system of "checks and balances" both enhances and hinders governance of the United States
- Give examples detailing how the federal courts have exercised judicial precedent
- Understand the political spectrum and be able to identify both conservative and liberal philosophies in government
- Name the three branches of government and explain how they interact to govern at both national and state levels
- SS.CG.9-12.1 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
- SS.CG.9-12.2 analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of domestic and international relationships
- SS.CG.9-12.3 evaluate the impact of international agreements on contemporary world issues
- SS.CG.9-12.4 apply civic virtues and democratic principles when working with others
- SS.CG.9-12.5 evaluate how citizens and institutions address social and political problems at the local, state, tribal, national, and/or international levels
- SS.CG.9-12.6 evaluate the American governmental system compared to international governmental systems
- SS.CG.9-12.7 explain the foundations and complexity of sovereignty for federally recognized tribes in Montana
- SS.CG.9-12.8 evaluate appropriate deliberative processes in multiple settings
- SS.CG.9-12.9 evaluate government procedures for making decisions at the local, state, national, tribal, and international levels

		<ul style="list-style-type: none"> ● SS.CG.9-12.10 analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights ● SS.CG.9-12.11 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 ● SS.CG.9-12.12 evaluate citizens' and institutions' effectiveness in ensuring civil rights at the local, state, tribal, national, and international levels
<p>Economics - The learner will gain a basic understanding of economic systems and how those systems affect their government and its individuals.</p>	<ul style="list-style-type: none"> ● Explain the similarities and differences between supply and demand. ● Research the work of the last state legislative session and determine how various economic philosophies affected its end product ● Explain how Capitalism and a mixed economy interact with the political structure of the United States ● Compare U. S. Capitalism with various Socialist systems in the world ● Explain how family units are affected by national monetary and fiscal policies 	<ul style="list-style-type: none"> ● SS.E.9-12.5 describe the consequences of competition in specific markets ● SS.E.9-12.6 evaluate benefits, costs, and possible outcomes of government policies to influence market outcomes ● SS.E.9-12.9 evaluate the selection of monetary and fiscal policies in a variety of economic conditions. ● SS.E.9-12.1 analyze how pressures and incentives impact economic choices and their costs and benefits for different groups, including American Indians

Common Core Reading and Writing Standards for US. GOVERNMENT:

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. **CCSS.ELA-LITERACY.RH.11-12.1**

Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

CCSS.ELA-LITERACY.RH.11-12.3

Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

CCSS.ELA-LITERACY.RH.11-12.4

Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

CCSS.ELA-LITERACY.RH.11-12.5

Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

CCSS.ELA-LITERACY.RH.11-12.6

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-LITERACY.RH.11-12.7

Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

CCSS.ELA-LITERACY.RH.11-12.8

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

CCSS.ELA-LITERACY.RH.11-12.9

By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

CCSS.ELA-LITERACY.RH.11-12.10

Write arguments focused on discipline-specific content.

CCSS.ELA-LITERACY.WHST.11-12.1

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

CCSS.ELA-LITERACY.WHST.11-12.2

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.WHST.11-12.4

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CCSS.ELA-LITERACY.WHST.11-12.5

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CCSS.ELA-LITERACY.WHST.11-12.6

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation

CCSS.ELA-LITERACY.WHST.11-12.7

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CCSS.ELA-LITERACY.WHST.11-12.8

Draw evidence from informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.WHST.11-12.9

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSS.ELA-LITERACY.WHST.11-12.10

GRADES 9-12 AP COURSE OFFERINGS

AP Human Geography (9-12th Grade)

- Standards implemented by Advanced Placement College Board
- Course, Exam, Description:
<https://apcentral.collegeboard.org/media/pdf/ap-human-geography-course-and-exam-description.pdf>

AP United States History (11th Grade)

- Standards implemented by Advanced Placement College Board
- Course, Exam, Description
- <https://apcentral.collegeboard.org/media/pdf/ap-us-history-course-and-exam-description.pdf>

AP Government and Politics (12th Grade)

- Standards implemented by Advanced Placement College Board
- Course, Exam, Description:
<https://apcentral.collegeboard.org/media/pdf/ap-us-government-and-politics-course-and-exam-description.pdf>

CONFLICT AND CRISIS

Focus Statement: Students will gain a comprehensive understanding of the world, and of the many cultures that have developed ideas, institutions, and ways of life. Students can gain appreciation for both of the world’s many cultures and their shared humanity and common problems.

Learner Goals:

- The learner will develop an understanding of historical perspective and define issues based on analysis and decision making.
- The learner will develop an understanding of individual interests and how these relate to common good and social order
- The learner will demonstrate an understanding of relevant and reliable sources of information and how to analyze, evaluate, and apply information for a specific purpose.
- The learner will develop an ability to connect historical themes and events to current issues, events, and policies.
- The learner will articulate their views based on sound evidence, while recognizing personal biases; advocate their positions as compared to those held by others; and understand that there are many acceptable answers to meaningful social studies questions.
- The learner will develop an understanding of world, national, regional, and local cultures, including Montana’s American Indians.
- The learner will develop an ability to make informal decisions based on geographic understanding (e.g. locations, place, human, environment interactions, movement, and regions).

Learner will be able to:

- In all content areas, students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.

Component:	Learner Goals:	Priority OPI Montana Standards:
<p>History - The learner will gain an understanding of the history of the world from pre-keeping times to the present day.</p>	<ul style="list-style-type: none"> ● Evaluate various historical resources and perspectives to develop a position paper or presentation. ● Analyze primary, secondary sources, and artifacts to form an historical understanding ● Analyze and explain change and continuity throughout human history ● Analyze how influential individuals and major historical movements have shaped world history 	<ul style="list-style-type: none"> ● SS.H.9-12.1 analyze how unique circumstances of time, place, and historical contexts shape individuals' lives ● SS.H.9-12.2 analyze change and continuity in historical eras in US and world history ● SS.H.9-12.3 identify ways in which people and groups exercise agency in difficult historical, contemporary, and tribal contexts

	<ul style="list-style-type: none"> • Analyze consequences of positions on an issue or event. • Evaluate and discuss news resources pertaining to current geography, political figures, and issues 	<ul style="list-style-type: none"> • SS.H.9-12.4 analyze multiple, and complex causal factors that have shaped • major events in US and world history, including American Indian history • SS.H.9-12.5 explain events in relation to both their intended and unintended • consequences, including governmental policies impacting American Indians • SS.H.9-12.6 distinguish between long-term causes and triggering events in • developing a historical argument • SS.H.9-12.7 analyze how historical, cultural, social, political, ideological, and • economic contexts shape people's perspectives • history shaped the history they produced • SS.H.9-12.9 evaluate how historiography is influenced by perspective and available historical sources • SS.H.9-12.11 evaluate the limitations, biases, and credibility of various sources, especially regarding misinformation and stereotypes
<p>Geography - Through Integrating the five themes of geography the learner will gain an understanding of how geography impacts the culture of an area.</p>	<ul style="list-style-type: none"> • Understand and assess how the geography of expansion and encounter has shaped global politics • Understand and apply basic geographical features and terminology as well as identifying major world regions. • Analyze and evaluate human interaction with the environment across the world in the past or present. 	<ul style="list-style-type: none"> • SS.G.9-12.1 use geospatial reasoning to create maps to display and explain the spatial patterns of cultural and environmental characteristics • SS.G.9-12.2 use geographic data to analyze variations in the spatial patterns of cultural and environmental characteristics at multiple scales

		<p>representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics</p> <ul style="list-style-type: none"> ● SS.G.9-12.4 analyze relationships and interactions within and between human and physical systems to explain reciprocal influences ● SS.G.9-12.5 evaluate the impact of human settlement activities on the environmental, political, and cultural characteristics of specific places and regions
<p>Civics - The learner will gain a basic understanding of a variety of forms of political systems and how they compare and contrast to the United States government.</p>	<ul style="list-style-type: none"> ● Understand and analyze examples of ethnocentrism and genocide in the modern era ● Evaluate the impact of various forms of government on people throughout human history ● Demonstrate an understanding of the purposes, organization, and function of governments 	<ul style="list-style-type: none"> ● SS.CG.9-12.3 evaluate the impact of international agreements on contemporary world issues ● SS.CG.9-12.9 evaluate government procedures for making decisions at the local, state, national, tribal, and international levels ● SS.CG.9-12.10 analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights ● SS.CG.9-12.11 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 ● SS.CG.9-12.12 evaluate citizens' and institutions'

		effectiveness in ensuring civil rights at the local, state, tribal, national, and international levels
Economics -		

Common Core Reading Standards for Social Studies:

- RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, cultural, or economic aspects of history/social studies
- RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis
- RH.9-10.6 Compare the point of view of two or more authors, incorporating American Indian authors, for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources, including American Indian sources

Common Core Writing Standards for Social Studies:

- WHST.9-10.1 Write arguments focused on discipline-specific content
- WHST.9-10.1a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- WHST.9-10.1c Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims
- WHST.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes
- WHST.9-10.2b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- WHST.9-10.2d Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers
- WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- WHST.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.

MONTANA HISTORY ELECTIVE

Focus Statement:

The influence of world cultures, governments, and economics have led to the development of Montana. This accumulation of foreign influences has contributed to the development of a unique nation. It has driven the development and expansion of our nation in the past and will continue to do so in the future. Native American culture has also contributed to the development of this unique nation. These contributions will be examined as they pertain to each learner goal.

Learner Goals:

- 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 the final product and the process).
- Assess the quality of information and kinds of sources (i.e. primary or secondary sources) that will be helpful in answering compelling and supportive questions, taking into consideration the multiple points of view and embedded values of the author represented in the sources.
- Interpret and apply information to support conclusions and use group decision making strategies to solve problems in real world situations (i.e. school elections, community projects, conflict resolution, role playing, etc.)
- Gather relevant information from multiple sources while using the origin, authority structure, context, and corroborate value of the sources to guide the selection.
- Evaluate the credibility of a source by determining its relevance and intended use.
- Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.
- Develop claims and counterclaims while pointing to the strengths and limitations of both.

Learner Will Be Able To:

- Develop questions
- Plan inquiries
- Compare and evaluate sources for relevance
- Perspective, and accuracy
- Use sources to gather evidence to develop and refine claim
- Communicate conclusions
- Take informed action

Component:	Learner Goals:	Priority OPI Montana Standards:
<p>History - The learner will gain an understanding of the history of the world from pre-keeping times to the present day.</p>	<ul style="list-style-type: none"> ● Evaluate various historical resources and perspectives to develop a position paper or presentation. ● Analyze primary, secondary sources, and artifacts to form an historical understanding ● Analyze how influential individuals and major historical movements have 	<ul style="list-style-type: none"> ● SS.H.9-12.1 analyze how unique circumstances of time, place, and historical contexts shape individuals' lives ● SS.H.9-12.3 identify ways in which people and groups exercise agency in

	<p>shaped Montana history</p> <ul style="list-style-type: none"> ● Analyze consequences of positions on an issue or event. ● Evaluate and discuss news resources pertaining to current geography, political figures, and issues 	<p>difficult historical, contemporary, and tribal contexts</p> <ul style="list-style-type: none"> ● SS.H.9-12.5 explain events in relation to both their intended and unintended consequences, including governmental policies impacting American Indians ● SS.H.9-12.6 distinguish between long-term causes and triggering events in ● developing a historical argument ● SS.H.9-12.7 analyze how historical, cultural, social, political, ideological, and ● economic contexts shape people's perspectives ● SS.H.9-12.11 evaluate the limitations, biases, and credibility of various sources, especially regarding misinformation and stereotypes
<p>Geography - Through Integrating the five themes of geography the learner will gain an understanding of how geography impacts the culture of an area.</p>	<ul style="list-style-type: none"> ● Understand and assess how the geography of expansion and encounter has shaped politics ● Analyze and evaluate human interaction with the environment across the world in the past or present. 	<ul style="list-style-type: none"> ● SS.G.9-12.1 use geospatial reasoning to create maps to display and explain the spatial patterns of cultural and environmental characteristics ● SS.G.9-12.3 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 ● SS.G.9-12.5 evaluate the impact of human settlement activities on the

		<p>environmental, political, and cultural characteristics of specific places and regions</p> <ul style="list-style-type: none"> SS.G.9-12.6 analyze the role of geography on interactions and conflicts between various cultures in Montana, the United States, and the world
<p>Civics - The learner will gain a basic understanding of a variety of forms of political systems and how they compare and contrast to the United States government.</p>	<ul style="list-style-type: none"> Demonstrate a basic understanding of Montana's Political System at a state, county, and local level 	<ul style="list-style-type: none"> SS.CG.9-12.5 evaluate how citizens and institutions address social and political problems at the local, state, tribal, national, and/or international levels SS.CG.9-12.7 explain the foundations and complexity of sovereignty for federally recognized tribes in Montana SS.CG.9-12.9 evaluate government procedures for making decisions at the local, state, national, tribal, and international levels
<p>Economics - The learner will gain a basic understanding of economic systems and how those systems affect their own culture as well as cultures of other areas.</p>	<ul style="list-style-type: none"> Understand the division of labor and how it applies to various world economic situations 	<ul style="list-style-type: none"> SS.E.9-12.1 analyze how pressures and incentives impact economic choices and their costs and benefits for different groups, including American Indians

Common Core Reading Standards for Social Studies:

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- RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, cultural, or economic aspects of history/social studies

- RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis
- RH.9-10.6 Compare the point of view of two or more authors, incorporating American Indian authors, for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
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- WHST.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes
- WHST.9-10.2b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- WHST.9-10.2d Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers
- WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WHST.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.

11/12th GRADE PSYCHOLOGY ELECTIVE

American Psychological Association (APA) and Teachers of Psychology in Secondary Schools (TOPSS) the best way to accomplish this goal is to develop a curriculum that addresses at least one unit from the five psychological domains of Methodology, Bio-psychological, Cognitive, Developmental, and Socio-Cultural. The Task Force for the Development of National High School Psychology Standards developed course objectives to emphasize how students are likely to change as a result of their experience in the high school course. The objectives reflect performance expectations across content domains.

Overarching Essential Question: Who am I, how did I get here, and how will I proceed as an informed and conscientious (productive) citizen of our world?

Essential Understandings and Skills: By the end of Introduction to Psychology students understand the concepts and principles of the world of psychology.

Objective 1: Overall Content Goal

- To understand the methodological aspects of the discipline of psychology as well as the bio-psychological, cognitive, developmental, and socio-cultural processes of human behavior

Objective 2: Scientific Reasoning

- To improve in the ability to reason scientifically about behavior.
 - Observe/listen accurately.
 - Analyze (interpret) examples of behavior cautiously.
 - Read and interpret psychological findings.
 - Use several perspectives to explain causality.
 - Require evidence for casual conclusions.
 - Evaluate the quality of psychological findings.
 - Practice ethical standards.
 - Evaluate generalizability of results from sample to larger more diverse populations.

Objective 3: People Skills

- To improve in the ability to interact effectively with others.
- Use psychological concepts meaningfully to explain behavior in speaking and writing.
- Demonstrate ability to use technology to enhance analysis and communication.
- Interact appropriately with others in interpersonal and group contexts.
- Manage the challenges of working with people from diverse backgrounds.
- Develop the ability to understand issues from diverse points of view.
- Enact practices that promote respect and trust (e.g., honesty, fair-minded judgment, and reliability).

Objective 4: Values of Psychology

- To reflect the values of the discipline of psychology
- Demonstrate enhanced curiosity about understanding people.
- Recognize the breadth and complexity of behavior and mental processes.
- Recognize the need for scientific explanations of behavior.
- Appreciate the role of technology in expanding psychology's boundaries.
- Recognize the importance of lifelong learning to improve adaptability.
- Acknowledge the role of psychology in promoting human welfare.
- Appreciate how culture provides a context for learning and producing behavior.

Content Standards: The content standards, history, civics, geography, economics and culture. These five strands are described as they relate to the study of psychology.

Process Standards: Process standards are embedded within the content standards of history, civics, geography, history, economics and culture/diversity. These standards reflect student understanding of how to access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.

(H) History: Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.

H.1.0 Students outline psychology's roots in philosophy and natural science and describe and explain the emergence of experimental psychology

H.1.1 Students demonstrate understanding by describing the form psychology took before the 20th century, summarizing specific 19th century scientific research findings and analyzing how philosophical issues become psychological when tested empirically

H.1.2 Students understand the development of psychology as a scientific field of study.

Example: Students generate comparisons of philosophical argument with empirical methods.

H.2.0 Students recognize the diversity of psychological theories.

H.2.1 Students identify and compare biological, behavioral, cognitive, sociocultural, humanistic and psychodynamic perspectives.

H.2.2 Students describe the growing influence of new approaches of psychology including positive psychology and behavioral genetics.

Essential Questions:

- Historical Knowledge:

How is the past revealed, interpreted and understood? What makes some historical interpretations better than others?

- Relevance:

How and why is the past relevant to me, my community, my nation and our world?

Can an individual change history or is history inevitable? (Why?)

- Conflict/Cooperation:

How do conflict and cooperation shape (benefit/destroy) societies?

In historical interactions, why do conflicts arise and how are they resolved?

- Perspective:

Whose story is it and how and why is it being told?

- Change/Continuity:

What causes change and continuity in history and why? (ex: economics, technology, politics, environment, traditions etc.)

H.3.0. Students identify major subfields and career opportunities in psychology

H.3.1 Students recognize applied specializations, including forensic, community, industrial/organizational, human factors, cross-cultural, sports, or rehabilitation psychology.

H.3.2 Students list differences between a psychologist and psychiatrist.

H.3.3 Students explore career opportunities for college graduates with psychology majors.

Example: Students choose a specialization to explore with further research. The final product includes printed works and a local or on-line interview.

H.4.0 Students identify research strategies used in the field of psychology.

H.4.1 Students describe the elements of an experiment including the hypothesis, operational definition of terms, independent and dependent variables, possible confounding variables, and control and experimental groups.

H.4.2 Students understand the importance of sampling and random assignment in psychological research.

H.4.3 Students understand the characteristics of surveys, naturalistic observation, case studies, longitudinal studies, cross-sectional research, and experiments and the populations to which a particular research result may be generalized.

Example: Students design an experiment in which the hypothesis, population, sample, independent variable, dependent variable, (including operational definitions) random assignment, and experimental and control groups are properly applied. Students conduct the experimental research or choose a correlational study to conduct.

H.5.0 Students explain past and present research, technology, and conclusions in understanding the human brain.

H.5.1 Students identify how lesions and electrical stimulation in animal research provide information about brain functions.

H.5.2 Students indicate how the use of the CT scan, PET scan, MRI, fMRI, and EEG provide information about the human brain.

H.6.0 Students identify the structure and explain the functions of the neuron.

H.6.1 Students identify the structure and function of various parts of a neuron.

H.6.2 Students analyze how the process of neurotransmission can be modified by heredity and environment. Examples include learning as well as specific drugs, toxins, Parkinson's, Multiple Sclerosis and hyperactivity.

Example: In groups of 5 to 6, students build human models of simplified neuron and explain, by altering body positions, sound, movements and props, the initiation of an action potential and the release of neurotransmitters into the synapse.

H.7.0 Students identify the location and function of the major regions of the brain.

H.7.1 Students label and identify the structures and the functions of specific lobes of the cerebral cortex including the frontal, parietal, occipital, and temporal lobes.

H.7.2 Students identify and describe the functions of the brain stem (central core), limbic system and cerebellum.

H.7.3 Students describe lateralization of brain function by identifying the role of the corpus callosum in hemispheric communication, specifying how vision, motor, language, and other functions are regulated by

the hemispheres, and, citing the history and conclusions of split-brain research.

H.8.0 Students classify the major divisions and subdivisions of the nervous system.

H.8.1 Students identify the central nervous system and the peripheral nervous systems, their component parts, and their functions.

H.8.2 Students describe how the endocrine glands link to the nervous system

Example: Given a scenario, students will identify which system is involved and predict the development of a physical action or reaction. For example, being frightened by barking dog, participating in a yoga exercise after a stressful day, or the impact of hormones on behavioral issues.

H.9.0 Students describe basic concepts explaining the capabilities and limitations of sensory processes

H.9.1 Students locate features and operations of the sensory systems

H.9.2 Students identify the physiological features common across all sensory systems such as receptors, pathways to the brain and the process of transduction.

H.10.0 Students define personality and explain the role of personality constructs as a framework for organizing behavioral phenomena.

H.10.1 Students describe historical examples of explanations for personality differences.

H.10.2 Students differentiate between situational differences for personality versus enduring aspects of personality.

H.10.3 Students explain the characteristics of psychodynamic, cognitive-behavioral, humanistic, and trait approaches.

Example: Students compare how different personality approaches address the influence of free will and determinism and/or students create "expert panels" of researchers to stage an analysis of a case study by each theoretical approach.

H.11.0 Students identify important contributions to the understanding of personality.

H.11.1 Students describe the influence of external stimuli, modeling, self-perception and needs on an individual's thoughts, feelings and actions.

H.12.0 Students describe personality assessments used in professional settings.

H.12.1 Students explain features of frequently used tests such as the Minnesota Multiphasic Personality Inventory, the Thematic Apperception Test, the California Psychological Inventory and the Personality Factors (16)

H.12.2 Students compare the validity and reliability of objective and projective assessment techniques

Example: Students view sections of the Rorschach Inkblot and the Thematic Apperception Test and write a short assessment of the tests' validity and reliability.

H.13.0 Students define the characteristics of learning including the principles of classical conditioning, operant conditioning, cognitive learning and the roles of biology and culture in determining learning.

H.13.1 Students define learning as a permanent change in behavior, distinguish learning from performance, and demonstrate the use of theories of learning in applied settings.

H.13.2 Students explain the classical conditioning paradigm.

Example: Students label elements in classical conditioning experiments and design an original procedure to produce classically conditioned responses.

H.13.3 Students describe the operant conditioning paradigm, identifying types of reinforcement, punishment and the consequences of various forms of punishers.

H.13.4 Students explain Thorndike's Law of Effect, and John Watson's and BF Skinner's contributions as the founders of Behaviorism.

H.13.5 Students define and provide classical examples of primary and secondary reinforcers, shaping, chaining and self-control via operant conditioning.

Example: Students develop a personal behavior modification contract for changing a desired behavior. The behavior specifies reinforcements and a punisher, if needed.

H.14.0 Students explain the components of cognitive learning.

H.14.1 Students identify examples of learning by observation including Bandura's bobo doll studies and parental or societal modeling.

H.14.2 Students explain the concept of latent learning.

H.14.3 Students discuss the role of expectation and insight and differentiate cognitive approaches from other forms of learning.

Example: Students debate the impact of role models such as musicians or sport figures in popular culture.

H.15.0 Students identify biological contributions to learning.

H.15.1 Students explain the significance of biological constraints on learning.

H.15.2 Students describe the significance of one-trial learning, citing specifics from Garcia's taste-aversion studies.

Example: Studies analyze the significance of the strength of food aversions and generalizing allergic reactions to other similar stimuli.

H.16.1 Students describe human memory in terms of encoding, sensory, short-term (working) and long-term memory storage systems, retrieval, biological basis, methods of improving memory and memory construction.

H.16.1. Students specify the difference between surface and deep processing.

H.16.2 Students identify factors that influence encoding including imagery, context, meaning, rehearsal and organization.

H.16.3 Students describe the operation of sensory memory, including Sperling's landmark study.

H.16.4 Students explain the operation of short-term and working) memory including capacity, duration, primacy and recency effects, chunking.

Example: Students design and conduct a demonstration that tests the capacity and duration of short-term memory.

H.16.5 Students differentiate between types of long-term memory including episodic, semantic, implicit, explicit and procedural.

H.16.6 Students analyze the importance of retrieval cues including state dependant and mood congruent memory.

H.16.7 Students explain the role that interference plays in retrieval, including proactive and retroactive interference.

H.16.8 Students discuss the role of reconstruction in childhood memories and eyewitness testimony.

H.16.9 Students identify the brain structures most important to memory including the hippocampus.

H.16.10 Students describe conditions such as Alzheimer's and stroke that impair memory

H.16.11 Students develop and describe mnemonic devices and concepts such as distributed practice, over learning, and schemas to help encode concepts and information.

Example: Students develop specific suggestions for enhancing deep processing of information such as creating a linguistic, visual and musical retrieval cues, -- rhymes, alliteration, graphics, charts or raps.

H.17.0 Students explain the nature states of consciousness that includes characteristics of sleep, theories used to explain sleep and dreams, the phenomena of hypnosis and categories and effects of psychoactive drugs.

H.17.1 Students define states and levels of consciousness including nonconscious, conscious, preconscious, and conscious awareness.

H.17.2 Students describe the sleep cycle, differentiating between NonREM and REM sleep.

H.17.3 Students evaluate theories of why we sleep, comparing the effects of sleep deprivation, a restorative theory, with evolutionary theories.

H.17.4 Students identify characteristics, possible causes and treatments for sleep disorders including insomnia, sleep apnea, and narcolepsy.

H.17.5 Students compare theories regarding the significance of dreams, including activation synthesis theory, psychodynamic theory, and cognitive (memory retention) theory.

H.17.6 Students explore cross-cultural differences regarding the significance of dreams, including Native American influences and rituals.

Example: Students collect and analyze survey data regarding dreams and dream recall.

H.17.7 Students define and hypnotic induction, suggestibility, and post-hypnotic amnesia,

explaining and evaluating the use, effectiveness, and accuracy of memories recovered by hypnosis, and the use and hypnosis in pain control and therapy.

H.17.8 Students classify major psychoactive drugs and their effects by charting the names and uses of narcotics, depressants, stimulants, and hallucinogens.

H.17.9 Students explain the neurochemical mechanisms involved in each classification such as depressants (alcohol or other forms).

H.17.10 Students discuss cultural and historical influences on drug use.

H.17.11 Students identify factors involving psychological and physiological dependence, long and short term behavioral, cognitive and psychological impacts.

H.18.0 Students identify historical approaches toward the characteristics of psychological disorders, and methods used in categorizing, explaining, and treating psychological disorders.

H.18.1 Students identify examples of research, such as case studies in identifying disorders.

H.18.2 Students explain and are able to identify the various broad classifications of disorders in The Diagnostic and Statistical Manual of Mental Disorders.

H.18.3 Students analyze the challenges including culture, age, religion, gender, social class and sexual orientation on the accuracy of a diagnosis.

H.18.4 Students will identify factors that influence vulnerability to psychological illness including heredity and sociocultural factors such as discrimination, family violence, and poverty.

H.18.5 Students identify the stigma associated with psychological disorders.

H.19.0 Students identify prominent methods used to treat individuals with disorders, practitioners who implement treatment, and legal and ethical challenges involved in treating psychological disorders.

H.19.1 Students describe various modes of treatment for individuals with psychological disorders, including the approaches typically selected by specific

orientations, such as behavioral, cognitive, psychoanalytic, humanistic, and biomedical.
 H.19.2 Students identify criteria for evaluating effective treatment, including reduced psychological symptoms, credibility of treatment, and experimental and correlational evidence for efficacy of treatment.

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

Essential Question(s):

- Has the American experiment in democracy been successful?
- What is the best relationship between a government and the people it governs?
- Why do civic life, politics, and government exist and how does each fulfill human needs? (Primary EQ: Why have a government?)
- Why are some governments better than others?
- What should be the role of the U.S. in world affairs and how do U.S. behaviors and actions affect other nations and vice versa?

C.1.0 Students identify key ethical issues in research with humans and other animals that influence psychologists.

C.1.1 Students identify ethical issues in psychological research including historical examples of research that may have departed from contemporary ethical standards and explain the APA guidelines regarding the value of humans and other animals in behavioral research, including their ethical treatment.

Example: Students predict future studies/issues that may demand new or revised ethical guidelines.

C.2.0 Students describe the intersection between mental health and law.

C.2.1 Students identify conflicts between individual rights and the rights of society in determining actions such as institutionalization and commitment.

C.2.2 Students distinguish between the status of “competent to stand trial” and “legally insane.”

Example: Students examine the film *A Beautiful Mind* and defend a position on mental health/ danger to self-dichotomy.

(G) Geography: Students demonstrate an understanding of the impact of human interaction and cultural diversity in societies.

Essential Questions(s):

- Where am I and how do I explain where I am?
- How does place drive the decisions people make?
- How do people interact with their environments?
- What are the causes and effects of human movement?
- What makes places similar and different?

G.1.0 Students explain the interaction of the person and the environment as defined by the Gestalt theorists.

G.1.1 Students explain concepts and principles such as figure-ground, continuity, similarity, proximity, and closure.

G.1.2 Students interpret the significance of the Gestalt psychologists’ notion that “the whole is greater than the sum of the parts.”

G. 1.3. Students describe binocular and monocular cues important in interpreting depth.

G.2.0 Students describe the influence of perception on environmental variables and expectation.

G.2.1 Students discriminate between bottom-up and top-down processing and how these interact when individuals encounter new stimuli. versus bottom up processes.

G.2.2 Students explain what is meant by attention and describe how attention differs for demanding versus simple tasks.

G.2.3 Students provide an example of signal detection theory.

G. 2.4 Students identify the human phenomena of selective attention and divided attention and how this process impacts perception.

(D): Culture & Diversity- Students demonstrate an understanding of the impact of human interaction and cultural diversity in societies.

Essential Questions:

- What is culture, why is it important?

- Who should decide what “culture” and “cultured” are?
- Is there such a thing as cultural superiority? Why?
- How do cultural expressions (including literature, art, architecture, music, technology) shape history?
- How does cultural diversity impact a society?
- What happens when cultures converge or collide?
- What is morality and ethics?
- Who are the heroes and villains and what do they reveal about a culture?
- In what ways do religion, beliefs, values and/or spirituality contribute to progress, regress, or stagnation in society?

D.1.0 Students describe key theories and general research in human development.

D.1.1 Students describe physical, social and cognitive changes from the prenatal period through the life span including similarities and differences in peer relationships and cultural impact in both peer and adult groupings.

D.1.2 Students examine how social roles, ethnicity, race, age, religion, gender, social class, ability and disability and sexual orientation impact the nature of change across the life span. Support and challenges while developing their abilities to interview, listen for significant detail, and compose a salient case study.

D.1.3 Students discuss research on the capabilities of infants and young children, explaining how processes such as imprinting, style of parenting, role of cultural practices, and role of caregivers influence cognitive and social development.

D.1.4 Students describe the role of critical periods in development, linking cortical development of enriched environments.

D.2.0 Students explain distinguishing characteristics longitudinal and cross-sectional methods of study, defining key features and strengths and weaknesses of each technique.

D.2.1 Students relate details of a specific longitudinal or cross-sectional study and its impact for understanding human development.

D.2.2 Students compare and contrast various development theories including Piaget, Erickson,

Kohlberg, and Gilligan.

D.2.3 Students recognize how biological and cultural notions of gender shape experience for men and women.

D.3.0 Students explore developmental theories as they relate to cultural bias.

D.3.1. Students explain how cultural differences such as collectivism and individualism impact identity and social role and discrimination.

D.4.0 Students explain the role of culture in determine what behaviors will be learned.

D.4.1 Students compare learned behaviors across cultures including female and male academic performance.

D.4.2 Students predict how teacher expectancy can influence achievement for members of ethnic groups.

D.4.3 Students contrast cultural differences to learning in collaborative settings/groups with individualist theories.

D.5.0 Students define the basic elements of thought, including obstacles in problem solving and decision-making.

D.5.1 Students define thinking as mental processes involved in the manipulation and understanding of information.

D.5.2 Students recognize that information is classified into categories containing similar properties known as concepts,

D. 5.3 Students describe the role of prototypes and hierarchy in organizing concepts.

D.5.4 Students explain steps in problem-solving, and define how algorithms, heuristics and insights are used.

D.5.5 Students discuss how lack of divergent thinking, mental set, functional fixedness and the effects of social factors may influence problem solving.

D. 5.6 Students explain how framing, risk avoidance, overconfidence, hindsight bias, confirmation bias and belief perseverance affect decision-making and clear thinking.

D.5.7 Students define “ heuristic” and differentiate between the impact of the availability and the representativeness heuristic.

Example: Student gather examples of thinking errors from various forms of media and create a short group presentation.

D. 6.0 Students demonstrate an understanding of social judgment and attitudes, social and cultural categories and social influence and relationships.

D. 6.1 Students demonstrate an understanding of person perception, including the role of social schemas, physical attractiveness, and cultural socialization.

D. 6.2 Students explain how attributions affect our explanations of individual behaviors, including internal and external attributions, actor-observer bias and the fundamental attribution error.

D.6.3 Students identify sources of attitude formation based on seminal research of Asch, Milgram, and Zimbardo and include learning-based interpretations, the role of expectations and the impact of role-playing.

D.6.4 Students describe the effects of the presence of others on individual behavior, explaining key concepts such as social facilitation and the bystander effect.

D.6.5 Students analyze the impact of social structure on inter-group relations, citing examples from

American and Japanese business models, the impact of group polarization, the power of a superordinate goal, and the processes of conflict resolution.

D.6.6 Students discuss the nature and impact of bias and discrimination employing examples from early research on prejudice and discrimination, ethnocentrism, and the nature of in-group/outgroup dynamics.

D.6.7 Students describe circumstances, such as the size of group, groupthink, or strength of authority, when obedience and conformity are likely to occur.

D.6.8 Students define and explain the factors that promote altruism in societies, including attention, cost-benefit analysis, and genetic predisposition.

D.6.9 Students will explain aggression from several theoretical orientations: biomedical, psychoanalytic/dynamic, and social learning.

Example: Students suggest methods to reduce aggression and violence in schools and in our culture at large.

D.6.10 Students identify factors influencing personal attraction including self-perception, learning, cultural influences, biological-based ratings of attractiveness and gender.