**Augusta Montana Social Studies Department Curriculum Map**

Junior High U.S. History

General Information: Seventh and Eighth grade students take two years of U.S. History. Over the two years they cover Pre-colonial history up to World War II.

Standards Largely Covered But Not Limited To: Montana Social Studies Standards 1 and 4. (See End of Document)

Assessments: Students complete map activities, take weekly CNN News Quizzes with hints and in groups using notes. They write various types of objectives-based reports using Chrome Books, read sections from the textbook and apply knowledge in reports and on exams. Students actively listen and take brief notes in a class discussion led by the instructor. Students complete short-essay exams containing up to twenty questions using the “Knowledge” and “Comprehension” categories on Bloom’s Taxonomy of Measurable verbs. All assessments must be in complete sentence form. Questions require up to four details for a successful answer.

Freshmen World History

General Information: Freshmen student take World History for one semester during the second half of the school year. Over the semester, they cover the reign of the British Empire to the origins of the Cold War.

Standards Largely Covered But Not Limited To: Montana Social Studies Standards 1, 3, and 4. (See End of Document)

Assessments: Students complete map activities, take weekly CNN News Quizzes without hints and without partners, but with notes. They write various types of reports and objectives essays using Chrome Books, read sections from the textbook and apply knowledge in reports, essays and on exams. Students actively listen and take brief notes in class discussion led by the instructor. Students complete essay exams containing up to ten questions using the “Application” and “Analysis” categories on Bloom’s Taxonomy of Measurable verbs. Questions require up to five details for a successful answer.

Sophomore Montana History & World Geography

General Information: Sophomores take Montana History first semester and World Geography second semester. In Montana History, students cover mostly twentieth century history with the addition of Montana’s gold rush and early explorations. In World Geography, students cover North America, Europe, Russia, China, Japan, the Koreas, and the Middle East.

Standards Largely Covered But Not Limited To: Montana Social Studies Standards 1-5. (See End of Document)

Montana History Assessments: Students continue to take weekly CNN News Quizzes without hints and without partners. They write various types of reports using Chrome Books, read chapters from the textbook and apply knowledge in reports and on exams. Students actively listen and take brief notes in class discussion led by the instructor. All questions ask for up to five details to complete the answer. Students complete short-essay exams containing up to ten questions using the “Analysis” and “Application” categories on Bloom’s Taxonomy of Measurable verbs.

Students are introduced to the writing a research paper process. They learn how to conduct research, organize it, and display it in an essay. Essays in length are up to 1200 words long. Students complete three essays throughout the semester: (1) A Montana Tribe, (2) Janette Rankin, (3) and Mike Mansfield. Also, students learn how to properly embed footnotes using the Chicago Style method of insertion.

World Geography Assessments: Students continue take weekly CNN News Quizzes without hints and without partners, write various types of reports using Chrome Books, read chapters from the textbook and apply knowledge in reports and on exams. Students actively listen and take brief notes in class discussion led by the instructor. Students complete essay exams containing up to ten questions. All questions ask for up to five details to complete the answer. All assessments must be in complete sentence form.

Students continue to write to formal essays using the method they leaned in Montana History.

Junior U.S. History

General Information: Juniors take U.S. History the entire year. In far greater depth than in junior high, they cover the American Revolutionary period up to Progressive period.

Standards Largely Covered But Not Limited To: Montana Social Studies Standards 1-5. (See End of Document)

U.S. History Assessments: Students continue to view CNN Student News, but do not take weekly quizzes. Rather, questions are asked on the lesson examinations that occur roughly once every three weeks. Students write a series of objectives essays using the online textbook resource. Strict writing requirements are required such as the inclusion of topic sentences for each paragraph, an introduction, and conclusion. Also, from the instructor led discussions, students take large essay exams. Questions may ask for up to the inclusion of twelve details for a successful answer. The exams contain up to six questions using the “Synthesis” Evaluation” categories on Bloom’s Taxonomy of Measurable verbs.

Also, students research, construct, and write about a war in American History. Throughout the year, students examine nearly every major war in American History from the French and Indian War in 1754 to the Vietnam War in 1963. Students perfect the writing, research and sourcing process learned in Montana History. Students are also shown the process and format for writing annotated bibliographies.

Senior Government/Economics

General Information: Seniors take American Government the entire year. Students have the option to take Economics as an elective the first semester. First semester focuses on the historical context within which the Constitution was created. The second semester focuses on how governmental issues are applied in American society.

Standards Largely Covered But Not Limited To: Montana Social Studies Standards 2 and 5. (See End of Document)

Assessments: Like Juniors, Seniors do not take weekly CNN Students News quizzes, but rather answer questions at the end of essay examinations. Unlike in all previous classes, Seniors do not receive an advance copy of the questions on the exam to help them prepare. As for non-exam assessments, students complete shorter papers of a reflective, persuasion, and reaction nature. Also, students select news articles about current events from reputable news sources and assess the article. They share their assessments in an open discussion led by the instructor.

Grades 5-8 Social Studies Standards

Social Studies Content Standard 1: Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations. (Research/Apply, Knowledge)

* 1. Apply the steps of an inquiry process (i.e., identify question or problem, locate and evaluate potential resources, gather and synthesize information, create a new product, and evaluate product and process).
  2. Assess the quality of information (e.g. primary or secondary sources, point of view and embedded values of the author).
  3. Interpret and apply information to support conclusions and use group decision making strategies to solve problems in real world situations (e.g., school elections, community projects, conflict resolution, role playing scenarios).

Social Studies Content Standard 2: Students analyze how people create and change structures of power, authority, and governance to understand the operation of government and to demonstrate civic responsibility. (Government/Civics)

* 1. Describe the purpose of government and how the powers of government are acquired, maintained and used.
  2. Identify and describe basic features of the political system in the United States and identify representative leaders from various levels (e.g., local, state, tribal, federal, branches of government).
  3. Identify the significance of tribal sovereignty and Montana tribal governments’ relationship to local, state and federal governments.
  4. Analyze and explain governmental mechanisms used to meet the needs of citizens, manage conflict, and establish order and security.
  5. Identify and explain the basic principles of democracy (e.g., Bill of Rights, individual rights, common good, equal opportunity, equal protection of the laws, majority rule).
  6. Explain conditions, actions and motivations that contribute to conflict and cooperation within and among groups and nations (e.g., discrimination, peer interaction, trade agreements).
  7. Explain the need for laws and policies governing technology and explore solutions to problems that arise from technological advancements.

Social Studies Content Standard 3: Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions). (Geography)

3.1 Analyze and use various representations of the Earth (e.g., physical, topographical, political maps, globes,

geographic information systems, aerial photographs, satellite images) to gather and compare information about a place.

3.2 Locate on a map or globe physical features (e.g., continents, oceans, mountain ranges, land forms) natural

features (e.g., flora, fauna) and human features (e.g., cities, states, national borders) and explain their

relationships within the ecosystems.

3.3 Analyze diverse land use and explain the historical and contemporary effects of this use on the environment,

with an emphasis on Montana.

3.4 Explain how movement patterns throughout the world (e.g., people, ideas, diseases, products, food) lead to

interdependence and//or conflict.

3.5 Use appropriate geographic resources to interpret and generate information explaining the interaction of physical

and human systems (e.g., estimate distance, calculate scale, identify dominate patterns of climate and land use,

compute population density.

3.6 Describe and distinguish between the environmental effects on the earth of short-term physical changes (e.g.,

floods, droughts, snowstorms) and long-term physical changes (e.g., plate tectonics, erosion, glaciation).

3.7 Describe major changes in a local area that have been caused by human beings (e.g., a new highway, a fire,

construction of a new dam, logging, mining) and analyze the probable effects on the community and

environment.

Social Studies Content Standard 4: Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspective and relationships. (Research/Apply, Change)

4.1 Interpret the past using a variety of sources (e.g., biographies, documents diaries, eye-witnesses, interviews,

internet, primary source material) and evaluate the credibility of sources used.

4.2 Describe how history can be organized and analyzed using various criteria to group people and events (e.g.,

chronology, geography, cause and effect, change, conflict, issues).

4.3 Use historical facts and concepts and apply methods of inquiry (e.g., primary documents, interviews,

comparative accounts, research) to make informed decisions as responsible citizens.

4.4 Identify significant events and people and important democratic values (e.g., freedom, equality, privacy) in the

major eras/civilizations of Montana, American Indian, U.S. and World History.

4.5 Identify major scientific discoveries and technological innovations and describe their social and economic

effects on society.

4.6 Explain how and why events (e.g., American Revolution, Battle of Little Big Horn, immigration, Women’s

Suffrage) may be interpreted differently according to the points of view of participants, witnesses, reporters, and

historians.

4.7 Summarize major issues affecting the history, culture, tribal sovereignty, and current status of the American

Indian tribes in Montana and the U.S.

Social Studies Content Standard 5: Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange, and consumption. (Economics)

5.1 Identify and explain basic economic concepts (e.g., supply, demand, production, exchange, and consumption;

labor, wages, and capital; inflation and deflation; and private goods and services).

5.2 Apply economic concepts to explain historical events, current situations, and social issues in local, Montana,

tribal, national, or global concerns.

5.3 Compare and contrast the difference between private and public goods and services.

5.4 Analyze how various personal and cultural points of view influence economic decisions (e.g., land ownership,

taxation, unemployment).

5.5 Explain and illustrate how money is used (e.g., trade, borrow, save, invest, compare the value of goods and

services) by individuals and groups (e.g., businesses, financial institutions, and government).

5.6 Analyze the influences of technological advancements (e.g., machinery, internet, genetics) on household, state,

national, and global economies.

Social Studies Content Standard 6: Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.

6.1 Compare and illustrate the ways various groups (e.g., cliques, clubs, ethnic communities, American Indian

tribes) meet human needs and concerns (e.g., self-esteem, friendship, heritage) and contribute to personal

identity.

6.2 Explain and give examples of how human expression (e.g., language, literature, arts, architecture, traditions,

beliefs, spirituality) contributes to the development and transmission of culture.

6.3 Identify and differentiate ways regional, ethnic and national cultures influence individual’s daily lives and

personal choices.

6.4 Compare and illustrate the unique characteristics of American Indian tribes and other cultural groups in

Montana.

6.5 Explain the cultural contributions of, and tensions between, racial and ethnic groups in Montana, the U.S. and

the World.

6.6 Identify and describe the stratification of individuals within social groups (e.g., status, social class, haves and

have not).

Montana Social Studies Standards 9-12

Social Studies Content Standard 1: Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations. (Research/Apply, Knowledge)

Grades 9-12

* 1. Analyze and adapt an inquiry process (i.e., identify, question, or problem, locate and evaluate potential resources, gather and synthesize information, create a new product, and evaluate product and process).
  2. Apply criteria to evaluate information (e.g. origin, authority, accuracy, bias, and distortion or information and ideas).
  3. Synthesize and apply information to formulate and support reasoned personal convictions within groups and participate in negotiations to arrive at solutions to differences (e.g., elections, judicial proceedings, economic choices, community service projects).

Social Studies Content Standard 2: Students analyze how people create and change structures of power, authority, and governance to understand the operation of government and to demonstrate civic responsibility. (Government/Civics)

2.1 Analyze the historical and contemporary purpose of government and how the powers of government are

acquired, modified, justified, and used (e.g., checks and balances, Bill of Rights, court decisions).

* 1. Compare and contrast various world political systems (e.g., ideologies, structure, institutions) with that of the U.S.
  2. Identify representative political leaders and philosophies from selected historical and contemporary settings.
  3. Relate the concept of tribal sovereignty to the unique powers of tribal governments as they interact with local, state and federal governments.
  4. (A) Analyze the effectiveness of various systems or governments to protect the rights and needs of citizens and balance competing conceptions of a just society. (B) Analyze the impact of the Constitution, laws and court decisions on the rights and responsibilities of citizens.
  5. Analyze and evaluate conditions, actions and motivations that contribute to conflict and cooperation within and among groups and nations (e.g., current events from newspapers, magazines, television).
  6. Analyze laws and policies governing technology and evaluate the ethical issues and the impacts of technology on society.

Social Studies Content Standard 3: Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions). (Geography)

3.1 Interpret, use and synthesize information from various representatives of the Earth (e.g., maps, globes, satellite

images, geographic information systems, three-dimensional models).

3.2 Differentiate and analyze the relationships among various regional and global patterns of geographic phenomena

(e.g., land forms, soils, climate, vegetation, natural resources, population).

3.3 Assess the major impacts of human modifications on the environment (e.g., global warming, deforestation,

erosion, pollution).

3.4 Analyze how human settlement patterns create cooperation and conflict which influence the division and control

of the Earth (e.g., treaties, economics, exploration, borders, religion, exploitation, water rights).

3.5 Select and apply appropriate geographic resources to analyze the interaction of physical and human systems

(e.g., cultural patterns, demographics, unequal global distribution of resources) and their impact on

environmental and societal changes.

3.6 Analyze the short-term and long-term effects that major physical changes in various parts of the world have had

or might have on the environments (e.g., land use, population, resources).

3.7 Describe and compare how people create places that reflect culture, human needs, government policy, and

current values and ideas as they design and build (e.g., buildings, neighborhoods, parks, industrial and

agricultural centers, farms/ranchers).

Social Studies Content Standard 4: Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspective and relationships. (Research/Apply, Change)

4.1 Select and analyze various documents and primary and secondary sources that have influenced the legal,

political, and constitutional heritage of Montana and the U.S.

4.2 Interpret how selected cultures, historical events, periods, and patterns of change influenced each other.

4.3 Apply ideas, theories and methods of inquiry to analyze historical and contemporary developments, and to

formulate and defend reasoned decisions on public policy.

4.4 (A) Analyze the significance of important people, events, and ideas (e.g., political and intellectual leadership,

inventions, discoveries, the arts) in the major eras/civilizations in the history of Montana, American Indian

tribes, the U.S. and the world. (B) Analyze issues (e.g., freedom and equality, liberty and order, region and

nation, diversity and civic duty) using historical evidence to form and support a reasoned position.

4.5 Analyze both the historical impact of technology (e.g., industrialization, communication, medicine) on human

values and behaviors and how technology shapes problem solving now and in the future.

4.6 Investigate, interpret, and analyze the impact of multiple historical and contemporary viewpoints concerning

events within and across cultures, major world religions, and political systems (e.g., assimilation, values, beliefs,

conflicts).

4.7 Analyze and illustrate the major issues concerning history, culture, tribal sovereignty, and current status of the

American Indian tribes and bands in Montana and the U.S. (e.g., gambling, artifacts, repatriation, natural

resources, language, jurisdiction).

Social Studies Content Standard 5: Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange, and consumption. (Economics)

5.1 Analyze the impact that supply and demand, scarcity, prices, incentives, competition, and profits influence what

is produced and distributed in various economic systems.

5.2 Use basic economic concepts (e.g., production, distribution, consumption, market economy, and command

economy) to compare and contrast local, regional, national, and global economies across time and at the present

time.

5.3 Assess the costs and benefits to society of allocating goods and services through private and public goods.

5.4 Compare and contrast how values and beliefs influence economics decisions in different economic systems.

5.5 Explain the operations, rules, and procedures of common financial instruments (e.g., stocks and bonds,

retirement funds, IRAs) and financial institutions (credit companies, banks, insurance companies).

5.6 Explain and evaluate the effects of new technology, global economic interdependence, and consumption on the

development of national policies (e.g., social security system, Medicare, other entitlement programs) and on the

lives of the individuals and families in Montana, the U.S. and the world (e.g., international trade, space

exploration, national defense).

Social Studies Content Standard 6: Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.

6.1 Analyze and evaluate the ways various groups (e.g., social, political, cultural) meet human needs and concerns

(e.g., individual needs, common good) and contribute to personal identity.

6.2 Analyze human experiences and cultural expression (e.g., language, literature, arts, traditions, beliefs,

spirituality, values, behavior) and create a product which illustrates an integrated view of a specific culture.

6.3 Analyze the impact of ethnic, national, and global influences on specific situations or events.

6.4 Evaluate how the unique characteristics of American Indian tribes and other cultural groups have contributes to

Montana’s history and contemporary life (e.g., legal and political relationships between and among tribal, state,

and federal government).

6.5 Analyze the conflicts resulting from cultural assimilation and cultural preservation among various ethnic and

racial groups in Montana, the U.S. and the World.

6.6 Analyze the interactions of individuals, groups and institutions in society (e.g., social mobility, class conflict,

globalization).