**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).