**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).