

This revised draft reflects the consensus decisions of the Social Studies Negotiated Rulemaking Committee, held on December 2, 2019.

Please visit the [OPI K-12 Content Standards and Revision webpage](#) for meeting agenda, minutes, video recording, and other meeting materials.

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1 MONTANA CONTENT STANDARDS FOR SOCIAL STUDIES

- 2 1. The social studies standards content areas include:
- 3 a. civics and government;
- 4 b. economics;
- 5 c. geography;
- 6 d. history
- 7 2. When a district incorporates or integrates social studies content into district curriculum or
- 8 offers a course in social studies, the following skills at each grade level apply:
- 9 a. develop questions
- 10 b. plan inquiries
- 11 c. compare and evaluate sources for relevance, perspective, and accuracy
- 12 d. use sources to gather evidence to develop and refine claims
- 13 e. communicate conclusions
- 14 f. take informed action

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1 THE SOCIAL STUDIES CONTENT STANDARDS FOR KINDERGARTEN

- 2 1. The civics and government content standards for kindergarten are that each student will:
- 3 a. recognize the people who create and carry out rules for the school and
- 4 classroom,
- 5 b. define that being a citizen of the classroom and school community means
- 6 following established rules and expectations
- 7 c. demonstrate citizenship through their interactions in the classroom and school
- 8 community
- 9 2. The economics content standards for kindergarten are that each student will:
- 10 a. explain and identify examples of goods and services
- 11 b. describe goods and products that are produced in local regions
- 12 3. The geography content standards for kindergarten are that each student will:
- 13 a. use maps and other representations to describe place characteristics
- 14 4. The history content standards for kindergarten are that each student will:
- 15 a. distinguish between past, present, and future time

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1 **THE SOCIAL STUDIES CONTENT STANDARDS FOR FIRST GRADE**

- 2 1. The civics and government content standards for first grade are that each student will:
- 3 a. demonstrate being a citizen of a classroom and school community through
- 4 interactions and by following established rules and expectations
- 5 b. recognize the people, and their roles, who create and carry out rules for the
- 6 school and classroom
- 7 2. The economics content standards for first grade are that each student will:
- 8 a. explain the difference between needs and wants
- 9 b. describe goods and products that are produced in local regions
- 10 3. The geography content standards for first grade are that each student will:
- 11 a. identify and describe human and physical local landmarks
- 12 b. construct maps and other representations of familiar places
- 13 4. The history content standards for first grade are that each student will:
- 14 a. distinguish between past, present, and future time
- 15 b. understand how events might be described differently depending on historical
- 16 contexts and perspectives, including those of tribes in Montana

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1 THE SOCIAL STUDIES CONTENT STANDARDS FOR SECOND GRADE

- 2 1. The civics and government content standards for second grade are that each student
3 will:
- 4 a. explain the roles of people who help govern different communities including tribal
5 communities
 - 6 b. demonstrate ways to show good citizenship in the classroom, school, and
7 community
- 8 2. The economics content standards for second grade are that each student will:
- 9 a. describe the goods and services that people in the local, state, and national
10 community produce
 - 11 b. describe examples of the goods and services that governments provide.
 - 12 c. identify resources people use to access the goods and services they want and
13 need
- 14 3. The geography content standards for second grade are that each student will:
- 15 a. use the basic components of a map to identify physical and political features,
16 including American Indian reservations
 - 17 b. describe how geography impacts human activities
- 18 4. The history content standards for second grade are that each student will:
- 19 a. people lived differently in the past than they do today
 - 20 b. students understand that there are twelve distinct and unique tribes within
21 Montana whose people contribute to modern life
 - 22 c. identify different kinds of historical sources, including oral histories of American
23 Indians

1 THE SOCIAL STUDIES CONTENT STANDARDS FOR THIRD GRADE

- 2 1. The civics and government content standards for third grade are that each student will:
- 3 a. describe and identify the basic functions of local government, including tribal
- 4 governments
- 5 b. recognize that civic participation involves remaining accurately informed about
- 6 public issues, taking action, and voting in elections
- 7 c. identify key symbols of nations
- 8 2. The economics content standards for third grade are that each student will:
- 9 a. compare the benefits and costs of individual choices
- 10 b. identify examples of human and natural resources that are used to produce
- 11 goods and services
- 12 c. explain economic interdependence within historical and contemporary contexts
- 13 3. The geography content standards for third grade are that each student will:
- 14 a. examine maps and other representations to identify historical and contemporary
- 15 political and cultural patterns in the Americas
- 16 b. identify environmental and technological events and conditions that impact
- 17 humans
- 18 c. identify land forms and other physical characteristics of the Americas
- 19 4. The history content standards for third grade are that each student will:
- 20 a. identify tribes in Montana by their original and current names
- 21 b. explain how perspective impacts the telling of historical events

1 THE SOCIAL STUDIES CONTENT STANDARDS FOR FOURTH GRADE

- 2 1. The civics and government content standards for fourth grade are that each student will:
- 3 a. demonstrate civic participation within the classroom or school
- 4 b. practice deliberative processes when making decisions as a group
- 5 c. describe how rules, laws, and policies are implemented by local, state, national
- 6 and tribal governments
- 7 d. define sovereignty for tribes in Montana
- 8 e. identify key foundational documents in Montana's government
- 9 2. The economics content standards for fourth grade are that each student will:
- 10 a. identify the various pressures and incentives that influence the decisions people
- 11 make in short term and long term situations
- 12 b. identify basic elements of Montana's state economic system including
- 13 agriculture, business, natural resources, and labor
- 14 c. identify various resources and labor that are used to provide goods and services
- 15 in Montana
- 16 d. explain how trade leads to increasing economic interdependence among groups
- 17 in Montana
- 18 3. The geography content standards for fourth grade are that each student will:
- 19 a. examine maps and other representations to explain the movement of people
- 20 b. identify and label the tribes in Montana and their indigenous territories, and
- 21 current locations
- 22 c. investigate the physical, political, and cultural characteristics of places, regions,
- 23 and people in Montana
- 24 d. analyze environmental and technological events and conditions that impact
- 25 human settlements and migration in Montana
- 26 4. The history content standards for fourth grade are that each student will:
- 27 a. understand tribes in Montana have their own unique histories
- 28 b. identify events and policies that have impacted and been influenced by tribes in
- 29 Montana
- 30 c. explain how Montana has changed over time given its cultural diversity and how
- 31 this history impacts the present
- 32 d. describe how historical accounts are impacted by individual perspectives

1 THE SOCIAL STUDIES CONTENT STANDARDS FOR FIFTH GRADE

- 2 1. The civics and government content standards for fifth grade are that each student will:
- 3 a. examine the diverse origins, ideals, and purposes of rules, laws, and key United
- 4 States constitutional provisions and other foundational documents
- 5 b. use deliberative processes when engaging in civic participation within the
- 6 classroom or school
- 7 c. distinguish between the responsibilities of local, state, tribal, and national
- 8 governments
- 9 d. explain how democracy relies upon active and responsible participation of
- 10 citizens
- 11 e. describe the basic duties of the three branches of government
- 12 2. The economics content standards for fifth grade are that each student will:
- 13 a. explain how people have to make choices between wants and needs and
- 14 evaluate the outcomes or consequences of those choices
- 15 b. identify positive and negative incentives that influence the decisions people make
- 16 c. identify resources and labor that are used to produce goods and services
- 17 d. explain the role of money in the exchange of goods and services
- 18 e. describe the role of manufacturing and agriculture in the economy of the United
- 19 States
- 20 f. describe how interest rates impact economic decision making
- 21 3. The geography content standards for fifth grade are that each student will:
- 22 a. identify and label US regions, territories, states and their capitals/major cities
- 23 b. create, organize and present geographic information to show settlement patterns
- 24 in the United States, including impacts on tribal lands
- 25 c. analyze environmental and technological events and conditions that impact
- 26 human settlements and migration
- 27 4. The history content standards for fifth grade are that each student will:
- 28 a. interpret data presented in timelines
- 29 b. understand the inter-relationship of chronological historical events
- 30 c. identify roles of individuals and groups and their impact on United States and
- 31 tribal historical events
- 32 d. understand the unique historical perspectives of American Indians
- 33 e. analyze historical documents and their impact on tribes in Montana and their
- 34 sovereignty

1 THE SOCIAL STUDIES CONTENT STANDARDS FOR SIXTH THROUGH EIGHTH
2 GRADE

- 3 1. The civics and government content standards for sixth through eighth grade are that
4 each student will:
- 5 a. explain a variety of forms of government from the past or present
 - 6 b. explain the structure of and key principles in foundational documents, including
7 the Montana Constitution
 - 8 c. explain how global and American Indian civilizations and governments have
9 contributed to foundational documents of the United States
 - 10 d. distinguish the structure, organization, powers, and limits of government at the
11 local, state, national and tribal levels
 - 12 e. identify events and leaders that ensure that key United States principles of
13 equality and civil rights are applied to various groups, including American Indians
 - 14 f. demonstrate that the United States government includes concepts of both a
15 democracy and a republic
 - 16 g. employ strategies for civic involvement that address a state or local, or national
17 issues
- 18 2. The economics content standards for sixth through eighth grade are that each student
19 will:
- 20 a. explain how economic decisions impact individuals, businesses, and society,
21 including Indigenous societies
 - 22 b. analyze examples of how groups and individuals have considered profit and
23 personal values in making economic choices in the past and/or present
 - 24 c. explain the roles of producers and consumers in market systems
 - 25 d. describe the role of competition in the determination of prices and wages in a
26 market economy
 - 27 e. explain ways in which money facilitates exchange and impacts transactional
28 costs
 - 29 f. explain how changes in supply, demand, and labor standards cause changes in
30 prices and quantities of goods, services, and other capital
- 31 3. The geography content standards for sixth through eighth grade are that each student
32 will:
- 33 a. construct and analyze maps using scale, direction, symbols, legends and
34 projections to gather information about regions across the world
 - 35 b. identify the location of places and regions in the world and understand their
36 physical, political, and cultural characteristics
 - 37 c. analyze maps and charts from a specific time period to understand an issue or
38 event
 - 39 d. explain how the environment and geographic features have affected people and
40 how people have affected the environment throughout Montana, the United
41 States, and the world

- 1 e. explain the role and impact of spatial patterns of settlement and movement in
- 2 shaping societies and cultures, including Indigenous cultures
- 3 f. identify how the historical and contemporary movement of people, goods, and
- 4 ideas from one area can impact change, conflict, and cooperation in other areas
- 5 g. identify the cultural roots of major world regions
- 6 4. The history content standards for sixth through eighth grade are that each student will:
- 7 a. explore complex civilizations, and identify elements of change and continuity
- 8 across historical eras in Montana, the Americas, and world history
- 9 b. analyze how the historical events relate to one another and are shaped by
- 10 historical context, including societies in the Americas
- 11 c. analyze how, since European contact, historical events and policies have
- 12 mutually impacted American Indian and European societies
- 13 d. identify how new archaeological and scientific information shapes historical
- 14 understanding
- 15 e. explain how Montana has changed over time and how this history impacts the
- 16 present
- 17 f. understand that there are multiple perspectives and interpretations of historical
- 18 events
- 19 g. analyze how people’s perspectives shaped the historical narratives they created
- 20 h. identify limitations and biases in primary and secondary sources, specifically
- 21 regarding misinformation and stereotypes
- 22 i. students understand that the questions people ask shape the conclusions they
- 23 reach

1 THE SOCIAL STUDIES CONTENT STANDARDS FOR NINTH THROUGH
2 TWELFTH GRADE

- 3 1. The civics and government content standards for ninth through twelfth grade are that
4 each student will:
- 5 a. analyze and evaluate the ideas and principles contained in the foundational
6 documents of the United States, and explain how they establish a system of
7 government that has powers, responsibilities, and limits
 - 8 b. analyze the impact of constitutions, laws, treaties and international agreements
9 on the maintenance of domestic and international relationships
 - 10 c. evaluate the impact of international agreements on contemporary world issues
 - 11 d. apply civic virtues and democratic principles when working with others.
 - 12 e. evaluate how citizens and institutions address social and political problems at the
13 local, state, tribal, national and/or international levels
 - 14 f. evaluate the American governmental system compared to international
15 governmental systems
 - 16 g. explain the foundations and complexity of sovereignty for federally recognized
17 tribes in Montana
 - 18 h. evaluate appropriate deliberative processes in multiple settings
 - 19 i. evaluate government procedures for making decisions at the local, state,
20 national, tribal, and international levels
 - 21 j. analyze historical, contemporary, and emerging means of changing societies,
22 promoting the common good, and protecting rights
 - 23 k. analyze the impact and roles of personal interests and perspectives, market,
24 media and group influences on the application of civic virtues, democratic
25 principles, constitutional rights, and human rights
 - 26 l. evaluate citizens' and institutions' effectiveness in ensuring civil rights at the
27 local, state, tribal, national, and international levels
- 28 2. The economics content standards for ninth through twelfth grade are that each student
29 will:
- 30 a. analyze how pressures and incentives impact economic choices and their costs
31 and benefits for different groups, including American Indians
 - 32 b. explain how economic cycles affect personal financial decisions
 - 33 c. analyze the ways in which pressures and incentives influence what is produced
34 and distributed in a market system
 - 35 d. evaluate the extent to which competition among producers, among consumers,
36 and among laborers exists in specific markets
 - 37 e. describe the consequences of competition in specific markets
 - 38 f. evaluate benefits, costs, and possible outcomes of government policies to
39 influence market outcomes
 - 40 g. use current data to explain the influence of changes in spending, production, and
41 the money supply on various economic conditions
 - 42 h. use economic indicators to analyze the current and future state of the economy

- 1 i. evaluate the selection of monetary and fiscal policies in a variety of economic
2 conditions
- 3 3. The geography content standards for ninth through twelfth grade are that each student
4 will:
- 5 a. use geospatial reasoning to create maps to display and explain the spatial
6 patterns of cultural and environmental characteristics
- 7 b. use geographic data to analyze variations in the spatial patterns of cultural and
8 environmental characteristics at multiple scales
- 9 c. use maps, satellite images, photographs, and other representations to explain
10 relationships between the locations of places and regions and their political,
11 cultural, and economic dynamics
- 12 d. analyze relationships and interactions within and between human and physical
13 systems to explain reciprocal influences that occur among them, including
14 American Indians
- 15 e. evaluate the impact of human settlement activities on the environmental, political,
16 and cultural characteristics of specific places and regions
- 17 f. analyze the role of geography on interactions and conflicts between various
18 cultures in Montana, the United States and the world
- 19 g. evaluate the influence of long-term climate variability on human migration and
20 settlement patterns, resource use, and land uses at local-to-global scales
- 21 h. evaluate the consequences of human-driven and natural catastrophes on global
22 trade, politics, and human migration
- 23 4. The history content standards for ninth through twelfth grade are that each student will:
- 24 a. analyze how unique circumstances of time, place, and historical contexts shape
25 individuals' lives
- 26 b. analyze change and continuity in historical eras in US and world history.
- 27 c. identify ways in which people and groups exercise agency in difficult historical,
28 contemporary, and tribal contexts
- 29 d. analyze multiple, and complex causal factors that have shaped major events in
30 US and world history, including American Indian history
- 31 e. explain events in relation to both their intended and unintended consequences,
32 including governmental policies impacting American Indians
- 33 f. distinguish between long-term causes and triggering events in developing a
34 historical argument
- 35 g. analyze how historical, cultural, social, political, ideological, and economic
36 contexts shape people's perspectives
- 37 h. analyze the ways in which the perspectives of those writing history shaped the
38 history they produced
- 39 i. evaluate how historiography is influenced by perspective and available historical
40 sources
- 41 j. analyze perspectives of American Indians in US history

- 1 k. evaluate the limitations, biases, and credibility of various sources, especially
- 2 regarding misinformation and stereotypes
- 3 l. analyze multiple historical sources to pursue further inquiry and investigate
- 4 additional sources
- 5 m. integrate evidence from multiple relevant historical sources and interpretations
- 6 into a reasoned argument about past and present people, events, and ideas
- 7 n. construct arguments which reflect understanding and analysis of multiple
- 8 historical sources, perspectives, and contexts

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ADMINISTRATIVE RULES OF MONTANA CHAPTER 55 PROGRAM DELIVERY STANDARDS

Current Social Studies Program Delivery Standards [10.55.1601](#)

Recommended Changes
(1) In general, a basic program in social studies shall:
(a) meet the following conditions:
(i) use strategies and methods that incorporate multiple perspectives as a basic component of social studies instruction;
(ii) support the democratic process and teach the skills necessary to promote a learning environment to foster individual civic competence; and
(iii) integrate knowledge, skills, beliefs, values, and attitudes within and across the four content areas listed on [X-REF to overarching std] to promote active citizenship.
(b) include the following practices:
(i) incorporate inquiry skills and strategies using a variety of both primary and secondary resources;
(ii) promote socialization and social criticism through civil discourse and critical thinking as a commitment to civic responsibility;
(iii) analyze ethical dimensions and social policy implications of issues to provide an arena for reflective development of concern for individual needs and the common good;
(iv) promote decision-making and critical thinking skills and civic responsibilities through active participation across the four content areas listed on [X-REF to overarching std]; and
(v) nurture an understanding of the contemporary and historical traditions and values of American Indian cultures and other cultural groups of significance to Montana and to society.

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