
SOCIAL STUDIES STANDARDS DRAFT FOR NRC 12.2.19

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

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 2. The economics content standards for kindergarten are that each student will:
 - 8 a. explain and identify examples of goods and services
 - 9 b. describe goods and products that are produced in local regions
- 10 3. The geography content standards for kindergarten are that each student will:
 - 11 a. use maps and other representations to describe place characteristics
- 12 4. The history content standards for kindergarten are that each student will:
 - 13 a. distinguish between past, present, and future time

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 by following
 - 4 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

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 live 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 national symbols
- 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 4. The history content standards for third grade are that each student will:
- 19 a. identify Montana Indian tribes by their historic and contemporary name
- 20 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, and tribal
 - 6 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 incentives that influence the decisions people make in short
 - 11 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 that are used to provide goods and services in
 - 15 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 have their own unique histories
 - 28 b. identify events and policies that have impacted Montana's tribes
 - 29 c. explain how Montana has changed over time and how this history impacts the
 - 30 present
 - 31 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 origins, ideals, and purposes of rules, laws, and key U.S.
 - 4 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 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 State.
 - 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 states, territories 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 U.S. 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 and their 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 U.S.
 - 10 d. distinguish the structure, organization, powers, and limits of government at the
11 local, state, and tribal levels
 - 12 e. identify efforts to ensure that key U.S. principles of equality and civil rights are
13 applied to various groups, including American Indians
 - 14 f. demonstrate that the U.S. government includes concepts of both a democracy
15 and a republic
 - 16 g. employ strategies for civic involvement that address a state or local, or national
17 issue
- 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 buyers and sellers in product, labor, and financial markets
 - 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 and demand cause changes in prices and
30 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 of spatial patterns of settlement and movement in shaping
- 2 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. identify elements of change and continuity across historical eras in Montana,
- 8 America, and world history
- 9 b. analyze how historical events relate to one another and are shaped by historical
- 10 context
- 11 c. analyze how historical events and policies have impacted American Indian
- 12 societies since European contact
- 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, myths, and stereotypes about American Indians.
- 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 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. explain how citizens and institutions address social and political problems at the
13 local, state, tribal, national and/or international level
 - 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 civic 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 on the
24 application of civic virtues, democratic principles, constitutional rights, and human
25 rights
 - 26 l. evaluate citizens' and institutions' effectiveness in ensuring civil rights at the
27 local, state, tribal, national, and international level
- 28 2. The economics content standards for ninth through twelfth grade are that each student
29 will:
- 30 a. analyze how incentives impact economic choices and their costs and benefits for
31 different groups, including American Indians
 - 32 b. explain how economic cycles affect personal financial decisions
 - 33 c. analyze the ways in which incentives influence what is produced and distributed
34 in a market system
 - 35 d. evaluate the extent to which competition among sellers and among buyers exists
36 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 improve 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.
- 14 e. evaluate the impact of human settlement activities on the environmental, political,
15 and cultural characteristics of specific places and regions
- 16 f. analyze the role of geography on interactions and conflicts between various
17 cultures in Montana, the U.S. and the world
- 18 g. evaluate the influence of long-term climate variability on human migration and
19 settlement patterns, resource use, and land uses at local-to-global scales.
- 20 h. evaluate the consequences of human-made and natural catastrophes on global
21 trade, politics, and human migration.
- 22 4. The history content standards for ninth through twelfth grade are that each student will:
- 23 a. analyze how unique circumstances of time, place, and historical contexts shape
24 individuals' lives.
- 25 b. analyze change and continuity in historical eras in US and world history.
- 26 c. identify ways in which people exercise agency in difficult historical,
27 contemporary, and tribal contexts
- 28 d. analyze multiple, and complex causal factors that have shaped major events in
29 US and world history, including American Indian history
- 30 e. explain events in relation to both their intended and unintended consequences,
31 including governmental policies impacting American Indians
- 32 f. distinguish between long-term causes and triggering events in developing a
33 historical argument
- 34 g. analyze how historical, social, political, ideological, and economic contexts
35 shape people's perspectives
- 36 h. analyze the ways in which the perspectives of those writing history shaped the
37 history they produced
- 38 i. evaluate how historiography is influenced by perspective and available historical
39 sources
- 40 j. analyze unique perspectives of American Indians in US History.
- 41 k. evaluate the limitations, biases, and credibility of various sources, especially
42 regarding misinformation, myths, and stereotypes regarding American Indians

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- 1 l. analyze multiple historical sources to pursue further inquiry and investigate
- 2 additional sources
- 3 m. integrate evidence from multiple relevant historical sources and interpretations
- 4 into a reasoned argument about past and present people, events, and ideas
- 5 n. construct arguments which reflect understanding and analysis of multiple
- 6 historical sources, perspectives, and contexts

SOCIAL STUDIES STANDARDS DRAFT FOR NRC 12.2.19

1 Administrative Rules of Montana Chapter 55

2 SOCIAL STUDIES PROGRAM DELIVERY STANDARDS [10.55.1601](#)

Current ARM	Recommendation	Modification
(1) In general, a basic program in social studies shall:	keep as is	
(a) meet the following conditions:	keep as is	
(i) use strategies and methods that incorporate multiple perspectives as a basic component of social studies instruction;	keep as is	
(ii) support the democratic process to promote a learning environment to foster individual civic competence; and	modify	Teach the skills necessary for individual civic competence in order to support the democratic process
(iii) integrate knowledge, skills, beliefs, values, and attitudes within and across disciplines to promote active citizenship.	keep as is	
(b) include the following practices:	keep as is	
(i) incorporate inquiry skills and strategies using both primary and secondary resources;	keep as is	
(ii) promote social criticism and socialization as a commitment to social responsibility;	keep as is	
(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;	keep as is	
(iv) promote decision-making skills and civic responsibilities through active participation (e.g., service learning projects); and	keep as is	
(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.	keep as is	

3