



Social Studies Content Standards Negotiated Rulemaking Committee Agenda

When: December 2, 2019
 Time: 10 a.m. to 4 p.m.
 Where: Capitol Building, Rm 152 Helena, MT 59601
 Lunch: On your own

Committee members are welcome to arrive at 9 a.m. to check computer or device connectivity.

Lunch break, on your own, at approximately 12:00 p.m.

The Committee will move through the agenda as needed.

- 10 a.m. Introductions
 Call to Order
 Facilitator Confirmation
 Establish Committee Membership
 Review Negotiated Rulemaking roles, responsibilities, and process
 Establish Committee’s consensus definition
 OPI provides background and context behind rule recommendations
 Proposed rule changes
 Overview of Economic Impact Survey Questionnaire
 Next NR Committee meeting date: January 2020
 Public comment
- 4 p.m. Adjourn

All comments received become part of the official public record of the Negotiated Rulemaking Committee proceedings in accordance with §2-3-212, MCA.

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. examine maps and other representations to identify historical and contemporary
- 17 political and cultural patterns in the Americas
- 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. examine maps and other representations to explain the movement of people
 - 28 b. identify and label the tribes in Montana and their indigenous territories, and
 - 29 current locations
 - 30 c. investigate the physical, political, and cultural characteristics of places, regions,
 - 31 and people in Montana
 - 32 a. analyze environmental and technological events and conditions that impact
 - 33 human settlements and migration in Montana

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

Montana Content Standards for Social Studies

Adopted October 2000

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Introduction

Social studies is an integrated study of the social sciences and humanities designed to foster citizenship in an interdependent world. Social studies provides coordinated, systematic study of such disciplines as economics, history, geography, government, sociology, anthropology, psychology and elements of the humanities. Social studies addresses political, economic, geographic, and social processes that allow students to make informed decisions for personal and public good.

Social studies develops the knowledge, skills, and processes necessary to understand historical and present day connections among diverse individuals and groups. A study of Montana's rich past and geographic diversity includes the distinct cultural heritage and contemporary perspectives of Montana's American Indians and other cultural groups.

Content Standards indicate what all students should know, understand and be able to do in a specific content area.

Benchmarks define our expectations for students' knowledge, skills and abilities along a developmental continuum in each content area. That continuum is focused at three points – at the end of grade 4, the end of grade 8, and grade 12.

Content Standard 1 – Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.

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.

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

Content Standard 4 – Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.

Content Standard 5 – Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange, and consumption.

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

SOCIAL STUDIES CONTENT STANDARD 1

(1) To satisfy the requirements of social studies content standard 1, a student must access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.

BENCHMARK FOR SOCIAL STUDIES CONTENT STANDARD 1 FOR END OF GRADE 4

(1) The benchmark for social studies content standard 1 for a student at the end of grade 4 is the ability to:

(a) identify and practice 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);

(b) evaluate information quality (e.g., accuracy, relevance, fact or fiction); and

(c) use information to support statements and practice basic group decision making strategies in real world situations (e.g., class elections, playground and classroom rules, recycling projects, school stores).

BENCHMARK FOR SOCIAL STUDIES CONTENT STANDARD 1 FOR END OF GRADE 8

(1) The benchmark for social studies content standard 1 for a student at the end of grade 8 is the ability to:

(a) 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);

(b) assess the quality of information (e.g., primary or secondary sources, point of view and embedded values of the author); and

(c) 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).

BENCHMARK FOR SOCIAL STUDIES CONTENT STANDARD 1 UPON GRADUATION

(1) The benchmark for social studies content standard 1 for a student upon graduation is the ability to:

(a) 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);

(b) apply criteria to evaluate information (e.g., origin, authority, accuracy, bias, distortion of information and ideas); and

(c) 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

(1) To satisfy the requirements of social studies content standard 2, a student must analyze how people create and change structures of power, authority, and governance to understand the operation of government and to demonstrate civic responsibility.

BENCHMARK FOR SOCIAL STUDIES CONTENT STANDARD 2 FOR END OF GRADE 4

(1) The benchmark for social studies content standard 2 for a student at the end of grade 4 is the ability to:

- (a) explain the purpose and various levels of government;
- (b) recognize local, state, tribal, and federal governments and identify representative leaders at these levels (e.g., mayor, governor, chairperson, president) ;
- (c) identify the major responsibilities of local, state, tribal, and federal government;
- (d) explain how governments provide for needs and wants of people by establishing order and security and managing conflict;
- (e) identify and explain the individual's responsibilities to family, peers, and the community, including the need for civility, respect for diversity, and the rights of others;
- (f) describe factors that cause conflict and contribute to cooperation among individuals and groups (e.g., playground issues, misunderstandings, listening skills, taking turns); and
- (g) explore the role of technology in communications, transportation, information processing, or other areas as it contributes to or helps resolve problems.

BENCHMARK FOR SOCIAL STUDIES CONTENT STANDARD 2 FOR END OF GRADE 8

(1) The benchmark for social studies content standard 2 for a student at the end of grade 8 is the ability to:

- (a) describe the purpose of government and how the powers of government are acquired, maintained and used;
- (b) 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);
- (c) identify the significance of tribal sovereignty and Montana tribal governments' relationships to local, state, and federal governments;
- (d) analyze and explain governmental mechanisms used to meet the needs of citizens, manage conflict, and establish order and security;
- (e) 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);
- (f) explain conditions, actions, and motivations that contribute to conflict and cooperation within and among groups and nations (e.g., discrimination, peer interaction, trade agreements); and
- (g) explain the need for laws and policies governing technology and explore solutions to problems that arise from technological advancements.

BENCHMARK FOR SOCIAL STUDIES CONTENT STANDARD 2 UPON GRADUATION

(1) The benchmark for social studies content standard 2 for a student upon graduation is the ability to:

(a) 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);

(b) compare and contrast various world political systems (e.g., ideologies, structure, institutions) with that of the United States;

(c) identify representative political leaders and philosophies from selected historical and contemporary settings;

(d) relate the concept of tribal sovereignty to the unique powers of tribal governments as they interact with local, state, and federal governments;

(e) analyze the effectiveness of various systems of government to protect the rights and needs of citizens and balance competing conceptions of a just society;

(f) analyze the impact of the Constitution, laws, and court decisions on the rights and responsibilities of citizens;

(g) 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); and

(h) analyze laws and policies governing technology and evaluate the ethical issues and the impacts of technology on society.

SOCIAL STUDIES CONTENT STANDARD 3

(1) To satisfy the requirements of social studies content standard 3, a student must apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, regions).

BENCHMARK FOR SOCIAL STUDIES CONTENT STANDARD 3 FOR END OF GRADE 4

(1) The benchmark for social studies content standard 3 for a student at the end of grade 4 is the ability to:

(a) identify and use various representations of the earth (e.g., maps, globes, photographs, latitude and longitude, scale);

(b) 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);

(c) describe and illustrate ways in which people interact with their physical environment (e.g., land use, location of communities, methods of construction, design of shelters);

(d) describe how human movement and settlement patterns reflect the wants and needs of diverse cultures;

(e) use appropriate geographic resources (e.g., atlases, databases, charts, grid systems, technology, graphs, maps) to gather information about local communities, reservations, Montana, the United States, and the world;

(f) identify and distinguish between physical system changes (e.g., seasons, climate, weather, water cycle, natural disasters) and describe the social and economic effects of these changes; and

(g) describe and compare the ways in which people in different regions of the world interact with their physical environments.

BENCHMARK FOR SOCIAL STUDIES CONTENT STANDARD 3 FOR END OF GRADE 8

(1) The benchmark for social studies content standard 3 for a student at the end of grade 8 is the ability to:

(a) analyze and use various representations of the earth (e.g., physical, topographical, and political maps; globes; geographic information systems; aerial photographs; satellite images) to gather and compare information about a place;

(b) 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 ecosystem;

(c) analyze diverse land use and explain the historical and contemporary effects of this use on the environment, with an emphasis on Montana;

(d) explain how movement patterns throughout the world (e.g., people, ideas, diseases, products, food) lead to interdependence and/or conflict;

(e) use appropriate geographic resources to interpret and generate information explaining the interaction of physical and human systems (e.g., estimate distance, calculate scale, identify dominant patterns of climate and land use, compute population density);

(f) 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); and

(g) describe major changes in a local area that have been caused by human beings (e.g., a new highway, fire, construction of a new dam, logging, mining) and analyze the probable effects on the community and environment.

BENCHMARK FOR SOCIAL STUDIES CONTENT STANDARD 3 UPON GRADUATION

(1) The benchmark for social studies content standard 3 for a student upon graduation is the ability to:

(a) interpret, use, and synthesize information from various representations of the earth (e.g., maps, globes, satellite images, geographic information systems, three-dimensional models);

(b) differentiate and analyze the relationships among various regional and global patterns of geographic phenomena, (e.g., land forms, soils, climate, vegetation, natural resources, population);

(c) assess the major impacts of human modifications on the environment (e.g., global warming, deforestation, erosion, pollution);

(d) 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);

(e) 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;

(f) 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); and

(g) 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 and ranches).

SOCIAL STUDIES CONTENT STANDARD 4

(1) To satisfy the requirements of social studies content standard 4, a student must demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.

BENCHMARK FOR SOCIAL STUDIES CONTENT STANDARD 4 FOR END OF GRADE 4

(1) The benchmark for social studies content standard 4 for a student at the end of grade 4 is the ability to:

(a) identify and use various sources of information (e.g., artifacts, diaries, photographs, charts, biographies, paintings, architecture, songs) to develop an understanding of the past;

(b) use a timeline to select, organize, and sequence information describing eras in history;

(c) examine biographies, stories, narratives, and folk tales to understand the lives of ordinary people and extraordinary people, place them in time and context, and explain their relationship to important historical events;

(d) identify and describe famous people, important democratic values (e.g., democracy, freedom, justice), symbols (e.g., Montana and United States flags, state flower), and holidays in the history of Montana, American Indian tribes, and the United States;

(e) identify and illustrate how technologies have impacted the course of history (e.g., energy, transportation, communications);

(f) recognize that people view and report historical events differently; and

(g) explain the history, culture, and current status of the American Indian tribes in Montana and the United States.

BENCHMARK FOR SOCIAL STUDIES CONTENT STANDARD 4 FOR END OF GRADE 8

(1) The benchmark for social studies content standard 4 for a student at the end of grade 8 is the ability to:

(a) interpret the past using a variety of sources (e.g., biographies, documents, diaries, eyewitnesses, interviews, internet, primary source material) and evaluate the credibility of sources used;

(b) 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);

(c) 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;

(d) identify significant events, people, and important democratic values (e.g., freedom, equality, privacy) in the major eras/civilizations of Montana, American Indians, United States, and world history;

(e) identify major scientific discoveries and technological innovations and describe their social and economic effects on society;

(f) explain how and why events (e.g., American revolution, battle of the Little Big Horn, immigration, women's suffrage) may be interpreted differently according to the points of view of participants, witnesses, reporters, and historians; and

(g) summarize major issues affecting the history, culture, tribal sovereignty, and current status of the American Indian tribes in Montana and the United States.

BENCHMARK FOR SOCIAL STUDIES CONTENT STANDARD 4 UPON GRADUATION

(1) The benchmark for social studies content standard 4 for a student upon graduation is the ability to:

(a) select and analyze various documents and primary and secondary sources that have influenced the legal, political, and constitutional heritage of Montana and the United States;

(b) interpret how selected cultures, historical events, periods, and patterns of change influence each other;

(c) apply ideas, theories, and methods of inquiry to analyze historical and contemporary developments, and to formulate and defend reasoned decisions on public policy issues;

(d) 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 United States, and the world;

(e) 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;

(f) 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;

(g) 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); and

(h) 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 United States (e.g., artifacts, repatriation, natural resources, language, jurisdiction).

SOCIAL STUDIES CONTENT STANDARD 5

(1) To satisfy the requirements of social studies content standard 5, a student must make informed decisions based on economic principles of production, distribution, exchange, and consumption.

BENCHMARK FOR SOCIAL STUDIES CONTENT STANDARD 5 FOR END OF GRADE 4

(1) The benchmark for social studies content standard 5 for a student at the end of grade 4 is the ability to:

(a) give examples of needs and wants, scarcity and choice (e.g., budgeting of allowance, trading cards);

(b) identify basic economic concepts (e.g., supply and demand, price) that explain events and issues in the community;

(c) distinguish between private goods and services (e.g., family car, local restaurant) and public goods and services (e.g., interstate highway system, United States postal service);

(d) describe how personal economic decisions, (e.g., deciding what to buy, what to recycle, how much to contribute to people in need) affect the lives of people in Montana, the United States, and the world;

(e) explain the roles of money, banking, and savings in everyday life; and

(f) identify and describe examples in which science and technology have affected economic conditions (e.g., assembly line, robotics, internet, media advertising).

BENCHMARK FOR SOCIAL STUDIES CONTENT STANDARD 5 FOR END OF GRADE 8

(1) The benchmark for social studies content standard 5 for a student at the end of grade 8 is the ability to:

(a) identify and explain basic economic concepts (e.g., supply, demand, production, exchange and consumption; labor, wages, and capital; inflation and deflation; private goods and services);

(b) apply economic concepts to explain historical events, current situations, and social issues in local, Montana, tribal, national, or global concerns;

(c) compare and contrast the difference between private and public goods and services;

(d) analyze how various personal and cultural points of view influence economic decisions (e.g., land ownership, taxation, unemployment);

(e) 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, governments); and

(f) analyze the influences of technological advancements (e.g., machinery, internet, genetics) on household, state, national, and global economies.

BENCHMARK FOR SOCIAL STUDIES CONTENT STANDARD 5 UPON GRADUATION

(1) The benchmark for social studies content standard 5 for a student upon graduation is the ability to:

(a) analyze the impact that supply and demand, scarcity, prices, incentives, competition, and profits influence what is produced and distributed in various economic systems;

(b) use basic economic concepts (e.g., production, distribution, consumption, market economy, command economy) to compare and contrast local, regional, national, and global economies across time and at the present time;

(c) assess the costs and benefits to society of allocating goods and services through private and public sectors;

(d) compare and contrast how values and beliefs influence economic decisions in different economic systems;

(e) 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); and

(f) explain and evaluate the effects of new technology, global economic interdependence, and competition 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 United States, and the world (e.g., international trade, space exploration, national defense).

SOCIAL STUDIES CONTENT STANDARD 6

(1) To satisfy the requirements of social studies content standard 6, a student must demonstrate an understanding of the impact of human interaction and cultural diversity on individuals and societies.

BENCHMARK FOR SOCIAL STUDIES CONTENT STANDARD 6 FOR END OF GRADE 4

(1) The benchmark for social studies content standard 6 for a student at the end of grade 4 is the ability to:

(a) identify the ways groups (e.g., families, faith communities, schools, social organizations, sports) meet human needs and concerns (e.g., belonging, self worth, personal safety) and contribute to personal identity;

(b) describe ways in which expressions of culture influence people (e.g., language, spirituality, stories, folk tales, music, art, dance);

(c) identify and describe ways families, groups, tribes, and communities influence the individual's daily life and personal choices;

(d) identify characteristics of American Indian tribes and other cultural groups in Montana;

(e) identify examples of individual struggles and contributions (e.g., Sitting Bull, Louis Riel, Chief Plenty Coups, Evelyn Cameron, Helen Keller, Mohandas Gandhi, Rosa Parks); and

(f) identify roles in group situations (e.g., student, family member, peer member).

BENCHMARK FOR SOCIAL STUDIES CONTENT STANDARD 6 FOR END OF GRADE 8

(1) The benchmark for social studies content standard 6 for a student at the end of grade 8 is the ability to:

(a) 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;

(b) 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;

(c) identify and differentiate ways regional, ethnic, and national cultures influence individual's daily lives and personal choices;

(d) compare and illustrate the unique characteristics of American Indian tribes and other cultural groups in Montana;

(e) explain the cultural contributions of and tensions between racial and ethnic groups in Montana, the United States, and the world; and

(f) identify and describe the stratification of individuals within social groups (e.g., status, social class, haves and have nots).

BENCHMARK FOR SOCIAL STUDIES CONTENT STANDARD 6 UPON GRADUATION

(1) The benchmark for social studies content standard 6 for a student upon graduation is the ability to:

- (a) 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;
- (b) analyze human experience 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;
- (c) analyze the impact of ethnic, national, and global influences on specific situations or events;
- (d) evaluate how the unique characteristics of American Indian tribes and other cultural groups have contributed to Montana's history and contemporary life (e.g., legal and political relationships between and among tribal, state, and federal governments) ;
- (e) analyze the conflicts resulting from cultural assimilation and cultural preservation among various ethnic and racial groups in Montana, the United States, and the world; and
- (f) analyze the interactions of individuals, groups, and institutions in society (e.g., social mobility, class conflict, globalization).

TEMPLATE Economic Impact Survey for XXX Standards

Your email address (cbartow@opiconnect.org) will be recorded when you submit this form. Not [cbartow?](#) [Sign out](#)

* Required

1. First and Last Name *

2. What is your role? *

Check all that apply.

- School Administrator
- School Business Official
- School Board Trustee
- Teacher
- Other: _____

3. What school size/type do you represent? *

Mark only one oval.

- Small School (fewer than 126 students)
- Class C
- Class B
- Class A
- Class AA
- Other: _____

4. School Name and ZIP Code *

Program Delivery Standards

ARM Chapter 55

5. Is your district able to implement the current program delivery standards for XXX?

Mark only one oval.

- Yes
- No

6. If no, what is the most significant barrier to implementation?

Mark only one oval.

- Staffing
- Professional Development
- Instructional Resource Availability
- Other: _____

Content Standards Implementation

7. Is your district able to implement the current XXX content standards with existing staff?

Mark only one oval.

- Yes
- No

8. Would the proposed standards, if adopted, require your district to substantially revise its current curriculum?

Mark only one oval.

- Yes
- No
- Maybe

9. Do you anticipate that your district will be able to meet the proposed standards with existing resources?

Mark only one oval.

- Yes
- No

Instructional Materials

10. Would the proposed standards impose a cost for instructional materials beyond that required to implement the current standards?

Mark only one oval.

- Yes
- No

11. Does your district have difficulty finding instructional materials to implement the current standards?

Mark only one oval.

- Yes
- No

12. Will your district have difficulty finding instructional materials to implement the proposed standards?

Mark only one oval.

- Yes
- No
- Maybe

13. What increase in total dollars would be required to cover the cost associated with Instructional Materials?

14. If you answered "no" to any of the questions above, please provide additional feedback.

Personnel

15. Would the proposed standards impose a cost for personnel beyond what is required to implement the current standards?

Mark only one oval.

- Yes
- No

16. Does your district have a shortage of teachers endorsed in XXX?

Mark only one oval.

- Yes
- No

17. Will your district have a shortage of teachers endorsed to teach XXX?

Mark only one oval.

- Yes
- No

18. How many new hires would be needed?

19. What increase in total dollars would be required to cover the cost associated with Personnel?

20. If you answered "no" to any of the questions above, please provide additional feedback.

Professional Learning

21. Would the proposed standards impose a cost for professional learning beyond those expenses already required to implement the current standards?

Mark only one oval.

- Yes
- No

22. Does your district have difficulty in finding professional development opportunities for XXX educators?

Mark only one oval.

- Yes
- No

23. Will your district have difficulty finding professional development opportunities for XXX educators?

Mark only one oval.

- Yes
- No
- Maybe

24. What increase in total dollars would be required to cover the cost associated with Professional Development?

25. What professional development would be needed?

26. How many teachers would need this professional development?

27. How many hours of professional development would be needed for each teacher?

28. If you answered "no" to any of the questions above, please provide additional feedback.

Curriculum Development

29. Would the proposed standards impose a cost for curriculum development beyond what is required to implement the current standards?

Mark only one oval.

- Yes
- No

30. Does your district have a shortage of time and resources to support curriculum development in XXX?

Mark only one oval.

- Yes
- No

31. Will your district have a shortage of time and resources to support curriculum development in XXX?

Mark only one oval.

- Yes
- No
- Maybe

32. What new purchases would be needed?

33. What increase in total dollars would be required to cover the cost associated with Curriculum Development?

34. How many personnel would be involved in curriculum development?

35. How many hours of professional time would be needed in total for Curriculum Development?

36. If you answered "no" to any of the questions above, please provide additional feedback.

YOUR TURN: General Feedback

Please expand on any significant issue that you have indicated in your responses.

37. Is there anything else you believe the OPI should consider in determining a fiscal impact for implementing new program delivery and content standards?

Send me a copy of my responses.

