

**GRADE LEVEL EXPECTATIONS FOR THE SEVEN ESSENTIAL UNDERSTANDINGS REGARDING MONTANA INDIANS
SOCIAL STUDIES STANDARD 6 - CULTURAL DIVERSITY**

Pre-K/Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grades 7-8	Grades 9-12
Benchmark 4.2	Benchmark 4.3,6	Benchmark 4.2,4	Benchmark 4.1,2,4	Benchmark 4.1,2,4	Benchmark 8.1,2,4	Benchmark 8.1,2,4	Benchmark 8.1	Benchmark 12.2
1. Retell Stories. (EU 3, 6)	1. Identify own membership in a family, group, team, and an organization. (EU 1-2)	1. Compare histories as told by ethnic groups. (EU 1)	1. Understand that beliefs continue today as tribal cultures, traditions, and languages remain as traditional beliefs/ideas. (EU 3)	1. Understand that beliefs continue today as tribal cultures, traditions, and languages remain as traditional beliefs/ideas. (EU 3)	1. Understand that beliefs continue today as tribal cultures, traditions, and languages remain as traditional beliefs/ideas. (EU 3)	1. Understand that beliefs continue today as tribal cultures, traditions, and languages remain as traditional beliefs/ideas. (EU 3)	1. Compare and illustrate ways various groups (e.g., Montana tribes, ethnic communities) meet needs and concerns (e.g., self esteem, friendship, heritage) and contribute to personal identity (tribal membership and identity, blood quantum, "lineages," family trees, respect for others and the land). (EU 1, 2, 3, 5, 6, 7)	1. 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 as it relates to Montana Indian culture. (EU 1-7)
Benchmark 4.1,2,3	Benchmark 4.4	Benchmark 4.4	Benchmark 4.1,2,4	Benchmark 4.1-4	Benchmark 8.1	Benchmark 8.1	Benchmark 8.2	Benchmark 12.5
2. Engage in conversation using developmentally appropriate vocabulary about familiar surroundings and events. (EU 6)	2. Identify the many cultures to which he/she is exposed, through materials/activities experienced in learning processes. (EU 1-7)	2. Identify the many cultures to which he/she is exposed, through materials/activities experienced in learning processes. (EU 1-7)	2. Recognize that cultures, traditions, and languages of Montana tribes form the base upon which tribal decisions are made. (EU 1)	2. Recognize that cultures, traditions, and languages of Montana tribes form the base upon which tribal decisions are made. (EU 1)	2. Recognize that cultures, traditions, and languages of Montana tribes form the base upon which tribal decisions are made. (EU 1)	2. Recognize that cultures, traditions, and languages of Montana tribes form the base upon which tribal decisions are made. (EU 1)	2. Explain and give examples of how human expression contributes to the development and transmission of Montana Indian culture (oral history, literature, arts, tadyons--bead and quill work, symbols, colors, geometric shapes, media-types, "Rendezvous" and gatherings--Pow Wows, Medicine Wheel). (EU 1-7)	2. Analyze the conflicts resulting from cultural assimilation and cultural preservation among various ethnic and racial groups in Montana, including American Indians, the United States, and the world. (EU 5-6)
	Benchmark 4.1-6	Benchmark 4.1-6	Benchmark 4.6	Benchmark 4.1,4,6	Benchmark 8.1	Benchmark 8.1	Benchmark 8.6	Benchmark 12.4
	3. Identify own ethnic heritage(s). (EU 2)	3. Identify own ethnic heritage(s). (EU 2)	3. Know that there are diverse origin stories from Montana Indian tribes. (EU 2)	3. Identify aspects of traditional lifestyles of Montana tribes, including beliefs and family relationships that continue today. (EU 2)	3. Understand assimilation is a process that has occurred at different levels for different Montana tribes and individuals over a 150 year period of time. (EU 2-6)	3. Recognize that there is a continuum of Indian identity, ranging from assimilated to traditional and each Indian person is unique. (EU 2)	3. Identify and describe stratification of individuals within tribal groups (e.g., status, social class, acculturation) structure of tribal hierarchy: councils, elders, bands, clans, strands, family; corruption and problems caused by new treaties, agreements where some benefited and others did not. (EU 1, 2, 3, 6, 7)	3. Evaluate how the unique characteristics of Montana/American Indian tribes and other cultural groups have contributed to Montana history and contemporary life (e.g., legal and political relationships between and among tribal, state, and federal government). (EU 1-7)

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KINDERGARTEN	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grades 7-8	Grades 9-12
Benchmark 4.3,6						Benchmarks 8.2,4	Benchmark 8.4	Benchmark 12.6
1 Identify how families are different. (EU 1)						4. Compare and contrast the 12 Montana tribes and their histories and cultures with ancient civilizations. (EU 1)	4. Compare and illustrate unique characteristics of Montana Indian tribes and other cultural groups in Montana. (EU 1-7)	4. Analyze the interactions of individuals, groups, and institutions in society (e.g., social mobility, class conflict, globalization), including Montana Indian tribes. (EU 1-7)
Benchmark 4.2-4							Benchmark 8.3	Benchmark 12.3
2. Identify the many cultures to which he/she is exposed, through materials/activities experienced in learning processes. (EU 1-7)							5. Identify and differentiate ways regional, ethnic, and national cultures influence daily lives and personal choices (e.g., role models, elders, sports, etc.). (E 1, 2, 3, 5, 6, 7)	5. Analyze impacts of ethnic, national, and global influences on specific situations or events. (EU 1-7)
Benchmarks 4.3,6							Benchmark 8.5	
3 Identify differences in groups of people. (EU 2)							6. Explain the cultural contributions of, and tensions between, racial and ethnic groups in Montana, the United States, and the world (e.g., contributions of tension--tribe specific land base, treaties, loss of resources). (EU 2-7)	

