

Grades 9, 10, 11, 12

Adopted 2021

K-12 Content Skills

1. develop questions SS.K12.1
2. plan inquiries SS.K12.2
3. compare and evaluate sources for relevance, perspective, and accuracy SS.K12.3
4. use sources to gather evidence to develop and refine claims SS.K12.4
5. communicate conclusions SS.K12.5
6. take informed action SS.K12.6

Civics and Government SS.CG

- 9-12. The civics and government content standards for ninth through twelfth grade are that each student will SS.CG.9-12**
1. analyze and evaluate the ideas and principles contained in the foundational documents of the United States, and explain how they establish a system of government that has powers, responsibilities, and limits SS.CG.9-12.1
 2. analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of domestic and international relationships SS.CG.9-12.2
 3. evaluate the impact of international agreements on contemporary world issues SS.CG.9-12.3
 4. apply civic virtues and democratic principles when working with others SS.CG.9-12.4
 5. evaluate how citizens and institutions address social and political problems at the local, state, tribal, national, and/or international levels SS.CG.9-12.5
 6. evaluate the American governmental system compared to international governmental systems SS.CG.9-12.6
 7. explain the foundations and complexity of sovereignty for federally recognized tribes in Montana SS.CG.9-12.7
 8. evaluate appropriate deliberative processes in multiple settings SS.CG.9-12.8
 9. evaluate government procedures for making decisions at the local, state, national, tribal, and international levels SS.CG.9-12.9
 10. analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights SS.CG.9-12.10

11. analyze the impact and roles of personal interests and perspectives, market, media, and group influences on the application of civic virtues, democratic principles, constitutional rights, and human rights [SS.CG.9-12.11](#)
 12. evaluate citizens' and institutions' effectiveness in ensuring civil rights at the local, state, tribal, national, and international levels [SS.CG.9-12.12](#)
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Economics [SS.E](#)

9-12. The economics content standards for ninth through twelfth grade are that each student will [SS.E.9-12](#)

1. analyze how pressures and incentives impact economic choices and their costs and benefits for different groups, including American Indians [SS.E.9-12.1](#)
 2. explain how economic cycles affect personal financial decisions [SS.E.9-12.2](#)
 3. analyze the ways in which pressures and incentives influence what is produced and distributed in a market system [SS.E.9-12.3](#)
 4. evaluate the extent to which competition among producers, among consumers, and among laborers exists in specific markets [SS.E.9-12.4](#)
 5. describe the consequences of competition in specific markets [SS.E.9-12.5](#)
 6. evaluate benefits, costs, and possible outcomes of government policies to influence market outcomes [SS.E.9-12.6](#)
 7. use current data to explain the influence of changes in spending, production, and the money supply on various economic conditions [SS.E.9-12.7](#)
 8. use economic indicators to analyze the current and future state of the economy [SS.E.9-12.8](#)
 9. evaluate the selection of monetary and fiscal policies in a variety of economic conditions [SS.E.9-12.9](#)
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Geography [SS.G](#)

9-12. The geography content standards for ninth through twelfth grade are that each student will [SS.G.9-12](#)

1. use geospatial reasoning to create maps to display and explain the spatial patterns of cultural and environmental characteristics [SS.G.9-12.1](#)
2. use geographic data to analyze variations in the spatial patterns of cultural and environmental characteristics at multiple scales [SS.G.9-12.2](#)
3. use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics [SS.G.9-12.3](#)
4. analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them, including American Indians [SS.G.9-12.4](#)
5. evaluate the impact of human settlement activities on the environmental, political, and cultural characteristics of specific places and regions [SS.G.9-12.5](#)
6. analyze the role of geography on interactions and conflicts between various cultures in Montana, the United States, and the world [SS.G.9-12.6](#)

7. evaluate the influence of long-term climate variability on human migration and settlement patterns, resource use, and land uses at local-to-global scales **SS.6.9-12.7**
 8. evaluate the consequences of human-driven and natural catastrophes on global trade, politics, and human migration **SS.6.9-12.8**
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History **SS.H**

9-12. The history content standards for ninth through twelfth grade are that each student will **SS.H.9-12**

1. analyze how unique circumstances of time, place, and historical contexts shape individuals' lives **SS.H.9-12.1**
2. analyze change and continuity in historical eras in US and world history **SS.H.9-12.2**
3. identify ways in which people and groups exercise agency in difficult historical, contemporary, and tribal contexts **SS.H.9-12.3**
4. analyze multiple, and complex causal factors that have shaped major events in US and world history, including American Indian history **SS.H.9-12.4**
5. explain events in relation to both their intended and unintended consequences, including governmental policies impacting American Indians **SS.H.9-12.5**
6. distinguish between long-term causes and triggering events in developing a historical argument **SS.H.9-12.6**
7. analyze how historical, cultural, social, political, ideological, and economic contexts shape people's perspectives **SS.H.9-12.7**
8. analyze the ways in which the perspectives of those writing history shaped the history they produced **SS.H.9-12.8**
9. evaluate how historiography is influenced by perspective and available historical sources **SS.H.9-12.9**
10. analyze perspectives of American Indians in US history **SS.H.9-12.10**
11. evaluate the limitations, biases, and credibility of various sources, especially regarding misinformation and stereotypes **SS.H.9-12.11**
12. analyze multiple historical sources to pursue further inquiry and investigate additional sources **SS.H.9-12.12**
13. integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about past and present people, events, and ideas **SS.H.9-12.13**
14. construct arguments which reflect understanding and analysis of multiple historical sources, perspectives, and contexts **SS.H.9-12.14**