Montana Social Studies

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

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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

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

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

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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.G.9-12.7
8. evaluate the consequences of human-driven and natural catastrophes on global trade, politics, and human migration SS.G.9-12.8

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