



**MONTANA**  
**Standards for Social Studies – End of Grade 8**  
*The American Republic To 1877* © 2005

BENCHMARKS	PAGE REFERENCES
<b>Content Standard 1—Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.</b>	
<b>Rationale</b> <i>Every discipline has a process by which knowledge is gained or inquiry is made. In the social studies, the information inquiry process is applied to locate and evaluate a variety of primary and secondary sources of information. Information gathered in this manner is then used to draw conclusions in order to make decisions, solve problems, and negotiate conflicts. Finally, as individuals who participate in self-governance, the decision making process needs to be understood and practiced by students as they prepare to take on civic and economic responsibilities.</i>	
Students will:	
1. 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).	SE: <i>Interdisciplinary Activity 227</i> <i>Handbook Assessment 231 #16</i> <i>Alternative Assessment 231</i> <i>Critical Thinking Skillbuilder 571</i> <i>Applying the Skill 571</i> <i>Practicing Skills 587</i> TWE: RS 271 CLA 279 DI 290 T 571
2. assess the quality of information (e.g., primary or secondary sources, point of view and embedded values of the author).	SE: <i>Critical Thinking Skillbuilder 146, 440</i> <i>Applying the Skill 146, 340, 440</i> <i>Study &amp; Writing Skillbuilder 340</i> <i>Practicing Skills 457</i> TWE: T 146, 340, 440
3. 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).	SE: <i>Citizenship Cooperative Activity 353</i> TWE: CLA 229, 268, 289 ICA 324, 582 RS 325 C 539, 585 CTA 583

BENCHMARKS	PAGE REFERENCES
<b>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.</b>	
<b>Rationale</b> <i>The vitality and continuation of a democratic republic depends upon the education and participation of informed citizens.</i>	
Students will:	
1. describe the purpose of government and how the powers of government are acquired, maintained, and used.	SE: 207-208, 217-220 <i>Picturing History</i> 210 <i>Reading Check</i> 211 <i>Section Assessment</i> 213 #3, 213 #4 <i>Critical Thinking</i> 214 #16 <i>The Federal System</i> 219 TWE: PH 210 RC 211 CLA 218
2. 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).	SE: 208-209, 223-227, 576-577 <i>Reading Check</i> 209 <i>Picturing History</i> 210 <i>Handbook Assessment</i> 231 #16 <i>Presidents of the United States</i> 606-610 TWE: RC 209 ICA 210 CTA 211
3. identify the significance of tribal sovereignty and Montana tribal governments' relationship to local, state, and federal governments.	NOTE: Teachers may address this objective in the classroom setting.
4. analyze and explain governmental mechanisms used to meet the needs of citizens, manage conflict, and establish order and security.	SE: 222, 582-583 <i>Reading Check</i> 585 TWE: IB 208 CC 220 PH 226 WWW 581, 583 DYK 582 ICA 582 RC 585
5. 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).	SE: 218-222 <i>The Bill of Rights</i> 221 <i>Section Assessment</i> 222 #4 <i>Interdisciplinary Activity</i> 222, 230 <i>Handbook Assessment</i> 231 #12, 231 #15 TWE: WWW 221 DYK 221 CTA 221
6. explain conditions, actions, and motivations that contribute to conflict and cooperation within and among groups and nations (e.g., discrimination, peer interaction, trade agreements).	SE: 227, 531-532, 542-544 <i>National Geographic</i> 531 <i>Geography Skills</i> 531 <i>Section Assessment</i> 533 #4, 545 #2, 545 #3 TWE: ICA 531, 543 CTA 532 WWW 543

BENCHMARKS	PAGE REFERENCES
7. explain the need for laws and policies governing technology and explore solutions to problems that arise from technological advancements.	SE: 535-536, 582, 584-585 <i>Section Assessment 539 #3</i> TWE: MGO 535 RS 535 DI 536 WWW 536 CC 582 CTA 583  NOTE: Teachers may use these references in a classroom setting to discuss the need for laws and policies governing technology.
<b>Content Standard 3—Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions).</b>	
<b>Rationale</b> <i>Students gain geographical perspectives on Montana and the world by studying the Earth and how people interact with places. Knowledge of geography helps students address cultural, economic, social, and civic implications of living in various environments.</i>	
Students will:	
1. analyze and use various representations of the Earth (e.g., physical, topographical, political maps; globes; geographic information systems; aerial photographs; satellite images) to gather and compare information about a place.	SE: RA2-RA3, RA4-RA5, RA6-RA7, RA8-RA9, RA10-RA11, RA12-RA13, RA14-RA15, 4-5 <i>National Geographic 1</i> TWE: DI 4 USM 5
2. 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.	SE: RA16-RA17 <i>National Geographic 5</i> TWE: CLA 1, 8 DYK 4 WWW 6, 7 ETC 6 CTA 9 FCO 14D
3. analyze diverse land use and explain the historical and contemporary effects of this use on the environment, with an emphasis on Montana.	SE: 18-19 <i>Reading Check 19, 26</i> <i>Why It Matters 24-25</i> TWE: WWW 6 ETC 6 C 9 RC 19, 26 ETC 20 WIM 24  NOTE: Teachers may use these references in a classroom setting to guide land use discussion to apply to Montana.
4. explain how movement patterns throughout the world (e.g., people, ideas, diseases, products, food) lead to interdependence and/or conflict.	SE: 45-47, 51-53, 54-55 <i>Reading Check 53, 55</i> TWE: CD 6 RC 53, 55 F 56 ETC 56

BENCHMARKS	PAGE REFERENCES
5. 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).	SE: <i>National Geographic</i> 30-31 <i>Geography Skills</i> 48 <i>You Decide</i> 96-97 TWE: DYK 0 DEI 4 CC 4 UMK 5 RS 5 ETC 7, 96 WWW 96
6. 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).	SE: 16-17 <i>Graphic Organizer Skills</i> 17 <i>Section Assessment</i> 19 #3 TWE: WWW 6 DYK 6 ETC 6 FCO 14D GOS 17 C 19, 21
7. describe major changes in a local area that have been caused by human beings (e.g., a new highway, a fire, construction of a new dam, logging, mining) and analyze the probable effects on the community and environment.	SE: 24, 317-318 <i>Why It Matters</i> 316-317 <i>Reading Check</i> 318 TWE: WWW 6 ETC 6 C 9, 33 WIM 316 RC 318  NOTE: Teachers may use these references in a classroom setting to springboard into discussion on the effects of human modifications on the environment.
<b>Content Standard 4—Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.</b>	
<p><b>Rationale</b>  <i>Students need to understand their historical roots and how events shape the past, present, and future of the world. In developing these insights, students must know what life was like in the past and how things change and develop over time. Students gain historical understanding through inquiry of history by researching and interpreting historical events affecting personal, local, tribal, Montana, United States, and world history.</i></p>	
Students will:	
1. 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.	SE: 612, 613, 614, 615, 616, 617, 618, 621, 623 <i>Study &amp; Writing Skillbuilder</i> 340 TWE: T 340

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2. 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).	SE: <i>Social Studies Skillbuilder</i> 63 <i>Practicing Skills</i> 65 TWE: TLA 37, 69, 99, 131, 161, 191, 257 T 63 NOTE: Teachers may use these references in a classroom setting to organize and analyze history by various criteria.
3. 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.	SE: <i>Citizenship Cooperative Activity</i> 275, 303, 329, 353, 381, 409, 431, 457, 495, 523 TWE: CLA 218
4. identify significant events and people and important democratic values (e.g., freedom, equality, privacy) in the major eras/civilizations of Montana, American Indian, United States, and world history.	SE: 204-205, 222 <i>Picturing History</i> 184 <i>People in History</i> 186, 203 <i>An American Story</i> 192, 199 <i>Interdisciplinary Activity</i> 222 TWE: PH 184 PIH 203
5. identify major scientific discoveries and technological innovations and describe their social and economic effects on society.	SE: 535-536, 582, 584-585 <i>Section Assessment</i> 539 #3 TWE: CC 203 MGO 535 RS 535 DI 536 WWW 536 CC 582 CTA 583
6. 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.	SE: <i>Critical Thinking Skillbuilder</i> 146, 440 <i>Applying the Skill</i> 146, 340, 440 <i>Study &amp; Writing Skillbuilder</i> 340 <i>Practicing Skills</i> 457 TWE: T 146, 340, 440
7. summarize major issues affecting the history, culture, tribal sovereignty, and current status of the American Indian tribes in Montana and the United States.	SE: 264, 341-345, 531-532, 619 <i>People in History</i> 344 <i>National Geographic</i> 531 <i>Geography Skills</i> 531 <i>Section Assessment</i> 533 #4 TWE: ICA 344, 531 CTA 532

BENCHMARKS	PAGE REFERENCES
<b>Content Standard 5—Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange, and consumption.</b>	
<b>Rationale</b>	
<i>In a global economy marked by rapid technological and political change, students must learn how to be effective producers, consumers, and economic citizens.</i>	
Students will:	
1. identify and explain basic economic concepts (e.g., supply, demand, production, exchange and consumption; labor, wages, and capital; inflation and deflation; and private goods and services).	SE: 197, 260-261, 324, 350-351, 533 <i>Section Assessment</i> 198 #1, 262 #1, 351 #1 <i>Reading Check</i> 351 TWE: RC 351
2. apply economic concepts to explain historical events, current situations, and social issues in local, Montana, tribal, national, or global concerns.	SE: 199-200, 262, 336-337, 348-350, 533 <i>Section Assessment</i> 198 #2, 262 #2, 351 #2 <i>Reading Check</i> 261 TWE: RC 261
3. compare and contrast the difference between private and public goods and services.	NOTE: Teachers may address this topic in a classroom setting.
4. analyze how various personal and cultural points of view influence economic decisions (e.g., land ownership, taxation, unemployment).	SE: 530 NOTE: Teachers may address this topic in a classroom setting.
5. 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, and governments).	SE: 260-261, 324-325, 348-351, 533 <i>Picturing History</i> 197, 200 <i>Practicing Skills</i> 275 <i>Reading Check</i> 351 TWE: PH 197, 200 DI 260 RC 351
6. analyze the influences of technological advancements (e.g., machinery, internet, genetics) on household, state, national and global economies.	SE: 535-536, 582, 584-585 <i>Section Assessment</i> 539 #3 TWE: CC 203, 582 MGO 535 RS 535 DI 536 WWW 536 CTA 583 NOTE: Teachers may use these references in the classroom setting to discuss the effects on economies at all levels.

BENCHMARKS	PAGE REFERENCES
<b>Content Standard 6—Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.</b>	
<p><b>Rationale</b>  <i>Culture helps us to understand ourselves as both individuals and members of various groups. In a multicultural society, students need to understand multiple perspectives that derive from different cultural vantage points. As citizens, students need to know how institutions are maintained or changed and how they influence individuals, cultures, and societies. This understanding allows students to relate to people in Montana, tribes, the United States, and throughout the world.</i></p>	
Students will:	
1. 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.	TWE: WWW 531 NOTE: Teachers may address this topic in a classroom setting.
2. 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.	SE: 405 <i>America’s Literature</i> 50, 107, 295 TWE: AAL 50, 107, 295 MA 404 DYK 405 CC 405
3. identify and differentiate ways regional, ethnic, and national cultures influence individual’s daily lives and personal choices.	SE: <i>Interdisciplinary Activity</i> 50 TWE: WWW 531 NOTE: Teachers may address this topic in a classroom setting.
4. compare and illustrate the unique characteristics of American Indian tribes and other cultural groups in Montana.	NOTE: Teachers may discuss the cultural groups of Montana in a classroom setting.
5. explain the cultural contributions of, and tensions between, racial and ethnic groups in Montana, the United States, and the world.	SE: 566-568 <i>National Geographic</i> 531 <i>Geography Skills</i> 531 <i>Picturing History</i> 566 <i>Section Assessment</i> 570 #1, 570 #2, 570 #3 <i>Interdisciplinary Activity</i> 570 TWE: PH 566 ICA 567 CC 568
6. identify and describe the stratification of individuals within social groups (e.g., status, social class, haves and have nots).	SE: 401-403, 406-407 <i>America’s Literature</i> 107 <i>Interdisciplinary Activity</i> 107 <i>Reading Check</i> 392 <i>Picturing History</i> 402 <i>Southern Population, 1860</i> 403 <i>More About...</i> 404 TWE: RC 392 PH 402 MA 404

## Codes Used for TWE Pages

AAL	Answers to Analyzing Literature
C	Close
CC	Curriculum Connection
CD	Cultural Diversity
CLA	Cooperative Learning Activity
CTA	Critical Thinking Activity
DEI	Demonstrating Ideas
DI	Differentiated Instruction
DYK	Did you know?
ETC	Extending the Content
F	Focus
FCO	From the Classroom of...
GOS	Graphic Organizer Skills
IB	Identifying Branches
ICA	Interdisciplinary Connections Activity
MA	More About...
MGO	Making a Graphic Organizer
PH	Picturing History
PIH	People in History
RC	Reading Check
RS	Reading Strategy
T	Teach
TLA	Time Line Activity
UMK	Using a Map Key
USM	Using Special-Purpose Maps
WIM	Why It Matters
WWW	Who?What?Where?When?