



MONTANA
Standards for Social Studies – End of Grade 12
World History © 2005

BENCHMARKS	PAGE REFERENCES
Content Standard 1—Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.	
Rationale <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. 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).	SE: SkillBuilder 65, 114, 179, 279, 309, 351 TWE: T 65, 114, 179, 279, 309, 351 CLA 101
2. apply criteria to evaluate information (e.g., origin, authority, accuracy, bias, and distortion of information and ideas).	SE: SkillBuilder 65, 114, 179, 279, 309, 351, 423, 635 TWE: T 65, 114, 179, 279, 309, 351 CTA 217
3. 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).	TWE: RS 167, 685 CTA 77, 78, 85, 638, 790 E 123 WA 171
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.	
Rationale <i>The vitality and continuation of a democratic republic depends upon the education and participation of informed citizens.</i>	
Students will:	
1. 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).	SE: 360-361, 370-371, 397-398, 437-439, 528-534, 536-540 TWE: WA 538 E 538 CA 539

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2. compare and contrast various world political systems (e.g., ideologies, structure, institutions) with that of the United States.	SE: 360-361, 370-371, 397-398, 437-439, 528-534, 536-540, 691-696, 732-737, 793-797 TWE: WA 538, 736 E 538 CA 539
3. identify representative political leaders and philosophies from selected historical and contemporary settings.	SE: 360-361, 370-371, 397-398, 437-439, 528-534, 536-540, 691-696, 732-737, 793-797 TWE: WA 538, 736 E 538 CA 539
4. relate the concept of tribal sovereignty to the unique powers of tribal governments as they interact with local, state, and federal governments.	SE: 348-350, 352-358, 360-362, 781-785, 786-791 TWE: F 781, 786 CTA 784 C 785 RS 788 CT 790, 791 CLA 789
5a analyze the effectiveness of various systems of government to protect the rights and needs of citizens and balance competing conceptions of a just society.	SE: 437-439, 441-447, 451, 485-490, 536-540 TWE: CT 443, 790 WA 437, 538 CAT 445 E 538 CA 539
5b analyze the impact of the Constitution, laws, and court decisions on the rights and responsibilities of citizens.	SE: 539-540, 591, 633 TWE: CA 539 E 538 CLA 14
6. 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).	SE: 941-946, 952-956, 969-973 TWE: E 944 CT 943, 954 ETC 945, 953 C 956 CLA 970 DI 954
7. analyze laws and policies governing technology and evaluate the ethical issues and the impacts of technology on society.	SE: 892, 971-972 <i>National Geographic</i> 970 TWE: M 967 F 969 C 894 GS 970 CAT 892, 970

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Content Standard 3—Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions).	
Rationale <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. interpret, use, and synthesize information from various representations of the Earth (e.g., maps, globes, satellite images, geographic information systems, three-dimensional models).	SE: RA2-RA34, 2-3, 4-5, 6-7, 8-9 <i>National Geographic</i> 82, 83, 117 TWE: E 4, 5 ETC 5 CT 7 GS 82, 83, 117
2. differentiate and analyze the relationships among various regional and global patterns of geographic phenomena (e.g., land forms, soils, climate, vegetation, natural resources, population).	SE: 28-29, 37-38, 45-46, 71-72 <i>National Geographic</i> 28, 38, 72 TWE: CT 2 GS 28, 38, 72
3. assess the major impacts of human modifications on the environment (e.g., global warming, deforestation, erosion, pollution).	SE: 969-971 <i>National Geographic</i> 970 TWE: F 969 GS 970 CLA 970 C 973
4. 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).	SE: 407-413, 415-418, 419-422, 458-460 <i>Opposing Viewpoints</i> 410-411 <i>National Geographic</i> 459 TWE: CLA 409 WA 409 OV 411 C 413 E 416
5. 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.	SE: RA24-25, RA26-RA27, RA28-RA29, RA30, RA31, RA32, RA33 <i>National Geographic</i> 970 TWE: GS 970
6. 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).	SE: 969-971 <i>National Geographic</i> 970 TWE: F 969 GS 970 CLA 970 C 973

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7. 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/ranches).	SE: 39, 69 <i>History Through Architecture</i> 39, 48, 78 <i>Picturing History</i> 73 TWE: E 39, 48 ETC 48 M 69 CC 73
Content Standard 4—Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.	
Rationale <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>	
Students will:	
1. 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.	SE: 14-15, 520, 539-540, 591, 633 TWE: T 14 CD 15 CA 539 E 538 CLA 14
2. interpret how selected cultures, historical events, periods, and patterns of change influence each other.	SE: 511-517, 518-525, 526-534 TWE: F 511, 518 E 513 C 517 CT 520 CTA 520 WA 520
3. apply ideas, theories, and methods of inquiry to analyze historical and contemporary developments, and to formulate and defend reasoned decisions on public policy issues.	TWE: RS 167, 685 CTA 77, 78, 85, 638, 790 E 123 WA 171 CLA 487, 537
4a 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.	SE: 347-350, 370-371, 375-381, 382-387, 389-393 TWE: E 349 RA 350 ETC 385, 390, 391 CAT 390
4b 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.	SE: 528-534, 536-540, 547-553, 555-561 TWE: E 538 CLA 537 CA 539 CT 537 RA 540 WA 538 CAT 549 ETC 551

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5. 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.	SE: 511-517, 581-588, 969-972 TWE: F 511 CLA 513, 583, 584 E 513 CAT 970 RS 515 C 517
6. 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).	SE: 414-418 <i>Opposing Viewpoints</i> 200-201, 410-411, 658-659, 740-741 TWE: OV 200, 411, 659 CT 417 F 415 CAT 200 CLA 417
7. 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., gambling, artifacts, repatriation, natural resources, language, jurisdiction).	SE: 347-350 <i>National Geographic</i> 349 TWE: E 349 F 347 WA 350 TP 348 C 350 GS 349
Content Standard 5—Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange, and consumption.	
Rationale	
<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. analyze the impact that supply and demand, scarcity, prices, incentives, competition, and profits influence what is produced and distributed in various economic systems.	SE: <i>The following pages reference economic systems around the world:</i> 320, 618, 651, 726-727, 789-790, 972-973 <i>SkillBuilder</i> 928 <i>Chart Skills</i> 959 TWE: C 652 ICA 320, 726 CTA 790, 972 CS 959
2. use basic economic concepts (e.g., production, distribution, consumption, market economy and command economy) to compare and contrast local, regional, national, and global economies across time and at the present time.	SE: <i>The following pages reference economic systems around the world:</i> 320, 618, 651, 726-727, 789-790, 972-973 <i>SkillBuilder</i> 928 <i>Chart Skills</i> 959 TWE: C 652 ICA 320, 726 CTA 790, 972 CS 959

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3. assess the costs and benefits to society of allocating goods and services through private and public sectors.	SE: <i>The following pages reference economic systems around the world:</i> 320, 618, 651, 726-727, 789-790, 863, 972-973 <i>SkillBuilder</i> 928 <i>Chart Skills</i> 959 TWE: C 652 ICA 320, 726 CTA 790, 972 CS 959
4. compare and contrast how values and beliefs influence economic decisions in different economic systems.	SE: 618-619, 651, 732, 736-737, 791, 876-879 <i>Eyewitness to History</i> 620 TWE: CTA 618 RA 619 T 620 ICA 735 CT 735
5. 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).	See Glencoe's <i>Economics: Principles & Practices</i> © 2005.
6. 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).	SE: 844-845, 892, 971-972 <i>National Geographic</i> 970 TWE: M 967 F 969 C 894 GS 970 CAT 892, 970 T 844
Content Standard 6—Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.	
<p>Rationale <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. 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.	SE: 360-361, 370-371, 397-398, 437-439, 528-534, 536-540, 691-696, 732-737, 793-797 TWE: WA 538, 736 E 538 CA 539
2. 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.	SE: 39-43, 46-53, 56-60, 64 <i>History Through Architecture</i> 39, 48 <i>Picturing History</i> 42, 47, 49 TWE: M 35 ETC 39 ICA 40 RS 41 PH 42, 47, 49

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3. analyze the impact of ethnic, national, and global influences on specific situations or events.	SE: 824-829, 864-865, 882, 921-922, 925, 931-933 <i>Eyewitness to History</i> 869 TWE: CT 825, 865 CTA 825 E 826 CLA 826 ETC 865
4. 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).	SE: 347-350 <i>National Geographic</i> 349 TWE: E 349 F 347 WA 350 TP 348 C 350 GS 349
5. analyze the conflicts resulting from cultural assimilation and cultural preservation among various ethnic and racial groups in Montana, the United States, and the world.	SE: 824-829, 864-865, 882, 921-922, 925, 931-933 <i>Eyewitness to History</i> 869 TWE: CT 825, 865 CTA 825 E 826 CLA 826 ETC 865
6. analyze the interactions of individuals, groups, and institutions in society (e.g., social mobility, class conflict, globalization).	SE: 75-76, 102, 117-120, 125, 198-199 <i>The Way It Was</i> 118-119 TWE: WA 76, 119 CTA 77 C 120

Codes Used for TWE Pages

C	Close
CA	Charting Activity
CAT	Connecting Across Time
CC	Curriculum Connection
CD	Cultural Diffusion
CLA	Cooperative Learning Activity
CS	Chart Skills
CT	Critical Thinking
CTA	Critical Thinking Activity
DI	Differentiated Instruction
E	Enrich
ETC	Extending the Content
F	Focus
GS	Geography Skills
ICA	Interdisciplinary Connections Activity
M	More About...
OV	Opposing Viewpoints
PH	Picturing History
RA	Reteaching Activity
RS	Reading Strategy
T	Teach
TP	Turning Point
WA	Writing Activity