



**MONTANA**  
**Standards for Social Studies – End of Grade 8**  
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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: 332 <i>Building Citizenship</i> 401 TWE: CLA 433 IS 139 RAA 182
2. assess the quality of information (e.g., primary or secondary sources, point of view and embedded values of the author).	SE: 448 <i>Building Citizenship</i> 463 <i>Making Connections</i> 435 TWE: CEJ 142 PS 99 RS 203
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: 332 <i>Building Citizenship</i> 187, 401, 733 TWE: RAA 183 RS 449 TTA 64, 95
<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: 83, 146-149, 161-162, 166-167, 333 #4, 672-676 <i>Building Citizenship</i> 401 <i>Exploring Government</i> 428, 612 TWE: TTA 694

OBJECTIVES	PAGE REFERENCES
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: 83, 138-140, 146-149, 155 #24, 332 <i>Building Citizenship</i> 733 TWE: CLA 149 YGY 676
3. identify the significance of tribal sovereignty and Montana tribal governments' relationship to local, state, and federal governments.	Students may explore tribal sovereignty in Montana and other locations using information found on pages: SE: 145-148, 155 #24 <i>Primary Source</i> 167 TWE: CLA 149 YGY 750
4. analyze and explain governmental mechanisms used to meet the needs of citizens, manage conflict, and establish order and security.	SE: 83, 99, 138-140, 328-332, 672-676 <i>Building Citizenship</i> 733 <i>Exploring Government</i> 428, 612 TWE: DI 138 TTA 95
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: 83, 99, 143 #3, 672-676 <i>Building Citizenship</i> 634, 733 <i>Exploring Government</i> 614 <i>Primary Source</i> 167 TWE: CTA 139
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: 99, 138-141, 672-676 <i>Building Citizenship</i> 187, 463, 546 TWE: CTA 140, 149 DI 138 YGY 676
7. explain the need for laws and policies governing technology and explore solutions to problems that arise from technological advancements.	SE: 97-100, 332, 677 #5 <i>Exploring Government</i> 428 TWE: CTA 102 DC 106 TTA 672
<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: 24-26 <i>Geography Handbook</i> 4-15 <i>Reference Atlas</i> 2-30 <i>Making Connections</i> 28 <i>Social Studies Skill</i> 196, 224, 334 TWE: CTA 25 DI 5 T 9

OBJECTIVES	PAGE REFERENCES
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: 39-42, 48-50, 61-68, 69-72, 87-91 <i>Country Profiles</i> 122-123 <i>Place Location Activity</i> 154 <i>Reference Atlas</i> 2-30 TWE: A 123
3. analyze diverse land use and explain the historical and contemporary effects of this use on the environment, with an emphasis on Montana.	Students may describe the effects on Montana of land use with information from pages: SE: 127-130, 131-136, 155 #24 <i>Applying Map Skills</i> 132 TWE: CLA 134 DI 128 RAA 120, 121, 122 RS 127 TT 124D
4. explain how movement patterns throughout the world (e.g., people, ideas, diseases, products, food) lead to interdependence and/or conflict.	SE: 90-91, 102-106, 204-205, 260-264, 525, 592-596, 641 <i>Geography &amp; History</i> 228, 566, 686
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>Applying Map Skills</i> 89, 95 <i>Geography Handbook</i> 2-15 <i>Reference Atlas</i> 2-30 <i>Social Studies Skill</i> 334, 349 TWE: RAA 121, 182, 396 RS 15
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: 34-38, 45 #22, 48-50 <i>Making Connections</i> 51 TWE: C 38 DI 41 RS 43, 53 TT 46D WIM 47
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: 58-59, 69-72 <i>Eye on the Environment</i> 76-77, 250-251 <i>Making Connections</i> 218, 665 TWE: RS 72
<b>Content Standard 4—Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.</b>	
<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>	
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: 448, 791 <i>Critical Thinking Skill</i> 682 TWE: C 317 CEJ 142 PS 99

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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: 796-797 <i>Critical Thinking Skill</i> 238, 416 TWE: GHA 229, 421, 567, 687 RS 479
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: 311 # 26, 448, 791 TWE: RS 142, 449
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: 145-151 <i>Making Connections</i> 152, 170 TWE: AP 125 CLA 149 CTA 139 DI 138 T 146 TT 124D YGY 750
5. identify major scientific discoveries and technological innovations and describe their social and economic effects on society.	SE: 97-100, 154 #18 <i>Eye on the Environment</i> 498-499 <i>Making Connections</i> 51, 218, 409, 576, 665 TWE: C 136
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: 138-142, 145-151, 448 <i>Primary Source</i> 380 TWE: CEJ 142 CLA 149
7. summarize major issues affecting the history, culture, tribal sovereignty, and current status of the American Indian tribes in Montana and the United States.	Students may address these topics using information found on pages: SE: 138-142, 145-149 <i>Making Connections</i> 152 TWE: CLA 149 DI 138 RS 133 YGY 750
<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: 92-96, 796 <i>Believe It or Not!</i> 93 <i>Building Citizenship</i> 187 TWE: CB 187 CTA 262 DI 94, 579 TT 78D TTA 322

OBJECTIVES	PAGE REFERENCES
2. apply economic concepts to explain historical events, current situations, and social issues in local, Montana, tribal, national, or global concerns.	SE: 128, 131-136, 145-148, 155 #24 <i>Building Citizenship</i> 187 <i>Making Connections</i> 170 TWE: CLA 134 DI 579 RAA 121 RS 133
3. compare and contrast the difference between private and public goods and services.	SE: 93-96, 195, 663-664, 673-675 <i>Building Citizenship</i> 187 TWE: CTA 102
4. analyze how various personal and cultural points of view influence economic decisions (e.g., land ownership, taxation, unemployment).	SE: 93-96, 102-106, 205-206, 328-332, 337 #26, 673-675 <i>Building Citizenship</i> 187 TWE: DI 579 TTA 95, 205
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: 93-96, 205-206, 209 #23, 329, 337 #26 TWE: CBN 278D CTA 194 MC 327 TTA 205, 328
6. analyze the influences of technological advancements (e.g., machinery, internet, genetics) on household, state, national and global economies.	SE: 96, 102-106, 195, 205-206 <i>Making Connections</i> 28, 665 TWE: T 218 TTA 104
<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.	SE: 80-82, 473-477, 596 <i>Exploring Culture</i> 695 <i>Making Connections</i> 170 <i>Primary Source</i> 475 TWE: CTA 194 T 170, 382 TTA 592
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: 150-151 <i>Exploring Culture</i> 203 <i>Literature</i> 578 <i>Making Connections</i> 152, 246, 382, 507, 718 TWE: IA 141, 749

OBJECTIVES	PAGE REFERENCES
3. identify and differentiate ways regional, ethnic, and national cultures influence individual's daily lives and personal choices.	SE: 80-82, 640-641 <i>Exploring Culture</i> 695 <i>Making Connections</i> 718 TWE: RS 153 T 170 TT 688D
4. compare and illustrate the unique characteristics of American Indian tribes and other cultural groups in Montana.	SE: 128, 155 #24 TWE: CLA 149 RAA 120 T 152
5. explain the cultural contributions of, and tensions between, racial and ethnic groups in Montana, the United States, and the world.	SE: 145-148, 155 #24 <i>Making Connections</i> 152, 170 TWE: CLA 149 MAP 152 RAA 120, 123 YGY 750
6. identify and describe the stratification of individuals within social groups (e.g., status, social class, haves and have nots).	SE: 80-81, 204-205, 592-596, 640, 657 #22 <i>Exploring Culture</i> 695 TWE: CB 641 CTA 194

### Codes Used for TWE Pages

A	Assess
AP	About the Photo
C	Close
CB	Content Background
CBN	Content Background Notes
CEJ	Current Events Journal
CLA	Cooperative Learning Activity
CTA	Critical Thinking Activity
DC	Drawing Conclusions
DI	Differentiated Instruction
GHA	Geography and History Activity
IA	Interdisciplinary Activity
IS	Identifying Solutions
MAP	More About the Poets
MC	Making Connections
PS	Primary Source
RAA	Regional Atlas Activity
RS	Reading Strategy
T	Teach
TT	Teacher to Teacher
TTA	Team-Teaching Activity
WIM	Why It Matters
YGY	Your Government and You