



The American Republic

To 1877
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STANDARDS

PAGE REFERENCES

Content Standard 1—Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.

Rationale

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.

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).

Student Edition:

Alternative Assessment 231
Applying the Skill 571
Citizenship Cooperative Activity 231 #16
Interdisciplinary Activity 227
Practicing Skills 587
Skillbuilder 429, 571

Teacher Wraparound Edition:

CLA 279; DI 290; RS 271; T 571

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<p>2. assess the quality of information (e.g., primary or secondary sources, point of view and embedded values of the author).</p>	<p>Student Edition: <i>Applying the Skill</i> 136, 340, 440 <i>Practicing Skills</i> 457 <i>Skillbuilder</i> 146, 340, 440 <i>Two Viewpoints</i> 47, 118, 163, 420, 450 Teacher Wraparound Edition: T 146, 340, 440</p>
<p>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).</p>	<p>Student Edition: <i>Citizenship Cooperative Activity</i> 353, 381, 409, 431, 457 Teacher Wraparound Edition: C 539, 585; CLA 229; CTA 583; ICA 324, 582; RS 325</p>
<p>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.</p>	
<p>Rationale <i>The vitality and continuation of a democratic republic depends upon the education and participation of informed citizens.</i></p>	
<p>Students will:</p>	
<p>1. describe the purpose of government and how the powers of government are acquired, maintained, and used.</p>	<p>Student Edition: 207-208, 217-220 <i>Chart</i> 218, 219 <i>Critical Thinking</i> 213 #4, 214 #16 <i>Picturing History</i> 210 <i>Reviewing Themes</i> 213 Teacher Wraparound Edition: CLA 218; CTA 211; ICA 210</p>
<p>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).</p>	<p>Student Edition: 208-211, 217-222, 223-227, 576-577 <i>Handbook Assessment</i> 231 #16 <i>Picturing History</i> 210 <i>Presidents of the United States</i> 606-610 Teacher Wraparound Edition: C 222, 227; CLA 218; CTA 211; ICA 210</p>
<p>3. identify the significance of tribal sovereignty and Montana tribal governments' relationship to local, state, and federal governments.</p>	<p>Topics specific to tribal sovereignty and Montana tribal government can be covered during teacher/class discussion.</p>

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<p>4. analyze and explain governmental mechanisms used to meet the needs of citizens, manage conflict, and establish order and security.</p>	<p>Student Edition: 209-211, 222, 223-227, 582-583 <i>Reviewing Themes</i> 213 Teacher Wraparound Edition: C 227, CC 220; DYK 582; IB 208; ICA 582; PH 226</p>
<p>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).</p>	<p>Student Edition: 218-222, 228 <i>The Bill of Rights</i> 221 <i>Citizenship Cooperative Activity</i> 231 #15 <i>Critical Thinking</i> 222 #4, 231 #12 <i>Interdisciplinary Activity</i> 222, 230 Teacher Wraparound Edition: CLA 218, 229; CTA 221; DYK 221</p>
<p>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).</p>	<p>Student Edition: 201, 227, 392, 395, 407, 531-532, 542-544 <i>Critical Thinking</i> 533 #4, 545 #4 <i>National Geographic</i> 531 Teacher Wraparound Edition: CLA 200; CTA 532; ICA 531, 543; RS 392; W 543</p>
<p>7. explain the need for laws and policies governing technology and explore solutions to problems that arise from technological advancements.</p>	<p>Student Edition: 535-536, 582-583, 584-585 <i>Reviewing Themes</i> 539 Teacher Wraparound Edition: CC 582; CTA 583; DI 536; MGO 535; RS 535; W 536</p>
<p>Content Standard 3—Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions).</p>	
<p>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></p>	
<p>Students will:</p>	
<p>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.</p>	<p>Student Edition: RA2-RA15, 4-5 <i>National Geographic</i> 1 <i>Skillbuilder</i> 27, 169, 361 Teacher Wraparound Edition: DI 4; GH 5; RS 5</p>

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<p>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.</p>	<p>Student Edition: RA2-RA15 <i>National Geographic</i> 1, 5 <i>Skillbuilder</i> 27</p> <p>Teacher Wraparound Edition: CLA 1, 8; CTA 9; DYK 4; EC 6; FCO 14D; W 6, 7</p>
<p>3. analyze diverse land use and explain the historical and contemporary effects of this use on the environment, with an emphasis on Montana.</p>	<p>Student Edition: 18-19, 72-73, 389 <i>Critical Thinking</i> 19 <i>Why It Matters</i> 24-25</p> <p>Teacher Wraparound Edition: C 9; EC 6, 26; W6; WM 224</p>
<p>4. explain how movement patterns throughout the world (e.g., people, ideas, diseases, products, food) lead to interdependence and/or conflict.</p>	<p>Student Edition: 39-40, 45-47, 51-55, 60, 290 <i>Critical Thinking</i> 62 #5 <i>More About</i> 60</p> <p>Teacher Wraparound Edition: CD 6; EC 56; F 56; T 39</p>
<p>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).</p>	<p>Student Edition: 1-7 <i>Geography Skills</i> 48 <i>National Geographic</i> 30-31 <i>You Decide</i> 96-97</p> <p>Teacher Wraparound Edition: CC 4; DEI 4; DYK 0; EC 7, 96; RS 5; UMK 5</p>
<p>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).</p>	<p>Student Edition: 16-17, 29, 530, 557 <i>Causes and Effects</i> 17 <i>Reviewing Themes</i> 19 #3</p> <p>Teacher Wraparound Edition: C 19, 21; DYK 6; EC 6; FCO 14D; W 6</p>
<p>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.</p>	<p>Student Edition: 24, 315-318, 530 <i>Why It Matters</i> 316-317</p> <p>Teacher Wraparound Edition: C 9, 33, 319; DI 316; W 6; WM 316</p>

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<p>Content Standard 4—Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.</p>	
<p>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></p>	
<p>Students will:</p>	
<p>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.</p>	<p>Student Edition: 611-623 <i>Practicing Skills</i> 353, 431 <i>Skillbuilder</i> 146, 340, 429, 440 Teacher Wraparound Edition: T 146, 340, 429, 440</p>
<p>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).</p>	<p>Student Edition: <i>Causes and Effects</i> 17, 44, 110, 268, 337 <i>Practicing Skills</i> 65 <i>Skillbuilder</i> 63 Teacher Wraparound Edition: T 63; TLA 37, 69, 99, 131, 161, 191, 257</p>
<p>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.</p>	<p>Student Edition: <i>Citizenship Cooperative Activity</i> 275, 303, 329, 353, 381, 409, 431, 457, 495, 523 Teacher Wraparound Edition: CLA 218; T 340, 429</p>
<p>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.</p>	<p>Student Edition: 141-142, 150-151, 204-205, 222 <i>An American Story</i> 192, 199 <i>Interdisciplinary Activity</i> 222 <i>People in History</i> 109, 186, 203, 406, 577 Teacher Wraparound Edition: C 151; ICA 150; PH 184; PIH 203</p>
<p>5. identify major scientific discoveries and technological innovations and describe their social and economic effects on society.</p>	<p>Student Edition: 308-311, 315-316, 386-389, 535-536 <i>Reviewing Themes</i> 539 #3 Teacher Wraparound Edition: CC 203; DI 316, 536; MSO 535; RS 310, 387, 535; W 536</p>

STANDARDS	PAGE REFERENCES
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.	Student Edition: <i>Practicing Skills</i> 457 <i>Skillbuilder</i> 146, 340, 440 <i>Two Viewpoints</i> 47, 118, 163, 420, 450 Teacher Wraparound Edition: T 143, 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.	Student Edition: 264, 341-345, 531-532, 619 <i>Critical Thinking</i> 533 #4 <i>National Geographic</i> 342, 531 <i>People in History</i> 344 Teacher Wraparound Edition: CP 531; CTA 532; DI 343; ICA 344, 531
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. 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).	Student Edition: 197, 260-261, 324, 350-351, 529, 533 <i>Economics Activity</i> 275, 353, 431, 523 Teacher Wraparound Edition: DI 350; ICA 289
2. apply economic concepts to explain historical events, current situations, and social issues in local, Montana, tribal, national, or global concerns.	Student Edition: 199-200, 262, 338-339, 350-351, 482-483, 533 <i>Economics Activity</i> 302, 353 Teacher Wraparound Edition: ICA 309
3. compare and contrast the difference between private and public goods and services.	Student Edition: 348 <i>Economics Activity</i> 431 <i>Interdisciplinary Activity</i> 483
4. analyze how various personal and cultural points of view influence economic decisions (e.g., land ownership, taxation, unemployment).	Student Edition: 403, 518, 530 <i>Economics Activity</i> 409, 495, 553 <i>Interdisciplinary Activity</i> 483 Teacher Wraparound Edition: C 407; ICA 309, 463

STANDARDS	PAGE REFERENCES
<p>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).</p>	<p>Student Edition: 260-261, 324-325, 348-351, 399, 482-483, 533 <i>Economics Activity</i> 275 <i>Picturing History</i> 197, 200 <i>Practicing Skills</i> 275 Teacher Wraparound Edition: DI 260, 350; PH 197, 200</p>
<p>6. analyze the influences of technological advancements (e.g., machinery, internet, genetics) on household, state, national and global economies.</p>	<p>Student Edition: 310-311, 536-537, 582, 584-585 <i>Reviewing Themes</i> 311, 539 Teacher Wraparound Edition: CC 203, 582; CTA 583; DI 536; MGO 535; RS 535; W 536</p>
<p>Content Standard 6—Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.</p>	
<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>	
<p>Students will:</p>	
<p>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.</p>	<p>Student Edition: 16-18, 403-405, 425-428, 531-533, 537-538 Teacher Wraparound Edition: C 428; CTA 532; DI 403; ICA 537; RS 426; W 531</p>
<p>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.</p>	<p>Student Edition: 405, 415 <i>America's Literature</i> 50, 107, 295 <i>Critical Thinking</i> 415 #5 <i>You Decide</i> 496-497 Teacher Wraparound Edition: AL 50, 107, 295; C 497; CC 405; DYK 405; ICA 404; MA 404</p>
<p>3. identify and differentiate ways regional, ethnic, and national cultures influence individual's daily lives and personal choices.</p>	<p>Student Edition: 16-18, 403-405, 425-428, 531-533, 537-538 Teacher Wraparound Edition: C 428; CTA 532; DI 403; ICA 537; RS 426; W 531</p>

STANDARDS	PAGE REFERENCES
<p>4. compare and illustrate the unique characteristics of American Indian tribes and other cultural groups in Montana.</p>	<p>Student Edition: 264, 341-345, 531-532, 619 <i>Critical Thinking</i> 533 #4 <i>National Geographic</i> 342, 531 <i>People in History</i> 344 Teacher Wraparound Edition: CP 531; CTA 532; DI 343; ICA 344, 531</p>
<p>5. explain the cultural contributions of, and tensions between, racial and ethnic groups in Montana, the United States, and the world.</p>	<p>Student Edition: 405-406, 519, 543, 566-568 <i>An American Story</i> 192 <i>Interdisciplinary Activity</i> 570 <i>Picturing History</i> 566 <i>Reviewing Themes</i> 570 Teacher Wraparound Edition: CC 568; ICA 567</p>
<p>6. identify and describe the stratification of individuals within social groups (e.g., status, social class, haves and have nots).</p>	<p>Student Edition: 401-403, 406-407 <i>America's Literature</i> 107 <i>More About</i> 404 <i>Picturing History</i> 402 <i>Southern Population, 1860</i> 403 Teacher Wraparound Edition: CL 402; MA 404; PH 402; RS 405</p>