



The American Republic

Since 1877

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STANDARDS	PAGE REFERENCES
Social Studies Content Standard 1	
Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real-world situations.	
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).	Student Edition: <i>Skillbuilder</i> 313, 359, 470, 489, 563, 681, 711, 739 Teacher Wraparound Edition: T 313, 359, 470, 489, 563, 681, 711, 739
2. Apply criteria to evaluate information (e.g., origin, authority, accuracy, bias, and distortion of information and ideas).	Student Edition: <i>Skillbuilder</i> 253, 385, 470, 795, 818, 855, 880 Teacher Wraparound Edition: T 253, 385, 470, 795, 818, 855, 880
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).	Student Edition: <i>Practicing Skills</i> 683 <i>Skillbuilder</i> 681 Teacher Wraparound Edition: SLP 9, 215, 283, 389, 479, 581, 715; T 681

STANDARDS	PAGE REFERENCES
Social Studies 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.	
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).	Student Edition: 108-115, 121-129, 162 <i>Chart</i> 124 <i>Different Viewpoints</i> 113 Teacher Wraparound Edition: C 115; EC 113; FYI 111; ICA 124; RS 109, 122
2. Compare and contrast various world political systems (e.g., ideologies, structure, institutions) with that of the United States.	Student Edition: 121-129, 564-569, 584-588, 732-738, 772-775 <i>Critical Thinking</i> 588 #6 Teacher Wraparound Edition: C 569; R 588; RS 122, 585; T 122
3. Identify representative political leaders and philosophies from selected historical and contemporary settings.	Student Edition: 584-586, 655-658, 671-673, 719-721, 896-901 <i>Writing About History</i> 674 Teacher Wraparound Edition: C 658; CLA 719; CTA 127; ICA 587; RS 585; T 585
4. Relate the concept of tribal sovereignty to the unique powers of tribal governments as they interact with local, state and federal governments.	This standard can be covered during classroom discussion pertaining to tribal governments.
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.	Student Edition: 127-129, 595-600, 628-629, 883-884, 900 <i>Moment in History</i> 628 Teacher Wraparound Edition: C 600, 630; CLA 128; Cr 598; CTA 629; RS 599
5b. Analyze the impact of the Constitution, laws, and court decisions on the rights and responsibilities of citizens.	Student Edition: 127-129, 228-229, 269-270, 382-383, 735, 748-749, 751-752, 758-759, 807-808, 814 <i>Chart</i> 722 <i>Why It Matters</i> 268-269 Teacher Wraparound Edition: C 751; CLA 128; DI 228

STANDARDS	PAGE REFERENCES
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).	Student Edition: 448-452, 473, 584-588, 601-602, 627-628, 751-752, 756-757, 759-760 Teacher Wraparound Edition: C 455, 606; R 588
7. Analyze laws and policies governing technology and evaluate the ethical issues and the impacts of technology on society.	Student Edition: 892-895 <i>An American Story</i> 892 <i>Critical Thinking</i> 895 <i>Technology & History</i> 894 Teacher Wraparound Edition: C 895; DI 844; R 895; RS 893
Social Studies Content Standard 3	
Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions).	
1. Interpret, use, and synthesize information from various representations of the Earth (e.g., maps, globes, satellite images, geographic information systems, three-dimensional models).	Student Edition: RA2-RA17, 1-3 <i>Practicing Skills</i> 71, 651 <i>Skillbuilder</i> 57, 624 Teacher Wraparound Edition: CLA 1, 3; CTA 7; DI 2; EC RA20; T 57, 624
2. Differentiate and analyze the relationship among various regional and global patterns of geographic phenomena (e.g., landforms, soils, climate, vegetation, natural resources, population).	Student Edition: 4-5 <i>Geography & History</i> 346-347, 361, 432-433, 872-873 Teacher Wraparound Edition: EC 5; T 346, 432, 872
3. Assess the major impacts of human modification on the environment (e.g., global warming, deforestation, erosion, pollution).	Student Edition: 344, 819-823, 868, 905, 907-908 Teacher Wraparound Edition: C 823, 905; Cr 821; ICA 822
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).	Student Edition: 24-28, 30-35, 286-291, 773-775 <i>World Geography Connection</i> 469, 606, 794, 849 Teacher Wraparound Edition: C 28; Cr 25; RS 290

STANDARDS	PAGE REFERENCES
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.	<p>Student Edition: 59, 182-183, 290-291, 292-295, 537, 559, 688-689 <i>Critical Thinking</i> 295 #6</p> <p>Teacher Wraparound Edition: C 291, 295; Cr 182; RS 182</p>
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).	<p>Student Edition: 58-64, 218-224, 336-340, 537 <i>Geography & History</i> 540-541 <i>National Geographic</i> 537 <i>Reviewing Themes</i> 224</p> <p>Teacher Wraparound Edition: C 224; CTA 62, Dr 537; ICA 221</p>
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).	<p>Student Edition: 62, 218-224 <i>Geography & History</i> 36-37, 432-433, 540-541</p> <p>Teacher Wraparound Edition: C 37; Dr 541; EC 432; ICA 221; T 540</p>
Social Studies Content Standard 4	
Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.	
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.	<p>Student Edition: 90-93, 131-149, 941-961, 962-965 <i>Why It Matters</i> 268-269</p> <p>Teacher Wraparound Edition: CLA 91, 133; CTA 149; T 90; WM 268</p>
2. Interpret how selected cultures, historical events, periods, and patterns of change influence each other.	<p>Student Edition: 27-28 <i>Linking Past and Present</i> 34, 441, 695 <i>Why It Matters</i> 26-27 <i>World History Connection</i> 501</p> <p>Teacher Wraparound Edition: C 28; LPP 34, 695; WM 26</p>
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.	<p>Student Edition: <i>Skillbuilder</i> 107, 225, 313, 359, 385, 470, 489, 525, 607, 681, 739</p> <p>Teacher Wraparound Edition: T 107, 225, 313, 359, 385, 470, 489, 525, 607, 681, 739</p>

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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.	Student Edition: <i>Profiles in History</i> 109, 164, 262, 301, 422, 596, 750 <i>Why It Matters</i> 690 Teacher Wraparound Edition: PH 109, 164, 262, 301, 596, 750; WM 690
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.	Student Edition: <i>Different Viewpoints</i> 113, 338, 460, 646, 664, 866 <i>You're the Historian</i> 80-81, 324-325, 490-491 Teacher Wraparound Edition: PA 325; T 80, 324
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.	Student Edition: 292-295, 308-312, 514-515, 517-518, 695-696, 726 <i>Technology & History</i> 182, 259, 287, 515, 822, 894 Teacher Wraparound Edition: C 295, 312; DI 310, 894; ICA 695; RS 515
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).	Student Edition: <i>Different Viewpoints</i> 113, 276, 338, 460, 543, 646, 664, 778, 866 <i>Practicing Skills</i> 387, 527 <i>Skillbuilder</i> 385, 525 Teacher Wraparound Edition: T 385, 525
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).	Student Edition: 191-192, 297-302, 708, 816-817 <i>An American Story</i> 297 <i>Moment in History</i> 298 <i>National Geographic</i> 191 <i>Profiles in History</i> 301 Teacher Wraparound Edition: C 302, 817; CTA 301; ICA 300; OI 191
Social Studies Content Standard 5	
Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange, and consumption.	
1. Analyze the impact of supply and demand, scarcity, prices, incentives, competition, and profits and how these influence what is produced and distributed in various economic systems.	Student Edition: 286-291, 308-312, 319-323, 372-379, 530-534, 686-691, 843-849, 865-871 Teacher Wraparound Edition: C 312; CLA 866; D 681; ICA 289, 322, 533; RS 290, 320; T 373

STANDARDS	PAGE REFERENCES
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.	Student Edition: 372-379, 393-394, 661, 865-867 <i>You're the Historian</i> 324-325 Teacher Wraparound Edition: C 397; CLA 866; T 324, 373
3. Assess the costs and benefits to society of allocating goods and services through private and public sectors.	Student Edition: 865-871, 896-901 <i>You're the Historian</i> 324-325 Teacher Wraparound Edition: C 871; CLA 866; F 324; ICA 899; PA 325; T 324
4. Compare and contrast how values and beliefs influence economic decisions in different economic systems.	Student Edition: 65-69, 286-291, 521-524, 686-691, 860-864, 881-886, 892-895, 896-901 <i>Critical Thinking</i> 69 #6 Teacher Wraparound Edition: D 522; DI 862; ICA 289
5. Explain the operations, rules, and procedures of common financial instruments (e.g., stocks and bonds, retirement funds, IRAs) and financial institutions (credit card companies, banks, insurance companies).	Student Edition: 154, 171, 531-533, 557-559, 894 <i>Critical Thinking</i> 174 #26 Teacher Wraparound Edition: DI 154; ICA 533
6. Explain and evaluate the effects of new technology, global economic interdependence, and competition on the development of national policies (e.g., social security programs, 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).	Student Edition: 688-689, 736, 878-879, 892-895, 902-905, 990 <i>Chart</i> 73 <i>Geography & History</i> 824-825 <i>The Impact Today</i> 716 Teacher Wraparound Edition: C 895; CTA 878; DI 904; EC 737; RS 893; T 824
Social Studies Content Standard 6	
Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.	
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.	Student Edition: 746-752, 753-760, 800-805, 806-810, 812-817, 819-823 Teacher Wraparound Edition: C 805, 810, 817; CLA 813; CTA 757; DI 748; ICA 803

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<p>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.</p>	<p>Student Edition: 498-500, 538-539, 566-567, 804-805 <i>American Literature</i> 17, 237, 303, 443, 503, 649, 811, 887</p> <p>Teacher Wraparound Edition: C 539; ICA 501, 567; PWA 17, 237, 303, 443, 503, 649, 811, 887; T 499</p>
<p>3. Analyze the impact of ethnic, national, and global influences on specific situations or events.</p>	<p>Student Edition: 746-752, 753-760, 800-805, 806-810, 812-817, 902-905</p> <p>Teacher Wraparound Edition: C 805, 810, 817; CLA 813; CTA 757; DI 748, 904; ICA 803</p>
<p>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).</p>	<p>Student Edition: 816-817 <i>An American Story</i> 812 <i>Profiles in History</i> 816 <i>Writing About History</i> 817</p> <p>Teacher Wraparound Edition: C 817</p>
<p>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.</p>	<p>Student Edition: 746-752, 753-760, 800-805, 806-810, 812-817, 819-823 <i>Critical Thinking</i> 826 #17</p> <p>Teacher Wraparound Edition: C 805, 810, 817; CLA 813; CTA 757; DI 748; ICA 803</p>
<p>6. Analyze the interactions of individuals, groups, and institutions in society (e.g., social mobility, class conflict, globalization).</p>	<p>Student Edition: 746-752, 753-760, 800-805, 806-810, 812-817, 819-823 <i>Critical Thinking</i> 826 #17</p> <p>Teacher Wraparound Edition: C 805, 810, 817; CLA 813; CTA 757; DI 748; ICA 803</p>