

SOCIAL STUDIES

Kindergarten

STRAND **Civics and Government**

STANDARDS **GOALS and PERFORMANCE OBJECTIVES**

K.C.A **Students will recognize the people who create and carry out rules for the school and classroom**

1. Participate in a discussion concerning the role of all school staff

K.C.B **Students will define that being a citizen of the classroom and school community means following established rules and expectations**

1. Take care of, share and put away school materials and equipment
2. Orally express importance of following rules
3. Respect the rights and property of others in all school situations

K.C.C **Students will demonstrate citizenship through their interactions in the classroom and school community**

1. Listen to and follow oral directions
2. Listen without interrupting

STRAND **Economics**

STANDARDS **GOALS and PERFORMANCE OBJECTIVES**

K.E.A **Students will explain and identify examples of goods and services**

1. Give at least two examples of something the following community helpers do for you: nurse, doctor, fireman, policeman, dentists, garbage man, store workers, barber, beautician and postal worker.

K.E.B **Students will describe goods and products that are produced in local regions**

STRAND

Geography

STANDARDS

GOALS and PERFORMANCE OBJECTIVES

K.G.A

Students will use maps and other representations to describe place characteristics

1. Tell how classmates travel to and from school by various means: walk, bus, parents.

STRAND

History

STANDARDS

GOALS and PERFORMANCE OBJECTIVES

K.H.A

Students will distinguish between past, present, and future time.

K.H.B

Students will participate in discussions concerning customs and celebrations of the following holidays: Labor Day, Columbus Day, Halloween, Thanksgiving, Veteran's Day, Christmas, New Year's Day, Martin Luther King Day, Ground Hog's Day, President's Day, St. Patrick's Day, April Fool's Day, Easter, Arbor Day, May Day, Memorial Day, Independence Day and holidays of other cultures as appropriate.

SOCIAL STUDIES

First Grade

STRAND **Civics and Government**

STANDARDS **GOALS and PERFORMANCE OBJECTIVES**

1.C.A **Students will demonstrate being a citizen of a classroom and school community through interactions and by following established rules and expectations.**

1.C.B **Students will recognize the people, and their roles, who create and carry out rules for the school and classroom.**

1. discuss in their own words, the role of all school staff

1.C.C **Students will develop self-awareness and self-help skills.**

1. tell phone number
2. orally tell address
3. tell month, day and year of birth
4. name left and right hand
5. compare physical differences with others
6. tie shoes

STRAND **Economics**

STANDARDS **GOALS and PERFORMANCE OBJECTIVES**

1.E.A **Students will explain the difference between needs and wants.**

1. discuss the basic needs met by family for its members; love, food, shelter, clothing and help

1.E.B **Students will describe goods and products that are produced in local regions.**

1.E.C **Students will explore the role of family support, care givers and guardians.**

1. explain how families differ according to the number of parents, number of children, extended family and culture
2. identify different types of homes: apartments, houses, mobile homes, teepees
3. orally express how the students can help each other
4. orally express how the student can help his/her family
5. identify situations of change in family structure
6. explain the role of family

1.E.D **Students will explore career education.**

1. identify job possibilities
2. identify job requirements
3. identify job responsibilities

STRAND **Geography**

STANDARDS **GOALS and PERFORMANCE OBJECTIVES**

1.G.A **Students will identify and describe human and physical local landmarks.**

1.G.B **Students will construct maps and other representations of familiar places.**

1. State the difference between a map and a globe
2. Identify North, South, East and West on a map
3. Identify a map of a neighborhood, state, US and world
4. Identify water and land symbols on a map

STRAND **History**

STANDARDS **GOALS and PERFORMANCE OBJECTIVES**

1.H.A **Students will distinguish between past, present, and future time.**

1. recognize and discuss customs and celebrations

1.H.B **Students will understand how events might be described differently depending on historical contexts and perspectives, including those of tribes in Montana.**

1. learn how our country began
2. learn the Pledge of Allegiance
3. learn American symbols

1.H.C **Students will participate in discussions concerning customs and celebrations of the following holidays: Labor Day, Columbus Day, Halloween, Thanksgiving, Veteran's Day, Christmas, New Year's Day, Martin Luther King Day, Ground Hog's Day, President's Day, St. Patrick's Day, April Fool's Day, Easter, Arbor Day, May Day, Memorial Day, Independence Day and holidays of other cultures as appropriate.**

SOCIAL STUDIES

Second Grade

STRAND **Civics and Government**

STANDARDS **GOALS and PERFORMANCE OBJECTIVES**

2.C.A **Students will explain the roles of people who govern different communities including tribal communities**

1. explain how rules and laws are made to protect people
2. explain the basic process of electing government officials and identify mayor, governor, and president

2.C.B **Students will demonstrate ways to show good citizenship in the classroom, school and community**

1. identify the following groups to which they belong: family, neighborhood, school, community, and social groups
2. respect the rights and property of others in all school situations

2.C.C **Students will develop self-awareness**

1. write month, day and year of their birth (focus on year)
2. write their parent/guardian's telephone number (using area code)
3. write their full physical address (stressing the absolute location vocabulary)

STRAND **Economics**

STANDARDS **GOALS and PERFORMANCE OBJECTIVES**

2.E.A **Students will describe the goods and services that people in the local, state, and national community produce.**

1. identify job possibilities

- 2.E.B **Students will describe examples of the goods and services that governments provide.**
1. explain that government collects taxes in order to provide a public service
 2. identify goods and services by examples
 3. explain the need to earn income
 4. identify needs and wants by examples
- 2.E.C **Students will identify resources people use to access the goods and services they want and need.**
- 2.E.D **Students will learn people lived differently in the past than they do today.**

STRAND Geography

STANDARDS GOALS and PERFORMANCE OBJECTIVES

- 2.G.A **Students will use the basic components of a map to identify physical and political features including American Indian reservations.**
1. recognize the difference between a map and a globe
 2. identify north, south, east, and west on a map
 3. use a simple map with a map key and a compass
 4. identify continent, country, state, and city using a variety of maps
 5. introduce landforms (hills, mountains, plains, valleys, islands)
- 2.G.B **Students will describe how geography and human activities impact each other.**

STRAND

History

STANDARDS

GOALS and PERFORMANCE OBJECTIVES

2.H.A

Students will understand that there are different tribes within Montana whose people contribute to modern life

2.H.B

Students will identify different kinds of historical sources, including oral histories of American Indians

2.H.C

Students will participate in discussion concerning customs and celebrations of the following holidays: Labor Day, Columbus Day, Halloween, Thanksgiving, Veteran's Day, Christmas, New Year's Day, Martin Luther King Jr. Day, Groundhog's Day, President's Day, St. Patrick's Day, April Fool's Day, Easter, Arbor Day, May Day, Memorial Day, Independence Day, and holidays of other cultures as appropriate.

SOCIAL STUDIES

Third Grade

STRAND **Civics and Government**

STANDARDS **GOALS and PERFORMANCE OBJECTIVES**

3.C.A **Students will describe and identify the basic functions of local government, including tribal governments**

1. identify city, state and national leaders (Mayor, Governor, President)
2. recognize the difference between the levels of government (Local, State, National)

3.C.B **Students will recognize that civic participation involves remaining accurately informed about public issues, taking action, and voting in elections.**

1. discuss the necessity of city and state laws

3.C.C **Students will identify key symbols of nations.**

STRAND **Economics**

STANDARDS **GOALS and PERFORMANCE OBJECTIVES**

3.E.A **Students will compare the benefits and costs of individual choices**

1. identify the cycle of supply and demand

3.E.B **Students will identify examples of human and natural resources that are used to produce goods and Services.**

1. identify good and services by examples
2. recognize the types of exchange of goods and services (barter, money, trade, work, credit)

- 3.E.C **Students will explain economic interdependence within historical and contemporary contexts.**
1. define income and expenditure

STRAND Geography

STANDARDS GOALS and PERFORMANCE OBJECTIVES

- 3.G.A **Students will examine maps and other representations to identify historical and contemporary political and cultural patterns in the Americas.**

1. label directions on a Compass Rose (N, S, E, W, NE, NW, SE, SW)
2. using a map, identify the cardinal directions a person would travel to get from one point to another
3. identify various points on a simple map using a map key and symbols (road, mountain, rivers, lakes, etc.)
4. recognize examples of Continent, Country, State, and City (North America, United States, Montana, Forsyth)
5. locate the 7 Continents and 4 major Oceans on a world map
6. select the shortest distance between two places

- 3.G.B **Students will identify environmental and technological events and conditions and how humans and the environment impact each other.**

1. identify renewable and non-renewable resources
2. discuss mining and recreation

- 3.G.C **Students will identify land forms and other physical characteristics of the Americas.**

1. recognize multiple landforms and water features by their appearance on a map and their characteristics

STRAND

History

STANDARDS

GOALS and PERFORMANCE OBJECTIVES

3.H.A

Students will identify tribes in Montana by their original and current names.

1. identify various lifestyles of historical Americans: Indians, Pilgrims, Pioneers

3.H.B

Students will explain how perspective impacts the telling of historical events.

1. know facts about special historical leaders (Washington, Lincoln, Martin Luther King, Harriet Tubman, etc.)

SOCIAL STUDIES

Fourth Grade

STRAND **Civics and Government**

STANDARDS **GOALS and PERFORMANCE OBJECTIVES**

4.C.A **Students will demonstrate civic participation within the classroom or school.**

4.C.B **Students will practice deliberative processes when making decisions as a group**

4.C.C **Students will describe how rules, laws, and policies are implemented by local, state, national and tribal governments.**

4.C.D **Students will define sovereignty for tribes in Montana.**

4.C.E **Students will identify key foundational documents in Montana's government.**

STRAND **Economics**

STANDARDS **GOALS and PERFORMANCE OBJECTIVES**

4.E.A **Students will identify the various pressures and incentives that influence the decisions people make in short term and long term situations.**

1. Discuss the Civil War and the Gold Rush and how it affected us

- 4.E.B **Students will identify basic elements of Montana’s state economic system including agriculture, business, natural resources, and labor.**
1. Explain supply and demand
 2. Identify how the land is used
 3. Discuss main businesses
 4. Identify available jobs
- 4.E.C **Students will identify various resources and labor that are used to provide goods and services in Montana.**
- 4.E.D **Students will explain how trade leads to increasing economic interdependence among groups in Montana.**

STRAND

Geography

STANDARDS

GOALS and PERFORMANCE OBJECTIVES

- 4.G.A **Students will examine maps and other representations to explain the movement of people.**
1. Understand the regions and who migrated where
- 4.G.B **Students will identify and label the tribes in Montana and their indigenous territories, and current locations.**
- 4.G.C **Students will investigate the physical, political, and cultural characteristics of places, regions, and people in Montana.**

4.G.D **Students will analyze environmental and technological events and conditions and how humans and the environment impact each other with relation to settlements and migration in Montana.**

4.G.E **Students will identify and label US regions, territories, states and their capitals/major cities.**

STRAND History

STANDARDS GOALS and PERFORMANCE OBJECTIVES

4.H.A **Students will understand tribes in Montana have their own unique histories.**

4.H.B **Students will identify events and policies that have impacted and been influenced by tribes in Montana.**

1. Describe why Native Americans are on reservations
2. Discuss Native American language
3. Explain the importance of Pow Wows

4.H.C **Students will explain how Montana has changed over time given its cultural diversity and how this history impacts the present.**

4.H.D **Students will describe how historical accounts are impacted by individual perspectives.**

1. Understand the impact of battles, wars and immigration

SOCIAL STUDIES

Fifth Grade

STRAND **Civics and Government**

STANDARDS **GOALS and PERFORMANCE OBJECTIVES**

5.C.A **Students will examine the diverse origins, ideals, and purposes of rules, laws, and key United States constitutional provisions and other foundational documents.**

1. Discuss the Iroquois Confederacy, Declaration of Independence and the Constitution

5.C.B **Students will use deliberative processes when engaging in civic participation within the classroom or school.**

5.C.C **Students will distinguish between the responsibilities of local, state, tribal, and national governments.**

5.C.D **Students will explain how democracy relies upon active and responsible participation of citizens.**

5.C.E **Students will describe the basic duties of the three branches of government.**

STRAND **Economics**

STANDARDS **GOALS and PERFORMANCE OBJECTIVES**

5.E.A **Students will explain how people have to make choices between wants and needs and evaluate the outcomes or consequences of those choices.**

1. Identify imports and exports
2. Discuss cash crops versus food crops
3. Explain the interdependence of cities and agriculture

- 5.E.B **Students will identify positive and negative incentives that influence the decisions people make.**
 1. Explain how you must choose appropriate items/crops for survival versus economic gain
 2. Understand the use of resources
- 5.E.C **Students will identify resources and labor that are used to produce goods and services.**
- 5.E.D **Students will explain the role of money in the exchange of goods and services.**
- 5.E.E **Students will describe the role of manufacturing and agriculture in the economy of the United States.**
- 5.E.F **Students will describe how interest rates impact economic decision making.**

STRAND Geography

STANDARDS GOALS and PERFORMANCE OBJECTIVES

- 5.G.A **Students will create, organize and present geographic information to show settlement patterns in the United States, including impacts on tribal lands.**
- 5.G.B **Students will analyze environmental and technological events and conditions and how humans and the environment impact each other with relation to settlements and migration.**

STRAND**History****STANDARDS****GOALS and PERFORMANCE OBJECTIVES**

5.H.A

Students will interpret data presented in timelines

5.H.B

Students will understand the inter-relationship of chronological historical events.

5.H.C

Students will identify roles of individuals and groups and their impact on United States and tribal historical events.

5.H.D

Students will understand the unique historical perspectives of American Indians.

5.H.E

Students will analyze historical documents and their impact on tribes in Montana and their sovereignty.

SOCIAL STUDIES

Sixth Grade

STRAND **Civics and Government**

STANDARDS **GOALS and PERFORMANCE OBJECTIVES**

6.C.A **Students will explain a variety of forms of government from past or present.**

1. Connect to foundational documents in Montana Constitution

6.C.B **Students will distinguish the structure, organization, powers and limits of government at the local, state, national and tribal levels.**

2. Compare social structures of Ancient Civilizations and their constituents to modern civilizations' social structures from the local, state, national and tribal level.

6.C.C **Students will employ strategies for civic involvement that address a state or local, or national issue.**

3. Utilizing civic strategies from Ancient Civilizations.

STRAND **Economics**

STANDARDS **GOALS and PERFORMANCE OBJECTIVES**

6.E.A **Students will explain how economic decisions impact individuals, businesses, and society, including Indigenous societies.**

1. Identify factors leading to these impacts in the current and before current era.

6.E.B **Students will analyze examples of how groups and individuals have considered profit and personal values in making economic choices in the past and/or present.**

1. Explain the motivations behind these choices past/present.

- 6.E.C **Students will explain the roles of producers and consumers in market systems.**
- 6.E.D **Students will describe the role of competition in the determination of prices and wages in a market economy.**
- 6.E.E **Students will explain ways in which money facilitates exchange and impacts transactional costs.**
1. Explain the difference between commerce and trade.
- 6.E.F **Students will explain how changes in supply, demand and labor standards cause changes in prices and quantities of goods, services and other capital.**
1. Identify luxury goods and how they influence supply, demand and price.

STRAND **Geography**

STANDARDS **GOALS and PERFORMANCE OBJECTIVES**

- 6.G.A **Students will construct and analyze maps using scale, direction, symbols, legends and projections to gather information about regions across the world.**
- 6.G.B **Students will identify the location of places and regions in the world and understand their physical, political and cultural characteristics.**
- 6.G.C **Students will analyze maps and charts from a specific time period to understand an issue or event.**
- 6.G.D **Students will explain how the environment and geographic features have affected people and how people have affected the environment throughout Montana, the United States and the world.**

- 6.G.E **Students will explain the role and impact of spatial patterns of settlement and movement in shaping societies and cultures, including Indigenous cultures.**
- 6.G.F **Students will identify how the historical and contemporary movement of people, goods, and ideas from one area can impact change, conflict and cooperation in other areas.**
- 6.G.G **Students will identify the cultural roots of major world regions.**

STRAND History

STANDARDS GOALS and PERFORMANCE OBJECTIVES

- 6.H.A **Students will explore complex civilizations, and identify elements of change and continuity across historical eras in Montana, the Americas and world history.**
1. Identify and explain the differences between the evolution of western culture and Asian culture
2. Explain and identify the catalyst behind this evolution of major culture.
- 6.H.B **Students will analyze how the historical events relate to one another and are shaped by historical context, including societies in the Americas.**
- 6.H.C **Students will analyze how, since European contact, historical events and policies have mutually impacted American Indian and European societies. (Worth discussing, 6th grade does not cover European contact between American Indians and European Societies.)**
- 6.H.D **Students will identify how new archaeological and scientific information shapes historical understanding.**
- 6.H.E **Students will understand that there are multiple perspectives and interpretations of historical events.**

- 6.H.F **Students will analyze how people’s perspectives shaped the historical narratives they created**
- 6.H.G **Students will identify limitations and biases in primary and secondary sources, specifically regarding misinformation and stereotypes.**
- 6.H.H **Students will understand that the questions people ask shape the conclusions they reach.**