

Working Draft  
**Social Studies - Grades K – 5**

Kindergarten

**Content Standard 1:**

**Students’ access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations**

<b>State Established Benchmarks:</b>	<b>District Established Learner Outcomes</b>
<b>By the end of fourth Grade, Students will:</b>	<b>By the end of Kindergarten, Students will:</b>
1. identify and practice 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)	1. identify and practice the steps of the “Super 3” process
2. evaluate information quality (e.g., accuracy, relevance, fact or fiction)	2. distinguish between real and make believe concepts
3. use information to support statements and practice basic group decision making strategies to solve problems in real world situations (e.g., class elections, playground and classroom rules, recycling projects, school stores)	3. participate in rule making and problem solving using the “Super3” process

**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>State Established Benchmarks:</b>	<b>District Established Learner Outcomes</b>
<b>By the end of fourth Grade, Students will:</b>	<b>By the end of Kindergarten, Students will:</b>
1. explain the purpose and various levels of government	1.
2. recognize local, state, tribal, and federal governments and identify representative leaders at these levels (e.g., mayor, governor, chairperson, president)	2. recognize leaders/authority within community structure
3. identify the major responsibilities of local, state, tribal, and federal government	3.
4. explain how governments provide for the needs and wants of people by establishing order and security and managing conflict	4. understand that rules help people stay safe and get along with one another; understand that families, schools and communities have rules
5. identify and explain the individual’s responsibilities to family, peers, and the community, including the need for civility, respect for diversity, and the rights of others	5. identify that members of a family or other groups have responsibilities; identify basic rights and responsibilities; participate in making classroom rules
6. describe factors that cause conflict and contribute to cooperation among individuals and groups (e.g., playground issues, misunderstandings, listening skills, taking turns)	6. work independently and cooperatively to accomplish goals
7. explore the role of technology in communications, transportation, information processing, or other areas as it contributes to or helps resolve problems	7.

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**Content Standard 3:**

**Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions).**

<b>State Established Benchmarks:</b>	<b>District Established Learner Outcomes</b>
<b>By the end of fourth Grade, Students will:</b>	<b>By the end of Kindergarten, Students will:</b>
1. identify and use various representations of the earth (e.g., maps, globes, photographs, latitude and longitude, scale)	1. recognize that a globe is a model of Earth; identify a map as a representation of all or part of Earth; understand the purpose of a map; understand directions: left, right, near and far
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)	2. identify land and water on a map and a globe
3. describe and illustrate ways in which people interact with their physical environment (e.g., land use, location of communities, methods of construction, design of shelters)	3. identify ways people use land and water
4. describe how human movement and settlement patterns reflect the wants and needs of diverse cultures	4.
5. use appropriate geographic resources (e.g., atlases, databases, charts, grid systems, technology, graphs, maps) to gather information about local communities, reservations, Montana, the United States, and the world	5.
6. identify and distinguish between physical system changes (e.g., seasons, climate, weather, water cycle, natural disasters) and describe the social and economic effects of these changes	6. identify the four seasons and weather associated with each; identify clothing needs for each season; identify activities related to each season
7. describe and compare the ways in which people in different regions of the world interact with their physical environments	7. be aware of basic human needs

**Content Standard 4:**

**Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships**

<b>State Established Benchmarks:</b>	<b>District Established Learner Outcomes</b>
<b>By the end of fourth Grade, Students will:</b>	<b>By the end of Kindergarten, Students will:</b>
1. identify and use various sources of information (e.g. artifacts, diaries, photographs, charts, biographies, paintings, architecture, songs) to develop an understanding of the past.	1. build concept of the past using historical figures
2. use a timeline to select, organize, and sequence information describing eras in history.	2. recognize calendars, including months, days and years as a way to organize time
3. examine biographies, stories, narratives, and folk tales to understand the lives of ordinary people and extraordinary people, place them in time and context, and explain their relationship to important historical events.	3. develop an awareness of important figures in the past and present using a variety of literature.
4. identify and describe famous people, important democratic values (e.g., democracy, freedom, justice) symbols (e.g. Montana and U.S. flags, state flower), and holidays, in the history of Montana, American Indian tribes, and the United States.	4. identify democratic symbols of our country and recognize the significance of national holidays
5. identify and illustrate how technologies have impacted the course of history (e.g. energy, transportation, communications).	5. identify different technologies in daily life
6. recognize that people view and report historical events differently.	6. recognize individual differences and perspectives
7. explain the history, culture, and current status of the American Indian tribes in Montana and the United States.	7. be aware of American Indians as a distinct culture

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**Social Studies - Grades K – 5**

Kindergarten

**Content Standard 5:**

**Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange, and consumption.**

<b>State Established Benchmarks:</b>	<b>District Established Learner Outcomes</b>
<b>By the end of fourth Grade, Students will:</b>	<b>By the end of Kindergarten, Students will:</b>
1. give examples of needs and wants; scarcity and choice (e.g., budgeting of allowance, trading cards)	1. recognize the difference between needs and wants
2. identify basic economic concepts (e.g., supply and demand, price) that explain events and issues in the community	2.
3. distinguish between private goods and services (e.g., family car or local restaurant) and public goods and services (e.g., interstate highway system or U.S. Postal Service)	3.
4. describe how personal economic decisions (e.g. deciding what to buy, what to recycle, how much to contribute to people in need) affect the lives of people in Montana, United States and the world	4. describe how personal economic decisions affect the individual
5. explain the roles of money, banking, and savings in everyday life	5. recognize people work to provide money for goods and services
6. identify and describe examples in which science and technology have affected economic conditions (e.g., assembly line, robotics, internet, media advertising)	6. identify examples of technology in the classroom

**Content Standard 6:**

**Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.**

<b>State Established Benchmarks:</b>	<b>District Established Learner Outcomes</b>
<b>By the end of fourth Grade, Students will:</b>	<b>By the end of Kindergarten, Students will:</b>
1. identify the ways groups (e.g., families, faith communities, schools, social organizations, sports) meet human needs and concerns (e.g., belonging self worth, personal safety) and contribute to personal identity	1. identify the ways that your family affects your needs and concerns and shapes your personal identity
2. describe ways in which expressions of culture influence people (e.g. language, spirituality, stories, folktales, music, art, dance)	2. develop an awareness of the different aspects of culture (e.g., family customs and holiday traditions)
3. identify and describe ways families, groups, tribes, and communities influence the individual's daily life and personal choices	3. identify the ways that your family affects your daily life and shapes your personal choices
4. identify characteristics of American Indian tribes and other cultural groups in Montana	4.
5. identify examples of individual struggles and their influence and contributions (e.g., Sitting Bull, Louis Riel, Chief Plenty Coups, Evelyn Cameron, Helen Keller, Mohandas Gandhi, Rosa Parks)	5. identify examples of personal struggles and accomplishments
6. identify roles in group situations (e.g., student, family member, peer member)	6. identify family roles

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**Social Studies - Grades K – 5**

First Grade

**Content Standard 1:**

**Students’ access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.**

<b>State Established Benchmarks:</b>	<b>District Established Learner Outcomes</b>
<b>By the end of fourth Grade, Students will:</b>	<b>By the end of first grade, Students will:</b>
1. identify and practice 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)	1. identify and practice the steps of the “Super 3” process
2. evaluate information quality (e.g., accuracy, relevance, fact or fiction)	2. explore point-of-view and perspectives (social situations, playground issues, literature, historical events)
3. use information to support statements and practice basic group decision making strategies to solve problems in real world situations (e.g., class elections, playground and classroom rules, recycling projects, school stores)	3. participate in classroom rule making and problem solving using the “Super 3” process

**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>State Established Benchmarks:</b>	<b>District Established Learner Outcomes</b>
<b>By the end of fourth Grade, Students will:</b>	<b>By the end of first grade, Students will:</b>
1. explain the purpose and various levels of government	1.
2. recognize local, state, tribal, and federal governments and identify representative leaders at these levels (e.g., mayor, governor, chairperson, president)	2. develop awareness of government, election processes and leaders
3. identify the major responsibilities of local, state, tribal, and federal government	3.
4. explain how governments provide for the needs and wants of people by establishing order and security and managing conflict	4. accept the necessity of rules and laws
5. identify and explain the individual’s responsibilities to family, peers, and the community, including the need for civility, respect for diversity, and the rights of others	5. recognize citizens have rights and responsibilities; develop appreciation of American freedoms; make classroom rules with other class members; recognize diverse groups; demonstrate respect for state, nation and flag
6. describe factors that cause conflict and contribute to cooperation among individuals and groups (e.g., playground issues, misunderstandings, listening skills, taking turns)	6. work independently and cooperatively to accomplish goals; make classroom rules with others; Montana Behavior Initiative (MBI)
7. explore the role of technology in communications, transportation, information processing, or other areas as it contributes to or helps resolve problems	7. explain how computers are used to find information

Working Draft  
**Social Studies - Grades K – 5**

First Grade

**Content Standard 3:**

**Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions).**

<b>State Established Benchmarks:</b>	<b>District Established Learner Outcomes</b>
<b>By the end of fourth Grade, Students will:</b>	<b>By the end of first grade, Students will:</b>
1. identify and use various representations of the earth (e.g., maps, globes, photographs, latitude and longitude, scale)	1. recognize that a globe is a model of Earth; identify a map as a representation of all or part of the earth; recognize cardinal directions
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)	2. identify the meaning of symbols on simple picture maps; locate United States, Montana and Helena on a map or a globe
3. describe and illustrate ways in which people interact with their physical environment (e.g., land use, location of communities, methods of construction, design of shelters)	3. identify ways people use land and water for recreation and commerce
4. describe how human movement and settlement patterns reflect the wants and needs of diverse cultures	4.
5. use appropriate geographic resources (e.g., atlases, databases, charts, grid systems, technology, graphs, maps) to gather information about local communities, reservations, Montana, the United States, and the world	5. use maps, atlases, graphs and charts to gather and interpret information about the United States, Montana and the world
6. identify and distinguish between physical system changes (e.g., seasons, climate, weather, water cycle, natural disasters) and describe the social and economic effects of these changes	6. identify the four seasons and weather associated with each; identify clothing needs for each season; identify activities related to each season
7. describe and compare the ways in which people in different regions of the world interact with their physical environments	7. be aware of basic human needs

**Content Standard 4:**

**Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships**

<b>State Established Benchmarks:</b>	<b>District Established Learner Outcomes</b>
<b>By the end of fourth Grade, Students will:</b>	<b>By the end of first grade, Students will:</b>
1. identify and use various sources of information (e.g., artifacts, diaries, photographs, charts, biographies, paintings, architecture, songs) to develop an understanding of the past	1. develop a concept of the past using various sources
2. use a timeline to select, organize and sequence information describing eras in history	2. recognize that calendars are a measure of time and a record of events
3. examine biographies, stories, narratives, and folk tales to understand the lives of ordinary people and extraordinary people, place them in time and context, and explain their relationship to important historical events	3. develop an awareness of important figures in the past and present through the use of a variety of literature
4. identify and describe famous people, important democratic values (e.g., democracy, freedom, justice) symbols (e.g., Montana and U.S. flags, state flower) and holidays, in the history of Montana, American Indian tribes, and the United States	4. identify democratic symbols of our country and recognize the significance of national holidays
5. identify and illustrate how technologies have impacted the course of history (e.g. energy, transportation, communications)	5. identify different technologies in daily life
6. recognize that people view and report historical events differently	6. recognize individual differences and perspectives
7. explain the history, culture, and current status of the American Indian tribes in Montana and the United States	7. develop an awareness of the differences in food, shelter and clothing of various of American Indian tribes

Working Draft  
**Social Studies - Grades K – 5**

First Grade

**Content Standard 5:**

**Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange, and consumption.**

<b>State Established Benchmarks:</b>	<b>District Established Learner Outcomes</b>
<b>By the end of fourth Grade, Students will:</b>	<b>By the end of first grade, Students will:</b>
1. give examples of needs and wants; scarcity and choice (e.g., budgeting of allowance, trading cards)	1. recognize the difference between wants and needs
2. identify basic economic concepts (e.g., supply and demand, price) that explain events and issues in the community	2.
3. distinguish between private goods and services (e.g., family car or local restaurant) and public goods and services (e.g., interstate highway system or U.S. Postal Service)	3. understand the difference between private goods and public goods (e.g., the difference between home and classroom)
4. describe how personal economic decisions (e.g. deciding what to buy, what to recycle, how much to contribute to people in need) affect the lives of people in Montana, United States and the world	4. describe how personal economic decisions, including earning and spending, affect the family
5. explain the roles of money, banking, and savings in everyday life	5. recognize people work to provide money for goods and services
6. identify and describe examples in which science and technology have affected economic conditions (e.g., assembly line, robotics, internet, media advertising)	6. identify examples of technology at home

**Content Standard 6:**

**Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.**

<b>State Established Benchmarks:</b>	<b>District Established Learner Outcomes</b>
<b>By the end of fourth Grade, Students will:</b>	<b>By the end of first grade, Students will:</b>
1. identify the ways groups (e.g., families, faith communities, schools, social organizations, sports) meet human needs and concerns (e.g., belonging self worth, personal safety) and contribute to personal identity	1. identify the ways that your classroom and school affect your needs and concerns and shapes your personal identity
2. describe ways in which expressions of culture influence people (e.g. language, spirituality, stories, folktales, music, art, dance)	2. describe how the different aspects of culture influence the people of their school and classroom community
3. identify and describe ways families, groups, tribes, and communities influence the individual's daily life and personal choices	3. identify the ways their classroom and school affect their daily life and shape their choices
4. identify characteristics of American Indian tribes and other cultural groups in Montana	4.
5. identify examples of individual struggles and their influence and contributions (e.g., Sitting Bull, Louis Riel, Chief Plenty Coups, Evelyn Cameron, Helen Keller, Mohandas Gandhi, Rosa Parks)	5. identify examples of personal struggles of historical figures and how their struggles influenced their accomplishments
6. 6. identify roles in group situations (e.g., student, family member, peer member)	6. identify classroom and school roles

Working Draft  
**Social Studies - Grades K – 5**

Second Grade

**Content Standard 1:**

**Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.**

State Established Benchmarks:	District Established Learner Outcomes
<b>By the end of fourth Grade, Students will:</b>	<b>By the end of second grade, Students will:</b>
1. identify and practice 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)	1. identify and practice the steps of the “Super3” process
2. evaluate information quality (e.g., accuracy, relevance, fact or fiction)	2. explore point-of-view and perspectives (e.g., social situations, playground issues, literature, historical events)
3. use information to support statements and practice basic group decision making strategies to solve problems in real world situations (e.g., class elections, playground and classroom rules, recycling projects, school stores)	3. participate in classroom rule making and problem solving using the “Super3” process

**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.**

State Established Benchmarks:	District Established Learner Outcomes
<b>By the end of fourth Grade, Students will:</b>	<b>By the end of second grade, Students will:</b>
1. explain the purpose and various levels of government	1. be able to articulate the purposes and values of laws and services of government
2. recognize local, state, tribal, and federal governments and identify representative leaders at these levels (e.g., mayor, governor, chairperson, president)	2. be able to identify the president and the vice president
3. identify the major responsibilities of local, state, tribal, and federal government	3.
4. explain how governments provide for the needs and wants of people by establishing order and security and managing conflict	4. recognize needs and wants of families
5. identify and explain the individual’s responsibilities to family, peers, and the community, including the need for civility, respect for diversity, and the rights of others	5. recognize that individuals are unique; note differences among individuals within groups; recognize diverse groups
6. describe factors that cause conflict and contribute to cooperation among individuals and groups (e.g., playground issues, misunderstandings, listening skills, taking turns)	6. identify and describe cooperation between community institutions; describe how community helpers are interdependent (e.g., fire department, police department, mayor)
7. explore the role of technology in communications, transportation, information processing, or other areas as it contributes to or helps resolve problems	7. describe how computers are tools to find information

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**Social Studies - Grades K – 5**

Second Grade

**Content Standard 3:**

**Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions).**

<b>State Established Benchmarks:</b>	<b>District Established Learner Outcomes</b>
<b>By the end of fourth Grade, Students will:</b>	<b>By the end of second grade, Students will:</b>
1. identify and use various representations of the earth (e.g., maps, globes, photographs, latitude and longitude, scale)	1. find distances between points on a map or globe; use cardinal directions to locate places on a map
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)	2. locate North America, United States, Montana and Helena on a map or a globe; name and locate the continents and oceans using maps and globes; locate mountains, rivers, lakes and oceans on maps and globes
3. describe and illustrate ways in which people interact with their physical environment (e.g., land use, location of communities, methods of construction, design of shelters)	3. identify ways people use land and water for recreation and commerce in the Helena area (e.g., farming, ranching, mining, consumption and waste, sports)
4. describe how human movement and settlement patterns reflect the wants and needs of diverse cultures	4.
5. use appropriate geographic resources (e.g., atlases, databases, charts, grid systems, technology, graphs, maps) to gather information about local communities, reservations, Montana, the United States, and the world	5. use maps, atlases, graphs, and charts to gather and interpret information about the United States and the world
6. identify and distinguish between physical system changes (e.g., seasons, climate, weather, water cycle, natural disasters) and describe the social and economic effects of these changes	6. be aware of how physical changes in location, place, or environment affect their lives and those of their families
7. describe and compare the ways in which people in different regions of the world interact with their physical environments	7. be aware of how natural resources and location affect availability of food, clothing, and shelter

**Content Standard 4:**

**Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships**

<b>State Established Benchmarks:</b>	<b>District Established Learner Outcomes</b>
<b>By the end of fourth Grade, Students will:</b>	<b>By the end of second grade, Students will:</b>
1. identify and use various sources of information (e.g., artifacts, diaries, photographs, charts, biographies, paintings, architecture, songs) to develop an understanding of the past	1. develop a concept of the past using various sources
2. use a timeline to select, organize and sequence information describing eras in history	2. use calendars and timelines to organize and sequence events
3. examine biographies, stories, narratives, and folk tales to understand the lives of ordinary people and extraordinary people, place them in time and context, and explain their relationship to important historical events	3. develop an awareness of important figures in the past and present through the use of a variety of literature
4. identify and describe famous people, important democratic values (e.g., democracy, freedom, justice) symbols (e.g., Montana and U.S. flags, state flower) and holidays, in the history of Montana, American Indian tribes, and the United States	4. investigate customs and traditions relating to symbols, people, and values (e.g., care and display of the flag)
5. identify and illustrate how technologies have impacted the course of history (e.g. energy, transportation, communications)	5. identify different technologies in daily life
6. recognize that people view and report historical events differently	6. recognize individual differences and perspectives
7. explain the history, culture, and current status of the American Indian tribes in Montana and the United States	7. develop an awareness of the differences in food, shelter and clothing of various American Indian tribes



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Second Grade

**Content Standard 5:**

**Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange, and consumption.**

State Established Benchmarks:	District Established Learner Outcomes
<b>By the end of fourth Grade, Students will:</b>	<b>By the end of second grade, Students will:</b>
1. give examples of needs and wants; scarcity and choice (e.g., budgeting of allowance, trading cards)	1. apply the concept of needs and wants to self and family
2. identify basic economic concepts (e.g., supply and demand, price) that explain events and issues in the community	2. explore concepts of supply and demand, savings and borrowing
3. distinguish between private goods and services (e.g., family car or local restaurant) and public goods and services (e.g., interstate highway system or U.S. Postal Service)	3. understand the difference between private goods and public goods (e.g., the difference between home and classroom)
4. describe how personal economic decisions (e.g. deciding what to buy, what to recycle, how much to contribute to people in need) affect the lives of people in Montana, United States and the world	4. describe how personal economic decisions, including earning and spending, affect neighborhoods
5. explain the roles of money, banking, and savings in everyday life	5. demonstrate an understanding of the rewards of saving (e.g., time, money, and energy)

**Content Standard 6:**

**Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.**

State Established Benchmarks:	District Established Learner Outcomes
<b>By the end of fourth Grade, Students will:</b>	<b>By the end of second grade, Students will:</b>
1. identify the ways groups (e.g., families, faith communities, schools, social organizations, sports) meet human needs and concerns (e.g., belonging self worth, personal safety) and contribute to personal identity	1. identify the ways that their neighborhood affects their needs and concerns and shapes their personal identity
2. describe ways in which expressions of culture influence people (e.g. language, spirituality, stories, folktales, music, art, dance)	2. describe how the different aspects of culture influence the people of neighborhoods
3. identify and describe ways families, groups, tribes, and communities influence the individual's daily life and personal choices	3. identify the ways that their neighborhood affects their daily life and shapes their personal choices
4. identify characteristics of American Indian tribes and other cultural groups in Montana	4.
5. identify examples of individual struggles and their influence and contributions (e.g., Sitting Bull, Louis Riel, Chief Plenty Coups, Evelyn Cameron, Helen Keller, Mohandas Gandhi, Rosa Parks)	5. identify examples of personal struggles of historical figures and how their struggles influenced their accomplishments
6. identify roles in group situations (e.g., student, family member, peer member)	6. identify neighborhood roles

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**Social Studies - Grades K – 5**

Third Grade

**Content Standard 1:**

**Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.**

State Established Benchmarks:	District Established Learner Outcomes
<b>By the end of fourth Grade, Students will:</b>	<b>By the end of third grade, Students will:</b>
1. identify and practice 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)	1. use the “Super3” to complete a project and transition to the “Big6” process
2. evaluate information quality (e.g., accuracy, relevance, fact or fiction)	2. explore accuracy as related to point-of-view and perspectives (e.g., social situations, playground issues, literature, historical events)
3. use information to support statements and practice basic group decision making strategies to solve problems in real world situations (e.g., class elections, playground and classroom rules, recycling projects, school stores)	3. participate in classroom rule making and problem solving using gathered information including current events

**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.**

State Established Benchmarks:	District Established Learner Outcomes
<b>By the end of fourth Grade, Students will:</b>	<b>By the end of third grade, Students will:</b>
1. explain the purpose and various levels of government	1.
2. recognize local, state, tribal, and federal governments and identify representative leaders at these levels (e.g., mayor, governor, chairperson, president)	2. name main leadership positions of their community
3. identify the major responsibilities of local, state, tribal, and federal government	3. explain the need for government in society
4. explain how governments provide for the needs and wants of people by establishing order and security and managing conflict	4. identify how laws are established and how they relate to individuals and families
5. identify and explain the individual’s responsibilities to family, peers, and the community, including the need for civility, respect for diversity, and the rights of others	5. discuss responsibilities individuals have in making a community better
6. describe factors that cause conflict and contribute to cooperation among individuals and groups (e.g., playground issues, misunderstandings, listening skills, taking turns)	6. recognize that people are different and similar
7. explore the role of technology in communications, transportation, information processing, or other areas as it contributes to or helps resolve problems	7. identify examples of how technology is used to solve community problems (e.g., emergency communication)

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Third Grade

**Content Standard 3:**

**Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions).**

<b>State Established Benchmarks:</b>	<b>District Established Learner Outcomes</b>
<b>By the end of fourth Grade, Students will:</b>	<b>By the end of third grade, Students will:</b>
1. identify and use various representations of the earth (e.g., maps, globes, photographs, latitude and longitude, scale)	1. recognize latitude and longitude as measurements; begin to use map scale; understand and locate city, county, state and region
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)	2. name and locate continents and oceans using maps and globes
3. describe and illustrate ways in which people interact with their physical environment (e.g., land use, location of communities, methods of construction, design of shelters)	3. explain how physical environment affects the land use, location, and development of a community; determine how location affects the choice of food, clothing, and shelter; describe the various ways in which people interact with their physical environment
4. describe how human movement and settlement patterns reflect the wants and needs of diverse cultures	4. describe human movement and settlement in the Americas; describe how human movement and settlement is affected by landforms and physical features; be aware of the ways in which physical environment determines use of land, location of communities and methods of construction
5. use appropriate geographic resources (e.g., atlases, databases, charts, grid systems, technology, graphs, maps) to gather information about local communities, reservations, Montana, the United States, and the world	5. use maps, atlases, graphs, and charts to gather and interpret information about their community
6. identify and distinguish between physical system changes (e.g., seasons, climate, weather, water cycle, natural disasters) and describe the social and economic effects of these changes	6. identify physical system changes throughout the world; explain how those changes affect the citizens of those communities; and compare the ways in which people in different communities interact with their environment
7. describe and compare the ways in which people in different regions of the world interact with their physical environments	7. compare and contrast how people in various regions live, work and play in their physical environment

**Content Standard 4:**

**Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships**

<b>State Established Benchmarks:</b>	<b>District Established Learner Outcomes</b>
<b>By the end of fourth Grade, Students will:</b>	<b>By the end of third grade, Students will:</b>
1. identify and use various sources of information (e.g., artifacts, diaries, photographs, charts, biographies, paintings, architecture, songs) to develop an understanding of the past	1. identify and use various sources to develop an understanding of the history of their community
2. use a timeline to select, organize and sequence information describing eras in history	2. use a timeline to select, sequence and organize information
3. examine biographies, stories, narratives, and folk tales to understand the lives of ordinary people and extraordinary people, place them in time and context, and explain their relationship to important historical events	3. use a variety of literature to connect historical figures to their community
4. identify and describe famous people, important democratic values (e.g., democracy, freedom, justice) symbols (e.g., Montana and U.S. flags, state flower) and holidays, in the history of Montana, American Indian tribes, and the United States	4. develop an awareness of Helena's historical leaders, holidays, and symbols
5. identify and illustrate how technologies have impacted the course of history (e.g. energy, transportation, communications)	5. identify how technology has contributed to changes in Helena's history
6. recognize that people view and report historical events differently	6. compare and contrast different points of view in the history of Helena
7. explain the history, culture, and current status of the American Indian tribes in Montana and the United States	7. be aware of the cultural values and customs (past and present) of American Indian tribes and how geographical locations and natural resources affected their way of living

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**Social Studies - Grades K – 5**

Third Grade

**Content Standard 5:**

**Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange, and consumption.**

<b>State Established Benchmarks:</b>	<b>District Established Learner Outcomes</b>
<b>By the end of fourth Grade, Students will:</b>	<b>By the end of third grade, Students will:</b>
1. give examples of needs and wants; scarcity and choice (e.g., budgeting of allowance, trading cards)	1. give examples of barter and trade in exchange of goods and services within the community
2. identify basic economic concepts (e.g., supply and demand, price) that explain events and issues in the community	2. develop the concepts of supply and demand and the concepts of savings and borrowing, within the community
3. distinguish between private goods and services (e.g., family car or local restaurant) and public goods and services (e.g., interstate highway system or U.S. Postal Service)	3. explore the differences between private services and public services (e.g., city parks, public libraries and public schools)
4. describe how personal economic decisions (e.g. deciding what to buy, what to recycle, how much to contribute to people in need) affect the lives of people in Montana, United States and the world	4. describe how personal economic decisions, including earning and spending, affect the community
5. explain the roles of money, banking, and savings in everyday life	5. explain the connection between working and earning; explore the role of banks in the community
6. identify and describe examples in which science and technology have affected economic conditions (e.g., assembly line, robotics, internet, media advertising)	6. explore how technology and inventions affect the economy of the community

**Content Standard 6:**

**Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.**

<b>State Established Benchmarks:</b>	<b>District Established Learner Outcomes</b>
<b>By the end of fourth Grade, Students will:</b>	<b>By the end of third grade, Students will:</b>
1. identify the ways groups (e.g., families, faith communities, schools, social organizations, sports) meet human needs and concerns (e.g., belonging self worth, personal safety) and contribute to personal identity	1. identify the ways that living in your community affects their needs and concerns and shapes their personal identity
2. describe ways in which expressions of culture influence people (e.g. language, spirituality, stories, folktales, music, art, dance)	2. describe how the different aspects of culture influence the people of their community
3. identify and describe ways families, groups, tribes, and communities influence the individual's daily life and personal choices	3. identify the ways that living in your community affects your daily life and shapes your personal choices
4. identify characteristics of American Indian tribes and other cultural groups in Montana	4.
5. identify examples of individual struggles and their influence and contributions (e.g., Sitting Bull, Louis Riel, Chief Plenty Coups, Evelyn Cameron, Helen Keller, Mohandas Gandhi, Rosa Parks)	5. identify examples of personal struggles of historical figures and how their struggles influenced their accomplishments
6. identify roles in group situations (e.g., student, family member, peer member)	6. identify community roles

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**Social Studies - Grades K – 5**

Fourth Grade

**Content Standard 1:**

**Students’ access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations**

<b>State Established Benchmarks:</b>	<b>District Established Learner Outcomes</b>
<b>By the end of fourth Grade, Students will:</b>	<b>By the end of fourth grade, Students will:</b>
1. identify and practice 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)	1. use the steps of the “Big6” process to complete a project
2. evaluate information quality (e.g., accuracy, relevance, fact or fiction)	2. evaluate accuracy, perspectives, and point-of view in basic research materials
3. use information to support statements and practice basic group decision making strategies to solve problems in real world situations (e.g., class elections, playground and classroom rules, recycling projects, school stores)	3. participate in classroom rule making and problem solving using gathered information including current events

**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>State Established Benchmarks:</b>	<b>District Established Learner Outcomes</b>
<b>By the end of fourth Grade, Students will:</b>	<b>By the end of fourth grade, Students will:</b>
1. explain the purpose and various levels of government	1. identify the three branches of Montana state government and how role of each can overlap
2. recognize local, state, tribal, and federal governments and identify representative leaders at these levels (e.g., mayor, governor, chairperson, president)	2. identify Governor, Lt. Governor, state representative, and state senators
3. identify the major responsibilities of local, state, tribal, and federal government	3. identify responsibilities of Montana state and tribal leaders
4. explain how governments provide for the needs and wants of people by establishing order and security and managing conflict	4. explain how Montana state government works to provide for the needs and wants of its citizens
5. identify and explain the individual’s responsibilities to family, peers, and the community, including the need for civility, respect for diversity, and the rights of others	5. identify explain the need for civility and respect for diversity within the state
6. describe factors that cause conflict and contribute to cooperation among individuals and groups (e.g., playground issues, misunderstandings, listening skills, taking turns)	6. analyze current events in Montana within the context of conflict and cooperation
7. explore the role of technology in communications, transportation, information processing, or other areas as it contributes to or helps resolve problems	7. identify examples of how technology is used to solve state problems (e.g., accurate election results)

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**Social Studies - Grades K – 5**

Fourth Grade

**Content Standard 3:**

**Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions).**

<b>State Established Benchmarks:</b>	<b>District Established Learner Outcomes</b>
<b>By the end of fourth Grade, Students will:</b>	<b>By the end of fourth grade, Students will:</b>
1. identify and use various representations of the earth (e.g., maps, globes, photographs, latitude and longitude, scale)	1. name and locate continents and oceans using maps and globes; locate the seven most populous cities in Montana; locate the seven Montana Indian reservations
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)	2. locate states on US map; identify state, national, and other boundary lines; use maps and globes to differentiate between physical and geographic features
3. describe and illustrate ways in which people interact with their physical environment (e.g., land use, location of communities, methods of construction, design of shelters)	3. explain how physical environment affected the land use, location, and development of Montana; determine how location affected the choice of food, clothing, and shelter for Montana’s native tribes and early settlers
4. describe how human movement and settlement patterns reflect the wants and needs of diverse cultures	4. describe how human movement and settlement patterns reflected the wants and needs of diverse cultures in Montana history
5. use appropriate geographic resources (e.g., atlases, databases, charts, grid systems, technology, graphs, maps) to gather information about local communities, reservations, Montana, the United States, and the world	5. use maps, atlases, graphs and charts to gather and interpret information about Montana, including Montana Indian reservations
6. identify and distinguish between physical system changes (e.g., seasons, climate, weather, water cycle, natural disasters) and describe the social and economic effects of these changes	6. identify physical system changes in Montana; explain how those changes affect the citizens of various Montana communities; and compare the ways in which Montanans in different communities interact with their environment
7. describe and compare the ways in which people in different regions of the world interact with their physical environments	7. compare and contrast how people in the different regions of Montana live, work, and play in their physical environment

**Content Standard 4:**

**Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships**

<b>State Established Benchmarks:</b>	<b>District Established Learner Outcomes</b>
<b>By the end of fourth Grade, Students will:</b>	<b>By the end of fourth grade, Students will:</b>
1. identify and use various sources of information (e.g., artifacts, diaries, photographs, charts, biographies, paintings, architecture, songs) to develop an understanding of the past	1. identify and use various sources to develop an understanding of the history of Montana (including MT Constitution)
2. use a timeline to select, organize and sequence information describing eras in history	2. use a timeline to select, sequence and organize information for describing Montana history
3. examine biographies, stories, narratives, and folk tales to understand the lives of ordinary people and extraordinary people, place them in time and context, and explain their relationship to important historical events	3. use a variety of literature to connect figures in Montana history to historical events
4. identify and describe famous people, important democratic values (e.g., democracy, freedom, justice) symbols (e.g., Montana and U.S. flags, state flower) and holidays, in the history of Montana, American Indian tribes, and the United States	4. identify state symbols; identify famous Montanans; identify and describe American Indian values, holidays, and symbols relating to Montana’s tribal heritage
5. identify and illustrate how technologies have impacted the course of history (e.g. energy, transportation, communications)	5. identify how technology has contributed to changes in Montana’s history
6. recognize that people view and report historical events differently	6. compare and contrast different points of view in the history of Montana
7. explain the history, culture, and current status of the American Indian tribes in Montana and the United States	7. develop an awareness of the cultural values and customs (past and present of Montana’s Indian tribes and how geographical locations and natural resources affected their way of living.

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**Social Studies - Grades K – 5**

Fourth Grade

**Content Standard 5:**

**Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange, and consumption.**

<b>State Established Benchmarks:</b>	<b>District Established Learner Outcomes</b>
<b>By the end of fourth Grade, Students will:</b>	<b>By the end of fourth grade, Students will:</b>
1. give examples of needs and wants; scarcity and choice (e.g., budgeting of allowance, trading cards)	1. identify examples of needs and wants throughout Montana history
2. identify basic economic concepts (e.g., supply and demand, price) that explain events and issues in the community	2. relate concept of supply and demand to Montana's economic development
3. distinguish between private goods and services (e.g., family car or local restaurant) and public goods and services (e.g., interstate highway system or U.S. Postal Service)	3. understand the difference between private services and public services (e.g., state parks, state highways, and state colleges)
4. describe how personal economic decisions (e.g. deciding what to buy, what to recycle, how much to contribute to people in need) affect the lives of people in Montana, United States and the world	4. describe how personal economic decisions, including earning and spending, affect the state
5. explain the roles of money, banking, and savings in everyday life	5. explore the role of banks and money in Montana and tribal history
6. identify and describe examples in which science and technology have affected economic conditions (e.g., assembly line, robotics, internet, media advertising)	6. explore how science and technology affect the economy of Montana

**Content Standard 6:**

**Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.**

<b>State Established Benchmarks:</b>	<b>District Established Learner Outcomes</b>
<b>By the end of fourth Grade, Students will:</b>	<b>By the end of fourth grade, Students will:</b>
1. identify the ways groups (e.g., families, faith communities, schools, social organizations, sports) meet human needs and concerns (e.g., belonging self worth, personal safety) and contribute to personal identity	1. identify the ways that living in Montana affects your needs and concerns and shapes their personal identity
2. describe ways in which expressions of culture influence people (e.g. language, spirituality, stories, folktales, music, art, dance)	2. describe how the different aspects of culture influence the people of Montana
3. identify and describe ways families, groups, tribes, and communities influence the individual's daily life and personal choices	3. identify the ways that living in Montana affects their daily life and shapes their personal choices
4. identify characteristics of American Indian tribes and other cultural groups in Montana	4. identify characteristics of cultural groups in Montana (American Indians, Irish, Scandinavians, Italians, miners, women, ranchers, etc.)
5. identify examples of individual struggles and their influence and contributions (e.g., Sitting Bull, Louis Riel, Chief Plenty Coups, Evelyn Cameron, Helen Keller, Mohandas Gandhi, Rosa Parks)	5. identify examples of personal struggles of historical figures in Montana history and how their struggles influenced their accomplishments
6. identify roles in group situations (e.g., student, family member, peer member)	6.

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**Social Studies - Grades K – 5**

Fifth Grade

**Content Standard 1:**

**Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations**

<b>State Established Benchmarks:</b>	<b>District Established Learner Outcomes</b>
<b>By the end of eighth grade, Students will:</b>	<b>By the end of fifth grade, Students will:</b>
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)	1. use the steps of the “Big6” process to complete a project
2. assess the quality of information (e.g., primary or secondary sources, point of view and embedded values of the author)	2. evaluate accuracy, perspectives, and point-of-view in basic research materials including primary and secondary sources
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)	3. participate in problem solving using gathered information including current events

**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>State Established Benchmarks:</b>	<b>District Established Learner Outcomes</b>
<b>By the end of eighth grade, Students will:</b>	<b>By the end of fifth grade, Students will:</b>
1. describe the purpose of government and how the powers of government are acquired, maintained and used	1. explain development, origin and function of United States government and the Constitution
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)	2. identify the three branches of United States government; describe their roles
3. identify the significance of tribal sovereignty and Montana tribal governments’ relationship to local, state and federal governments	3.
4. analyze and explain governmental mechanisms used to meet the needs of citizens, manage conflict, and establish order and security	4.
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)	5. identify and understand the Constitution and the Bill of Rights
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)	6. understand conditions, actions and motivations within and among groups in early American history (e.g., colonization and revolutionary war)
7. explain the need for laws and policies governing technology and explore solutions to problems that arise from technological advancements	7. identify major technology developments in early American history



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Fifth Grade

**Content Standard 3:**

**Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions).**

<b>State Established Benchmarks:</b>	<b>District Established Learner Outcomes</b>
<b>By the end of eighth grade, Students will:</b>	<b>By the end of fifth grade, Students will:</b>
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	1. use globes and maps to gather and compare information about early American history
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	2. recognize the physical features, human features, and natural features on maps and globes with regard to early American history
3. analyze diverse land use and explain the historical and contemporary effects of this use on the environment, with an emphasis on Montana	3.
4. explain how movement patterns throughout the world (e.g., people, ideas, diseases, products, food) lead to interdependence and/or conflict	4. identify reasons for movement and migration of people in early American history; understand that America has enlarged its boundaries through purchase, conflict, annex and treaties
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)	5. use appropriate geographic resources to interpret information about the interaction of early Americans and their physical surroundings
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)	6.
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	7. describe the impact of early Americans on their environment

**Content Standard 4:**

**Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships**

<b>State Established Benchmarks:</b>	<b>District Established Learner Outcomes</b>
<b>By the end of eighth grade, Students will:</b>	<b>By the end of fifth grade, Students will:</b>
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	1. Use the “big6” to evaluate the credibility information from a variety of sources;
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)	2. group and categorize people and events throughout early American history
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	3.
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	4. identify significant events, people and democratic values of early American history
5. identify major scientific discoveries and technological innovations and describe their social and economic effects on society	5. identify major technological innovations during early American history and describe their effects on society
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	6. compare and contrast different points of view in early American history
7. summarize major issues affecting the history, culture, tribal sovereignty, and current status of the American Indian tribes in Montana and the United States	7. examine the impact of westward expansion on American Indian tribal culture in Early American history

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**Social Studies - Grades K – 5**

Fifth Grade

**Content Standard 5:**

**Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange, and consumption.**

<b>State Established Benchmarks:</b>	<b>District Established Learner Outcomes</b>
<b>By the end of eighth grade, Students will:</b>	<b>By the end of fifth grade, Students will:</b>
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)	1. explain concepts of supply and demand and exchange of goods and services in early American history
2. apply economic concepts to explain historical events, current situations, and social issues in local, Montana, tribal, national, or global concerns	2. apply economic concepts to the development of early American history (e.g., no taxation without representation)
3. compare and contrast the difference between private and public goods and services	3. explain the difference between private and public goods and services
4. analyze how various personal and cultural points of view influence economic decisions (e.g., land ownership, taxation, unemployment)	4. analyze the economic decisions that led to the exploration and colonization of America
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)	5. explore the progression from hunting and gathering, to trade and barter, to gold, to currency
6. analyze the influences of technological advancements (e.g., machinery, internet, genetics) on household, state, national and global economies	6. analyze the economic impact of technological advancements during the exploration and colonization of America (e.g., railroads)

**Content Standard 6:**

**Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.**

<b>State Established Benchmarks:</b>	<b>District Established Learner Outcomes</b>
<b>By the end of eighth grade, Students will:</b>	<b>By the end of fifth grade, Students will:</b>
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	1. compare and describe ways family, gender, ethnicity, nationality, and institutional affiliations contribute to personal identities (such as patriots and loyalists, religious separatists and Americans Indians)
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	2. explore the contribution of human expression to the development of culture in early American history
3. identify and differentiate ways regional, ethnic and national cultures influence individual's daily lives and personal choices	3. explore how regional, ethnic, and cultural influences affected how individuals made decisions in their daily lives in early American history
4. compare and illustrate the unique characteristics of American Indian tribes and other cultural groups in Montana	4.
5. explain the cultural contributions of, and tensions between, racial and ethnic groups in Montana, the United States, and the world	5. explain the contributions of various racial and ethnic groups as well as tensions between groups in early U.S. history (colonists and American Indians)
6. identify and describe the stratification of individuals within social groups (e.g., status, social class, haves and have-nots)	6. identify and describe class differences between social groups in early American history