

Great Falls Public Schools - Social Studies

CS1: Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.

7	8
P, collaborate with CA, LB, SS, LRE	
1.1 Apply the steps of an inquiry process <ul style="list-style-type: none"> • identify question or problem • locate & evaluate potential resources • gather & synthesize information • create a new product • evaluate product & process 	1.1 Apply the steps of an inquiry process <ul style="list-style-type: none"> • identify question or problem • locate & evaluate potential resources • gather & synthesize information • create a new product • evaluate product & process
NP, LRE, LB, CA, SS	
1.2 Assess the quality of information <ul style="list-style-type: none"> • primary or secondary sources • point of view • embedded values of the author 	1.2 Assess the quality of information <ul style="list-style-type: none"> • primary or secondary sources • point of view • embedded values of the author
1.3 Interpret and apply information to support conclusions and use group decision making strategies to solve problems in real world situations <ul style="list-style-type: none"> • school elections • community projects • conflict resolution • role playing scenarios 	1.3 Interpret and apply information to support conclusions and use group decision making strategies to solve problems in real world situations <ul style="list-style-type: none"> • community projects • conflict resolution • role playing scenarios

Other curricular Areas

CA = Communication Arts
 SC = Science
 LRE = Law Related Education
 LB = Library
 SS = Social Studies

Scope/Sequence Definitions:

N = Novice = Introduction M = Mastery
 NP = Nearing Proficiency = Practice
 P = Proficient A = Advanced = Above Grade Level
 X = Incorporated indirectly within lessons

CS2: Students analyze how people create and change structures of power, authority, and governance to understand the operation of government and to demonstrate civic responsibility.

7	8
LRE, N	
<p>2.1 Describe the purpose of government and how the powers of government are acquired, maintained and practiced.</p>	<p>2.1 Describe the purpose of government and how the powers of government are acquired, maintained and used.</p> <ul style="list-style-type: none"> a. Summarize how the constitution divides power between federal and state governments. b. Classify the separation of powers. (3 branches of gov.) c. Checks and Balances
LRE, N	
<p>2.2 Recognize basic features of the political system in the United States and identify representative leaders from various levels</p> <ul style="list-style-type: none"> • local • state • tribal • federal • branches of government 	<p>2.2 Identify and describe basic features of the political system in the United States and identify representative leaders from various levels</p> <ul style="list-style-type: none"> • state • tribal (?) Which tribes? How far back? • federal • branches of government
LRE, X	
	<p>2.3 Identify the significance of tribal sovereignty and Montana tribal governments' relationship to local, state, and federal governments.</p> <ul style="list-style-type: none"> a. Explain the correlation between Montana Government and Tribal Governments in our state. b. Recognize the correlation between Montana and Tribal governments.
NP, LRE, (NP)	
<p>2.4 Explain governmental mechanisms used to meet the needs of citizens, manage conflict, and establish order and security.</p> <ul style="list-style-type: none"> • Recognize skills necessary to manage conflict • Identify resources necessary for managing conflict 	<p>2.4 Analyze and explain governmental mechanisms used to meet the needs of citizens, manage conflict, and establish order and security.</p> <ul style="list-style-type: none"> a. Compare and contrast the 3 branches of government b. How they meet the needs of citizens (how they affect citizens) c. Establish order and security d. Five Guiding Principles of Democratic Government

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CS2: Students analyze how people create and change structures of power, authority, and governance to understand the operation of government and to demonstrate civic responsibility.

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LRE, LB, (NP)	
2.5 Identify and explain the basic principles of democracy <ul style="list-style-type: none">• Bill of Rights (emphasis on 4th & 5th Amendments)• individual rights• common good• equal opportunity - discrimination• equal protection of the laws• majority rule	2.5 Identify and explain the basic principles of democracy <ul style="list-style-type: none">• Bill of Rights• individual rights• common good• equal opportunity• equal protection of the laws• majority rule
LRE, CA, (NP)	
	2.6 Explain conditions, actions and motivations that contribute to conflict and cooperation within and among groups of early civilization. <ul style="list-style-type: none">• discrimination• trade agreements
LRE, CA, LB, SS, (NP)	
2.7 Explain the need for laws and policies governing technology and explore solutions to problems that arise from technological advancements.	2.7 Explain the need for laws and policies governing technology and explore solutions to problems that may arise from technological advancements. 2.7.2 Summarize how U.S./Montana History has been influenced by advancements.

CS3: Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions).

7	8
SS, (P)	
<p>3.1 Demonstrate an understanding of relative location, absolute location, direction, size, and shape.</p> <ul style="list-style-type: none"> • physical • topographical • political maps • globes • geographic information systems • aerial photographs • satellite images <p>3.1.2 Use appropriate resources, data sources, and geographic tools.</p>	<p>3.1 Analyze and use various representations of the Earth to gather and compare information about a place.</p> <ul style="list-style-type: none"> • physical • topographical • political maps • globes • geographic information systems • aerial photographs • satellite images
SS, (P)	
<p>3.2 Demonstrate concrete and abstract application of global physical features.</p> <p>Locate the following on a map or globe physical features and explain their relationships within the ecosystem.</p> <ul style="list-style-type: none"> • continents • oceans • mountain ranges • land forms <p>Natural features</p> <ul style="list-style-type: none"> • flora • fauna <p>Human features</p> <ul style="list-style-type: none"> • cities • states • national borders 	<p>3.2 Locate on a map or globe physical features and explain their relationships within the ecosystem.</p> <ul style="list-style-type: none"> • continents • oceans • mountain ranges • land forms <p>Natural features</p> <ul style="list-style-type: none"> • flora • fauna <p>Human features</p> <ul style="list-style-type: none"> • cities • states • national borders
SS, (N)	
<p>3.3 Compare/contrast global diverse land use, connecting with Montana.</p>	<p>3.3 Analyze diverse land use and explain the historical and contemporary effects of this use on the environment, with an emphasis on Montana.</p> <p>a. Incorporate one of the themes of geography</p>

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CS3: Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions).

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<p>3.4 Explain how movement patterns throughout the western hemisphere lead to interdependence and/or conflict.</p> <ul style="list-style-type: none">• people• ideas• diseases• products• food	<p>3.4 Explain how movement patterns throughout the world lead to interdependence and/or conflict.</p> <ul style="list-style-type: none">• people• ideas• diseases• products• food
SS, (NP)	
<p>3.5 Use appropriate geographic resources to interpret and generate information explaining the interaction of physical and human systems.</p> <ul style="list-style-type: none">• estimate distance• calculate scale• identify dominant patterns of climate and land use• compute population density	<p>3.5 Use appropriate geographic resources to interpret and generate information explaining the interaction of physical and human systems.</p> <ul style="list-style-type: none">• estimate distance• calculate scale• identify dominant patterns of climate and land use• compute population density

CS3: Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions).

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SS, (NP)	
<p>3.6 Describe and distinguish between the environmental effects on the earth of short term physical changes.</p> <ul style="list-style-type: none"> • floods • droughts • snowstorms <p>Long term physical changes</p> <ul style="list-style-type: none"> • plate tectonics • erosion • glaciation 	<p>3.6 Describe and distinguish between the environmental effects on the earth of short term physical changes.</p> <ul style="list-style-type: none"> • floods • droughts • snowstorms <p>Long term physical changes</p> <ul style="list-style-type: none"> • erosion • glaciation
SS, (NP)	
<p>3.7 Describe major changes in a local area that have been caused by human beings and analyze the probable effects on the community and environment.</p> <ul style="list-style-type: none"> • a new highway • a fire • construction of a new dam • logging • mining • oil exploration 	<p>3.7 Describe major changes in a local area that have been caused by human beings and analyze the probable effects on the community and environment.</p> <ul style="list-style-type: none"> • a new highway • a fire • construction of a new dam • logging • mining <p>3.7.2 Connect with Montana History</p>

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CS4: Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.

7	8
<p style="text-align: center;">LRE, LB, CA, SS, (NP)</p> <p>4.1 Interpret the past using a variety of sources and evaluate the credibility of sources used.</p> <ul style="list-style-type: none">• biographies• documents• diaries• eye-witnesses• interviews• internet• primary source material	<p>4.1 Interpret the past using a variety of sources and evaluate the credibility of sources used.</p> <ul style="list-style-type: none">• biographies• documents• diaries• eye-witnesses• interviews• internet• primary source material <p>4.1.2 Analyze historical documents and events influencing history.</p>
<p style="text-align: center;">LRE, SS, (NP)</p> <p>4.2 Describe how history can be organized and analyzed using various criteria to group people and events.</p> <ul style="list-style-type: none">• chronology• geography• cause and effect• change• conflict• issues	<p>4.2 Describe how history can be organized and analyzed using various criteria to group people and events.</p> <ul style="list-style-type: none">• chronology• geography• cause and effect• change• conflict• issues

CS4: Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.

7	8
SS, LB, CA, LRE, (NP)	
<p>4.3 Use historical facts and concepts and apply methods of inquiry to make informed decisions as responsible citizens.</p> <ul style="list-style-type: none"> • primary documents • interviews • comparative accounts • research 	<p>4.3 Use historical facts and concepts and apply methods of inquiry to make informed decisions as responsible citizens.</p> <ul style="list-style-type: none"> • primary documents • interviews • comparative accounts • research • technology • internet
LRE, (NP)	
	<p>4.4 Identify significant events and people and important democratic values in the major eras/civilizations of Montana, American Indian, United States, and world history.</p> <ul style="list-style-type: none"> • freedom • equality • civil liberties
	<p>4.5 Identify major inventions, innovations and describe their social economic effects on society. (discoveries)</p> <p>4.5.2 Summarize how U.S./Montana History has been influenced by technological changes.</p>
CA, SS, LB, LRE, (NP)	
<p>4.6 Explain how and why events may be interpreted differently according to the points of view of participants, witnesses, reporters, and historians.</p>	<p>4.6 Explain how and why events may be interpreted differently according to the points of view of participants, witnesses, reporters, and historians.</p> <p>4.6.2 Compare and explain the effects of multiple perspectives and interpretations on U.S., Native American, and Montana History.</p>
	<p>4.7 Summarize major issues affecting the history, culture, tribal sovereignty, and current status of the American Indian tribes in Montana and the U.S.</p>

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CS5: Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange, and consumption.

7	8
(NP)	
5.1 Introduce basic economic concepts. <ul style="list-style-type: none">• supply• demand• production• exchange and consumption• labor• wages• capital• inflation and deflation• private goods and services	5.1 Identify and explain basic economic concepts. <ul style="list-style-type: none">• supply• demand• production• exchange and consumption• labor/management• wages• capital• inflation and deflation• private goods and services• big business vs. owned locally• stocks & bonds• taxes• funding of schools• free enterprise• wants vs. needs• consumption choices• demographic decisions towards business
NP	
	5.2 Apply economic concepts to explain historical events, current situations, and social issues in local, Montana, tribal, national, or global concerns. 5.2.2 Evaluate how historical events relate and influence current economic situations.

CS5: Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange, and consumption.

7	8
(N)	
5.3 Compare and contrast the difference between private and public goods and services.	5.3 Compare and contrast the difference between private and public goods and services.
(NP)	
5.4 Discuss how various personal and cultural points of view influence economic decisions. <ul style="list-style-type: none"> • land ownership • taxation • unemployment 	5.4 Analyze how various personal and cultural points of view influence economic decisions. <ul style="list-style-type: none"> • land ownership • taxation • unemployment • welfare • subsidy programs • current events • materialism in general
	5.5 Develop an awareness of how currency is used by individuals <ul style="list-style-type: none"> • stocks and bonds • financial institutions • credit companies • banks
5.6 Analyze the influences of technological advancements on household, state, national and global economies. <ul style="list-style-type: none"> • machinery • internet 	5.6 Analyze the influences of technological advancements on household, state, national and global economies. <ul style="list-style-type: none"> • man power vs. machinery • computer technology

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CS6: Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.

7	8
X	
6.1 Compare 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.	6.1 Compare and contrast 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.
CA, X	
6.2 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.	6.2 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.
X	
6.3 Identify ways regional, ethnic and national cultures influence individual's daily lives and personal choices.	6.3 Identify and differentiate ways regional, ethnic, and national cultures influence individual's daily lives and personal choices.
X	
	6.4 Compare and contrast the unique characteristics of American Indian tribes and other cultural groups in MT.
X	
6.5 Explain the cultural contributions of, tensions between, racial and ethnic groups in Montana, the United States, and the western hemisphere.	6.5 Recognize the cultural contributions of, tensions between, racial and ethnic groups in Montana, the United States, and the world.
P/X	
6.6 Identify and describe the stratification of individuals within social groups <ul style="list-style-type: none"> • status • social class • haves and have nots 	6.6 Identify and describe the stratification of individuals within social groups <ul style="list-style-type: none"> • status • social class