

Great Falls Public Schools - Social Studies

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

4	5	6
		NP, 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
		NP, 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
		LRE, CA, SS, LB, NP, X
		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

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.

4	5	6	BI
M	M	N	CA, SS
2.1 Students will be able to explain the purpose and various levels of government.	2.1 Students will explain the purpose of city, county, state and national governments.	2.1 Describe the purpose of government from early societies to more advanced civilizations. 2.1.2 Compare & contrast the powers & levels of government as listed: <ul style="list-style-type: none"> • Dynasty • Monarchy • Oligarchy • Democracy • Tyranny 	
M	M		CA, SS
2.2 Students will recognize local, state, tribal, and federal governments and identify representative leaders at these levels.	2.2 Students will recognize local, state, tribal, and federal governments and identify representative leaders at this level. (mayor, governor, president).		
M	M		SS
2.3 Students will identify the major responsibilities of local, state, tribal and federal government.	2.3 Students will identify the major responsibilities of local, state, tribal and federal government.		
2.4 Students will explain how governments provide for needs and wants of people by establishing order and security and managing conflict.	2.4 Students will explain how governments provide for needs and wants of people by establishing order and security and managing conflict.	2.4 Recognize and explain government mechanisms developed to meet the needs of citizens, manage conflict, and establish order and security within ancient cultures. 2.4.2 Construct heirarchy of early governments which shows established order and security.	
M	M	LB, (N)	SS, CO
2.5 Students will 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.	2.5 Students will be able to compare and contrast early American tribes based on natural resources and geographical areas. Students will be able to name Indian responsibilities that contributed to the success of a tribe.	2.5 Compare and contrast basic principles of democracy to earlier forms of government. Bill of Rights individual rights common good equal opportunity equal protection of the laws majority rule	

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

4	5	6	BI
M	M	SS, LB, (NP)	Math, SS, LB, CA
<p>3.1 Students will identify and use various representations of the earth to identify physical changes of the continents and how they affect the people of the world.</p> <p>Form a globe</p>	<p>3.1 Students will be able to identify and use various representations of the earth such as maps, globes, photographs, latitude and longitude, scale, legend, etc.</p>	<p>3.1 Identify some effects of the geography on the development of early societies through topographical, political, global, and aerial projections.</p>	
M	M	SS, LB, (P)	CA, SS, SC
<p>3.2 Students will be able to locate physical features on a map or globe.</p> <p>Students will be able to identify physical features and physical system changes of Montana and how it affects the people and tribes of the state.</p>	<p>3.2 Students will be able to locate on a map or globe continents, oceans, mountain ranges, land forms, natural features, flora, fauna, human features, cities (location and size), states, national and natural boundaries.</p> <p>Students will be able to understand that physical barriers prevented communication and trade between societies.</p>	<p>3.2 Locate on a map or globe physical features</p> <ul style="list-style-type: none"> continents oceans mountain ranges land forms Natural features flora fauna Human features cities states national borders 	

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

4	5	6	BI
M	M	(X)	SS
3.3 Students will be able to describe and illustrate ways in which people interact with their physical environment	3.3 Students will be able to describe and illustrate ways in which people interact with their physical environment (past & present). <ul style="list-style-type: none"> • land use • location of communities • methods of construction • design of shelters 	3.3 Describe how topography affects land use and development of ancient societies.	
M	M		SS
3.4 Students will be able to describe how human movement and settlement patterns reflect the wants and needs of diverse cultures.	3.4 Students will be able to describe theories of settlement and their effects on movement and settlement throughout North America. Students will be able to describe how explorers' movements and settlement patterns reflect the wants and needs of diverse cultures. Students will be able to describe how human movement and settlement patterns reflect the wants and needs of diverse cultures.	3.4 Identify examples of cultural diffusion throughout the ancient world. people ideas diseases products food	

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

4	5	6	BI
M	M	SS, (N)	Math, LB, CA, SC, SS
<p>3.5 Students will use appropriate geographic resources to gather information about local communities, reservations, Montana, the United States, and the world.</p> <p>Students will utilize various geographic resources to gather information about each region.</p>	<p>3.5 Students will use appropriate geographic resources, such as atlases, databases, charts, grid systems, technology, graphs and maps to gather information about local communities, reservations, Montana, U.S. and the world.</p>	<p>3.5 Utilize appropriate geographic resources to interpret and explain the interaction of physical and human systems.</p> <p>calculate scale</p> <p>estimate distance</p> <p>discover dominate patterns of climate and land use in relationship to early societies.</p> <p>recognize and read population density in relationship to early societies.</p>	
M	M	SS, (NP)	SC, SS, Math
<p>3.6 Students will be able to identify and distinguish between physical system changes and describe the social and economic effects of these changes.</p> <p>Reservoirs, dams, MT</p>	<p>3.6 Students will identify and distinguish between seasons, climate, weather, water cycle, and natural disasters and describe the social and economic effects of these changes.</p>	<p>3.6 Determine cause and effect of environmental and physical changes on the earth throughout early civilizations.</p> <p>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/land bridges • erosion • glaciation 	
M	M		SS, SC, CA
<p>3.7 Students will describe and compare the ways in which people in different regions of the world interact with their physical environments.</p> <p>Students will describe and compare the ways in which people in different continents interact with their physical environments.</p>	<p>3.7 Students will analyze and compare the ways in which people in different regions of the world interact with their physical environments.</p>		

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

4 M	5 M	6 LB, CA, SS, (NP)	BI CA,SS,LB, SC, ART, MUSIC
4.1 Students will identify and use various sources of information to develop an understanding of the past.	4.1 Students will identify and use various sources of information to develop an understanding of the Early Americans, Explorers, English Colonies, and Founding Fathers. (Quarters 1-4) Students will identify and use various sources of information to develop an understanding of the past through use of primary and secondary sources. artifacts, diaries, photographs, charts, biographies, paintings, architecture and songs.	4.1 Interpret events of the past using a variety of primary and secondary sources while evaluating the credibility of those sources. Example: biographies documents diaries eye-witnesses interviews internet	
M	M	SS, (NP)	CA, MATH, SS, SC
4.2 Students will use a timeline to select, organize, and sequence information describing eras in history. Students will use a timeline to select, organize and sequence information for describing MT History.	4.2 Students use a timeline to select, organize, and sequence information describing eras from Early Americans (1000 AD) to the American Revolution (1700s). (Quarters 1-4)	4.2 Sequence the development of civilizations using various criteria to group people and events. Examples: chronology geography cause and effect change conflict issues	

Scope/Sequence Definitions:

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

Other curricular Areas

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

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

4	5	6	BI
M	M	SS, LB, CA, (NP)	CA, SS, SC, ART, MUSIC, LB
<p>4.3 Students will 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.</p> <p>Students will develop an understanding of the U.S. regions' past.</p>	<p>4.3 Students will examine biographies, stories, narratives, customs 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. (Quarters 1-4)</p> <p>Students will be able to understand and investigate how North American stories and legends contribute to their everyday life.</p>	<p>4.3 Use historical facts and concepts and apply methods of inquiry to make informed decisions as responsible citizens.</p>	
M		(N)	CA, MATH, SS, SC
<p>4.4 Students will identify and describe famous people, important democratic values and holidays, in the history of Montana, American Indian tribes, and the U.S. such as democracy, freedom, justice; and symbols such as MT., Tribal & U.S. flags, state flower.</p> <p>Students will identify famous people, events and symbols relating to the U.S. region's history and MT history.</p>	<p>4.4 Students will identify and describe famous people, important democratic values and holidays, in the history of the American Indian Tribes and U. S. Settlement. (Quarters 1-4)</p>	<p>4.4 Identify significant events, people and values in the major eras of civilization as they relate to freedom, equality and privacy.</p>	

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

4	5	6	BI
M	M		SC, SS, MATH
4.5 Students will identify and illustrate how technologies have impacted the course of MT and U.S. History.	4.5 Students will identify and illustrate how technologies have impacted western expansion and present day explorations.	4.5 Identify major scientific discoveries and technological innovations and describe their social economic effects on early society.	
M	M	CA, SS, LB, (N)	
4.6 Students will recognize that people view and report historical events differently.	4.6 Students will be able to recognize that people view and report historical events differently. (Quarters 1-4)	4.6 Explain how and why events may be interpreted differently according to the points of view of participants, witnesses, reporters, and historians.	
M	M		
4.7 Students will be able to explain the history, culture, and current status of the American Indian tribes in Montana and the United States. Students will be able to identify the territorial change in Montana and American Indian tribes in Montana over the course of time.	4.7 Students will be able to explain the history, culture, and current status of the American Indian Tribes in Montana and the United States. (Quarter 1) Students will be able to understand that North Americans weren't recognized by early governments and were denied rights.	4.7 Identify major issues affecting the history and culture, in early societies. <ul style="list-style-type: none"> • oral tradition • interpretation of evidence 4.7.2 Analyze the effect of archaeological assumptions. <ol style="list-style-type: none"> 1. sources of information 2. point of view 	

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

4	5	6	BI
M	I	(N)	Math, SS
5.1 Students will give examples of needs and wants: scarcity and choice.	5.1 Students will give examples of needs and wants: scarcity and choice.	5.1 Identify and explain basic economic concepts of ancient cultures, such as surplus of goods, trade, travel and hierarchy of social classes.	
M	M		Math, SS
5.2 Students will identify basic concepts that explain events and issues in the community.	5.2 Students will identify basic economic concepts that explain events as they relate to historical and current events.	5.2 Apply economic concepts to explain historical events in ancient times.	
M	M	(N)	Math, SS, CA
5.3 Students distinguish between public and private goods and services.	5.3 Students will be able to list examples of goods provided by public and private services.	5.3 Compare and contrast the difference between private and public goods and services in ancient civilizations. <ul style="list-style-type: none"> • division of labor • supply & demand 	

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

4	5	6	BI
M	M	(N)	Math, SS
5.4 Students describe how personal economic decisions affect the lives of people in Montana, United States, and the world. (i.e. deciding what to buy, what to recycle and how much to contribute to people in need)	5.4 Students describe how personal economic decisions affect the lives of people in Montana, United States, and the world. (i.e. deciding what to buy, what to recycle and how much to contribute to people in need) Checkbook	5.4 Recognize how various personal and cultural points of view influence economic decisions. land ownership taxation	
	M		Math, SS
5.5 Students will be able to explain the roles of money, banking and savings in everyday life.	5.5 Students will be able to explain how money is used (e.g. trading, value of goods and services)	5.5 Explain and illustrate how money is used by individuals in ancient civilizations.	
	M		Math, SS, CA, SC, SS, LB, Env Ed
5.6 Students will identify and describe examples in which science and technology have affected economic conditions, such as assembly lines, robotics, internet, and media advertising.	5.6 Students will be able to analyze the influences of technological community advancements.	5.6 Analyze the influences of technological advancements in early societies. development of tools irrigation system inventions	

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

4	5	6	BI
M	M	X	SS,CA,HE,Music
6.1 Students identify the ways groups meet human needs and concerns and contribute to personal identity.	6.1 Students identify the ways groups, such as families, faith communities, schools, social organizations, and sports meet human needs and concerns, and how belonging, self worth, personal safety contribute to personal identity.	6.1 Compare and illustrate the ways groups met human needs and concerns in ancient cultures.	
M	M	CA, X	Music, Art, CA, HE, SS
6.2 Students describe ways in which expressions of culture influence people, such as language, spirituality, stories, folktales, music, art, and dance. (Quarter 1-3) Students identify and describe cultural characteristics that influence individuals, families and groups.	6.2 Students describe ways in which expressions of culture influence people, such as language, spirituality, stories, folktales, music, art, and dance. (Quarter 1-3)	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.	
M	M	X	SS,CA
6.3 Students will identify and describe ways families, groups, tribes and communities influence the individual's daily life and personal choices.	6.3 Students will identify and describe ways families, groups, tribes and communities influence the individual's daily life and personal choices. (Quarters 1-4)	6.3 Connect early cultural influences to daily life in the modern world.	
M	M	X	Music, Art, CA, HE, SS
6.4 Students will identify characteristics of American Indian tribes and other cultural groups in Montana.	6.4 Students will identify characteristics of American Indian tribes and other cultural groups in Montana. (Quarters 1-3)		

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

4	5	6	BI
M	M	N/X	SS,CA
6.5 Students will identify examples of individual struggles and their influence and contributions. Students will identify historic individuals who have influenced and contributed to Montana History.	6.5 Students will identify examples of individual struggles and their influence and contributions, such as religious groups (puritans, Catholics, Pilgrims, etc.), famous explorers, and Native Americans (Quarters 1-4)	6.5 Recognize the cultural contribution of tensions between racial and ethnic groups of the ancient world.	
M	M	NP/X	CO,SS,HE
6.6 Students will identify roles in group situations.	6.6 Students will identify roles in group situations.	6.6 Identify and describe the stratification of individuals within social groups	