



**Forward Thinking, High Achieving.**

# PREK-12 SOCIAL STUDIES CURRICULUM

Adopted July, 2014

This document was developed by the Missoula County Public Schools Curriculum Consortium, which includes Missoula County Public Schools, Hellgate Elementary School, and Target Range Elementary School Districts

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**2013-2014 MISSOULA COUNTY PUBLIC SCHOOLS CONSORTIUM  
SOCIAL STUDIES CURRICULUM REVIEW COMMITTEE**

<b>Teacher</b>	<b>Grade/Discipline</b>	<b>Building</b>
Horvath, Mary Beth	K	HA
Kinderwater, Bill	2	Hellgate Elementary
Ellison, Katy	1	RA
Campbell, Carol	2	HA
<b>Notti, Melissa</b>	<b>3</b>	<b>LO</b>
Cox, Becky	4	LC
Archibald-Wilson, Suzy	5	RA
Peterson, Karen	5	Hellgate Elementary
Monlux, Carole	K-5 Librarian	PA
Monser, Jana	Special Education	HA
Belcourt, Jennie	5/6	Target Range
Beck, Molly	6	MH
<b>Herron, Brad</b>	<b>6</b>	<b>WA</b>
O'Reilly, Judy	7	MH
Hammitt, Mindy	7	PO
Pinsonneault, Ann	8	MH
Bishop, Janice	9	BSHS
Grimaldi, Carolyn	9-12	WL
<b>Marks, John</b>	<b>9-12</b>	<b>HHS</b>
Mutchler, Steven	9-12	WL
Ritchlin, Kevin	9-12	BSHS
Roche, Victoria	9-12	BSHS
<b>Shearer, Adriel</b>	<b>9-12</b>	<b>SHS</b>
<b>Johnson, Cameron</b>	<b>9-12</b>	<b>BSHS</b>
Stein, Gary	9-12	SHS
<b>Copley, Jennifer</b>		<b>HHS</b>
<b>Chenoweth, Avis</b>	<b>Native American Specialist</b>	<b>Indian Education</b>
<b>Demmons, Seena</b>	<b>Instructional Coach</b>	<b>District</b>
Laslovich, Luke	Principal	Target Range
McDonald, Vicki		Community Member
<b>Vaneps, Alanna</b>	<b>K-12</b>	<b>Curriculum Coordinator Administration</b>

**bold indicates sub committee**

## **MISSION**

At Missoula County Public Schools (MCPS), our mission is to ensure that each student achieves his/her full and unique potential.

*(Approved by Board of Trustees 2009)*

## **VISION**

MCPS provides a broad education, recognized for its quality, for every student in a safe, stimulating learning environment. All MCPS students are challenged to develop critical thinking skills, citizenship responsibilities, communication competency, value for the arts, literature, and sciences, understanding of the importance of health and wellness, a love for learning, and preparation for life beyond high school regardless of their vocational pathway. The community trusts and supports the MCPS Board of Trustees' leadership and vision because the Board: Seeks out and values input from the community through useful public participation strategies and is known for fiscal responsibility and efficiency. Hires highly qualified and competent administration and staff and encourages ongoing education for them as well as Board members. Searches out and is successful at finding alternative and non-traditional funding sources to support District programs. Is perceived by the public as competent, consistent and having integrity.

*(MCPS Website, 2014)*

## **MCPS LEARNING ENVIRONMENT**

MCPS is a non-judgmental, inclusive, personalized, adaptable, learning environment where individual talents are identified and explored and children are fully challenged in small learning communities with adults who care. Children are celebrated and "membership" in the school is facilitated for every child. Children have stimulating interdependent and independent learning experiences and learning is related to the outside world at all grade levels. A climate of respect exists, and rules and policies are in place, understood, and consistently applied within buildings and across the District. District high schools continue to be evaluated with movement toward a model that addresses identified issues; meets the District's vision and goals; assures equity and challenge regarding class and program opportunities regardless of building attended; encourages active involvement of all students; facilitates the flexibility (scheduling) to accommodate the diverse needs of today's high school students; and works collaboratively with families, teachers, and counselors to successfully transition students from "feeder" Districts.

## **MCPS EDUCATORS**

Educators at MCPS are experts in their fields, critical thinkers, problem-solvers, and planners who are actively involved in accomplishing District goals and strategies. Educators' enthusiasm, nurturing, and love for working with children are demonstrated by efforts to meet the needs and goals of individual children and their learning styles. MCPS educators creatively stimulate and challenge students with the result being children who discover they can do more than they ever imagined. All staff members successfully communicate and are competent in behavior management strategies. They value opportunities to work collaboratively to increase their individual depth and breadth of knowledge about learning as well as subject matter. MCPS educators mirror local diversity and work to understand the local community and its educational values and goals. Professional development is aligned with District vision and goals, curriculum, and assessment data. MCPS educators are publicly recognized for creative, successful strategies and their ability to teach.

## **MCPS INSTRUCTION**

MCPS offers a variety of "whole child" instructional programs, practices, and literatures that are integrated rather than compartmentalized – curriculum content to content, building to building, and throughout the K-12 system. Decisions are made based on instructional goals, and best practices and processes in education are embraced. Teaching plans, aligned to learning targets, guide all classrooms. Technology is used

appropriately. A number of assessment tools are used in addition to current required “testing”.

### **MCPS COMMUNITY**

MCPS is committed to implementation of an active model for genuine community partnership and ongoing evaluation of the success of that model. Through that partnership, the District develops understanding of the needs and desires of the community regarding its public schools and charges the community with active involvement. MCPS provides access to information and facilitates two-way communication and ongoing conversations among students, educators, parents, the Board and the general public. The District’s Strategic Plan is a dynamic document and timelines and benchmarks for achieving its desired ends are shared, discussed, and monitored with the community. The District facilitates attachment and involvement and capitalizes on volunteer expertise in the community. Active involvement with stakeholders (i.e., families/parents, students, teachers, counselors, etc.) from “feeder” districts, internal and external to MCPS, results in a smooth transition for students and their families.

*(MCPS K-12 Technology Standards, 2011)*

## **FIVE MEASURABLE DISTRICT GOALS**

- Achievement and graduation for all students, regardless of their circumstances and abilities
- Refine and implement a quality supervision and evaluation program for all staff
- Define and implement a quality professional development program that encompasses best practices and supports the needs of all staff
- Restructure the organization to become more efficient, effective and accountable to support the goals of the District
- Cultivate and enhance staff, student, parent, business and community involvement

*(MCPS Website, 2014)*

## STRATEGIES

**In support of achieving the vision and goals described in the 2007-2012 Strategic Plan, MCPS actively applies the following broad strategies:**

- Use planned and sequential “building blocks” in development and delivery of curriculum from kindergarten through twelfth grade
- Use assessment and instruction to challenge students to meet their individual potential
- Analyze student achievement data frequently. Provide specific interventions when learning problems are identified
- Encourage parent and adult involvement in support of academic and activity programs
- Use school/community partnerships to better understand the needs and desires of the community regarding its public schools

## GUIDING PRINCIPLES

**The MCPS Board of Trustees, elected by the community, has an obligation to safeguard the public’s trust in public education, and our decisions and actions should reflect that obligation. District dollars should be used effectively and efficiently to achieve positive results for students. The MCPS Board of Trustees bases its decisions and actions on the following set of guiding principles.**

- We believe the District has a responsibility to provide students with a safe, motivating, innovative learning environment
- We believe that all children, regardless of differences, deserve to be fully challenged and equipped to meet their individual potential.
- We believe that K-12 education should address the “whole child” and that holistic education leads to: A value for academic knowledge and competency; an appreciation for one’s broader community; a world view; and life-long love for learning
- We believe that instructional competency and educational best practices in the classroom are critical factors in reaching individual student potential
- We believe that physical and emotional health and wellness are important contributing factors to achieving the individual and collective goals of students and staff
- We believe that a professional and supportive working environment is essential
- We believe parent and adult involvement support, strengthen, and expand learning
- We believe that a public school district has a responsibility to build community; develop partnership and cohesiveness in the community; and challenge the community to be everything it can be

*(Finalized by the MCPS Board of Trustees, August, 2007.)*

## PROFESSIONAL DEVELOPMENT

In 2008, the Missoula County Public Schools Board of Trustees approved the district goals in order to address the needs of 21<sup>st</sup> Century learners. One of the goals focuses on professional development “to provide staff with best practices and the expertise to make a difference for all students regardless of their circumstances.”

*(Superintendent, Dr. Alex Apostle's, message August, 2008.)*

Ongoing, job-embedded professional development builds a foundation of teacher excellence, a critical component to improving student achievement. Teachers must have not only an extensive knowledge of history and social studies content, but must also possess a deep understanding of how students learn. Appropriate content and pedagogical preparation enables teachers to design lessons and implement curriculum using research proven practices and strategies in an environment where all students have an opportunity to succeed.

## ASSESSMENT

Assessment means finding out what students know and are able to do. It is intended to improve teaching and learning. Information gathered through formative assessment assists teachers during instructional planning to determine students' prior knowledge, provide feedback to students during instruction, make decisions on how to modify instruction, and identify strengths and weaknesses. In Social Studies classes, a variety of data is collected to provide evidence of achievement and success to students, families, and the community.

Principles of effective assessment are as follows:

- Treat assessment as an integral part of curriculum and instruction
- Direct assessments toward essential learning
- Set high standards for teaching and learning
- Clarify learning targets early
- Assess student performance through authentic tasks
- Collect multiple indicators of learning
- Provide ample opportunities for students to learn

*(Adapted from Walter Parker, Science in Elementary Education, Upper Saddle River, NJ: Pearson, 2005.)*

## **TECHNOLOGY**

Information and technology literacy is the ability of an individual, working independently or with others, to use tools, resources, processes, and systems responsibly to access and evaluate information in any medium, and to use that information to solve problems, communicate clearly, make informed decisions, and construct new knowledge, products, or systems. It is imperative that our students acquire technology literacy skills in order to communicate in the 21<sup>st</sup> century world. The integration of curriculum and technology is essential to prepare today's students for participation in a viable democratic society. Therefore, the Social Studies Curriculum Review Committee views technology as integral to this curriculum.

## **LIBRARY MEDIA**

Teacher librarians play an essential role in curriculum development. They are important instructional partners and consultants in supporting and expanding existing curriculum. As information specialists, teacher librarians work collaboratively with students, teachers, administrators, and parents to:

- Provide knowledge of availability and suitability of information resources to support the implementation of Montana and MCPS Standards. This is particularly relevant with the Indian Education for All Law.
- Partner in educating students, developing curricula, and integrating resources into teaching and learning.
- Serve as an expert in organizing, synthesizing, and communicating information. Acquisition, organization, and dissemination of resources to support the curricular areas through the library media center are cost-effective methods for the entire school district.
- Teach and integrate literature and information skills into the curriculum. They plan and teach collaboratively based on the needs of the student and the classroom teacher.

*(Adapted from ALA statements, and School Libraries Work!, Scholastic Library Publishing, c2008.)*

## **MEETING DIVERSE STUDENT NEEDS**

Students with diverse needs--those with unique abilities and/or disabilities--will have differentiated opportunities to achieve learning targets, benchmarks, and standards at rates and in manners consistent with their needs. Accommodations and modifications will be implemented to ensure that all students have the opportunity to meet established learning goals and to gain full access to the curriculum.

The needs of struggling learners will be met in a variety of ways in the classroom both through informal intervention and formally prescribed intervention, as necessary.

Gifted students and students of high ability require, at times, differentiated instruction and additional challenge beyond what the standard curriculum can provide. These provisions can include but are not limited to: more challenging content or assignments, critical and higher level thinking skills, instructional grouping, extension activities, and independent research.

Students at all ability levels benefit as they explore concepts in depth through inquiry-based learning.



## INDIAN EDUCATION FOR ALL

Missoula County Public Schools is committed to developing for all students an understanding of American and Montana Indian people and their histories, fostering respect for their cultures. In view of the unique role of the American Indian peoples in the development of the United States and the experience of Montana tribes in particular, their history and culture will be integrated wherever appropriate in the instruction of MCPS students, in accordance with the state constitution, statutes, and curriculum standards.

### ESSENTIAL UNDERSTANDINGS REGARDING MONTANA INDIANS

1. There is great diversity among the 12 tribal Nations of Montana in their languages, cultures, histories, and governments. Each Nation has a distinct and unique cultural heritage that contributes to modern Montana.
2. There is great diversity among individual Tribal Nations as identity is developed, defined, and redefined by many entities, organizations, and people. There is a continuum of Indian identity ranging from assimilated to traditional and this is unique to each individual. There is no generic American Indian.
3. The ideologies of Native traditional beliefs and spirituality persist into modern day life as tribal cultures, traditions and languages are still practiced by many American Indian people and are incorporated into how tribes govern and manage their affairs. Additionally, each tribe has their own oral history beginning with their genesis that is as valid as written histories. These histories pre-date the “discovery” of North America.
4. Reservations are land that have been reserved by the tribes for their own use through treaties and was not “given” to them. The principle that land should be acquired from the Indians only through their consent with treaties involved three assumptions:
  1. That both parties to treaties were sovereign powers.
  2. Those Indian tribes had some form of transferable title to the land.
  3. That acquisition of Indian lands was solely a government matter not to be left to individual colonists.
5. There were many federal policies put into place throughout American history that have impacted Indian people and shape who they are today. Much of Indian history can be related through several major federal policy periods.
6. History is a story most often related through the subjective experience of the teller. Histories are being rediscovered and revised. History told from an Indian perspective conflicts with what most of mainstream history tells us.
7. Under the American legal system, Indian tribes have sovereign powers separate and independent from the federal and state governments. However, the extent and breadth of tribal sovereignty is not the same for each tribe.

### Missoula County Public Schools Board Policy

Recognition of American Indian Peoples' Culture and Heritage in the Curriculum Process

The Board fully supports Article X of the Montana Constitution and is actively committed to develop for all students an understanding of American and Montana Indian people and their histories, as well as foster respect for their respective cultures.

Because of the unique position and place in American history, the American Indian peoples' role in the development of the United States, with emphasis on the experience of the Montana Tribes, shall be included wherever appropriate in the instruction of Missoula County Public School students, in accordance with the state Constitution and state standards. Instructions concerning the historic and current roles of Indian people shall be delivered in a respectful, informative, and sensitive manner. When the social studies curriculum and other curricula are updated according to the District's curriculum cycle, the written curriculum shall reflect this policy. Staff development will be provided pertinent to curriculum implementation.

*NOTE: The District has nondiscriminatory policies in effect, which may be referenced.*

Legal Reference: Art. X, Sec. 1(2), Montana Constitution

§§ 20-1-501, et seq., MCA

Recognition of American Indian cultural heritage - legislative intent

10.55.603 ARM

Curriculum Development and Assessment

10.55.701 ARM

Board of Trustees

10.55.803 ARM

Learner Access

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Adopted on: October 10, 2000

Adopted on: January 14, 2003 (Policy recodified in Series 2000 adoption)

Revised on:

**Missoula County Public Schools Board Policy**

## TEACHING ABOUT CONTROVERSIAL ISSUES

As reflected in the Missoula County Public Schools' Board Policy #2330 below, the district encourages and supports the concept of academic freedom, recognizing it as a necessary condition to aid in maintaining an environment conducive to learning and the free exchange of ideas and information. By the nature of the topic, controversial issues will arise in Social Studies.

### INSTRUCTION 2330

#### Academic Freedom

The Board recognizes and supports Academic Freedom as necessary for an environment conducive to the free exchange of ideas and learning.

Academic Freedom is the view that if teachers are to promote the growth of knowledge, they require the freedom to teach and conduct inquiry without fear of sanction or reprisals should they present an unpopular or controversial idea.

Teachers shall help students learn to objectively and respectfully examine differences of opinion, analyze and evaluate facts and their sources, and form their own reasoned judgments about the relative value of competing perspectives.

The Board directs the teaching staff to:

- Refrain from using one's classroom position to promote one's own ideology or any partisan point of view.
- Ensure that issues presented pertain to course objectives.
- Provide students opportunities to develop critical thinking: that is the ability to detect propaganda and to distinguish between fact, opinion and misinformation.
- Respect each student's right to form, choose, hold and/or change an opinion or belief.
- Create an environment in which students are free to form judgments independently.

Any person may file complaints pursuant to this policy through Board Policy 4310P, the uniform grievance procedure.

This policy may not be used to challenge educational materials themselves. Please see:  
BP 2313 Dealing with Challenged Educational Resources  
BP 2313P Procedure for Dealing with Challenged Educational Resources

Legal Reference: Article X, Sec. 8, Montana Constitution - School district trustees  
§ 20-3-324(16) and (17), MCA Powers and duties

#### Policy History:

Adopted on: January 14, 2003

Revision presented to PN&P Committee on March 25, 2009

Approved on first reading: May 12, 2009

Posted for public comment until: July 22, 2009

**Missoula County Public Schools Board Policy**

## ACKNOWLEDGMENT

The Missoula County Public Schools Social Studies Curriculum Committee wishes to thank the National Council for the Social Studies (NCSS), National Curriculum Standards for Social Studies: A Framework for Teaching, Learning, and Assessment (Silver Spring, MD: NCSS, 2010). For further information, see [www.socialstudies.org/standards](http://www.socialstudies.org/standards)

## SCOPE AND SEQUENCE

The course descriptions that follow provide an integrated and sequential development of the goals for the K-12 Social Studies document. The topics begin with a foundational understanding at the elementary level, focus on world and U.S. history in middle school, and expand into depth of knowledge by course at the high school level. All courses include the National Council for the Social Studies themes, the Montana Office of Public Instruction standards, the K-5 Reading (informational) and Writing Common Core State Standards, the 6-12 Common Core State Standards for History and Social Studies, and the Indian Education for All Essential Understandings.

Implementation of this integrated and correlated curriculum requires collaborative planning among grade level teachers, as well as teacher librarians/media specialists. Teachers should draw on community resources, artifacts, a wide variety of books, computer software, DVDs, maps, and other visual materials. In addition to presenting subjects for class discussion, teachers should provide for students' active learning through experiences such as civic participation, community service, debates, role playing simulations, mock trials, collaborative and individual projects, preparation of local and oral histories, mapping activities, as well as technology applications. Current events should be connected to classroom lessons to extend students learning and understanding beyond the classroom walls to the greater world.

This curriculum attempts to bridge the barriers between the related disciplines and to enable students to see the relationships and connections that exist in real life. The measure of its success will lie not only in test scores but also in the extent to which students develop insight into the life of other times and places, as well as a heightened understanding of their own time and place. The titles of courses for kindergarten through grade twelve are as follows:

<b>Kindergarten</b>	Learning and Working Now and Long Ago
<b>Grade One</b>	A Child's Place in Time and Space
<b>Grade Two</b>	People Who Make a Difference
<b>Grade Three</b>	Community and Change
<b>Grade Four</b>	Montana and Regions of the United States
<b>Grade Five</b>	United States History and Geography: 1492-1850
<b>Grade Six</b>	World History and Geography: Ancient Civilizations
<b>Grade Seven</b>	World History and Geography: Medieval and Early Modern Times
<b>Grade Eight</b>	United States History and Geography: Constitution through Reconstruction
<b>Grades Nine-Twelve</b>	World Geography
<b>Grades Nine-Twelve</b>	Modern World History
<b>Grade Ten</b>	AP World History
<b>Grades Ten-Twelve</b>	Psychology
<b>Grades Ten-Twelve</b>	Sociology and Criminology
<b>Grades Eleven-Twelve</b>	World Issues Seminar
<b>Grades Eleven-Twelve</b>	United States History
<b>Grades Eleven-Twelve</b>	AP United States History
<b>Grades Eleven-Twelve</b>	IB History of the Americas & 20th Century Topics
<b>Grade Twelve</b>	United States Government & the Political Economy
<b>Grade Twelve</b>	AP United States Government & Politics

## INTRODUCTION TO CURRICULUM FRAMEWORK

The object of the Social Studies curriculum is to define the knowledge and skills that our students need to successfully participate as active U.S. citizens. With a firm grounding in history and the social studies, our students should have the capacity to make informed decisions and to fully participate in our rapidly changing state, nation, and world. Studying Social Studies provides insights into the ethical questions confronted by all peoples.

Our highly complex society needs well-educated minds and understanding hearts; it needs people who understand our political institutions and are prepared to assume the responsibilities of active citizenship. Understanding one's own history and culture helps to better the understanding of the history and culture of others.

As educators in the field of Social Studies, our goals for students are:

- To recognize the complexity of social, economic, and political problems
- To identify and prioritize key sources of information necessary to solve problems
- To know their rights and responsibilities as American citizens
- To understand the meaning of the Constitution as a social contract that shapes our democratic-republic government and individual rights
- To understand the democratic ideals upon which this nation was conceived
- To respect the value of civil discourse and debate
- To take an active role as citizens who know how to work for change in a democratic society
- To understand the value, importance, and fragility of democratic institutions
- To understand conditions that encourage democracy to prosper
- To develop a keen sense of ethics
- To care deeply about the quality of life in their community, their nation, and their world

Twenty-first Century students must recognize societal problems, ask probing questions, develop robust investigations, evaluate possible solutions, consequences and unintended consequences. They must separate evidence-based claims from opinions, effectively communicate and act upon what they learn. Most importantly, they must develop the capability and commitment to persevere. Students will build strong tools for, and methods of, clear, disciplined, and critical thinking to successfully traverse the worlds of college, career, and civic life. In their Social Studies courses, student will develop skills for informed and active citizenship.

We commit to providing all students the opportunities afforded through the Social Studies. We believe our students are best served when they:

- Develop questions that can frame and advance an inquiry
- Connect the study of social and political history with government, economics, and geography
- Learn history by reading multiple forms of text of and about a particular period
- Focus on in-depth thematic studies of selected events and people versus judgment and breadth
- Experience and immerse in a systematic and coordinated curriculum which spirals Social Studies from kindergarten through grade 12
- Learn that our national identity and heritage include multiple perspectives and tell a complex story
- Learn about the cultural heritage and contemporary identity of American Indians, with particular emphasis on Montana Indian tribal groups and government
- Emphasize the importance of global studies in an increasingly interdependent world
- Understand the role and responsibilities of citizenship

- Study the fundamental principles of the founding documents
- Investigate controversial issues in their historical and contemporary context
- Connect current events to Social Studies
- Develop skills for obtaining information, recognizing perspective, reaching informed conclusions based on evidence
- Connect school to community

Our goal is to prepare informed participants in a global society.

## NATIONAL COUNCIL FOR THE SOCIAL STUDIES THEMES

The National Council for the Social Studies (NCSS) curriculum standards provides a framework for professional deliberation and planning about what should occur in a social studies program in grades pre-K through 12. The framework provides ten themes that represent a way of organizing knowledge about the human experience in the world and a holistic lens through which to educate students for the challenges of citizenship in a democracy.

The thematic strands draw from all the social science disciplines and other related disciplines and fields of study to provide a structure for social studies curriculum design and development. The themes provide a basis from which social studies educators can more fully develop their lessons.

The themes represent strands that should thread throughout a social studies program, in all grades, as appropriate at each level. Specific themes, though highly interrelated, will be more dominant at certain grade levels and courses. To understand culture (Theme 1), for example, students also need to understand the theme of time, continuity, and change (Theme 2); the relationships between people, places, and environments (Theme 3); and the role of civic ideals and practices (Theme 10). To understand power, authority, and governance (Theme 6), students need to understand different cultures (Theme 1); the relationships between people, places, and environments (Theme 3); and the interconnections among individuals, groups, and institutions (Theme 5). History is not confined to TIME, CONTINUITY, AND CHANGE (Theme 2) because historical knowledge contributes to the understanding of all the other themes; similarly, geographic skills and knowledge can be found in more than (Theme 3).

1

### CULTURE

Through the study of culture and cultural diversity, learners understand how human beings create, learn, share, and adapt to culture, and appreciate the role of culture in shaping their lives and society, as well the lives and societies of others. In schools, this theme typically appears in units and courses dealing with geography, history, sociology, and anthropology, as well as multicultural topics across the curriculum.

2

### TIME, CONTINUITY, AND CHANGE

Through the study of the past and its legacy, learners examine the institutions, values, and beliefs of people in the past, acquire skills in historical inquiry and interpretation, and gain an understanding of how important historical events and developments have shaped the modern world. This theme appears in courses in history, as well as in other social studies courses for which knowledge of the past is important.

3

### PEOPLE, PLACES, AND ENVIRONMENTS

This theme helps learners to develop their spatial views and perspectives of the world, to understand where people, places, and resources are located and why they are there, and to explore the relationship between human beings and the environment. In schools, this theme typically appears in courses dealing with geography and area studies, but it is also important for the study of the geographical dimension of other social studies subjects.

4

### INDIVIDUAL DEVELOPMENT AND IDENTITY

Personal identity is shaped by family, peers, culture, and institutional influences. Through this theme, students examine the factors that influence an individual's personal identity, development, and actions. This theme

typically appears in courses and units dealing with psychology, anthropology, and sociology.

## **5 INDIVIDUALS , GROUPS, AND INSITITUTIONS**

Institutions such as families and civic, educational, governmental, and religious organizations, exert a major influence on people's lives. This theme allows students to understand how institutions are formed, maintained, and changed, and to examine their influence. In schools, this theme typically appears in units and courses dealing with sociology, anthropology, psychology, political science, and history.

## **6 POWER, AUTHORITY, AND GOVERNANCE**

One essential component of education for citizenship is an understanding of the historical development and contemporary forms of power, authority, and governance. Through this theme, learners become familiar with the purposes and functions of government, the scope and limits of authority, and the differences between democratic and non-democratic political systems. In schools, this theme typically appears in units and courses dealing with government, history, civics, law, politics, and other social sciences.

## **7 PRODUCTION, DISTRIBUTION, AND CONSUMPTION**

This theme provides for the study of how people organize for the production, distribution, and consumption of goods and services, and prepares students for the study of domestic and global economic issues. In schools, this theme typically appears in units and courses dealing with economic concepts and issues, though it is also important for the study of the economic dimension of other social studies subjects.

## **8 SCIENCE, TECHNOLOGY, AND SOCIETY**

By exploring the relationships among science, technology, and society, students develop an understanding of past and present advances in science and technology and their impact. This theme appears in a variety of social studies courses, including history, geography, economics, civics, and government.

## **9 GLOBAL CONNECTIONS**

The realities of global interdependence require an understanding of the increasingly important and diverse global connections among world societies. This theme prepares students to study issues arising from globalization. It typically appears in units or courses dealing with geography, culture, economics, history, political science, government, and technology.

## **10 CIVIC IDEALS AND PRACTICES**

An understanding of civic ideals and practices is critical to full participation in society and is an essential component of education for citizenship. This theme enables students to learn about the rights and responsibilities of citizens of a democracy, and to appreciate the importance of active citizenship. In schools, the theme typically appears in units or courses dealing with civics, history, political science, cultural anthropology, and fields such as global studies, law-related education, and the humanities.

*National Council for the Social Studies (NCSS), National Curriculum Standards for Social Studies: A Framework for Teaching, Learning, and Assessment (Silver Spring, MD: NCSS, 2010).*



**ELEMENTARY**

**SOCIAL STUDIES**

**PROGRAM**

**GRADES K-5**

## **KINDERGARTEN**

### **LEARNING AND WORKING NOW AND LONG AGO**

In Kindergarten, children first begin to understand that school is a place for learning and working. Many will be working in groups for the first time. They must learn to share, to take turns, to respect the rights of others, and to take care of themselves and their own possessions. Children also learn that the choices they make have consequences for themselves and others. This is knowledge that is necessary for good civic behavior in the classroom and in the larger society. Children also discover how other people have learned and worked together by hearing stories of times past.

**Given that students learn when they are engaged and actively participating in their curriculum, students will demonstrate their understanding of these social studies topics and key concepts by producing relevant projects. It is imperative that students' interaction with social studies includes more than reading and writing.**

#### **LEARNING TO WORK TOGETHER**

Children make their way as learners, workers, and classroom participants in the Kindergarten classroom. They must learn to share the attention of the teacher with others and learn to consider the rights of others in the use and care of classroom materials. Such understandings will be deepened and enriched if teachers use classroom problems that inevitably arise as opportunities for problem solving. Children must have opportunities to discuss more desirable behaviors, try them out, and examine how they lead to more harmonious and socially satisfying relationships with others. To further support these understandings, teachers should introduce stories, fairytales, and nursery rhymes that incorporate conflict and resolution that are both interesting and understandable for young children. Discussions about the books are intended to help them acquire those values of deliberation and individual responsibility that are consistent with the democratic ethic.

#### **EXPLORING, CREATING AND COMMUNICATING**

Children should have opportunities to build their self-worth by exploring, creating, solving problems, communicating, and assuming individual and group responsibilities in their immediate world which is the classroom - as well as extending these opportunities to the larger world of school and in the neighborhood. Neighborhood topography, streets, transportation systems, structures and human activities should be explored. Large building blocks, wood, tools and miniature vehicles as well as imaginative and improvisational objects including workers' clothing and hats, assist children in constructing real and imagined neighborhood landscapes and structures. Picture files, stories, and books should be used to deepen children's information about the places they are creating.

#### **REACHING OUT TO TIMES PAST**

In Kindergarten, children take their first vicarious steps into times past. Well-selected stories can help children develop a beginning sense of historical empathy. They should consider how it might have been to live in other times and places and how their lives would have been different. They should observe different ways people lived in earlier days, for example, getting water from a well, growing their food, making their clothing, and having fun in ways that are different from those of today. They can compare themselves with children in a variety of stories.

**GRADE LEVEL: KINDERGARTEN**

**NCSS THEMES**

- Culture
- Time, Continuity, and Change
- People, Places and Environments
- Individual Development and Identity
- Individuals, Groups, and Institutions
- Power, Authority, and Governance
- Production, Distribution, and Consumption
- Science, Technology, Society
- Global Connections
- Civic Ideals and Practices

**OPI MONTANA STANDARDS**

1. Students access, synthesizes, and evaluates information to communicate and apply social studies knowledge to real world situations.
2. Students analyze how people create and change structures of power, authority, and governance to understand the operations of government and to demonstrate civic responsibility.
3. Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions).
4. Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.
5. Students make informed decisions based on an understanding of the economic principles of productions, distribution, exchange, and consumption.
6. Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.

**COMMON CORE LITERACY STANDARDS FOR SOCIAL STUDIES**

**READING** (Informational)

**RI.KI.1** With prompting and support, ask and answer questions about key details in the text.

**RI.KI.2** With promoting and support, identify the main topic and retell key details of a text.

**RI.KI.3** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

**RI.CS.4** With prompting and support, ask and answer questions about unknown words in a text.

**RI.CS.5** Identify the front cover, back cover, and title page of a book.

**RI.CS.6** Name the author and illustrator of a text and define the role of each in presenting the ideas or information of a text.

**WRITING**

**WR.TT.1** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).

**WR.TT.2** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

**WR.TT.3** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

**WR.PD.5** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

**WR.PD.6** With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

<p><b>RI.IK.7</b> With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p><b>RI.IK.8</b> With prompting and support, identify the reasons an author gives to support points in a text.</p> <p><b>RI.IK.9</b> With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p><b>RI.RR.10</b> Actively engage in group reading activities with purpose and understanding.</p>	<p><b>WR.RB.7</b> Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). Include sources by and about Tribal Nations.</p> <p><b>WR.RB.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. Include sources by and about Tribal Nations.</p>
<p><b>IEFA: ESSENTIAL UNDERSTANDINGS</b></p>	<p><b>GRADES K-2: FOCUS AREAS (MULTICULTURAL/ GLOBAL)</b></p>
<p><b>ESSENTIAL UNDERSTANDING 1:</b> There is great diversity among the 12 tribal Nations of Montana in their languages, cultures, histories and governments. Each Nation has a distinct and unique cultural heritage that contributes to modern Montana.</p>	<ul style="list-style-type: none"> <li>• Identification of students' own cultural backgrounds and exposure to cultures different from their own.</li> <li>• Awareness, appreciation, and respect for differences and similarities among Montana Indian Tribal Nations, and other diverse cultural groups in American and world societies.</li> <li>• Identification and location of Montana Indian Tribal Nations.</li> </ul>
<p><b>ESSENTIAL UNDERSTANDING 2:</b> There is great diversity among individual American Indians as identity is developed, defined and redefined by entities, organizations and people. A continuum of Indian identity, unique to each individual, ranges from assimilated to traditional. There is no generic American Indian.</p>	<ul style="list-style-type: none"> <li>• Students as unique individuals; acceptance and respect for the differences shaping individual identities of other students.</li> <li>• Familiarity with a diverse range of individual perspectives while recognizing human universals.</li> <li>• How individual Native Americans are similar to and different from each other.</li> </ul>
<p><b>ESSENTIAL UNDERSTANDING 3:</b> The ideologies of Native traditional beliefs and spirituality persist into modern day life as tribal cultures, traditions, and languages are still practiced by many American Indian people and are incorporated into how Tribal Nations govern and manage their affairs. Additionally, each Tribal Nation has its own oral histories, which are as valid as written histories. These histories pre-date the “discovery” of North America.</p>	<ul style="list-style-type: none"> <li>• Traditions that are still practiced by Indian people in Montana today, as well as traditions still practiced by other cultural groups.</li> <li>• Origin stories and other traditional stories of American Indian Tribal Nations.</li> </ul>

<p><b><u>ESSENTIAL UNDERSTANDING 4:</u></b> Reservations are lands that have been reserved by the Tribal Nations for their own use through treaties, statutes, and executive orders and were not “given” to them. The principle that land should be acquired from the Indians only through their consent with treaties involved three assumptions:</p> <ul style="list-style-type: none"> <li>I. Both parties to treaties were sovereign powers.</li> <li>II. Indian Tribal Nations had some form of transferable title to the land.</li> <li>III. Acquisition of Indian lands was solely a government matter not to be left to individual colonists.</li> </ul>	<ul style="list-style-type: none"> <li>• Reservations as communities.</li> </ul>
<p><b><u>ESSENTIAL UNDERSTANDING 5:</u></b> There were many federal policies put into place throughout American history that have affected Indian people and still shape who they are today. Many of these policies conflicted with one another. Much of Indian history can be related through several major federal policy periods:</p> <ul style="list-style-type: none"> <li>Colonization/Colonial Period 1492 – 1800s</li> <li>Treaty Period 1789 - 1871</li> <li>Assimilation Period - Allotment and Boarding School 1879 - 1934</li> <li>Tribal Reorganization Period 1934 - 1958</li> <li>Termination and Relocation Period 1953 - 1971</li> <li>Self-determination Period 1968 – Present</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>
<p><b><u>ESSENTIAL UNDERSTANDING 6:</u></b> History is a story most often related through the subjective experience of the teller. With the inclusion of more and varied voices, histories are being rediscovered and revised. History told from an Indian perspective frequently conflicts with the stories mainstream historians tell.</p>	<ul style="list-style-type: none"> <li>• Stories of subjective experiences by Montana American Indians.</li> <li>• Exposure to and understanding another point of view or way of thinking.</li> </ul>
<p><b><u>ESSENTIAL UNDERSTANDING 7:</u></b> Under the American legal system, Indian Tribal Nations have sovereign powers, separate and independent from the federal and state governments. However, the extent and breadth of tribal sovereignty is not the same for each Tribal Nation.</p>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>

### ESSENTIAL QUESTIONS - KINDERGARTEN

- How is my life the same or different from a child's life long ago?
- What can we accomplish when we work together?
- How can learning about our community enrich our life (classroom, school, and neighborhood)?

### TOPICS AND KEY CONCEPTS - KINDERGARTEN

<b>TOPICS</b> <ul style="list-style-type: none"><li>• Looking at now and long ago</li><li>• Learning to work together</li><li>• Exploring creating and communicating</li></ul>	<b>KEY CONCEPTS</b> <p><b>Culture</b></p> <ul style="list-style-type: none"><li>• Understand that history relates to events, people, and places of other times.</li><li>• Recognize the national flag.</li></ul> <p><b>Industrial Development and Identity</b></p> <ul style="list-style-type: none"><li>• Understand that being a good citizen involves acting in certain ways.</li></ul> <p><b>People, Places, and Environment</b></p> <ul style="list-style-type: none"><li>• Match simple descriptions of work people perform in our community to the name of their job title.</li><li>• Compare and contrast the location of people, places and environments and describe their characteristics.</li></ul> <p><b>Time, Continuum and Change</b></p> <ul style="list-style-type: none"><li>• Compare and contrast everyday life in different times and places.</li><li>• Recognize that some aspects of people, places, and things change over time while others stay the same.</li></ul>
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## **GRADE 1**

### **A CHILD'S PLACE IN TIME AND SPACE**

Children in the first grade are ready to learn more about the world they live in and about their responsibilities to other people. They begin to learn how necessary it is for people and groups to work together and how to resolve problems through cooperation. Children's expanding sense of place and spatial relationships provide readiness to learn new geographical concepts. Children also are ready to develop a deeper understanding of cultural diversity and to appreciate the many people from various backgrounds and ways of life that exist in the larger world that they are now beginning to explore. Children begin to develop a sense of an economy in which people work both in and outside the home and exchange goods and services for money.

**Given that students learn when they are engaged and actively participating in their curriculum, students will demonstrate their understanding of these social studies topics and key concepts by producing relevant projects. It is imperative that students' interaction with Social Studies includes more than reading and writing.**

#### **DEVELOPING SOCIAL SKILLS AND RESPONSIBILITIES**

First graders will develop social skills and responsibility in the classroom and school environment. They will learn the values of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we all must live. Emphasis should be placed on having children solve the social problems that naturally arise in the classroom. Children will learn to problem solve simple situations that naturally occur throughout the school environment.

#### **EXPANDING CHILDREN'S GEOGRAPHIC AND ECONOMIC WORLDS**

The children's growing sense of place and spatial relationships make it possible for them to learn important new geographic concepts. Child will develop a deep understanding of their neighborhood and school. Children can observe firsthand the changes occurring in the landscape. To develop these geographic understandings, children may construct a three-dimensional floor or table map of their immediate area. Such an activity helps develop children's observational skills; teaches the concepts of geographic scale, distance, and relative location; and clarifies for children the spatial relationships among an area's features. Children must have these critical understandings if they are to read and interpret the data that maps represent. These understandings are basic to all subsequent map reading and interpretation skills.

As children begin to acquire some basic understanding of economics, they will make connections between the goods and services that people need and want and the specialized work that others do to manufacture, transport, and sell these goods and services. At the same time, children should be enjoying literature that brings these activities alive and builds empathy toward the many people who work together to get their jobs done.

#### **DEVELOPING AWARENESS OF CULTURAL DIVERSITY, NOW AND LONG AGO**

First graders should study people from their own families and those of their classmates, people from other cultures, people living today, and people from long ago. In developing a literature-enriched study, children discover the many ways in which people, families, and cultural groups are alike and how they are different. Teachers can introduce literature from other cultures for comparison. Throughout this unit, opportunities should be provided for children to discuss and dramatize these stories, discover their moral teachings, and analyze what these stories tell about the culture: its heroes, beliefs, customs, ceremonies, and traditions.

GRADE LEVEL: GRADE 1	
<b>NCSS THEMES</b> <ul style="list-style-type: none"> <li>• Culture</li> <li>• Time, Continuity, and Change</li> <li>• People, Places and Environments</li> <li>• Individual Development and Identity</li> <li>• Individuals, Groups, and Institutions</li> <li>• Power, Authority, and Governance</li> <li>• Production, Distribution, and Consumption</li> <li>• Science, Technology, Society</li> <li>• Global Connections</li> <li>• Civic Ideals and Practices</li> </ul>	<b>OPI MONTANA STANDARDS</b> <ol style="list-style-type: none"> <li>1. Student access, synthesizes, and evaluates information to communicate and apply social studies knowledge to real world situations.</li> <li>2. Students analyze how people create and change structures of power, authority, and governance to understand the operations of government and to demonstrate civic responsibility.</li> <li>3. Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions).</li> <li>4. Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.</li> <li>5. Students make informed decisions based on an understanding of the economic principles of productions, distribution, exchange, and consumption.</li> <li>6. Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.</li> </ol>
COMMON CORE LITERACY STANDARDS FOR SOCIAL STUDIES	
<b><u>READING</u></b> (Informational) <p><b>RI.KI.1</b> Ask and answer questions about key details in a text.</p> <p><b>RI.KI.2</b> Identify the main topic and retell key details of a text.</p> <p><b>RI.KI.3</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><b>RI.CS.4</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p><b>RI.CS.5</b> Know and use various text features (e.g., headings, tables or contents, glossaries, electronic menus, icons), to locate key facts or information in a text.</p> <p><b>RI.CS.6</b> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>	<b><u>WRITING</u></b> <p><b>WR.TT.1</b> Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p><b>WR.TT.2</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p><b>WR.TT.3</b> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p><b>WR.PD.5</b> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p><b>WR.PD.6</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>



<p><b>RI.IK.7</b> Use the illustrations and details in a text to describe its key ideas.</p> <p><b>RI.IK.8</b> Identify the reasons an author gives to support points in a text.</p> <p><b>RI.IK.9</b> Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p><b>RI.RR.10</b> With prompting and support, read informational texts appropriately complex for grade 1.</p>	<p><b>WR.RB.7</b> Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). Include sources by and about Tribal Nations.</p> <p><b>WR.RB.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. Include sources by and about Tribal Nations.</p>
<b>IEFA: ESSENTIAL UNDERSTANDINGS</b>	<b>GRADES K-2: FOCUS AREAS (MULTICULTURAL/ GLOBAL)</b>
<p><b>ESSENTIAL UNDERSTANDING 1:</b> There is great diversity among the 12 Tribal Nations of Montana in their languages, cultures, histories and governments. Each Nation has a distinct and unique cultural heritage that contributes to modern Montana.</p>	<ul style="list-style-type: none"> <li>• Identification of students' own cultural backgrounds and exposure to cultures different from their own.</li> <li>• Awareness, appreciation, and respect for differences and similarities among Montana Indian Tribal Nations, and other diverse cultural groups in American and world societies.</li> <li>• Identification and location of Montana Indian Tribal Nations.</li> </ul>
<p><b>ESSENTIAL UNDERSTANDING 2:</b> There is great diversity among individual American Indians as identity is developed, defined and redefined by entities, organizations and people. A continuum of Indian identity, unique to each individual, ranges from assimilated to traditional. There is no generic American Indian.</p>	<ul style="list-style-type: none"> <li>• Students as unique individuals; acceptance and respect for the differences shaping individual identities of other students.</li> <li>• Familiarity with a diverse range of individual perspectives while recognizing human universals.</li> <li>• How individual Native Americans are similar to and different from each other.</li> </ul>
<p><b>ESSENTIAL UNDERSTANDING 3:</b> The ideologies of Native traditional beliefs and spirituality persist into modern day life as tribal cultures, traditions, and languages are still practiced by many American Indian people and are incorporated into how Tribal Nations govern and manage their affairs. Additionally, each Tribal Nation has its own oral histories, which are as valid as written histories. These histories pre-date the "discovery" of North America.</p>	<ul style="list-style-type: none"> <li>• Traditions that are still practiced by Indian people in Montana today, as well as traditions still practiced by other cultural groups.</li> <li>• Origin stories and other traditional stories of American Indian Tribal Nations.</li> </ul>

<p><b><u>ESSENTIAL UNDERSTANDING 4:</u></b> Reservations are lands that have been reserved by the Tribal Nations for their own use through treaties, statutes, and executive orders and were not “given” to them. The principle that land should be acquired from the Indians only through their consent with treaties involved three assumptions:</p> <ul style="list-style-type: none"> <li>I. Both parties to treaties were sovereign powers.</li> <li>II. Indian Tribal Nations had some form of transferable title to the land.</li> <li>III. Acquisition of Indian lands was solely a government matter not to be left to individual colonists.</li> </ul>	<ul style="list-style-type: none"> <li>• Reservations as communities.</li> </ul>
<p><b><u>ESSENTIAL UNDERSTANDING 5:</u></b> There were many federal policies put into place throughout American history that have affected Indian people and still shape who they are today. Many of these policies conflicted with one another. Much of Indian history can be related through several major federal policy periods:</p> <ul style="list-style-type: none"> <li>Colonization/Colonial Period 1492 – 1800s</li> <li>Treaty Period 1789 - 1871</li> <li>Assimilation Period - Allotment and Boarding School 1879 - 1934</li> <li>Tribal Reorganization Period 1934 - 1958</li> <li>Termination and Relocation Period 1953 - 1971</li> <li>Self-determination Period 1968 – Present</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>
<p><b><u>ESSENTIAL UNDERSTANDING 6:</u></b> History is a story most often related through the subjective experience of the teller. With the inclusion of more and varied voices, histories are being rediscovered and revised. History told from an Indian perspective frequently conflicts with the stories mainstream historians tell.</p>	<ul style="list-style-type: none"> <li>• Stories of subjective experiences by Montana American Indians.</li> <li>• Exposure to and understanding another point of view or way of thinking.</li> </ul>
<p><b><u>ESSENTIAL UNDERSTANDING 7:</u></b> Under the American legal system, Indian Tribal Nations have sovereign powers, separate and independent from the federal and state governments. However, the extent and breadth of tribal sovereignty is not the same for each Tribal Nation.</p>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>

### ESSENTIAL QUESTIONS – GRADE 1

- How can I use my social skills when working together in and out of the classroom?
- How does where I live enrich my life (geography and economics)?
- How is my family life the same or different from a family's life long ago?

### TOPICS AND KEY CONCEPTS - GRADE 1

<b>TOPICS</b> <ul style="list-style-type: none"><li>• Developing social skills and responsibilities</li><li>• Expanding geographic and economic worlds</li><li>• Developing awareness of long ago</li></ul>	<b>KEY CONCEPTS</b> <p><b>Culture</b></p> <ul style="list-style-type: none"><li>• Describe what a community is and recognize ways in which we are all part of various communities.</li></ul> <p><b>Civic Ideals and Practices</b></p> <ul style="list-style-type: none"><li>• Understand the importance of personal responsibility in a democratic society.</li></ul> <p><b>People, Places and Environment</b></p> <ul style="list-style-type: none"><li>• Demonstrate basic map skills.</li></ul> <p><b>Production, Distribution and Change</b></p> <ul style="list-style-type: none"><li>• Understand the concept of exchange and the use of money to purchase goods and services.</li></ul> <p><b>Time Continuum and Change</b></p> <ul style="list-style-type: none"><li>• Differentiate between things that happened long ago and things that happened today.</li></ul>
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## **GRADE 2**

### **PEOPLE WHO MAKE A DIFFERENCE**

Children in the second grade are ready to learn about contemporary and historical figures that have and continue to make a difference in their lives.

**Given that students learn when they are engaged and actively participating in their curriculum, students will demonstrate their understanding of these social studies topics and key concepts by producing relevant projects. It is imperative that students' interaction with social studies include more than reading and writing.**

#### **OUR PARENTS, GRANDPARENTS, AND FAMILY MEMBERS**

Understanding and appreciating the life stories of parents, grandparents, family members, and ancestors will help children develop a beginning sense of history that is personally rooted and thus interesting to them. Class discussions can center on the many places, groups, and nations represented among classmates. A globe and/or world map can be used to locate places of family origin. Members of children's families can be invited to tell about the experiences of their families.

#### **PEOPLE WHO SUPPLY OUR NEEDS**

This study develops an appreciation of the many people who work to supply student's daily needs. Students should consider the interdependence of consumers and producers and of processors and distributors in bringing products to market. Students should develop an understanding of their roles as consumers. In visits to their local market, children should observe and identify the variety of foods that workers in these markets make available to buyers on a daily basis. Questions of where these foods come from, who produces them, and how they reach these markets give focus to this study. Children can observe the many links among their homes, the markets that supply their food, the places where people work to produce their food, and the transportation systems that move products from producer to consumer.

#### **PEOPLE FROM MANY CULTURES, NOW AND LONG AGO**

Through reading and listening to biographies, children can learn about the lives of those from many cultures. They should conclude from their studies that historical and contemporary figures make a difference in student's lives. Students will study the necessity of rules and laws, and their application within the family, classroom, and community. Students will understand the role government plays in the creation and enactment of laws. As they study current events, students will become aware of the ways other groups and nations interact. Students will develop an appreciation of living in a democratic society.

#### **GEOGRAPHIC AWARENESS**

Maps and charts should be introduced to help children gain geographical awareness. In developing these geography skills, children should differentiate between various maps and a globe, understand and use cardinal directions, identify and distinguish between physical geographic features in the natural landscape and on maps, and read and interpret map symbols with the use of a legend.

GRADE LEVEL: GRADE 2	
<p><b>NCSS THEMES</b></p> <ul style="list-style-type: none"> <li>• Culture</li> <li>• Time, Continuity, and Change</li> <li>• People, Places and Environments</li> <li>• Individual Development and Identity</li> <li>• Individuals, Groups, and Institutions</li> <li>• Power, Authority, and Governance</li> <li>• Production, Distribution, and Consumption</li> <li>• Science, Technology, Society</li> <li>• Global Connections</li> <li>• Civic Ideals and Practices</li> </ul>	<p><b>OPI MONTANA STANDARDS</b></p> <ol style="list-style-type: none"> <li>1. Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.</li> <li>2. Students analyze how people create and change structures of power, authority, and governance to understand the operations of government and to demonstrate civic responsibility.</li> <li>3. Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions).</li> <li>4. Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.</li> <li>5. Students make informed decisions based on an understanding of the economic principles of productions, distribution, exchange, and consumption.</li> <li>6. Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.</li> </ol>
COMMON CORE LITERACY STANDARDS FOR SOCIAL STUDIES	
<p><b><u>READING</u></b> (Informational)</p> <p><b>RI.KI.1</b> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p><b>RI.KI.2</b> Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p><b>RI.KI.3</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p><b>RI.CS.4</b> Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p><b>RI.CS.5</b> Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p><b>RI.CS.6</b> Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>	<p><b><u>WRITING</u></b></p> <p><b>WR.TT.1</b> Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.</p> <p><b>WR.TT.2</b> Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p><b>WR.TT.3</b> Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p><b>WR.PD.5</b> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p><b>WR.PD.6</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>

<p><b>RI.IK.7</b> Explain how reasons support specific points the author makes in a text.</p> <p><b>RI.IK.8</b> Describe how reasons support specific points the author makes in a text.</p> <p><b>RI.IK.9</b> Compare and contrast the most important points presented by two texts on the same topic.</p> <p><b>RI.RR.10</b> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p><b>WR.RB.7</b> Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). Include sources by and about Tribal Nations.</p> <p><b>WR.RB.8</b> Recall information from experiences or gather information from provided sources to answer a question. Include sources by and about Tribal Nations.</p>
<p><b>IEFA: ESSENTIAL UNDERSTANDINGS</b></p>	<p><b>GRADES K-2: FOCUS AREAS (MULTICULTURAL/ GLOBAL)</b></p>
<p><b>ESSENTIAL UNDERSTANDING 1:</b> There is great diversity among the 12 tribal Nations of Montana in their languages, cultures, histories and governments. Each Nation has a distinct and unique cultural heritage that contributes to modern Montana.</p>	<ul style="list-style-type: none"> <li>• Identification of students’ own cultural backgrounds and exposure to cultures different from their own.</li> <li>• Awareness, appreciation, and respect for differences and similarities. among Montana Indian Tribal Nations, and other diverse cultural groups in American and world societies.</li> <li>• Identification and location of Montana Indian Tribal Nations.</li> </ul>
<p><b>ESSENTIAL UNDERSTANDING 2:</b> There is great diversity among individual American Indians as identity is developed, defined and redefined by entities, organizations and people. A continuum of Indian identity, unique to each individual, ranges from assimilated to traditional. There is no generic American Indian.</p>	<ul style="list-style-type: none"> <li>• Students as unique individuals; acceptance and respect for the differences shaping individual identities of other students.</li> <li>• Familiarity with a diverse range of individual perspectives while recognizing human universals.</li> <li>• How individual Native Americans are similar to and different from each other.</li> </ul>
<p><b>ESSENTIAL UNDERSTANDING 3:</b> The ideologies of Native traditional beliefs and spirituality persist into modern day life as tribal cultures, traditions, and languages are still practiced by many American Indian people and are incorporated into how Tribal Nations govern and manage their affairs. Additionally, each Tribal Nation has its own oral histories, which are as valid as written histories. These histories pre-date the “discovery” of North America.</p>	<ul style="list-style-type: none"> <li>• Traditions that are still practiced by Indian people in Montana today, as well as traditions still practiced by other cultural groups.</li> <li>• Origin stories and other traditional stories of American Indian Tribal Nations.</li> </ul>

<p><b><u>ESSENTIAL UNDERSTANDING 4:</u></b> Reservations are lands that have been reserved by the Tribal Nations for their own use through treaties, statutes, and executive orders and were not “given” to them. The principle that land should be acquired from the Indians only through their consent with treaties involved three assumptions:</p> <ul style="list-style-type: none"> <li>I. Both parties to treaties were sovereign powers.</li> <li>II. Indian Tribal Nations had some form of transferable title to the land.</li> <li>III. Acquisition of Indian lands was solely a government matter not to be left to individual colonists.</li> </ul>	<ul style="list-style-type: none"> <li>• Reservations as communities.</li> </ul>
<p><b><u>ESSENTIAL UNDERSTANDING 5:</u></b> There were many federal policies put into place throughout American history that have affected Indian people and still shape who they are today. Many of these policies conflicted with one another. Much of Indian history can be related through several major federal policy periods:</p> <ul style="list-style-type: none"> <li>Colonization/Colonial Period 1492 – 1800s</li> <li>Treaty Period 1789 - 1871</li> <li>Assimilation Period - Allotment and Boarding School 1879 - 1934</li> <li>Tribal Reorganization Period 1934 - 1958</li> <li>Termination and Relocation Period 1953 - 1971</li> <li>Self-determination Period 1968 – Present</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>
<p><b><u>ESSENTIAL UNDERSTANDING 6:</u></b> History is a story most often related through the subjective experience of the teller. With the inclusion of more and varied voices, histories are being rediscovered and revised. History told from an Indian perspective frequently conflicts with the stories mainstream historians tell.</p>	<ul style="list-style-type: none"> <li>• Stories of subjective experiences by Montana American Indians.</li> <li>• Exposure to and understanding another point of view or way of thinking.</li> </ul>
<p><b><u>ESSENTIAL UNDERSTANDING 7:</u></b> Under the American legal system, Indian Tribal Nations have sovereign powers, separate and independent from the federal and state governments. However, the extent and breadth of tribal sovereignty is not the same for each Tribal Nation.</p>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>

## ESSENTIAL QUESTIONS – GRADE 2

- How do I describe my family’s traditions and histories?
- How does our community provide goods and services to our homes?
- What do I understand about other people’s cultures?
- How can learning about our community enrich our life (city, state, country)?

## TOPICS AND KEY CONCEPTS – GRADE 2

<p><b>TOPICS</b></p> <ul style="list-style-type: none"> <li>• Honoring family members or people of importance</li> <li>• Develop appreciation for people who supply our needs</li> <li>• Learning about people from many cultures from now and long ago</li> <li>• Geographic awareness</li> </ul>	<p><b>KEY CONCEPTS</b></p> <p><b>Culture</b></p> <ul style="list-style-type: none"> <li>• Recognize and respect other people's traditions and points of view throughout the Missoula community.</li> </ul> <p><b>Time, Continuity, and Change</b></p> <ul style="list-style-type: none"> <li>• Differentiate between things that happened long ago and things that happened yesterday.</li> </ul> <p><b>People, Places, and Environments</b></p> <ul style="list-style-type: none"> <li>• Demonstrate basic map skills.</li> </ul> <p><b>Power, Authority, and Governance</b></p> <ul style="list-style-type: none"> <li>• Understand the levels and reasons for governments.</li> <li>• Know and understand the symbols, icons, and traditions of the United States that provide continuity and a sense of community across time.</li> </ul> <p><b>Production, Distribution, and Consumption</b></p> <ul style="list-style-type: none"> <li>• Study how people organize the production, distribution, and consumption of goods and services.</li> </ul> <p><b>Civic Ideals and Practices</b></p> <ul style="list-style-type: none"> <li>• Understand the importance of personal responsibility in a democratic society.</li> </ul>
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## **GRADE 3**

### **COMMUNITY AND CHANGE**

Third graders can begin to think about continuity and change by a study of their town. By exploring their own community and locating some of the features built by people who lived long ago, children can make contact with times past and with people whose activities have left their mark on the land. They can begin to explore the ways in which their community continues to evolve.

**Given that students learn when they are engaged and actively participating in their curriculum, students will demonstrate their understanding of these social studies topics and key concepts by producing relevant projects. It is imperative that students' interaction with Social Studies includes more than reading and writing.**

#### **OUR COMMUNITY AND ITS HERITAGE**

Because Montana's geographic setting has had important effects on why and how our community developed, teachers must evaluate carefully whether the children have a clear understanding of the mountains, valleys, hills, lakes, rivers, prairies, and other natural features of this region. One cannot assume that the children have knowledge of these features simply because they live near them. An important activity for children in grade three is to learn the topography of the local region.

Children will learn about the first people who lived here, how they used the resources of the region, and how they adapted to the natural environment. The Salish Nation was the last to call the Missoula valley their home and will be the focus of this study. The Salish Nation will be presented and children will learn about their traditions and activities, today and long ago.

Children are now ready to consider explorers and settlers to the region and the impact each new group had on other people, in particular on the American Tribal Nations. To organize this sequence of events, children can develop a classroom time line by illustrating events and placing those illustrations in sequence. This sequence will include the newcomers, the economy they established, their impact on others, and their lasting marks on the landscape, including the buildings, streets, political boundaries, names, customs, and traditions that continue today.

Children should observe how their community has changed over time and why certain features have remained the same. They should compare the kinds of transportation people used long ago, the ways in which people provided water for their growing community and farmlands, the sources of power long ago, and the kinds of work people engaged in years ago. They should discover that the changing history of the community was closely related to the physical geography of this region: its topography, soil, water, mineral resources, and relative location. Children should analyze how successive groups of settlers made different uses of the land, depending on their skills, technology, and values. Children should observe how each period of settlement left its mark on the land, and they should analyze how decisions being made today also will leave their effects, good or bad, for those who will come after.

To bring earlier times alive for children, teachers should provide opportunities for them to study historical photos and artifacts so that they can observe the changes in the ways families lived, worked, played, dressed, and traveled. Children should discover how newcomers have earned their living, now and long ago; and analyze why such occupations have changed over time. Throughout these studies, children should have continuing opportunities to enjoy the literature that brings to life the people of an earlier time. The literary selections, though not written specifically about their community, should illustrate how people lived in the past and thus convey the way of life of those earlier times.

**COMPARING PAST TO PRESENT**

Children should be helped to compare the past to changes underway today. Are new developments changing their community? How do people today earn their living or seek recreation? How are people working to protect their region's natural resources? How do people in our community elect their city government and participate in resolving local issues that are important to children and their families?

**MEETING MISSOULIANS FROM TODAY AND LONG AGO**

Children should listen to or read biographies of people that helped shape Missoula and of those who took the risk of new and controversial ideas and opened new opportunities for others. Such stories convey to the children valuable insights into the history of their nation and its people.

GRADE LEVEL: GRADE 3	
<b>NCSS THEMES</b> <ul style="list-style-type: none"> <li>• Culture</li> <li>• Time, Continuity, and Change</li> <li>• People, Places and Environments</li> <li>• Individual Development and Identity</li> <li>• Individuals, Groups, and Institutions</li> <li>• Power, Authority, and Governance</li> <li>• Production, Distribution, and Consumption</li> <li>• Science, Technology, Society</li> <li>• Global Connections</li> <li>• Civic Ideals and Practices</li> </ul>	<b>OPI MONTANA STANDARDS</b> <ol style="list-style-type: none"> <li>1. Students’ access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.</li> <li>2. Students analyze how people create and change structures of power, authority, and governance to understand the operations of government and to demonstrate civic responsibility.</li> <li>3. Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions).</li> <li>4. Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.</li> <li>5. Students make informed decisions based on an understanding of the economic principles of productions, distribution, exchange, and consumption.</li> <li>6. Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.</li> </ol>
COMMON CORE LITERACY STANDARDS FOR SOCIAL STUDIES	
<b><u>READING</u></b> (Informational) <p><b>RI.KI.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>RI.KI.2</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p><b>RI.KI.3</b> Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p><b>RI.CS.4</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p><b>RI.CS.5</b> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p><b>RI.CS.6</b> Distinguish their own point of view from that of the author of a text.</p>	<b><u>WRITING</u></b> <p><b>WR.TT.1a</b> Write opinion pieces on topics or texts, supporting a point of view with reasons: Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p><b>WR.TT.1b</b> Write opinion pieces on topics or texts, supporting a point of view with reasons: Provide reasons that support the opinion.</p> <p><b>WR.TT.1c</b> Write opinion pieces on topics or texts, supporting a point of view with reasons: Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p><b>WR.TT.1d</b> Write opinion pieces on topics or texts, supporting a point of view with reasons: Provide a concluding statement or section.</p> <p><b>WR.TT.2a</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly: Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p>

<p><b>RI.IK.7</b> Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p><b>RI.IK.8</b> Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p><b>RI.IK.9</b> Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p><b>RI.RR.10</b> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.</p>	<p><b>WR.TT.2b</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly: Develop the topic with facts, definitions, and details.</p> <p><b>WR.TT.2c</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly: Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p><b>WR.TT.2d</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly: Provide a concluding statement or section.</p> <p><b>WR.TT.3a</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences: Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p><b>WR.TT.3b</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences: Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p><b>WR.TT.3c</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences: Use temporal words and phrases to signal event order.</p> <p><b>WR.TT.3d</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences: Provide a sense of closure.</p> <p><b>WR.PD.4</b> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p><b>WR.PD.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p><b>WR.PD.6</b> With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p><b>WR.RB.7</b> Conduct short research projects that build knowledge about a topic. Include texts by and about Tribal Nations.</p>
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	<p><b>WR.RB.8</b> Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. Include sources by and about Tribal Nations.</p> <p><b>WR.RW.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
<b>IEFA: ESSENTIAL UNDERSTANDINGS</b>	<b>GRADES 3-5: FOCUS AREAS (MONTANA)</b>
<b>ESSENTIAL UNDERSTANDING 1:</b> There is great diversity among the 12 tribal Nations of Montana in their languages, cultures, histories and governments. Each Nation has a distinct and unique cultural heritage that contributes to modern Montana.	<ul style="list-style-type: none"> <li>How languages, cultures, and histories of Montana Tribal Nations are different from one another: <ul style="list-style-type: none"> <li>3rd: nearby local Tribal Nations</li> <li>4th: Montana Tribal Nations</li> <li>5th: Tribal Nations from the area now known as North America</li> </ul> </li> </ul>
<b>ESSENTIAL UNDERSTANDING 2:</b> There is great diversity among individual American Indians as identity is developed, defined and redefined by entities, organizations and people. A continuum of Indian identity, unique to each individual, ranges from assimilated to traditional. There is no generic American Indian.	<ul style="list-style-type: none"> <li>Authentic representations and identification of stereotypes of American Indians in books and the media.</li> <li>Understanding of the terms <i>assimilated</i> and <i>traditional</i>.</li> </ul>
<b>ESSENTIAL UNDERSTANDING 3:</b> The ideologies of Native traditional beliefs and spirituality persist into modern day life as tribal cultures, traditions, and languages are still practiced by many American Indian people and are incorporated into how tribes govern and manage their affairs. Additionally, each tribe has its own oral histories, which are as valid as written histories. These histories pre-date the “discovery” of North America.	<ul style="list-style-type: none"> <li>Native tribal traditions and languages that are still practiced today: <ul style="list-style-type: none"> <li>3rd: Examples from local Tribal Nations</li> <li>4th: Examples from Montana Tribal Nations</li> <li>5th: Examples from Tribal Nations from the area now known as North America</li> </ul> </li> <li>Oral histories that pre-date the “discovery” of North America: <ul style="list-style-type: none"> <li>3rd: Examples from local Tribal Nations</li> <li>4th: Examples from Montana Tribal Nations</li> <li>5th: Examples from Tribal Nations from the area now known as North America</li> </ul> </li> </ul>
<b>ESSENTIAL UNDERSTANDING 4:</b> Reservations are lands that have been reserved by the tribes for their own use through treaties, statutes, and executive orders and were not “given” to them. The principle that land should be acquired from the Indians only through their consent with treaties involved three assumptions: <ol style="list-style-type: none"> <li>Both parties to treaties were sovereign powers.</li> <li>Indian tribes had some form of transferable title to the land.</li> <li>Acquisition of Indian lands was solely a government matter not to be left to individual colonists.</li> </ol>	<ul style="list-style-type: none"> <li>Location, composition, and history of reservations: <ul style="list-style-type: none"> <li>3rd: Examples from local Tribal Nations</li> <li>4th: Examples from Montana Tribal Nations</li> <li>5th: Examples from Tribal Nations from the area now known as North America</li> </ul> </li> </ul>

<p><b>ESSENTIAL UNDERSTANDING 5:</b> There were many federal policies put into place throughout American history that have affected Indian people and still shape who they are today. Many of these policies conflicted with one another. Much of Indian history can be related through several major federal policy periods:</p> <ul style="list-style-type: none"> <li>Colonization/Colonial Period 1492 – 1800s</li> <li>Treaty Period 1789 - 1871</li> <li>Assimilation Period - Allotment and Boarding School 1879 - 1934</li> <li>Tribal Reorganization Period 1934 - 1958</li> <li>Termination and Relocation Period 1953 - 1971</li> <li>Self-determination Period 1968 – Present</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness of Federal Policy Periods: <ul style="list-style-type: none"> <li>○ 3rd: Examples of impacts on local Tribal Nations(Treaty, Assimilation - Allotment and Boarding School, Self- Determination Periods)</li> <li>○ 4th: Examples of impacts on Montana Tribal Nations (Treaty, Assimilation- Allotment and Boarding School, Self-Determination Periods)</li> <li>○ 5th: Examples of impacts on Tribal Nations from the area now known as North America (Colonization, Treaty, Assimilation - Allotment and Boarding School, Self-Determination Periods)</li> </ul> </li> </ul>
<p><b>ESSENTIAL UNDERSTANDING 6:</b> History is a story most often related through the subjective experience of the teller. With the inclusion of more and varied voices, histories are being rediscovered and revised. History told from an Indian perspective frequently conflicts with the stories mainstream historians tell.</p>	<ul style="list-style-type: none"> <li>• Awareness that history can be told through many voices and perspectives: <ul style="list-style-type: none"> <li>○ 3rd: Examples from local Tribal Nations</li> <li>○ 4th: Examples from Montana Tribal Nations</li> <li>○ 5th: Examples from Tribal Nations from the area now known as North America</li> </ul> </li> <li>• Tribal perspectives on history of the “place”: <ul style="list-style-type: none"> <li>○ 3<sup>rd</sup>: Tribal stories of place names from local Tribal Nations</li> <li>○ 4<sup>th</sup>: Tribal stories of place names from Montana Tribal Nations</li> <li>○ 5<sup>th</sup>: Tribal stories of place names from Tribal Nations from the area now known as North America</li> </ul> </li> </ul>
<p><b>ESSENTIAL UNDERSTANDING 7:</b> Under the American legal system, Indian tribes have sovereign powers, separate and independent from the federal and state governments. However, the extent and breadth of tribal sovereignty is not the same for each tribe.</p>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>

### ESSENTIAL QUESTIONS – GRADE 3

- What was Missoula like in the past compared to now?
- How have people shaped Missoula in the past as well as today?
- How does the Salish traditional seasonal round relate to the seasons of the year?

### TOPICS AND KEY CONCEPTS – GRADE 3

<b>TOPICS</b> <ul style="list-style-type: none"><li>• Learning about the Missoula community and its heritage</li><li>• Comparing past to present</li><li>• Meeting Missoulians from today and long ago</li></ul>	<b>KEY CONCEPTS</b> <p><b>Culture</b></p> <ul style="list-style-type: none"><li>• Appreciate the Salish culture through studying their traditional seasonal round.</li></ul> <p><b>Individual Development and Identity</b></p> <ul style="list-style-type: none"><li>• Use primary source materials to research a settler, an explorer, or a group that contributed to the non-native settlements of the Missoula Valley.</li></ul> <p><b>People, Places, and Environment</b></p> <ul style="list-style-type: none"><li>• Identify the natural resources of the Missoula Valley and tell how those natural resources have been used, in the past and today.</li></ul> <p><b>Power Authority and Governance</b></p> <ul style="list-style-type: none"><li>• Understand the responsibilities of citizenship, role of rules and laws in our daily lives, and the basic structure of government.</li></ul> <p><b>Time Continuity and Change</b></p> <ul style="list-style-type: none"><li>• Compare and contrast the Salish Nation in Western Montana, today and long ago.</li><li>• Draw from historical events and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land.</li></ul>
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## **GRADE 4**

### **MONTANA AND REGIONS OF THE UNITED STATES**

After completing an in-depth study of their community in grade three, children are ready to study their state. Fourth graders should develop a geographical understanding of Montana as part of the western United States and its connections with other regions across the nation. They begin to see themselves as citizens of the state, the region, the country, and the world. By studying the different social, economic, and geographical attributes of each region of America, students discover the commonalities that help unify and create interdependence across a diverse nation.

**Given that students learn when they are engaged and actively participating in their curriculum, students will demonstrate their understanding of these social studies topics and key concepts by producing relevant projects. It is imperative that students' interaction with Social Studies includes more than reading and writing.**

#### **LEARNING GEOGRAPHY SKILLS**

Geographic skills, introduced in the primary grades, should be developed and emphasized during the fourth grade. Students should have many opportunities to practice applying the basic skills of geography: orient a map and note directions; use scale and compute distances; locate places on maps and globes; and interpret symbols and use maps. Systematic, meaningful instruction in the basic geographic skills is critical for successful application to later study of history.

#### **LEARNING ABOUT OUR STATE AND REGION**

Fourth graders will find exploration of their home state a fascinating story of ethnic diversity and economic and cultural development in a variety of physical settings. They will learn about Tribal Nations located in present day and pre-contact Montana. They will learn about the daily lives, adventures, and accomplishments of Montanans. They will study the cultural traditions and physical features that have helped shape the state's history. The story of Montana becomes an anchor for understanding the West and the other regions of the U.S.

#### **BECOMING EFFECTIVE CITIZENS**

Effective citizenship is an ongoing focus of the Social Studies curriculum. In grade four students reinforce their knowledge of the rights and responsibilities of citizens. Children are expected to know the importance of rules and laws and how our leaders shape as well as uphold them.



GRADE COURSE: GRADE 4	
<b>NCSS THEMES</b> <ul style="list-style-type: none"> <li>• Culture</li> <li>• Time, Continuity, and Change</li> <li>• People, Places and Environments</li> <li>• Individual Development and Identity</li> <li>• Individuals, Groups, and Institutions</li> <li>• Power, Authority, and Governance</li> <li>• Production, Distribution, and Consumption</li> <li>• Science, Technology, Society</li> <li>• Global Connections</li> <li>• Civic Ideals and Practices</li> </ul>	<b>OPI MONTANA STANDARDS</b> <ol style="list-style-type: none"> <li>1. Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.</li> <li>2. Students analyze how people create and change structures of power, authority, and governance to understand the operations of government and to demonstrate civic responsibility.</li> <li>3. Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions).</li> <li>4. Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.</li> <li>5. Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange, and consumption.</li> <li>6. Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.</li> </ol>
COMMON CORE LITERACY STANDARDS FOR SOCIAL STUDIES	
<b><u>READING</u></b> (Informational) <p><b>RI.KI.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RI.KI.2</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p><b>RI.KI.3</b> Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p><b>RI.CS.4</b> Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p><b>RI.CS.5</b> Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p>	<b><u>WRITING</u></b> <p><b>WR.TT.1a</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information: Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p> <p><b>WR.TT.1b</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information: Provide reasons that are supported by facts and details.</p> <p><b>WR.TT.1c</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information: Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p> <p><b>WR.TT.1d</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information: Provide a concluding statement or section related to the opinion presented.</p>

<p><b>RI.CS.6</b> Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p><b>RI.IK.7</b> Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p><b>RI.IK.8</b> Explain how an author uses reasons and evidence to support particular points in a text.</p> <p><b>RI.IK.9</b> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p><b>RI.RR.10</b> By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p><b>WR.TT.2a</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly: Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p><b>WR.TT.2b</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p><b>WR.TT.2c</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly: Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p><b>WR.TT.2d</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly: Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><b>WR.TT.2e</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly: Provide a concluding statement or section related to the information or explanation presented.</p> <p><b>WR.TT.3a</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p><b>WR.TT.3b</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences: Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p><b>WR.TT.3c</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences: Use a variety of transitional words and phrases to manage the sequence of events.</p> <p><b>WR.TT.3d</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences: Use concrete words and phrases and sensory details to convey experiences and events precisely.</p>
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	<p><b>WR.TT.3e</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences: Provide a conclusion that follows from the narrated experiences or events.</p> <p><b>WR.PD.4</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p><b>WR.PD.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p><b>WR.PD.6</b> With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p><b>.WR.RB.7</b> Conduct short research projects that build knowledge through investigation of different aspects of a topic. Include sources by and about Tribal Nations.</p> <p><b>WR.RB.8</b> Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p><b>WR.RB.9a</b> Draw evidence from literary or informational texts to support analysis, reflection, and research: Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).</p> <p><b>WR.RB.9b</b> Draw evidence from literary or informational texts to support analysis, reflection, and research: Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p> <p><b>WR.RW.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
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IEFA: ESSENTIAL UNDERSTANDINGS	GRADES 3-5: FOCUS AREAS (MONTANA)
<p><b>Essential Understanding 1:</b> There is great diversity among the 12 tribal Nations of Montana in their languages, cultures, histories and governments. Each Nation has a distinct and unique cultural heritage that contributes to modern Montana.</p>	<ul style="list-style-type: none"> <li>• How languages, cultures, and histories of Montana Tribal Nations are different from one another.               <ul style="list-style-type: none"> <li>○ 3rd: nearby local tribes</li> <li>○ 4th: Montana Tribal Nations</li> <li>○ 5th: Tribal Nations from the area now known as North America</li> </ul> </li> </ul>
<p><b>ESSENTIAL UNDERSTANDING 2:</b> There is great diversity among individual American Indians as identity is developed, defined and redefined by entities, organizations and people. A continuum of Indian identity, unique to each individual, ranges from assimilated to traditional. There is no generic American Indian.</p>	<ul style="list-style-type: none"> <li>• Authentic representations and identification of stereotypes of American Indians in books and the media.</li> <li>• Understanding of the terms <i>assimilated</i> and <i>traditional</i>.</li> </ul>
<p><b>ESSENTIAL UNDERSTANDING 3:</b> The ideologies of Native traditional beliefs and spirituality persist into modern day life as tribal cultures, traditions, and languages are still practiced by many American Indian people and are incorporated into how tribes govern and manage their affairs. Additionally, each tribe has its own oral histories, which are as valid as written histories. These histories pre-date the “discovery” of North America.</p>	<ul style="list-style-type: none"> <li>• Native tribal traditions and languages that are still practiced today:               <ul style="list-style-type: none"> <li>○ 3rd: Examples from nearby Tribal Nations</li> <li>○ 4th: Examples from Montana Tribal Nations</li> <li>○ 5th: Examples from Tribal Nations from the area now known as North America.</li> </ul> </li> <li>• Oral histories that pre-date the “discovery” of North America:               <ul style="list-style-type: none"> <li>○ 3rd: Examples from nearby tribes</li> <li>○ 4th: Examples from Montana Tribal Nations</li> <li>○ 5th: Examples from Tribal Nations from the area now known as North America.</li> </ul> </li> </ul>
<p><b>ESSENTIAL UNDERSTANDING 4:</b> Reservations are lands that have been reserved by the tribes for their own use through treaties, statutes, and executive orders and were not “given” to them. The principle that land should be acquired from the Indians only through their consent with treaties involved three assumptions:</p> <ul style="list-style-type: none"> <li>I. Both parties to treaties were sovereign powers.</li> <li>II. Indian tribes had some form of transferable title to the land.</li> <li>III. Acquisition of Indian lands was solely a government matter not to be left to individual colonists.</li> </ul>	<ul style="list-style-type: none"> <li>• Location, composition, and history of reservations:               <ul style="list-style-type: none"> <li>○ 3rd: Examples from nearby Tribal Nations</li> <li>○ 4th: Examples from Montana Tribal Nations</li> <li>○ 5th: Examples from Tribal Nations from the area now known as North America</li> </ul> </li> </ul>

<p><b>ESSENTIAL UNDERSTANDING 5:</b> There were many federal policies put into place throughout American history that have affected Indian people and still shape who they are today. Many of these policies conflicted with one another. Much of Indian history can be related through several major federal policy periods:</p> <ul style="list-style-type: none"> <li>Colonization/Colonial Period 1492 – 1800s</li> <li>Treaty Period 1789 - 1871</li> <li>Assimilation Period - Allotment and Boarding School 1879 - 1934</li> <li>Tribal Reorganization Period 1934 - 1958</li> <li>Termination and Relocation Period 1953 - 1971</li> <li>Self-determination Period 1968 – Present</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness of Federal Policy Periods: <ul style="list-style-type: none"> <li>○ 3rd: Examples of impacts on nearby Tribal Nations (Treaty, Assimilation - Allotment and Boarding School, Self- Determination Periods).</li> <li>○ 4th: Examples of impacts on Montana Tribal Nations (Treaty, Assimilation- Allotment and Boarding School, Self-Determination Periods).</li> <li>○ 5th: Examples of impacts on Tribal Nations from the area now known as North America (Colonization, Treaty, Assimilation - Allotment and Boarding School, Self-Determination Periods).</li> </ul> </li> </ul>
<p><b>ESSENTIAL UNDERSTANDING 6:</b> History is a story most often related through the subjective experience of the teller. With the inclusion of more and varied voices, histories are being rediscovered and revised. History told from an Indian perspective frequently conflicts with the stories mainstream historians tell.</p>	<ul style="list-style-type: none"> <li>• Awareness that history can be told through many voices and perspectives: <ul style="list-style-type: none"> <li>○ 3rd: Examples from nearby Tribal Nations</li> <li>○ 4th: Examples from Montana Tribal Nations</li> <li>○ 5th: Examples from Tribal Nations from the area now known as North America</li> </ul> </li> <li>• Tribal perspectives on history of the “place”: <ul style="list-style-type: none"> <li>○ 3<sup>rd</sup>: Tribal stories of place names from nearby tribes</li> <li>○ 4<sup>th</sup>: Tribal stories of place names from Montana Tribal Nations</li> <li>○ 5<sup>th</sup>: Tribal stories of place names from Tribal Nations from the area now known as North America</li> </ul> </li> </ul>
<p><b>ESSENTIAL UNDERSTANDING 7:</b> Under the American legal system, Indian tribes have sovereign powers, separate and independent from the federal and state governments. However, the extent and breadth of tribal sovereignty is not the same for each tribe.</p>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>

### ESSENTIAL QUESTIONS – GRADE 4

- How do simple geographic skills and tools help humans understand spatial relationships?
- How have cultural traditions and physical features influenced our state's development?
- Why are rules, laws, and civic responsibilities important?

### TOPICS AND KEY CONCEPTS – GRADE 4

TOPICS	KEY CONCEPTS
<ul style="list-style-type: none"><li>• Learning geography skills</li><li>• Learning about our state, region and Tribal Nations</li><li>• Becoming effective citizens</li></ul>	<p><b>Culture</b></p> <ul style="list-style-type: none"><li>• Appreciate and identify the 12 Tribal Nations of Montana.</li><li>• Understand the historical and contemporary significance of the Pow Wow to American Indian culture.</li><li>• Understand that shared beliefs and customs are important to all cultures and are passed from generation to generation.</li><li>• Describe the cultural diversity of settlers to Montana.</li></ul> <p><b>People, Places, and Environment</b></p> <ul style="list-style-type: none"><li>• Describe the 12 Tribal Nations of Montana's adaptations for their environment.</li><li>• Read, interpret, and construct maps of Montana and the United States, using a map legend, physical and political boundaries, elevation, scale, direction, simple grids, and latitude and longitude.</li><li>• Distinguish between North and South Pole; the Equator and Prime Meridian; the Tropics; the hemispheres, the continents; and the oceans.</li><li>• Describe the locations of major landforms, rivers, bodies of water, and natural resources in Montana and the West.</li><li>• Understand the relationships between people and their physical and cultural environments in the regions of the United States.</li><li>• Compare and contrast mountains and other major landforms of the West to those in the Southwest, Midwest, Southeast, and East.</li><li>• Examine how mountains, major landforms, and climate affect settlement, population density, and the economy across the nation today.</li><li>• Discover ways that different cultures have influenced different regions of the U.S.</li><li>• Explore how natural resources, for example water and timber, have affected people in the regions of the United States.</li><li>• Explore the major river systems of the U.S. in particular the Mississippi River system and their importance for transportation and trade.</li><li>• Name and locate the 50 states on a map of the United States.</li></ul>

	<p><b>Power, Authority, and Governances</b></p> <ul style="list-style-type: none"> <li>• Understand the responsibilities of citizenship, role of rules and laws in our daily lives, and the basic structure of government.</li> </ul> <p><b>Theme, Time, and Continuity, and Change</b></p> <ul style="list-style-type: none"> <li>• Identify the early land and water routes of explorers to Montana and the West; describe their motivation for exploration, with emphasis on the Lewis &amp; Clark expedition.</li> <li>• Describe the typical daily lives of people, Native and Non-Native, who occupied the early settlements, military post and trading posts.</li> <li>• Know how Montana became a state and recognize key symbols that represent it.</li> </ul>
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**5<sup>th</sup> Grade**  
**HISTORY AND GEOGRAPHY OF THE LAND NOW KNOWN**  
**AS THE UNITED STATES, SPECIFIC TO THE BOUNDARIES**  
**FROM THE EAST COAST TO 90° W LONGITUDE**

The fifth grade curriculum examines the beginnings of a new nation, with emphasis from 1492-1850. This course focuses on the development of a new country in conjunction with the burgeoning relationships that developed with the people who were the first inhabitants of what is now known as North America. In this time frame western Europeans moved onto traditional Tribal Nation lands. Students will study the consequences of this contact and eventual colonialism. Included in these centuries was the crafting of the Declaration of Independence as a precursor to the Revolutionary War. The many causes of the war will be examined. Students will explore the U.S. Constitution and the Bill of Rights. They will recognize the important influence of the Iroquois Confederacy on the new democracy and the documents' mandated rights and protections for all citizens.

**Given that students learn when they are engaged and actively participating in their curriculum, students will demonstrate their understanding of these social studies topics and key concepts by producing relevant projects. It is imperative that students' interaction with Social Studies includes more than reading and writing.**

**THE LAND AND PEOPLE 1492**

Students examine major Pre-1492 people in the area now known as Montana. These people include Salish, Kootenai, Students will understand how people adjusted to their natural environment. Students should see and respect all tribes as individual entities who developed individual economies, systems of government, and histories. Each group expressed their culture through a variety of art forms and traditional stories.

**EXPLOITATION, CONSEQUENCES AND TRADE**

In this unit students will concentrate on European invaders who sought land, gold, and glory. Students will examine the consequences of contact between Europeans and the original inhabitants of the land. Students will identify the major individuals and groups responsible for the founding of the various colonies and the reasons for their founding.

**CAUSES OF THE AMERICAN REVOLUTION**

Students will examine how political, religious, and economic ideas and interests brought about the Revolution, including the views, lives, and impact of key individuals during this period. Students should learn about the importance of the French and Indian War in shattering French power in North America. Each effort by the British to impose their will on the colonies resulted in a strong counter reaction and a growing spirit of independence. Students should become familiar key events that led to the Revolutionary War. Students should understand the Declaration of Independence with its idealistic statements that all men are created equal and that governments derive their just power from the consent of the governed.

**THE WAR FOR INDEPENDENCE**

America's War for Independence would change the world. While some colonists fought for independence from British rule, others remained loyal to King George III. Major events in the Revolution should be vividly described, including the battles of Bunker Hill, Lexington, and Concord; the selection of George Washington to command the army; and Patrick Henry's famous appeal to his fellow legislators to support the fight. The role of free blacks in the battles of the American Revolution



should be considered. Students should learn about Abigail Adams, Molly Pitcher, Nathan Hale, and Benedict Arnold. Students should understand the significance of the events at Valley Forge, the alliance with France, and the final battle at Yorktown. Students should be familiar with the hardships faced by colonists during the war.

### **THE CONSTITUTION AND ITS ORIGINS AND TRIBAL NATION INFLUENCE**

The Articles of Confederation were inadequate as a framework for a new nation. Students should become familiar with the Constitution and the Bill of Rights. Students will learn the influence of the Iroquois Confederacy on the development of the Constitution. Students should understand how the Constitution is designed to secure our liberty by both empowering and limiting central government, and understand the roles of and relationships among the executive, legislative, and judicial branches.

### **LIFE IN THE YOUNG REPUBLIC AND EASTERN INVASION**

In this unit, students examine the daily lives of those who built the young republic under the new Constitution. Between 1789 and 1850, new waves of immigrants arrived from Europe--mostly English, Scots-Irish, Irish, and Germans. Traveling by overland wagons, canals, flatboats, and steamboats, these newcomers advanced into the fertile Ohio and Mississippi valleys and through the Cumberland Gap to the South. Students should learn about the Louisiana Purchase and the expeditions of Lewis and Clark and of John C. Fremont.

Students should learn about the resistance of Tribal Nations to encroachments by settlers and about the government's policy of Indian removal to lands west of the Mississippi, including the story of the Cherokees' "Trail of Tears."

Students learn about the advance of pioneer settlements beyond the Mississippi. The flow of migration westward included grizzled fur traders and mountain men, settlers heading for Texas, Mormon families on their way to the new Zion in Utah, Midwestern farmers moving to western Oregon's fertile valleys, and 49ers bound for the Mother Lode region of California. Not to be forgotten are the whalers, New England sailors engaged in the hide and tallow trade with California, and the sea traders in furs (sea otter and seal) who supplied their clipper ships around Cape Horn and westward to the Pacific. Students should compare this Oregon Trail with the California overland trail, the trail to Santa Fe, and the trail to Texas, comparing each time the purpose of the journey; where the trail ran; the influence of geographic terrain, rivers, vegetation, and climate; and life in the territories at the end of these trails. While learning about life on the trail, students should discuss the reactions of the Tribal Nations to the increasing migration and the reasons for their growing concern.

Pioneer women played varied roles in coping with the rigors of daily life on the frontier. Many slave women gained their freedom in the West. In recognition of the new status that western women achieved, Wyoming in 1869 became the first state to grant suffrage to women. Students will also examine America's international conflicts up until 1850, including the War of 1812 and the Mexican-American War.

GRADE COURSE: GRADE 5	
<b>NCSS THEMES</b> <ul style="list-style-type: none"> <li>• Culture</li> <li>• Time, Continuity, and Change</li> <li>• People, Places and Environments</li> <li>• Individual Development and Identity</li> <li>• Individuals, Groups, and Institutions</li> <li>• Power, Authority, and Governance</li> <li>• Production, Distribution, and Consumption</li> <li>• Science, Technology, Society</li> <li>• Global Connections</li> <li>• Civic Ideals and Practices</li> </ul>	<b>OPI MONTANA STANDARDS</b> <ol style="list-style-type: none"> <li>1. Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.</li> <li>2. Students analyze how people create and change structures of power, authority, and governance to understand the operations of government and to demonstrate civic responsibility.</li> <li>3. Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions).</li> <li>4. Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.</li> <li>5. Students make informed decisions based on an understanding of the economic principles of productions, distribution, exchange, and consumption.</li> <li>6. Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.</li> </ol>
COMMON CORE LITERACY STANDARDS FOR SOCIAL STUDIES	
<b><u>READING</u></b> (Informational) <p><b>RI.KI.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RI.KI.2</b> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p><b>RI.KI.3</b> Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p><b>RI.CS.4</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p><b>RI.CS.5</b> Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p><b>RI.CS.6</b> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>	<b><u>WRITING</u></b> <p><b>WR.TT.1a</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information: Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</p> <p><b>WR.TT.1b</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information: Provide logically ordered reasons that are supported by facts and details.</p> <p><b>WR.TT.1c</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information: Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p><b>WR.TT.1d</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information: Provide a concluding statement or section related to the opinion presented.</p>

<p><b>RI.IK.7</b> Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p><b>RI.IK.8</b> Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p><b>RI.IK.9</b> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p><b>RI.RR.10</b> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.</p>	<p><b>WR.TT.2a</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly: Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p><b>WR.TT.2b</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p><b>WR.TT.2c</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly: Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p><b>WR.TT.2d</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly: Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><b>WR.TT.2e</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly: Provide a concluding statement or section related to the information or explanation presented.</p> <p><b>WR.TT.3a</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p><b>WR.TT.3b</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences: Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p><b>WR.TT.3c</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences: Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p>
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	<p><b>WR.TT.3d</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences: Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p><b>WR.TT.3e</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences: Provide a conclusion that follows from the narrated experiences or events.</p> <p><b>WR.PD.4</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p><b>WR.PD.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p><b>WR.PD.6</b> With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p><b>WR.RB.7</b> Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. Include sources and/or topics by and about Tribal Nations.</p> <p><b>WR.RB.8</b> Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p><b>WR.RB.9a</b> Draw evidence from literary or informational texts to support analysis, reflection, and research: Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</p> <p><b>WR.RB.9b</b> Draw evidence from literary or informational texts to support analysis, reflection, and research: Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p>
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	<b>WR.RW.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>IEFA: ESSENTIAL UNDERSTANDINGS</b>	<b>GRADES 3-5: FOCUS AREAS (MONTANA)</b>
<b>ESSENTIAL UNDERSTANDING 1:</b> There is great diversity among the 12 tribal Nations of Montana in their languages, cultures, histories and governments. Each Nation has a distinct and unique cultural heritage that contributes to modern Montana.	<ul style="list-style-type: none"> <li>How languages, cultures, and histories of Montana tribes are different from one another <ul style="list-style-type: none"> <li>3rd: nearby local Tribal Nations</li> <li>4th: Montana Tribal Nations</li> <li>5th: Tribal Nations from the area now known as North America</li> </ul> </li> </ul>
<b>ESSENTIAL UNDERSTANDING 2:</b> There is great diversity among individual American Indians as identity is developed, defined and redefined by entities, organizations and people. A continuum of Indian identity, unique to each individual, ranges from assimilated to traditional. There is no generic American Indian.	<ul style="list-style-type: none"> <li>Authentic representations and identification of stereotypes of American Indians in books and the media.</li> <li>Understanding of the terms <i>assimilated</i> and <i>traditional</i></li> </ul>
<b>ESSENTIAL UNDERSTANDING 3:</b> The ideologies of Native traditional beliefs and spirituality persist into modern day life as tribal cultures, traditions, and languages are still practiced by many American Indian people and are incorporated into how tribes govern and manage their affairs. Additionally, each tribe has its own oral histories, which are as valid as written histories. These histories pre-date the “discovery” of North America.	<ul style="list-style-type: none"> <li>Native tribal traditions and languages that are still practiced today <ul style="list-style-type: none"> <li>3rd: Examples from local Tribal Nations</li> <li>4th: Examples from Montana Tribal Nations</li> <li>5th: Examples from Tribal Nations from the area now known as North America</li> </ul> </li> <li>Oral histories that pre-date the “discovery” of North America: <ul style="list-style-type: none"> <li>3rd: Examples from local Tribal Nations</li> <li>4th: Examples from Montana Tribal Nations</li> <li>5th: Examples from Tribal Nations from the area now known as North America</li> </ul> </li> </ul>
<b>ESSENTIAL UNDERSTANDING 4:</b> Reservations are lands that have been reserved by the tribes for their own use through treaties, statutes, and executive orders and were not “given” to them. The principle that land should be acquired from the Indians only through their consent with treaties involved three assumptions: I. Both parties to treaties were sovereign powers. II. Indian tribes had some form of transferable title to the land. III. Acquisition of Indian lands was solely a government matter not to be left to individual colonists.	<ul style="list-style-type: none"> <li>Location, composition, and history of reservations <ul style="list-style-type: none"> <li>3rd: Examples from local Tribal Nations</li> <li>4th: Examples from Montana Tribal Nations</li> <li>5th: Examples from Tribal Nations from the area now known as North America</li> </ul> </li> </ul>

<p><b>ESSENTIAL UNDERSTANDING 5:</b> There were many federal policies put into place throughout American history that have affected Indian people and still shape who they are today. Many of these policies conflicted with one another. Much of Indian history can be related through several major federal policy periods:</p> <ul style="list-style-type: none"> <li>Colonization/Colonial Period 1492 – 1800s</li> <li>Treaty Period 1789 - 1871</li> <li>Assimilation Period - Allotment and Boarding School 1879 - 1934</li> <li>Tribal Reorganization Period 1934 - 1958</li> <li>Termination and Relocation Period 1953 - 1971</li> <li>Self-determination Period 1968 – Present</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness of Federal Policy Periods: <ul style="list-style-type: none"> <li>○ 3rd: Examples of impacts on nearby Tribal Nations (Treaty, Assimilation - Allotment and Boarding School, Self- Determination Periods)</li> <li>○ 4th: Examples of impacts on Montana Tribal Nations (Treaty, Assimilation- Allotment and Boarding School, Self-Determination Periods)</li> <li>○ 5th: Examples of impacts on Tribal Nations from the area now known as North America (Colonization, Treaty, Assimilation - Allotment and Boarding School, Self-Determination Periods)</li> </ul> </li> </ul>
<p><b>ESSENTIAL UNDERSTANDING 6:</b> History is a story most often related through the subjective experience of the teller. With the inclusion of more and varied voices, histories are being rediscovered and revised. History told from an Indian perspective frequently conflicts with the stories mainstream historians tell.</p>	<ul style="list-style-type: none"> <li>• Awareness that history can be told through many voices and perspectives <ul style="list-style-type: none"> <li>○ 3rd: Examples from Local Tribal Nations</li> <li>○ 4th: Examples from Montana Tribal Nations</li> <li>○ 5th: Examples from Tribal Nations from the area now known as North America</li> </ul> </li> <li>• Tribal perspectives on history of the “place” <ul style="list-style-type: none"> <li>○ 3<sup>rd</sup>: Tribal stories of place names from Local Tribal Nations</li> <li>○ 4<sup>th</sup>: Tribal stories of place names from Montana Tribal Nations</li> <li>○ 5<sup>th</sup>: Tribal stories of place names from Tribal Nations from the area now known as North America</li> </ul> </li> </ul>
<p><b>ESSENTIAL UNDERSTANDING 7:</b> Under the American legal system, Indian tribes have sovereign powers, separate and independent from the federal and state governments. However, the extent and breadth of tribal sovereignty is not the same for each tribe.</p>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>

### Essential Questions – GRADE 5

- What were the consequences of contact between tribal nations and western Europeans?
- What were the consequences of colonization on the original inhabitants?
- What were the key issues leading to The Revolutionary War?
- How did the Iroquois Confederacy influence the philosophies of The Constitution?
- How did moving further west into the land of original people affect the Young Republic?

### TOPICS AND KEY CONCEPTS – GRADE 5

#### TOPICS

- Examining the Land and First People 1492-1850
- Examining exploitation, Consequences, and Trade
- Learning about colonization and its effects
- Becoming familiar with war for Independence
- The Constitution, its origins, and influence of tribal nations
- Examining life in the Young Republic and Eastern Invasion

#### KEY CONCEPTS

##### Peoples, Places, and Change

- Identify locations and names of the Tribal Nations who first made contact with Western Europeans, i.e. the Puritans.
- Describe the relationships that existed between the colonists and Tribal Nations and how the culture of each was impacted by this contact during the 1600's and 1700's.
- Describe the internal conflicts within Tribal Nations that included competing claims for land.

##### Civic Ideals and Practices

- Identify Tribal Nations' influences on the Constitution including the Iroquois Confederacy.
- Interpret and explain the first ten amendments.
- Explain the historic reasons for each amendment.

##### Power, Authority, and Governance

- Explore the views, lives, and impact of key individuals during the period from 1600 through 1700. For Example: Massasoit, King Georg III, and Tecumseh.
- Demonstrate knowledge of land policies developed under the Continental Congress and those policies' impact on the land inhabited by the first people/Tribal Nations of what is now known as North America.

**MIDDLE SCHOOL**

**SOCIAL STUDIES  
PROGRAM**

**GRADES 6-8**



## **GRADE 6**

### **WORLD HISTORY AND GEOGRAPHY: ANCIENT CIVILIZATIONS**

In the sixth-grade curriculum, students learn about those people and events that ushered in the dawn of major Western and non-Western civilizations. Included are the early societies of the Near East and Africa, the ancient Hebrew civilization, Greece, Rome, and the classical civilizations of India and of China. Throughout the entire year, students will recognize the unique and similar political, economic, geographic and social (P.E.G.S.) structures of these world civilizations. PEGS is a lens through which students can recognize, apply and synthesize new learning around these four primary areas of historical study. When studying history in this way, student learning will be deepened, enriched, and more connected.

In studying the ancient world, students should come to appreciate the special significance of geographic place in the development of the human story. They should acquire a sense of the everyday life of the people; their problems and accomplishments; their relationships to the developing social, economic, and political structures of their society; the tools and technology they developed; the role of trade, both domestic and international, in their lives; the art they created; the architecture they lived with; the literature produced by their finest poets, narrators, and writers; their explanations for natural phenomena; and the ideas they developed that helped transform their world.

Among the major figures whom students should come to know are the people who helped to establish these early societies and their codes of ethics and justice and their rule of law, including Hammurabi, Abraham, Moses, David, Pericles, and Asoka; the people who extended these early empires and carried their influence into much of the ancient world, including Alexander the Great, Julius Caesar, and Augustus Caesar; and the people whose ideas and teachings became enduring influences in Western and non-Western thought, especially Socrates, Jesus, the Buddha, and Confucius. For all these societies, emphasis should be placed on the major contributions, achievements, and belief systems that have endured across the centuries to the present day.

Throughout these grade-six studies, students should be engaged in higher levels of critical thinking. Students should examine factors of continuity and change across time in the development of these civilizations, observing how major beliefs, social organization, and technological developments of an earlier era were carried through the centuries and have contributed to our own lives. Students should engage in comparative analyses across time and across cultures. They should compare, for example, the factors contributing to the evolution of ancient societies across the whole of the ancient world; the evolution of language and its written forms in Mesopotamia, Egypt, and China; and the origins of major religions and ethical belief systems that unified cultures and defined the good and right way to live. To support their analyses, students should develop mathematically accurate time lines that place events in chronological order and support comparative analyses of events simultaneously occurring in different cultural areas of the world. Students should map activities that support their analyses of where these societies first developed, the course of their spatial development over time, and their spatial interactions illustrated in the geographic movement of ideas, religious beliefs, economic trade, and military expansion throughout the ancient world. To make these studies relevant for today, students should develop appreciation of the continuity of human experience, the great debt we owe to those who came before us and established the foundations on which modern civilizations rest, and the responsibilities we owe to those who will come after us.

### **EARLY HUMANKIND AND THE DEVELOPMENT OF HUMAN SOCIETIES**

This unit should develop the students' awareness of prehistoric peoples' chronological place on the historical time line--supporting the belief that ancestors of present-day humans lived in these regions 4.5 million years ago. Studies of the Old Stone Age (Paleolithic), Middle Stone Age (Mesolithic), and New Stone Age (Neolithic) should provide students with an understanding of the interaction between the environment and the developing lifestyles of prehistoric peoples as they moved from hunter-gatherers to food producers. These studies also should focus on elemental forms of religion, the development of stone tools from simple to complex to metal, and the development of communication and language as a medium for transmitting and accumulating knowledge.

### **THE BEGINNINGS OF CIVILIZATION IN THE NEAR EAST AND AFRICA: MESOPOTAMIA, EGYPT, AND KUSH**

In this unit students learn about the peoples of Mesopotamia, with an emphasis on the Sumerians, their early settlements between the Tigris and Euphrates rivers, and the spread of their agricultural villages by 4000 B.C. to lower Mesopotamia. Additional attention should be given to their technological and social accomplishments and the developing social, economic, and political systems made possible by these accomplishments (i.e. invention of the wheel, plow, and irrigation systems, systems of cuneiform writing, measurement, and law).

Moving on to ancient Egypt, emphasis should be on the Egyptian leaders, their accomplishments, and their manner of rule. Under this leadership, attention should be given to the accompanying social structure along with the daily lives of farmers, trades people, architects, artists, scribes, women, children, and slaves. Geographic knowledge includes the importance of the Nile to Egypt's development and the importance of irrigation practices that are still in use. Additionally, students should learn about the kingdom of Kush, their on-going, yet ever changing relationship to Egypt and their prevalence of female leaders.

### **A FOUNDATION OF WESTERN IDEAS: THE ANCIENT HEBREWS**

One principal foundation of Western thought is the rise of the Hebrew civilization off the eastern coast of the Mediterranean Sea. The region of Canaan should be explored in terms of its geography, peoples, and the emergence of Judaism. Students should explore the origins of Judaism and the principal stories of its religious texts. Through those texts, students should gain an understanding of the significant leaders and their impacts on this religion. One of the principal roots of Western civilization can be found in the enduring contributions of the ancient Hebrews to Western ethical and religious thought and literature, most notably through the Old Testament. To understand these traditions, students could read and discuss the Torah and Biblical literature that is part of the literary heritage and ethical teachings of Western civilization. Additionally, the Hebrew people's concepts of wisdom, righteousness, law, and justice should be addressed, as well as the ongoing struggles to preserve this religion.

### **INDIA AND CHINA**

In this unit, students will understand that the Harappan civilization of ancient India had developed and reached its zenith in the Indus River Valley, having developed complex cities, brick platforms, script, granaries, and craft workshops. After its collapse, succeeding waves of Aryas from the north spread their influence resulting in a composite civilization rich in its aesthetic culture (architecture, sculpture, painting, dance, and music) and in its intellectual traditions (Arabic numbers, the zero, medical tradition, and metallurgy).

Students should be introduced to the major religious traditions of India including Hinduism and Buddhism. In Hinduism, students should understand the religious and social significance of this religious tradition. Students should also study the development of Hinduism in the context of one of its most revered texts, the *Bhagavad Gita*. Alternatively, Buddhism provided a great civilizing force that emerged in the sixth century B.C. in the life and moral teachings of "The Buddha" or Siddhartha Gautama. Through the story of the Buddha's life, his Hindu background, and his search for enlightenment, students can be introduced to the Buddha's central beliefs and moral

teachings and their impacts on people far and wide. Finally, students also should learn about Asoka, the great philosopher-king who unified almost all of India, renounced violence as a national policy, and established Buddhism as the state religion.

The northward spread of Buddhism in the first century A.D. provides students with a bridge to a study of China during the Qin and Han Dynasties (221 B.C. to A.D. 220). Students should understand that the roots of this great civilization go far back into ancient times when Shang society (the “molders” of China) first emerged around 1500 B.C. in the Huang-He Valley and established the Chinese language and a highly developed technique of working with bronze. During succeeding centuries, especially the Zhou Dynasty, China grew by conquering the people on its borders and absorbing the lands of these people as frontier states within Chinese society. By the sixth century B.C., the balance of power between the princes of these newer states and the old imperial centers of central China had broken down, plunging China into political chaos and war. It was during this time--when traditional values were neglected and government was in disarray--when differing philosophies or schools of thought developed. These included Legalism, Daoism, and Confucianism. Study should focus on these as models for leadership and relative effectiveness as guiding political philosophies.

Study should detail how, between 221 and 207 B.C., the Qin Dynasty was able to unite China, and how, ultimately, the longer-lasting Han Dynasty built on that unification, made Confucian teachings official, and placed governmental administration in the hands of the educated civil service. Attention should be paid to the lives of ordinary people and the educated classes during this time of stability and prosperity. Confucian filial piety and family ties strengthened the social structure of Han society. Art, literature, and learning flourished. Agriculture, trade, and manufacturing thrived. Map study should help students analyze the growing trade and cultural interchange among China, India, and Rome at this time. The great caravan, or “Silk Road,” that linked China and the Middle East was in operation by the first century B.C. By the second century A.D., the various legs of the sea journey that linked China, Malaya, South India, and Egypt were completed, connecting the Far East with the Mediterranean world and Rome in one great commercial network.

### **EAST MEETS WEST: GREECE AND ROME**

Another principal root of Western civilization is the Greco-Roman civilization. In studying the civilization of the ancient Greeks, students learn of the early democratic forms of government, the dawn of rational thought expressed in Greek philosophy, mathematics, science, and history, and the enduring cultural contributions of Greek art, architecture, drama, and poetry.

In this unit students will learn about the Greek polis (city-state); the rise of Athens; the transition from tyranny and oligarchy to an early form of democracy; the role of slavery, even in democratic Athens; the importance of the great fleet of Athens and its location at the crossroads of the ancient world; the rivalry between Athens and Sparta, culminating in the Peloponnesian War; the Macedonian conquests under Alexander the Great and the emergence and spread of Hellenistic culture throughout the Mediterranean and Middle Eastern worlds; and the fall of Greece to Rome. Attention should be paid to the daily life of women and children in Athens and Sparta, the games and sports of the Olympiad, the education of youths, and the trial of Socrates. Particular emphasis should be placed on reading and discussing the rich mythology and Homeric literature that have deeply influenced Western art, drama, and literature.

When examining ancient Roman society, students should learn about everyday life including slavery, social conflict, and the rule of Roman law. They should learn about the emergence of the Roman Republic and the spread of the Roman Empire; and about Julius Caesar, his conquests, and his assassination in 44 B.C. They also should learn about the reign of Augustus, the “Pax Romana,” and the eventual division of the Roman Empire: Rome in the West and the rising Byzantine Empire in the East.

Students should understand the rise and spread of Christianity throughout the Mediterranean world and of its origins in the life and teachings of Jesus; Roman efforts to suppress Christianity; the consequences of Constantine's acceptance of Christianity (A.D. 313); and its subsequent establishment by Theodosius I as the official religion of the empire. Through selections from Biblical literature, such as the Sermon on the Mount and the parables of the Good Samaritan, the lost sheep, and the Prodigal Son, the students will learn about those teachings of Jesus that advocate compassion, justice, and love for others. Finally, students should compare Roman contributions in art, architecture, and engineering, political thought, religion, and philosophy with those of the earlier Greeks, and they should consider the influence of both cultures on Western civilization and on our lives today.

GRADE COURSE: GRADE 6	
<b>NCSS THEMES</b> <ul style="list-style-type: none"> <li>• Culture</li> <li>• Time, Continuity, and Change</li> <li>• People, Places and Environments</li> <li>• Individual Development and Identity</li> <li>• Individuals, Groups, and Institutions</li> <li>• Power, Authority, and Governance</li> <li>• Production, Distribution, and Consumption</li> <li>• Science, Technology, Society</li> <li>• Global Connections</li> <li>• Civic Ideals and Practices</li> </ul>	<b>OPI MONTANA STANDARDS</b> <ol style="list-style-type: none"> <li>1. Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.</li> <li>2. Students analyze how people create and change structures of power, authority, and governance to understand the operations of government and to demonstrate civic responsibility.</li> <li>3. Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions).</li> <li>4. Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.</li> <li>5. Students make informed decisions based on an understanding of the economic principles of productions, distribution, exchange, and consumption.</li> <li>6. Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.</li> </ol>
COMMON CORE LITERACY STANDARDS FOR SOCIAL STUDIES	
<b><u>READING</u></b> (Informational) <p><b>RH.6-8.1</b> Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p><b>RH.6-8.2</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p><b>RH.6-8.3</b> Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p><b>RH.6-8.4</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p><b>RH.6-8.5</b> Describe how a text presents information (e.g., sequentially, comparatively, causally).</p>	<b><u>WRITING</u></b> <p><b>WHST.6-8.1</b> Write arguments focused on discipline-specific content.</p> <p><b>WHST.6-8.1a</b> Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p><b>WHST.6-8.1b</b> Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p><b>WHST.6-8.1c</b> Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p><b>WHST.6-8.1d</b> Establish and maintain a formal style.</p> <p><b>WHST.6-8.1e</b> Provide a concluding statement or section that follows from and supports the argument presented.</p>

<p><b>RH.6-8.6</b> Identify aspects of a text, including those by and about Tribal Nations, that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p><b>RH.6-8.7</b> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p><b>RH.6-8.8</b> Distinguish among fact, opinion, and reasoned judgment in a text including texts by and about Tribal Nations.</p> <p><b>RH.6-8.9</b> Analyze the relationship between a primary and secondary source on the same topic, including sources by and about Tribal Nations.</p> <p><b>RH.6-8.10</b> By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p>	<p><b>WHST.6-8.2</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p><b>WHST.6-8.2a</b> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p><b>WHST.6-8.2b</b> Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p><b>WHST.6-8.2c</b> Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p><b>WHST.6-8.2d</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><b>WHST.6-8.2e</b> Establish and maintain a formal style and objective tone.</p> <p><b>WHST.6-8.2f</b> Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p><b>WHST.6-8.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>WHST.6-8.5</b> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p><b>WHST.6-8.6</b> Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p> <p><b>WHST.6-8.7</b> Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>
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	<p><b>WHST.6-8.8</b> Gather relevant information from multiple oral, print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p><b>WHST.6-8.9</b> Draw evidence from informational texts to support analysis, reflection, and research. Include texts by and about Tribal Nations.</p>
<b>IEFA: ESSENTIAL UNDERSTANDINGS</b>	<b>GRADES 6-8: FOCUS AREAS (NATIONAL)</b>
<p><b>ESSENTIAL UNDERSTANDING 1:</b> There is great diversity among the 12 tribal Nations of Montana in their languages, cultures, histories and governments. Each Nation has a distinct and unique cultural heritage that contributes to modern Montana.</p>	<ul style="list-style-type: none"> <li>• How the histories and forms of governments of Montana tribes are different from one another</li> <li>• How each tribal nation's unique cultural heritage contributes to modern Montana</li> <li>• How tribal <u>nations</u> connect to the world's civilizations</li> </ul>
<p><b>ESSENTIAL UNDERSTANDING 2:</b> There is great diversity among individual American Indians as identity is developed, defined and redefined by entities, organizations and people. A continuum of Indian identity, unique to each individual, ranges from assimilated to traditional. There is no generic American Indian.</p>	<ul style="list-style-type: none"> <li>• Identity of American Indians <ul style="list-style-type: none"> <li>○ As defined by oneself</li> <li>○ As defined by individual tribes</li> <li>○ As defined by governments</li> </ul> </li> <li>• Various degrees of assimilation <ul style="list-style-type: none"> <li>○ Forced assimilation (boarding school)</li> <li>○ Personal choice</li> <li>○ Economic factors</li> <li>○ Cultural maintenance (immersion school)</li> </ul> </li> </ul>
<p><b>ESSENTIAL UNDERSTANDING 3:</b> The ideologies of Native traditional beliefs and spirituality persist into modern day life as tribal cultures, traditions, and languages are still practiced by many American Indian people and are incorporated into how tribes govern and manage their affairs. Additionally, each tribe has its own oral histories, which are as valid as written histories. These histories pre-date the “discovery” of North America.</p>	<ul style="list-style-type: none"> <li>• Different forms of tribal governments as shaped by cultures</li> <li>• Ideologies of Native traditional beliefs and spirituality persist into modern day life in how tribes govern and manage their affairs.</li> <li>• Perspectives presented in oral histories in contrast to written histories.</li> </ul>

<p><b>ESSENTIAL UNDERSTANDING 4:</b> Reservations are lands that have been reserved by the tribes for their own use through treaties, statutes, and executive orders and were not “given” to them. The principle that land should be acquired from the Indians only through their consent with treaties involved three assumptions:</p> <ul style="list-style-type: none"> <li>I. Both parties to treaties were sovereign powers.</li> <li>II. Indian tribes had some form of transferable title to the land.</li> <li>III. Acquisition of Indian lands was solely a government matter not to be left to individual colonists.</li> </ul>	<ul style="list-style-type: none"> <li>• Legal and political implications of “reservations” <ul style="list-style-type: none"> <li>○ The concept of “treaty”</li> <li>○ Treaties between U.S. government and Montana tribal governments</li> </ul> </li> <li>• Socio-cultural impacts of the establishment of reservations on <ul style="list-style-type: none"> <li>○ Montana tribes</li> <li>○ American tribes</li> </ul> </li> </ul>
<p><b>ESSENTIAL UNDERSTANDING 5:</b> There were many federal policies put into place throughout American history that have affected Indian people and still shape who they are today. Many of these policies conflicted with one another. Much of Indian history can be related through several major federal policy periods:</p> <ul style="list-style-type: none"> <li>Colonization/Colonial Period 1492 – 1800s</li> <li>Treaty Period 1789 - 1871</li> <li>Assimilation Period - Allotment and Boarding School 1879 - 1934</li> <li>Tribal Reorganization Period 1934 - 1958</li> <li>Termination and Relocation Period 1953 - 1971</li> <li>Self-determination Period 1968 – Present</li> </ul>	<ul style="list-style-type: none"> <li>• Critical analysis of primary documents about the following federal policy periods: <ul style="list-style-type: none"> <li>○ Colonization/Colonial Period</li> <li>○ Treaty Period</li> <li>○ Assimilation Period / Allotment and Boarding School</li> <li>○ Termination and Relocation Period</li> <li>○ Tribal Reorganization Period</li> <li>○ Self-determination Period</li> </ul> </li> </ul>
<p><b>ESSENTIAL UNDERSTANDING 6:</b> History is a story most often related through the subjective experience of the teller. With the inclusion of more and varied voices, histories are being rediscovered and revised. History told from an Indian perspective frequently conflicts with the stories mainstream historians tell.</p>	<ul style="list-style-type: none"> <li>• History told from tribal perspectives in contrast to history told by mainstream historians <ul style="list-style-type: none"> <li>○ Montana tribal history</li> <li>○ Other American tribal histories</li> </ul> </li> </ul>
<p><b>ESSENTIAL UNDERSTANDING 7:</b> Under the American legal system, Indian tribes have sovereign powers, separate and independent from the federal and state governments. However, the extent and breadth of tribal sovereignty is not the same for each tribe.</p>	<ul style="list-style-type: none"> <li>• Sovereignty <ul style="list-style-type: none"> <li>○ As defined by each Montana tribe</li> <li>○ As defined by the U.S. government</li> </ul> </li> </ul>



### ESSENTIAL QUESTIONS – GRADE 6

- How does geography influence the way people live?
- How do political, social and economic systems develop, flourish and decline?
- How does the development of civilizations contribute to advancements and accomplishments?
- How do people demonstrate roles and responsibilities of effective citizenship within a civilization?

### TOPICS AND KEY CONCEPTS – GRADE 6

TOPICS	KEY CONCEPTS
<ul style="list-style-type: none"> <li>• Map Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Use of maps and other geographic representations, geo spatial technologies, and spatial thinking to understand and communicate information.</li> </ul>
<ul style="list-style-type: none"> <li>• Early Humankind and the Development of Human Societies/Mesopotamia</li> </ul>	<ul style="list-style-type: none"> <li>• Establishment of settlements and development of communities.</li> <li>• Advancements in technology and language/communication.</li> </ul>
<ul style="list-style-type: none"> <li>• Egypt and Kush</li> </ul>	<ul style="list-style-type: none"> <li>• Establishment of settlements and communities.</li> <li>• The rise and accomplishments of leaders and the shifting of power and governance.</li> <li>• Social structures and their impacts on society.</li> </ul>
<ul style="list-style-type: none"> <li>• Ancient Hebrews</li> </ul>	<ul style="list-style-type: none"> <li>• Growth of major beliefs and practices.</li> </ul>
<ul style="list-style-type: none"> <li>• India</li> </ul>	<ul style="list-style-type: none"> <li>• Establishment of settlements and communities.</li> <li>• Introduction and growth of major beliefs and practices.</li> <li>• Social structures and their impacts on society.</li> </ul>
<ul style="list-style-type: none"> <li>• China</li> </ul>	<ul style="list-style-type: none"> <li>• Establishment of settlements and communities.</li> <li>• Introduction of philosophies and their impact on governance and rule.</li> <li>• Development of global systems for distribution of ideas, culture and resources.</li> </ul>
<ul style="list-style-type: none"> <li>• Greece</li> </ul>	<ul style="list-style-type: none"> <li>• Establishment of settlements and city-states.</li> <li>• Analysis of political structures and shifts in governance.</li> <li>• Philosophical contributions and the impact on social, political and religious systems.</li> </ul>

**GRADE 7**  
**WORLD HISTORY AND GEOGRAPHY:**  
**MEDIEVAL AND EARLY MODERN TIMES**

The study of world history and geography continues this year with an examination of social, cultural, and technological change during the period A.D. 500–1789. The sequence of these units is both *historic*, advancing across the years A.D. 500–1789, and *geographic*, advancing across the major continents of the earth. The units are focused on the great civilizations that were developing concurrently over these years. By working with world maps and time lines, students can locate and recognize these cultures in time and place, compare events that were developing concurrently in the world, and observe the transmission of ideas, beliefs, scientific developments, and economic trade throughout this important period of history. To carry this learning into modern times, students will consider the ways in which these ideas continue to influence our nation and the world today.

Throughout the entire year of study, students will recognize the unique and similar political, economic, geographic and social (P.E.G.S.) structures of these world civilizations. PEGS is a lens through which students can recognize, apply and synthesize new learning around these four primary areas of historical study. When studying history in this way, student learning will be deepened, enriched, and more connected.

**CONNECTING WITH PAST LEARNING: THE FALL OF ROME**

This unit builds on the sixth-grade study of Roman civilization. Students consider the internal and external reasons for Rome's fall to invading Germanic tribes, including political, economic, geographic and social problems. To help students relate this remote historical period to the present, teachers should emphasize the lasting contributions of Roman civilization, especially in the areas of law, justice, and citizenship. By learning that the law codes of most Latin countries are still based on Roman law, students will appreciate the continuing importance of Roman law and justice. Critical thinking skills can be developed by students as they compare citizens' civic duties as taught by Roman Stoic philosophers with citizens' civic rights and responsibilities in America today. Such skills can be developed also by comparing modern-day art, architecture, engineering, and even the language and writing with those of the Roman Empire.

**MEDIEVAL EUROPE**

In this unit students will encounter Europe during the Middle Ages, as feudalism develops, reaches its peak and finally declines. This study will focus on the economic and political structure of feudal society, the daily life and responsibilities of everyone, and the growth of towns, trade, and technology.

Special attention should be paid to Christianity and its development in the Middle Ages because the Church, more powerful than any feudal state, influenced every aspect of medieval life in Europe. The story of St. Francis of Assisi should be told, both for his embodiment of the Christian ideal and for the accessibility to students of his gentle beliefs. Attention also should be given to the Crusades, viewed from both the Christian and Muslim perspectives. Another aspect of medieval societies that students should understand is the continuing persecution of the Jewish and other minorities especially during the Crusades and the Black Death. Students should learn of the conflicts between Christians and Muslims in Spain and the plight of the Jews caught between the warring faiths. Examination of the Spanish inquisition, during which people were tortured and burned at the stake, should demonstrate the lengths to which religious authorities went to force conversions and to destroy as heretics and their beliefs.

Feudalism's decline in Europe should be closely examined. Advances in military technology and death on a large scale due to the bubonic plague brought about significant changes severely weakening the manorial system. Political changes, such as King Henry II's legal reforms, the Magna Carta and King Edward III's model

parliament, are critical because they not only damaged feudalism, they paved the way for modern democratic ideals and led to the Renaissance and subsequent dynamic changes.

### **GROWTH OF ISLAM**

In this unit students examine the rise of Islam as a religion and as a civilization. Students should analyze the geographic and economic significance of the trade routes between Asia and Europe that were used by Arab merchants. They should consider the importance of a common literary language (Arabic) and religion (Islam) in unifying the many ethnic groups of this region. The religious ideas of Muhammad, the founder of Islam, should be discussed both for their ethical teachings and as a way of life. Muhammad should be seen as a major historical figure who helped establish the Islamic way of life, its code of ethics and justice, and its rule of law.

Students should examine the position of Christians and Jews in the Islamic world who, as “People of the Book,” were allowed to practice their religious beliefs. Contributions of Islamic scholars, including mathematicians, scientists, geographers, astronomers, and physicians from many ethnic groups, should be emphasized. Scholars at Baghdad and Córdoba, the two great centers of Muslim learning, helped to preserve much of the learning of the ancient world and, by the end of the ninth century, they added important new discoveries of their own in mathematics, medicine, geography, history, and science. In this intellectual climate, poetry and literature flourished. Students can be introduced to these achievements through selections from *The Thousand and One Nights* (Arabic) and the poetry of Omar Khayyam, a Sufi mystic (Persian).

Islam spread to the area known today as Turkey, where, in the fourteenth century, the Ottoman Turks began gradually to absorb other Turkish tribes and to establish control over most of Asia Minor. In 1453 they captured Constantinople, the seat of the Byzantine Empire, and expanded into Christian Europe until nearly 1700. In studying the social structure of the Ottoman Empire, students should give attention to the role of women; the privileges of its conquered peoples; slavery; the political system; and the legal code. Analysis should be made of the geographic conditions that facilitated the expansion of Islam through the Middle East, through North and sub-Saharan Africa, to Spain, and east through Persia to India and Indonesia, with influences that persist in these regions to the present day.

### **AFRICAN STATES IN MEDIEVAL TIMES**

This unit begins with a geographic survey of sub-Saharan Africa and the landforms, climate, vegetation, rivers, and resources associated with its major geographic regions. Students should analyze the importance of an iron technology and of geographic location and trade in the development of the sub-Saharan empires of Ghana and Mali. Both became states of great wealth--Ghana, by controlling the trade in gold from the south; and Mali, by controlling both the southern trade in gold and the northern trade in salt. Students should also understand that slavery existed in these kingdoms and was part of the western African economy at the time. Both kingdoms exercised commercial, cultural, and political power over a large part of Africa.

The Muslim conquest of Ghana ended in destruction of the kingdom. Mali's rulers, on the other hand, converted to Islam. Under Islamic rule, the nation achieved recognition as a major power. Its leading city, Timbuktu, with its university became known throughout the Muslim world as a center of learning, a tradition that lasted through Mali's conquest by Songhai in the fourteenth century and Songhai's fall two centuries later to Moroccan invaders.

### **MEDIEVAL CHINA**

In this unit students examine Chinese culture and society during the Middle Ages, a period that saw the remarkable development in China of great cities; construction of large seagoing vessels; and great technological progress, including the invention of the compass, gunpowder, and printing. Important economic changes during the Tang

Dynasty and Song Dynasty established a “modern” form of Chinese society that lasted well into the twentieth century. Students should analyze the agricultural shifts that led to a money economy, a wealthy merchant class of traders, and growth of China’s provincial cities. During the Mongol Ascendancy, a flourishing sea trade developed between China, India, and the coast of Southeast Asia. Foreign merchants such as Marco Polo were given special privileges and high office. In the 15<sup>th</sup> century, the Ming Dynasty undertook great maritime expeditions that eclipsed in scale the European exploits of a century later. Abruptly, in 1433, the Emperor suspended these enterprises, however, and forbade even the construction of seagoing vessels. Students should examine how the Chinese ideal of a unified state under one leader, with a strong bureaucracy, restrained progress. Unable to control the growth of its maritime commerce, the bureaucracy chose instead to withdraw from it.

Students should analyze how Confucian thought supported these actions and returned China to its traditional values. The merchant class was subordinated as a necessary evil of society, and little priority was placed on Chinese trade and manufacturing, which, in A.D. 1000, had been the most advanced in the world. The Chinese invention of printing fostered scholarly study and spread traditional ideas more widely throughout society. The outlook of the Chinese scholarly class came to dominate Chinese thought and government well into the twentieth century. Students should critically analyze the different ways in which Chinese inventions--gunpowder, the compass, and printing--affected China and the West.

### **MEDIEVAL JAPAN**

Students will focus next on Japan during the time of Prince Shotoku’s regency. Students should observe Japan’s close geographic proximity to the more ancient civilization of China and analyze how that led to the borrowing of ideas, institutions, and technology. At the same time, they should consider how its insular location facilitated Japan’s political independence, allowing it to borrow selectively and to fashion a culture uniquely its own.

With the establishment of direct relations between the Chinese and Japanese courts in A.D. 607, Japanese artists, crafts persons, scribes, interpreters, and diplomatic dignitaries made frequent visits to China. Members of Japan’s upper classes studied Chinese language, literature, philosophy, art, science, and government. Buddhism was introduced and blended with Japan’s traditional Shinto religion.

Students might compare Chinese poetry and painting appreciated in Japanese imperial courts with the distinctive Japanese style of painting that developed in the ninth century and with Noh drama, a unique Japanese art form. Between the ninth and eleventh centuries, Japanese literature entered a golden age and included the works of several gifted women authors, among them Murasaki Shikibu, whose *Tale of Genji* ranks among the classics of world literature.

Students should compare Western Europe with Japan during the High Middle Ages. They will see that the two cultures had aspects in common: a feudal, lord-vassal system, with military leaders (shogun), great lords (daimyo), and knights (samurai). Both feudal societies emphasized personal loyalty to the lord, military skills, a strict code of honor, self-discipline, and fearlessness in battle. Students will also see striking differences in cultural values, religious beliefs, and social customs, including differences in women’s roles. Japanese Haiku poetry and European epic poetry, such as *Beowulf*, provide an interesting contrast. By seeing that some cultural traditions have survived since the Middle Ages, including the importance that Japanese place on family loyalty and ceremonial rituals, students should better understand the meaning of historical continuity. They also should appreciate the significance of change by seeing how much both cultures have been transformed by forces of modernization while retaining aspects of their cultural heritage.

### **EUROPE DURING EARLY MODERN TIMES**

This unit focuses on an unusually rich and important period whose effects continue to influence politics, religion, culture, and the arts of the present day. A remarkable burst of creativity that began in the fourteenth century in northern Italy and spread through Europe produced the artistic and literary advances of the Renaissance. Classical literature was rediscovered, and humanistic studies flourished. Particular attention should be paid to Florence, Italy, as a major center of commerce, creativity, and artistic genius. Students should be introduced to the writings of Shakespeare, Cervantes, and Machiavelli and to the art of Michelangelo, da Vinci, Botticelli, Raphael, Titian, Van Eyck, and Dürer. Examination of masterpieces such as Michelangelo's *Moses* and Dürer's *The Four Horsemen of the Apocalypse* will demonstrate the powerful vision of these artists as well as the power of art to communicate ideas. Students should analyze how Renaissance painting differed from that of the Middle Ages, even though both reflected many of the same religious themes and symbolisms. They should observe how Renaissance art reflected the advances of that age in science, mathematics, engineering techniques, and understanding of human anatomy.

Students should closely examine the Protestant Reformation and become familiar with the religious beliefs of Martin Luther and John Calvin as well as the history of the English Bible. To understand why Luther's 95 theses, nailed to the Wittenberg church door, had such historic results, students should consider the growing religious, political, and economic resistance to the supremacy of the Renaissance popes. Through vivid narrative, attention should be given to the dramatic series of events leading to Luther's excommunication, the peasants' revolt, the spread of the Reformation throughout northern Europe and England, the Catholic response in the Counter-Reformation, the revival of the Inquisition, and the bloody religious conflicts that followed. Most of Germanic Europe became Protestant, while most of Latin Europe remained loyal to Rome. Throughout Europe, the secular power of kings and local rulers grew at the expense of church authority and led to the age of kings. Students should learn the meaning of the, "divine right of kings," particularly in relation to the French monarchy.

The beginnings of modern science can be found in these same tumultuous years of the sixteenth and early seventeenth centuries. Students should draw on their science courses to examine the significance of the methods of scientific observation, mathematical proof, and experimental science developed by such giants of this age as Galileo, Johannes Kepler, Francis Bacon, and Sir Isaac Newton. Students should consider the significance of the inventions of this age--the telescope, microscope, thermometer, barometer, and printing press--and observe how all these developments spurred European leadership in commerce and helped to usher in the age of exploration and the Enlightenment.

### **CIVILIZATIONS OF THE AMERICAS**

In this unit students are introduced to great civilizations of Central, South, and North America: including the Mayans, Aztecs, and Incas. By generating maps and time lines, students should be able to place these cultures in geographic and historical perspectives. With the development of maize agriculture around 2000 B.C., foundations were laid for cultural advances in these regions. Mayan civilization achieved its Classic Age about the time the Greco-Roman civilization collapsed. The great cultural advance that began in Peru around 1000 B.C. culminated in the Imperial Incan civilization of the fourteenth century A.D. The Aztec civilization, which incorporated the achievements of its conquered neighbors, reached its height by the sixteenth century A.D. The accomplishments of these civilizations should be explored: the Mayans for their noble architecture, calendar, pictographic writing, and astronomy; the Incas for their excellence in engineering and administration; and the Aztecs for their massive temple architecture and Aztec calendar. Historical and archaeological records should help students understand the daily lives and beliefs of these people.

GRADE COURSE: GRADE 7	
<b>NCSS THEMES</b> <ul style="list-style-type: none"> <li>• Culture</li> <li>• Time, Continuity, and Change</li> <li>• People, Places and Environments</li> <li>• Individual Development and Identity</li> <li>• Individuals, Groups, and Institutions</li> <li>• Power, Authority, and Governance</li> <li>• Production, Distribution, and Consumption</li> <li>• Science, Technology, Society</li> <li>• Global Connections</li> <li>• Civic Ideals and Practices</li> </ul>	<b>OPI MONTANA STANDARDS</b> <ol style="list-style-type: none"> <li>1. Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.</li> <li>2. Students analyze how people create and change structures of power, authority, and governance to understand the operations of government and to demonstrate civic responsibility.</li> <li>3. Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions).</li> <li>4. Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.</li> <li>5. Students make informed decisions based on an understanding of the economic principles of productions, distribution, exchange, and consumption.</li> <li>6. Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.</li> </ol>
COMMON CORE LITERACY STANDARDS FOR SOCIAL STUDIES	
<b><u>READING</u></b> (Informational) <p><b>RH.6-8.1</b> Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p><b>RH.6-8.2</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p><b>RH.6-8.3</b> Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p><b>RH.6-8.4</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p><b>RH.6-8.5</b> Describe how a text presents information (e.g., sequentially, comparatively, casually).</p>	<b><u>WRITING</u></b> <p><b>WHST.6-8.1</b> Write arguments focused on discipline-specific content.</p> <p><b>WHST.6-8.1a</b> Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p><b>WHST.6-8.1b</b> Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p><b>WHST.6-8.1c</b> Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p><b>WHST.6-8.1d</b> Establish and maintain a formal style.</p> <p><b>WHST.6-8.1e</b> Provide a concluding statement or section that follows from and supports the argument presented.</p> <p><b>WHST.6-8.2</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p>

<p><b>RH.6-8.6</b> Identify aspects of a text, including those by and about American Indians, that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p><b>RH.6-8.7</b> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p><b>RH.6-8.8</b> Distinguish among fact, opinion, and reasoned judgment in a text including texts by and about American Indians.</p> <p><b>RH.6-8.9</b> Analyze the relationship between a primary and secondary source on the same topic, including sources by and about American Indians.</p> <p><b>RH.6-8.10</b> By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p>	<p><b>WHST.6-8.2a</b> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p><b>WHST.6-8.2b</b> Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p><b>WHST.6-8.2c</b> Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p><b>WHST.6-8.2d</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><b>WHST.6-8.2e</b> Establish and maintain a formal style and objective tone.</p> <p><b>WHST.6-8.2f</b> Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p><b>WHST.6-8.3</b> (See note; not applicable as a separate requirement)</p> <p><b>WHST.6-8.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>WHST.6-8.5</b> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p><b>WHST.6-8.6</b> Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p> <p><b>WHST.6-8.7</b> Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>
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	<p><b>WHST.6-8.8</b> Gather relevant information from multiple oral, print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p><b>WHST.6-8.9</b> Draw evidence from informational texts to support analysis, reflection, and research. Include texts by and about American Indians.</p> <p><b>Note:</b> Students’ narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p>
<b>IEFA: ESSENTIAL UNDERSTANDINGS</b>	<b>GRADES 6-8: FOCUS AREAS (NATIONAL)</b>
<b>ESSENTIAL UNDERSTANDING 1:</b> There is great diversity among the 12 tribal Nations of Montana in their languages, cultures, histories and governments. Each Nation has a distinct and unique cultural heritage that contributes to modern Montana.	<ul style="list-style-type: none"> <li>• How the histories and forms of governments of Montana tribes are different from one another</li> <li>• How each tribal nation’s unique cultural heritage contributes to modern Montana</li> <li>• How tribal <u>nations</u> connect to the world’s civilizations</li> </ul>
<b>ESSENTIAL UNDERSTANDING 2:</b> There is great diversity among individual American Indians as identity is developed, defined and redefined by entities, organizations and people. A continuum of Indian identity, unique to each individual, ranges from assimilated to traditional. There is no generic American Indian.	<ul style="list-style-type: none"> <li>• Identity of American Indians <ul style="list-style-type: none"> <li>○ As defined by oneself</li> <li>○ As defined by individual tribes</li> <li>○ As defined by governments</li> </ul> </li> <li>• Various degrees of assimilation <ul style="list-style-type: none"> <li>○ Forced assimilation (boarding school)</li> <li>○ Personal choice</li> <li>○ Economic factors</li> <li>○ Cultural maintenance (immersion school)</li> </ul> </li> </ul>
<b>ESSENTIAL UNDERSTANDING 3:</b> The ideologies of Native traditional beliefs and spirituality persist into modern day life as tribal cultures, traditions, and languages are still practiced by many American Indian people and are incorporated into how tribes govern and manage their affairs. Additionally, each tribe has its own oral histories, which are as valid as written histories. These histories pre-date the “discovery” of North America.	<ul style="list-style-type: none"> <li>• Different forms of tribal governments as shaped by cultures</li> <li>• Ideologies of Native traditional beliefs and spirituality persist into modern day life in how tribes govern and manage their affairs.</li> <li>• Perspectives presented in oral histories in contrast to written histories.</li> </ul>



<p><b>ESSENTIAL UNDERSTANDING 4:</b> Reservations are lands that have been reserved by the tribes for their own use through treaties, statutes, and executive orders and were not “given” to them. The principle that land should be acquired from the Indians only through their consent with treaties involved three assumptions:</p> <ul style="list-style-type: none"> <li>I. Both parties to treaties were sovereign powers.</li> <li>II. Indian tribes had some form of transferable title to the land.</li> <li>III. Acquisition of Indian lands was solely a government matter not to be left to individual colonists.</li> </ul>	<ul style="list-style-type: none"> <li>• Legal and political implications of “reservations” <ul style="list-style-type: none"> <li>○ The concept of “treaty”</li> <li>○ Treaties between U.S. government and Montana tribal governments</li> </ul> </li> <li>• Socio-cultural impacts of the establishment of reservations on <ul style="list-style-type: none"> <li>○ Montana tribes</li> <li>○ American tribes</li> </ul> </li> </ul>
<p><b>ESSENTIAL UNDERSTANDING 5:</b> There were many federal policies put into place throughout American history that have affected Indian people and still shape who they are today. Many of these policies conflicted with one another. Much of Indian history can be related through several major federal policy periods:</p> <ul style="list-style-type: none"> <li>Colonization/Colonial Period 1492 – 1800s</li> <li>Treaty Period 1789 - 1871</li> <li>Assimilation Period - Allotment and Boarding School 1879 - 1934</li> <li>Tribal Reorganization Period 1934 - 1958</li> <li>Termination and Relocation Period 1953 - 1971</li> <li>Self-determination Period 1968 – Present</li> </ul>	<ul style="list-style-type: none"> <li>• Critical analysis of primary documents about the following federal policy periods: <ul style="list-style-type: none"> <li>○ Colonization/Colonial Period</li> <li>○ Treaty Period</li> <li>○ Assimilation Period / Allotment and Boarding School</li> <li>○ Termination and Relocation Period</li> <li>○ Tribal Reorganization Period</li> <li>○ Self-determination Period</li> </ul> </li> </ul>
<p><b>ESSENTIAL UNDERSTANDING 6:</b> History is a story most often related through the subjective experience of the teller. With the inclusion of more and varied voices, histories are being rediscovered and revised. History told from an Indian perspective frequently conflicts with the stories mainstream historians tell.</p>	<ul style="list-style-type: none"> <li>• History told from tribal perspectives in contrast to history told by mainstream historians <ul style="list-style-type: none"> <li>○ Montana tribal history</li> <li>○ Other American tribal histories</li> </ul> </li> </ul>
<p><b>ESSENTIAL UNDERSTANDING 7:</b> Under the American legal system, Indian tribes have sovereign powers, separate and independent from the federal and state governments. However, the extent and breadth of tribal sovereignty is not the same for each tribe.</p>	<ul style="list-style-type: none"> <li>• Sovereignty <ul style="list-style-type: none"> <li>○ As defined by each Montana tribe</li> <li>○ As defined by the U.S. government</li> </ul> </li> </ul>

## ESSENTIAL QUESTIONS - GRADE 7

- How does geography influence the way people live?
- How do political, economic, and social systems influence each other?
- How do political, economic, and social systems develop, flourish, and decline?
- How does the development of civilizations contribute to advancements and accomplishments?
- How do people demonstrate roles and responsibilities of effective citizenship within a civilization?
- How does the past influence and connect to today?

## TOPICS AND KEY CONCEPTS – GRADE 7

TOPIC	KEY CONCEPTS
<ul style="list-style-type: none"> <li>• The Fall of Rome (Review)</li> </ul>	<ul style="list-style-type: none"> <li>• The Roman empire’s strengths and weaknesses</li> <li>• Lasting contributions of Rome</li> <li>• The Byzantine Empire and the split in the Christian church</li> </ul>
<ul style="list-style-type: none"> <li>• Medieval Europe</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze political, economic, geographic, social (PEGS) structures of medieval Europe</li> <li>• Feudalism’s development, the feudal way of life, and the decline of feudalism</li> <li>• The Role of the Church in medieval European life</li> <li>• Conflict and cooperation between the pope and European rulers</li> <li>• Christian crusades and their effects</li> <li>• Reconquista and Inquisition in medieval Spain</li> <li>• Causes, spread and impact of the bubonic plague</li> <li>• Developments in and effects of English legal system and government</li> </ul>
<ul style="list-style-type: none"> <li>• Growth of Islam</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze political, economic, geographic, social (PEGS) structures of the Islamic empire</li> <li>• Geography of the Arabian Peninsula and its influence on Arabic life</li> <li>• Life and teachings of Muhammad and the beginnings of Islam</li> <li>• Compare and contrast Judaism, Christianity and Islam</li> <li>• Importance of the <u>Qur’an</u> and <u>Sunnah</u> as key books of Islam</li> <li>• Expansion of Muslim rule and the spread of Islam</li> <li>• Lasting influence of Muslim contributions in arts &amp; sciences</li> </ul>
<ul style="list-style-type: none"> <li>• African Kingdoms</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze political, economic, geographic, social (PEGS) structures of the medieval West African kingdoms</li> <li>• Connections between land, trade, and the rise of Ghana and Mali</li> <li>• Trans-Saharan trade and its role in the spread of Islam</li> <li>• Impact of Islamic beliefs, ethics and law</li> <li>• African legacies in written &amp; oral traditions as well as art, music, dance</li> </ul>

<ul style="list-style-type: none"> <li>Medieval China</li> </ul>	<ul style="list-style-type: none"> <li>Analyze political, economic, geographic, social (PEGS) structures of medieval China</li> <li>Reunification by Tang rulers</li> <li>Buddhism's spread to China, Korea and Japan</li> <li>Changes in Confucianism and its influence</li> <li>Technology and trade during Tang, Song, Mongol and Ming rulers</li> <li>Influence of Chinese discoveries and inventions</li> </ul>
<ul style="list-style-type: none"> <li>Medieval Japan</li> </ul>	<ul style="list-style-type: none"> <li>Analyze political, economic, geographic, social (PEGS) structures of medieval Japan</li> <li>Influence of neighboring China and Korea</li> <li>Distinctive Japanese forms of Buddhism</li> <li>Early Japanese culture and its lasting influence</li> <li>Reign of Prince Shotoku</li> <li>Rise of a feudal military society and its warrior code</li> </ul>
<ul style="list-style-type: none"> <li>The Renaissance</li> </ul>	<ul style="list-style-type: none"> <li>Revival of classical learning and the beginnings and meaning of humanism</li> <li>Italian trading cities and the spread of Renaissance ideas</li> <li>Importance of reopening the Silk Road as well as new ways to spread information</li> <li>Accomplishments of Renaissance learning in the arts and sciences</li> </ul>
<ul style="list-style-type: none"> <li>The Reformation</li> </ul>	<ul style="list-style-type: none"> <li>Turmoil in the Catholic Church</li> <li>Ideas of Reformation leaders such as Martin Luther</li> <li>Protestant church practices and their influence on ideas about government</li> <li>Europe's division into Catholic and Protestant areas</li> <li>Causes and effects of the Counter-Reformation</li> </ul>
<ul style="list-style-type: none"> <li>The Scientific Revolution</li> </ul>	<ul style="list-style-type: none"> <li>Roots of the Scientific Revolution</li> <li>New scientific theories and inventions</li> <li>Ideas of Bacon and Descartes, their influence on the growth of democracy, and how they allowed science and religion to coexist</li> </ul>
<ul style="list-style-type: none"> <li>The Age of Exploration</li> </ul>	<ul style="list-style-type: none"> <li>Explorers, their routes, and influence of maps on new world view</li> <li>Trade in plants, animals, technology, culture, and ideas among Europe, Africa, Asia, and the Americas</li> </ul>

<b>TOPIC</b> <ul style="list-style-type: none"> <li>Civilizations of Americas</li> </ul>	<b>KEY CONCEPTS</b> <ul style="list-style-type: none"> <li>Geography of Central and South America and its effect on the growth of Mayan, Aztec, and Inca societies</li> <li>Roles people played in Mayan, Aztec, and Inca societies</li> <li>Aztec and Inca Empires and their conquest by Spain</li> <li>Art, architecture, and oral traditions</li> <li>Mesoamerican achievements in astronomy and mathematics</li> </ul>
<ul style="list-style-type: none"> <li>Connections &amp; Perspective (throughout all topics of study)</li> </ul>	<ul style="list-style-type: none"> <li>Connections to current events and the modern world</li> <li>The value of different points of view</li> </ul>

**GRADE 8**  
**UNITED STATES HISTORY AND GEOGRAPHY:**  
**CONSTITUTION TO RECONSTRUCTION**

The eighth-grade course of study begins with an intensive review of the major ideas, issues, and events preceding the founding of the nation. Students will concentrate on the critical events of the period--from the framing of the Constitution to Reconstruction

**CONNECTING WITH PAST LEARNING: OUR INDIGENOUS AND COLONIAL HERITAGES**

This year's study of American history begins the development of cultures of the first people in North America based on their environments. The development of civilizations within The United States by the first people will be emphasized. The course will then review significant developments of the colonial era with emphasis on the reasons for settlement of each colony: religious, economic and political. The course will investigate the development of an economy based on agriculture, commerce, and handicraft manufacturing; and the emergence of major regional differences in the colonies.

**CONNECTING WITH PAST LEARNING: A NEW NATION**

This unit begins with an in-depth examination of the major events and ideas leading to the American War for Independence. Readings from the Declaration of Independence should be used to discuss these questions: What are "natural rights" and "natural law"? What did Jefferson mean when he wrote that "all men are created equal" and "endowed by their Creator with certain unalienable rights"? What were the "Laws of Nature" and "Nature's God" to which Jefferson appealed?

Students should become familiar with the major turning points in the War for Independence, and the contributions of George Washington, Thomas Jefferson, Benjamin Franklin, and other leaders of the new nation. Students should understand the significance that the American Revolution had for other nations, the Tribal Nations, and especially France.

**THE CONSTITUTION OF THE UNITED STATES**

In this unit, students concentrate on the shaping of the Constitution and the nature of the government that it created. Students should review the major ideas of the Enlightenment and the origins of self-government in the Magna Carta, the English Bill of Rights of 1689, the Mayflower Compact, and the New England town meeting. This background will help students appreciate the framers' efforts to create a government that was neither too strong (because it might turn into despotism) nor too weak (as the Articles of Confederation proved to be).

Excerpts from the document written at the Constitutional Convention in Philadelphia should be read, discussed, and analyzed. Students should consider the issues that divided the Founding Fathers and examine the compromises they adopted. Although the Constitution never explicitly mentions slavery, several compromises preserved the institution; namely, the Three-fifths Compromise, the slave importation clause, and the fugitive slave clause. Why were these provisions so important to southern delegates? Why were these contradictions with the nation's ideals adopted? What were their long-term costs to black men and women and to the nation? To analyze these issues, students must recognize that the American Revolution had transformed slavery from a national to a sectional institution and that most slaves lived in the southern states

Students should discuss the status of women and Tribal Nations as reflected in the Constitution of 1787. They should recognize as well, the great achievements of the Constitution: (1) it created a democratic form of government based on the consent of the governed, (2) it established a government that has survived more than 200

years by a delicate balancing of power and interests and by providing a process of amendment to adapt the Constitution to the needs of a changing society. The study of the Constitution should also include the conflicts it created by the Necessary and Proper Clause.

### **FOUNDATIONS OF EARLY GOVERNMENT**

In this unit, students consider the enormous tasks that faced the new nation and its leaders through this difficult period; for example, Washington, Jefferson, Madison, Hamilton, and the Adams. Emphasis should be placed on the development of political parties.

Students should examine the daily life of ordinary people in the new nation, including farmers, merchants, and traders; women; blacks, both slave and free; and Tribal Nations.

### **THE GROWTH OF SECTIONALISM: 1800-1850**

This unit follows the nation's regional development in the West, Northeast, and South.

***The West*** - The West should be studied for its deep influence on the politics, economy, and culture of the nation, as well as their effect on its indigenous peoples.

The election of Andrew Jackson in 1828 began the removal of Tribal Nations from their ancestral homelands through The Indian Removal Act in 1830, reflected the steady expansion of male suffrage, symbolized the shift of political power to the West, and opened a new era of political democracy in the United States.

In studying Jackson's presidency, students should learn about his spoils system, veto of the National Bank, policy of Indian removal, and opposition to the Supreme Court. Students will become familiar with the role "Manifest Destiny" had on the expansion of the borders of the United States. The Texas Annexation and Mexican Cession, trails west, and impact of all of these events on the Tribal Nations, will be explored.

***The Northeast*** - Students will study how The Industrial Revolution in the Northeast had important repercussions throughout the nation. Students will be able to explain how inventions between 1790 and 1850 transformed manufacturing, transportation, mining, communications, and agriculture and profoundly affected how and where people lived and worked.

***The South*** - During these years, the South evolved dramatically different from the Northeast and the West. Students will explore how its aristocratic tradition and plantation economy depended on a system of slave labor to harvest such cash crops as cotton, rice, sugarcane, and tobacco. Students will understand how the effects of slavery influenced the development of the economy, political and social conditions of the South.

The dramatic story of the abolitionist movement will be studied. Frederick Douglass, Sojourner Truth, Harriet Tubman, Theodore Weld, William Lloyd Garrison will be studied in depth. Attention will be given to how slaves worked to end slavery.

### **TOWARD A MORE PERFECT UNION: 1850-1879**

In this unit, students concentrate on the causes and consequences of the Civil War. They will evaluate how the issues of states' rights and slavery became divisive, starting with the adoption of the Constitution. They will study the Wilmot Proviso, the Compromise of 1850, the Kansas-Nebraska Act, the Dred Scott case, and the Lincoln-Douglas debates and evaluate their importance in leading the nation to the Civil War. Students will study closely, both the critical battlefield campaigns and the impact of the war on the lives of soldiers, free blacks, slaves, women, and Tribal Nations. Special attention to the economic, social and political changes of each region

will be explored. The importance of Abraham Lincoln's presidency, including his Gettysburg Address, the Emancipation Proclamation, and his inaugural addresses will be evaluated on effects they had on the war.

The Civil War should be treated as a watershed in American history. It resolved a challenge to the very existence of the nation, demolished the antebellum way of life in the South, and created the prototype of modern warfare.

To understand the ordeal of Reconstruction, students will consider the economic and social changes that came with the end of slavery and how blacks attained political freedom and exercised power within a few years after the war. They will explore how the postwar struggle for control of the South and of the impeachment of President Andrew Johnson effected the reconstruction of the South. A federal civil rights bill granting full equality to black Americans was followed by adoption of the thirteenth, fourteenth, and fifteenth amendments. Black citizens, newly organized as Republicans, influenced the direction of southern politics. Students should examine the Reconstruction governments in the South; observe the reaction of Southerners toward northern "carpetbaggers" and determine how the Freedman's Bureau increased the resentment of southerners toward the North. Students will compare the different proposals for reconstruction of the South by Abraham Lincoln, Radical Republicans, and Andrew Johnson.

Students will analyze how events during and after Reconstruction raised and then dashed the hopes of black Americans for full equality. They should understand how the thirteenth, fourteenth, and fifteenth amendments to the Constitution were undermined by the courts and political interests. They should learn how "full" slavery was replaced by keeping black men and women in a state of "semi" slavery by passing laws restricting employment and voting rights. Segregation, Jim Crow laws, and other legal restrictions on the rights of blacks were capped by the Supreme Court's *Plessy v. Ferguson* decision in 1896 ("separate but equal"). Racism prevailed, enforced by lynch mobs, the Ku Klux Klan, and popular sentiment.

GRADE COURSE: GRADE 8	
<b>NCSS THEMES</b> <ul style="list-style-type: none"> <li>• Culture</li> <li>• Time, Continuity, and Change</li> <li>• People, Places and Environments</li> <li>• Individual Development and Identity</li> <li>• Individuals, Groups, and Institutions</li> <li>• Power, Authority, and Governance</li> <li>• Production, Distribution, and Consumption</li> <li>• Science, Technology, Society</li> <li>• Global Connections</li> <li>• Civic Ideals and Practices</li> </ul>	<b>OPI MONTANA STANDARDS</b> <ol style="list-style-type: none"> <li>7. Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.</li> <li>8. Students analyze how people create and change structures of power, authority, and governance to understand the operations of government and to demonstrate civic responsibility.</li> <li>9. Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions).</li> <li>10. Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.</li> <li>11. Students make informed decisions based on an understanding of the economic principles of productions, distribution, exchange, and consumption.</li> <li>12. Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.</li> </ol>
COMMON CORE LITERACY STANDARDS FOR SOCIAL STUDIES	
<b><u>READING</u></b> (Informational) <p><b>RH.6-8.1</b> Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p><b>RH.6-8.2</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p><b>RH.6-8.3</b> Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p><b>RH.6-8.4</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p><b>RH.6-8.5</b> Describe how a text presents information (e.g., sequentially, comparatively, causally).</p>	<b><u>WRITING</u></b> <p><b>WHST.6-8.1</b> Write arguments focused on discipline-specific content.</p> <p><b>WHST.6-8.1a</b> Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p><b>WHST.6-8.1b</b> Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p><b>WHST.6-8.1c</b> Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p><b>WHST.6-8.1d</b> Establish and maintain a formal style.</p> <p><b>WHST.6-8.1e</b> Provide a concluding statement or section that follows from and supports the argument presented.</p> <p><b>WHST.6-8.2</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p>



<p><b>RH.6-8.6</b> Identify aspects of a text, including those by and about Tribal Nations, that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p><b>RH.6-8.7</b> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p><b>RH.6-8.8</b> Distinguish among fact, opinion, and reasoned judgment in a text including texts by and about Tribal Nations.</p> <p><b>RH.6-8.9</b> Analyze the relationship between a primary and secondary source on the same topic, including sources by and about Tribal Nations.</p> <p><b>RH.6-8.10</b> By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p>	<p><b>WHST.6-8.2a</b> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p><b>WHST.6-8.2b</b> Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p><b>WHST.6-8.2c</b> Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p><b>WHST.6-8.2d</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><b>WHST.6-8.2e</b> Establish and maintain a formal style and objective tone.</p> <p><b>WHST.6-8.3</b> (See note; not applicable as a separate requirement)</p> <p><b>WHST.6-8.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>WHST.6-8.5</b> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p><b>WHST.6-8.6</b> Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p> <p><b>WHST.6-8.7</b> Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p><b>WHST.6-8.8</b> Gather relevant information from multiple oral, print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>
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	<b>WHST.6-8.9</b> Draw evidence from informational texts to support analysis, reflection, and research. Include texts by and about Tribal Nations.
<b>IEFA: ESSENTIAL UNDERSTANDINGS</b>	<b>GRADES 6-8: FOCUS AREAS (NATIONAL)</b>
<b>ESSENTIAL UNDERSTANDING 1:</b> There is great diversity among the 12 tribal Nations of Montana in their languages, cultures, histories and governments. Each Nation has a distinct and unique cultural heritage that contributes to modern Montana.	<ul style="list-style-type: none"> <li>• How the histories and forms of governments of Montana tribes are different from one another</li> <li>• How each tribal nation’s unique cultural heritage contributes to modern Montana</li> <li>• How tribal <u>nations</u> connect to the world’s civilizations</li> </ul>
<b>ESSENTIAL UNDERSTANDING 2:</b> There is great diversity among individual American Indians as identity is developed, defined and redefined by entities, organizations and people. A continuum of Indian identity, unique to each individual, ranges from assimilated to traditional. There is no generic American Indian.	<ul style="list-style-type: none"> <li>• Identity of American Indians <ul style="list-style-type: none"> <li>○ As defined by oneself</li> <li>○ As defined by individual tribes</li> <li>○ As defined by governments</li> </ul> </li> <li>• Various degrees of assimilation <ul style="list-style-type: none"> <li>○ Forced assimilation (boarding school)</li> <li>○ Personal choice</li> <li>○ Economic factors</li> <li>○ Cultural maintenance (immersion school)</li> </ul> </li> </ul>
<b>ESSENTIAL UNDERSTANDING 3:</b> The ideologies of Native traditional beliefs and spirituality persist into modern day life as tribal cultures, traditions, and languages are still practiced by many American Indian people and are incorporated into how tribes govern and manage their affairs. Additionally, each tribe has its own oral histories, which are as valid as written histories. These histories pre-date the “discovery” of North America.	<ul style="list-style-type: none"> <li>• Different forms of tribal governments as shaped by cultures</li> <li>• Ideologies of Native traditional beliefs and spirituality persist into modern day life in how tribes govern and manage their affairs.</li> <li>• Perspectives presented in oral histories in contrast to written histories.</li> </ul>
<b>ESSENTIAL UNDERSTANDING 4:</b> Reservations are lands that have been reserved by the tribes for their own use through treaties, statutes, and executive orders and were not “given” to them. The principle that land should be acquired from the Indians only through their consent with treaties involved three assumptions: I. Both parties to treaties were sovereign powers. II. Indian tribes had some form of transferable title to the land. III. Acquisition of Indian lands was solely a government matter not to be left to individual colonists.	<ul style="list-style-type: none"> <li>• Legal and political implications of “reservations” <ul style="list-style-type: none"> <li>○ The concept of “treaty”</li> <li>○ Treaties between U.S. government and Montana tribal governments</li> </ul> </li> <li>• Socio-cultural impacts of the establishment of reservations on <ul style="list-style-type: none"> <li>○ Montana tribes</li> <li>○ American tribes</li> </ul> </li> </ul>

<p><b><u>ESSENTIAL UNDERSTANDING 5:</u></b> There were many federal policies put into place throughout American history that have affected Indian people and still shape who they are today. Many of these policies conflicted with one another. Much of Indian history can be related through several major federal policy periods:</p> <p>Colonization/Colonial Period 1492 – 1800s  Treaty Period 1789 - 1871  Assimilation Period - Allotment and Boarding School 1879 - 1934  Tribal Reorganization Period 1934 - 1958  Termination and Relocation Period 1953 - 1971  Self-determination Period 1968 – Present</p>	<ul style="list-style-type: none"> <li>• Critical analysis of primary documents about the following federal policy periods: <ul style="list-style-type: none"> <li>○ Colonization/Colonial Period</li> <li>○ Treaty Period</li> <li>○ Assimilation Period / Allotment and Boarding School</li> <li>○ Termination and Relocation Period</li> <li>○ Tribal Reorganization Period</li> <li>○ Self-determination Period</li> </ul> </li> </ul>
<p><b><u>ESSENTIAL UNDERSTANDING 6:</u></b> History is a story most often related through the subjective experience of the teller. With the inclusion of more and varied voices, histories are being rediscovered and revised. History told from an Indian perspective frequently conflicts with the stories mainstream historians tell.</p>	<ul style="list-style-type: none"> <li>• History told from tribal perspectives in contrast to history told by mainstream historians <ul style="list-style-type: none"> <li>○ Montana tribal history</li> <li>○ Other American tribal histories</li> </ul> </li> </ul>
<p><b><u>ESSENTIAL UNDERSTANDING 7:</u></b> Under the American legal system, Indian tribes have sovereign powers, separate and independent from the federal and state governments. However, the extent and breadth of tribal sovereignty is not the same for each tribe.</p>	<ul style="list-style-type: none"> <li>• Sovereignty <ul style="list-style-type: none"> <li>○ As defined by each Montana tribe</li> <li>○ As defined by the U.S. government</li> </ul> </li> </ul>

### ESSENTIAL QUESTIONS – GRADE 8

- How did geography and climate influence the economic, political, and social structure of the different regions of the United States?
- How did slavery impact the economic, political, and social structure of the different regions of the United States?
- How did the development and expansion of the United States impact Tribal Nations?
- How did the Constitution influence the growth of the economic, political, and social structure of the United States?

### TOPICS AND KEY CONCEPTS – GRADE 8

TOPICS	KEY CONCEPTS
<ul style="list-style-type: none"> <li>First Peoples of the Americas</li> </ul>	<ul style="list-style-type: none"> <li>First American cultures and civilizations</li> </ul>
<ul style="list-style-type: none"> <li>Colonial Development</li> </ul>	<ul style="list-style-type: none"> <li>Reasons: Economic, Political, Religious</li> </ul>
<ul style="list-style-type: none"> <li>Events leading to the American Revolution</li> <li>Declaration of Independence</li> </ul>	<ul style="list-style-type: none"> <li>Rights denied colonists by king and Parliament;</li> <li>Disconnect between colonists and England, and taxes levied on the colonists</li> <li>Democratic Ideals: individual rights, purpose of government</li> </ul>
<ul style="list-style-type: none"> <li>The Constitution</li> </ul>	<ul style="list-style-type: none"> <li>Purpose</li> <li>Debates during convention</li> <li>Powers of three Branches</li> <li>Systems specified within Constitution incorporating ideals of Declaration of Independence</li> </ul>
<ul style="list-style-type: none"> <li>Implementation of American Government System</li> </ul>	<ul style="list-style-type: none"> <li>Political perspectives</li> <li>Economic reasons/impact</li> <li>Social Organizations</li> </ul>
<ul style="list-style-type: none"> <li>Presidency of Thomas Jefferson</li> </ul>	<ul style="list-style-type: none"> <li>Louisiana Purchase</li> <li>Events leading to War of 1812</li> <li>Foreign policy</li> </ul>
<ul style="list-style-type: none"> <li>Age of Jackson</li> </ul>	<ul style="list-style-type: none"> <li>Indian Removal Act</li> </ul>
<ul style="list-style-type: none"> <li>Growth of the United States</li> </ul>	<ul style="list-style-type: none"> <li>Monroe Doctrine</li> <li>Manifest Destiny</li> <li>Westward Movement</li> <li>Industrial Revolution</li> <li>Immigration</li> </ul>

<ul style="list-style-type: none"> <li>Slavery</li> </ul>	<ul style="list-style-type: none"> <li>Beginning with Tribal Nations</li> <li>Slave trade from Africa</li> <li>Cultural Development</li> <li>Abolitionists</li> </ul>
<ul style="list-style-type: none"> <li>Events leading to Civil War – 1846-1860</li> </ul>	<ul style="list-style-type: none"> <li>Wilmot Proviso</li> <li>Adding of California and Texas into the Union</li> <li>Compromise of 1850</li> <li>Kansas-Nebraska Act –(Popular Sovereignty)</li> <li>Dred Scott v. Sanford decision</li> <li>Southern Secession</li> </ul>
<ul style="list-style-type: none"> <li>Civil War (Part I)</li> </ul>	<ul style="list-style-type: none"> <li>Geographic and economic differences between North and South before war</li> <li>Strengths and weaknesses of both sides</li> <li>Strategies of both sides</li> <li>Lives and views of Grant and Lee</li> </ul>
<ul style="list-style-type: none"> <li>Civil War (Part II)</li> </ul>	<ul style="list-style-type: none"> <li>Lives of African Americans (free and slave), women and children on both sides</li> <li>Daily life of soldiers on both sides</li> <li>Changes in economies on both sides during the war</li> <li>Tribal Nations involvement</li> </ul>
<ul style="list-style-type: none"> <li>Lincoln</li> </ul>	<ul style="list-style-type: none"> <li>Lincoln’s “House Divided” speech</li> <li>Lincoln-Douglas Debates</li> <li>Election of Abraham Lincoln</li> <li>Inaugural Address, 1861</li> <li>Gettysburg Address</li> <li>Emancipation Proclamation</li> <li>13<sup>th</sup> Amendment</li> <li>Social</li> <li>Political</li> </ul>
<ul style="list-style-type: none"> <li>Consequences of the War</li> </ul>	<ul style="list-style-type: none"> <li>Economic reasons/impact</li> <li>Political perspectives</li> <li>Social organization</li> </ul>

**HIGH SCHOOL  
SOCIAL STUDIES  
PROGRAM**

**GRADES 9-12**

<p><b><u>COURSE: WORLD GEOGRAPHY</u></b></p> <p><b><u>Units of Credit:</u></b> One Semester (Elective)</p> <p><b><u>Prerequisites:</u></b> None</p> <p><b><u>Grade Levels:</u></b> 9, 10, 11, and 12</p>	<p><b><u>Course Overview:</u></b></p> <p>This course is a survey of Human World Geography, correlated with the five major themes of geography: location, place, human-environmental interaction, movement, and region. The content of World Geography is arranged around <i>The National Geography Content Standards</i>. These standards include the democratic ideals that shaped us, the responsible citizenship that sustains us, the cultural diversity that enriches us, the global perspective that we need in a changing world, the economic connections that shape our lives, and other factual information we need to know to understand social studies. Current events and their connections to cultural and physical geography comprise a regular part of the course. Students use and develop a wide variety of skills, including accessing, organizing, analyzing, applying, presenting, and reporting information in the context of the course content. Students engage in a variety of learning experiences, including activities such as note-taking, research, individual and group projects, presentations (such as multi-media, simulation exercises, and debates), and performance tasks.</p> <p>Generally, the Eastern Hemisphere is taught in semester one, while Europe and the Western Hemisphere is taught in semester two.</p>
<p><b>NCSS THEMES</b></p> <ul style="list-style-type: none"> <li>• Culture</li> <li>• Time, Continuity, and Change</li> <li>• People, Places and Environments</li> <li>• Individual Development and Identity</li> <li>• Individuals, Groups, and Institutions</li> <li>• Power, Authority, and Governance</li> <li>• Production, Distribution, and Consumption</li> <li>• Science, Technology, Society</li> <li>• Global Connections</li> <li>• Civic Ideals and Practices</li> </ul>	<p><b>OPI MONTANA STANDARDS</b></p> <ol style="list-style-type: none"> <li>1. Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.</li> <li>2. Students analyze how people create and change structures of power, authority, and governance to understand the operations of government and to demonstrate civic responsibility.</li> <li>3. Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions).</li> <li>4. Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.</li> <li>5. Students make informed decisions based on an understanding of the economic principles of productions, distribution, exchange, and consumption.</li> <li>6. Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.</li> </ol>
<p align="center"><b>COMMON CORE LITERACY STANDARDS FOR SOCIAL STUDIES</b></p>	
<p><b><u>READING: 9-10</u></b> (Informational)</p> <p><b>RST.9-10.1</b> Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</p>	<p><b><u>READING: 11-12</u></b> (Informational)</p> <p><b>RH.11-12.1</b> Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p>

<p><b>RST.9-10.2</b> Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</p> <p><b>RST.9-10.3</b> Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.</p> <p><b>RST.9-10.4</b> Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.</p> <p><b>RST.9-10.5</b> Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).</p> <p><b>RST.9-10.6</b> Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.</p> <p><b>RST.9-10.7</b> Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p> <p><b>RST.9-10.8</b> Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem.</p> <p><b>RST.9-10.9</b> Compare and contrast findings presented in a text to those from other sources (including their own experiments, and knowledge derived from American Indian cultures), noting when the findings support or contradict previous explanations or accounts.</p> <p><b>RST.9-10.10</b> By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.</p>	<p><b>RH.11-12.2</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p><b>RH.11-12.3</b> Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p><b>RH.11-12.4</b> Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10; how the use of "sovereignty" in official documents impacts political and legal relationships).</p> <p><b>RH.11-12.5</b> Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p><b>RH.11-12.6</b> Evaluate authors’, incorporating American Indian authors, differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.</p> <p><b>RH.11-12.7</b> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p><b>RH.11-12.8</b> Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information. Include texts by and about Tribal Nations.</p> <p><b>RH.11-12.9</b> Integrate information from diverse sources, including American Indian sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p><b>RH.11-12.10</b> Integrate information from diverse sources, including American Indian sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>
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<p><b><u>WRITING: 9-10</u></b></p> <p><b>WHST.9-10.1</b> Write arguments focused on discipline-specific content.</p> <p><b>WHST.9-10.1a</b> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p> <p><b>WHST.9-10.1b</b> Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.</p> <p><b>WHST.9-10.1c</b> Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p><b>WHST.9-10.1d</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><b>WHST.9-10.1e</b> Provide a concluding statement or section that follows from or supports the argument presented.</p> <p><b>WHST.9-10.2</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p><b>WHST.9-10.2a</b> Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>	<p><b><u>WRITING: 11-12</u></b></p> <p><b>WHST.11-12.1</b> Write arguments focused on discipline-specific content.</p> <p><b>WHST.11-12.1a</b> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p><b>WHST.11-12.1b</b> Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p><b>WHST.11-12.1c</b> Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p><b>WHST.11-12.1d</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><b>WHST.11-12.1e</b> Provide a concluding statement or section that follows from or supports the argument presented.</p> <p><b>WHST.11-12.2</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p><b>WHST.11-12.2a</b> Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p><b>WHST.11-12.2b</b> Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p>
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<p><b>WHST.9-10.2b</b> Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p><b>WHST.9-10.2c</b> Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p><b>WHST.9-10.2d</b> Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</p> <p><b>WHST.9-10.2e</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><b>WHST.9-10.2f</b> Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p><b>WHST.9-10.3</b> (See note; not applicable as a separate requirement)</p> <p><b>WHST.9-10.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>WHST.9-10.5</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>WHST.9-10.6</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p>	<p><b>WHST.11-12.2c</b> Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p><b>WHST.11-12.2d</b> Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p><b>WHST.11-12.2e</b> Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p> <p><b>WHST.11-12.3</b> (See note; not applicable as a separate requirement)</p> <p><b>WHST.11-12.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>WHST.11-12.5</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>WHST.11-12.6</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p><b>WHST.11-12.7</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>WHST.11-12.8</b> Gather relevant information from multiple authoritative oral, print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
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<p><b>WHST.9-10.7</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>WHST.9-10.8</b> Gather relevant information from multiple authoritative oral, print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p><b>WHST.9-10.9</b> Draw evidence from informational texts to support analysis, reflection, and research. Include texts by and about Tribal Nations.</p> <p><b>WHST.9-10.10</b> Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>Note:</b> Students’ narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p>	<p><b>WHST.11-12.9</b> Draw evidence from informational texts to support analysis, reflection, and research. Include texts by and about Tribal Nations.</p> <p><b>WHST.11-12.10</b> Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>Note:</b> Students’ narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p>
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IEFA: ESSENTIAL UNDERSTANDINGS	HIGH SCHOOL: FOCUS AREAS (GLOBAL)
<p><b>ESSENTIAL UNDERSTANDING 1:</b> There is great diversity among the 12 tribal Nations of Montana in their languages, cultures, histories and governments. Each Nation has a distinct and unique cultural heritage that contributes to modern Montana.</p>	<ul style="list-style-type: none"> <li>• Local and global Issues related to Indigenous cultures and languages               <ul style="list-style-type: none"> <li>○ Cultural Preservation and revitalization</li> <li>○ Bilingualism</li> <li>○ Multiculturalism</li> <li>○ Assimilation</li> <li>○ Loss of diversity</li> <li>○ Cultural homogenization</li> <li>○ Marginalization</li> <li>○ Linguistic rights</li> <li>○ Civil rights</li> <li>○ Human rights</li> <li>○ Colonization</li> <li>○ Nationalism</li> <li>○ Globalization</li> </ul> </li> <li>• Indigenous perspectives on local/global problems               <ul style="list-style-type: none"> <li>○ Climate change</li> <li>○ Sustainable development</li> <li>○ Global public health</li> </ul> </li> </ul>
<p><b>ESSENTIAL UNDERSTANDING 2:</b> There is great diversity among individual American Indians as identity is developed, defined and redefined by entities, organizations and people. A continuum of Indian identity, unique to each individual, ranges from assimilated to traditional. There is no generic American Indian.</p>	<ul style="list-style-type: none"> <li>• Historical and political influences on Tribal Nation identity.               <ul style="list-style-type: none"> <li>○ Identity development (personal experience)</li> <li>○ Change (individually and collectively; over one's life time and over the past decades)</li> </ul> </li> <li>• Indigenous Identity in the multicultural U.S. society and the globalizing world</li> <li>• Individual identity vs. collective Tribal Nation identity               <ul style="list-style-type: none"> <li>○ Contexts</li> <li>○ Functions</li> </ul> </li> </ul>
<p><b>ESSENTIAL UNDERSTANDING 3:</b> The ideologies of Native traditional beliefs and spirituality persist into modern day life as tribal cultures, traditions, and languages are still practiced by many American Indian people and are incorporated into how tribes govern and manage their affairs. Additionally, each tribe has its own oral histories, which are as valid as written histories. These histories pre-date the “discovery” of North America.</p>	<ul style="list-style-type: none"> <li>• Ideologies of Native traditional beliefs and spirituality in the modern day life               <ul style="list-style-type: none"> <li>○ Complementarities</li> <li>○ Clashes</li> </ul> </li> <li>• Indigenous ways of knowing vs. Western ways of knowing               <ul style="list-style-type: none"> <li>○ Native science</li> <li>○ Indigenous perspectives on ecology and environment</li> </ul> </li> </ul>

<p><b>ESSENTIAL UNDERSTANDING 4:</b> Reservations are lands that have been reserved by the tribes for their own use through treaties, statutes, and executive orders and were not “given” to them. The principle that land should be acquired from the Indians only through their consent with treaties involved three assumptions:</p> <ul style="list-style-type: none"> <li>I. Both parties to treaties were sovereign powers.</li> <li>II. Indian tribes had some form of transferable title to the land.</li> <li>III. Acquisition of Indian lands was solely a government matter not to be left to individual colonists.</li> </ul>	<ul style="list-style-type: none"> <li>• Reservation as a product of settler colonialism and imperialism</li> <li>• Reservation system in the U.S. in contrast to other forms of colonization impacting Indigenous populations around the world</li> <li>• Issues of Indigenous land rights in local and global contexts</li> </ul>
<p><b>ESSENTIAL UNDERSTANDING 5:</b> There were many federal policies put into place throughout American history that have affected Indian people and still shape who they are today. Many of these policies conflicted with one another. Much of Indian history can be related through several major federal policy periods:</p> <ul style="list-style-type: none"> <li>Colonization/Colonial Period 1492 – 1800s</li> <li>Treaty Period 1789 - 1871</li> <li>Assimilation Period - Allotment and Boarding School 1879 - 1934</li> <li>Tribal Reorganization Period 1934 - 1958</li> <li>Termination and Relocation Period 1953 - 1971</li> <li>Self-determination Period 1968 – Present</li> </ul>	<ul style="list-style-type: none"> <li>• Impacts and implications of inconsistent U.S. federal policies on Indigenous populations</li> <li>• U.S. federal policies related to American Indians in contrast to national policies of other countries related to Indigenous populations</li> <li>• Local and global examples of assimilation policies</li> <li>• “Self-determination” movements around the world</li> </ul>
<p><b>ESSENTIAL UNDERSTANDING 6:</b> History is a story most often related through the subjective experience of the teller. With the inclusion of more and varied voices, histories are being rediscovered and revised. History told from an Indian perspective frequently conflicts with the stories mainstream historians tell.</p>	<ul style="list-style-type: none"> <li>• History from the point of view of Indigenous people and the concepts of <ul style="list-style-type: none"> <li>○ Power</li> <li>○ Discrimination and racism</li> <li>○ Free and democratic society</li> <li>○ Conflict</li> </ul> </li> <li>• Indigenous voices in the global context <ul style="list-style-type: none"> <li>○ Multicultural education</li> <li>○ Social justice</li> <li>○ Place-based knowledge</li> <li>○ Politics</li> <li>○ Participatory approach to development</li> </ul> </li> </ul>

<p><b>ESSENTIAL UNDERSTANDING 7:</b> Under the American legal system, Indian tribes have sovereign powers, separate and independent from the federal and state governments. However, the extent and breadth of tribal sovereignty is not the same for each tribe.</p>	<ul style="list-style-type: none"> <li>• Evidence and counter-evidence of sovereignty being upheld               <ul style="list-style-type: none"> <li>○ Montana</li> <li>○ U.S.</li> <li>○ Countries with Indigenous populations</li> </ul> </li> <li>• UN's Declaration of Indigenous People's Rights               <ul style="list-style-type: none"> <li>○ Implications for local tribes</li> <li>○ Implications for Indigenous peoples around the world</li> <li>○ Legal implications locally and nationally</li> </ul> </li> </ul>
<p align="center"><b>ESSENTIAL QUESTIONS – WORLD GEOGRAPHY</b></p>	
<ul style="list-style-type: none"> <li>• How do humans analyze the spatial organization of people, places and environments?</li> <li>• How do places and regions influence the development of cultures and societies</li> <li>• How does culture and experience affect people's perceptions of places and regions?</li> <li>• How do physical processes that shape the earth impact human development and movement?</li> <li>• What are the characteristics, distributions, and migrations of human population?</li> <li>• How do humans and environments impact each other?</li> </ul>	
<p align="center"><b>TOPICS AND KEY CONCEPTS – WORLD GEOGRAPHY</b></p>	
<p><b>SEMESTER 1: TOPICS</b></p> <ul style="list-style-type: none"> <li>• Africa</li> <li>• Southwest Asia</li> <li>• South Asia</li> <li>• East Asia</li> <li>• Central Asia</li> </ul>	<p><b>KEY CONCEPTS</b></p> <ul style="list-style-type: none"> <li>• Definition of Geography</li> <li>• Globalization and Cultural Geography</li> <li>• Population and Migration</li> <li>• Geographies of Language</li> <li>• Geographies of Religion</li> <li>• Geographies of Identity</li> <li>• Political Geographies</li> <li>• Urban Geographies</li> <li>• Geographies of Development</li> <li>• Changing Geographies of Industry and Services</li> <li>• Agricultural Geographies</li> <li>• Environmental Challenges</li> <li>• Current Events and Issues</li> </ul>

<b>SEMESTER 2: TOPICS</b> <ul style="list-style-type: none"> <li>• Europe</li> <li>• Russia</li> <li>• North America</li> <li>• South America</li> </ul>	<b>KEY CONCEPTS</b> <ul style="list-style-type: none"> <li>• Definition of Geography</li> <li>• Globalization and Cultural Geography</li> <li>• Population and Migration</li> <li>• Geographies of Language</li> <li>• Geographies of Religion</li> <li>• Geographies of Identity</li> <li>• Political Geographies</li> <li>• Urban Geographies</li> <li>• Geographies of Development</li> <li>• Changing Geographies of Industry and Services</li> <li>• Agricultural Geographies</li> <li>• Environmental Challenges</li> <li>• Current Events and Issues</li> </ul>
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<p><b><u>COURSE: MODERN WORLD HISTORY</u></b></p> <p><b><u>UNITS OF CREDIT:</u></b> One Year (Elective)</p> <p><b><u>PREREQUISITES:</u></b> None</p> <p><b><u>GRADE LEVELS:</u></b> 9, 10, 11, and 12</p>	<p><b><u>COURSE OVERVIEW:</u></b></p> <p>In this course, students examine major turning points in the shaping of The Modern World, from the Late Eighteenth Century to the present. The course will emphasize the growing interdependence of people and cultures throughout the world. The French Revolution and its causes are the starting point for this course of study. The course examines the Industrial Revolution and the emergence of Nationalism and Imperialism and the global impact of these events. In addition, the course focus will include how the World Wars of the Twentieth Century impacted social and political realities from the post-war to the present. There should be a study of contemporary problems, understanding that there are differing perspectives on those problems. This focus should help students develop the critical thinking skills of an informed citizenry in the contemporary world.</p>
<p><b>NCSS THEMES</b></p> <ul style="list-style-type: none"> <li>• Culture</li> <li>• Time, Continuity, and Change</li> <li>• People, Places and Environments</li> <li>• Individual Development and Identity</li> <li>• Individuals, Groups, and Institutions</li> <li>• Power, Authority, and Governance</li> <li>• Production, Distribution, and Consumption</li> <li>• Science, Technology, Society</li> <li>• Global Connections</li> <li>• Civic Ideals and Practices</li> </ul>	<p><b>OPI MONTANA STANDARDS</b></p> <ol style="list-style-type: none"> <li>1. Students access, synthesize, and evaluate information to communicate and apply Social Studies knowledge to real world situations.</li> <li>2. Students analyze how people create and change structures of power, authority, and governance to understand the operations of government and to demonstrate civic responsibility.</li> <li>3. Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions).</li> <li>4. Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.</li> <li>5. Students make informed decisions based on an understanding of the economic principles of productions, distribution, exchange, and consumption.</li> <li>6. Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.</li> </ol>
<p align="center"><b>COMMON CORE LITERACY STANDARDS FOR SOCIAL STUDIES</b></p>	
<p><b><u>READING: 9-10</u></b> (Informational)</p> <p><b>RST.9-10.1</b> Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</p> <p><b>RST.9-10.2</b> Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</p>	<p><b><u>READING: 11-12</u></b> (Informational)</p> <p><b>RH.11-12.1</b> Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p><b>RH.11-12.2</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p>



<p><b>RST.9-10.3</b> Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.</p> <p><b>RST.9-10.4</b> Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.</p> <p><b>RST.9-10.5</b> Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).</p> <p><b>RST.9-10.6</b> Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.</p> <p><b>RST.9-10.7</b> Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p> <p><b>RST.9-10.8</b> Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem.</p> <p><b>RST.9-10.9</b> Compare and contrast findings presented in a text to those from other sources (including their own experiments, and knowledge derived from American Indian cultures), noting when the findings support or contradict previous explanations or accounts.</p> <p><b>RST.9-10.10</b> By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.</p>	<p><b>RH.11-12.3</b> Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p><b>RH.11-12.4</b> Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10; how the use of "sovereignty" in official documents impacts political and legal relationships).</p> <p><b>RH.11-12.5</b> Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p><b>RH.11-12.6</b> Evaluate authors’, incorporating American Indian authors, differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.</p> <p><b>RH.11-12.7</b> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p><b>RH.11-12.8</b> Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information. Include texts by and about Tribal Nations.</p> <p><b>RH.11-12.9</b> Integrate information from diverse sources, including American Indian sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p><b>RH.11-12.10</b> Integrate information from diverse sources, including American Indian sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>
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<p><b><u>WRITING: 9-10</u></b></p> <p><b>WHST.9-10.1</b> Write arguments focused on discipline-specific content.</p> <p><b>WHST.9-10.1a</b> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p> <p><b>WHST.9-10.1b</b> Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.</p> <p><b>WHST.9-10.1c</b> Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p><b>WHST.9-10.1d</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><b>WHST.9-10.1e</b> Provide a concluding statement or section that follows from or supports the argument presented.</p> <p><b>WHST.9-10.2</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p><b>WHST.9-10.2a</b> Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>	<p><b><u>WRITING: 11-12</u></b></p> <p><b>WHST.11-12.1</b> Write arguments focused on discipline-specific content.</p> <p><b>WHST.11-12.1a</b> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p><b>WHST.11-12.1b</b> Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p><b>WHST.11-12.1c</b> Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p><b>WHST.11-12.1d</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><b>WHST.11-12.1e</b> Provide a concluding statement or section that follows from or supports the argument presented.</p> <p><b>WHST.11-12.2</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p><b>WHST.11-12.2a</b> Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p><b>WHST.11-12.2b</b> Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p>
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<p><b>WHST.9-10.2b</b> Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p><b>WHST.9-10.2c</b> Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p><b>WHST.9-10.2d</b> Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</p> <p><b>WHST.9-10.2e</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><b>WHST.9-10.2f</b> Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p><b>WHST.9-10.3</b> (See note; not applicable as a separate requirement)</p> <p><b>WHST.9-10.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>WHST.9-10.5</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>WHST.9-10.6</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p>	<p><b>WHST.11-12.2c</b> Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p><b>WHST.11-12.2d</b> Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p><b>WHST.11-12.2e</b> Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p> <p><b>WHST.11-12.3</b> (See note; not applicable as a separate requirement)</p> <p><b>WHST.11-12.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>WHST.11-12.5</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>WHST.11-12.6</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p><b>WHST.11-12.7</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>WHST.11-12.8</b> Gather relevant information from multiple authoritative oral, print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
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<p><b>WHST.9-10.7</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>WHST.9-10.8</b> Gather relevant information from multiple authoritative oral, print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p><b>WHST.9-10.9</b> Draw evidence from informational texts to support analysis, reflection, and research. Include texts by and about Tribal Nations.</p> <p><b>WHST.9-10.10</b> Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>Note:</b> Students’ narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p>	<p><b>WHST.11-12.9</b> Draw evidence from informational texts to support analysis, reflection, and research. Include texts by and about Tribal Nations.</p> <p><b>WHST.11-12.10</b> Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>Note:</b> Students’ narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p>
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IEFA: ESSENTIAL UNDERSTANDINGS	HIGH SCHOOL: FOCUS AREAS (GLOBAL)
<p><b>ESSENTIAL UNDERSTANDING 1:</b> There is great diversity among the 12 tribal Nations of Montana in their languages, cultures, histories and governments. Each Nation has a distinct and unique cultural heritage that contributes to modern Montana.</p>	<ul style="list-style-type: none"> <li>• Local and global Issues related to Indigenous cultures and languages               <ul style="list-style-type: none"> <li>○ Cultural Preservation and revitalization</li> <li>○ Bilingualism</li> <li>○ Multiculturalism</li> <li>○ Assimilation</li> <li>○ Loss of diversity</li> <li>○ Cultural homogenization</li> <li>○ Marginalization</li> <li>○ Linguistic rights</li> <li>○ Civil rights</li> <li>○ Human rights</li> <li>○ Colonization</li> <li>○ Nationalism</li> <li>○ Globalization</li> </ul> </li> <li>• Indigenous perspectives on local/global problems               <ul style="list-style-type: none"> <li>○ Climate change</li> <li>○ Sustainable development</li> <li>○ Global public health</li> </ul> </li> </ul>
<p><b>ESSENTIAL UNDERSTANDING 2:</b> There is great diversity among individual American Indians as identity is developed, defined and redefined by entities, organizations and people. A continuum of Indian identity, unique to each individual, ranges from assimilated to traditional. There is no generic American Indian.</p>	<ul style="list-style-type: none"> <li>• Historical and political influences on Tribal Nation identity.               <ul style="list-style-type: none"> <li>○ Identity development (personal experience)</li> <li>○ Change (individually and collectively; over one’s life time and over the past decades)</li> </ul> </li> <li>• Indigenous Identity in the multicultural U.S. society and the globalizing world</li> <li>• Individual identity vs. collective Tribal Nation identity               <ul style="list-style-type: none"> <li>○ Contexts</li> <li>○ Functions</li> </ul> </li> </ul>
<p><b>ESSENTIAL UNDERSTANDING 3:</b> The ideologies of Native traditional beliefs and spirituality persist into modern day life as tribal cultures, traditions, and languages are still practiced by many American Indian people and are incorporated into how tribes govern and manage their affairs. Additionally, each tribe has its own oral histories, which are as valid as written histories. These histories pre-date the “discovery” of North America.</p>	<ul style="list-style-type: none"> <li>• Ideologies of Native traditional beliefs and spirituality in the modern day life               <ul style="list-style-type: none"> <li>○ Complementarities</li> <li>○ Clashes</li> </ul> </li> <li>• Indigenous ways of knowing vs. Western ways of knowing               <ul style="list-style-type: none"> <li>○ Native science</li> <li>○ Indigenous perspectives on ecology and environment</li> </ul> </li> </ul>

<p><b><u>ESSENTIAL UNDERSTANDING 4:</u></b> Reservations are lands that have been reserved by the tribes for their own use through treaties, statutes, and executive orders and were not “given” to them. The principle that land should be acquired from the Indians only through their consent with treaties involved three assumptions:</p> <ul style="list-style-type: none"> <li>I. Both parties to treaties were sovereign powers.</li> <li>II. Indian tribes had some form of transferable title to the land.</li> <li>III. Acquisition of Indian lands was solely a government matter not to be left to individual colonists.</li> </ul>	<ul style="list-style-type: none"> <li>• Reservation as a product of settler colonialism and imperialism</li> <li>• Reservation system in the U.S. in contrast to other forms of colonization impacting Indigenous populations around the world</li> <li>• Issues of Indigenous land rights in local and global contexts</li> </ul>
<p><b><u>ESSENTIAL UNDERSTANDING 5:</u></b> There were many federal policies put into place throughout American history that have affected Indian people and still shape who they are today. Many of these policies conflicted with one another. Much of Indian history can be related through several major federal policy periods:</p> <ul style="list-style-type: none"> <li>Colonization/Colonial Period 1492 – 1800s</li> <li>Treaty Period 1789 - 1871</li> <li>Assimilation Period - Allotment and Boarding School 1879 - 1934</li> <li>Tribal Reorganization Period 1934 - 1958</li> <li>Termination and Relocation Period 1953 - 1971</li> <li>Self-determination Period 1968 – Present</li> </ul>	<ul style="list-style-type: none"> <li>• Impacts and implications of inconsistent U.S. federal policies on Indigenous populations</li> <li>• U.S. federal policies related to American Indians in contrast to national policies of other countries related to Indigenous populations</li> <li>• Local and global examples of assimilation policies</li> <li>• “Self-determination” movements around the world</li> </ul>
<p><b><u>ESSENTIAL UNDERSTANDING 6:</u></b> History is a story most often related through the subjective experience of the teller. With the inclusion of more and varied voices, histories are being rediscovered and revised. History told from an Indian perspective frequently conflicts with the stories mainstream historians tell.</p>	<ul style="list-style-type: none"> <li>• History from the point of view of Indigenous people and the concepts of <ul style="list-style-type: none"> <li>○ Power</li> <li>○ Discrimination and racism</li> <li>○ Free and democratic society</li> <li>○ Conflict</li> </ul> </li> <li>• Indigenous voices in the global context <ul style="list-style-type: none"> <li>○ Multicultural education</li> <li>○ Social justice</li> <li>○ Place-based knowledge</li> <li>○ Politics</li> <li>○ Participatory approach to development</li> </ul> </li> </ul>

<p><b>Essential Understanding 7:</b> Under the American legal system, Indian tribes have sovereign powers, separate and independent from the federal and state governments. However, the extent and breadth of tribal sovereignty is not the same for each tribe.</p>	<ul style="list-style-type: none"> <li>• Evidence and counter-evidence of sovereignty being upheld <ul style="list-style-type: none"> <li>○ Montana</li> <li>○ U.S.</li> <li>○ Countries with Indigenous populations</li> </ul> </li> <li>• UN's Declaration of Indigenous People's Rights <ul style="list-style-type: none"> <li>○ Implications for local tribes</li> <li>○ Implications for Indigenous peoples around the world</li> <li>○ Legal implications locally and nationally</li> </ul> </li> </ul>
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## ESSENTIAL QUESTIONS – MODERN WORLD HISTORY

- How are the ideas of the Enlightenment still relevant today?
- Why is the French Revolution the beginning of the Modern Era of World History?
- How has the Industrial Revolution impacted the human experience?
- What were the long-term consequences of European Imperialism?
- How did warfare change in the 20<sup>th</sup> Century?
- What role has nationalism played in the 19<sup>th</sup> and 20<sup>th</sup> centuries?
- How have the political, economic and social conditions influenced the changing nature of governments?
- How has the past shaped and informed the present?

## TOPICS AND KEY CONCEPTS – MODERN WORLD HISTORY

### SEMESTER 1: TOPICS

- “Revolutions in Thought”: Scientific Revolution, Enlightenment, Revolutions of the 17<sup>th</sup> & 18<sup>th</sup> Century.
- “Revolutions in Production”: Industrialization, Agricultural Advances, Technological Innovations, New Economic Systems, Ideological and Social Reactions
- “Imperialism and Nationalism”: European and East Asian Imperialism and the impact on the Middle East, Africa, South America and Southeast Asia

### KEY CONCEPTS

#### Revolutions in Thought

- Analyze how the Scientific Revolution and the Enlightenment ideas impacted human thought.
- Compare the causes, character and consequences of revolutions influenced by Enlightenment thought.
- Understand how Napoleon is a product of the French Revolution and analyze his impact on Europe.

#### Revolutions in Production

- Evaluate the characteristics of the Agricultural Revolution that occurred in England and Western Europe.
- Investigate the major characteristics of the Industrial Revolution.
- Analyze the political, economic, and social reactions to the Industrial Revolution.

#### Nationalism and Imperialism

- Evaluate the rise of nationalism in Western Europe.
- Analyze the process of imperialism in Africa and Asia.
- Analyze the reactions and challenges to foreign imperialism in Africa and Asia.



<p><b>SEMESTER 2: TOPICS</b></p> <ul style="list-style-type: none"> <li>• “Twentieth Century Total War”: WWI, WWII, Fascism and the Rise of Totalitarian Regimes</li> <li>• “Shifting Identities in the Twentieth Century”: Communism VS Capitalism, The Middle East, East Asia</li> <li>• “How the Past Shapes the Present”: Globalization and Challenges in International Relations</li> </ul>	<p><b>KEY CONCEPTS</b></p> <p>Twentieth Century Total War</p> <ul style="list-style-type: none"> <li>• Analyze the growth of Militarism, Alliances, Imperialism and Nationalism and how they caused the Great War.</li> <li>• Evaluate the strategies and tactics of the war and how they were impacted by modern technology.</li> <li>• Analyze the impact of the Russian Revolution.</li> <li>• Analyze the peace process at the end of the war and its shortcomings.</li> <li>• Compare the rise of the Fascism in Italy &amp; Germany.</li> <li>• Evaluate Japan’s post-war development and its impact on East Asia.</li> <li>• Evaluate the causes of World War II.</li> <li>• Analyze the strategies and events in the Asian Theater of the war.</li> <li>• Analyze the strategies and events in the European Theater of the war.</li> <li>• Analyze how civilians became acceptable targets during the war.</li> <li>• Describe the causes and events that led to the conclusion of World War II.</li> </ul> <p>Shifting Identities in the Twentieth Century</p> <ul style="list-style-type: none"> <li>• Analyze the development of a world dominated by the two superpowers.</li> <li>• Evaluate the causes and impacts of regional conflicts brought on by The Cold War.</li> <li>• Analyze the collapse of colonialism and the emergence of new nations.</li> <li>• Analyze how interactions between the East Asia and the West in the 19<sup>th</sup> Century shaped developments in the 20<sup>th</sup> Century.</li> <li>• Analyze the Chinese Revolutions in the 20<sup>th</sup> century.</li> <li>• Summarize the economic transformation of East Asia.</li> </ul>
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	<p>How the Past Shapes the Present</p> <ul style="list-style-type: none"> <li>• Analyze regional conflicts and their causes.</li> <li>• Analyze the process of modern globalization.</li> <li>• Investigate global social and environmental issues.</li> <li>• Evaluate current events and how they relate to historical issues.</li> <li>• Students demonstrate the value of investigating multiple perspectives in examining current affairs and controversial issues.</li> <li>• Students demonstrate the ability to research news stories using major news sources.</li> <li>• Students show the relationship between current world affairs and their course content.</li> </ul>
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<p><b>COURSE: ADVANCED PLACEMENT WORLD HISTORY</b></p> <p><b>UNITS OF CREDIT:</b> One Year</p> <p><b>PREREQUISITES:</b> None</p> <p><b>GRADE LEVELS:</b> 10</p>	<p><b>COURSE OVERVIEW:</b> AP World History is a study of the entire history of humanity with a distinctly non-Western focus. To manage the scope of a course of this nature the AP World History course is composed of six chronological periods viewed through the lens of related key concepts and course themes, accompanied by a set of skills that clearly define what it means to think historically. The course's organization around a limited number of key concepts instead of a perceived list of facts, events, and dates makes teaching each historical period more manageable. The three to four key concepts per period define what is most essential to know about each period based upon the most current historical research in world history. This approach enables students to spend less time on factual recall, more time on learning essential concepts, and helps them develop historical thinking skills necessary to explore the broad trends and global processes involved in their study of AP World History. For a comprehensive description of the AP World history please refer to the College Board Course Description.</p>
<p><b>NCSS THEMES</b></p> <ul style="list-style-type: none"> <li>• Culture</li> <li>• Time, Continuity, and Change</li> <li>• People, Places and Environments</li> <li>• Individual Development and Identity</li> <li>• Individuals, Groups, and Institutions</li> <li>• Power, Authority, and Governance</li> <li>• Production, Distribution, and Consumption</li> <li>• Science, Technology, Society</li> <li>• Global Connections</li> <li>• Civic Ideals and Practices</li> </ul>	<p><b>OPI MONTANA STANDARDS</b></p> <ol style="list-style-type: none"> <li>1. Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.</li> <li>2. Students analyze how people create and change structures of power, authority, and governance to understand the operations of government and to demonstrate civic responsibility.</li> <li>3. Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions).</li> <li>4. Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.</li> <li>5. Students make informed decisions based on an understanding of the economic principles of productions, distribution, exchange, and consumption.</li> <li>6. Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.</li> </ol>
<p><b>COMMON CORE LITERACY STANDARDS FOR SOCIAL STUDIES</b></p>	
<p><b>READING: 9-10</b> (Informational)</p> <p><b>RST.9-10.1</b> Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</p> <p><b>RST.9-10.2</b> Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</p>	<p><b>WRITING: 9-10</b></p> <p><b>WHST.9-10.1</b> Write arguments focused on discipline-specific content.</p> <p><b>WHST.9-10.1a</b> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p>

<p><b>RST.9-10.3</b> Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.</p> <p><b>RST.9-10.4</b> Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.</p> <p><b>RST.9-10.5</b> Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).</p> <p><b>RST.9-10.6</b> Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.</p> <p><b>RST.9-10.7</b> Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p> <p><b>RST.9-10.8</b> Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem.</p> <p><b>RST.9-10.9</b> Compare and contrast findings presented in a text to those from other sources (including their own experiments, and knowledge derived from American Indian cultures), noting when the findings support or contradict previous explanations or accounts.</p> <p><b>RST.9-10.10</b> By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.</p>	<p><b>WHST.9-10.1b</b> Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.</p> <p><b>WHST.9-10.1c</b> Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p><b>WHST.9-10.1d</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><b>WHST.9-10.1e</b> Provide a concluding statement or section that follows from or supports the argument presented.</p> <p><b>WHST.9-10.2</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p><b>WHST.9-10.2a</b> Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p><b>WHST.9-10.2b</b> Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p><b>WHST.9-10.2c</b> Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p><b>WHST.9-10.2d</b> Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</p> <p><b>WHST.9-10.2e</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>
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	<p><b>WHST.9-10.2f</b> Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p><b>WHST.9-10.3</b> (See note; not applicable as a separate requirement)</p> <p><b>WHST.9-10.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>WHST.9-10.5</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>WHST.9-10.6</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p> <p><b>WHST.9-10.7</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>WHST.9-10.8</b> Gather relevant information from multiple authoritative oral, print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p><b>WHST.9-10.9</b> Draw evidence from informational texts to support analysis, reflection, and research. Include texts by and about Tribal Nations.</p> <p><b>WHST.9-10.10</b> Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
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	<p><b>Note:</b> Students’ narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p>
<b>IEFA: ESSENTIAL UNDERSTANDINGS</b>	<b>HIGH SCHOOL: FOCUS AREAS (GLOBAL)</b>
<p><b>ESSENTIAL UNDERSTANDING 1:</b> There is great diversity among the 12 tribal Nations of Montana in their languages, cultures, histories and governments. Each Nation has a distinct and unique cultural heritage that contributes to modern Montana.</p>	<ul style="list-style-type: none"> <li>Local and global Issues related to Indigenous cultures and languages <ul style="list-style-type: none"> <li>Cultural Preservation and revitalization</li> <li>Bilingualism</li> <li>Multiculturalism</li> <li>Assimilation</li> <li>Loss of diversity</li> <li>Cultural homogenization</li> <li>Marginalization</li> <li>Linguistic rights</li> <li>Civil rights</li> <li>Human rights</li> <li>Colonization</li> <li>Nationalism</li> <li>Globalization</li> </ul> </li> <li>Indigenous perspectives on local/global problems <ul style="list-style-type: none"> <li>Climate change</li> <li>Sustainable development</li> <li>Global public health</li> </ul> </li> </ul>
<p><b>ESSENTIAL UNDERSTANDING 2:</b> There is great diversity among individual American Indians as identity is developed, defined and redefined by entities, organizations and people. A continuum of Indian identity, unique to each individual, ranges from assimilated to traditional. There is no generic American Indian.</p>	<ul style="list-style-type: none"> <li>Historical and political influences on Tribal Nation identity. <ul style="list-style-type: none"> <li>Identity development (personal experience)</li> <li>Change (individually and collectively; over one’s life time and over the past decades)</li> </ul> </li> <li>Indigenous Identity in the multicultural U.S. society and the globalizing world</li> <li>Individual identity vs. collective Tribal Nation identity <ul style="list-style-type: none"> <li>Contexts</li> <li>Functions</li> </ul> </li> </ul>

<p><b>ESSENTIAL UNDERSTANDING 3:</b> The ideologies of Native traditional beliefs and spirituality persist into modern day life as tribal cultures, traditions, and languages are still practiced by many American Indian people and are incorporated into how tribes govern and manage their affairs. Additionally, each tribe has its own oral histories, which are as valid as written histories. These histories pre-date the “discovery” of North America.</p>	<ul style="list-style-type: none"> <li>• Ideologies of Native traditional beliefs and spirituality in the modern day life <ul style="list-style-type: none"> <li>○ Complementarities</li> <li>○ Clashes</li> </ul> </li> <li>• Indigenous ways of knowing vs. Western ways of knowing <ul style="list-style-type: none"> <li>○ Native science</li> <li>○ Indigenous perspectives on ecology and environment</li> </ul> </li> </ul>
<p><b>ESSENTIAL UNDERSTANDING 4:</b> Reservations are lands that have been reserved by the tribes for their own use through treaties, statutes, and executive orders and were not “given” to them. The principle that land should be acquired from the Indians only through their consent with treaties involved three assumptions:</p> <ol style="list-style-type: none"> <li>Both parties to treaties were sovereign powers.</li> <li>Indian tribes had some form of transferable title to the land.</li> <li>Acquisition of Indian lands was solely a government matter not to be left to individual colonists.</li> </ol>	<ul style="list-style-type: none"> <li>• Reservation as a product of settler colonialism and imperialism</li> <li>• Reservation system in the U.S. in contrast to other forms of colonization impacting Indigenous populations around the world</li> <li>• Issues of Indigenous land rights in local and global contexts</li> </ul>
<p><b>ESSENTIAL UNDERSTANDING 5:</b> There were many federal policies put into place throughout American history that have affected Indian people and still shape who they are today. Many of these policies conflicted with one another. Much of Indian history can be related through several major federal policy periods:</p> <ul style="list-style-type: none"> <li>Colonization/Colonial Period 1492 – 1800s</li> <li>Treaty Period 1789 - 1871</li> <li>Assimilation Period - Allotment and Boarding School 1879 - 1934</li> <li>Tribal Reorganization Period 1934 - 1958</li> <li>Termination and Relocation Period 1953 - 1971</li> <li>Self-determination Period 1968 – Present</li> </ul>	<ul style="list-style-type: none"> <li>• Impacts and implications of inconsistent U.S. federal policies on Indigenous populations</li> <li>• U.S. federal policies related to American Indians in contrast to national policies of other countries related to Indigenous populations</li> <li>• Local and global examples of assimilation policies</li> <li>• “Self-determination” movements around the world</li> </ul>

<p><b>ESSENTIAL UNDERSTANDING 6:</b> History is a story most often related through the subjective experience of the teller. With the inclusion of more and varied voices, histories are being rediscovered and revised. History told from an Indian perspective frequently conflicts with the stories mainstream historians tell.</p>	<ul style="list-style-type: none"> <li>History from the point of view of Indigenous people and the concepts of <ul style="list-style-type: none"> <li>Power</li> <li>Discrimination and racism</li> <li>Free and democratic society</li> <li>Conflict</li> </ul> </li> <li>Indigenous voices in the global context <ul style="list-style-type: none"> <li>Multicultural education</li> <li>Social justice</li> <li>Place-based knowledge</li> <li>Politics</li> <li>Participatory approach to development</li> </ul> </li> </ul>
<p><b>ESSENTIAL UNDERSTANDING 7:</b> Under the American legal system, Indian tribes have sovereign powers, separate and independent from the federal and state governments. However, the extent and breadth of tribal sovereignty is not the same for each tribe.</p>	<ul style="list-style-type: none"> <li>Evidence and counter-evidence of sovereignty being upheld <ul style="list-style-type: none"> <li>Montana</li> <li>U.S.</li> <li>Countries with Indigenous populations</li> </ul> </li> <li>UN's Declaration of Indigenous People's Rights <ul style="list-style-type: none"> <li>Implications for local tribes</li> <li>Implications for Indigenous peoples around the world</li> <li>Legal implications locally and nationally</li> </ul> </li> </ul>
<p align="center"><b>ESSENTIAL QUESTIONS – AP WORLD HISTORY</b></p>	
<ul style="list-style-type: none"> <li>What role has the interaction between humans and the environment played in World History?</li> <li>How has the development and interaction of cultures changed over time and shaped the relationships between humanity and its history?</li> <li>How have state-building, expansion and conflict impacted World History?</li> <li>What changes and continuities can be noted in the creation, expansion and interaction of economic systems?</li> <li>How have the development and interaction of social structures been shaped by and impacted other historical events?</li> </ul>	
<p align="center"><b>TOPICS AND KEY CONCEPTS – AP WORLD HISTORY</b></p>	
<p><b>TOPICS</b></p> <ul style="list-style-type: none"> <li>Technological and Environmental Transformations, to c. 600 B.C.E.</li> </ul>	<p><b>KEY CONCEPTS</b></p> <ul style="list-style-type: none"> <li>Big Geography and the Peopling of the Earth</li> <li>The Neolithic Revolution and Early Agricultural Societies</li> <li>The Development and Interactions of Early Agricultural, Pastoral, and Urban Societies</li> </ul>
<ul style="list-style-type: none"> <li>Organization and Reorganization of Human Societies, c. 600 B.C.E. to c. 600 C.E.</li> </ul>	<ul style="list-style-type: none"> <li>The Development and Codification of Religious and Cultural Traditions</li> <li>The Development of States and Empires</li> <li>Emergence of Trans-regional Networks of Communication and Exchange</li> </ul>



<ul style="list-style-type: none"> <li>Regional and Trans-regional Interactions, c. 600 C.E. to c. 1450</li> </ul>	<ul style="list-style-type: none"> <li>Expansion and Intensification of Communication and Exchange Networks</li> <li>Continuity and Innovation of State Forms and Their Interactions</li> <li>Increased Economic Productive Capacity and Its Consequences</li> </ul>
<ul style="list-style-type: none"> <li>Global Interactions, c. 1450 to c. 1750</li> </ul>	<ul style="list-style-type: none"> <li>Globalizing Networks of Communication and Exchange</li> <li>New Forms of Social Organization and Modes of Production</li> <li>State Consolidation and Imperial Expansion</li> </ul>
<ul style="list-style-type: none"> <li>Industrialization and Global Integration, c. 1750 to c. 1900</li> </ul>	<ul style="list-style-type: none"> <li>Industrialization and Global Capitalism</li> <li>Imperialism and Nation-State Formation</li> <li>Nationalism, Revolution, and Reform</li> <li>Global Migration</li> </ul>
<ul style="list-style-type: none"> <li>Accelerating Global Change and Realignments, c. 1900 to the Present</li> </ul>	<ul style="list-style-type: none"> <li>Science and the Environment</li> <li>Global Conflicts and Their Consequences</li> <li>New Conceptualizations of Global Economy, Society, and Culture</li> </ul>

<p><b><u>COURSE: PSYCHOLOGY</u></b></p> <p><b><u>Units of Credit:</u></b> One Semester (Elective)</p> <p><b><u>Prerequisites:</u></b> None</p> <p><b><u>Grade Levels:</u></b> 10, 11, and 12</p>	<p><b><u>COURSE OVERVIEW:</u></b></p> <p>Psychology is a semester-long survey course offering a brief overview of psychological theory and application. This course provides students the opportunity to explore psychology as the scientific study of human and animal behavior. Areas of study within this general survey may include a brief history of psychology, a survey of the major theoretical perspectives in psychology, an understanding of research methods used in psychology, life-span development, cognition, intelligence and exceptionalities, and personality theories. It is the overall content goal that students would demonstrate an acceptable degree of mastery of the basic concepts, principles, and processes of psychology. This psychology course should provide substantive content and opportunity to explore human differences to explain differences in behavior.</p>
<p><b>NCSS THEMES</b></p> <ul style="list-style-type: none"> <li>• Culture</li> <li>• Time, Continuity, and Change</li> <li>• People, Places and Environments</li> <li>• Individual Development and Identity</li> <li>• Individuals, Groups, and Institutions</li> <li>• Power, Authority, and Governance</li> <li>• Production, Distribution, and Consumption</li> <li>• Science, Technology, Society</li> <li>• Global Connections</li> <li>• Civic Ideals and Practices</li> </ul>	<p><b>OPI MONTANA STANDARDS</b></p> <ol style="list-style-type: none"> <li>1. Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.</li> <li>2. Students analyze how people create and change structures of power, authority, and governance to understand the operations of government and to demonstrate civic responsibility.</li> <li>3. Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions).</li> <li>4. Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.</li> <li>5. Students make informed decisions based on an understanding of the economic principles of productions, distribution, exchange, and consumption.</li> <li>6. Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.</li> </ol>
<p align="center"><b>COMMON CORE LITERACY STANDARDS FOR SOCIAL STUDIES</b></p>	
<p><b><u>READING: 10</u></b> (Informational)</p> <p><b>RST.9-10.1</b> Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</p> <p><b>RST.9-10.2</b> Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</p>	<p><b><u>READING: 11-12</u></b> (Informational)</p> <p><b>RH.11-12.1</b> Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p><b>RH.11-12.2</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p>

<p><b>RST.9-10.3</b> Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.</p> <p><b>RST.9-10.4</b> Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.</p> <p><b>RST.9-10.5</b> Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).</p> <p><b>RST.9-10.6</b> Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.</p> <p><b>RST.9-10.7</b> Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p> <p><b>RST.9-10.8</b> Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem.</p> <p><b>RST.9-10.9</b> Compare and contrast findings presented in a text to those from other sources (including their own experiments, and knowledge derived from American Indian cultures), noting when the findings support or contradict previous explanations or accounts.</p> <p><b>RST.9-10.10</b> By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.</p>	<p><b>RH.11-12.3</b> Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p><b>RH.11-12.4</b> Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10; how the use of "sovereignty" in official documents impacts political and legal relationships).</p> <p><b>RH.11-12.5</b> Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p><b>RH.11-12.6</b> Evaluate authors’, incorporating American Indian authors, differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.</p> <p><b>RH.11-12.7</b> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p><b>RH.11-12.8</b> Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information. Include texts by and about Tribal Nations.</p> <p><b>RH.11-12.9</b> Integrate information from diverse sources, including American Indian sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p><b>RH.11-12.10</b> Integrate information from diverse sources, including American Indian sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>
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**WRITING: 10**

**WHST.9-10.1** Write arguments focused on discipline-specific content.

**WHST.9-10.1a** Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

**WHST.9-10.1b** Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

**WHST.9-10.1c** Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

**WHST.9-10.1d** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

**WHST.9-10.1e** Provide a concluding statement or section that follows from or supports the argument presented.

**WHST.9-10.2** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

**WHST.9-10.2a** Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

**WRITING: 11-12**

**WHST.11-12.1** Write arguments focused on discipline-specific content.

**WHST.11-12.1a** Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

**WHST.11-12.1b** Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

**WHST.11-12.1c** Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

**WHST.11-12.1d** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

**WHST.11-12.1e** Provide a concluding statement or section that follows from or supports the argument presented.

**WHST.11-12.2** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

**WHST.11-12.2a** Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

**WHST.11-12.2b** Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

<p><b>WHST.9-10.2b</b> Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p><b>WHST.9-10.2c</b> Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p><b>WHST.9-10.2d</b> Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</p> <p><b>WHST.9-10.2e</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><b>WHST.9-10.2f</b> Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p><b>WHST.9-10.3</b> (See note; not applicable as a separate requirement)</p> <p><b>WHST.9-10.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>WHST.9-10.5</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>WHST.9-10.6</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p>	<p><b>WHST.11-12.2c</b> Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p><b>WHST.11-12.2d</b> Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p><b>WHST.11-12.2e</b> Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p> <p><b>WHST.11-12.3</b> (See note; not applicable as a separate requirement)</p> <p><b>WHST.11-12.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>WHST.11-12.5</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>WHST.11-12.6</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p><b>WHST.11-12.7</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>WHST.11-12.8</b> Gather relevant information from multiple authoritative oral, print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
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<p><b>WHST.9-10.7</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>WHST.9-10.8</b> Gather relevant information from multiple authoritative oral, print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p><b>WHST.9-10.9</b> Draw evidence from informational texts to support analysis, reflection, and research. Include texts by and about Tribal Nations.</p> <p><b>WHST.9-10.10</b> Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>Note:</b> Students’ narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p>	<p><b>WHST.11-12.9</b> Draw evidence from informational texts to support analysis, reflection, and research. Include texts by and about Tribal Nations.</p> <p><b>WHST.11-12.10</b> Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>Note:</b> Students’ narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p>
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IEFA: ESSENTIAL UNDERSTANDINGS	HIGH SCHOOL: FOCUS AREAS (GLOBAL)
<p><b>ESSENTIAL UNDERSTANDING 1:</b> There is great diversity among the 12 tribal Nations of Montana in their languages, cultures, histories and governments. Each Nation has a distinct and unique cultural heritage that contributes to modern Montana.</p>	<ul style="list-style-type: none"> <li>• Local and global Issues related to Indigenous cultures and languages               <ul style="list-style-type: none"> <li>○ Cultural Preservation and revitalization</li> <li>○ Bilingualism</li> <li>○ Multiculturalism</li> <li>○ Assimilation</li> <li>○ Loss of diversity</li> <li>○ Cultural homogenization</li> <li>○ Marginalization</li> <li>○ Linguistic rights</li> <li>○ Civil rights</li> <li>○ Human rights</li> <li>○ Colonization</li> <li>○ Nationalism</li> <li>○ Globalization</li> </ul> </li> <li>• Indigenous perspectives on local/global problems               <ul style="list-style-type: none"> <li>○ Climate change</li> <li>○ Sustainable development</li> <li>○ Global public health</li> </ul> </li> </ul>
<p><b>ESSENTIAL UNDERSTANDING 2:</b> There is great diversity among individual American Indians as identity is developed, defined and redefined by entities, organizations and people. A continuum of Indian identity, unique to each individual, ranges from assimilated to traditional. There is no generic American Indian.</p>	<ul style="list-style-type: none"> <li>• Historical and political influences on Tribal Nation identity.               <ul style="list-style-type: none"> <li>○ Identity development (personal experience)</li> <li>○ Change (individually and collectively; over one’s life time and over the past decades)</li> </ul> </li> <li>• Indigenous Identity in the multicultural U.S. society and the globalizing world</li> <li>• Individual identity vs. collective Tribal Nation identity               <ul style="list-style-type: none"> <li>○ Contexts</li> <li>○ Functions</li> </ul> </li> </ul>
<p><b>ESSENTIAL UNDERSTANDING 3:</b> The ideologies of Native traditional beliefs and spirituality persist into modern day life as tribal cultures, traditions, and languages are still practiced by many American Indian people and are incorporated into how tribes govern and manage their affairs. Additionally, each tribe has its own oral histories, which are as valid as written histories. These histories pre-date the “discovery” of North America.</p>	<ul style="list-style-type: none"> <li>• Ideologies of Native traditional beliefs and spirituality in the modern day life               <ul style="list-style-type: none"> <li>○ Complementarities</li> <li>○ Clashes</li> </ul> </li> <li>• Indigenous ways of knowing vs. Western ways of knowing               <ul style="list-style-type: none"> <li>○ Native science</li> <li>○ Indigenous perspectives on ecology and environment</li> </ul> </li> </ul>

<p><b><u>ESSENTIAL UNDERSTANDING 4:</u></b> Reservations are lands that have been reserved by the tribes for their own use through treaties, statutes, and executive orders and were not “given” to them. The principle that land should be acquired from the Indians only through their consent with treaties involved three assumptions:</p> <ul style="list-style-type: none"> <li>I. Both parties to treaties were sovereign powers.</li> <li>II. Indian tribes had some form of transferable title to the land.</li> <li>III. Acquisition of Indian lands was solely a government matter not to be left to individual colonists.</li> </ul>	<ul style="list-style-type: none"> <li>• Reservation as a product of settler colonialism and imperialism</li> <li>• Reservation system in the U.S. in contrast to other forms of colonization impacting Indigenous populations around the world</li> <li>• Issues of Indigenous land rights in local and global contexts</li> </ul>
<p><b><u>ESSENTIAL UNDERSTANDING 5:</u></b> There were many federal policies put into place throughout American history that have affected Indian people and still shape who they are today. Many of these policies conflicted with one another. Much of Indian history can be related through several major federal policy periods:</p> <ul style="list-style-type: none"> <li>Colonization/Colonial Period 1492 – 1800s</li> <li>Treaty Period 1789 - 1871</li> <li>Assimilation Period - Allotment and Boarding School 1879 - 1934</li> <li>Tribal Reorganization Period 1934 - 1958</li> <li>Termination and Relocation Period 1953 - 1971</li> <li>Self-determination Period 1968 – Present</li> </ul>	<ul style="list-style-type: none"> <li>• Impacts and implications of inconsistent U.S. federal policies on Indigenous populations</li> <li>• U.S. federal policies related to American Indians in contrast to national policies of other countries related to Indigenous populations</li> <li>• Local and global examples of assimilation policies</li> <li>• “Self-determination” movements around the world</li> </ul>
<p><b><u>ESSENTIAL UNDERSTANDING 6:</u></b> History is a story most often related through the subjective experience of the teller. With the inclusion of more and varied voices, histories are being rediscovered and revised. History told from an Indian perspective frequently conflicts with the stories mainstream historians tell.</p>	<ul style="list-style-type: none"> <li>• History from the point of view of Indigenous people and the concepts of <ul style="list-style-type: none"> <li>○ Power</li> <li>○ Discrimination and racism</li> <li>○ Free and democratic society</li> <li>○ Conflict</li> </ul> </li> <li>• Indigenous voices in the global context <ul style="list-style-type: none"> <li>○ Multicultural education</li> <li>○ Social justice</li> <li>○ Place-based knowledge</li> <li>○ Politics</li> <li>○ Participatory approach to development</li> </ul> </li> </ul>



<p><b>ESSENTIAL UNDERSTANDING 7:</b> Under the American legal system, Indian tribes have sovereign powers, separate and independent from the federal and state governments. However, the extent and breadth of tribal sovereignty is not the same for each tribe.</p>	<ul style="list-style-type: none"> <li>• Evidence and counter-evidence of sovereignty being upheld <ul style="list-style-type: none"> <li>○ Montana</li> <li>○ U.S.</li> <li>○ Countries with Indigenous populations</li> </ul> </li> <li>• UN's Declaration of Indigenous People's Rights <ul style="list-style-type: none"> <li>○ Implications for local tribes</li> <li>○ Implications for Indigenous peoples around the world</li> <li>○ Legal implications locally and nationally</li> </ul> </li> </ul>
<p align="center"><b>ESSENTIAL QUESTIONS – PSYCHOLOGY</b></p>	
<ul style="list-style-type: none"> <li>• What is Psychology? How long has it been established as an academic and applied field of study?</li> <li>• What are the major perspectives used by psychologists to explain, predict, and control human behavior?</li> <li>• Who are the people who established basic concepts and principles in psychology through experimentation?</li> <li>• What does it mean to be 'eclectic', and why is this an important concept in studying psychology?</li> <li>• Explain what is meant by the conflict between "nature and nurture", and explain why this <i>isn't</i> considered a conflict in psychology today.</li> <li>• What is the leading application of psychology today, and what are other important applications of psychological theories?</li> </ul>	
<p align="center"><b>TOPICS AND KEY CONCEPTS – PSYCHOLOGY</b></p>	
<p><b>TOPICS</b></p> <ul style="list-style-type: none"> <li>• Definition of basic terms, including knowledge of DSM</li> <li>• History of Psychology</li> <li>• Theories and perspectives of Psychology</li> <li>• Human Development</li> </ul>	<p><b>KEY CONCEPTS</b></p> <ul style="list-style-type: none"> <li>• Nuanced language specific to the field</li> <li>• Understanding of "nature vs. nurture" conflict</li> <li>• Multiple perspectives on human behavior</li> <li>• Understanding of diverse behaviors</li> </ul>
<ul style="list-style-type: none"> <li>• Sex and Gender</li> <li>• Personality Theory</li> <li>• Intelligence and Cognition</li> <li>• Memory</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of alternative definitions of "gender"</li> <li>• Understanding of alternative definitions of "intelligence"</li> <li>• Brief understanding of applications of theory into practice, (i.e. 'therapy', 'counseling')</li> </ul>

<p><b>COURSE: SOCIOLOGY AND CRIMINOLOGY</b></p> <p><b>UNITS OF CREDIT:</b> One Semester (Elective)</p> <p><b>PREREQUISITES:</b> None</p> <p><b>GRADE LEVELS:</b> 10, 11, and 12</p>	<p><b>Course Overview:</b> In Sociology-Criminology, students study human social behavior from a group perspective, including recurring patterns of attitudes and actions and how these patterns vary across time, among cultures, and in social groups. Students examine society, group behavior, and social structures, as well as the impact of cultural change on society—through research methods using scientific inquiry.</p> <p>This emphasis on sociology provides students the background needed to grasp the concepts of criminology: crime, criminals, courts, and corrections. Criminology explores alternative behaviors and lifestyles that may evolve to challenge norms. Guest speakers and field trips add vitality to the course. Students also participate in role-playing and simulations. They create multimedia projects, read, think critically, ask questions take notes, and do research.</p>
<p><b>NCSS THEMES</b></p> <ul style="list-style-type: none"> <li>• Culture</li> <li>• Time, Continuity, and Change</li> <li>• People, Places and Environments</li> <li>• Individual Development and Identity</li> <li>• Individuals, Groups, and Institutions</li> <li>• Power, Authority, and Governance</li> <li>• Production, Distribution, and Consumption</li> <li>• Science, Technology, Society</li> <li>• Global Connections</li> <li>• Civic Ideals and Practices</li> </ul>	<p><b>OPI MONTANA STANDARDS</b></p> <ol style="list-style-type: none"> <li>1. Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.</li> <li>2. Students analyze how people create and change structures of power, authority, and governance to understand the operations of government and to demonstrate civic responsibility.</li> <li>3. Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions).</li> <li>4. Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.</li> <li>5. Students make informed decisions based on an understanding of the economic principles of productions, distribution, exchange, and consumption.</li> <li>6. Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.</li> </ol>
<p align="center"><b>COMMON CORE LITERACY STANDARDS FOR SOCIAL STUDIES</b></p>	
<p><b>READING: 10</b> (Informational)</p> <p><b>RST.9-10.1</b> Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</p> <p><b>RST.9-10.2</b> Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</p>	<p><b>READING: 11-12</b> (Informational)</p> <p><b>RH.11-12.1</b> Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p><b>RH.11-12.2</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p>

<p><b>RST.9-10.3</b> Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.</p> <p><b>RST.9-10.4</b> Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.</p> <p><b>RST.9-10.5</b> Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).</p> <p><b>RST.9-10.6</b> Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.</p> <p><b>RST.9-10.7</b> Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p> <p><b>RST.9-10.8</b> Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem.</p> <p><b>RST.9-10.9</b> Compare and contrast findings presented in a text to those from other sources (including their own experiments, and knowledge derived from American Indian cultures), noting when the findings support or contradict previous explanations or accounts.</p> <p><b>RST.9-10.10</b> By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.</p>	<p><b>RH.11-12.3</b> Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p><b>RH.11-12.4</b> Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10; how the use of "sovereignty" in official documents impacts political and legal relationships).</p> <p><b>RH.11-12.5</b> Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p><b>RH.11-12.6</b> Evaluate authors’, incorporating American Indian authors, differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.</p> <p><b>RH.11-12.7</b> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p><b>RH.11-12.8</b> Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information. Include texts by and about American Indians.</p> <p><b>RH.11-12.9</b> Integrate information from diverse sources, including American Indian sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p><b>RH.11-12.10</b> Integrate information from diverse sources, including American Indian sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>
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<p><b><u>WRITING: 10</u></b></p> <p><b>WHST.9-10.1</b> Write arguments focused on discipline-specific content.</p> <p><b>WHST.9-10.1a</b> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p> <p><b>WHST.9-10.1b</b> Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.</p> <p><b>WHST.9-10.1c</b> Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p><b>WHST.9-10.1d</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><b>WHST.9-10.1e</b> Provide a concluding statement or section that follows from or supports the argument presented.</p> <p><b>WHST.9-10.2</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p><b>WHST.9-10.2a</b> Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>	<p><b><u>WRITING: 11-12</u></b></p> <p><b>WHST.11-12.1</b> Write arguments focused on discipline-specific content.</p> <p><b>WHST.11-12.1a</b> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p><b>WHST.11-12.1b</b> Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p><b>WHST.11-12.1c</b> Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p><b>WHST.11-12.1d</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><b>WHST.11-12.1e</b> Provide a concluding statement or section that follows from or supports the argument presented.</p> <p><b>WHST.11-12.2</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p><b>WHST.11-12.2a</b> Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p><b>WHST.11-12.2b</b> Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p>
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<p><b>WHST.9-10.2b</b> Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p><b>WHST.9-10.2c</b> Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p><b>WHST.9-10.2d</b> Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</p> <p><b>WHST.9-10.2e</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><b>WHST.9-10.2f</b> Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p><b>WHST.9-10.3</b> (See note; not applicable as a separate requirement)</p> <p><b>WHST.9-10.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>WHST.9-10.5</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>WHST.9-10.6</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p>	<p><b>WHST.11-12.2c</b> Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p><b>WHST.11-12.2d</b> Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p><b>WHST.11-12.2e</b> Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p> <p><b>WHST.11-12.3</b> (See note; not applicable as a separate requirement)</p> <p><b>WHST.11-12.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>WHST.11-12.5</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>WHST.11-12.6</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p><b>WHST.11-12.7</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>WHST.11-12.8</b> Gather relevant information from multiple authoritative oral, print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
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<p><b>WHST.9-10.7</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>WHST.9-10.8</b> Gather relevant information from multiple authoritative oral, print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p><b>WHST.9-10.9</b> Draw evidence from informational texts to support analysis, reflection, and research. Include texts by and about American Indians.</p> <p><b>WHST.9-10.10</b> Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>Note:</b> Students’ narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p>	<p><b>WHST.11-12.9</b> Draw evidence from informational texts to support analysis, reflection, and research. Include texts by and about American Indians.</p> <p><b><u>RANGE OF WRITING</u></b></p> <p><b>WHST.11-12.10</b> Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>Note:</b> Students’ narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p>
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IEFA: ESSENTIAL UNDERSTANDINGS	HIGH SCHOOL: FOCUS AREAS (GLOBAL)
<p><b>ESSENTIAL UNDERSTANDING 1:</b> There is great diversity among the 12 tribal Nations of Montana in their languages, cultures, histories and governments. Each Nation has a distinct and unique cultural heritage that contributes to modern Montana.</p>	<ul style="list-style-type: none"> <li>• Local and global Issues related to Indigenous cultures and languages               <ul style="list-style-type: none"> <li>○ Cultural Preservation and revitalization</li> <li>○ Bilingualism</li> <li>○ Multiculturalism</li> <li>○ Assimilation</li> <li>○ Loss of diversity</li> <li>○ Cultural homogenization</li> <li>○ Marginalization</li> <li>○ Linguistic rights</li> <li>○ Civil rights</li> <li>○ Human rights</li> <li>○ Colonization</li> <li>○ Nationalism</li> <li>○ Globalization</li> </ul> </li> <li>• Indigenous perspectives on local/global problems               <ul style="list-style-type: none"> <li>○ Climate change</li> <li>○ Sustainable development</li> <li>○ Global public health</li> </ul> </li> </ul>
<p><b>ESSENTIAL UNDERSTANDING 2:</b> There is great diversity among individual American Indians as identity is developed, defined and redefined by entities, organizations and people. A continuum of Indian identity, unique to each individual, ranges from assimilated to traditional. There is no generic American Indian.</p>	<ul style="list-style-type: none"> <li>• Historical and political influences on Tribal Nation identity.               <ul style="list-style-type: none"> <li>○ Identity development (personal experience)</li> <li>○ Change (individually and collectively; over one's life time and over the past decades)</li> </ul> </li> <li>• Indigenous Identity in the multicultural U.S. society and the globalizing world</li> <li>• Individual identity vs. collective Tribal Nation identity               <ul style="list-style-type: none"> <li>○ Contexts</li> <li>○ Functions</li> </ul> </li> </ul>
<p><b>ESSENTIAL UNDERSTANDING 3:</b> The ideologies of Native traditional beliefs and spirituality persist into modern day life as tribal cultures, traditions, and languages are still practiced by many American Indian people and are incorporated into how tribes govern and manage their affairs. Additionally, each tribe has its own oral histories, which are as valid as written histories. These histories pre-date the “discovery” of North America.</p>	<ul style="list-style-type: none"> <li>• Ideologies of Native traditional beliefs and spirituality in the modern day life               <ul style="list-style-type: none"> <li>○ Complementarities</li> <li>○ Clashes</li> </ul> </li> <li>• Indigenous ways of knowing vs. Western ways of knowing               <ul style="list-style-type: none"> <li>○ Native science</li> <li>○ Indigenous perspectives on ecology and environment</li> </ul> </li> </ul>

<p><b><u>ESSENTIAL UNDERSTANDING 4:</u></b> Reservations are lands that have been reserved by the tribes for their own use through treaties, statutes, and executive orders and were not “given” to them. The principle that land should be acquired from the Indians only through their consent with treaties involved three assumptions:</p> <ul style="list-style-type: none"> <li>I. Both parties to treaties were sovereign powers.</li> <li>II. Indian tribes had some form of transferable title to the land.</li> <li>III. Acquisition of Indian lands was solely a government matter not to be left to individual colonists.</li> </ul>	<ul style="list-style-type: none"> <li>• Reservation as a product of settler colonialism and imperialism</li> <li>• Reservation system in the U.S. in contrast to other forms of colonization impacting Indigenous populations around the world</li> <li>• Issues of Indigenous land rights in local and global contexts</li> </ul>
<p><b><u>ESSENTIAL UNDERSTANDING 5:</u></b> There were many federal policies put into place throughout American history that have affected Indian people and still shape who they are today. Many of these policies conflicted with one another. Much of Indian history can be related through several major federal policy periods:</p> <ul style="list-style-type: none"> <li>Colonization/Colonial Period 1492 – 1800s</li> <li>Treaty Period 1789 - 1871</li> <li>Assimilation Period - Allotment and Boarding School 1879 - 1934</li> <li>Tribal Reorganization Period 1934 - 1958</li> <li>Termination and Relocation Period 1953 - 1971</li> <li>Self-determination Period 1968 – Present</li> </ul>	<ul style="list-style-type: none"> <li>• Impacts and implications of inconsistent U.S. federal policies on Indigenous populations</li> <li>• U.S. federal policies related to American Indians in contrast to national policies of other countries related to Indigenous populations</li> <li>• Local and global examples of assimilation policies</li> <li>• “Self-determination” movements around the world</li> </ul>
<p><b><u>ESSENTIAL UNDERSTANDING 6:</u></b> History is a story most often related through the subjective experience of the teller. With the inclusion of more and varied voices, histories are being rediscovered and revised. History told from an Indian perspective frequently conflicts with the stories mainstream historians tell.</p>	<ul style="list-style-type: none"> <li>• History from the point of view of Indigenous people and the concepts of <ul style="list-style-type: none"> <li>○ Power</li> <li>○ Discrimination and racism</li> <li>○ Free and democratic society</li> <li>○ Conflict</li> </ul> </li> <li>• Indigenous voices in the global context <ul style="list-style-type: none"> <li>○ Multicultural education</li> <li>○ Social justice</li> <li>○ Place-based knowledge</li> <li>○ Politics</li> <li>○ Participatory approach to development</li> </ul> </li> </ul>



<p><b>ESSENTIAL UNDERSTANDING 7:</b> Under the American legal system, Indian tribes have sovereign powers, separate and independent from the federal and state governments. However, the extent and breadth of tribal sovereignty is not the same for each tribe.</p>	<ul style="list-style-type: none"> <li>• Evidence and counter-evidence of sovereignty being upheld <ul style="list-style-type: none"> <li>○ Montana</li> <li>○ U.S.</li> <li>○ Countries with Indigenous populations</li> </ul> </li> <li>• UN's Declaration of Indigenous People's Rights <ul style="list-style-type: none"> <li>○ Implications for local tribes</li> <li>○ Implications for Indigenous peoples around the world</li> <li>○ Legal implications locally and nationally</li> </ul> </li> </ul>
<p align="center"><b>ESSENTIAL QUESTIONS – SOCIOLOGY &amp; CRIMINOLOGY</b></p>	
<ul style="list-style-type: none"> <li>• Why was Sociology established as a distinct Science and how has the history of Sociological thought influenced modern sociological perspectives?</li> <li>• How and why is Culture created?</li> <li>• How do the components of culture influence collective and individual human behavior and interactions?</li> <li>• How does social structure and status affect group formation, interaction and socialization?</li> <li>• What purpose and role do social institutions have in transmitting culture?</li> <li>• What are the characteristics of social inequality and what role does it play in determining collective and individual behavior?</li> <li>• How do cultures determine conformity and deviance?</li> <li>• What are the components and functions of the American Criminal Justice System?</li> <li>• What are the social and economic impacts of criminal behavior on the community and individual?</li> <li>• What career opportunities does Sociology and Criminology offer?</li> <li>• What current events and issues relate to Sociology and Criminology?</li> </ul>	

## TOPICS AND KEY CONCEPTS – SOCIOLOGY & CRIMINOLOGY

### TOPICS

- History of Sociological thought
- Culture
- Socialization, Cultural diversity and conformity
- Social Structure
- Social Institutions
- Inequality

### KEY CONCEPTS

- Sociological Imagination
  - History
- Modern Perspectives
- Meaning of culture
  - Variation
- Components of Culture
  - Value Systems
  - Agents of Socialization
  - Personality
  - Adolescence
- Status
  - Role
  - Types of Societies
  - Groups
  - Organizations
- Family
  - Economy, Political
  - Education, Religion
  - Sport & Mass Media
- Social Stratification
  - Race
  - Class
  - Gender, Gender Identity

<p><b>TOPICS</b></p> <ul style="list-style-type: none"> <li>• Deviance and Conformity</li> <li>• Criminal Justice System <ul style="list-style-type: none"> <li>○ Legislative</li> <li>○ Law Enforcement</li> <li>○ Judicial</li> <li>○ Corrections</li> <li>○ Habilitation/Rehabilitation and Treatment</li> </ul> </li> <li>• Social Impacts of Deviance/Criminal Behavior</li> <li>• Economic Impacts of Deviance/Criminal Behavior</li> <li>• Career Opportunities</li> <li>• Current Events/Issues</li> </ul>	<p><b>KEY CONCEPTS</b></p> <ul style="list-style-type: none"> <li>• Nature of Deviance &amp; Conformity <ul style="list-style-type: none"> <li>○ Theories of Deviance (biological, psychological, sociological)</li> <li>○ Historical/philosophical theories</li> </ul> </li> <li>• Passing laws <ul style="list-style-type: none"> <li>○ Development of law enforcement</li> <li>○ Local, state, federal, international <ul style="list-style-type: none"> <li>* Roles/duties</li> <li>* Landmark court cases</li> <li>* Montana State Court System</li> <li>* U.S. Federal Court System</li> <li>* Roles and Duties <ul style="list-style-type: none"> <li>▪ Trial</li> <li>▪ Sentencing</li> <li>▪ Types of Corrections <ul style="list-style-type: none"> <li>❖ Habilitation/Rehabilitation</li> <li>❖ Treatment</li> </ul> </li> </ul> </li> </ul> </li> </ul> </li> <li>• Community and individual</li> <li>• Community and individual</li> <li>• Sociology &amp; Criminology</li> <li>• Relevant issues</li> </ul>
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<p><b><u>COURSE: WORLD ISSUES SEMINAR</u></b></p> <p><b><u>UNITS OF CREDIT:</u></b> One Semester (Elective)</p> <p><b><u>PREREQUISITES:</u></b> None</p> <p><b><u>GRADE LEVELS:</u></b> 11, and 12</p>	<p><b><u>COURSE OVERVIEW:</u></b></p> <p>Through exploration of current issues students will increase their understanding of contemporary affairs. In an increasingly global and complex world it becomes imperative that citizens are informed about the causes and consequences of world events. The course stresses the responsibility of students to fellow humans and the environment in our interdependent world. The teaching methods could include journal writing, papers, simulations, oral presentations, research, group activities, book critiques, and multimedia projects.</p> <p>Throughout the course, students will examine current events on a daily basis and investigate issues as they develop. Teachers and students should examine regional social histories, cultures, political concepts, economies, and environmental studies for background. A study of historical variables will provide the necessary background for current international topics. Students will apply historical knowledge to address and learn modern current issues.</p> <p>Terrorism continues to affect local, national, and global politics. Students should evaluate historical terrorist activity compared to modern terrorism. There should be an examination of state-sponsored, ethnic, religious, and nationalist terrorism.</p> <p>In an increasingly global world, health issues have an impact across borders. Students will evaluate health concerns and population issues affect development and security. Students will examine the impact of poverty on health issues on the world's populations. Environmental destruction can cause political and economic dislocation. There should be an evaluation of the conflict between development and environmental protection.</p> <p>Throughout the course, students should evaluate world issues in the context of globalization. Students will examine the global economy and its effect on indigenous people, environments, human rights, trade agreements and multinational corporations.</p> <p>Weapons proliferation continues to be a problem in the world and should be examined. Problems include: landmines, small arms, biological, chemical and nuclear weapons.</p> <p>Teachers are encouraged to be flexible in their approach to this class. It is important for teachers to remain current and relevant as they apply the themes outlined in this course to issues that develop over the course of the semester.</p>
<p><b>NCSS THEMES</b></p> <ul style="list-style-type: none"> <li>• Culture</li> <li>• Time, Continuity, and Change</li> <li>• People, Places and Environments</li> <li>• Individual Development and Identity</li> <li>• Individuals, Groups, and Institutions</li> <li>• Power, Authority, and Governance</li> <li>• Production, Distribution, and Consumption</li> <li>• Science, Technology, Society</li> <li>• Global Connections</li> <li>• Civic Ideals and Practices</li> </ul>	<p><b>OPI MONTANA STANDARDS</b></p> <ol style="list-style-type: none"> <li>1. Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.</li> <li>2. Students analyze how people create and change structures of power, authority, and governance to understand the operations of government and to demonstrate civic responsibility.</li> <li>3. Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions).</li> <li>4. Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.</li> <li>5. Students make informed decisions based on an understanding of the economic principles of productions, distribution, exchange, and consumption.</li> <li>6. Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.</li> </ol>

## COMMON CORE LITERACY STANDARDS FOR SOCIAL STUDIES

### READING (Informational)

**RH.11-12.1** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

**RH.11-12.2** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

**RH.11-12.3** Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

**RH.11-12.4** Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10; how the use of "sovereignty" in official documents impacts political and legal relationships).

**RH.11-12.5** Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

**RH.11-12.6** Evaluate authors', incorporating American Indian authors, differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

**RH.11-12.7** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

**RH.11-12.8** Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information. Include texts by and about Tribal Nations.

### WRITING

**WHST.11-12.1** Write arguments focused on discipline-specific content.

**WHST.11-12.1a** Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

**WHST.11-12.1b** Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

**WHST.11-12.1c** Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

**WHST.11-12.1d** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

**WHST.11-12.1e** Provide a concluding statement or section that follows from or supports the argument presented.

**WHST.11-12.2** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

**WHST.11-12.2a** Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

**WHST.11-12.2b** Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

<p><b>RH.11-12.9</b> Integrate information from diverse sources, including American Indian sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p><b>RH.11-12.10</b> Integrate information from diverse sources, including American Indian sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>	<p><b>WHST.11-12.2c</b> Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p><b>WHST.11-12.2d</b> Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p><b>WHST.11-12.2e</b> Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p> <p><b>WHST.11-12.3</b> (See note; not applicable as a separate requirement)</p> <p><b>WHST.11-12.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>WHST.11-12.5</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>WHST.11-12.6</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p><b>WHST.11-12.7</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>WHST.11-12.8</b> Gather relevant information from multiple authoritative oral, print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
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	<p><b>WHST.11-12.9</b> Draw evidence from informational texts to support analysis, reflection, and research. Include texts by and about Tribal Nations.</p> <p><b>WHST.11-12.10</b> Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>Note:</b> Students’ narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p>
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<p align="center"><b>ESSENTIAL QUESTIONS – WORLD ISSUES SEMINAR</b></p>	
<ul style="list-style-type: none"> <li>• Why should Americans be concerned with issues or events in other parts of the world?</li> </ul>	
<p align="center"><b>TOPICS AND KEY CONCEPTS – WORLD ISSUES SEMINAR</b></p>	
<p><b>TOPICS</b></p> <ul style="list-style-type: none"> <li>• Media Analysis</li> </ul>	<p><b>KEY CONCEPTS</b></p> <ul style="list-style-type: none"> <li>• Examination of the role of media in acquiring information.</li> <li>• Understanding and recognition of bias in media.</li> <li>• Assessment of creditability.</li> <li>• Technologies influence on media and media acquisition.</li> <li>• Evaluation of media sources and methods.</li> </ul>
<ul style="list-style-type: none"> <li>• Global Government Institutions</li> </ul>	<ul style="list-style-type: none"> <li>• Defining, understanding and examining the components of nation states and identifying and differentiating between nation states from around the globe.</li> <li>• Understanding of different government and economic systems including parliamentary system, authoritarian states, dictatorships, communist states, capitalism and republic-democracies.</li> <li>• Government's use of military and non-military tools.</li> <li>• Identification of current leaders and their political philosophies and practices.</li> </ul>
<ul style="list-style-type: none"> <li>• Non-Governmental Organizations and International Institutions</li> </ul>	<ul style="list-style-type: none"> <li>• Identification and examination of a variety of NGOs and International Institutions including the UN and their mission statements.</li> <li>• Evaluation of the roles and relationships of NGOs and International Institutions to global politics and nation states.</li> <li>• Examination of the role of corporations and international businesses on global politics and business.</li> </ul>

<p><b>TOPICS</b></p> <ul style="list-style-type: none"> <li>• Identification and Discussion of Contemporary Topics</li> </ul>	<p><b>KEY CONCEPTS</b></p> <ul style="list-style-type: none"> <li>• Identification and evaluation of a variety of potential topics and issues that may be components of current world issues, including, but not limited to: poverty, human rights, war and conflict, globalization, terrorism, environmental issues, proliferation of weapons of mass destruction, colonialism and contemporary imperialism, nationalism and health related topics.</li> <li>• Working knowledge based upon historical development, the effects on local, national and global politics historically and at the present and how this topic influences current issues and developments around the world.</li> </ul>
<p><b>Throughout the course students will be evaluating current issues and regional hotspots that are in the media.</b></p>	

<p><b><u>COURSE: UNITED STATES HISTORY</u></b></p> <p><b><u>UNITS OF CREDIT:</u></b> One Year (Required)</p> <p><b><u>PREREQUISITES:</u></b> None</p> <p><b><u>GRADE LEVELS:</u></b> 11</p>	<p><b><u>Course Overview:</u></b></p> <p>This course is a survey of major concepts, themes, and topics in United States history. This course may be taught chronologically or thematically. Students view history through the lens of the five democratic ideals expressed in the Declaration of Independence analyzing how Americans have lived up to these ideals, or failed to do so. The “essential questions” are the guiding ideas for the entire school year.</p> <p>By investigating multiple perspectives through ancillary sources, students will see the U.S. as part of an increasingly global society connected politically and economically as well as culturally. Current events are a vital way to connect the study of history to its effect on our lives today.</p> <p>Students will be exposed to varied teaching methodologies, including but not limited to, direct instruction, cooperative learning groups, audio-visual transmissions and broadcasts, project and product-based research, and seminar discussions.</p> <p>Students will learn various research techniques, the skills for analyzing the value and credibility of primary and secondary sources, including their appropriate use, and the use of oral and written presentation formats to effectively apply learned content of the curriculum.</p>
<p><b>NCSS THEMES</b></p> <ul style="list-style-type: none"> <li>• Culture</li> <li>• Time, Continuity, and Change</li> <li>• People, Places and Environments</li> <li>• Individual Development and Identity</li> <li>• Individuals, Groups, and Institutions</li> <li>• Power, Authority, and Governance</li> <li>• Production, Distribution, and Consumption</li> <li>• Science, Technology, Society</li> <li>• Global Connections</li> <li>• Civic Ideals and Practices</li> </ul>	<p><b>OPI MONTANA STANDARDS</b></p> <ol style="list-style-type: none"> <li>1. Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.</li> <li>2. Students analyze how people create and change structures of power, authority, and governance to understand the operations of government and to demonstrate civic responsibility.</li> <li>3. Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions).</li> <li>4. Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.</li> <li>5. Students make informed decisions based on an understanding of the economic principles of productions, distribution, exchange, and consumption.</li> <li>6. Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.</li> </ol>

## COMMON CORE LITERACY STANDARDS FOR SOCIAL STUDIES

### **READING** (Informational)

**RH.11-12.1** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

**RH.11-12.2** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

**RH.11-12.3** Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

**RH.11-12.4** Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10; how the use of "sovereignty" in official documents impacts political and legal relationships).

**RH.11-12.5** Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

**RH.11-12.6** Evaluate authors', incorporating American Indian authors, differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

**RH.11-12.7** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

**RH.11-12.8** Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information. Include texts by and about Tribal Nations.

### **WRITING**

**WHST.11-12.1** Write arguments focused on discipline-specific content.

**WHST.11-12.1a** Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

**WHST.11-12.1b** Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

**WHST.11-12.1c** Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

**WHST.11-12.1d** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

**WHST.11-12.1e** Provide a concluding statement or section that follows from or supports the argument presented.

**WHST.11-12.2** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

**WHST.11-12.2a** Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

**WHST.11-12.2b** Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

<p><b>RH.11-12.9</b> Integrate information from diverse sources, including American Indian sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p><b>RH.11-12.10</b> Integrate information from diverse sources, including American Indian sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>	<p><b>WHST.11-12.2c</b> Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p><b>WHST.11-12.2d</b> Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p><b>WHST.11-12.2e</b> Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p> <p><b>WHST.11-12.3</b> (See note; not applicable as a separate requirement)</p> <p><b>WHST.11-12.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>WHST.11-12.5</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>WHST.11-12.6</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p><b>WHST.11-12.7</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>WHST.11-12.8</b> Gather relevant information from multiple authoritative oral, print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
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	<p><b>WHST.11-12.9</b> Draw evidence from informational texts to support analysis, reflection, and research. Include texts by and about Tribal Nations.</p> <p><b>WHST.11-12.10</b> Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>Note:</b> Students’ narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p>
<b>IEFA: ESSENTIAL UNDERSTANDINGS</b>	<b>HIGH SCHOOL: FOCUS AREAS (GLOBAL)</b>
<p><b>ESSENTIAL UNDERSTANDING 1:</b> There is great diversity among the 12 tribal Nations of Montana in their languages, cultures, histories and governments. Each Nation has a distinct and unique cultural heritage that contributes to modern Montana.</p>	<ul style="list-style-type: none"> <li>• Local and global Issues related to Indigenous cultures and languages <ul style="list-style-type: none"> <li>○ Cultural Preservation and revitalization</li> <li>○ Bilingualism</li> <li>○ Multiculturalism</li> <li>○ Assimilation</li> <li>○ Loss of diversity</li> <li>○ Cultural homogenization</li> <li>○ Marginalization</li> <li>○ Linguistic rights</li> <li>○ Civil rights</li> <li>○ Human rights</li> <li>○ Colonization</li> <li>○ Nationalism</li> <li>○ Globalization</li> </ul> </li> <li>• Indigenous perspectives on local/global problems <ul style="list-style-type: none"> <li>○ Climate change</li> <li>○ Sustainable development</li> <li>○ Global public health</li> </ul> </li> </ul>

<p><b>ESSENTIAL UNDERSTANDING 2:</b> There is great diversity among individual American Indians as identity is developed, defined and redefined by entities, organizations and people. A continuum of Indian identity, unique to each individual, ranges from assimilated to traditional. There is no generic American Indian.</p>	<ul style="list-style-type: none"> <li>• Historical and political influences on Tribal Nation identity. <ul style="list-style-type: none"> <li>○ Identity development (personal experience)</li> <li>○ Change (individually and collectively; over one’s life time and over the past decades)</li> </ul> </li> <li>• Indigenous Identity in the multicultural U.S. society and the globalizing world</li> <li>• Individual identity vs. collective Tribal Nation identity <ul style="list-style-type: none"> <li>○ Contexts</li> <li>○ Functions</li> </ul> </li> </ul>
<p><b>ESSENTIAL UNDERSTANDING 3:</b> The ideologies of Native traditional beliefs and spirituality persist into modern day life as tribal cultures, traditions, and languages are still practiced by many American Indian people and are incorporated into how tribes govern and manage their affairs. Additionally, each tribe has its own oral histories, which are as valid as written histories. These histories pre-date the “discovery” of North America.</p>	<ul style="list-style-type: none"> <li>• Ideologies of Native traditional beliefs and spirituality in the modern day life <ul style="list-style-type: none"> <li>○ Complementarities</li> <li>○ Clashes</li> </ul> </li> <li>• Indigenous ways of knowing vs. Western ways of knowing <ul style="list-style-type: none"> <li>○ Native science</li> <li>○ Indigenous perspectives on ecology and environment</li> </ul> </li> </ul>
<p><b>ESSENTIAL UNDERSTANDING 4:</b> Reservations are lands that have been reserved by the tribes for their own use through treaties, statutes, and executive orders and were not “given” to them. The principle that land should be acquired from the Indians only through their consent with treaties involved three assumptions:</p> <ol style="list-style-type: none"> <li>Both parties to treaties were sovereign powers.</li> <li>Indian tribes had some form of transferable title to the land.</li> <li>Acquisition of Indian lands was solely a government matter not to be left to individual colonists.</li> </ol>	<ul style="list-style-type: none"> <li>• Reservation as a product of settler colonialism and imperialism</li> <li>• Reservation system in the U.S. in contrast to other forms of colonization impacting Indigenous populations around the world</li> <li>• Issues of Indigenous land rights in local and global contexts</li> </ul>
<p><b>ESSENTIAL UNDERSTANDING 5:</b> There were many federal policies put into place throughout American history that have affected Indian people and still shape who they are today. Many of these policies conflicted with one another. Much of Indian history can be related through several major federal policy periods:</p> <ul style="list-style-type: none"> <li>Colonization/Colonial Period 1492 – 1800s</li> <li>Treaty Period 1789 - 1871</li> <li>Assimilation Period - Allotment and Boarding School 1879 - 1934</li> <li>Tribal Reorganization Period 1934 - 1958</li> <li>Termination and Relocation Period 1953 - 1971</li> <li>Self-determination Period 1968 – Present</li> </ul>	<ul style="list-style-type: none"> <li>• Impacts and implications of inconsistent U.S. federal policies on Indigenous populations</li> <li>• U.S. federal policies related to American Indians in contrast to national policies of other countries related to Indigenous populations</li> <li>• Local and global examples of assimilation policies</li> <li>• “Self-determination” movements around the world</li> </ul>



<p><b><u>ESSENTIAL UNDERSTANDING 6:</u></b> History is a story most often related through the subjective experience of the teller. With the inclusion of more and varied voices, histories are being rediscovered and revised. History told from an Indian perspective frequently conflicts with the stories mainstream historians tell.</p>	<ul style="list-style-type: none"> <li>• History from the point of view of Indigenous people and the concepts of <ul style="list-style-type: none"> <li>○ Power</li> <li>○ Discrimination and racism</li> <li>○ Free and democratic society</li> <li>○ Conflict</li> </ul> </li> <li>• Indigenous voices in the global context <ul style="list-style-type: none"> <li>○ Multicultural education</li> <li>○ Social justice</li> <li>○ Place-based knowledge</li> <li>○ Politics</li> <li>○ Participatory approach to development</li> </ul> </li> </ul>
<p><b><u>ESSENTIAL UNDERSTANDING 7:</u></b> Under the American legal system, Indian tribes have sovereign powers, separate and independent from the federal and state governments. However, the extent and breadth of tribal sovereignty is not the same for each tribe.</p>	<ul style="list-style-type: none"> <li>• Evidence and counter-evidence of sovereignty being upheld <ul style="list-style-type: none"> <li>○ Montana</li> <li>○ U.S.</li> <li>○ Countries with Indigenous populations</li> </ul> </li> <li>• UN's Declaration of Indigenous People's Rights <ul style="list-style-type: none"> <li>○ Implications for local tribes</li> <li>○ Implications for Indigenous peoples around the world</li> <li>○ Legal implications locally and nationally</li> </ul> </li> </ul>

### ESSENTIAL QUESTIONS – U.S. HISTORY

- What are “American” values and ideals? How is “American” an ever-evolving term?
- What is ‘perception’ and why is perception an important idea in studying U.S. History?
- What connections can be drawn between our nation’s most significant obstacles and our greatest national achievements?
- The introduction to the Declaration of Independence states that, “all men are created equal.” How do events in US History expand and contract the realization of this ideal?
- How do events in US History expand and/or contract rights, liberty, opportunity, and democracy?
- How has the United States’ role in the global community changed over time?

### TOPICS AND KEY CONCEPTS – U.S. HISTORY

TOPICS	KEY CONCEPTS
<ul style="list-style-type: none"> <li>• Pre-Columbian and contemporary indigenous societies in the Americas, to present time</li> <li>• European migration to the Americas/world immigration to the Americas</li> <li>• Transformation/identification of “American”</li> </ul>	<ul style="list-style-type: none"> <li>• “Civilization” (What it means to be...)</li> <li>• Culture</li> <li>• Sense of Place/Home</li> </ul>
<ul style="list-style-type: none"> <li>• Nation-state identification v. Regional identification (“sectionalism”)</li> <li>• Confirming, expanding, restricting “American” identity (growth of a nation including concept of “manifest destiny”)</li> <li>• Founding Documents</li> </ul>	<ul style="list-style-type: none"> <li>• The Motivations and Impacts of “Change”</li> <li>• Encounters/Conflict</li> <li>• Ideals/Values</li> </ul>
<ul style="list-style-type: none"> <li>• U.S.A. vis-à-vis the world (foreign encounters)</li> <li>• Economic systems and their evolution, (Colonial to Capitalism to “threat” of Communism)</li> </ul>	<ul style="list-style-type: none"> <li>• Global Perspective</li> <li>• Multiple Causality/Multiple Possibilities</li> <li>• “Opportunity Costs”</li> </ul>
<ul style="list-style-type: none"> <li>• “Current History” (i.e. current events and their relationship to American historical events or trends)</li> <li>• “Heroic” Biographies</li> </ul>	

<p><b><u>COURSE: ADVANCED PLACEMENT UNITED STATES HISTORY</u></b></p> <p><b><u>UNITS OF CREDIT:</u></b> One Year</p> <p><b><u>PREREQUISITES:</u></b> None</p> <p><b><u>GRADE LEVEL:</u></b> 11 &amp; 12</p>	<p><b><u>COURSE OVERVIEW:</u></b> Advanced Placement United States History is a demanding class and should be attempted by all students with an interest in the subject matter who have advanced reading and writing skills. The purpose of the course is to provide students with a chronological survey of American history from 1491 to the present day. Structured at the introductory college level, students prepare to successfully pass the College Board exam at the conclusion of the school year. For a more detailed description of the course, please consult the College Board’s Advanced Placement United States History Course Description And Exam Description.</p>
<p><b>NCSS THEMES</b></p> <ul style="list-style-type: none"> <li>• Culture</li> <li>• Time, Continuity, and Change</li> <li>• People, Places and Environments</li> <li>• Individual Development and Identity</li> <li>• Individuals, Groups, and Institutions</li> <li>• Power, Authority, and Governance</li> <li>• Production, Distribution, and Consumption</li> <li>• Science, Technology, Society</li> <li>• Global Connections</li> <li>• Civic Ideals and Practices</li> </ul>	<p><b>OPI MONTANA STANDARDS</b></p> <ol style="list-style-type: none"> <li>1. Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.</li> <li>2. Students analyze how people create and change structures of power, authority, and governance to understand the operations of government and to demonstrate civic responsibility.</li> <li>3. Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions).</li> <li>4. Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.</li> <li>5. Students make informed decisions based on an understanding of the economic principles of productions, distribution, exchange, and consumption.</li> <li>6. Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.</li> </ol>
<p><b>COMMON CORE LITERACY STANDARDS FOR SOCIAL STUDIES</b></p>	
<p><b><u>READING</u></b> (Informational)</p> <p><b>RH.11-12.1</b> Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p><b>RH.11-12.2</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p>	<p><b><u>WRITING</u></b></p> <p><b>WHST.11-12.1</b> Write arguments focused on discipline-specific content.</p> <p><b>WHST.11-12.1a</b> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p>

<p><b>RH.11-12.3</b> Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p><b>RH.11-12.4</b> Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10; how the use of "sovereignty" in official documents impacts political and legal relationships).</p> <p><b>RH.11-12.5</b> Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p><b>RH.11-12.6</b> Evaluate authors', incorporating American Indian authors, differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p> <p><b>RH.11-12.7</b> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p><b>RH.11-12.8</b> Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information. Include texts by and about American Indians.</p> <p><b>RH.11-12.9</b> Integrate information from diverse sources, including American Indian sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p><b>RH.11-12.10</b> Integrate information from diverse sources, including American Indian sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>	<p><b>WHST.11-12.1b</b> Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p><b>WHST.11-12.1c</b> Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p><b>WHST.11-12.1d</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><b>WHST.11-12.1e</b> Provide a concluding statement or section that follows from or supports the argument presented.</p> <p><b>WHST.11-12.2</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p><b>WHST.11-12.2a</b> Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p><b>WHST.11-12.2b</b> Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p><b>WHST.11-12.2c</b> Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p><b>WHST.11-12.2d</b> Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p>
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	<p><b>WHST.11-12.2e</b> Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p> <p><b>WHST.11-12.3</b> (See note; not applicable as a separate requirement)</p> <p><b>WHST.11-12.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>WHST.11-12.5</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>WHST.11-12.6</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p><b>WHST.11-12.7</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>WHST.11-12.8</b> Gather relevant information from multiple authoritative oral, print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><b>WHST.11-12.9</b> Draw evidence from informational texts to support analysis, reflection, and research. Include texts by and about Tribal Nations.</p> <p><b>WHST.11-12.10</b> Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
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	<p><b>Note:</b> Students’ narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p>
<b>IEFA: ESSENTIAL UNDERSTANDINGS</b>	<b>HIGH SCHOOL: FOCUS AREAS (GLOBAL)</b>
<p><b><u>ESSENTIAL UNDERSTANDING 1:</u></b> There is great diversity among the 12 tribal Nations of Montana in their languages, cultures, histories and governments. Each Nation has a distinct and unique cultural heritage that contributes to modern Montana.</p>	<ul style="list-style-type: none"> <li>• Local and global Issues related to Indigenous cultures and languages <ul style="list-style-type: none"> <li>○ Cultural Preservation and revitalization</li> <li>○ Bilingualism</li> <li>○ Multiculturalism</li> <li>○ Assimilation</li> <li>○ Loss of diversity</li> <li>○ Cultural homogenization</li> <li>○ Marginalization</li> <li>○ Linguistic rights</li> <li>○ Civil rights</li> <li>○ Human rights</li> <li>○ Colonization</li> <li>○ Nationalism</li> <li>○ Globalization</li> </ul> </li> <li>• Indigenous perspectives on local/global problems <ul style="list-style-type: none"> <li>○ Climate change</li> <li>○ Sustainable development</li> <li>○ Global public health</li> </ul> </li> </ul>

<p><b><u>ESSENTIAL UNDERSTANDING 2:</u></b> There is great diversity among individual American Indians as identity is developed, defined and redefined by entities, organizations and people. A continuum of Indian identity, unique to each individual, ranges from assimilated to traditional. There is no generic American Indian.</p>	<ul style="list-style-type: none"> <li>• Historical and political influences on Tribal Nation identity. <ul style="list-style-type: none"> <li>○ Identity development (personal experience)</li> <li>○ Change (individually and collectively; over one’s life time and over the past decades)</li> </ul> </li> <li>• Indigenous Identity in the multicultural U.S. society and the globalizing world</li> <li>• Individual identity vs. collective Tribal Nation identity <ul style="list-style-type: none"> <li>○ Contexts</li> <li>○ Functions</li> </ul> </li> </ul>
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<p><b><u>ESSENTIAL UNDERSTANDING 6:</u></b> History is a story most often related through the subjective experience of the teller. With the inclusion of more and varied voices, histories are being rediscovered and revised. History told from an Indian perspective frequently conflicts with the stories mainstream historians tell.</p>	<ul style="list-style-type: none"> <li>• History from the point of view of Indigenous people and the concepts of <ul style="list-style-type: none"> <li>○ Power</li> <li>○ Discrimination and racism</li> <li>○ Free and democratic society</li> <li>○ Conflict</li> </ul> </li> <li>• Indigenous voices in the global context <ul style="list-style-type: none"> <li>○ Multicultural education</li> <li>○ Social justice</li> <li>○ Place-based knowledge</li> <li>○ Politics</li> <li>○ Participatory approach to development</li> </ul> </li> </ul>
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## ESSENTIAL QUESTIONS – AP U.S. HISTORY

- How and why have debates over American national identity changed over time?
- How have gender, class, ethnic, religious, regional, and other group identities changed in different eras?
- How have changes in markets, transportation, and technology affected American society from colonial times to the present day?
- Why have different labor systems developed in British North America and the United States, and how have they affected U.S. society?
- How have debates over economic values and the role of government in the U.S. economy, affected politics, society, the economy, and the environment?
- Why have people migrated to, from, and within North America?
- How have changes in migration and population patterns affected American life?
- How and why have different political and social groups competed for influence over society and government in what would become the United States?
- How have Americans agreed on or argued over the values that guide the political system as well as who is a part of the political process?
- How have events in North America and the United States related to contemporary developments in the rest of the world?
- How have different factors influenced U.S. military, diplomatic, and economic involvement in international affairs and foreign conflicts, both in North America and overseas?
- How did interactions with the natural environment shape the institutions and values of various groups living on the North American continent?
- How did economic and demographic changes affect the environment and lead to debates over use and control of the environment and natural resources?
- How and why have moral, philosophical, and cultural values changed in what would become the United States?
- How and why have changes in moral, philosophical, and cultural values affected U.S. history?

## TOPICS AND KEY CONCEPTS - AP U.S. HISTORY

### TOPICS

- On a North American continent controlled by Tribal Nations, contact among the peoples of Europe, the Americans, and West Africa created a new world.

### KEY CONCEPTS

- Before the arrival of Europeans, native populations in North America developed a wide variety of social, political, and economic structures based in part on interactions with the environment and each other.
- European overseas expansion resulted in the Columbian Exchange, a series of interactions and adaptations among societies across the Atlantic.
- Contacts among Tribal Nations, Africans, and Europeans challenged the worldviews of each group.

<ul style="list-style-type: none"> <li>Europeans and Tribal Nations maneuvered and fought for dominance, control, and security in North America, and distinctive colonial and native societies emerged.</li> </ul>	<ul style="list-style-type: none"> <li>Differences in imperial goals, cultures, and the North American environments that different empires confronted led Europeans to develop diverse patterns of colonization.</li> <li>European colonization efforts in North America stimulated intercultural contact and intensified conflict between the various groups of colonizers and native peoples.</li> <li>The increasing political, economic, and cultural exchanges within the “Atlantic World” had a profound impact on the development of colonial societies in North America.</li> </ul>
<ul style="list-style-type: none"> <li>British imperial attempts to reassert control over its colonies and the colonial reaction to these attempts produced a new American republic, along with struggles over the new nation’s social, political, and economic identity.</li> </ul>	<ul style="list-style-type: none"> <li>Britain’s victory over France in the imperial struggle for North America led to new conflicts among the British government, the North American colonists, and Tribal Nations, culminating in the creation of a new nation, the United States.</li> <li>In the late 18th century, new experiments with democratic ideas and republican forms of government, as well as other new religious, economic, and cultural ideas, challenged traditional imperial systems across the Atlantic World.</li> <li>Migration within North America, cooperative interaction, and competition for resources raised questions about boundaries and policies, intensified conflicts among peoples and nations, and led to contests over the creation of a multiethnic, multiracial national identity.</li> </ul>
<ul style="list-style-type: none"> <li>The new republic struggled to define and extend democratic ideals in the face of rapid economic, territorial, and demographic changes.</li> </ul>	<ul style="list-style-type: none"> <li>The United States developed the world’s first modern mass democracy and celebrated a new national culture, while Americans sought to define the nation’s democratic ideals and to reform its institutions to match them.</li> <li>Developments in technology, agriculture, and commerce precipitated profound changes in U.S. settlement patterns, regional identities, gender and family relations, political power, and distribution of consumer goods.</li> <li>U.S. interest in increasing foreign trade, expanding its national borders, and isolating itself from European conflicts shaped the nation’s foreign policy and spurred government and private initiatives.</li> </ul>

<ul style="list-style-type: none"> <li>As the nation expanded and its population grew, regional tensions, especially over slavery, led to a civil war – the course and aftermath of which transformed American society.</li> </ul>	<ul style="list-style-type: none"> <li>The United States became more connected with the world as it pursued an expansionist foreign policy in the Western Hemisphere and emerged as the destination for many migrants from other countries.</li> <li>Intensified by expansion and deepening regional divisions, debates over slavery and other economic, cultural, and political issues led the nation into civil war.</li> <li>The Union victory in the Civil War and the contested Reconstruction of the South settled the issues of slavery and secession, but left unresolved many questions about the power of the federal government and citizenship rights.</li> </ul>
<ul style="list-style-type: none"> <li>The transformation of the United States from an agricultural to an increasingly industrialized and urbanized society brought about significant economic, political, diplomatic, social, environmental, and cultural changes.</li> </ul>	<ul style="list-style-type: none"> <li>The rise of big business in the United States encouraged massive migrations and urbanization, sparked government and popular efforts to reshape the U.S. economy and environment, and renewed debates over U.S. national identity.</li> <li>The emergence of an industrial culture in the United States led to both greater opportunities for, and restrictions on, immigrants, minorities, and women.</li> <li>The “Gilded Age” witnessed new cultural and intellectual movements in tandem with political debates over economic and social policies.</li> </ul>
<ul style="list-style-type: none"> <li>An increasingly pluralistic United States faced profound domestic and global challenges, debated the proper degree of government activism, and sought to define its international role.</li> </ul>	<ul style="list-style-type: none"> <li>Governmental, political, and social organizations struggled to address the effects of large-scale industrialization, economic uncertainty, and related social changes such as urbanization and mass migration.</li> <li>A revolution in communications and transportation technology helped to create a new mass culture and spread “modern” values and ideas, even as cultural conflicts between groups increased under the pressure of migration, world wars, and economic distress.</li> <li>Global conflicts over resources, territories, and ideologies renewed debates over the nation’s values and its role in the world, while simultaneously propelling the United States into a dominant international military, political, cultural, and economic position.</li> </ul>
<ul style="list-style-type: none"> <li>After World War II, the United States grappled with prosperity and unfamiliar international responsibilities, while struggling to live up to its ideals.</li> </ul>	<ul style="list-style-type: none"> <li>The United States responded to an uncertain and unstable postwar world by asserting and attempting to defend a position of global leadership, with far-reaching domestic and international consequences.</li> <li>Liberalism, based on anticommunism abroad and a firm belief in the efficacy of governmental and especially federal power to achieve social goals at home, reached its apex in the mid-1960s and generated a variety of political and cultural responses.</li> <li>Postwar economic, demographic, and technological changes had a far-reaching impact on American society, politics, and the environment.</li> </ul>

<ul style="list-style-type: none"> <li>• As the United States transitioned to a new century filled with challenges and possibilities, it experienced renewed ideological and cultural debates, sought to redefine its foreign policy, and adapted to economic globalization and revolutionary changes in science and technology.</li> </ul>	<ul style="list-style-type: none"> <li>• A new conservatism grew to prominence in U.S. culture and politics, defending traditional social values and rejecting liberal views about the role of government.</li> <li>• The end of the Cold War and new challenges to U.S. leadership in the world forced the nation to redefine its foreign policy and global role.</li> <li>• Moving into the 21st century, the nation continued to experience challenges stemming from social, economic, and demographic changes.</li> </ul>
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<p><b><u>COURSE: INTERNATIONAL BACHELORETTE HISTORY OF THE AMERICANS – YEAR 1 AND 2</u></b></p> <p><b><u>Units of Credit:</u></b> Two Years</p> <p><b><u>Prerequisites:</u></b> None</p> <p><b><u>Grade Levels:</u></b> 11 and 12</p>	<p><b><u>COURSE OVERVIEW:</u></b></p> <p>MCPS’s IB history courses aim to promote an understanding of history as a discipline, including the nature and diversity of its sources, methods and interpretations. To help students better attain these skills and acquire the necessary knowledge they will look in-depth at three pre-determined topics.</p> <p>Using a variety of history texts and primary sources, students in IB History, Year I, explore U.S. history as required by Montana law, and outlined in the Missoula County Public Schools Social Studies curricular document. In addition, in the first year they chose three areas of U.S. history to explore in greater depth. As required by IB, they include in their research of these three topics, consideration of other American nations, in addition to the United States. In the second year students will explore historical events of global significance in the twentieth century.</p> <p>Upon completion of the two years students will be prepared to sit for the external evaluation if they so choose (required for Diploma Candidates and for college credit). Students will also be given an internal assessment that is similar in nature to a research paper. This “historical investigation” will be on a topic of the student’s choice and will include source selection, analysis and evaluation.</p>
<p><b>NCSS THEMES</b></p> <ul style="list-style-type: none"> <li>• Culture</li> <li>• Time, Continuity, and Change</li> <li>• People, Places and Environments</li> <li>• Individual Development and Identity</li> <li>• Individuals, Groups, and Institutions</li> <li>• Power, Authority, and Governance</li> <li>• Production, Distribution, and Consumption</li> <li>• Science, Technology, Society</li> <li>• Global Connections</li> <li>• Civic Ideals and Practices</li> </ul>	<p><b>OPI MONTANA STANDARDS</b></p> <ol style="list-style-type: none"> <li>1. Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.</li> <li>2. Students analyze how people create and change structures of power, authority, and governance to understand the operations of government and to demonstrate civic responsibility.</li> <li>3. Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions).</li> <li>4. Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.</li> <li>5. Students make informed decisions based on an understanding of the economic principles of productions, distribution, exchange, and consumption.</li> <li>6. Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.</li> </ol>

## COMMON CORE LITERACY STANDARDS FOR SOCIAL STUDIES

### **READING** (Informational)

**RH.11-12.1** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

**RH.11-12.2** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

**RH.11-12.3** Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

**RH.11-12.4** Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10; how the use of "sovereignty" in official documents impacts political and legal relationships).

**RH.11-12.5** Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

**RH.11-12.6** Evaluate authors', incorporating American Indian authors, differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

**RH.11-12.7** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

**RH.11-12.8** Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information. Include texts by and about Tribal Nations.

### **WRITING**

**WHST.11-12.1** Write arguments focused on discipline-specific content.

**WHST.11-12.1a** Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

**WHST.11-12.1b** Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

**WHST.11-12.1c** Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

**WHST.11-12.1d** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

**WHST.11-12.1e** Provide a concluding statement or section that follows from or supports the argument presented.

**WHST.11-12.2** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

**WHST.11-12.2a** Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

**WHST.11-12.2b** Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

<p><b>RH.11-12.9</b> Integrate information from diverse sources, including American Indian sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p><b>RH.11-12.10</b> Integrate information from diverse sources, including American Indian sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>	<p><b>WHST.11-12.2c</b> Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p><b>WHST.11-12.2d</b> Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p><b>WHST.11-12.2e</b> Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p> <p><b>WHST.11-12.3</b> (See note; not applicable as a separate requirement)</p> <p><b>WHST.11-12.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>WHST.11-12.5</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>WHST.11-12.6</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p><b>WHST.11-12.7</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>WHST.11-12.8</b> Gather relevant information from multiple authoritative oral, print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
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	<p><b>WHST.11-12.9</b> Draw evidence from informational texts to support analysis, reflection, and research. Include texts by and about Tribal Nations.</p> <p><b>WHST.11-12.10</b> Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>Note:</b> Students’ narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p>
<b>IEFA: ESSENTIAL UNDERSTANDINGS</b>	<b>HIGH SCHOOL: FOCUS AREAS (GLOBAL)</b>
<p><b>ESSENTIAL UNDERSTANDING 1:</b> There is great diversity among the 12 tribal Nations of Montana in their languages, cultures, histories and governments. Each Nation has a distinct and unique cultural heritage that contributes to modern Montana.</p>	<ul style="list-style-type: none"> <li>• Local and global Issues related to Indigenous cultures and languages <ul style="list-style-type: none"> <li>○ Cultural Preservation and revitalization</li> <li>○ Bilingualism</li> <li>○ Multiculturalism</li> <li>○ Assimilation</li> <li>○ Loss of diversity</li> <li>○ Cultural homogenization</li> <li>○ Marginalization</li> <li>○ Linguistic rights</li> <li>○ Civil rights</li> <li>○ Human rights</li> <li>○ Colonization</li> <li>○ Nationalism</li> <li>○ Globalization</li> </ul> </li> <li>• Indigenous perspectives on local/global problems <ul style="list-style-type: none"> <li>○ Climate change</li> <li>○ Sustainable development</li> <li>○ Global public health</li> </ul> </li> </ul>



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### ESSENTIAL FOCUS – IB HISTORY OF THE AMERICANS – YEAR 1

- **Independent Movements:** This section focuses on the various forces that contributed to the rise of the independence movements, the similar and different paths that the movements followed and the immediate effects of independence in the region.
- **National-building and challenges:** This section focuses on the new challenges and problems that came with independence. It explores the ways in which, and the reasons why, the countries of the region attempted to build their nations
- **United States Civil War: causes, course and effects 1840-77:** This section focuses on the United States Civil War between the North and the South (1861-5), which is often perceived as the great watershed in the history of the United States.
- **Development of Modern Nations 1865-1929:** This section, covering the period between the late 19th century and the early 20th century, saw forces that transformed the countries of the region. These forces are generally seen as part of “modernization”, a process that involved the progressive transformation of the economic, political and social structures of the countries of the region.
- **Emergence of the Americas in global affairs 1880-1929:** This section focuses on modernization in the region, and its impact on foreign policy. It explores the involvement of the nations in the First World War. Modernization shaped the new nations and its effects created the basis for a major shift in the foreign policies of the region.
- **The Mexican Revolution 1910-1940:** This section focuses on the causes, course and impact of the Mexican Revolution that occurred in a country that had experienced a lengthy period of political stability and economic growth.
- **The Great Depression and the Americas 1929-39:** This section focuses on the nature of the Depression as well as the different solutions adopted by governments in the region and the impact on these societies.
- **The Second World War and the Americas 1933-45:** As the world order deteriorated in the late 1930s, resulting in the outbreak of war in Europe, the countries of the region reacted in different ways to the challenges presented. This section focuses on the changing policies of the countries in the region as a result of growing political and diplomatic tensions preceding and during the Second World War.
- **Political Developments in the Americas after the Second World War 1945-1979:**
- **The Cold War and the Americas 1945-1981:** This section focuses on domestic concerns and political developments after 1945. The majority of states in the Americas experienced social, economic and political changes and challenges.
- **Civil rights and social movements in the Americas:** This section focuses on the development and impact of the Cold War on the region.
- **Into the 21<sup>st</sup> Century – from the 1980s – 2000:** This section focuses on the origins, nature, challenges and achievements of civil rights movements after 1945. Movements represented the attempts to achieve equality for groups that were not recognized or accepted as full members of society.

FOCUS AND KEY CONCEPTS – IB HISTORY OF THE AMERICANS: YEAR 1	
<b>FOCUS</b> <ul style="list-style-type: none"> <li>Independence Movements</li> </ul>	<b>KEY CONCEPTS</b> <ul style="list-style-type: none"> <li>Independence movements in the Americas: political, economic, social, intellectual and religious causes; the role of foreign intervention; conflicts and issues leading to war</li> <li>Political and intellectual contributions of leaders to the process of independence: Washington, Bolivar (suitable choices could be Adams, Jefferson, San Martín, O'Higgins)</li> <li>United States Declaration of Independence; processes leading to the declaration; influence of ideas; nature of the declaration; military campaigns and their impact on the outcome (suitable examples could be Saratoga and Yorktown)</li> <li>Independence movements in Latin America: characteristics of the independence processes; reasons for the similarities and/or differences in two countries in the region; military campaigns and their impact on the outcome (suitable examples could be Chacabuco, Maipú, Ayacucho, Boyacá and Carabobo)</li> <li>United States' position towards Latin American independence; events and reasons for the emergence of the Monroe Doctrine</li> <li>Impact of independence on the economies and societies of the Americas: economic and social issues; new perspectives on economic development; impact on different social groups: Native Americans, African Americans, Creoles</li> </ul>
<ul style="list-style-type: none"> <li>Nation-building and challenges</li> </ul>	<ul style="list-style-type: none"> <li>United States: Articles of Confederation: the Constitution of 1787: philosophical underpinnings; major compromises and changes in the US political system</li> <li>Latin America: challenges to the establishment of political systems; conditions for the rise of and impact of the caudillo rule in two countries (suitable examples could be Rosas, Gomez, Artigas)</li> <li>War of 1812: causes and impact on British North America and the United States</li> <li>Mexican-American War 1846-8: causes and effect on the region</li> <li>Canada: causes and effects of 1837 rebellions; the Durham Report and its implications; challenges to the Confederation; the British North America Act of 1867; compromises, unresolved issues, regionalism, effects</li> <li>Changes in the conditions of social groups such as Tribal Nations, mestizos, immigrants in the new nations</li> </ul>
<ul style="list-style-type: none"> <li>United States Civil War: causes and effects 1840-77</li> </ul>	<ul style="list-style-type: none"> <li>Cotton economy and slavery; conditions of enslavement; adaptation and resistance such as the Underground Railroad</li> <li>Origins of the Civil War: political issues, states' rights, modernization, sectionalism, the nullification crisis, economic differences between North and South</li> <li>Abolitionist debate: ideologies and arguments for and against slavery and their impact</li> <li>Reasons for, and effects of, westward expansion and the sectional debates; the crisis of the 1850s; the Kansas–Nebraska problem; the Ostend Manifesto; the Lincoln–Douglas debates; the impact of the election of Abraham Lincoln and the Emancipation Proclamation; Jefferson Davis and the Confederacy</li> <li>Union versus Confederate: strengths and weaknesses; economic resources; significance of leaders during the US Civil War (suitable examples could be Grant and Lee, Sherman and Thomas Jonathan “Stonewall” Jackson)</li> <li>Major battles of the Civil War and their impact on the conflict: Antietam and Gettysburg; the role of foreign powers</li> <li>Reconstruction: economic, social and political successes and failures; economic expansion</li> <li>African Americans in the Civil War and in the New South: legal issues; the Black Codes; Jim Crow Laws</li> </ul>

<ul style="list-style-type: none"> <li>Development of Modern Nations 1865-1929 -This in-depth study will include an examination of the following key concepts:</li> </ul>	<ul style="list-style-type: none"> <li>Causes and consequences of railroad construction; industrial growth and economic modernization, Industrial revolutions impact on national development.</li> <li>Causes and consequences of immigration; emigration and internal migration, including the impact upon, and experience of, indigenous peoples</li> <li>Development and impact of ideological currents including Progressivism, Manifest Destiny, liberalism, nationalism, positivism, Social Darwinism, “indigenismo” and nativism</li> <li>Influence of leaders in the transition to the modern era: political and economic aims; assessment of the successes and failures of Theodore Roosevelt, Wilfrid Laurier and a Latin American leader of the student’s choice.</li> <li>Social, economic and legal evolution of Civil Rights from 1865 to 1929; examination of 13<sup>th</sup>, 14<sup>th</sup>, 15<sup>th</sup> and 19<sup>th</sup> amendments and tactics of individuals like Marcus Garvey, Booker T. Washington and Alice Paul.</li> </ul>
<ul style="list-style-type: none"> <li>Emergence of the Americas in global affairs 1880-1929</li> </ul>	<ul style="list-style-type: none"> <li>United States’ expansionist foreign policies: political, economic social and ideological reasons</li> <li>Spanish–American War: causes and effects (1898)</li> <li>United States’ foreign policies: the Big Stick; Dollar Diplomacy Moral Diplomacy; applications and impact on the region</li> <li>United States and the First World War: from neutrality to involvement; reasons for US entry into the</li> <li>First World War; Wilson’s peace ideals and the struggle for ratification of the Versailles Treaty in the United States; significance of the war for the United States’ hemispheric status</li> <li>Involvement and participation of either Canada or one Latin American country in the First World War: reasons for and/or against participation; nature of participation</li> <li>Impact of the First World War on <b>two</b> countries of the Americas: economic, political, social, and foreign policies</li> </ul>
<ul style="list-style-type: none"> <li>The Mexican Revolution 1910-40</li> </ul>	<ul style="list-style-type: none"> <li>Causes of the Mexican Revolution: social, economic and political; the role of the Porfiriato regime</li> <li>The revolution and its leaders (1910-17): ideologies, aims and methods of Madero, Villa, Zapata, Carranza; achievements and failures; Constitution of 1917: nature and application</li> <li>Construction of the post-revolutionary state (1920-38): Obregón, Calles and the Maximato; challenge assessment of their impact in the post-revolutionary state</li> <li>Lázaro Cárdenas and the renewal of the revolution (1939-40): aims, methods and achievements</li> <li>The role of foreign powers (especially the United States) in the outbreak and development of the Mexican Revolution; motivations, methods of intervention and contributions</li> <li>Impact of the revolution on the arts, education and music (suitable examples could be Siqueiros, Rivera, Orozco); the impact of Vasconcelos’ educational reforms; the development of popular music; literary works on the revolution</li> </ul>
<ul style="list-style-type: none"> <li>The Great Depression and the Americas 1929-39</li> </ul>	<ul style="list-style-type: none"> <li>The Great Depression: political and economic causes in the Americas</li> <li>Nature and efficacy of solutions in the United States: Hoover; Franklin D Roosevelt and the New Deal; critics of the New Deal</li> <li>Canada: Mackenzie King and RB Bennett</li> <li>Latin America’s responses to the Depression: either G Vargas or the Concordancia in Argentina; Import Substitution Industrialization (ISI) or any relevant case study of a Latin American country</li> <li>Impact of the Great Depression on society: African Americans, women, minorities</li> <li>The Great Depression and the arts: photography, the movie industry, the radio, literary currents</li> </ul>

<ul style="list-style-type: none"> <li>The Second World War and the Americas 1933-45</li> </ul>	<ul style="list-style-type: none"> <li>Hemispheric reactions to the events in Europe: inter-American diplomacy; cooperation and neutrality; Franklin D Roosevelt's Good Neighbor policy, its application and effects</li> <li>The diplomatic and/or military role of two countries in the Second World War</li> <li>Social impact of the Second World War on: African Americans, Native Americans, women and minorities; conscription</li> <li>Treatment of Japanese Americans and Japanese Canadians Reaction to the Holocaust in the Americas</li> <li>Impact of technological developments and the beginning of the atomic age</li> <li>Economic and diplomatic effects of the Second World War in <b>one</b> country of the Americas</li> </ul>
<ul style="list-style-type: none"> <li>Political Developments in the Americas after the Second World War 1945-1979</li> </ul>	<ul style="list-style-type: none"> <li>United States: domestic policies of Truman, Eisenhower and Kennedy</li> <li>Johnson and "the Great Society"; Nixon's domestic reforms</li> <li>Canada: domestic policies from Diefenbaker to Clark and Trudeau (both were prime ministers in 1979)</li> <li>Evolution of Civil Rights and the rise of peoples movements</li> <li>Populist leaders in Latin America: rise to power; characteristics of populist regimes;</li> <li>The Cuban Revolution: political, social, economic causes; impact on the region</li> <li>Rule of Fidel Castro: political, economic, social and cultural policies; treatment of minorities; successes and failures</li> <li>Military regimes in Latin America: rationale for intervention; challenges; policies; successes and failure</li> </ul>
<ul style="list-style-type: none"> <li>The Cold War and the Americas 1945-1981</li> </ul>	<ul style="list-style-type: none"> <li>Truman: containment and its implications for the Americas; the rise of McCarthyism and its effects on domestic and foreign policies of the United States; the Cold War and its impact on society and culture</li> <li>Korean War and the United States and the Americas: reasons for participation; military development diplomatic and political outcomes</li> <li>Eisenhower and Dulles: New Look and its application; characteristics and reasons for the policy; repercussions for the region</li> <li>United States' involvement in Vietnam: the reasons for, and nature of, the involvement at different stages; domestic effects and the end of the war</li> <li>United States' foreign policies from Kennedy to Carter: the characteristics of, and reasons for, policies: implications the region: Kennedy's Alliance for Progress; Nixon's covert operations and Chile; Carter's quest for human rights and the Panama Canal Treaty</li> <li>Cold War in <b>either</b> Canada or <b>one</b> Latin American country: reasons for foreign and domestic policies and their implementation</li> </ul>
<ul style="list-style-type: none"> <li>Civil rights and social movements in the Americas</li> </ul>	<ul style="list-style-type: none"> <li>Tribal Nations and civil rights: Latin America, the United States and Canada</li> <li>African Americans and the Civil Rights Movement; origins, tactics and organizations; the US Supreme court and legal challenges to segregation in education; ending the segregation in the South (1955-65)</li> <li>Role of Dr. Martin Luther King in the Civil Rights Movement: the rise of radical African American activism (1965-8): Black Panthers; Black Muslims; Black Power and Malcolm X</li> <li>Role of government in civil rights movements in the Americas</li> <li>Youth culture and protests of the 1960s and 1970s: characteristics and manifestation of counterculture</li> <li>Feminist movements in the Americas</li> </ul>
<ul style="list-style-type: none"> <li>Into the 21st century—from the 1980s to 2000</li> </ul>	<ul style="list-style-type: none"> <li>The United States, from bipolar to unilateral power: domestic and foreign policies of presidents such as Reagan, Bush, Clinton; challenges; effects on the United States; impact upon the hemisphere</li> <li>Restoration of democracy in Latin America: political, social and economic challenges suitable examples could be Brazil, Argentina, Uruguay)</li> <li>Globalization and its effects: social, political and economic</li> <li>Revolution in technology: social, political and economic impact such as the role of the media and the Internet</li> <li>Popular culture: new manifestations and trends in literature, films, music and entertainment</li> <li>New concerns: threats to the environment; health</li> </ul>

## ESSENTIAL FOCUS – IB HISTORY OF THE AMERICANS – YEAR 2

- War was a major feature of the 20th century. In this topic the different types of war should be identified, and the causes, practices and effects of these conflicts should be studied.
- The 20th century witnessed the establishment, survival, destruction and re-emergence of democratic states. Democratic systems faced threats to their existence from internal and external sources. In some cases the system coped successfully, in other cases the pressures proved difficult to withstand. The performance of democratic states in relation to such pressures—economic, political and social—form the basis for this topic.
- The 20th century produced many authoritarian and single-party states. The origins, ideology, form of government, organization, nature and impact of these regimes should be studied.
- This topic covers decolonization in Africa and Asia. It also covers the break-up of Soviet control in Eastern Europe, as well as the emergence of new states elsewhere in Europe. Emphasis should be placed on the origins and development of the nationalist and independence movements, the formation of post-colonial governments/new states, the problems facing new governments (both internal and external pressures) and attempts to solve them
- This topic addresses East–West relations from 1945. It aims to promote an international perspective and understanding of the origins, course and effects of the Cold War—a conflict that dominated global affairs from the end of the Second World War to the early 1990s.

## FOCUS AND KEY CONCEPTS – IB HISTORY OF THE AMERICANS: YEAR 2

FOCUS	KEY CONCEPTS
<ul style="list-style-type: none"> <li>• Causes, practices and effects of wars</li> </ul>	<ul style="list-style-type: none"> <li>• Different types and nature of 20th century warfare</li> <li>• Origins and causes of wars</li> <li>• Nature of 20th century wars</li> <li>• Effects and results of wars</li> </ul>
<ul style="list-style-type: none"> <li>• Democratic states—challenges and responses</li> </ul>	<ul style="list-style-type: none"> <li>• Nature and structure of democratic (multiparty) states</li> <li>• Economic and social policies</li> <li>• Political, social and economic challenges</li> </ul>
<ul style="list-style-type: none"> <li>• Origins and development of authoritarian and single party states</li> </ul>	<ul style="list-style-type: none"> <li>• Origins and nature of authoritarian and single-party states</li> <li>• Establishment of authoritarian and single party states</li> <li>• Domestic policies and impact</li> </ul>
<ul style="list-style-type: none"> <li>• Nationalist and independence movements in Africa and Asia and post-1945 Central and Eastern European states</li> </ul>	<ul style="list-style-type: none"> <li>• Origins and rise of nationalist independence movements in Africa and Asia</li> <li>• Methods of achieving independence in Africa and Asia</li> <li>• Challenges to Soviet or centralized control in Central Eastern Europe and the Balkans</li> <li>• Formation of, and challenges to, post-colonial governments/new states</li> </ul>
<ul style="list-style-type: none"> <li>• The Cold War</li> </ul>	<ul style="list-style-type: none"> <li>• Origins of the Cold War</li> <li>• Nature of the Cold</li> <li>• Development and impact of the Cold War</li> <li>• End of the Cold War</li> </ul>

<p><b><u>COURSE: UNITED STATES GOVERNMENT AND THE POLITICAL ECONOMY</u></b></p> <p><b><u>UNITS OF CREDIT:</u></b> One Year (Required)</p> <p><b><u>PREREQUISITES:</u></b> None</p> <p><b><u>GRADE LEVELS:</u></b> 12</p>	<p><b><u>COURSE OVERVIEW:</u></b></p> <p>In this course students apply knowledge gained in previous years of study to pursue a deeper understanding of the principles, institutions and practices of American government and its political economy. In addition, they draw on their studies of American history and of other societies to compare modern governmental and economic systems. Throughout the course students examine the philosophical and historical roots of the American Revolution, Constitution and Bill of Rights. Students also analyze the relationship between federal, state, local and tribal government entities and the citizen's role in these relationships. In addition, students conduct an in-depth analysis of the three branches of government and how these branches function internally and with one another. Students differentiate between Civil Liberties and Civil Rights and the role of the government, and in particular the courts, in protecting and promoting these rights and liberties. Finally students will identify, define and analyze the role of micro/ macro-economic policies and how domestic and foreign governments use these policies to affect economic and political factors.</p> <p>Throughout the course students use the content outlined in the curriculum document to develop and refine a variety of trans-disciplinary skills. Those skills include, but are not limited to: close reading of text, critical reading and writing, analysis, comparing and contrasting sources of information, and assessing the validity and/or reliability of documents.</p>
<p><b><u>NCSS THEMES</u></b></p> <ul style="list-style-type: none"> <li>• Culture</li> <li>• Time, Continuity, and Change</li> <li>• People, Places and Environments</li> <li>• Individual Development and Identity</li> <li>• Individuals, Groups, and Institutions</li> <li>• Power, Authority, and Governance</li> <li>• Production, Distribution, and Consumption</li> <li>• Science, Technology, Society</li> <li>• Global Connections</li> <li>• Civic Ideals and Practices</li> </ul>	<p><b><u>OPI MONTANA STANDARDS</u></b></p> <ol style="list-style-type: none"> <li>1. Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.</li> <li>2. Students analyze how people create and change structures of power, authority, and governance to understand the operations of government and to demonstrate civic responsibility.</li> <li>3. Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions).</li> <li>4. Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.</li> <li>5. Students make informed decisions based on an understanding of the economic principles of productions, distribution, exchange, and consumption.</li> <li>6. Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.</li> </ol>



## COMMON CORE LITERACY STANDARDS FOR SOCIAL STUDIES

### READING (Informational)

**RH.11-12.1** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

**RH.11-12.2** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

**RH.11-12.3** Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

**RH.11-12.4** Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10; how the use of "sovereignty" in official documents impacts political and legal relationships).

**RH.11-12.5** Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

**RH.11-12.6** Evaluate authors', incorporating American Indian authors, differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

**RH.11-12.7** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

**RH.11-12.8** Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information. Include texts by and about Tribal Nations.

### WRITING

**WHST.11-12.1** Write arguments focused on discipline-specific content.

**WHST.11-12.1a** Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

**WHST.11-12.1b** Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

**WHST.11-12.1c** Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

**WHST.11-12.1d** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

**WHST.11-12.1e** Provide a concluding statement or section that follows from or supports the argument presented.

**WHST.11-12.2** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

**WHST.11-12.2a** Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

**WHST.11-12.2b** Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

<p><b>RH.11-12.9</b> Integrate information from diverse sources, including American Indian sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p><b>RH.11-12.10</b> Integrate information from diverse sources, including American Indian sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>	<p><b>WHST.11-12.2c</b> Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p><b>WHST.11-12.2d</b> Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p><b>WHST.11-12.2e</b> Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p> <p><b>WHST.11-12.3</b> (See note; not applicable as a separate requirement)</p> <p><b>WHST.11-12.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>WHST.11-12.5</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>WHST.11-12.6</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p><b>WHST.11-12.7</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>WHST.11-12.8</b> Gather relevant information from multiple authoritative oral, print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
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	<p><b>WHST.11-12.9</b> Draw evidence from informational texts to support analysis, reflection, and research. Include texts by and about Tribal Nations.</p> <p><b>WHST.11-12.10</b> Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>Note:</b> Students’ narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p>
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IEFA: ESSENTIAL UNDERSTANDINGS	HIGH SCHOOL: FOCUS AREAS (GLOBAL)
<p><b><u>ESSENTIAL UNDERSTANDING 1:</u></b> There is great diversity among the 12 tribal Nations of Montana in their languages, cultures, histories and governments. Each Nation has a distinct and unique cultural heritage that contributes to modern Montana.</p>	<ul style="list-style-type: none"> <li>• Local and global Issues related to Indigenous cultures and languages <ul style="list-style-type: none"> <li>○ Cultural Preservation and revitalization</li> <li>○ Bilingualism</li> <li>○ Multiculturalism</li> <li>○ Assimilation</li> <li>○ Loss of diversity</li> <li>○ Cultural homogenization</li> <li>○ Marginalization</li> <li>○ Linguistic rights</li> <li>○ Civil rights</li> <li>○ Human rights</li> <li>○ Colonization</li> <li>○ Nationalism</li> <li>○ Globalization</li> </ul> </li> <li>• Indigenous perspectives on local/global problems <ul style="list-style-type: none"> <li>○ Climate change</li> <li>○ Sustainable development</li> <li>○ Global public health</li> </ul> </li> </ul>
<p><b><u>ESSENTIAL UNDERSTANDING 2:</u></b> There is great diversity among individual American Indians as identity is developed, defined and redefined by entities, organizations and people. A continuum of Indian identity, unique to each individual, ranges from assimilated to traditional. There is no generic American Indian.</p>	<ul style="list-style-type: none"> <li>• Historical and political influences on Tribal Nation identity. <ul style="list-style-type: none"> <li>○ Identity development (personal experience).</li> <li>○ Change (individually and collectively; over one’s life time and over the past decades).</li> </ul> </li> <li>• Indigenous Identity in the multicultural U.S. society and the globalizing world.</li> <li>• Individual identity vs. collective Tribal Nation identity <ul style="list-style-type: none"> <li>○ Contexts</li> <li>○ Functions</li> </ul> </li> </ul>
<p><b><u>ESSENTIAL UNDERSTANDING 3:</u></b> The ideologies of Native traditional beliefs and spirituality persist into modern day life as tribal cultures, traditions, and languages are still practiced by many American Indian people and are incorporated into how tribes govern and manage their affairs. Additionally, each tribe has its own oral histories, which are as valid as written histories. These histories pre-date the “discovery” of North America.</p>	<ul style="list-style-type: none"> <li>• Ideologies of Native traditional beliefs and spirituality in the modern day life <ul style="list-style-type: none"> <li>○ Complementarities</li> <li>○ Clashes</li> </ul> </li> <li>• Indigenous ways of knowing vs. Western ways of knowing <ul style="list-style-type: none"> <li>○ Native science</li> <li>○ Indigenous perspectives on ecology and environment</li> </ul> </li> </ul>

<p><b><u>ESSENTIAL UNDERSTANDING 4:</u></b> Reservations are lands that have been reserved by the tribes for their own use through treaties, statutes, and executive orders and were not “given” to them. The principle that land should be acquired from the Indians only through their consent with treaties involved three assumptions:</p> <ul style="list-style-type: none"> <li>I. Both parties to treaties were sovereign powers.</li> <li>II. Indian tribes had some form of transferable title to the land.</li> <li>III. Acquisition of Indian lands was solely a government matter not to be left to individual colonists.</li> </ul>	<ul style="list-style-type: none"> <li>• Reservation as a product of settler colonialism and imperialism.</li> <li>• Reservation system in the U.S. in contrast to other forms of colonization. impacting Indigenous populations around the world.</li> <li>• Issues of Indigenous land rights in local and global contexts.</li> </ul>
<p><b><u>ESSENTIAL UNDERSTANDING 5:</u></b> There were many federal policies put into place throughout American history that have affected Indian people and still shape who they are today. Many of these policies conflicted with one another. Much of Indian history can be related through several major federal policy periods:</p> <ul style="list-style-type: none"> <li>Colonization/Colonial Period 1492 – 1800s</li> <li>Treaty Period 1789 - 1871</li> <li>Assimilation Period - Allotment and Boarding School 1879 - 1934</li> <li>Tribal Reorganization Period 1934 - 1958</li> <li>Termination and Relocation Period 1953 - 1971</li> <li>Self-determination Period 1968 – Present</li> </ul>	<ul style="list-style-type: none"> <li>• Impacts and implications of inconsistent U.S. federal policies on Indigenous populations.</li> <li>• U.S. federal policies related to American Indians in contrast to national policies of other countries related to Indigenous populations.</li> <li>• Local and global examples of assimilation policies.</li> <li>• “Self-determination” movements around the world.</li> </ul>
<p><b><u>ESSENTIAL UNDERSTANDING 6:</u></b> History is a story most often related through the subjective experience of the teller. With the inclusion of more and varied voices, histories are being rediscovered and revised. History told from an Indian perspective frequently conflicts with the stories mainstream historians tell.</p>	<ul style="list-style-type: none"> <li>• History from the point of view of Indigenous people and the concepts of: <ul style="list-style-type: none"> <li>○ Power</li> <li>○ Discrimination and racism</li> <li>○ Free and democratic society</li> <li>○ Conflict</li> </ul> </li> <li>• Indigenous voices in the global context <ul style="list-style-type: none"> <li>○ Multicultural education</li> <li>○ Social justice</li> <li>○ Place-based knowledge</li> <li>○ Politics</li> <li>○ Participatory approach to development</li> </ul> </li> </ul>

<p><b>ESSENTIAL UNDERSTANDING 7:</b> Under the American legal system, Indian tribes have sovereign powers, separate and independent from the federal and state governments. However, the extent and breadth of tribal sovereignty is not the same for each tribe.</p>	<ul style="list-style-type: none"> <li>• Evidence and counter-evidence of sovereignty being upheld               <ul style="list-style-type: none"> <li>○ Montana</li> <li>○ U.S.</li> <li>○ Countries with Indigenous populations</li> </ul> </li> <li>• UN's Declaration of Indigenous People's Rights               <ul style="list-style-type: none"> <li>○ Implications for local tribes</li> <li>○ Implications for Indigenous peoples around the world</li> <li>○ Legal implications locally and nationally</li> </ul> </li> </ul>
<b>ESSENTIAL QUESTIONS – GOVERNMENT</b>	
<ul style="list-style-type: none"> <li>• Why did the United States develop a democratic republic?</li> <li>• How does the Executive branch shape American life?</li> <li>• How effectual is a congressional system? How does the legislative process reflect society's values and norms?</li> <li>• Does the federal judicial system bring justice?</li> <li>• Have Americans grown freer? Do certain civil liberties trump others?</li> <li>• Are the rights of all Americans equally protected?</li> <li>• Do political parties truly represent American voters and their needs?</li> <li>• Does the election process promote the ideals of a democratic republic/citizen involvement?</li> <li>• How will the changing American population affect American political life?</li> <li>• Does government respond to public opinion?</li> <li>• How does media influence American political life?</li> <li>• How can citizens become involved in local, tribal and state governance?</li> <li>• How does the American political and economic systems compare to alternative models?</li> <li>• Does our economic system serve the needs of the American people?</li> </ul>	

## TOPICS AND KEY CONCEPTS – GOVERNMENT

### TOPICS

Order of presentation of key topics will vary, depending upon current affairs, elections, and student needs. For example, during Presidential elections the teacher may cover the election process and party politics as part of the first semester.

- Philosophical and historical foundations of U.S. Governance
- Executive Branch
- Legislative Branch
- Judicial Branch
- Comparative political systems (national and international)
- State and local governance
- Economics (micro/ macro, fiscal/monetary policy)
- Media
- Party politics
- Election process
- Voter behavior/ demographics
- Civil Liberties
- Civil Rights

### KEY CONCEPTS

Current political, economic and Montana tribal issues will be integrated in to all key concept areas.

#### Philosophical and Historical Foundations of U.S. Governance

- Enlightenment Thinkers
- Declaration of Independence as Exemplar of Enlightenment Thought
- Articles of Confederation
- Constitutional convention
- U.S. Constitution and Bill of Rights
- Federalism: conflict for power
- Special status of Tribal Nations

#### Executive Branch

- Philosophical justification
- Qualifications
- Electoral College
- Domestic Policy
- Foreign Policy
- Relationship with legislative and judicial branch
- Growth of and limits upon executive power
- Presidential leadership and process
- Federal bureaucracy (cabinet, Executive Office of the President, advisors, agencies, etc.)

#### Legislative Branch

- Philosophical justification
- Qualifications
- Election process (districts, fundraising and the influence of money, special interests)
- Legislative process
- Internal and external influences upon legislative process
- Relationships with Executive and Judicial Branches

	<ul style="list-style-type: none"> <li>• Powers of Congress</li> <li>• Limits upon legislative powers</li> </ul> <p><b><u>Judicial Branch</u></b></p> <ul style="list-style-type: none"> <li>• Philosophical justification</li> <li>• Qualifications</li> <li>• Nomination process</li> <li>• Court system structure and historical evolution</li> <li>• Judicial decision making (authority, jurisdiction, trials, judicial review, precedent)</li> <li>• Judicial activism and restraint</li> <li>• Internal and external influences upon judicial process</li> <li>• Relationships with Executive and Legislative Branches</li> <li>• Limits upon judicial powers</li> </ul> <p><b><u>Civil Liberties</u></b></p> <ul style="list-style-type: none"> <li>• Philosophical and Constitutional foundations</li> <li>• Expansion over time including landmark cases</li> <li>• Implementation and protection</li> </ul> <p><b><u>Civil Rights</u></b></p> <ul style="list-style-type: none"> <li>• Philosophical and Constitutional foundations</li> <li>• Expansion over time including landmark cases</li> <li>• Implementation and protection</li> <li>• Influence of Legislative, Executive and Judicial Branches</li> <li>• Comparative Civil Rights experiences of ethnic, racial, gender and LGBTQIA groups</li> </ul> <p><b><u>Party Politics</u></b></p> <ul style="list-style-type: none"> <li>• Political spectrum</li> <li>• Historical evolution</li> <li>• Differing ideological and policy positions of major parties</li> <li>• Funding</li> <li>• Structure and role of parties</li> </ul>
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	<ul style="list-style-type: none"> <li>• Influences upon legislative, executive and judicial branches</li> <li>• Internal and external influences upon parties</li> <li>• Two Party System</li> <li>• Funding laws and sources</li> </ul> <p><b><u>Election Process</u></b></p> <ul style="list-style-type: none"> <li>• Election cycles</li> <li>• Laws regarding election process</li> <li>• Primary election process</li> <li>• General elections</li> <li>• Local, state and federal elections (similarities and differences)</li> <li>•</li> </ul> <p><b><u>Voter Behavior/ Demographics</u></b></p> <ul style="list-style-type: none"> <li>• Demographic influences on voting behavior</li> <li>• Coalitions</li> <li>• Voter qualifications</li> <li>• Changing voter patterns</li> <li>• Nonvoters</li> <li>• Voter/nonvoter statistics (age, gender, ethnicity, etc.)</li> </ul> <p><b><u>Public Opinions</u></b></p> <ul style="list-style-type: none"> <li>• Shaping public opinion</li> <li>• Measuring public opinion</li> <li>• Influence of public opinion upon policy</li> </ul> <p><b><u>Media and Political life</u></b></p> <ul style="list-style-type: none"> <li>• How media shapes public opinion</li> <li>• Most influential media</li> <li>• Media ownership</li> <li>• Demographics of media use</li> <li>• Bias in media</li> </ul>
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	<p><b><u>State, local, tribal governance</u></b></p> <ul style="list-style-type: none"> <li>• Local governing bodies</li> <li>• Local and State governing documents</li> <li>• Civic participation in NGOs, Local and State government</li> <li>• Grass roots politics</li> <li>• Local and State fiscal policies</li> <li>• Tribal governance, institutions and issues</li> </ul> <p><b><u>Comparative political/Economic systems</u></b></p> <ul style="list-style-type: none"> <li>• Comparing historical models of governance</li> <li>• Different models of democracy</li> <li>• Contrasting historic examples of economic systems</li> <li>• Evolution of capitalism</li> <li>• Models of multiple party systems and proportional representation</li> <li>• Cooperative international organizations (U.N., WTO, IMF)</li> </ul> <p><b><u>Political Economics</u></b></p> <ul style="list-style-type: none"> <li>• Scarcity</li> <li>• Choice and markets</li> <li>• Supply and Demand</li> <li>• Opportunity Cost and Comparative Advantage</li> <li>• Externalities Impacting an Economy</li> <li>• Federal Reserve</li> <li>• Monetary and Fiscal Policy</li> <li>• Taxation</li> <li>• Factors of Production</li> <li>• Sole proprietorships, partnerships, corporations</li> <li>• World Economy and Globalization</li> </ul>
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<p><b><u>COURSE: ADVANCED PLACEMENT UNITED STATES GOVERNMENT AND POLITICS</u></b></p> <p><b><u>UNITS OF CREDIT:</u></b> One Year</p> <p><b><u>PREREQUISITES:</u></b> United States History or World History</p> <p><b><u>GRADE LEVEL:</u></b> 11-12</p>	<p><b><u>Course Overview:</u></b></p> <p>Advanced Placement United States Government and Politics leads students in analysis of the structure and politics of U.S. governance. The class surveys historical origins of the American political system, its structure, and the institutions which link people to government. The course explores the process of policymaking and analyzes policies in several specific areas. It explores the motivations for and consequences of political behavior. Underpinnings of United States government constitute ten to twenty percent of the content of the course. Institutions of national government—the congress, the presidency, the bureaucracy, and the federal courts—make up thirty-five to forty percent of the content of the course. Public policy is the focus of five to fifteen percent of the content of the course.</p>
<p><b>NCSS THEMES</b></p> <ul style="list-style-type: none"> <li>• Culture</li> <li>• Time, Continuity, and Change</li> <li>• People, Places and Environments</li> <li>• Individual Development and Identity</li> <li>• Individuals, Groups, and Institutions</li> <li>• Power, Authority, and Governance</li> <li>• Production, Distribution, and Consumption</li> <li>• Science, Technology, Society</li> <li>• Global Connections</li> <li>• Civic Ideals and Practices</li> </ul>	<p><b>OPI MONTANA STANDARDS</b></p> <ol style="list-style-type: none"> <li>1. Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.</li> <li>2. Students analyze how people create and change structures of power, authority, and governance to understand the operations of government and to demonstrate civic responsibility.</li> <li>3. Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions).</li> <li>4. Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.</li> <li>5. Students make informed decisions based on an understanding of the economic principles of productions, distribution, exchange, and consumption.</li> <li>6. Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.</li> </ol>
<p><b>COMMON CORE LITERACY STANDARDS FOR SOCIAL STUDIES</b></p>	
<p><b><u>READING</u></b> (Informational)</p> <p><b>RH.11-12.1</b> Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p><b>RH.11-12.2</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p>	<p><b><u>WRITING</u></b></p> <p><b>WHST.11-12.1</b> Write arguments focused on discipline-specific content.</p> <p><b>WHST.11-12.1a</b> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p>

<p><b>RH.11-12.3</b> Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p><b>RH.11-12.4</b> Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10; how the use of "sovereignty" in official documents impacts political and legal relationships).</p> <p><b>RH.11-12.5</b> Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p><b>RH.11-12.6</b> Evaluate authors', incorporating American Indian authors, differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p> <p><b>RH.11-12.7</b> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p><b>RH.11-12.8</b> Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information. Include texts by and about Tribal Nations.</p> <p><b>RH.11-12.9</b> Integrate information from diverse sources, including American Indian sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p><b>RH.11-12.10</b> Integrate information from diverse sources, including American Indian sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>	<p><b>WHST.11-12.1b</b> Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p><b>WHST.11-12.1c</b> Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p><b>WHST.11-12.1d</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><b>WHST.11-12.1e</b> Provide a concluding statement or section that follows from or supports the argument presented.</p> <p><b>WHST.11-12.2</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p><b>WHST.11-12.2a</b> Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p><b>WHST.11-12.2b</b> Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p><b>WHST.11-12.2c</b> Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p><b>WHST.11-12.2d</b> Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p>
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	<p><b>WHST.11-12.2e</b> Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p> <p><b>WHST.11-12.3</b> (See note; not applicable as a separate requirement)</p> <p><b>WHST.11-12.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>WHST.11-12.5</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>WHST.11-12.6</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p><b>WHST.11-12.7</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>WHST.11-12.8</b> Gather relevant information from multiple authoritative oral, print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><b>WHST.11-12.9</b> Draw evidence from informational texts to support analysis, reflection, and research. Include texts by and about Tribal Nations.</p> <p><b>WHST.11-12.10</b> Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
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	<p><b>Note:</b> Students’ narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p>
<b>IEFA: ESSENTIAL UNDERSTANDINGS</b>	<b>HIGH SCHOOL: FOCUS AREAS (GLOBAL)</b>
<p><b>ESSENTIAL UNDERSTANDING 1:</b> There is great diversity among the 12 tribal Nations of Montana in their languages, cultures, histories and governments. Each Nation has a distinct and unique cultural heritage that contributes to modern Montana.</p>	<ul style="list-style-type: none"> <li>• Local and global Issues related to Indigenous cultures and languages. <ul style="list-style-type: none"> <li>○ Cultural Preservation and revitalization</li> <li>○ Bilingualism</li> <li>○ Multiculturalism</li> <li>○ Assimilation</li> <li>○ Loss of diversity</li> <li>○ Cultural homogenization</li> <li>○ Marginalization</li> <li>○ Linguistic rights</li> <li>○ Civil rights</li> <li>○ Human rights</li> <li>○ Colonization</li> <li>○ Nationalism</li> <li>○ Globalization</li> </ul> </li> <li>• Indigenous perspectives on local/global problems. <ul style="list-style-type: none"> <li>○ climate change</li> <li>○ sustainable development</li> <li>○ global public health</li> </ul> </li> </ul>

<p><b>ESSENTIAL UNDERSTANDING 2:</b> There is great diversity among individual American Indians as identity is developed, defined and redefined by entities, organizations and people. A continuum of Indian identity, unique to each individual, ranges from assimilated to traditional. There is no generic American Indian.</p>	<ul style="list-style-type: none"> <li>• Historical and political influences on Tribal Nation identity. <ul style="list-style-type: none"> <li>◦ Identity development (personal experience)</li> <li>◦ Change (individually and collectively; over one’s life time and over the past decades).</li> </ul> </li> <li>• Indigenous Identity in the multicultural U.S. society and the globalizing world.</li> <li>• Individual identity vs. collective Tribal Nation identity. <ul style="list-style-type: none"> <li>◦ Contexts</li> <li>◦ Functions</li> </ul> </li> </ul>
<p><b>ESSENTIAL UNDERSTANDING 3:</b> The ideologies of Native traditional beliefs and spirituality persist into modern day life as tribal cultures, traditions, and languages are still practiced by many American Indian people and are incorporated into how tribes govern and manage their affairs. Additionally, each tribe has its own oral histories, which are as valid as written histories. These histories pre-date the “discovery” of North America.</p>	<ul style="list-style-type: none"> <li>• Ideologies of Native traditional beliefs and spirituality in the modern day life. <ul style="list-style-type: none"> <li>◦ Complementarities</li> <li>◦ Clashes</li> </ul> </li> <li>• Indigenous ways of knowing vs. Western ways of knowing. <ul style="list-style-type: none"> <li>◦ Native science</li> <li>◦ Indigenous perspectives on ecology and environment</li> </ul> </li> </ul>
<p><b>ESSENTIAL UNDERSTANDING 4:</b> Reservations are lands that have been reserved by the tribes for their own use through treaties, statutes, and executive orders and were not “given” to them. The principle that land should be acquired from the Indians only through their consent with treaties involved three assumptions:</p> <ol style="list-style-type: none"> <li>Both parties to treaties were sovereign powers.</li> <li>Indian tribes had some form of transferable title to the land.</li> <li>Acquisition of Indian lands was solely a government matter not to be left to individual colonists.</li> </ol>	<ul style="list-style-type: none"> <li>• Reservation as a product of settler colonialism and imperialism.</li> <li>• Reservation system in the U.S. in contrast to other forms of colonization impacting Indigenous populations around the world.</li> <li>• Issues of Indigenous land rights in local and global contexts.</li> </ul>
<p><b>ESSENTIAL UNDERSTANDING 5:</b> There were many federal policies put into place throughout American history that have affected Indian people and still shape who they are today. Many of these policies conflicted with one another. Much of Indian history can be related through several major federal policy periods:</p> <ul style="list-style-type: none"> <li>Colonization/Colonial Period 1492 – 1800s</li> <li>Treaty Period 1789 - 1871</li> <li>Assimilation Period - Allotment and Boarding School 1879 - 1934</li> <li>Tribal Reorganization Period 1934 - 1958</li> <li>Termination and Relocation Period 1953 - 1971</li> <li>Self-determination Period 1968 – Present</li> </ul>	<ul style="list-style-type: none"> <li>• Impacts and implications of inconsistent U.S. federal policies on Indigenous populations.</li> <li>• U.S. federal policies related to American Indians in contrast to national policies of other countries related to Indigenous populations.</li> <li>• Local and global examples of assimilation policies.</li> <li>• “Self-determination” movements around the world.</li> </ul>

<p><b>ESSENTIAL UNDERSTANDING 6:</b> History is a story most often related through the subjective experience of the teller. With the inclusion of more and varied voices, histories are being rediscovered and revised. History told from an Indian perspective frequently conflicts with the stories mainstream historians tell.</p>	<ul style="list-style-type: none"> <li>History from the point of view of Indigenous people and the concepts of: <ul style="list-style-type: none"> <li>Power</li> <li>Discrimination and racism</li> <li>Free and democratic society</li> <li>Conflict</li> </ul> </li> <li>Indigenous voices in the global context: <ul style="list-style-type: none"> <li>Multicultural education</li> <li>Social justice</li> <li>Place-based knowledge</li> <li>Politics</li> <li>Participatory approach to development</li> </ul> </li> </ul>
<p><b>ESSENTIAL UNDERSTANDING 7:</b> Under the American legal system, Indian tribes have sovereign powers, separate and independent from the federal and state governments. However, the extent and breadth of tribal sovereignty is not the same for each tribe.</p>	<ul style="list-style-type: none"> <li>Evidence and counter-evidence of sovereignty being upheld: <ul style="list-style-type: none"> <li>Montana</li> <li>U.S.</li> <li>Countries with Indigenous populations</li> </ul> </li> <li>UN's Declaration of Indigenous People's Rights: <ul style="list-style-type: none"> <li>Implications for local tribes</li> <li>Implications for Indigenous peoples around the world</li> <li>Legal implications locally and nationally</li> </ul> </li> </ul>
<p align="center"><b>ESSENTIAL QUESTIONS – AP GOVERNMENT</b></p>	
<ul style="list-style-type: none"> <li>What are the Constitutional underpinnings of U.S. Government?</li> <li>How are individual and governmental political beliefs, behaviors and attitudes shaped?</li> <li>What role do political parties, the media and interest groups play in shaping government policy?</li> <li>What are the three branches of government and how do they interact with one another?</li> <li>How is Public Policy defined and how does it evolve in response to multiple factors?</li> <li>Why are civil liberties and the civil rights movement a key focal point for contemporary political thought and public policy?</li> </ul>	
<p align="center"><b>TOPICS AND KEY CONCEPTS – AP GOVERNMENT</b></p>	
<p><b>TOPIC</b></p> <ul style="list-style-type: none"> <li>Constitutional Underpinnings of United States Government</li> </ul>	<p><b>KEY CONCEPTS</b></p> <ul style="list-style-type: none"> <li>Considerations that influenced the formulation and adoption of the Constitution. <ul style="list-style-type: none"> <li>Separation of powers</li> <li>Checks and balances</li> <li>Federalism</li> <li>Principals of democratic governments</li> <li>Limited government</li> <li>Judicial review</li> </ul> </li> </ul>



<ul style="list-style-type: none"> <li>• Political Beliefs and Behaviors</li> </ul>	<ul style="list-style-type: none"> <li>• Beliefs that citizens hold about their government and its leaders</li> <li>• Processes by which citizens learn about politics</li> <li>• The nature, sources, and consequences of public opinion</li> <li>• The ways in which citizens vote and otherwise participate in political life</li> <li>• Factors that influence citizens to differ from one another in terms of political beliefs and behaviors</li> </ul>
<ul style="list-style-type: none"> <li>• Political Parties, Interest Groups, and Mass Media</li> </ul>	<ul style="list-style-type: none"> <li>• Political parties and elections <ul style="list-style-type: none"> <li>○ Functions</li> <li>○ Organization</li> <li>○ Development</li> <li>○ Effects on the political process</li> <li>○ Electoral laws and systems</li> </ul> </li> <li>• Interest groups <ul style="list-style-type: none"> <li>○ The range of interests represented</li> <li>○ The activities of interest groups</li> <li>○ The effects of interest groups on the political process</li> <li>○ The unique characteristics and roles of PACs in the political process</li> </ul> </li> <li>• The mass media <ul style="list-style-type: none"> <li>○ The functions and structures of the news media</li> <li>○ The impacts of the news media on politics</li> <li>○ The news media industry and its consequences</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• Institutions of National Government: The Congress, the Presidency, the Bureaucracy, and the Federal Courts</li> </ul>	<ul style="list-style-type: none"> <li>• The major formal and informal institutional arrangements of power</li> <li>• Relationships among these four institutions and varying balance of power</li> <li>• Linkages between institutions and the following: <ul style="list-style-type: none"> <li>○ Public opinion and voters</li> <li>○ Interest groups and lobbyists</li> <li>○ PACs, leadership PACs, Super PACs, 527's, 501(c)(3)'s</li> <li>○ Political parties</li> <li>○ The media</li> <li>○ State and local governments</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>• Public Policy</li> </ul>	<ul style="list-style-type: none"> <li>• Policymaking in a federal system</li> <li>• The formation of policy agendas</li> <li>• The role of institutions in the enactment of policy</li> <li>• The role of the bureaucracy and the courts in policy implementation and interpretation</li> <li>• Linkages between policy processes and the following: <ul style="list-style-type: none"> <li>○ Political institutions and federalism</li> <li>○ Political parties</li> <li>○ Interest groups</li> <li>○ Public opinion</li> <li>○ Elections</li> <li>○ Policy networks</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• Civil Rights and Civil Liberties</li> </ul>	<ul style="list-style-type: none"> <li>• The Development of civil liberties and civil rights by judicial interpretation</li> <li>• Knowledge of substantive rights and liberties</li> <li>• The Impact of the Fourteenth Amendment on the constitutional development of rights and liberties</li> </ul>

# APPENDICIES

# APPENDIX I

## ESSENTIAL SOCIAL STUDIES SKILLS AND STRATEGIES

(From the National Council for the Social Studies)

**SOCIAL STUDIES SKILLS AND STRATEGIES** enables studies to apply knowledge proficiently in a variety of contexts in repeated performances. They promote the participation of studies in civic life and develop their ability to address societal conflicts and problems. Throughout pre K-12 education, such skills and strategies must be developed through sequential systematic instruction and practice. These should be continually and applied through a process of extension, expansion, and illumination in greater complexity that takes advantage of students' academic progress and growth. Curriculum documents and classroom materials should emphasize these skills and strategies, which include:

- Literacy Skills
- Critical Thinking Skills
- Research-Based Literacy Strategies for Teachers
- Learning Strategies
- Personal Interaction and Civic Engagement Strategies

### SKILLS

#### LITERACY SKILLS

A strong emphasis must be placed on various types of literacy, from financial to technological, from media to mathematical, from content to cultural. Literacy may be defined as the ability of an individual to use information to function in society, to achieve goals, and to develop her or his knowledge and potential. Teachers emphasize certain aspects of literacy over others, depending on the nature of the content and skills they want students to learn. The following literacy skills for social studies are intended to be exemplary rather than definitive.

- Listens, read, write, and speak with comprehension and clarity
- Define and apply discipline-based conceptual vocabulary
- Describe people, places, and events, and the connections between and among them
- Arrange events in chronological sequence
- Differentiate fact from opinion
- Determine an author's purpose
- Determine and analyze similarities and differences
- Analyze cause and effect relationships
- Explore complex patterns, interactions and relationships
- Differentiate between and among various options
- Develop an ability to use and apply abstract principals
- Explore and/or observe, identify, and analyze how individuals and/or institutions relate to one another
- Locate, analyze, critique, and use appropriate resources and data
- Evaluate sources for validity and credibility and to detect bias, propaganda, and censorship
- Use a wide variety of media to access, analyze, evaluate, and create messages and reports
- Investigate, interpret, and analyze multiple historical and contemporary sources and viewpoints
- Articulate and construct reasoned arguments from diverse perspectives and frames of reference
- Present solutions to problems by analyzing conflicts and evaluating persistent issue

## CRITICAL THINKING SKILLS

Critical thinking skills demonstrate the ability to reflect on content in order to form a solid judgment based on both evidence and common sense. Critical thinkers gain knowledge through reading, observations, and experience, which enables them to identify relationships and determine the accuracy, clarity, reliability, relevance, and importance of what they learned.

The practice of these skills requires the ability to conduct research and obtain information through a variety of technologies, and to interpret, analyze, synthesize and evaluate information.

### **RESEARCH, INFORMATION AND TECHNOLOGY SKILLS**

#### **Locate Information**

- Use library, online, or other search tools to locate sources
- Use key words, tables, indexes, and bibliographies to locate information
- Use sources of information in the community

#### **Explore Information**

- Use relevant parts of a text, document, visual, electronic, or audio source
- Conduct interviews of individuals in the community
- Evaluate sources of information – print, visual, electronic, audio
- Use maps, globes, graphic, representation and tools, and geographic information systems
- Interpret the social and political message of cartoons
- Interpret history through artifacts

#### **Organize information in usable forms**

- Construct outlines
- Make summaries
- Compile bibliographies
- Prepare other products that organize information

#### **Use computer-based technology and media/communication technology**

- Operate input devices
- Operate other media/communication technology
- Operate appropriate multimedia sources for directed and independent learning activities
- Use internet based information networks
- Utilize tools and resources to manage and communicate information including correspondence, finances, data, charts, and graphics
- Use online information resources and communities to meet the need for collaboration, research, publications and communication

- Use tools for research, information analysis, problem-solving, and decision making in learning

#### **Interpret Information**

- State relationships between categories of information
- Draw inference from factual material
- Predict likely outcomes based on factual information
- Recognize and interpret different points of view
- Recognize instances in which more than one interpretation is valid
- Transfer knowledge into new contexts

#### **Analyze information**

- Form a simple organization of key ideas related to a topic
- Separate a topic into major components according to appropriate criteria
- Examine relationships between and among elements of a topic critically
- Detect bias in data presented in various forms
- Compare and contrast the credibility of differing ideas, elements, or accounts

#### **Synthesize information**

- Propose a new plan of operation, system, or scheme based on available data
- Reinterpret events by related knowledge from several disciplines
- Present information extracted from one format in a different format, e.g., print to visual
- Communicate concisely both orally and in writing

#### **Evaluate Information**

- Determine whether or not sources are valid and credible
- Estimate the adequacy of the information
- Test the validity of the information, using such criteria as source, objectivity, technical correctness, and currency
- Understand legal/ethical issues related to access and use of information

## STRATEGIES

### RESEARCH-BASED LITERACY STRATEGIES FOR TEACHERS

Research suggests that some broad-based literacy strategies can assist students in their comprehension of a variety of written sources. It is best to teach and practice these while students engage in learning challenging content. These can be divided into three categories, as indicated below:

#### Before

- Reviewing vocabulary that will be encountered in the reading
- Connecting to students' prior knowledge
- Making predictions about what the text might say
- Identifying text features including headings, charts/graphs/tables, illustrations, and maps
- Setting targets or objectives

#### During

- Drawing a non-linguistic
- Asking questions about key idea
- Identifying unfamiliar ideas, concepts or words to work with later
- Using questions, cues, and advance organizers

#### After

- Summarizing and note-taking
- Comparing notes with those of other students
- Providing substantive homework and practice
- Reinforcing effort and providing recognition

### LEARNING STRATEGIES

The descriptions of strategies used to learn social studies content, skills, and dispositions that are recorded below are not intended to be prescriptive or comprehensive. Teachers who wish to develop one or more of these learning strategies will be able to find detailed descriptions in reputable sources or through professional development opportunities. While characteristics of some strategies appear similar (e.g., finding factual information), each constitutes a unique skill set when considered as a whole.

#### Decision-making

- Identify a situation in which a decision is required
- Secure need factual information relevant to making the decision
- Identify alternative courses of action, and predict likely consequences of each
- Define the criteria to be met for one of the alternatives to emerge as the best alternative
- Make decisions based on the criteria and the data obtained
- Take action to implement the decisions
- Examine and evaluate consequences

#### Inquiry Learning

- Be curious, and ask powerful and complex questions
- Observe, investigate, and explore to develop understanding
- Organize, create, and communicate ideas and results
- Discuss, connect, and/or compare with other works
- Reflect to monitor progress, and self-evaluate

#### Issue Analysis

- Define the issue and identify key opposing positions
- Find and present information support each position
- Determine conflicting values or beliefs
- Defend and justify a position
- Summarize an opposing position
- State ways to persuade others to adopt your position

#### Problem-based learning

- Introduce and discuss a real-world problem
- Collaboratively, determine what is known and what must be learned
- Develop and articulate a problem statement
- Identify possible solutions
- Research, analyze, and resolve
- Present solutions and supporting documentation

**Service/Community Learning**

- Prepare – involve stakeholders in developing the project
- Collaborate – build partnerships and gather support
- Integrate – connect with academic skills and content
- Service – contribute skills and talents to make the community a better place
- Reflect – relive or recapture the service to develop new understandings
- Celebrate – honor and renew the commitment of those involved

PERSONAL INTERACTION AND CIVIC ENGAGEMENT STRATEGIES (PICES)
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Personal Interaction and Civic Engagement Strategies help young people to acquire and apply skills and dispositions that will prepare them to become competent and responsible citizens.

**Personal**

- Exhibit honesty and integrity
- Convey creativity and ingenuity
- Communicate personal beliefs, feelings, and convictions
- Demonstrate self-direction when working towards and accomplishing personal goals
- Demonstrate flexibility as goals and situations change
- Adjust personal behavior to fit the dynamics of various groups and situations
- Respect and be tolerant of others' beliefs, feelings and convictions

**Collaborative**

- Contribute to the development of a supportive climate in a group
- Participate in making rules and guidelines for group activities
- Assist in setting, working towards, and accomplishing common goals for a group
- Participate in delegating duties, organizing, planning, making decisions, and taking action in group settings
- Participate in persuading, compromising, debating, and negotiating in the resolution of conflicts and differences
- Utilize diverse perspectives and skills to accomplish common goals

**Civic Engagement**

- Understand the fundamental process of democracy
- Identify and understand public and community issues
- Dialogue with others who have different perspectives
- Participate in communities through organizations working to address an array of cultural, social, political, and religious interests and beliefs
- Act to accomplish public purposes through group problem solving, public speaking, petitioning and protesting, and voting
- Exhibit moral and civic virtues such as concern for the rights and welfare of others, social responsibility, tolerance and respect, and belief in the capacity to make a difference.

## APPENDIX II

### Resources

- “Assess What? Clear Targets.” Classroom Assessment for Student Learning.
- “Best Practice in Social Studies.” Best Practices
- “The Importance of Background Knowledge.” Building Background Knowledge for Academic Achievement
- “Six Principles for Building an Indirect Approach.” Building Background Knowledge for Academic Achievement. 1-16
- “Building Academic Background Knowledge Through Direct Vocabulary Instruction.” Building Background Knowledge for Academic Achievement. 62-90
- Garrison, William H. “Democracy and Education: Empowering Students to Make Sense of Their World.” Phi Delta Kappan Jan. 2008: 347-348
- Haynes, Charles C. and Oliver Thomas. “Finding Common Ground: A Guide to Religious Liberty in Public Schools.” First Amendment Center. 68-86
- Lark, Lisa A. “Learning Early Twentieth-Century History through First-Person Interviews.” Social Education.
- Boss, Suzie and Jane Krauss. “Real Projects in a Digital World.” Principal Leadership. Dec. 2007: 22-26
- Walling, Donovan R. “The Return of Civic Education.” Phi Delta Kappan. Dec. 2007: 285-289
- “The Seven Structures of Best Practice Teaching,” Best Practices
- “Why Textbooks Are Not Enough.” Subjects Matter
- “Toward a Balanced Diet of Reading.” Subjects Matter
- “Inquiry Units: Exploring Big Ideas.” Subjects Matter
- McConachie, Stephanie, et al. “Task, Text, and Talk: Literacy for All Subjects.” Education Leadership Oct. 2006
- Richardson, Will. “Teaching Civics with Social Web Tools.” District Administration. Jan. 2008: 56
- Risinger, C. Frederick. “Teaching Historical Analysis and Thinking Using the Internet.” Social Education. Jan./Feb. 2008: 31-33.
- Wormelli, Rick. “Teaching in the Middle: Turning Zeroes to 60s.” Middle Ground. Feb. 2006: 21, 23
- The Trouble With Boys
- Westheimer, Joel. “Thinking About Patriotism.” Educational Leadership. Feb. 2008: 48-54
- Clough, G. Wayne. “Wanted: Well-Rounded Students Who Can Think.” The School Administrator Feb. 2008: 28-38
- Dunn, Ross E, ed. The New World History: A Teacher’s Companion Bedford/St. Martins’ 2000

### Online Resources

- McLeod, Scott. “Digital Kids. Analog Schools. A few quotes to spark some conversation . . .” [www.scottmcleod.net/storage/digitalkids.pdf](http://www.scottmcleod.net/storage/digitalkids.pdf)
- National Council Social Studies. *C3 Framework for Social Studies State Standards*. Retrieved from: <http://www.socialstudies.org/c3>
- Office of Public Instruction. *Montana Indian Education*: Retrieved from: <http://www.opi.mt.gov/programs/IndianEd/>
- Common Core Standards, *Core*: Retrieved from: <http://www.corelearn.com/Services/Common-Core-Standards/?gclid=CI-Y4Nz2lb4CFYdrfgodyagAgw>
- Office of Public Instruction. *Curriculum resources and links: Social studies*. Retrieved from: [http://opi.mt.gov/Programs/IndianEd/curricresources.html#gpm1\\_7](http://opi.mt.gov/Programs/IndianEd/curricresources.html#gpm1_7)
- Office of Public Instruction: *Common Core Standards: ELA*. Retrieved from: <http://opi.mt.gov/pdf/CCSSO/11NovELACommonCoreGradeband.pdf>
- Martha Kohl’s (from OPI) blog, <http://teachingmontanahistory.blogspot.com/>
- National Council for the Social Studies, Framework <http://www.socialstudies.org/>
- Library of Congress: <http://www.loc.gov/>
- <http://worldhistoryconnected.press.illinois.edu>



## APPENDIX III

### Adopted Materials

#### Elementary School

Grade K	<u>Shutterbug</u> , Harcourt
Grade 1	<u>All Together</u> , Scott Foresman Social Studies, 2005
Grade 2	<u>People and Places</u> , Scott Foresman Social Studies, 2005
Grade 3	<u>Communities</u> , Scott Foresman Social Studies, 2005
Grade 4	<u>Regions</u> , Scott Foresman Social Studies, 2005
Grade 5	<u>Building a Nation</u> , Scott Foresman Social Studies, 2005

#### Middle School

Grade 6	<u>History Alive! The Ancient World</u> , TCI, 2004
Grade 7	<u>History Alive! The Medieval World</u> , TCI, 2004
Grade 8	<u>Creating America: A History of the US Beginnings - WWI</u> , McDougal Littell, 2005

#### High School

World Geography	<u>World Geography Today</u> , Holt, Rinehart and Winston, 2008
Montana: Peoples and Issues	<u>Montana, Stories of the Land</u> , Montana Historical Society, 2008
Modern World History	<u>World History: the Modern Era</u> , Prentice Hall, 2009
Ancient World History	<u>World History, Vol. 1, Early Civilizations</u> , Prentice Hall, 2009
Psychology	<u>Thinking About Psychology, 2<sup>nd</sup> Ed</u> , Worth Publishers, 2008
Sociology & Criminology	<u>The Study of Human Relationships</u> , Holt McDougal, 2010
U.S. History: WWI to Present	<u>The Americans, Reconstruction to 21<sup>st</sup> Century</u> , McDougal Littell, 2009
AP United States History	<u>American History, A Survey, 13<sup>th</sup> &amp; 14<sup>th</sup> Ed.</u> , McGraw Hill
AP World History	Strayer, Robert. <u>Ways of the World: A Global History with Sources</u> 1st edition 2011 Bedford/St. Martins'
	Christian, David. <u>This Fleeting Word: A Short History of Humanity</u> Berkshire Publishing Group 2008
United States Government & The Political Economy	<u>Magruder's American Government</u> , Prentice Hall, 2009
AP United States Government & The Politics	<u>American Government: Roots and Reform</u> , 10 <sup>th</sup> Ed AP Ed, Pearson, 2009

## APPENDIX IV

### MODERN WORLD HISTORY DETAILED KEY CONCEPTS

#### TOPIC 1: REVOLUTIONS IN THOUGHT

<b>KEY CONCEPT 1.1:</b> Analyze how the Scientific Revolution and the Enlightenment ideas impacted human thought.	
a.	Identify and explain the major thinkers of the Scientific Revolution.
b.	Identify the major philosophers and explain the major thinkers of the European Enlightenment and how these theories impacted society.
c.	Evaluate how Enlightenment ideas changed political theory and led to revolutions.

<b>KEY CONCEPT 1.2:</b> Compare the causes, character and consequences of revolutions influenced by Enlightenment thought.	
a.	Relate the ideals and documents of Revolutions to the thinkers and writers of the Enlightenment.
b.	Describe the sequence of events of the French Revolution.
c.	Compare the French Revolution and any other revolution inspired by Enlightenment thought.
d.	Analyze the struggle of revolutionary movements to adhere to founding ideals.

<b>KEY CONCEPT 1.3:</b> Understand how Napoleon is a product of the French Revolution and analyze his impact on Europe.	
a.	Draw conclusions about how Napoleon's reign and actions impacted the subsequent political, military, and social development of Europe.
b.	Analyze the implications of the Congress of Vienna.

#### TOPIC 2: REVOLUTIONS IN PRODUCTION

<b>KEY CONCEPT 2.1:</b> Evaluate the characteristics of the Agricultural Revolution that occurred in England and Western Europe.	
a.	Understand the changes in technology and agricultural practices that increased production.
b.	Outline reasons the Agricultural Revolution began in Britain.
c.	Evaluate the causes and consequences of urbanization.

<b>KEY CONCEPT 2.2:</b> Investigate the major characteristics of the Industrial Revolution.	
a.	Understand how the resources at hand (land, labor, and capital) in Great Britain made it a natural place for the beginnings of the Industrial Revolution.
b.	Describe how new inventions and technologies brought about the development of the Factory System.
c.	Explain how the Factory System led to specialization of labor, increased production, exploitation of certain populations and reduced costs for goods.
d.	Analyze how the Industrial Revolution transformed society from an agricultural base to an urban industrial society over time.

<b>KEY CONCEPT 2.3:</b> Analyze the political, economic, and social reactions to the Industrial Revolution.	
a.	Analyze how socialism challenged industrial development and the social impact of such change.
b.	Understand Marxist theory and others' reactions to social and economic conditions of the times.
c.	Explain the formation of trade unions as a reaction to the excesses of <i>laissez-faire</i> capitalism and the exploitation of labor.
d.	Describe how legislative measures and social reform gradually improved working and living conditions.

- e. Describe the global effects of industrialization in European imperial possessions.
- f. Evaluate the long-term social environmental and political consequences of industrialization in a global context.

### TOPIC 3: NATIONALISM AND IMPERIALISM

**KEY CONCEPT 3.1:** Evaluate the rise of nationalism in Western Europe.

- a. Define nationalism as an expression of common historical experience.
- b. Explain the emergence of Nation-States in the years following the Congress of Vienna.
- c. Describe how nationalism challenged the old order.
- d. Examine how nationalism challenged or accepted the role of ethnic minorities within nations and Empires such as the Ottoman and Austrian-Hungarian Empires.

**KEY CONCEPT 3.2:** Analyze the process of imperialism in Africa and Asia.

- a. Explain the Consequences of the Berlin Conference.
- b. Identify the cultural, political, and economic motivations behind imperialism.
- c. Analyze the role technology played in building empires, paying particular attention to the advantages of the Industrialize powers.
- d. Recognize how Industrialized powers came to dominate regions of Central and Southeast Asia and China.
- e. Analyze the impact of imperialism on the political and cultural development of these regions.
- f. Compare the enduring legacy of imperialism on subsequent events.

**KEY CONCEPT 3.3:** Analyze the reactions and challenges to foreign imperialism in Africa and Asia.

- a. Describe the cultural traditions of Buddhism, Hinduism, Confucianism, Daoism, Legalism, Shintoism, and Shamanism.
- b. Explain how imperialism as well as internal affairs contributed to the collapse of the Qing Dynasty.
- c. Compare Japan's reaction to imperialism with that of China's.
- d. Explain why Japan's industrialization made them an imperial power in East Asia.
- e. Describe the process of British imperialism in India.
- f. Explain the early resistance movements Indians used to challenge British rule.

### TOPIC 4: TWENTIETH CENTURY TOTAL WAR.

**KEY CONCEPT 4.1:** Analyze the growth of Militarism, Alliances, Imperialism and Nationalism and how they caused the Great War.

- a. Explain how Nationalism became a dominant force in European politics.
- b. Describe how European nations competed for empires in Africa and Asia.
- c. Define how regional alliances in Europe accelerated the entry into war.
- d. Evaluate the impact of militarism and its role in causing the Great War.
- e. Analyze how the assassination of Archduke Franz Ferdinand sparked the Great War.

**KEY CONCEPT 4.2:** Evaluate the strategies and tactics of the war and how they were impacted by modern technology.

- a. Compare and contrast the different strategies and different battle plans of the war for both the Allies and the Central Powers.

- b. Explain how the failure of battle plans and the improvement of weapons such as the machine gun, led to stalemate and trench warfare on the Western Front.
- c. Describe how the nature of warfare changed dramatically during the Great War.

**KEY CONCEPT 4.3:** Analyze the impact of the Russian Revolution.

- a. Explain Russia's role in the Great War prior to and after the Revolution
- b. Analyze the social, economic, and political causes of the revolution.
- c. Identify the events that led to the downfall of the Czar, the development of Soviets and the beginning of the Soviet Union.

**KEY CONCEPT 4.4:** Analyze the peace process at the end of the war and its shortcomings.

- a. Describe the why German was not prepared to take responsibility for the war.
- b. Analyze how the Paris Peace Conference became dominated by the British, the French, and the U.S.
- c. Describe Wilson's ideals and how he attempted to attain lasting peace.
- d. Compare the various objectives that the representatives attempted to achieve.
- e. Analyze how the Treaty of Versailles failed to maintain peace and contributed to a variety of new conflicts on a global scale with long term implications.

**KEY CONCEPT 4.5:** Compare the rise of the Fascism in Italy & Germany.

- a. Understand the values and goals of the Fascist ideology.
- b. Describe how conditions in Italy led to Fascism and Mussolini's rise to power.
- c. Explain how the Treaty of Versailles contributed to the rise of Nazis in Germany
- d. Describe how economic principles impacted the rise of Fascism, with special attention to Germany.
- e. Describe the Nazi Party's political, social, economic, and cultural policies

**KEY CONCEPT 4.6:** Evaluate Japan's post-war development and its impact on East Asia.

- a. Explain Japan's economic, social, and political policies and how they led to aggressive and imperialistic policies.
- b. Describe the ongoing expansion of Japan in the decades prior to World War II.

**KEY CONCEPT 4.7:** Evaluate the causes of World War II.

- a. Describe ways in which continuing Nazi aggression led Europe to war.
- b. Compare Japanese actions in East Asia with aggressive actions by the nations of Europe.
- c. Describe how appeasement encouraged German expansion.

**KEY CONCEPT 4.8:** Analyze the strategies and events in the Asian theater of the war.

- a. Describe how Japanese expansion, beginning with Manchuria and China continued into Southeast Asia, Indochina, and various Pacific Islands.
- b. Analyze the reasons why Japan decided to attack Pearl Harbor.
- c. Evaluate the tactics and strategies of all combatants in the Asian Theater of the war.

**KEY CONCEPT 4.9:** Analyze the strategies and events in the European Theater of the war.

- a. Describe how the Axis Powers came to control much of Europe, but failed to conquer Britain.
- b. Summarize Germany's invasion of the Soviet Union and the consequences of its failure.
- c. Describe the major strategies, battles, and outcomes of the war with particular attention to the Eastern Front.
- d. Describe how World War II was a "total war."

<b>KEY CONCEPT 4.10:</b> Analyze how civilians became acceptable targets during the war.	
a.	Analyze the shift in bombing strategies by the Axis and Allies to include civilian targets in both theaters.
b.	Describe the Japanese treatment of conquered people
c.	Describe the Nazi's persecution of Jews and other people.
d.	Describe the Final Solution and how the Nazi's committed genocide and the long term impact on the Jews of Europe.
e.	Analyze the development of the Geneva Conventions and the International Criminal Court.

<b>KEY CONCEPT 4.11:</b> Describe the causes and events that led to the conclusion of World War II.	
a.	Describe and explain the strategies and tactics employed by both sides in all theaters to bring about the conclusion of conflict.
b.	Analyze the importance of the Allies wartime conferences and their impact on the post-war world.
c.	Evaluate how WWII changed the modern world and led to years of conflict during the Cold War.

### TOPIC 5: STUDENTS ANALYZE POST-WAR ISSUES AND THE COLD WAR.

<b>KEY CONCEPT 5.1:</b> Analyze the development of a world dominated by the two superpowers.	
a.	Describe how post-war Europe was divided into competing political, military, and economic blocks.
b.	Describe how efforts to rebuild Europe and Japan were efforts to contain communist expansion.
c.	Describe how Germany came to be divided and how the formation of the Iron Curtain across Europe symbolized many aspects of the Cold War.

<b>KEY CONCEPT 5.2:</b> Evaluate the causes and impacts of regional conflicts brought on by the Cold War.	
a.	Explain how nuclear weapons threatened the world.
b.	Analyze how regional conflicts developed in the years after WWII.

<b>KEY CONCEPT 5.3:</b> Analyze the collapse of colonialism and the emergence of new nations.	
a.	Explain why independence in South Asia brought about division and new conflicts.
b.	Describe Africa's independence movements and the conflicts that arose as a result.
c.	Explain the conflicts over resources and religion in the Middle East, Central Asia, and South Asia.
d.	Analyze the ethnic and religious diversity of the Middle East and the challenges it faces.

<b>KEY CONCEPT 5.4:</b> Analyze how interactions between the East Asia and the West in the 19 <sup>th</sup> Century shaped developments in the 20 <sup>th</sup> Century.	
a.	Describe the motivation for European Imperialism in East Asia.
b.	Describe the various reactions to imperialism.
c.	Analyze and compare the reactions of various nations to threats to sovereignty.

<b>KEY CONCEPT 5.5:</b> Analyze the Chinese revolutions in the 20 <sup>th</sup> century.	
a.	Explain the key challenges faced by the Chinese republic in the early 1900s.
b.	Explain the key events of the Chinese Communist Revolution.
c.	Explain the programs initiated by Mao Zedong and how they affected the Chinese people.
d.	Describe how China transformed itself under Deng Xiaoping from a communist economic system to a system of "socialism with Chinese characteristics."

<b>KEY CONCEPT 5.6:</b> Summarize the economic transformation of East Asia.	
a.	Describe how Japan's successful export model of economic development was repeated in other countries in the region.

- b. Describe and explain the concept of an “Asian Tiger”
- c. Explain the transformation of South Korea to an economic success.

## **TOPIC 6: “HOW THE PAST SHAPES THE PRESENT”**

**KEY CONCEPT 6.1:** Analyze regional conflicts and their causes.

- a. Explain the complex causes of some of the world’s ethnic and religious conflicts.
- b. Describe some of the current regional conflicts in such areas as the Middle East, Asia, and Africa.
- c. Compare two contemporary conflicts, their causes and likely outcomes.

**KEY CONCEPT 6.2:** Analyze the process of Modern Globalization.

- a. Define Globalization and how the meaning has changed over time.
- b. Explain how development is changing patterns of life in the developed and developing world.
- c. Compare the path that nations in Africa have taken in developing strong economies with the nations of East Asia.
- d. Analyze how national economies are becoming interconnected in global markets.
- e. Analyze the challenges faced by developing nations.

**KEY CONCEPT 6.3:** Investigate global social and environmental issues.

- a. Describe the environmental challenges that have resulted from industrial development.
- b. Explain the causes and effects of poverty.
- c. Analyze how the basic human rights of people are being violated.
- d. Explain the disparity in nations’ abilities to cope with natural and other disasters.

**KEY CONCEPT 6.4:** Evaluate current events and how they relate to historical issues.

- a. Describe contemporary issues, problems, and threats and how they could impact the world.
- b. Explain how contemporary issues connect with events of the past.
- c. Identify and analyze threats to world security.

**KEY CONCEPT 6.5:** Students demonstrate the value of investigating multiple perspectives in examining current affairs and controversial issues.

- a. Explain why exploring different perspectives will deepen understanding of current affairs and controversial issues.
- b. Explain why multiple perspectives in the public arena will always generate controversy about current affairs and issues.
- c. Demonstrate the importance of discussing controversial issues.
- d. Model civil discourse in defense of political positions.
- e. Respectfully identify both common interests and differences of opinions arising from class discussions of current affairs or critical issues.
- f. Model both collaboration and compromise in group discussions of critical issues.
- g. Describe the importance of the democratic process in reaching decisions in the public arena.

**KEY CONCEPT 6.6:** Students demonstrate the ability to research news stories using major news sources.

- a. Research news stories by using television, magazines, newspapers, radio, and internet sources.
- b. Identify at least five criteria to judge the reliability of television, magazines, newspapers, radio, or internet sources used in research.
- c. Identify differing political perspectives among major television, magazine, newspapers, radio, and internet sources.

**KEY CONCEPT 6.7:** Students show the relationship between current world affairs and their course content.

- a. Identify relationships between The World History Curriculum and current issues reported by the media.
- b. Hypothesize about potential consequences to the world as a result of breaking world news.
- c. Demonstrate civility in class debates of critical issues.

**ADDITIONAL TOPIC:** Throughout the course students will be challenged to demonstrate the following behaviors: respect, stewardship, integrity, courage, and responsibility.

Demonstrate the following behaviors: respect, stewardship, integrity, courage, and responsibility.

- a. I will treat others with dignity and respect.
- b. I will listen to the ideas of others.
- c. I will use appropriate language and body language.
- d. I will look for ways to be of service to others.
- e. I will pick up after myself.
- f. I will respect others' property and space.
- g. I will acknowledge my mistakes and make amends, when possible.
- h. I will be honest with myself and others.
- i. I will accept recognition for my achievements.
- j. I will speak up for what I believe.
- k. I will work cooperatively to resolve issues.
- l. I will attend school and be on time to class.
- m. I will take responsibility for my learning.

