

Montana Content Standards for Social Studies for K-12 (2021)



K-12 STANDARDS

The following standards will go into effect on July 1, 2021.

Content	The content areas covered by the social studies standards include
SS.CG	civics and government
SS.E	economics
SS.G	geography
SS.H	history

Skills	When a district incorporates or integrates social studies content into district curriculum or offers a course in social studies, the following skills at each grade level may apply
SS.K12.1	develop questions
SS.K12.2	plan inquiries
SS.K12.3	compare and evaluate sources for relevance, perspective, and accuracy
SS.K12.4	use sources to gather evidence to develop and refine claims
SS.K12.5	communicate conclusions
SS.K12.6	take informed action

***We the People* Curriculum Crosswalk for: Montana Content Standards for Social Studies Grades 3-5**

Usage: This correlation guide offers a crosswalk between the Montana Content Standards for Social Studies for Grades 3-5 and the Level 1 [*We the People* curriculum](#). Listing of *We the People* units and lessons paired with state standards does not imply full coverage of a standard. *We the People* lessons may go deeper and/or broader in content than the standard; likewise, the standard may call for deeper learning than the lesson provides.

THIRD GRADE

SS.3	THE SOCIAL STUDIES CONTENT STANDARDS FOR THIRD GRADE
SS.CG.3	The civics and government content standards for third grade are that each student will
SS.CG.3.1	describe and identify the basic functions of local government, including tribal governments
SS.CG.3.2	recognize that civic participation involves remaining accurately informed about public issues, taking action, and voting in elections <i>We the People</i> Level 1 curriculum connections • Unit 5, Lesson 23: What are some important responsibilities of citizens? • Unit 5, Lesson 24: How can citizens promote the common good?
SS.CG.3.3	identify key symbols of nations
SS.E.3	The economics content standards for third grade are that each student will
SS.E.3.1	compare the benefits and costs of individual choices
SS.E.3.2	identify examples of human and natural resources that are used to produce goods and services
SS.E.3.3	explain economic interdependence within historical and contemporary contexts
SS.G.3	The geography content standards for third grade are that each student will
SS.G.3.1	examine maps and other representations to identify historical and contemporary political and cultural patterns in the Americas
SS.G.3.2	identify environmental and technological events and conditions and how humans and the environment impact each other
SS.G.3.3	identify landforms and other physical characteristics of the Americas
SS.H.3	The history content standards for third grade are that each student will
SS.H.3.1	identify tribes in Montana by their original and current names
SS.H.3.2	explain how perspective impacts the telling of historical events

FOURTH GRADE

SS.4	THE SOCIAL STUDIES CONTENT STANDARDS FOR FOURTH GRADE
SS.CG.4	The civics and government content standards for fourth grade are that each student will
SS.CG.4.1	demonstrate civic participation within the classroom or school
SS.CG.4.2	practice deliberative processes when making decisions as a group
SS.CG.4.3	describe how rules, laws, and policies are implemented by local, state, national, and tribal governments <i>We the People</i> Level 1 curriculum connections • Unit 3, Lesson 13: What is the legislative branch? • Unit 3, Lesson 14: What is the executive branch? • Unit 3, Lesson 15: What is the judicial branch? • Unit 3, Lesson 16: How did the Constitution create a federal system of government?
SS.CG.4.4	define sovereignty for tribes in Montana
SS.CG.4.5	identify key foundational documents in Montana's government
SS.E.4	The economics content standards for fourth grade are that each student will
SS.E.4.1	identify the various pressures and incentives that influence the decisions people make in short-term and long-term situations
SS.E.4.2	identify basic elements of Montana's state economic system including agriculture, business, natural resources, and labor
SS.E.4.3	identify various resources and labor that are used to provide goods and services in Montana
SS.E.4.4	explain how trade leads to increasing economic interdependence among groups in Montana
SS.G.4	The geography content standards for fourth grade are that each student will
SS.G.4.1	examine maps and other representations to explain the movement of people
SS.G.4.2	identify and label the tribes in Montana and their indigenous territories, and current locations

SS.G.4.3	investigate the physical, political, and cultural characteristics of places, regions, and people in Montana
SS.G.4.4	analyze environmental and technological events and conditions and how humans and the environment impact each other with relation to settlements and migration in Montana

SS.4	THE SOCIAL STUDIES CONTENT STANDARDS FOR FOURTH GRADE
SS.H.4	The history content standards for fourth grade are that each student will
SS.H.4.1	understand tribes in Montana have their own unique histories
SS.H.4.2	identify events and policies that have impacted and been influenced by tribes in Montana
SS.H.4.3	explain how Montana has changed over time given its cultural diversity and how this history impacts the present
SS.H.4.4	describe how historical accounts are impacted by individual perspectives

FIFTH GRADE

SS.5	THE SOCIAL STUDIES CONTENT STANDARDS FOR FIFTH GRADE
SS.CG.5	The civics and government content standards for fifth grade are that each student will
SS.CG.5.1	examine the diverse origins, ideals, and purposes of rules, laws, and key United States constitutional provisions and other foundational documents <i>We the People</i> Level 1 curriculum connections • Unit 1, Lesson 2: Why did the Founders believe that people needed a government? • Unit 1, Lesson 3: What is a republican government? • Unit 1, Lesson 4: What is a constitutional government? • Unit 3, Lesson 11: What basic ideas about government are in the Preamble to the Constitution? • Unit 3, Lesson 12: How does the Constitution limit the powers of our government? • Unit 3, Lesson 13: What is the legislative branch? • Unit 3, Lesson 14: What is the executive branch? • Unit 3, Lesson 15: What is the judicial branch? • Unit 3, Lesson 16: How did the Constitution create a federal system of government? • Unit 4, Lesson 17: How does the Constitution protect your right to freedom of expression? • Unit 4, Lesson 18: How does the Constitution protect your right to freedom of religion? • Unit 4, Lesson 19: How does the Constitution protect your right to equal protection of the laws? • Unit 4, Lesson 20: How does the Constitution protect your right to due process of law? • Unit 4, Lesson 21: How does the Constitution protect your right to vote?
SS.CG.5.2	use deliberative processes when engaging in civic participation within the classroom or school
SS.CG.5.3	distinguish between the responsibilities of local, state, tribal, and national governments <i>We the People</i> Level 1 curriculum connections • Unit 3, Lesson 16: How did the Constitution create a federal system of government?
SS.CG.5.4	explain how democracy relies upon active and responsible participation of citizens <i>We the People</i> Level 1 curriculum connections

	• Unit 4, Lesson 17: How does the Constitution protect your right to freedom of expression? • Unit 5, Lesson 23: What are some important responsibilities of citizens? • Unit 5, Lesson 24: How can citizens promote the common good?
SS.CG.5.5	describe the basic duties of the three branches of government <i>We the People</i> Level 1 curriculum connections • Unit 3, Lesson 12: How does the Constitution limit the powers of our government? • Unit 3, Lesson 13: What is the legislative branch? • Unit 3, Lesson 14: What is the executive branch? • Unit 3, Lesson 15: What is the judicial branch?
SS.E.5	The economics content standards for fifth grade are that each student will
SS.E.5.1	explain how people have to make choices between wants and needs and evaluate the outcomes or consequences of those choices
SS.E.5.2	identify positive and negative incentives that influence the decisions people make
SS.E.5.3	identify resources and labor that are used to produce goods and services
SS.E.5.4	explain the role of money in the exchange of goods and services
SS.E.5.5	describe the role of manufacturing and agriculture in the economy of the United States
SS.E.5.6	describe how interest rates impact economic decision making
SS.G.5	The geography content standards for fifth grade are that each student will
SS.G.5.1	identify and label US regions, territories, states and their capitals/major cities
SS.G.5.2	create, organize, and present geographic information to show settlement patterns in the United States, including impacts on tribal lands
SS.G.5.3	analyze environmental and technological events and conditions and how humans and the environment impact each other with relation to settlements and migration
SS.H.5	The history content standards for fifth grade are that each student will
SS.H.5.1	interpret data presented in timelines

SS.5	THE SOCIAL STUDIES CONTENT STANDARDS FOR FIFTH GRADE
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SS.H.5.2	understand the inter-relationship of chronological historical events
SS.H.5.3	identify roles of individuals and groups and their impact on United States and tribal historical events <i>We the People</i> Level 1 curriculum connections ● Unit 1, Lesson 5: What ideas did the Founders use in the Declaration of Independence? ● Unit 2, Lesson 8: How was the Philadelphia Convention organized? ● Unit 4, Lesson 19: How does the Constitution protect your right to equal protection of the laws? ● Unit 4, Lesson 21: How does the Constitution protect your right to vote? ● Unit 4, Lesson 17: How does the Constitution protect your right to freedom of expression? ● Unit 5, Lesson 23: What are some important responsibilities of citizens? ● Unit 5, Lesson 24: How can citizens promote the common good?
SS.H.5.4	understand the unique historical perspectives of American Indians
SS.H.5.5	analyze historical documents and their impact on tribes in Montana and their sovereignty

***We the People* Curriculum Crosswalk for: Montana Content Standards for Social Studies Grades 6-8**

Usage: This correlation guide offers a crosswalk between the Montana Content Standards for Social Studies for Grades 6-8 and the Level 2 [*We the People* curriculum](#). Listing of *We the People* units and lessons paired with state standards does not imply full coverage of a standard. *We the People* lessons may go deeper and/or broader in content than the standard; likewise, the standard may call for deeper learning than the lesson provides.

SIXTH – EIGHTH GRADES

SS.6-8	THE SOCIAL STUDIES CONTENT STANDARDS FOR SIXTH THROUGH EIGHTH GRADE
SS.CG.6-8	The civics and government content standards for sixth through eighth grade are that each student will
SS.CG.6-8.1	explain a variety of forms of government from the past or present <i>We the People</i> Level 2 curriculum connections • Unit 1, Lesson 3: What is a republican government? • Unit 1, Lesson 4: What is a constitutional government?
SS.CG.6-8.2	explain the structure of and key principles in foundational documents, including the Montana Constitution <i>We the People</i> Level 2 curriculum connections • Unit 2, Lesson 8: What basic ideas about government are in the Declaration of Independence? • Unit 2, Lesson 11: How did the Articles of Confederation organize the first national government? • Unit 3, Lesson 13: How did the Framers resolve the conflict about representation in Congress? • Unit 3, Lesson 14: How did the Framers resolve the conflict between the Northern and Southern states? • Unit 3, Lesson 15: How did the Framers resolve the conflict about the powers of the legislative branch? • Unit 3, Lesson 16: How much power should be given to the executive and judicial branches? • Unit 4, Lesson 17: How did the Constitution create a federal system of government? • Unit 4, Lesson 18: How did the people approve the new Constitution? • Unit 4, Lesson 19: How did Congress organize the new government? • Unit 4, Lesson 21: How does the U.S. Supreme Court use the power of judicial review? • Unit 4, Lesson 22: How does the U.S. Supreme Court determine the meaning of the words in the Constitution?

	• Unit 5, Lesson 23: How does the Constitution protect freedom of expression? • Unit 5, Lesson 24: How does the Constitution protect freedom of religion? • Unit 5, Lesson 25: How has the right to vote expanded since the Constitution was adopted? • Unit 5, Lesson 26: How does the Constitution safeguard the right to equal protection of the law? • Unit 5, Lesson 27: How does the Constitution protect the right to due process of law?
SS.CG.6-8.3	explain how global and American Indian civilizations and governments have contributed to foundational documents of the United States <i>We the People</i> Level 2 curriculum connections • Unit 1, Lesson 1: What were the British colonies in America like during the 1770s? • Unit 1, Lesson 2: Why do we need government? • Unit 1, Lesson 3: What is a republican government? • Unit 1, Lesson 4: What is a constitutional government?
SS.CG.6-8.4	distinguish the structure, organization, powers, and limits of government at the local, state, national, and tribal levels <i>We the People</i> Level 2 curriculum connections • Unit 3, Lesson 15: How did the Framers resolve the conflict about the powers of the legislative branch? • Unit 3, Lesson 16: How much power should be given to the executive and judicial branches? • Unit 4, Lesson 17: How did the Constitution create a federal system of government?
SS.CG.6-8.5	identify events and leaders that ensure that key United States principles of equality and civil rights are applied to various groups, including American Indians <i>We the People</i> Level 2 curriculum connections • Unit 5, Lesson 25: How has the right to vote expanded since the Constitution was adopted? • Unit 5, Lesson 26: How does the Constitution safeguard the right to equal protection of the law?
SS.CG.6-8.6	demonstrate that the United States government includes concepts of both a democracy and a republic <i>We the People</i> Level 2 curriculum connections • Unit 1, Lesson 3: What is a republican government?

SS.CG.6-8.7	employ strategies for civic involvement that address a state or local, or national issues
SS.E.6-8	The economics content standards for sixth through eighth grade are that each student will
SS.E.6-8.1	explain how economic decisions impact individuals, businesses, and society, including Indigenous societies
SS.E.6-8.2	analyze examples of how groups and individuals have considered profit and personal values in making economic choices in the past and/or present
SS.E.6-8.3	explain the roles of producers and consumers in market systems
SS.E.6-8.4	describe the role of competition in the determination of prices and wages in a market economy
SS.E.6-8.5	explain ways in which money facilitates exchange and impacts transactional costs

SS.6-8	THE SOCIAL STUDIES CONTENT STANDARDS FOR SIXTH THROUGH EIGHTH GRADE
SS.E.6-8.6	explain how changes in supply, demand, and labor standards cause changes in prices and quantities of goods, services, and other capital
SS.G.6-8	The geography content standards for sixth through eighth grade are that each student will
SS.G.6-8.1	construct and analyze maps using scale, direction, symbols, legends, and projections to gather information about regions across the world
SS.G.6-8.2	identify the location of places and regions in the world and understand their physical, political, and cultural characteristics
SS.G.6-8.3	analyze maps and charts from a specific time period to understand an issue or event
SS.G.6-8.4	explain how the environment and geographic features have affected people and how people have affected the environment throughout Montana, the United States, and the world

SS.G.6-8.5	explain the role and impact of spatial patterns of settlement and movement in shaping societies and cultures, including Indigenous cultures
SS.G.6-8.6	identify how the historical and contemporary movement of people, goods, and ideas from one area can impact change, conflict, and cooperation in other areas
SS.G.6-8.7	identify the cultural roots of major world regions
SS.H.6-8	The history content standards for sixth through eighth grade are that each student will
SS.H.6-8.1	explore complex civilizations, and identify elements of change and continuity across historical eras in Montana, the Americas, and world history
SS.H.6-8.2	analyze how the historical events relate to one another and are shaped by historical context, including societies in the Americas
SS.H.6-8.3	analyze how, since European contact, historical events and policies have mutually impacted American Indian and European societies

SS.6-8	THE SOCIAL STUDIES CONTENT STANDARDS FOR SIXTH THROUGH EIGHTH GRADE
SS.H.6-8.4	identify how new archaeological and scientific information shapes historical understanding
SS.H.6-8.5	explain how Montana has changed over time and how this history impacts the present
SS.H.6-8.6	understand that there are multiple perspectives and interpretations of historical events
SS.H.6-8.7	analyze how people's perspectives shaped the historical narratives they created
SS.H.6-8.8	identify limitations and biases in primary and secondary sources, specifically regarding misinformation and stereotypes
SS.H.6-8.9	understand that the questions people ask shape the conclusions they reach

***We the People* Curriculum Crosswalk for: Montana Content Standards for Social Studies Grades 9-12**

Usage: This correlation guide offers a crosswalk between the Montana Content Standards for Social Studies for Grades 9-12 and the Level 3 [*We the People* curriculum](#). Listing of *We the People* units and lessons paired with state standards does not imply full coverage of a standard. *We the People* lessons may go deeper and/or broader in content than the standard; likewise, the standard may call for deeper learning than the lesson provides.

NINTH – TWELFTH GRADES

SS.9-12	THE SOCIAL STUDIES CONTENT STANDARDS FOR NINTH THROUGH TWELFTH GRADE
SS.CG.9-12	The civics and government content standards for ninth through twelfth grade are that each student will
SS.CG.9-12.1	analyze and evaluate the ideas and principles contained in the foundational documents of the United States, and explain how they establish a system of government that has powers, responsibilities, and limits <i>We the People</i> Level 3 curriculum connections • Unit 1, Lesson 1: What did the Founders think about constitutional government? • Unit 1, Lesson 2: What ideas about civic life informed the founding generation? • Unit 1, Lesson 3: What historic developments influenced modern ideas of individual rights? • Unit 1, Lesson 4: What were the British origins of American Constitutionalism? • Unit 1, Lesson 5: What basic ideas about rights and constitutional government did Colonial America hold?
SS.CG.9-12.2	analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of domestic and international relationships <i>We the People</i> Level 3 curriculum connections • Unit 6, Lesson 36: How have American political ideas and the American constitutional system influenced other nations? • Unit 6, Lesson 38: What are the challenges of the participation of the United States in world affairs?
SS.CG.9-12.3	evaluate the impact of international agreements on contemporary world issues <i>We the People</i> Level 3 curriculum connections • Unit 6, Lesson 36: How have American political ideas and the American constitutional system influenced other nations? • Unit 6, Lesson 38: What are the challenges of the participation of the United States in world affairs?
SS.CG.9-12.4	apply civic virtues and democratic principles when working with others

SS.CG.9-12.5	evaluate how citizens and institutions address social and political problems at the local, state, tribal, national, and/or international levels <i>We the People</i> Level 3 curriculum connections • Unit 4, Lesson 21: What is the role of Congress in American constitutional democracy? • Unit 4, Lesson 22: How does Congress perform its functions in American constitutional democracy? • Unit 4, Lesson 23: What is the role of the president in American constitutional democracy? • Unit 4, Lesson 24: How are national laws administered in American constitutional democracy? • Unit 4, Lesson 25: What is the role of the Supreme Court in American constitutional democracy? • Unit 4, Lesson 26: How does American federalism work? • Unit 6, Lesson 33: What does it mean to be a citizen? • Unit 6, Lesson 34: What is the importance of civic engagement to American constitutional democracy? • Unit 6, Lesson 35: How have civil rights movements resulted in fundamental political and social change in the United States? • Unit 6, Lesson 37: What key challenges does the United States face in the future? • Unit 6, Lesson 38: What are the challenges of the participation of the United States in world affairs? • Unit 6, Lesson 39: What does returning to fundamental principles mean?
SS.CG.9-12.6	evaluate the American governmental system compared to international governmental systems <i>We the People</i> Level 3 curriculum connections • Unit 6, Lesson 36: How have American political ideas and the American constitutional system influenced other nations? • Unit 6, Lesson 38: What are the challenges of the participation of the United States in world affairs?
SS.CG.9-12.7	explain the foundations and complexity of sovereignty for federally recognized tribes in Montana
SS.CG.9-12.8	evaluate appropriate deliberative processes in multiple settings
SS.CG.9-12.9	evaluate government procedures for making decisions at the local, state, national, tribal, and international levels <i>We the People</i> Level 3 curriculum connections

	• Unit 4, Lesson 21: What is the role of Congress in American constitutional democracy? • Unit 4, Lesson 22: How does Congress perform its functions in American constitutional democracy? • Unit 4, Lesson 23: What is the role of the president in American constitutional democracy? • Unit 4, Lesson 24: How are national laws administered in American constitutional democracy? • Unit 4, Lesson 25: What is the role of the Supreme Court in American constitutional democracy? • Unit 4, Lesson 26: How does American federalism work?
SS.CG.9-12.10	analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights <i>We the People</i> Level 3 curriculum connections • Unit 3, Lesson 15: How have Amendments and judicial review changed the Constitution? • Unit 3, Lesson 17: How did the Civil War test and transform the American constitutional system? • Unit 3, Lesson 18: How has the Due Process Clause of the Fourteenth Amendment changed the Constitution? • Unit 3, Lesson 19: How has the Equal Protection Clause of the Fourteenth Amendment changed the Constitution? • Unit 3, Lesson 20: How has the right to vote been expanded since the adoption of the Constitution? • Unit 5, Lesson 27: What are Bills of Rights and what kinds of rights does the U.S. Bill of Rights protect? • Unit 5, Lesson 28: How does the First Amendment affect the establishment and free exercise of religion? • Unit 5, Lesson 29: How does the First Amendment protect free expression? • Unit 5, Lesson 30: How does the First Amendment protect freedom to assemble, petition and associate? • Unit 5, Lesson 31: How do the Fourth and Fifth Amendments protect against unreasonable law enforcement procedures? • Unit 5, Lesson 32: How do the Fifth, Sixth and Eighth Amendments protect rights within the judicial system? • Unit 6, Lesson 34: What is the importance of civic engagement to American constitutional democracy? • Unit 6, Lesson 35: How have civil rights movements resulted in fundamental political and social change in the United States?

SS.CG.9-12.11	analyze the impact and roles of personal interests and perspectives, market, media, and group influences on the application of civic virtues, democratic principles, constitutional rights, and human rights <i>We the People</i> Level 3 curriculum connections • Unit 1, Lesson 2: What ideas about civic life informed the founding generation? • Unit 1, Lesson 3: What historic developments influenced modern ideas of individual rights? • Unit 6, Lesson 34: What is the importance of civic engagement to American constitutional democracy? • Unit 6, Lesson 35: How have civil rights movements resulted in fundamental political and social change in the United States? • Unit 6, Lesson 36: How have American political ideas and the American constitutional system influenced other nations? • Unit 6, Lesson 37: What key challenges does the United States face in the future? • Unit 6, Lesson 38: What are the challenges of the participation of the United States in world affairs? • Unit 6, Lesson 39: What does returning to fundamental principles mean?
SS.CG.9-12.12	evaluate citizens' and institutions' effectiveness in ensuring civil rights at the local, state, tribal, national, and international levels <i>We the People</i> Level 3 curriculum connections • Unit 6, Lesson 35: How have civil rights movements resulted in fundamental political and social change in the United States?

SS.9-12	THE SOCIAL STUDIES CONTENT STANDARDS FOR NINTH THROUGH TWELFTH GRADE
SS.E.9-12	The economics content standards for ninth through twelfth grade are that each student will
SS.E.9-12.1	analyze how pressures and incentives impact economic choices and their costs and benefits for different groups, including American Indians
SS.E.9-12.2	explain how economic cycles affect personal financial decisions
SS.E.9-12.3	analyze the ways in which pressures and incentives influence what is produced and distributed in a market system

SS.E.9-12.4	evaluate the extent to which competition among producers, among consumers, and among laborers exists in specific markets
SS.E.9-12.5	describe the consequences of competition in specific markets
SS.E.9-12.6	evaluate benefits, costs, and possible outcomes of government policies to influence market outcomes
SS.E.9-12.7	use current data to explain the influence of changes in spending, production, and the money supply on various economic conditions
SS.E.9-12.8	use economic indicators to analyze the current and future state of the economy
SS.E.9-12.9	evaluate the selection of monetary and fiscal policies in a variety of economic conditions
SS.G.9-12	The geography content standards for ninth through twelfth grade are that each student will
SS.G.9-12.1	use geospatial reasoning to create maps to display and explain the spatial patterns of cultural and environmental characteristics
SS.G.9-12.2	use geographic data to analyze variations in the spatial patterns of cultural and environmental characteristics at multiple scales
SS.G.9-12.3	use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics
SS.G.9-12.4	analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them, including American Indians

SS.9-12	THE SOCIAL STUDIES CONTENT STANDARDS FOR NINTH THROUGH TWELFTH GRADE
SS.G.9-12.5	evaluate the impact of human settlement activities on the environmental, political, and cultural characteristics of specific places and regions
SS.G.9-12.6	analyze the role of geography on interactions and conflicts between various cultures in Montana, the United States, and the world

SS.G.9-12.7	evaluate the influence of long-term climate variability on human migration and settlement patterns, resource use, and land uses at local-to-global scales
SS.G.9-12.8	evaluate the consequences of human-driven and natural catastrophes on global trade, politics, and human migration
SS.H.9-12	The history content standards for ninth through twelfth grade are that each student will
SS.H.9-12.1	analyze how unique circumstances of time, place, and historical contexts shape individuals' lives
SS.H.9-12.2	analyze change and continuity in historical eras in US and world history
SS.H.9-12.3	identify ways in which people and groups exercise agency in difficult historical, contemporary, and tribal contexts <i>We the People</i> Level 3 curriculum connections • Unit 1, Lesson 6: Why did the American colonists want to free themselves from Great Britain? • Unit 3, Lesson 17: How did the Civil War test and transform the American constitutional system? • Unit 6, Lesson 35: How have civil rights movements resulted in fundamental political and social change in the United States? • Unit 6, Lesson 37: What key challenges does the United States face in the future?
SS.H.9-12.4	analyze multiple, and complex causal factors that have shaped major events in US and world history, including American Indian history
SS.H.9-12.5	explain events in relation to both their intended and unintended consequences, including governmental policies impacting American Indians
SS.H.9-12.6	distinguish between long-term causes and triggering events in developing a historical argument
SS.H.9-12.7	analyze how historical, cultural, social, political, ideological, and economic contexts shape people's perspectives
SS.H.9-12.8	analyze the ways in which the perspectives of those writing history shaped the history they produced
SS.H.9-12.9	evaluate how historiography is influenced by perspective and available historical sources

SS.9-12	THE SOCIAL STUDIES CONTENT STANDARDS FOR NINTH THROUGH TWELFTH GRADE
SS.H.9-12.10	analyze perspectives of American Indians in US history
SS.H.9-12.11	evaluate the limitations, biases, and credibility of various sources, especially regarding misinformation and stereotypes
SS.H.9-12.12	analyze multiple historical sources to pursue further inquiry and investigate additional sources
SS.H.9-12.13	integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about past and present people, events, and ideas
SS.H.9-12.14	construct arguments which reflect understanding and analysis of multiple historical sources, perspectives, and contexts

2000 TO 2021 COMPARISON

2000 Students will . . .	2021 - Students will . . . (in Civics and Government, Economics, Geography, and History)
access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations	develop questions
analyze how people create and change structures of power, authority, and governance to understand the operation of government and to demonstrate civic responsibility	plan inquiries
apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions)	compare and evaluate sources for relevance, perspective, and accuracy
demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships	use sources to gather evidence to develop and refine claims
make informed decisions based on an understanding of the economic principles of production, distribution, exchange, and consumption	communicate conclusions
demonstrate an understanding of the impact of human interaction and cultural diversity on societies	take informed action