

State	Website	State Standard #	Virtual History- Settling America Concept	Sections
Montana	<a href="http://www.opi.mt.gov/pdf/Standards/ContStds-SocSt.pdf">http://www.opi.mt.gov/pdf/Standards/ContStds-SocSt.pdf</a>	Montana Standards for Social Studies	<p>Geography</p> <ul style="list-style-type: none"> <li>• Geography of the Atlantic world, including the Americas and England</li> <li>• Preparations for and challenges of a transatlantic voyage</li> </ul>	<p>Social Studies Content Standard 3 Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions).</p> <p><b>End of Grade 8</b> 1. analyze and use various representations of the Earth (e.g., physical, topographical, political maps; globes; geographic information systems; aerial photographs; satellite images) to gather and compare information about a place.</p> <p>4. explain how movement patterns throughout the world (e.g., people, ideas, diseases, products, food) lead to interdependence and/or conflict.</p> <p><b>Upon Graduation—End of Grade 12</b></p> <p>1. interpret, use, and synthesize information from various representations of the Earth (e.g., maps, globes, satellite images, geographic information systems, three-dimensional models).</p>
			<p>Economics</p> <ul style="list-style-type: none"> <li>• Challenges to surviving the early years of a new colony</li> <li>• Colonial agriculture, hunting and fishing</li> <li>• Cash crops</li> <li>• Fur trade</li> </ul>	<p>Social Studies Content Standard 3 Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions).</p> <p><b>End of Grade 8</b></p>

			<ul style="list-style-type: none"> <li>• Trade with Europe</li> </ul>	<p>3. analyze diverse land use and explain the historical and contemporary effects of this use on the environment, with an emphasis on Montana.</p> <p>4. explain how movement patterns throughout the world (e.g., people, ideas, diseases, products, food) lead to interdependence and/or conflict.</p> <p>4. analyze how human settlement patterns create cooperation and conflict which influence the division and control of the Earth (e.g., treaties, economics, exploration, borders, religion, exploitation, water rights).</p> <p><b>Social Studies Content Standard 5</b>  <b>Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange, and consumption.</b></p> <p><b>End of Grade 8</b></p> <p>1. identify and explain basic economic concepts (e.g., supply, demand, production, exchange and consumption; labor, wages, and capital; inflation and deflation; and private goods and services).</p> <p>2. apply economic concepts to explain historical events, current situations, and social issues in local, Montana, tribal, national, or global concerns.</p> <p><b>Upon Graduation—End of Grade 12</b></p> <p>1. analyze the impact that supply and demand, scarcity, prices, incentives, competition, and profits influence what is produced and distributed in various economic systems.</p> <p>2. use basic economic concepts (e.g., production, distribution, consumption, market economy and command economy) to compare and contrast local, regional, national, and global economies across time and at the present time.</p>
--	--	--	---	--

			<p>Culture</p> <ul style="list-style-type: none"> <li>• Style and materials for dress and housing of European settler</li> <li>• Law, justice and punishment</li> <li>• Raids, militias and defense</li> </ul>	<p>Social Studies Content Standard 4 Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.</p> <p><b>End of Grade 8</b> 4. identify significant events and people and important democratic values (e.g., freedom, equality, privacy) in the major eras/civilizations of Montana, American Indian, United States, and world history. 6. explain how and why events (e.g., American Revolution, Battle of the Little Big Horn, immigration, Women’s Suffrage) may be interpreted differently according to the points of view of participants, witnesses, reporters, and historians. 7. Summarize major issues affecting the history, culture, tribal sovereignty, and current status of the American Indian tribes in Montana and the United States.</p> <p><b>Upon Graduation—End of Grade 12</b></p> <p>2. interpret how selected cultures, historical events, periods, and patterns of change influence each other.</p> <p>Social Studies Content Standard 6 Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.</p> <p><b>End of Grade 8</b> 1. compare and illustrate the ways various groups (e.g., cliques, clubs, ethnic communities, American Indian tribes) meet human needs and concerns (e.g., self esteem,</p>
--	--	--	--	---

				<p>friendship, heritage) and contribute to personal identity.</p> <p>2. explain and give examples of how human expression (e.g., language, literature, arts, architecture, traditions, beliefs, spirituality) contributes to the development and transmission of culture.</p> <p>3. identify and differentiate ways regional, ethnic and national cultures influence individual’s daily lives and personal choices.</p> <p>4. compare and illustrate the unique characteristics of American Indian tribes and other cultural groups in Montana.</p> <p><b>Upon Graduation—End of Grade 12</b></p> <p>1. analyze and evaluate the ways various groups (e.g., social, political, cultural) meet human needs and concerns (e.g., individual needs, common good) and contribute to personal identity.</p> <p>4. evaluate how the unique characteristics of American Indian tribes and other cultural groups have contributed to Montana’s history and contemporary life (e.g., legal and political relationships between and among tribal, state, and federal governments).</p> <p>6. analyze the interactions of individuals, groups and institutions in society (e.g., social mobility, class conflict, globalization).</p>
			<p><b>Indian Culture and Diplomacy</b></p> <ul style="list-style-type: none"> <li>• Style and materials for dress and housing</li> <li>• Contributions to European survival</li> <li>• Trade, including fur, seeds, guns, and metal goods</li> <li>• Treaties and conflict</li> </ul>	<p><b>Social Studies Content Standard 3</b></p> <p>Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions).</p> <p><b>End of Grade 8</b></p> <p>3. analyze diverse land use and explain the historical and contemporary effects of this use on the environment, with an emphasis on Montana.</p>

				<p><b>Upon Graduation—End of Grade 12</b></p> <p>4. analyze how human settlement patterns create cooperation and conflict which influence the division and control of the Earth (e.g., treaties, economics, exploration, borders, religion, exploitation, water rights).</p> <p>Social Studies Content Standard 6 Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.</p> <p><b>End of Grade 8</b></p> <p>4. compare and illustrate the unique characteristics of American Indian tribes and other cultural groups in Montana.</p> <p><b>Upon Graduation—End of Grade 12</b></p> <p>4. evaluate how the unique characteristics of American Indian tribes and other cultural groups have contributed to Montana’s history and contemporary life (e.g., legal and political relationships between and among tribal, state, and federal governments).</p>
--	--	--	--	--