

Montana Standards- High School Social Studies	Dream of a Nation Chapter(s)											
	1. A People Centered and Accountable Government	2. Citizen Stewardship	3. Creating a Stable and Equitable Economy	4. A New Media That Informs and Empowers	5. Aiming for the Best in Education	6. Re-Powering America	7. Improving Health and Avoiding Alarming Trends	8. Ending Poverty and Building Common Wealth	9. Re-Imaging Business	10. Strengthening Communities	11. Waging Peace	12. A Nation That Shines
<p>Content Standard 1</p> <p>1. analyze and adapt an inquiry process (i.e., identify question or problem, locate and evaluate potential resources, gather and synthesize information, create a new product, and evaluate product and process).</p> <p>2. apply criteria to evaluate information (e.g., origin, authority, accuracy, bias, and distortion of information and ideas).</p> <p>3. synthesize and apply information to formulate and support reasoned personal convictions within groups and participate in negotiations to arrive at solutions to differences (e.g., elections, judicial proceedings, economic choices, community service projects).</p>	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
<p>Content Standard 2</p> <p>1. analyze the historical and contemporary purpose of government and how the powers of government are acquired, modified, justified and used (e.g., checks and balances, Bill of Rights, court decisions).</p> <p>5a. analyze the effectiveness of various systems of government to protect the rights and needs of citizens and balance competing conceptions of a just society.</p> <p>6. analyze and evaluate conditions, actions and motivations that contribute to conflict and cooperation within and among groups and nations (e.g., current events from newspapers, magazines, television).</p> <p>7. analyze laws and policies governing technology and evaluate the ethical issues and the impacts of technology on society.</p>	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖

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<p>Content Standard 3</p> <p>3. assess the major impacts of human modifications on the environment (e.g., global warming, deforestation, erosion, pollution).</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>5. select and apply appropriate geographic resources to analyze the interaction of physical and human systems (e.g., cultural patterns, demographics, unequal global distribution of resources) and their impact on environmental and societal changes.</p> <p>6. Analyze the short-term and long-term effects that major physical changes in various parts of the world have had or might have on the environments (e.g., land use, population, resources).</p> <p>7. describe and compare how people create places that reflect culture, human needs, government policy, and current values and ideas as they design and build (e.g., buildings, neighborhoods, parks, industrial and agricultural centers, farms/ranches).</p>		❖				❖	❖		❖	❖		
<p>Content Standard 4</p> <p>4a analyze the significance of important people, events, and ideas (e.g., political and intellectual leadership, inventions, discoveries, the arts) in the major eras/civilizations in the his-tory of Montana, American Indian tribes, the United States, and the world.</p> <p>4b analyze issues (e.g., freedom and equality, liberty and order, region and nation, diversity and civic duty) using historical evidence to form and support a reasoned position.</p> <p>5. analyze both the historical impact of technology (e.g.,</p>	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖

<p>industrialization, communication, medicine) on human values and behaviors and how technology shapes problem solving now and in the future.</p> <p>6. investigate, interpret, and analyze the impact of multiple historical and contemporary view- points concerning events within and across cultures, major world religions, and political systems (e.g., assimilation, values, beliefs, conflicts).</p>												
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<p>Content Standard 5</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>3. assess the costs and benefits to society of allocating goods and services through private and public sectors.</p> <p>4. compare and contrast how values and beliefs influence economic decisions in different economic systems.</p> <p>6. explain and evaluate the effects of new technology, global economic interdependence, and competition on the development of national policies (e.g., social security system, medicare, other entitlement programs) and on the lives of the individuals and families in Montana, the United States and the world (e.g., international trade, space exploration, national defense).</p>			❖					❖	❖	❖	❖	
<p>Content Standard 6</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>6. analyze the interactions of individuals, groups and institutions in</p>	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖

