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CODING THE STANDARDS

CODING SCHEME

SUBJECT.STANDARD.GradeLevel SUBSTANDARD.sub-substandard

SS = Social Studies

CG = Civics and Government

E = Economics

G = Geography

H = History

Example

SS.CG.K.1	recognize the people who create and carry out rules for the school and classroom

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

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
SS.CG.9-12.2	analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of domestic and international relationships
SS.CG.9-12.3	evaluate the impact of international agreements on contemporary world issues
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
SS.CG.9-12.6	evaluate the American governmental system compared to international governmental systems
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
SS.CG.9-12.10	analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights
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
SS.CG.9-12.12	evaluate citizens' and institutions' effectiveness in ensuring civil rights at the local, state, tribal, national, and international levels

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
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