

Montana State Social Studies Standards

Content Standard 1 - Students access, synthesize, and evaluate information to communicate and apply socialstudies knowledge to real world situations.

SS.4.1.1 - identify and practice the steps of 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.	International Archaeology Day Museum Adventure Fact or Fiction Tour
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SS.4.1.2 - evaluate information quality (e.g., accuracy relevance, fact or fiction.)	International Archaeology Day Museum Adventure Fact or Fiction Tour
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SS.4.1.3 - use information to support statements and practice basic group decision making strategies in real world situations (e.g., class elections, playground classroom rules, recycling projects, school stores).	Fact or Fiction Tour
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Content Standard 3 - Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions).

SS.4.3.3 - describe and illustrate ways in which people interact with their physical environment (e.g., land use, locations of communities, methods of construction, design of shelters).	Homesteading in Wyoming Tour Plains Indian Culture: Yesterday & Today Tour Plains Indian Activity Tours Trappers, Traders, and Trailblazers Tour Getting to Know Buffalo Bill Tour Buffalo Bill's Birthday Museum Adventure Trappers, Traders, Trailblazers Trunk International Archaeology Day Museum Adventure
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SS.4.3.4 - describe how human movement and settlement patterns reflect the wants and needs of diverse cultures.	Homesteading in Wyoming Tour Plains Indian Culture: Yesterday & Today Tour Plains Indian Activity Tours Trappers, Traders, and Trailblazers Tour Plains Indian Art Trunk Shoshone Learning Kit
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SS.8.3.3 - analyze diverse land use and explain the historical and contemporary effects of this use on the environment, with an emphasis on Montana.	Homesteading in Wyoming Tour Plains Indian Culture: Yesterday & Today Tour Trappers, Traders, and Trailblazers Tour Plains Indian Art Trunk
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SS.8.3.4 - explain how movement patterns throughout the world (e.g., people, ideas, diseases, products, food) lead to interdependence and/or conflict.	Plains Indian Culture: Yesterday & Today Tour
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SS.8.3.7 - summarize major issues affecting the history, culture, tribal sovereignty, and current statutes of the American Indian tribes in Montana and the United States.	Plains Indian Culture: Yesterday & Today Tour Plains Indian Art Trunk
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SS.12.3.4 - analyze how human settlement patterns create cooperation and conflict which influence division and control of the Earth (e.g., treaties, economics, explorations, borders, religion, exploitations, water rights).	Plains Indian Culture: Yesterday & Today Tour
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Content Standard 4 - Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.

SS.4.4.1 - identify and use various sources of information (e.g., artifacts, diaries, photographs, architecture, songs) to develop an understanding of the past.	Homesteading in Wyoming Tour Plains Indian Culture: Yesterday & Today Tour Trappers, Traders, and Trailblazers Tour Getting to Know Buffalo Bill Tour Buffalo Bill's Birthday Museum Adventure Plains Indian Art Trunk Powwow Trunk Shoshone Learning Kit Fact or Fiction Tour
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SS.4.4.3 - examine biographies, stories, narratives, and folk tales to understand the lives of ordinary people, place them in time and context, and explain their relationship to important historical events.	Fact or Fiction Tour
SS.4.4.4 - identify and describe famous people, important democratic values (e.g., democracy, freedom, justice), symbols (e.g., Montana and U.S. flags, state flower), and holidays in the history of Montana, American Indian tribes, and the United States.	Trappers, Traders, and Trailblazers Tour Getting to Know Buffalo Bill Tour Trappers, Trader, Trailblazers Trunk
SS.4.4.6 - recognize that people view and report historical events differently.	Fact or Fiction Tour
SS.4.4.7 - explain the history, culture, and current status of the American Indian Tribes in Montana and the United States.	Plains Indian Culture: Yesterday & Today Tour Plains Indian Activity Tours Plains Indian Art Trunk Powwow Trunk International Archaeology Day Museum Adventure
SS.8.4.4 - 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.	Trappers, Traders, and Trailblazers Tour Trappers, Traders, Trailblazers Trunk
SS.12.4.7 - analyze and illustrate the major issues concerning history, culture, tribal sovereignty, and current statutes of the American Indian tribes and bands in Montana and the United States (e.g., gambling, artifacts, repatriation, natural resources, language jurisdiction).	Plains Indian Culture: Yesterday & Today Tour Plains Indian Art Trunk Shoshone Learning Kit
Content Standard 5 - Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange, and consumption.	
SS.8.5.2 - apply economic concepts to explain historical events, current situations, and social issues in local Montana, tribal, national, or global concerns.	Trappers, Traders, and Trailblazers Tour Trappers, Traders, Trailblazers Trunk
Content Standard 6 - Students demonstrate an understanding of the impact of human interaction and cultural diversity of societies.	
SS.4.6.2 - describe ways in which expression of culture influences people (e.g., language, spirituality, stories, folktales, music, art, dance).	Plains Indian Culture: Yesterday & Today Tour Plains Indian Art Trunk Powwow Trunk Shoshone Learning Kit International Archaeology Day Museum Adventure
SS.4.6.3 - identify and describe way families, groups, tribes and communities influence the individual's daily life and personal choices.	Plains Indian Culture: Yesterday & Today Tour Plains Indian Activity Tours Getting to Know Buffalo Bill Tour Plains Indian Art Trunk
SS.4.6.4 - identify characteristics of American Indian tribes and other cultural groups in Montana.	Plains Indian Culture: Yesterday & Today Tour Plains Indian Art Trunk Powwow Trunk International Archaeology Day Museum Adventure
SS.8.6.2 - 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.	Plains Indian Culture: Yesterday & Today Tour Plains Indian Art Trunk Powwow Trunk Shoshone Learning Kit
SS.8.6.3 - identify and differentiate ways religion, ethnic, and national cultures influence individual's daily lives and personal choices.	Plains Indian Culture: Yesterday & Today Tour Plains Indian Art Trunk Shoshone Learning Kit
SS.8.6.5 - explain the cultural contributions of, and tensions between, racial and ethnic groups in Montana, the United States, and the world.	Plains Indian Culture: Yesterday & Today Tour Plains Indian Art Trunk Shoshone Learning Kit

SS.12.6.2 - analyze human experiences and cultural expression (e.g., language, literature, arts, traditions, beliefs, spirituality, values, behavior) and create a product which illustrates an integrated view of a specific culture.	Plains Indian Culture: Yesterday & Today Tour Plains Indian Art Trunk
SS.12.6.3 - analyze the impact of ethnic, national, and global influences on specific situations or events.	Plains Indian Culture: Yesterday & Today Tour
SS.12.6.5 - analyze the conflicts resulting from cultural assimilation and cultural preservation among various ethnic and racial groups in Montana, the United States, and the world.	Plains Indian Culture: Yesterday & Today Tour Plains Indian Art Trunk Shoshone Learning Kit

Note that Buffalo Bill's Birthday Museum Adventure addresses multiple Social Studies standards.

Montana State Arts Standards

Content Standard 1 - Students create, perform/exhibit, and respond in the Arts.

ART.4.1.1 - identify their own ideas and images based on themes, symbols, events, and personal experiences.	Young Explorers: I Spy Art Museum Adventure The Artist's Story Tour Borrow a Backpack: Art Cards
ART.4.1.2 - use a variety of materials and sources to experiment with an art form.	Young Explorers: I Spy Art Museum Adventure

Content Standard 2 - Students apply and describe the concepts, structures, and processes in the Arts.

ART.4.2.1 - COMPOSITION Visual Arts: apply the elements of line, shape, form, color, space, value, and texture to compose works of art and the principals of design-pattern, balance, contrast, rhythm, proportion, economy, movement, dominance.	Young Explorers: I Spy Art Museum Adventure Borrow a Backpack: Art Cards
ART.4.2.2 - TECHNIQUES Visual Arts: identify and apply the techniques common to drawing, painting, sculpture, design, printmaking, and indigenous/traditional arts.	Young Explorers: I Spy Art Museum Adventure
ART.4.2.5 - STYLE Visual Arts: identify examples of historical, contemporary, and traditional visual arts, including American Indian art.	Young Explorers: I Spy Art Museum Adventure Journey Into Art Tour The Artist's Story Tour Plains Indian Culture: Yesterday & Today Tour Plains Indian Art

Content Standard 3 - Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.

ART.4.3.2 - communicate meaning through the art forms from selected subject matter.	Young Explorers: I Spy Art Museum Adventure Journey Into Art Tour Borrow a Backpack: Art Cards
ART.4.3.4 - use technical skills. Visual Arts - create works of art with content that is consistent with media possibilities.	Young Explorers: I Spy Art Museum Adventure

Content Standard 4 - Students analyze characteristics and merits of their work and the work of others.

ART.4.4.4 - recognize a variety of different responses to specific works of art.	Young Explorers: I Spy Art Museum Adventure Journey Into Art Tour The Artist's Story Tour Borrow a Backpack: Art Cards
ART.8.4.4 - describe and compare a variety of individual responses to works of art.	The Artist's Story Tour Borrow a Backpack: Art Cards

Content Standard 5 - Students understand the role of the Arts in society, diverse cultures, and historical periods.

ART.4.5.1 - recognize ways in which the Arts have both a historical and distinctive relationship to various cultures (e.g., American Indians) and media of expression.	Trappers, Traders, Trailblazers Trunk Plains Indian Art Trunk Powwow Trunk The Artist's Story Tour
ART.4.5.2 - identify and describe specific works of art belonging to particular cultures, times, and places.	Trappers, Traders, Trailblazers Trunk Plains Indian Art Trunk The Artist's Story Tour

ART.4.5.3 - recognize various reasons for creating works of art.	Trappers, Traders, Trailblazers Trunk Plains Indian Art Trunk The Artist's Story Tour
ART.4.5.4 - recognize common emotions, experiences, and expressions in art.	Young Explorers: I Spy Art Museum Adventure Journey Into Art Tour Plains Indian Art Trunk Borrow a Backpack: Art Cards
ART.8.5.1 - demonstrate how history/culture and the Arts influence each other.	Trappers, Traders, Trailblazers Trunk Plains Indian Art Trunk Powwow Trunk The Artist's Story Tour
ART.8.5.2 - identify, describe and analyze specific works of art as belonging to particular cultures, times, and places in the context in which they are created.	Trappers, Traders, Trailblazers Trunk Plains Indian Art Trunk The Artist's Story Tour
ART.8.5.3 - compare various reasons for creating works of art.	Trappers, Traders, Trailblazers Trunk Plains Indian Art Trunk Powwow Trunk The Artist's Story Tour
ART.8.5.6 - determine the connection of a work of art to societal and cultural changes or preservation, including American Indian culture and art.	Trappers, Traders, Trailblazers Trunk Plains Indian Art Trunk Powwow Trunk
ART.12.5.1 - identify and describe the role of the artist in cultures and societies.	Trappers, Traders, Trailblazers Trunk Plains Indian Art Trunk
ART.12.5.2 - identify, describe, and analyze specific works of art as belonging to particular cultures, times, and places in the context in which they were created.	Trappers, Traders, Trailblazers Trunk Plains Indian Art Trunk Powwow Trunk
ART.12.5.3 - identify intentions of those creating art works, explore the implications of various purposes and justify analysis.	Trappers, Traders, Trailblazers Trunk Plains Indian Art Trunk
ART.12.5.4 - analyze contemporary and historic meanings and emotions in specific art works through cultural and aesthetic inquiry.	Trappers, Traders, Trailblazers Trunk Plains Indian Art Trunk

Montana State Science Standards

Content Standard 1 - Students through the inquiry process, demonstrate the ability to design, conduct, evaluate, and communicate the results and form reasonable conclusions of scientific investigations.

SC.4.1.1 - develop the abilities necessary to safely conduct scientific inquiry, including (a step-by-step sequence is not implied): (a) asking questions about objects, events, and organisms in the environment, (b) planning and conducting simple investigations.	International Archaeology Day Museum Adventure
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SC.4.1.2 - select and use appropriate tools including technology to make measurements (including metric units) and represent results of basic scientific investigations.	International Archaeology Day Museum Adventure
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SC.4.1.6 - identify how observations of nature form an essential base of knowledge amount the Montan American Indians.	International Archaeology Day Museum Adventure
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Content Standard 3 - Students through the inquiry process, demonstrate knowledge of characteristics, structures and function of living things, the process and diversity of life, and how living organisms interact with each other and their environment.

SC.4.3.1 - identify that plants and animals have structures and systems that serve different functions for growth, survival, and reproduction.	Animal Adaptations Tour Wolf Trunk Borrow a Backpack: Natual History
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SC.4.3.2 - identify, measure, and describe basic requirements of energy and nutritional needs for an organism.	Animal Adaptations Tour Wolf Trunk
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SC.4.3.3 - describe and use models that trace the life cycle of different plants and animals and discuss how they differ from species to species.	Borrow a Backpack: Natural History
SC.4.3.4 - explain cause and effect relationships between nonliving and living components within ecosystems; and explain individual response to the changes in the environment including identifying differences between inherited, instinctual, and learned behaviors.	Animal Adaptations Tour Wolf Trunk a Backpack: Natural History
SC.4.3.5 - create and use a classification system to group a variety of plants and animals according to their similarities and differences.	Borrow a Backpack: Natural History
SC.8.3.2 - explain how organisms and systems of organisms obtain and use energy resources to maintain stable conditions (e.g., food, webs, photosynthesis, respiration).	Animal Adaptations Tour Wolf Trunk Keystone Species Tour
SC.8.3.4 - investigate and explain the interdependent nature of populations and communities in the environment and describe how species in these populations adapt by evolving.	Animal Adaptations Tour Wolf Trunk Keystone Species Tour
SC.12.3.4 - predict and model the interaction of biotic and abiotic factors that affect populations through natural selection, and explain how this contributes to the evolution of species over time.	Animal Adaptations Tour Wolf Trunk Keystone Species Tour
Content Standard 4 - Students through the inquiry process, demonstrate knowledge of the composition, structures, processes and interactions of Earth's systems and other objects in space.	
SC.4.4.1 - describe and give examples of Earth's changing features.	Wyoming Geology Rocks! Tour Fire, Water, and Ice Tour
SC.4.4.2 - describe and measure the physical properties of Earth's basic materials (including soil, rocks, water, and gases) and the resources they provide.	Wyoming Geology Rocks! Tour Fire, Water, and Ice Tour
SC.4.4.3 - investigate fossils and make inferences about life, the plants, animals, and the environment at that time.	Wyoming Geology Rocks! Tour Fire, Water, and Ice Tour
SC.8.4.1 - model and explain the internal structure of the Earth and describe the formation and composition of Earth's external features in terms of the rock cycle and plate tectonics and constructive and destructive forces.	Fire, Water, and Ice Tour
SC.12.4.1 - understand the theory of plate tectonics and how it explains the inter-relationship between earthquakes, volcanoes, and sea floor spreading.	Fire, Water, and Ice Tour
SC.12.4.4 - collect and analyze local and regional weather data to make inferences and predictions about weather patterns; explain factors influencing global weather and climate; and describe the impact on Earth of fluctuations in weather and climate (e.g., drought, surface and ground water, glacial instability).	Fire, Water, and Ice Tour
Content Standard 5 - Students, through the inquiry process, understand how scientific knowledge and technological developments impact communities, cultures, and societies.	
SC.4.5.2 - describe a scientific or technological innovation that impacts communities, cultures, and societies.	International Archaeology Day Museum Adventure
SC.4.5.3 - simulate scientific collaboration by sharing and communicating ideas to identify and describe problems.	International Archaeology Day Museum Adventure
SC.4.5.5 - identify how the knowledge of science and technology influences the development of the Montana American Indian Cultures.	International Archaeology Day Museum Adventure
Content Standard 6 - Students understand historical developments in science and technology.	
SC.4.6.1 - give historical examples of scientific and technological contributions to communities, cultures and societies, including Montana American Indian examples.	International Archaeology Day Museum Adventure
Note that the Greater Yellowstone Museum Adventure addresses multiple Science standards.	