TCI Chapter	Objective (Essential question students will be able to answer at the end of the unit) Montana Standards Addressed
1: The Tools of Geography	**Essential question:** How do geographers show information on maps?
	MT.1. Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations. • 1.1. Students will apply 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). MT.3. Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions). • 3.1. Students will 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. • 3.2. Students will locate on a map or globe physical features (e.g., continents, oceans, mountain ranges, landforms) natural features (e.g., flora, fauna) and human features (e.g., cities, states, national borders) and explain their relationships within the ecosystem. • 3.5. Students will use appropriate geographic resources to interpret and generate information explaining the interaction of physical and human systems (e.g., estimate distance, calculate scale, identify dominant patterns of climate and land use, compute population density). MT.4. Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships. • 4.6. Students will 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.
2: A Spatial Way of Thinking	**Essential question:** Why do geographers use a variety of maps to represent the world?
	MT.3. Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions). • 3.1. Students will 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.

	• 3.2. Students will locate on a map or globe physical features (e.g., continents, oceans, mountain ranges, landforms) natural features (e.g., flora, fauna) and human features (e.g., cities, states, national borders) and explain their relationships within the ecosystem. • 3.5. Students will use appropriate geographic resources to interpret and generate information explaining the interaction of physical and human systems (e.g., estimate distance, calculate scale, identify dominant patterns of climate and land use, compute population density).
Mapping Lab: Canada/US	
	MT.1. Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations. • 1.2. Students will assess the quality of information (e.g., primary or secondary sources, point of view and embedded values of the author). MT.3. Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions). • 3.1. Students will 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. • 3.2. Students will locate on a map or globe physical features (e.g., continents, oceans, mountain ranges, landforms) natural features (e.g., flora, fauna) and human features (e.g., cities, states, national borders) and explain their relationships within the ecosystem. • 3.5. Students will use appropriate geographic resources to interpret and generate information explaining the interaction of physical and human systems (e.g., estimate distance, calculate scale, identify dominant patterns of climate and land use, compute population density). MT.4. Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships. • 4.1. Students will interpret the past using a variety of sources (e.g., biographies, documents, diaries, eyewitnesses, interviews, internet, primary source material) and evaluate the credibility of sources used. • 4.2. Students will describe how history can be organized and analyzed using various criteria to group people and events (e.g., chronology, geography, cause and effect, change, conflict, issues). MT.5. Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange, and consumption.

	• 5.4. Students will analyze how various personal and cultural points of view influence economic decisions (e.g., land ownership, taxation, unemployment). MT.6. Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies. • 6.3. Students will identify and differentiate ways regional, ethnic and national cultures influence individual's daily lives and personal choices.
3: Settlement Patterns and Ways of Life in Canada	**Essential question:** How does where you live influence how you live?
	MT.1. Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations. • 1.1. Students will apply 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). • 1.2. Students will assess the quality of information (e.g., primary or secondary sources, point of view and embedded values of the author). MT.3. Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions). • 3.1. Students will 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. • 3.2. Students will locate on a map or globe physical features (e.g., continents, oceans, mountain ranges, landforms) natural features (e.g., flora, fauna) and human features (e.g., cities, states, national borders) and explain their relationships within the ecosystem. • 3.5. Students will use appropriate geographic resources to interpret and generate information explaining the interaction of physical and human systems (e.g., estimate distance, calculate scale, identify dominant patterns of climate and land use, compute population density). MT.4. Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships. • 4.1. Students will interpret the past using a variety of sources (e.g., biographies, documents, diaries, eyewitnesses, interviews, internet, primary source material) and evaluate the credibility of sources used.

	• 4.3. Students will use historical facts and concepts and apply methods of inquiry (e.g., primary documents, interviews, comparative accounts, research) to make informed decisions as responsible citizens. MT.6. Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies. • 6.3. Students will identify and differentiate ways regional, ethnic and national cultures influence individual's daily lives and personal choices.
4: The Great Lakes: The US and Canada's Freshwater Treasure	**Essential question:** How can people best use and protect Earth's freshwater ecosystem?
	MT.1. Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations. • 1.3. Students will interpret and apply information to support conclusions and use group decision-making strategies to solve problems in real world situations (e.g., school elections, community projects, conflict resolution, role playing scenarios). MT.3. Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions). • 3.1. Students will 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. • 3.2. Students will locate on a map or globe physical features (e.g., continents, oceans, mountain ranges, landforms) natural features (e.g., flora, fauna) and human features (e.g., cities, states, national borders) and explain their relationships within the ecosystem. • 3.5. Students will use appropriate geographic resources to interpret and generate information explaining the interaction of physical and human systems (e.g., estimate distance, calculate scale, identify dominant patterns of climate and land use, compute population density).
5: Urban Sprawl in North America: Where Will it End?	**Essential question:** How does urban sprawl affect people and the planet?
	MT.3. Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions). • 3.1. Students will 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.

	• 3.2. Students will locate on a map or globe physical features (e.g., continents, oceans, mountain ranges, landforms) natural features (e.g., flora, fauna) and human features (e.g., cities, states, national borders) and explain their relationships within the ecosystem. • 3.5. Students will use appropriate geographic resources to interpret and generate information explaining the interaction of physical and human systems (e.g., estimate distance, calculate scale, identify dominant patterns of climate and land use, compute population density). MT.5. Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange, and consumption. • 5.3. Students will compare and contrast the difference between private and public goods and services.
6: National Parks: Saving the Natural Heritage of the US and Canada	**Essential question:** What features make national parks special and worth preserving?
	MT.3. Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions). • 3.1. Students will 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. • 3.2. Students will locate on a map or globe physical features (e.g., continents, oceans, mountain ranges, landforms) natural features (e.g., flora, fauna) and human features (e.g., cities, states, national borders) and explain their relationships within the ecosystem. • 3.5. Students will use appropriate geographic resources to interpret and generate information explaining the interaction of physical and human systems (e.g., estimate distance, calculate scale, identify dominant patterns of climate and land use, compute population density).
8: Migration to the US: The Impact on People and Places	**Essential question:** How does migration affect the lives of people and the character of places?
	MT.1. Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations. • 1.3. Students will interpret and apply information to support conclusions and use group decision-making strategies to solve problems in real world situations (e.g., school elections, community projects, conflict resolution, role playing scenarios). MT.3. Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions).

	• 3.1. Students will 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. • 3.5. Students will use appropriate geographic resources to interpret and generate information explaining the interaction of physical and human systems (e.g., estimate distance, calculate scale, identify dominant patterns of climate and land use, compute population density). MT.4. Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships. • 4.6. Students will 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. MT.6. Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies • 6.5. Students will explain the cultural contributions of, and tensions between, racial and ethnic groups in Montana, the United States, and the world.
Mapping Lab: Latin America	
	MT.1. Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations. • 1.1. Students will apply 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). • 1.2. Students will assess the quality of information (e.g., primary or secondary sources, point of view and embedded values of the author). MT.3. Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions). • 3.1. Students will 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. • 3.2. Students will locate on a map or globe physical features (e.g., continents, oceans, mountain ranges, landforms) natural features (e.g., flora, fauna) and human features (e.g., cities, states, national borders) and explain their relationships within the ecosystem.

	• 3.5. Students will use appropriate geographic resources to interpret and generate information explaining the interaction of physical and human systems (e.g., estimate distance, calculate scale, identify dominant patterns of climate and land use, compute population density). • 3.6. Students will describe and distinguish between the environmental effects on the earth of short-term physical changes (e.g., floods, droughts, snowstorms) and long-term physical changes (e.g., plate tectonics, erosion, glaciation). MT.4. Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships. • 4.2. Students will describe how history can be organized and analyzed using various criteria to group people and events (e.g., chronology, geography, cause and effect, change, conflict, issues). MT.5. Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange, and consumption. • 5.4. Students will analyze how various personal and cultural points of view influence economic decisions (e.g., land ownership, taxation, unemployment). MT.6. Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies. • 6.3. Students will identify and differentiate ways regional, ethnic and national cultures influence individual's daily lives and personal choices.
9: Spatial Inequality in Mexico City: From Cardboard to Castles	**Essential question:** Why does spatial inequality exist in urban areas?
	MT.3. Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions). • 3.1. Students will 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. • 3.5. Students will use appropriate geographic resources to interpret and generate information explaining the interaction of physical and human systems (e.g., estimate distance, calculate scale, identify dominant patterns of climate and land use, compute population density).
	Essential question: How do indigenous peoples preserve their traditional culture while adapting to modern life?

10: Indigenous Cultures: The Survival of the Maya of Mesoamerica	MT.1. Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations. MT.3. Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions). • 3.1. Students will 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. • 3.5. Students will use appropriate geographic resources to interpret and generate information explaining the interaction of physical and human systems (e.g., estimate distance, calculate scale, identify dominant patterns of climate and land use, compute population density). • 3.6. Students will describe and distinguish between the environmental effects on the earth of short-term physical changes (e.g., floods, droughts, snowstorms) and long-term physical changes (e.g., plate tectonics, erosion, glaciation). MT.6. Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies. • 6.3. Students will identify and differentiate ways regional, ethnic and national cultures influence individual's daily lives and personal choices.
12: Land Use Conflict in the Amazon Rainforest	**Essential question:** How should the resources of rainforests be used and preserved? MT.1. Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations. • 1.1. Students will apply 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). • 1.2. Students will assess the quality of information (e.g., primary or secondary sources, point of view and embedded values of the author). MT.2. Students analyze how people create and change structures of power, authority, and governance to understand the operation of government and to demonstrate civic responsibility. • 2.6. Students will explain conditions, actions and motivations that contribute to conflict and cooperation within and among groups and nations (e.g., discrimination, peer interaction, trade agreements). •

	MT.3. Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions). • 3.2. Students will locate on a map or globe physical features (e.g., continents, oceans, mountain ranges, landforms) natural features (e.g., flora, fauna) and human features (e.g., cities, states, national borders) and explain their relationships within the ecosystem. • 3.5. Students will use appropriate geographic resources to interpret and generate information explaining the interaction of physical and human systems (e.g., estimate distance, calculate scale, identify dominant patterns of climate and land use, compute population density). MT.4. Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships. • 4.1. Students will interpret the past using a variety of sources (e.g., biographies, documents, diaries, eyewitnesses, interviews, internet, primary source material) and evaluate the credibility of sources used. • 4.3. Students will use historical facts and concepts and apply methods of inquiry (e.g., primary documents, interviews, comparative accounts, research) to make informed decisions as responsible citizens.

More detailed breakdown of standards (common core) that are met can be found on the teacher and student online version of TCI by following these steps:

1. In the navigation toolbar (left hand side of the screen) expand the reference list.
2. Click: correlations.
3. Each chapter and lesson will provide a detailed breakdown of the standards.