



# ALIGNMENT WITH MONTANA STATE EDUCATIONAL STANDARDS

Content	Standard	Relevant Curriculum <i>That's A Family! (TAF)</i> <i>Let's Get Real (LGR)</i>
<b>Reading</b>	1. Construct meaning as the students comprehend, interpret, and respond to what they read.	TAF, LGR
	2. Apply a range of skills and strategies to read.	TAF, LGR
	4. Select, read, and respond to print and nonprint material for a variety of purposes.	TAF, LGR
	5. Gather, analyze, synthesize, and evaluate information from a variety of sources, and communicate the students' finding in ways appropriate for their purposes and audiences.	TAF, LGR
<b>Writing</b>	1. Write clearly and effectively.	TAF, LGR
	2. Apply a range of skills and strategies in the writing process.	TAF, LGR
	4. Write for a variety of purposes and audiences.	TAF, LGR
	6. Use the inquiry process, problem-solving strategies, and resources to synthesize and communicate information.	TAF, LGR
<b>Social Studies</b>	1. Access, synthesize, and evaluate information to communicate and apply social studies knowledge to real-world situations.	TAF, LGR
	2. Analyze how people create and change structures of power, authority and governance to understand the operation of government and to demonstrate civic responsibility.	TAF, LGR
	6. Demonstrate an understanding of the impact of human interaction and cultural diversity on societies.	TAF, LGR
<b>Mathematics</b>	6. Demonstrate an understanding of an ability to use data analysis, probability, and statistics.	LGR
<b>Career &amp; Vocational-Technical Education</b>	3. Acquire and utilize personal and leadership skills to become successful, productive citizens.	TAF, LGR
<b>Workplace Competencies</b>	2. Interpersonal workplace skills – acquire and demonstrate interpersonal workplace skills.	TAF, LGR
	6. Workplace Readiness / Life and Career Planning – acquire and demonstrate skills in life and career planning and workplace readiness.	TAF, LGR
<b>World Language</b>	8. Demonstrate understanding of the concept of culture through comparisons of the culture studied and his/her own.	TAF, LGR



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<b>Technology</b>	3. Use a variety of technologies for communication.	TAF, LGR
<b>Health Enhancement</b>	6. Demonstrate interpersonal communication skills to enhance health.	TAF, LGR
	7. Demonstrate health-enhancing behaviors.	TAF, LGR
<b>Speaking &amp; Listening</b>	1. Demonstrate knowledge and understanding of the communication process.	TAF, LGR
	2. Distinguish among and use appropriate types of speaking and listening for a variety of purposes.	TAF, LGR
	3. Apply a range of skills and strategies to speaking and listening.	TAF, LGR
	4. Identify, analyze, and evaluate the impacts of effective speaking and evaluative listening.	TAF, LGR
<b>Literature</b>	1. Construct meaning as students comprehend, interpret, analyze and respond to literary works.	TAF, LGR
	3. Reflect upon the student's literary experiences and purposefully select from a range of works.	TAF, LGR
	4. Interact with print and nonprint literary works from various cultures, ethnic groups, traditional and contemporary viewpoints by both genders.	TAF, LGR
	5. Use literary works to enrich personal experiences and to connect to the broader world of ideas, concepts, and issues.	TAF, LGR
<b>Arts</b>	3. Develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.	TAF, LGR
	4. Analyze characteristics and merits of the student's work and the work of others.	TAF, LGR
<b>Media Literacy</b>	2. Distinguish among and use appropriate types of meaning for a variety of purposes.	TAF, LGR
	3. Apply knowledge, skills and strategies to design and create media messages.	TAF, LGR
	4. Identify, analyze and evaluate the impacts of media on individuals and societies.	TAF, LGR
<b>Library Media</b>	1. Understand an inquiry process including how to access, evaluate and use information.	TAF, LGR
	4. Distinguish among, evaluate and appropriately use current and emerging media and technologies in the inquiry process.	TAF, LGR