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## ABSTRACT

This teacher's guide outlines K-12 achievement standards for social studies in Idaho public schools. The guide is divided into 14 sections: (1) "364 Social Studies Standards"; (2) "365 Social Studies Standards Grade Kindergarten, Sections 366 through 378"; (3) "381 Social Studies Standards Grade 1, Sections 382 through 394"; (4) "397 Social Studies Standards Grade 2, Section 398 through 410"; (5) "413 Social Studies Standards Grade 3, Sections 414 through 428"; (6) "429 Social Studies Standards Grade 4, Sections 430 through 442"; (7) "445 Social Studies Standards Grade 5, Sections 446 through 458"; (8) "461 Social Studies Standards History of Human Civilization Middle Grades, Sections 462 through 465"; (9) "468 Social Studies Standards Geography Middle Grades, Section 469"; (10) "472 Social Studies Standards U.S. History Middle Grades, Sections 473 through 485"; (11) "488 Social Studies Standards Grades 9 through 12, Sections 473 through 490"; (12) "493 United States History, Sections 494 through 498"; (13) "501 Government/Civics, Sections 502 through 506"; and (14) "509 Economics, Sections 510 through 514." (BT)

# K-12 Achievement Standards Teacher's Guide

to

## Social Studies



SO 034 068

Idaho Standards for Achievement  
**Believe It. Achieve It.**

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**364. SOCIAL STUDIES STANDARDS.**

Standards for Critical Thinking and Analytical Skills as well as standards for Evolution of Democracy are listed separately and intended to apply to all social studies courses.

**01. U.S. HISTORY.** These United States History standards, organized thematically, are based on the assumption and expectation that knowledge of history is a precondition of political intelligence. Without historical literacy, our students have no understanding of the past as it relates to the present and shapes the future. The key skills and knowledge students must acquire and develop in U. S. History include: the understanding that history as a discipline in a democratic society is based on the Jeffersonian principle that the most effective means to prevent the perversion of power into tyranny is to maintain an educated population; an understanding that history is an interaction between the events of the past and the perspectives of the present; an understanding that history requires the critical analysis of cause and effect and the organization of events both chronologically and thematically; and an understanding that history is created by people making decisions in the face of a variety of factors including, but not limited to, considerations of geography, politics, economics, and culture.

**02. GOVERNMENT/CIVICS.** The goal of education in government and civics is informed, responsible participation in political life by competent citizens committed to the fundamental values and principles upon which American society is based. Ultimately, a free society must rely on the knowledge, skills, and virtue of its citizens and those elected to public office. Civic education, therefore, is essential to the preservation and improvement of American representative government.

"I know of no safe depository of the ultimate powers of the society but the people themselves; and if we think them not enlightened enough to exercise their control with a wholesome discretion, the remedy is not to take it from them, but to inform their discretion." Thomas Jefferson (1820).

**03. ECONOMICS.** The elements of economics transcend several disciplines of study. The analytical study of the unique issues of economics will enable students to understand and appreciate the forces that affect them every day -- at home, in the workplace, in the boardroom, and in the halls of government. The key skills students must develop in economics include: an ability to identify and analyze domestic and global economic problems and alternatives; collect, quantify and organize economic evidence; compare benefits and costs; recognize the essential structure of business; and investigate the consequences of change in economic conditions and public policies. The skills learned in economics will allow students to recognize their multiple roles as consumers, business people, and workers, enabling them to reason logically and to avoid the common errors made by individuals who do not understand sound economic principles and responsible personal financial management.

**365. SOCIAL STUDIES STANDARDS - GRADE KINDERGARTEN, SECTIONS 366 THROUGH 378.**

The samples associated with the content standards are meant to illustrate meaning and to represent possible areas of applications. They are not intended to be an exhaustive list, but are samples of applications that would demonstrate learning.

**366. CRITICAL THINKING AND ANALYTICAL SKILLS.**

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Acquire critical thinking and analytical skills.	a. Identify calendar time by days, weeks, and months.	i. Participate in celebration of the 100 <sup>th</sup> day of school. ii. Count down to special events.
	b. Speak in terms of time such as now, then, before, after, today, yesterday, tomorrow.	i. Participate in daily calendar activities. ii. Participate in language experience activities.

	c. Identify current events involving the community.	i. Create student-generated newsletters. ii. Participate in spontaneous discussions.
	d. Demonstrate awareness that historical events have been recorded.	i. Share books, stories, and pictures. ii. Display art prints.

**367. EVOLUTION OF DEMOCRACY.**

Evolution of Democracy standards do not apply at this grade level.

**368. EXPLORATION AND EXPANSION.**

Exploration and Expansion standards do not apply at this grade level.

**369. MIGRATION AND IMMIGRATION.**

Migration and Immigration standards do not apply at this grade level.

**370. POLITICAL, SOCIAL, AND ECONOMIC RESPONSE TO INDUSTRIALIZATION AND TECHNOLOGICAL INNOVATION.**

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the political, social, and economic responses to industrialization and technological innovations that have occurred in the United States.	a. Identify different means of transportation that are used today to travel from place to place such as airplanes, boats, trains, busses, automobiles, and bicycles.	i. Interact with toy transportation vehicles used in the learning centers. ii. Graph ways students have traveled.
	b. Identify methods of travel in the past.	i. Use art and literature to show transportation. ii. Survey family members on their different methods of travel.
	c. Identify examples of simple machines, inventions, and technology used in the home.	i. Explore simple machines in appropriate centers. ii. Make a collage of machines used in the home.

**371. INTERNATIONAL RELATIONS AND CONFLICTS.**

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand significant conflicts in United States history.	a. Explore why we celebrate Independence Day, Veterans Day, Civil Rights Day, and Presidents Day.	i. Share literature. ii. Discuss and celebrate holidays.
	b. Identify history as dealing with past events and famous people such as George Washington or Martin Luther King.	i. Discuss and share holidays. ii. Dramatize, role-play, and perform puppet shows.

### 372. CULTURAL AND SOCIAL DEVELOPMENT.

Standard – The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the cultural and social development of the United States.	a. Identify stories, pictures, and music of other cultures.	i. Use of Waterford Early Learning. ii. Listen and participate in cultural music (rhythm activities).
	b. Identify holidays by dates and understand that holidays commemorate special events.	i. Participate in daily calendar activities. ii. Dress in costumes for dramatic play.
	c. Participate in patriotic activities.	i. Sing patriotic songs. ii. Learn the Pledge of Allegiance.
	d. Recognize that people celebrate in many different ways.	i. Create costumes. ii. Share family holiday traditions.
	e. Identify personal and school experiences with large seasonal changes such as summer vacation, school months, and major holidays.	i. Participate in daily calendar activities. ii. Provide seasonal clothes for dramatic play. iii. Dress dolls for weather.
	f. Demonstrate an understanding of own personal history as part of family, school, and neighborhood.	i. Create a family picture, tree, or family history. ii. Investigate the meaning of first name. iii. Draw a self portrait journal. iv. Name first/last name, phone number, and address.
	g. Describe how people in communities help each other.	i. Invite guest speakers. ii. Take a walking field trip.
	h. Describe how all families have similarities and differences.	i. Create a graph of members in a family. ii. Share life experiences both informally and formally.
	i. Describe how each person is special and unique.	i. Create VIP bulletin board. ii. Celebrate and share birthday traditions. iii. Create physical appearance and interest graphs.

### 373. FOUNDATIONS OF THE AMERICAN POLITICAL SYSTEM.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the foundations and principles of the American political system.	a. Listen to stories that reflect the cultural heritage of the United States – past, present, real, and fiction.	i. Share literature. ii. Dramatize stories.
	b. Participate with groups to make decisions and solve problems.	i. Participate in "Classroom Circle Time." ii. Classroom planning for parties.
	c. Describe some rules and the reasons for them.	i. Contribute to and post list of classroom rules. ii. Tour school and observe rules. iii. Instruct and play games (matching or memory games).

**374. ORGANIZATION AND FORMATION OF THE AMERICAN SYSTEM OF GOVERNMENT.**

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the organization and formation of the American system of government.	a. Identify symbols of the United States such as the Flag, Pledge of Allegiance, Bald Eagle, Red, White, and Blue.	i. Create displays that utilize examples of patriotic symbols. ii. Create artwork.
	b. Recite the Pledge of Allegiance.	i. Discuss where the Pledge of Allegiance is given (baseball games). ii. Recite the pledge daily. iii. Paraphrase the meaning of the pledge.
	c. Develop awareness of leadership roles in the country.	i. Participate in discussions of current events. ii. Participate in a field trip to the Capitol building, city hall, or other government building. iii. Acknowledge and celebrate Civil Holidays (Martin Luther King, Veterans Day).
	d. Know that the people in the United States vote for their leaders.	i. Participate in class-simulated elections. ii. Read, review, and discuss children's newspapers such as Weekly Reader or Scholastic.

**375. CITIZEN RESPONSIBILITIES AND RIGHTS.**

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand that all citizens of the United States have responsibilities and rights.	a. Identify individuals that are helpful to people in their everyday lives such as principal, school secretary, doctor, and police officer.	i. Participate in a school building tour. ii. Create a student-generated display of parent occupations.
	b. Demonstrate ways to be helpful to family, school, and community.	i. Practice household chores in the house keeping centers. ii. Generate a list of household responsibilities to share with family.
	c. Recognize that there is a need for a leadership in any society.	i. Place career items in the drama center. ii. Identify and discuss leaders in the community and school.
	d. Identify leadership roles in the school, neighborhood, and family.	i. Create a mural of leaders. ii. Develop a schedule of classroom helpers.
	e. Show respect for the opinions, feelings, and actions of others.	i. Create small group tactics for discussing, listening, and solving problems. ii. Create student generated books that address character traits.

	f. Demonstrate the ability to make choices and take responsibility for one's own actions.	i. Solve own problems independently. ii. Role-play situations that involve problem solving.
	g. Name and show respect for the rules at home, school, and in the community.	i. Identify traffic and safety signs in environment (stop, railroad crossing). ii. Discuss and identify rules and courtesies of most families.

### 376. ECONOMIC FUNDAMENTALS.

Standard – The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand basic economic concepts.	a. Observe that all people have needs and wants.	i. Share and discuss literature such as <u>Something Good</u> by Robert Munch. ii. Brainstorm and list needs and wants.
	b. Recognize that people meet their needs by sharing, trading, and using money to buy goods and services.	i. Set up a store in the drama center. ii. Teach other children how to ask questions to meet their personal needs. iii. Set up a Penny Store – earn pennies and trade them for goods.
	c. Describe some jobs that people do to earn money.	i. Participate in field trips to local businesses. ii. Display career pictures. iii. Invite guest speakers.
	d. Identify the people who work in the school or in the community and be aware of their products and services.	i. Invite guest speakers. ii. Create a workbench center. iii. Place hats to reflect occupations in the drama center.

### 377. ECONOMIC INFLUENCES.

Economic Influences standards do not apply at this grade level.

### 378. GEOGRAPHY.

Standard – The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the spatial organizations of people, places, and environment on the earth's surface.	a. Identify the globe as a model of the earth.	i. Use globes and magnifying glasses for exploration. ii. Participate in classroom discussions of the globe with hands-on activities.
	b. Distinguish between land masses and water on a globe or map.	i. Play catch with a beach ball globe and identify if your hands are on land or water. ii. Create a globe using a blue balloon and color in the land with a brown marker.
	c. Identify the north and south poles on a map or globe.	i. Share literature (Polar Express). ii. Discuss and sort arctic animals.

	d. Recognize a map of the United States of America and know it is the country in which we live.	i. Assemble a floor size puzzle map of the United States. ii. Request postcards to be sent to school from family members around the United States.
	e. Make and use a map of a familiar area.	i. Review the fire safety map. ii. Create a third dimensional map in the block area.
	f. Use simple terms such as bigger, smaller, near, and far.	i. Play the hot/cold game. ii. Play Simon Says.
02. Understand that human actions modify the physical environment and how physical systems affect human activity and living conditions.	a. Identify the ways the four seasons affect our lives.	i. Draw a picture of a tree during each season. ii. Dress dolls appropriate for the weather.
	b. Demonstrate ways to be of help to the environment and community.	i. Collect pop cans for recycling and donate proceeds to a charity. ii. Pick up litter on the playground.
	c. Recognize that many kinds of plants and animals live on the earth.	i. Participate in a field trip to the zoo. ii. Care for classroom pets and plants.

379. -- 380. (RESERVED).

**381. SOCIAL STUDIES STANDARDS - GRADE 1, SECTIONS 382 THROUGH 394.**

The samples associated with the content standards are meant to illustrate meaning and to represent possible areas of applications. They are not intended to be an exhaustive list, but are samples of applications that would demonstrate learning.

**382. CRITICAL THINKING AND ANALYTICAL SKILLS.**

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Acquire critical thinking and analytical skills.	a. Use the calendar to measure days, weeks, months, and years.	i. Create a daily calendar activity. ii. Generate a calendar.
	b. Identify current events involving the community.	i. Generate a newsletter. ii. Participate in spontaneous discussions.
	c. Use correctly the terms of past, present, future, yesterday, today, and tomorrow.	i. Develop an oral discussion around a calendar activity.
	d. Create a timeline that shows personal experiences that take place over a period of time.	i. Make a "Here I Am" book. ii. Use a timeline for the school year to show holidays and birthdays.

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	e. Recognize that every person, group, and country has a story about its past and this is called its "history."	i. Share something from personal history. ii. Role-play a character from children's historical literature.
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**383. EVOLUTION OF DEMOCRACY.**

Evolution of Democracy standards do not apply at this grade level.

**384. EXPLORATION AND EXPANSION.**

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the role of exploration and expansion in the development of the United States.	a. Know that Native American people lived on this continent before people came from Europe.	i. Read stories of Native American people. ii. Invite Native American guests to come and share their culture.
	b. Describe the Voyage of Columbus in 1492.	i. Learn a poem and the names of Columbus's three ships. ii. Create an art project to go with the poem.

**385. MIGRATION AND IMMIGRATION.**

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the role of migration and immigration of people in the development of the United States.	a. Identify reasons why early colonists came to the New World.	i. Read and discuss a book about the pilgrims. ii. Participate in a class Thanksgiving feast.
	b. Know that the people in the local community have their origins in many areas of the world.	i. Create a family history map of ancestors. ii. Participate in a "Christmas Around the World" activity. iii. Share literature from various cultures.

**386. POLITICAL, SOCIAL, AND ECONOMIC RESPONSE TO INDUSTRIALIZATION AND TECHNOLOGICAL INNOVATION.**

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the political, social, and economic responses to industrialization and technological innovations that have occurred in the United States.	a. Compare different types of transportation and their uses.	i. Explore forms of public transportation. ii. Group and categorize transportation according to what goes on land, water, and in the air.
	b. Compare differences in the ways American families live today to how they lived in the past.	i. Share literature about life in the past. ii. Share videos that depict past lives.

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	c. Identify ways machines and technology are used in home and school.	i. Categorize machines by their use in the home such as what machines help us with cooking and preparing for school. ii. Draw a picture of a new invention and explain to the class what its purpose is.
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**387. INTERNATIONAL RELATIONS AND CONFLICTS.**

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand significant conflicts in United States history.	a. Explain why we celebrate Independence Day, Veterans Day, Civil Rights Day, and Presidents Day.	i. Read stories and discuss events around Independence Day. <ul style="list-style-type: none"> <li>Do an activity with the Declaration of Independence (signing their own giant one).</li> <li>Read the story <u>The Wall</u> and make your own 1<sup>st</sup> grade wall. Have them write their name and a note to thank a veteran on their own 3 x 6 brick. Hang them all together to create the wall.</li> </ul> ii. Make a "Martin Luther King" book. iii. Do a simulation of segregation using eye color.
	b. Understand that some people were not free in early America.	i. Watch the video "Reading Rainbows, Follow the Drinking Gourd." ii. Listen to the music from the era of slavery in the United States.

**388. CULTURAL AND SOCIAL DEVELOPMENT.**

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the cultural and social development of the United States.	a. Recognize that each person belongs to many groups (family, school, friends, neighborhood, community, nation).	i. Make a family mobile. ii. Make a community collage.
	b. Describe how people's appearances are alike and different, creating diversity among the American population.	i. Make a collage of similarities and differences in people. ii. Make graphs to show differences in classmates' eye and hair color.
	c. Explain how families vary in structure and size.	i. Make a "Meet My Family" book. ii. Make a "Families Are Important" book.
	d. Name several ways families and community members work, learn, play, and care for one another.	i. Ask someone from the community to talk to the class about what they do. ii. Invite the school counselor to talk to the class.
	e. Describe how people of different cultures have the same basic needs but may meet them in different ways.	i. Make a four-sided diorama representing different cultures. ii. Make a picture quilt showing different ways of life; hook together to show everyone is similar.

	e. Describe how people of different cultures have the same basic needs but may meet them in different ways.	i. Make a four-sided diorama representing different cultures. ii. Make a picture quilt showing different ways of life; hook together to show everyone is similar.
	f. Compare stories, pictures, and music of other selected times and places in America's past.	i. Learn Patriotic songs such as Star Spangled Banner, God Bless America, Grand Old Flag, and America. ii. Share literature and compare stories.

**389. FOUNDATIONS OF THE AMERICAN POLITICAL SYSTEM.**

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the foundations and principles of the American political system.	a. Recognize and become familiar with the significance of American symbols and figures.	i. Look at pictures of the flag, Statue of Liberty, and White House, and discuss the significance and meaning of each. ii. Do a fun activity or art project with each.
	b. Participate within groups to make decisions and solve problems.	i. "Classroom Circle Time" participation. ii. Classroom planning for parties.
	c. Describe some rules and explain why they are necessary.	i. Post list of classroom rules. ii. School tour of rules. iii. Instruct and play games (matching or memory games).

**390. ORGANIZATION AND FORMATION OF THE AMERICAN SYSTEM OF GOVERNMENT.**

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the organization and formation of the American system of government.	a. Identify famous presidents such as George Washington, Thomas Jefferson, and Abraham Lincoln.	i. Participate in stories and legends about George Washington. ii. Make a class chart about Thomas Jefferson that shows famous things about him. iii. Do "clean a penny activity" using vinegar and salt or catsup. iv. Make a log cabin with pretzels.
	b. Name the current United States President.	i. Write a letter to the President. ii. Display pictures of him.
	c. Know that the people in the United States vote for their leaders.	i. Hold class simulated elections. ii. Read, review, and discuss children's newspapers such as Weekly Reader or Scholastic.

**391. CITIZEN RESPONSIBILITIES AND RIGHTS.**

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand that all citizens of the United States have responsibilities and rights.	a. Explain why rules are necessary in homes, classrooms, recess, the lunchroom, and games.	i. Make up classroom rules together. ii. Discuss what it would be like if we had no rules.
	b. Explain why people in authority must apply rules fairly.	i. Take a field trip to the police station. ii. Invite a guest to come and talk to the class.

	c. Name some responsibilities that students have in the classroom, at home, in the community.	i. Participate in an oral discussion. ii. Write in a journal.
	d. Know that voting is one way in which rules are developed.	i. Make a voting booth out of a large box. ii. Participate in classroom voting.
	e. Demonstrate good citizenship.	i. Discuss what makes a good citizen. ii. Make a "Be Positive" stick in which kids watch all day for classmates doing nice positive things for others. At the end of the day all come together and pass around the "stick." One by one each child states something they observed as being positive.

**392. ECONOMIC FUNDAMENTALS.**

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand basic economic concepts.	a. Identify the basic needs of people such as food, clothing, and shelter.	i. Play a game from Project Wild about the needs of bears and then compare people and bears. ii. Create a class poster using popsicle sticks and colored paper that shows basic needs.
	b. Identify ways people meet their needs by sharing, trading, and using money to buy goods and services.	i. Talk about pioneers and bartering. ii. Participate in a bartering activity.
	c. Name things that people may want but do not need and explain the difference.	i. Participate in a class discussion about needs and wants. ii. Cut and paste pictures and categorize into needs and wants.
	d. Identify ways to save money for future needs and wants.	i. Share how people earn and save money. ii. Use classroom money to demonstrate needs and wants such as drinks and bathroom privileges, etc.
	e. Identify chores that children can do at home or in the classroom to be helpful and responsible.	i. Discuss different chores people have at home. ii. Make a poster showing an individual's chores at home.

**393. ECONOMIC INFLUENCES.**

Economic Influences standards do not apply at this grade level.

**394. GEOGRAPHY.**

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the spatial organizations of people, places, and environment on the earth's surface.	a. Explain what maps and globes represent and how they are used.	i. Complete the map skills in the Weekly Reader. ii. Follow a teacher-generated map around the school.
	b. Use directions on a map: East, West, South, and North.	i. Play games using east, west, south, and north. ii. Participate in a treasure hunt using directions.

	c. Understand that maps have keys or legends.	i. Make a neighborhood map with a legend. ii. Generate symbols to be used on a map.
	d. Identify continents and large bodies of water on a globe or a map.	i. Participate in a group activity with maps and globes. ii. Learn a song to help remember.
	e. Name and locate continent, country, state, and community in which the class lives.	i. Make a layered map using a large paper circle to represent the earth. Glue on a pre-drawn shape of North America then add the United States, glue on the state of Idaho followed by the community. ii. Practice locating continents, countries, and states on maps.
02. Understand that human actions modify the physical environment and how physical systems affect human activity and living conditions.	a. Describe ways people adjust to their environment.	i. Invite a guest speaker and discuss what to do in the event of a flood, drought, earthquake, snowstorm, or man-made situation. ii. Make a list of items needed to create a survival pack for the home.

**395. – 396. (RESERVED).**

**397. SOCIAL STUDIES STANDARDS - GRADE 2, SECTIONS 398 THROUGH 410.**

The samples associated with the content standards are meant to illustrate meaning and to represent possible areas of applications. They are not intended to be an exhaustive list, but are samples of applications that would demonstrate learning.

**398. CRITICAL THINKING AND ANALYTICAL SKILLS.**

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Acquire critical thinking and analytical skills.	a. Use the calendar to measure days, weeks, months, and years.	i. Develop a personal calendar on a monthly basis. ii. Participate in a daily calendar activity (math meeting).
	b. Identify current events involving the community.	i. Create a newsletter. ii. Participate in spontaneous discussions.
	c. Create and interpret timelines.	i. Create personal timelines showing life's milestones. ii. Tell how a community has changed over time.
	d. Obtain information from a variety of sources.	i. Use Internet, atlas, dictionary, encyclopedia, newspaper, and multi-media resources.

**399. EVOLUTION OF DEMOCRACY.**

Evolution of Democracy standards do not apply at this grade level.

**400. EXPLORATION AND EXPANSION.**

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the role of exploration and expansion in the development of the United States.	a. Recognize that Native Americans were inhabitants of North America before colonization.	i. Read stories about Native American legends. ii. Draw pictures of Native American dwellings.

	b. Identify some contributions Native American people have made to the development of the United States.	i. Discuss how the Native Americans helped the Pilgrims survive. ii. Reenact the first Thanksgiving.
	c. Identify Native American tribes and discuss their cultures.	i. Invite guest speakers from Native American tribes. ii. Create a collage showing various Native American artifacts.

#### 401. MIGRATION AND IMMIGRATION.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the role of migration and immigration of people in the development of the United States.	a. Know that people come from different countries to live in the United States.	i. Invite guest speakers to share immigration stories. ii. Cut and paste pictures depicting people from around the world.
	b. Describe life during the Westward Movement and Pioneer America.	i. Read and listen to Laura Ingalls Wilder books. ii. Utilize computer software such as "The Oregon Trail" with an older "buddy."

#### 402. POLITICAL, SOCIAL, AND ECONOMIC RESPONSE TO INDUSTRIALIZATION AND TECHNOLOGICAL INNOVATION.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the political, social, and economic responses to industrialization and the technological innovations that have occurred in the United States.	a. Compare and contrast current transportation with transportation of the past.	i. Include types of transportation in a class timeline. ii. Draw a Venn diagram comparing transportation used in the past and present.
	b. Compare how jobs and tools have changed over time.	i. Go to a museum and compare and contrast tools, appliances, etc. ii. Make butter by hand in a jar.
	c. Identify ways machines and technology are used in homes, schools, and communities.	i. Make a list of machines that a student may use on a daily basis. ii. Take a field trip to a business. After the trip, make a list of the machines that were seen and describe how technology was being used.
	d. Explain the many types of communication used by people today and long ago.	i. Make a "then and now" poster showing how communication has changed. ii. Include communication inventions in a class timeline.

#### 403. INTERNATIONAL RELATIONS AND CONFLICTS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand significant conflicts in United States history.	a. Describe war as a type of conflict.	i. Use role-playing to solve conflicts. ii. Read literature relating to conflict.
	b. Describe how individuals play a specific role during times of conflict.	i. Role-play an event in the life of a historical figure. ii. Listen and discuss stories about Abraham Lincoln and slavery issues.

**404. CULTURAL AND SOCIAL DEVELOPMENT.**

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the cultural and social development of the United States.	a. Identify different groups that a person belongs to such as family, neighborhood, community, church, and teams.	i. Create a bar graph showing different groups students belong to. ii. Identify the country of origin of different sports such as soccer and football.
	b. Describe some family traditions.	i. Interview various family members and record family traditions. ii. Share family traditions with the class.
	c. Explain important customs, symbols, and celebrations that represent the development of American beliefs and principles.	i. Make booklets showing holiday traditions and symbols around the world. ii. Make an ornament representing a holiday celebration from another country.
	d. Identify similarities between different groups of people.	i. Create a Venn diagram showing similarities among groups of people. ii. Design a collage of activities children enjoy.

**405. FOUNDATIONS OF THE AMERICAN POLITICAL SYSTEM.**

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the foundations and principles of the American political system.	a. Identify significant early American leaders.	i. Develop a poster displaying the contributions of George Washington and Abraham Lincoln. ii. Watch and discuss various videos about early American leaders.
	b. Tell who the Pilgrims were and why they came to America.	i. Listen to a story about the Pilgrims. ii. Reenact the voyage of the Mayflower.
	c. Know the meaning of the Pledge of Allegiance.	i. Recite the Pledge of Allegiance from memory. ii. Write a personal paragraph on what the Pledge of Allegiance means to the individual.
	d. Identify symbols of the United States such as the American flag.	i. View examples of the stages of the American flag. ii. Create the American flag in the various stages of history. iii. On a class timeline, show when Betsy Ross created the American flag.
	e. Name many of the responsibilities and rights of American citizens.	i. Hold a mock election correlating with a regular or city election. ii. Invite a police officer to discuss laws and their importance.

**406. ORGANIZATION AND FORMATION OF THE AMERICAN SYSTEM OF GOVERNMENT.**

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the organization and formation of the American system of government.	a. Contrast the difference between a country, a state, and a city.	i. Design a mini book defining country, state, and city. ii. On a map, identify and label your city and the state of Idaho within the United States.

	b. Know that leaders may be elected or appointed.	i. Hold a mock election. ii. Vote on a classroom issue.
	c. Name the current President of the United States and the current Governor of Idaho.	i. Write a letter to the President and ask for an autographed picture. ii. Write a letter to the Governor and ask him what the responsibilities of a Governor are.
	d. Recognize that Washington, D.C. is the capital of the United States and that every state has a capital city.	i. Take a virtual tour of the White House on the Internet <a href="http://www.whitehouse.gov">www.whitehouse.gov</a> . ii. Locate Boise on a map.

#### 407. CITIZEN RESPONSIBILITIES AND RIGHTS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand that all citizens of the United States have responsibilities and rights.	a. Identify the rules of the family and the classroom.	i. Brainstorm, determine, and display rules for the classroom. ii. Create a bar graph illustrating family duties.
	b. Recognize that there are consequences for following and breaking the rules of the family or classroom.	i. Brainstorm, determine, and display consequences of breaking classroom rules. ii. Write a paragraph on the consequences of breaking family rules.
	c. Recognize that communities have laws, why they are important, and know there are consequences.	i. Invite a police officer to the classroom to discuss laws and their consequences. ii. Reenact what would happen if there were no rules on the playground or in the classroom.
	d. Identify characteristics of good citizens and name historic and current people who exemplify these.	i. Describe the characteristics of President Lincoln and Martin Luther King. ii. Use periodicals such as Reader's Digest "Heroes For Today" to exemplify good citizenship.

#### 408. ECONOMIC FUNDAMENTALS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand basic economic concepts.	a. Identify wants and needs of all families.	i. Name the three basic needs. ii. Illustrate the three basic needs.
	b. Define income and identify different ways to earn and save.	i. Develop a mock income using tokens earned in the classroom. ii. Create a pie graph illustrating where income goes.
	c. Know the difference between goods and services.	i. Write an advertisement for a product. ii. Write an advertisement for a service.
	d. Distinguish between producers and consumers.	i. Invite a farmer to the classroom to discuss the roles of a producer. ii. Take a field trip to a farm/ranch or factory.

**409. ECONOMIC INFLUENCES.**

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand there are many influences on economic systems.	a. Identify technology services in the community.	<ul style="list-style-type: none"> <li>i. Name some ways technology provides services in your community.</li> <li>ii. Write a paragraph about what it would be like without modern day conveniences.</li> <li>iii. As a family project live without technology for 24 hours. Share experiences with class.</li> </ul>
	b. Explain how natural resources affect economic activities in the local community.	<ul style="list-style-type: none"> <li>i. Interview a family member or a friend in the community who works/worked in natural resources and write a paragraph describing their experiences.</li> <li>ii. Invite a person to the classroom to share experiences regarding farming, timber, or mining and how it affects their lives.</li> </ul>

**410. GEOGRAPHY.**

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the spatial organizations of people, places, and environment on the earth's surface.	a. Identify landforms, bodies of water, and human made features (cities, dams) on a map and globe.	<ul style="list-style-type: none"> <li>i. Label a map identifying landforms.</li> <li>ii. Create a salt clay relief map featuring landforms and bodies of water.</li> </ul>
	b. Know the cardinal directions and how to use the compass rose.	<ul style="list-style-type: none"> <li>i. Identify items that are located on walls in classroom using different cardinal directions.</li> <li>ii. Following teacher's directions, point in cardinal directions in an increasingly rapid succession.</li> <li>iii. Use a map to show cardinal directions.</li> </ul>
	c. Know that map symbols (key/legend, scale) represent a real object or place.	<ul style="list-style-type: none"> <li>i. As a class draw a map of the classroom using a map key containing symbols describing classroom.</li> <li>ii. Draw a map of your bedroom using a map key containing four symbols describing bedroom.</li> </ul>
	d. Know that boundary lines separate states.	<ul style="list-style-type: none"> <li>i. Identify which states border Idaho.</li> <li>ii. Color and label a map identifying the state of Idaho, the forty-eight contiguous states, Hawaii and Alaska, and the Atlantic and Pacific Oceans.</li> <li>iii. Compare and contrast the size of Idaho to other states using simple terms such as bigger or smaller, near or far.</li> </ul>
02. Understand the migration and settlement of human populations on the earth's surface.	a. Know that physical characteristics affect settlement patterns.	<ul style="list-style-type: none"> <li>i. Using a population map, show where the largest concentrations of people have settled.</li> <li>ii. Using references (internet, literature), make a list of physical characteristics that might draw people to an area.</li> </ul>
03. Understand that human actions modify the physical environment and how physical systems affect human activity and living conditions.	a. Compare how environmental conditions affect living styles and clothing in different parts of the country.	<ul style="list-style-type: none"> <li>i. Share stories with the class.</li> <li>ii. Draw pictures.</li> <li>iii. Find examples or make models of how people live in different environmental conditions.</li> </ul>

	b. Know that humans depend on the environment to meet their basic needs.	i. Make a list to describe what humans use to meet their basic needs. ii. Create a flow chart describing how food gets from the farm to the table. iii. Use multimedia to show the process that milk goes through before reaching the consumer.
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411. -- 412. (RESERVED).

**413. SOCIAL STUDIES STANDARDS - GRADE 3, SECTIONS 414 THROUGH 426.**

The samples associated with the content standards are meant to illustrate meaning and to represent possible areas of applications. They are not intended to be an exhaustive list, but are samples of applications that would demonstrate learning

**414. CRITICAL THINKING AND ANALYTICAL SKILLS.**

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Acquire critical thinking and analytical skills.	a. Use days, weeks, months, and years to measure time.	i. Place a series of family, school, or community events in the proper sequence on a timeline. ii. Integrated with math, use a calendar to track passage of days, weeks, months, and years.
	b. Identify current events involving the community.	i. Generate student newsletters. ii. Participate in spontaneous discussions.
	c. Identify decades and centuries as a measure of time.	i. Create a class timeline showing one hundred years of United States history in decade intervals. ii. Integrated with science, create a timeline depicting inventors, technology, and explorers in century intervals.
	d. Identify primary sources of information about local history.	i. Using newspaper archives, add a section to the classroom newspaper that talks about local history. ii. Interview native senior citizens for memoirs of local history.
	e. Differentiate between cause and effect.	i. Integrated with science, experiment how light effects plant growth. ii. Read the poems "Sara Stout" and "Jimmy Jet" by Shel Silverstein and discuss cause and effect.
	f. Identify different points of view.	i. Expand understanding of slavery by studying the perspective of the plantation slaves verses that of the plantation owners. ii. Read literature such as <u>The True Story of the Three Little Pigs</u> and discuss the different points of view.
	g. Identify factual statements in sources of news using the five W's: who, what, where, when, and why.	i. Log onto <u>usnews.com</u> . Then, as a class, read an article that the teacher selects and look for the five W's. ii. Share current events with class and point out the five W's.

**415. EVOLUTION OF DEMOCRACY.**

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the evolution of democracy.	a. Understand the difference between a single authority and	i. Explore religious persecution in Europe that caused immigration to America.

	a group decision.	ii. Read and do a retell of <u>Molly's Pilgrim</u> .
	b. Recognize the concepts of popular consent, respect for the individual, equality of opportunity, and personal liberty.	i. Take a group vote to make a class decision. ii. Participate in class discussion on playground rules.

**416. EXPLORATION AND EXPANSION.**

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications :
01. Understand the role of exploration and expansion in the development of the United States.	a. Identify historical landmarks in and around the community.	i. Organize a field trip and visit historical landmarks. ii. Create and illustrate brochures of local historical landmarks.
	b. Identify some significant events that have occurred in and around the community.	i. Invite a guest speaker to come and speak about events that occurred in the community. ii. Survey the student body to determine the most significant events in their community.
	c. Demonstrate knowledge that the first people to inhabit American lands included native Alaskans and native Hawaiians, as well as native peoples in the contiguous forty-eight states.	i. Classify native tribes according to cultural region. ii. Replicate native homes according to region demonstrating use of natural resources.

**417. MIGRATION AND IMMIGRATION.**

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the role of migration and immigration of people in the development of the United States.	a. Identify the origins of classmates' ancestors.	i. Using a world map find the location of ancestors' origin. ii. Dress as one of your ancestors and tell a story from that ancestor's life.
	b. Recognize that migration and immigration are continuous processes.	i. Using statistics from the Immigration Bureau or Internet, graph the top ten countries immigrating to United States in the past year. ii. Watch a video of new citizens taking the oath of citizenship.
	c. Recognize that most of the first Africans brought to America came as slaves against their will.	i. Present excerpts from "Freedom Train" and lead a discussion about slavery. ii. Discuss worldwide culture of slavery.

**418. POLITICAL, SOCIAL, AND ECONOMIC RESPONSE TO INDUSTRIALIZATION AND TECHNOLOGICAL INNOVATION.**

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the political, social, and economic responses to industrialization and technological innovations that have occurred in the United States.	a. Identify ways machines and technology have evolved over time and have changed the lives of people.	i. Create a timeline depicting the evolution of technology. ii. Produce an individual advertisement to sell a technological advancement.

	b. Compare how machines and technology are used in homes, schools, communities, and the global community.	i. Use a digital camera to take pictures of different sources of technology at home and throughout the community. Research and write a report about their contributions to society. ii. Compare and contrast technology between a first world country and a third world country.
	c. Name some of the changes that have occurred to the local community due to technological advances.	i. Obtain old photo of own community. ii. Compare to current photo. Chart how technology helped in the change.

**419. INTERNATIONAL RELATIONS AND CONFLICTS.**

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand significant conflicts in United States history.	a. Explore relationships and conflicts between early settlers and Native Americans.	i. Demonstrate conflict between Native Americans by reading <u>Naya Nuki</u> . ii. Demonstrate conflict between Native Americans and settlers by reading aloud <u>Squanto</u> .
	b. Discuss how the United States became a nation after the colonists defeated the British in the Revolutionary War.	i. Research and sing songs from the Revolutionary War such as "Yankee Doodle." ii. Review origin of United States flag and design a personal flag.
	c. Define slavery and explain how the Civil War brought an end to slavery in the United States.	i. Make and post the class definition of slavery. ii. Read and discuss Harriett Tubman.

**420. CULTURAL AND SOCIAL DEVELOPMENT.**

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the cultural and social development of the United States.	a. Explain that all people of the United States share a common heritage through patriotic holidays, national documents, and symbols.	i. Choose a national document and explain its meaning to the class. ii. Examine holidays for patriotic basis.
	b. Describe some traditions in the community.	i. Brainstorm community traditions. ii. In small groups make murals depicting each tradition.
	c. Compare different culture groups in the community, including their distinctive foods, clothing styles, and traditions.	i. Do a survey of the community to determine the different ethnic groups in the community. ii. Have an Ethnic Food Fair.
	d. Explain how communities are linked together through media, technology, phones, radio, etc.	i. Invite media guest speakers to the classroom to talk about radio or television. ii. Make a telephone out of tin cans and string. iii. Use "Wee Deliver" postal system (available free through US Postal Service).

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**421. FOUNDATIONS OF THE AMERICAN POLITICAL SYSTEM.**

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the foundations and principles of the American political system.	a. Identify significant early American leaders.	i. Develop a poster displaying some of the contributions of Thomas Jefferson and Benjamin Franklin. ii. Present an oral report of an early American leader.
	b. Identify some of the freedoms guaranteed to American citizens in the Constitution and the Bill of Rights.	i. Watch the video from Schoolhouse Rock about the Constitution. ii. Use student-created illustrations to develop a slide show or PowerPoint presentation about rights and freedoms.
	c. Identify many of the responsibilities and rights of American citizens.	i. Brainstorm responsibilities and rights of United States citizens. ii. Compare and contrast with another country.

**422. ORGANIZATION AND FORMATION OF THE AMERICAN SYSTEM OF GOVERNMENT.**

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the organization and formation of the American system of government.	a. Identify and explain the basic functions of local government.	i. Create a poster identifying the basic functions of a city government. ii. Set up a mock government in the classroom.
	b. Identify the three branches of government.	i. Write the names of the three branches of the government. ii. Take a fieldtrip to the courthouse.

**423. CITIZEN RESPONSIBILITIES AND RIGHTS.**

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand that all citizens of the United States have responsibilities and rights.	a. Identify the rules of the classroom and school and the consequences for breaking these rules.	i. Create a classroom constitution. ii. Present school-wide rules to other students.
	b. Identify qualities of a good leader.	i. While serving in a leadership role, demonstrate the qualities of honesty, courage, and self-discipline. ii. Create a skit on qualities of leadership.
	c. Identify reasons why communities have laws.	i. Read <u>Roxaboxen</u> . ii. Role-play a city with and without laws.
	d. Describe ways in which children can participate in public life in their community.	i. Participate in volunteer work in the community. ii. Write pen pal letters to a senior citizen.

**424. ECONOMIC FUNDAMENTALS.**

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand basic economic concepts.	a. Explain the difference between goods and services.	i. Create a chart using pictures from magazines that demonstrate some goods and services found in the community. ii. List some goods and services for which people trade.

	b. Explain the concepts of supply and demand and the role of the consumer and producer.	i. Create a class store. ii. Invite merchants to do a panel discussion.
	c. Explain the difference between public and private property.	i. Take a walking fieldtrip around the community and identify public and private property. ii. Make a map of the community and label public and private property.
	d. Describe savings and checking accounts at a bank and explain their purposes and benefits.	i. Visit a local bank. ii. Create a mock banking system (checkbooks, savings accounts).

**425. ECONOMIC INFLUENCES.**

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand that there are many influences on economic systems.	a. Identify examples of transportation and communication networks in the local community and explain how they encourage economic prosperity and growth.	i. Design an advertisement for imaginary food or business. ii. Debate the pros and cons of public roadway access.
	b. Explain how land, natural resources, labor, trade, and technology affect economic activities in the local community.	i. Identify natural resources in your area. ii. Discuss how natural resources impact the economy of the community.

**426. GEOGRAPHY.**

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the spatial organizations of people, places, and environment on the earth's surface.	a. Describe the concepts of globe, continent, country, state, county, city/town, and neighborhood.	i. Construct a relief map. ii. Make a papier maché globe.
	b. Find the United States, Idaho, the state capital Boise, and own community on a map.	i. Visit <a href="http://teraserver.com">teraserver.com</a> to get pictures of your community via satellite. ii. Assign dice number to continent, country, state, county, capital, and community. Roll dice and quiz in pairs. Have answers posted to use.
	c. Locate on a map waterways, landforms, cities, states, and national boundaries using standard map symbols.	i. Label stated features on a given map. ii. Create a map legend with symbols.
	d. Use a map title, map key, scale, cardinal directions, and symbols to interpret a map.	i. Answer teacher generated questions for a given map. ii. Generate a treasure hunt and map. Include title, key, scale, cardinal directions, and symbols.
	e. Use a number/letter grid to find specific locations on a map.	i. Play the game "Battleship." ii. Using a playground map grid, place equipment according to teacher's oral directions.

02. Understand the migration and settlement of human populations on the earth's surface.	a. Identify past and present settlement patterns of the community.	i. Visit <a href="http://teraserver.com">teraserver.com</a> to view development patterns of local communities. ii. Obtain information from historical society.
	b. Identify geographic features influencing settlement patterns of the community.	i. Use satellite-generated maps of Idaho and identify geographical features that would influence settlement. ii. Compare with a political map.
	c. Compare and contrast city/suburb/town and urban/rural.	i. Construct a Venn diagram comparing urban and rural communities. ii. Draw a picture of an ideal location in which to live.
03. Understand that human actions modify the physical environment and how physical systems affect human activity and living conditions.	a. Identify ways the land around the community has been changed by people, technology, and natural forces.	i. Discuss community changes. ii. On a transparency reproduce an aerial view of the community past and present to compare.

427. – 428. (RESERVED).

**429. SOCIAL STUDIES STANDARDS - GRADE 4, SECTIONS 430 THROUGH 442.**

The samples associated with the content standards are meant to illustrate meaning and to represent possible areas of applications. They are not intended to be an exhaustive list, but are samples of applications that would demonstrate learning.

**430. CRITICAL THINKING AND ANALYTICAL SKILLS.**

Standard – The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Acquire critical thinking and analytical skills.	a. Chronologically organize the events that led to Idaho becoming a state.	i. Create a timeline of the events that led to Idaho statehood. ii. Create a bulletin board of student-drawn or pictures collected of events leading to statehood.
	b. Identify current events involving the state of Idaho.	i. Create a student-generated newsletter. ii. Participate in spontaneous discussions.
	c. Explain how all cities, regions, and states have histories.	i. Provide an oral presentation of how cities, regions, and states have histories. ii. Create and present a HyperStudio or PowerPoint presentation of an Idaho city.
	d. Differentiate between fact and opinion, cause and effect, and identify different points of view.	i. Given four pieces of information, determine which selections are facts or opinions. ii. Write a paragraph of choice reflecting cause and effect.
	e. Gather and use information on Idaho history from primary and secondary sources.	i. Interview a Native Idahoan regarding their life when they were young. ii. Research and display the habitats of Native Americans in Idaho.

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**431. EVOLUTION OF DEMOCRACY.**

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the evolution of democracy.	a. Evaluate and interpret the concepts of popular consent, respect for the individual, equality of opportunity, and personal liberty.	i. List the rights and privileges that early Idaho or Native American children had compared to the rights and privileges of children today. ii. Have a class meeting and make decisions about any problems or activities that have come up.
	b. Know how Native Americans and early Idahoans governed themselves.	i. Create a Venn diagram comparing the governing of Native Americans and early Idahoans. ii. Identify examples of social and political leadership in Idaho.

**432. EXPLORATION AND EXPANSION.**

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the role of exploration and expansion in the development of the United States.	a. Identify early inhabitants of Idaho.	i. List the seven tribes of Idaho. ii. Create a map showing the regional areas of the seven tribes of Idaho.
	b. Identify and verbalize the motivations of some of the early explorers to Idaho.	i. Compare and contrast the motivation of English and American exploration of the Oregon Territory. ii. Through an oral or written presentation, pretend you are an early explorer of the Oregon Territory and explain motives for exploration.
	c. Explain the accomplishments, significance, and outcomes of the Lewis and Clark expedition.	i. Write a journal entry and pretend that you are Lewis, Clark, or Sacajawea. ii. Create a list of important outcomes of the trip.
	d. Describe the lifestyles of the mountain men and explain the Rendezvous.	i. Create a mural showing scenes from the Rendezvous. ii. Do a diorama that depicts the lifestyle of the mountain man.

**433. MIGRATION AND IMMIGRATION.**

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the role of migration and immigration of people in the development of the United States.	a. Identify where the ancestors of Native Americans and immigrants originated.	i. Identify origin of own ancestors giving a description of their food, clothing styles, and shelters. ii. Label on a world map the routes that Native Americans and immigrants took to get to Idaho.
	b. Describe the preparations necessary for the trip west to Idaho.	i. Use the program Oregon Trail on the computer. ii. Write an itemized list of purchases needed to survive on the trip west to Idaho and compare it to an actual list used by the settlers.
	c. Identify the major groups and significant individuals and their motives in the western expansion and settlement in Idaho.	i. Through an oral presentation explain the motives of a group and their leader for coming west. ii. Write a letter convincing family members who were left behind to come west and settle in Idaho.

	d. Describe the role of the discovery of gold and other minerals in the settlement of Idaho.	i. Draw a pictorial sequential timeline of a mining settlement in Idaho. ii. Create a class ghost town.
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**434. POLITICAL, SOCIAL, AND ECONOMIC RESPONSE TO INDUSTRIALIZATION AND TECHNOLOGICAL INNOVATION.**

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the political, social, and economic responses to industrialization and technological innovations that have occurred in the United States.	a. Identify some of the changes that have occurred to Idaho society due to technological advances.	i. Compare and contrast the past, present, and future schools. ii. Using a triarama depict schools from the past, present, and future.
	b. Name some of the contributions made by individuals in bringing about industrial changes to Idaho.	i. Given a list of individuals that brought about industrial changes in Idaho, choose one and write an essay, for instance, Albertson, Simplot, or Harriman. ii. List inventions that were created by Idahoans.

**435. INTERNATIONAL RELATIONS AND CONFLICTS.**

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand significant conflicts in United States history.	a. Explain how the westward migration impacted Native Americans.	i. Create a timeline of the Nez Perce conflict with the United States Army on a map. ii. Watch the movie "I Will Fight No More Forever," and memorize Chief Joseph's speech.
	b. Describe the involvement of Idaho's veterans in international conflicts.	i. Invite a veteran to speak to the class. ii. Interview a family member who was involved in an international conflict.

**436. CULTURAL AND SOCIAL DEVELOPMENT.**

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the cultural and social development of the United States.	a. Explain the role of missionaries in the development of Idaho.	i. Name different religions that have had an important influence in Idaho history. ii. Place all the missions that were established in Idaho on a map.
	b. Describe ways that cultural groups learn from each other.	i. Role-play a Native American living on a mission and explain how life has changed. ii. Share a story, poem, or legend from a different ethnic group.

**437. FOUNDATIONS OF THE AMERICAN POLITICAL SYSTEM.**

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the foundations and principles of the American political system.	a. Identify significant Idaho leaders and their contributions.	i. Make an acrostic poem using any Idaho leader; include what their contribution was to Idaho. ii. Role-play an Idaho leader.

	b. Explain the democratic process in Idaho.	i. List the responsibilities and rights of a good Idaho citizen. ii. Write to a state representative about their job.
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**438. ORGANIZATION AND FORMATION OF THE AMERICAN SYSTEM OF GOVERNMENT.**

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the organization and formation of the American system of government.	a. Identify major events that lead to Idaho statehood.	i. Create a class timeline depicting Idaho becoming a state such as Lewis and Clark, explorers, and settlers petition to become a territory. ii. Depict the changes in the shape of Idaho from territory to statehood.
	b. Identify the symbols of Idaho such as the state bird and state seal.	i. Create a flipbook using the symbols of Idaho. ii. Create a poem for a symbol of Idaho (haiku, shape, concrete, and diamonte).
	c. Recognize that a state is divided into local units of government.	i. Create a map of Idaho including the counties. ii. Identify and locate the larger cities in Idaho.
	d. Identify the basic function of the legislative and executive branches of state government.	i. Watch the video "How A Bill Becomes A Law." ii. E-mail the Governor's office or a member of the State Legislature regarding a current state issue.

**439. CITIZEN RESPONSIBILITIES AND RIGHTS.**

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand that all citizens of the United States have responsibilities and rights.	a. Describe ways in which citizens can participate in public life.	i. Prepare a newspaper article that features a peer being a good citizen. ii. Perform an act of volunteerism that helps another individual such as raking leaves or visiting an elderly person.
	b. Identify some of the basic responsibilities and rights of a citizen.	i. Develop a list of responsibilities and rights of a class member. ii. Learn the song "Here We Have Idaho" or "Celebrate Idaho."

**440. ECONOMIC FUNDAMENTALS.**

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand basic economic concepts.	a. Explain how Native Americans and early settlers met their basic needs of food, water, and shelter.	i. Use a Venn diagram to compare and contrast the basic needs of food, water, and shelter for Native Americans and early settlers. ii. Create a poster showing the natural resources used by early settlers and/or Native Americans.
	b. Explain the concepts of supply and demand and scarcity.	i. Set up a trading post and bargain with each other for items. ii. Given a scenario involving supply and demand, explain the outcome.
	c. Explain the concepts of specialization and division of labor.	i. Create an assembly line and create a product. ii. Analyze own community and create a class list of people needed to run the city.

	d. Identify goods and services in early Idaho settlements.	
	e. Explain the concept of public and private property in the development of Idaho.	i. Participate in a mock debate between Native American and early Idaho settlers on the concept of land ownership. ii. Using an Idaho map, identify public lands.

**441. ECONOMIC INFLUENCES.**

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand there are many influences on economic systems.	a. Describe examples of changes in transportation and communication in relation to economic growth in Idaho.	i. Compare and contrast transportation or communication from the past and today. ii. Make a collage of different types of transportation or communication of the past, present, or future.
	b. Describe how geographic features of Idaho have determined the economic base of Idaho's regions.	i. Debate the use of wilderness areas. ii. Create a booklet of Idaho farm products.

**442. GEOGRAPHY.**

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the spatial organizations of people, places, and environment on the earth's surface.	a. Use geographic skills to collect, analyze, interpret, and communicate data.	i. On a map identify the following regions in the United States: Northeast, Northwest, Southeast, Southwest, Rocky Mountains, and the Pacific regions. ii. Create a map showing various geographic landforms in Idaho.
	b. Locate and label on a map of the world the continents, oceans, landforms, poles, hemispheres, equator, and prime meridian.	i. Point out on a map the continents, oceans, landforms, poles, hemispheres, equator, and prime meridian. ii. On a blank map fill in the continents, oceans, landforms, poles, hemispheres, equator, and prime meridian.
	c. Use a number/letter grid to find specific locations on a map.	
02. Understand the migration and settlement of human populations on the earth's surface.	a. Explain past and present settlement patterns in Idaho.	i. Given a group of people, tell why they settled in that geographic region of Idaho. ii. Create a before and after mural showing the environment with and without Native American populations.
	b. Identify the geographic features of Idaho in which people settled.	i. On a map identify the geographic features of Idaho. ii. Create a flipbook that illustrates and explains various features in Idaho.
	c. Compare and contrast one of the following: city/suburb/town, urban/rural, farm/factory, or agriculture/industry.	

03. Understand that human actions modify the physical environment and how physical systems affect human activity and living conditions.	a. Identify ways the land in Idaho has been changed by people, technology, and natural forces.	i. Compare and contrast photos of a town from the past to photos of today. ii. Develop a map showing the major river ways and railways used by early Idahoans.
	b. Explain how machines and technology have affected the natural resources of Idaho.	i. Create a story pretending to be a tree expressing feelings about being harvested and turned into a product. ii. Make a brochure advertising Idaho.

443. – 444. (RESERVED).

**445. SOCIAL STUDIES STANDARDS - GRADE 5, SECTIONS 446 THROUGH 458.**

The samples associated with the content standards are meant to illustrate meaning and to represent possible areas of applications. They are not intended to be an exhaustive list, but are samples of applications that would demonstrate learning.

**446. CRITICAL THINKING AND ANALYTICAL SKILLS.**

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Acquire critical thinking and analytical skills.	a. Chronologically organize significant events and people who form the foundation of United States history.	i. Provide students with a mixed-up timeline and have the students put it in order. ii. Identify the significant events from the details of the event.
	b. Identify current events involving the nation.	i. Generated newsletters. ii. Participate in spontaneous discussions.
	c. Identify various methods used by historians to learn about the past.	i. Differentiate between the use of primary and secondary sources. ii. Take a field trip to a museum.
	d. Analyze, organize, and interpret information.	i. Examine population graphs to study growth of the United States. ii. Create an outline of a historical event.
	e. Identify different points of view and frames of reference.	i. Identify theories of migration to the North American Continent. ii. Read fictional accounts of the Revolutionary War written from different viewpoints.

**447. EVOLUTION OF DEMOCRACY.**

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the evolution of democracy.	a. Understand the concepts of popular consent, respect for the individual, equality of opportunity, and personal liberty.	i. List the privileges and rights of citizens in pre- and post-revolutionary America. ii. Read literary pieces that trace the evolution of women's rights in America.
	b. Know the difference between direct democracy and the constitutional (representative) democracy of today's United States.	i. Create a chart comparing the democracy of Ancient Greece with the democracy of today's United States. ii. Role-play a New England town meeting to find and hire a new minister.

**448. EXPLORATION AND EXPANSION.**

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the role of exploration and expansion in the development of the United States.	a. Identify early inhabitants of North America.	i. Create a chronological chart describing Pre-European inhabitants of North America and Native American inhabitants who encountered Europeans. ii. Prepare a map identifying the different geographic localities of North America.
	b. List the early explorers of North America.	i. Create a timeline of explorers. ii. Trace routes of exploration on a map.
	c. Describe the impact of early explorers on North America.	i. Hold a debate between a Native American and a European explorer. ii. Prepare a simple research project regarding an early explorer.
	d. Identify the major land acquisitions to the United States.	i. Create overhead transparencies showing change of possession of land areas in North America. ii. Research reasons why the United States acquired this land.
	e. Know the factors that contributed to western expansion in the United States in the early 1800s.	i. Brainstorm and evaluate possible factors for expansion. ii. Incorporate literary examples that address western expansion.
	f. Explain the concept of Manifest Destiny and its contribution to the migration of people in the development of the United States.	i. Write a persuasive newspaper editorial regarding the advantages of migrating. ii. Pretend to be the President and write a speech explaining the Manifest Destiny to Congress and its advantages.

**449. MIGRATION AND IMMIGRATION.**

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the role of migration and immigration of people in the development of the United States.	a. Identify the religious, political, and economic motives of voluntary European immigrants.	i. Create a web or chart listing the different religious, political, and economic motives, and the voluntary immigrants who used each motive to come to North America. ii. Write a letter to a European ruler describing why you would want to take a group of colonists to North America.
	b. Explain what indentured servants were and how they participated in the early life of the United States.	i. Create a contract between an indentured servant and the person they are indentured to. ii. Write a journal entry describing your day as an indentured servant.
	c. Explain the history of the slave trade in the United States.	i. Trace and describe the triangular slave trade route on a map. ii. List the reasons why slavery expanded in the United States.
	d. Identify the motives of the major groups who participated in the western expansion by leaving the East and heading West.	i. Create a class mural depicting the different groups heading west. ii. Describe the Homestead Act and its impact on the westward expansion.

	e. Identify the significant Native American groups that were encountered in the Western Movement.	i. Create a diorama depicting the lifestyle of a Native American group. ii. Create an oral narrative about the first encounter between a Native American group and a group of settlers.
	f. Identify some of the significant individuals who took part in the western expansion.	i. Research important individuals and play "Who am I?" ii. Create a class biography book about these important individuals.

**450. POLITICAL, SOCIAL, AND ECONOMIC RESPONSE TO INDUSTRIALIZATION AND TECHNOLOGICAL INNOVATION.**

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the political, social, and economic responses to industrialization and technological innovations that have occurred in the United States.	a. Name some of the changes that have occurred to American society due to technological advances.	i. List the inventions of famous Americans and describe how their inventions had an impact on American society. ii. Choose a time period and create a time capsule of the inventions of that period.
	b. Explore major effects of the Industrial Revolution.	i. Design an advertisement for an invention explaining its contribution and the importance of its inventor. ii. Name some of the contributions made by individuals in bringing about industrial changes.

**451. INTERNATIONAL RELATIONS AND CONFLICTS.**

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand significant conflicts in United States history.	a. Describe some of the changes that have occurred due to wars and conflicts.	i. Brainstorm changes that occurred due to a particular war or conflict. ii. Write a newspaper article about the changes that occurred after a war or conflict.
	b. Name significant American leaders during the Revolutionary War era.	i. Create a web of significant American leaders of the Revolution and their accomplishments. ii. Role-play significant American Revolutionary leaders and have other students interview them.
	c. Identify the events and name the reasons the colonists went to war with England.	i. Create a cause-and-effect diagram of events that led to war with England. ii. Create a mobile of the major events and reasons that led to the Revolutionary War.
	d. Explain how the westward migration led to conflict between Native Americans and the settlers.	i. List major conflicts between Native Americans and settlers and the results of each conflict. ii. Debate the need for conflict between a settler and a Native American.
	e. Describe the major contributions of significant United States Presidents.	i. Fill a stovepipe hat with Lincoln's contributions and accomplishments. ii. Perform a chorale reading of the Gettysburg Address.

	f. Discuss the causes and effects of various conflicts in American history.	<ul style="list-style-type: none"> <li>i. Create a teacher-led web of the reasons for each of the wars.</li> <li>i. Invite a speaker who has personal experiences of one of the conflicts.</li> <li>ii. Create a bulletin board listing the causes and effects of the Civil War that students can manipulate and categorize.</li> <li>iii. Pretend you are living in the South and write a letter to a Northern relative explaining why you want to leave the Union.</li> </ul>
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**452. CULTURAL AND SOCIAL DEVELOPMENT.**

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the cultural and social development of the United States.	a. Explain important American customs, symbols, landmarks, and celebrations.	<ul style="list-style-type: none"> <li>i. Bring in an example of a political cartoon using one of the symbols, landmarks, or celebrations.</li> <li>ii. Do an internet search regarding the history of a United States symbol, landmark, or celebration.</li> </ul>
	b. Identify some significant individuals who have been responsible for bringing about social changes in the United States.	<ul style="list-style-type: none"> <li>i. Listen to a teacher read a biography. Generate a list of that person's accomplishments.</li> <li>ii. Given a list of social changes, discover who was responsible. Include ethnic, racial, and gender information about these individuals.</li> </ul>
	c. Identify influential cultural groups throughout American history.	<ul style="list-style-type: none"> <li>i. Have a "Share Fair" of student-brought artifacts from different cultures.</li> <li>ii. Build or draw examples of three types of houses in North American culture.</li> <li>iii. Give examples of art, literature, and architecture that reflect different cultural groups throughout American history.</li> </ul>
	d. Describe how Native Americans developed a variety of cultures before the coming of the European settlers.	<ul style="list-style-type: none"> <li>i. Read several Native American legends and discuss their significance to Native Americans.</li> <li>ii. Describe the impact a geographic area would have on the development of Native American culture.</li> </ul>
	e. Identify different examples of how religion has been an important influence in American history.	<ul style="list-style-type: none"> <li>i. Chart or web the various religious influences in the settlement of the colonies.</li> <li>ii. Hold a mock debate between William Bradford and William Penn.</li> </ul>

**453. FOUNDATIONS OF THE AMERICAN POLITICAL SYSTEM.**

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the foundations and principles of the American political system.	a. Understand systems of government in Colonial America.	<ul style="list-style-type: none"> <li>i. Compare systems of government in Colonial America and identify examples of representative government.</li> <li>ii. Make an outline of the governments found in Colonial America.</li> </ul>
	b. Identify significant early American political leaders and explain their contributions to early United States history.	<ul style="list-style-type: none"> <li>i. Play "American History Jeopardy" by viewing pictures of early American leaders and developing questions about them.</li> <li>ii. Post names of American leaders on a chart or bulletin board.</li> </ul>

	c. Identify and explain the important concepts in the Declaration of Independence.	i. Rewrite the Preamble to the Declaration of Independence in every day language. ii. Evaluate and interpret the concepts of popular consent, respect for the individual, equality of opportunity, and personal liberty.
	d. Understand the meaning and significance of the Articles of Confederation.	i. Create a poster describing the significance of the Articles of Confederation. ii. Create a chart listing the strengths and weaknesses of the Articles of Confederation.
	e. Identify the important concepts in the United States Constitution.	i. Compare the conflict resolution in the Constitution to individual school methods of conflict resolution. ii. Identify the purpose of the national government. Include promoting order and security, controlling the distribution of benefits and burdens of society, providing means of peaceful conflict resolutions, protecting the rights of the individual, and promoting the common welfare.
	c. Explain how the United States is a republic.	i. Invite a guest speaker to explain the representative form of government. ii. Compare and contrast our representative form of government to the English form of government.
	d. Describe the historical development of the American Flag and explain what each part of the flag means.	i. Sing the "Star-Spangled Banner" and tell the story behind the song. ii. Create a mural of the historical development of the American flag.

**454. ORGANIZATION AND FORMATION OF THE AMERICAN SYSTEM OF GOVERNMENT.**

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the organization and formation of the American system of government.	a. Identify the three branches of government and the functions and powers of each.	i. Create an interactive bulletin board of the three branches of government. ii. Create a floor game or maze using information about the branches of the government.
	b. Distinguish between and compare responsibilities of state and national government in a federal system.	i. Create a Venn diagram that show the different and shared powers between the state and federal government. ii. Debate a school issue and decide if it is the responsibility of the national government or the state to resolve it.

**455. CITIZEN RESPONSIBILITIES AND RIGHTS.**

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand that all citizens of the United States have responsibilities and rights.	a. Identify some of the personal responsibilities and basic rights of individual freedoms that belong to American citizens.	i. List the basic rights and then brainstorm the students' personal responsibilities. ii. Choose one of the rights of the Bill of Rights and write a reaction paper to its elimination.
	b. Describe ways in which citizens participate in public life.	i. Visit a courthouse and talk to a judge or watch a trial. ii. Participate in a community service-project.

**456. ECONOMIC FUNDAMENTALS.**

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand basic economic concepts.	a. Identify economic reasons for exploration and colonization.	i. Role-play Christopher Columbus's quest for financing his voyage. ii. Create a travel brochure that would entice people to move to the new world.
	b. Describe how conservation of natural resources is important.	i. Create a recycling center in the school. ii. Create a collage of wood-related products.
	c. Describe examples of improved transportation and communication networks and how they encourage economic growth.	i. Create a timeline of improvements to the transportation or communication networks. ii. Make a list of reasons why improved transportation helped the North win the Civil War.
	d. Explain the concepts of free enterprise and profit and loss.	i. Organize two classroom stores. ii. Invite a local banker to speak to the class.

**457. ECONOMIC INFLUENCES.**

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand there are many influences on economic systems.	a. Know the economic policies of England that contributed to the revolt in the North American colonies.	i. Create a poster announcing the Stamp Act. ii. Write a play about the events leading up to and including the Boston Tea Party.
	b. Explain the difference between a free enterprise economic system and a government controlled economic system.	

**458. GEOGRAPHY.**

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the spatial organizations of people, places, and environment on the earth's surface.	a. Develop and use different kinds of maps, globes, graphs, charts, databases, and models to display and obtain information.	i. Locate and label on a map of the world specific locations using lines of latitude and longitude and the compass rose. ii. Locate and label on a map of North America a variety of climates, landforms, natural resources, and bodies of water.
	b. Identify the regions of the United States and their resources.	i. Locate and label on a map the following regions in the United States: Northeast, Northwest, Southeast, Southwest, Great Lakes states, Plains states, the Mountain states, and the Pacific states. ii. Create a map key for the natural resources of the students' region.
	c. Use latitude and longitude coordinates to find specific locations on a map.	
02. Understand the migration and settlement of human populations on the earth's surface.	a. Analyze the effects of agriculture and manufacturing on settlement in the United States.	i. Describe agricultural patterns of settlement in the United States. ii. Describe manufacturing patterns of settlement in the United States.

	b. Explain the concept of the change from an agrarian society to an urbanized society.	i. Graph the changes in population that occurred over time as people left the farms for the cities. ii. Brainstorm with students reasons why people left the farms for the cities.
03. Understand that human actions modify the physical environment and how physical systems affect human activity and living conditions.	a. Identify ways the land has been changed by people, technology, and natural forces.	i. Invite a guest speaker to bring old photographs of the local area and compare how it looked to today. ii. Read a journal entry or description of an area by an early explorer or settler and compare it to the region today.
	b. Explain how machines and technology have affected the natural resources of the United States.	i. Compare farming in Colonial America to farming in modern America. ii. Create a Venn diagram about the differences in natural resources between colonial times and modern times.

459. – 460. (RESERVED).

**461. SOCIAL STUDIES STANDARDS - HISTORY OF HUMAN CIVILIZATION - MIDDLE GRADES, SECTIONS 462 THROUGH 465.**

The samples associated with the content standards are meant to illustrate meaning and to represent possible areas of applications. They are not intended to be an exhaustive list, but are samples of applications that would demonstrate learning.

**462. HISTORY OF HUMAN CIVILIZATION.**

Standard -The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the processes that gave rise to the earliest human communities.	a. Describe types of evidence used by anthropologists, archaeologists, and other scholars to reconstruct early human and cultural development.	i. Research an ancient culture as if you were an anthropologist or archeologist. ii. Construct models based on early human communities. iii. List modern artifacts archeologists might uncover 15,000 years from now.
	b. Infer from archaeological evidence the characteristics of early hunter-gatherer communities.	i. Write an account describing a day in the life of an early nomadic man or woman living in a hunter-gatherer society. Use historical evidence in this account. ii. Draw a mural depicting a day in the life of a member of an early hunter-gatherer society.
	c. Understand the relationship between civilization and a city-state.	i. Design a map of a developed civilization and its city-state(s). ii. List and make diagrams of domesticated crops used in early civilizations.
02. Understand how human communities populated the major regions of the world and adapted to a variety of environments.	a. Identify the various regions of the world that had early communities.	i. Locate areas of early civilizations on a map. ii. Research the common traits of various regions that had early civilizations and present findings to class.
	b. Compare life of early civilizations of the Eastern and Western hemispheres and how they responded to their local environments.	i. Research facts of early civilizations of the eastern and western hemispheres. ii. Role-play in class to demonstrate similarities and differences between the two hemispheres.

03. Understand that the practice of agriculture influenced the patterns of human settlement.	a. Describe how and why humans domesticated wild grains, as well as cattle, sheep, goats, and pigs.	i. Create a diagram using examples of farming techniques. ii. Write a mythological story on how humans came to rely on agriculture.
	b. Identify areas of the world where early farming communities appeared and explain the factors that would have supported farming in these areas.	i. Build and label an island showing the physical features and climate necessary to raise crops and animals. ii. List similar factors between early civilizations that promoted agricultural development.
04. Understand how natural resources and technological advances have shaped the relationships between different societies.	a. Explain how man adapted the environment for civilization to develop.	i. Brainstorm ways early civilizations adapted their environment to meet their needs. ii. Construct a model showing environmental adaptations.
	b. Identify the technological advances developed by various early societies.	i. Collect gardening tools from your local community and compare them to artifacts of ancient civilizations. ii. Invent a tool that would help in the advancement of a society.
05. Understand the political, social, and cultural causes and consequences of movements of populations.	a. Identify the factors that contributed to population movement.	i. Create a bulletin board showing the migrations of early man. ii. Participate in a simulated newscast about migration to North America.
	b. Find examples of how writing, art, architecture, mathematics, and science have evolved in society over time.	i. Produce a portfolio of ancient homes to modern homes and show how society has evolved. ii. Mold clay into ancient art forms. iii. List and compare the writing, mathematical, and scientific discoveries of early civilizations.
	c. Identify some of the major languages of the world today and identify which languages are related to one another.	i. Interview a foreign speaking person from the community. ii. Learn to count to ten in at least two similar foreign languages.
	d. Describe the role of government in population movements of early civilizations.	i. List how government(s) caused population movement and show on a map the before and after borders of empires. ii. Create your own form of government with rules and consequences that would encourage or cause population movement.
06. Understand how empire building and trade contributed to increasingly complex relations among peoples.	a. Identify major trade routes and assess the economic and cultural significance of these points of connection between populations.	i. Role-play a meeting of great leaders from two different empires and detail the plans to increase trade between the two population centers. ii. Trace on a map the trade routes by sea and land between two countries. List the trade goods for each of these routes.
	b. Discuss how empires used conquest and forced labor to expand and develop.	i. Retell the story of a specific conquest. ii. Describe forced labor and give examples of its use. iii. Project how much a forced laborer would earn with today's wages.

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	c. Explain the importance and levels of social classes.	i. List the circumstances for the division of social classes of a given civilization. ii. Write journal entries representing people from each social class level of an early civilization.
07. Understand the development and role of religion in early civilizations.	a. Explain how religion influenced government, culture, and technological development.	i. Dress in a costume representing an ancient religious leader. ii. Give three accounts of religious ceremonies.
	b. Discuss how religion established a code of conduct for the people.	i. Discuss an early code of conduct and its importance. ii. Write own personal code of conduct and include consequences.
	c. Explain the relationship between religion and the people's understanding of the natural world.	i. Match and align different civilization gods with their powers. ii. Describe the significance of religious ceremonies.

#### 463. GEOGRAPHY.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the spatial organizations of people, places, and environment on the earth's surface.	a. Locate places on maps using latitude and longitude systems and compass directions.	i. Create a map of a bedroom using a grid, symbols, and cardinal directions. ii. Give a list of coordinates to a partner so he/she is able to find a destination on a map.
	b. Locate and label on map or globe major rivers, mountain ranges, gulfs, and seas of the continents and their countries.	i. Build a puzzle and separate it into the four hemispheres, major bodies of water, and continents. ii. Create a planet listing its hemispheres, water, and continents.
02. Understand physical characteristics of different places and regions.	a. Compare and contrast physical features on the planet.	i. Describe the physical characteristics of a given region. ii. Build a model of the geographic features of a region.
	b. Explain the impact of waterways on civilizations.	i. Read stories to children about early travel water routes. ii. List and locate main waterways of Eastern or Western hemispheres.
	c. Identify characteristics of significant civilizations in world history.	
03. Understand the migration and settlement of human populations on the earth's surface.	a. Identify main reasons for major migrations of people.	
	b. Explain how climate affects human migration and settlement.	i. Graph a population disbursement chart showing population density of a given area. ii. Construct mobile showing different types of climate zones.
	c. Describe how physical features such as mountain ranges, fertile plains, and rivers led to the	i. Divide a continent into regions using geographical features for borders. ii. In a group present information about a region.

	development of cultural regions.	iii. Create cultural difference flashcards and study with a partner.
	d. Explain how transportation routes stimulate growth of cities and the exchange of goods, knowledge, and technology.	i. Map a water and land route from one continent to another. List all ports, supplies, and cities along the way. ii. Show how goods and technology have evolved through contact with other civilization.
04. Understand that geography enables people to comprehend the relationships between people, places, and environments over time.	a. Explain how the resources of an area can be the source of conflict between competing groups.	i. As a class debate a community issue (logging versus no logging). ii. Devise a solution that would settle conflict among competing groups.
	b. Illustrate how the population growth rate impacts a nation's resources.	i. Design a graph showing populations versus resources over time for a given region. ii. Research and gather data on population growth and compare it to the availability of resources for one or more decades. Plot results on a graph.
	c. Explain how rapid growth of cities can lead to economic, social, and political problems.	i. Compare two cities of different populations and report on the difference in consumption of natural and man-made resources. ii. Role-play a hearing to present a plan to the city council for an addition to the community. Include in the plan potential economic, social, and political problems and solutions.
	d. Describe how the conservation of resources is necessary to maintain a healthy and productive environment for future generations.	i. Brainstorm ways each student in the class can conserve resources. ii. Compare and contrast renewable versus nonrenewable resources.

**464. GOVERNMENT/CIVICS.**

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Acquire critical thinking and analytical skills.	a. Research, condense, and restate information for a specific purpose.	i. List the reasons civilizations developed in a specific area over time. ii. Write a five-paragraph research report on a suggested topic.
	b. Utilize primary and secondary sources of information to gather facts.	i. Use note cards to condense information from more than one source (encyclopedia, internet, interview). ii. Do a classroom presentation with information gathered from primary and secondary sources.
	c. Distinguish between fact and opinion.	i. Use a newspaper to find examples of fact and opinion. ii. Identify examples of fact and opinion from a given website.
02. Understand the evolution of democracy.	a. Describe the development of government.	i. Prepare a play to show how an individual becomes a governmental leader. ii. Write an editorial supporting a change from a dictatorial to a democratic government.

	b. Recognize that as a society becomes more complex so does its government.	i. Draw a pyramid outlining a society's social structure and explain its effect on government. ii. Develop a timeline or graph that demonstrates the relationship between growth in civilization and government services.
03. Understand the relationship among between civic life, politics, and government.	a. Distinguish among the characteristics of city-states and feudal states.	i. Cite examples of city-states and feudal states. ii. Compare and contrast a city-state and feudal state.
	b. Contrast monarchies, democratic, and dictatorial types of government.	i. Draw an editorial cartoon that contrasts a democratic government with a monarchy or a dictatorship. ii. Develop a chart that shows the merits of a monarchy, democracy, and a dictatorship.
	c. Give examples of citizen participation in political systems around the world.	i. Use media sources to find examples of a citizen's role in different types of political systems. ii. Identify the level of citizen participation in a specific government.
04. Understand the foundations and principles of the American political system.	a. Explain how democratic governments allow for individual, political, and social choices.	i. List five rights or freedoms in the American system of democracy. ii. Write a journal entry explaining why a person would immigrate to the United States.
	b. Discuss how the policies and actions of governments promote the public good.	i. Evaluate a government's role in the development of education, communication, and transportation. ii. Identify and discuss one public service project that has benefited the local community or state.
05. Understand the organization and formation of the American system of government.	a. Show how governments make and enforce laws and provide a judicial system.	i. Identify the three branches of the American government. ii. Explain how an idea becomes a law.
	b. Explain that governments are funded through taxation.	i. Prepare a graph that shows the percentage of a paycheck that goes to taxes. ii. Illustrate three ways the government uses tax revenue.
06. Understand that all citizens of the United States have responsibilities and rights.	a. Explain ways to resolve private and public conflicts based on principles of fairness and justice while at the same time respecting cultural customs.	i. Create a game in which students must have a consensus on the rules. ii. Conduct a mock trial of a political refugee seeking asylum.
	b. Explain how negotiation and compromise can be effective ways of settling disputes and how the majority rule has to protect the minority rights.	i. Conduct a class meeting to solve a playground/school conflict. ii. Have a debate on an event that features a majority versus a minority issue.

465. ECONOMICS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand basic economic concepts.	a. Analyze the similarities of the needs and wants of people everywhere.	i. Develop a city-state and list the needs and wants of the people and how those needs and wants will be met.

		ii. Compare city-state economic needs and wants with modern day needs and wants.
	b. Explain how historically people have relied on their natural resources to meet their needs.	i. Design a mobile to depict the uses of the natural resources of an area. ii. Develop a chart to compare an early civilization with today showing how natural resources of an area are used.
	c. List examples that show how economic opportunity and a higher standard of living are important factors in the migration of people.	i. Create a utopian society and explain why others would want to live there. ii. Explain why people move from a rural to an urban setting.
02. Understand the concept of money.	a. Analyze the role of money as a means of exchange.	i. Compare the money system with a bartering system. ii. Identify civilizations that developed money.
	b. Describe alternative means of exchange.	i. List items individuals might use to trade for goods and services. ii. Set up a checkbook and keep track of monthly expenses.
03. Understand there are many influences on economic systems.	a. Compare and contrast the factors that promote economic growth.	i. Monitor a popular toy and graph price fluctuations around special holidays. ii. Brainstorm a list of factors that promote economic growth.
	b. Identify factors that harm an economic system.	i. Explain the impact of weather/natural disasters on an area's economy. ii. Analyze the economic effects of the movement of an industry/trade from an area. iii. List the effects of war on an economy.

466. – 467. (RESERVED).

**468. SOCIAL STUDIES STANDARDS - GEOGRAPHY – MIDDLE GRADES, SECTION 469.**

The samples associated with the content standards are meant to illustrate meaning and to represent possible areas of applications. They are not intended to be an exhaustive list, but are samples of applications that would demonstrate learning.

**469. GEOGRAPHY.**

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the spatial organizations of people, places, and environment on the earth's surface.	a. Describe the characteristics, functions, and advantages of maps, globes, photographs, satellite images, and models.	i. Explain map essentials (scale, grid system). ii. Evaluate merits of using specific map projections. iii. Choose appropriate maps and graphics to answer specific questions about geographic issues.
	b. Develop and use different kinds of maps, globes, graphs, charts, databases, and models.	i. Develop, use, and explain thematic maps (population, patterns, and vegetation). ii. Develop the theme of region by drawing service boundary maps (school or city boundaries).
	c. Identify the locations of certain physical and human features and events on maps and globes and answer related geography	i. Identify location of cultural hearths (Nile, Tigris-Euphrates, Huang Ho, and Indus). ii. Explain the role of major ocean currents in human settlement (North Atlantic current's

	questions.	influence on Western European settlement).
	d. Use mental maps to answer geographic questions and to analyze how they reflect an individual's attitude toward places.	i. Use mental maps to describe the locations of current events. ii. Compare student drawn sketch maps with atlas maps to determine accuracy of place, and location. iii. Prepare sketch maps of local community to illustrate selective themes.
	e. Analyze and explain human settlement as influenced by physical environment.	i. Analyze distribution maps to discover why people live where they do (resources, terrain, and climate). ii. Use dot distribution maps to determine the patterns of agricultural production. Draw conclusions about the reasons for the patterns based upon soil and climate.
	f. Explain patterns of land use in urban, suburban, and rural areas.	i. Analyze the consequences of urban expansion on rural communities. ii. Identify and compare land uses that are frequently near each other or apart (hotels and restaurants, schools and prisons).
	g. Explain ways places are connected and interdependent.	i. Develop timelines, maps, and graphs to show where students were born and have lived, recognizing relationships between places. ii. Develop a list of places in the world that Americans depend upon for imported resources and manufactured goods.
	h. Describe the patterns and processes of migration and diffusion.	i. Trace the spread of language, religion, and customs from one culture to another. ii. Trace global migration patterns of plants, animals, and cultural traits from point of origin to destination (speed and direction of and why).
02. Understand the human and physical characteristics of places and regions.	a. Analyze the physical characteristics of places.	i. Use maps and other tools to identify and compare the physical characteristics of a place (soils, landforms). ii. Gather pictures of building styles that reflect the natural resources and hazards of particular regions. iii. Obtain old maps and photographs to gather information about physical changes (loss of forest cover, irrigated farmland) in your region over time.
	b. Analyze the human characteristics of places.	i. Use maps and other tools to identify and compare human characteristics of place (religion, language, politics, population, etc.). ii. Use maps to make inferences about the causes and effects of change over time (urban growth).
	c. Identify and analyze how technology shapes the human and physical features of a place.	i. Analyze effects of technology on places (railroads in the 19 <sup>th</sup> century, irrigation in the Magic Valley). ii. Explain how isolated communities have been changed by technology (satellite dishes, internet).

	d. Identify the criteria used to define types of regions.	<ul style="list-style-type: none"> <li>i. List examples of spatial regions (hemispheres, continents).</li> <li>ii. Determine the relationships between physical and human characteristics of a region (sunbelt's climate and destination for retired people).</li> <li>iii. Discuss the impact of regional labels such as Idaho "The Potato State."</li> </ul>
	e. Evaluate characteristics of places and regions from a variety of points of view.	<ul style="list-style-type: none"> <li>i. Role-play a local zoning controversy.</li> <li>ii. Develop a format for a talk radio show where people from various professions discuss the use of a region's resources.</li> </ul>
	f. Understand the effects of technology on cultural groups' perceptions of places and regions.	<ul style="list-style-type: none"> <li>i. Trace the growth of the Magic Valley by considering the impact of irrigation in this arid region.</li> <li>ii. Consider how technology has changed cultures (snowmobiles and the Inuit).</li> </ul>
	g. Explain how culture influences people's perceptions of places and regions.	<ul style="list-style-type: none"> <li>i. Give examples of how religions impact land use practices (Native American land use practices versus Christian concept of Manifest Destiny).</li> <li>ii. Evaluate examples of advertising designed to influence cultural attitudes (mountain landscapes/SUVs, luxury cars/golf).</li> <li>iii. Find examples of immigrant groups in the United States retaining customs of their home countries.</li> </ul>
03. Understand the physical processes that shape and change the patterns of the earth's surface.	a. Correlate physical geography and climatic conditions.	<ul style="list-style-type: none"> <li>i. Build a three-dimensional climate map of a region relative to latitude, longitude, and altitude.</li> <li>ii. Create a plan for an expedition between two places, including mode of travel, appropriate clothing, and food necessities.</li> </ul>
	b. Explain functions and dynamics of ecosystems.	<ul style="list-style-type: none"> <li>i. Build a food chain diagram.</li> <li>ii. Identify changes in the local ecosystem resulting from human intervention (changing creek bed-route to accommodate population living space).</li> </ul>
	c. Use physical processes to explain patterns in the physical environment.	<ul style="list-style-type: none"> <li>i. Build a replica of the "Ring of Fire" that demonstrates the patterns of earthquake zones and volcanic activity.</li> <li>ii. Research animals of the Australian continent to show why their uniqueness is led by their physical location.</li> </ul>
	d. Analyze physical patterns in terms of what created them.	<ul style="list-style-type: none"> <li>i. Analyze climate graphs for selected places and suggest reasons for similarities and differences in climates.</li> <li>ii. Design a poster that compares two regions of the world that have similar physical features.</li> </ul>
	e. Use knowledge of physical system changes such as seasons, climate, weather, and the water cycle to explain phenomena.	<ul style="list-style-type: none"> <li>i. Research all aspects of a particular region (tropical rain forest, arid). Write a guidebook for a tourist in that area including animals, flora, and appropriate travel items.</li> <li>ii. Study the pros and cons of deforestation in Southeast Asia and South America and debate issues and solutions.</li> </ul>

	f. Explain how an Earth-Sun relationship affect the earth's physical processes and creates physical patterns.	<ul style="list-style-type: none"> <li>i. Use diagrams and maps to describe ways in which the sun's position with respect to the tilt of the earth affects seasons.</li> <li>ii. Explain the patterns of monsoon rainfall as a result of changing earth-sun relationships.</li> </ul>
04. Understand the migration and settlement of human populations on the earth's surface.	a. Analyze the ways groups, societies, and cultures address human needs and concerns.	<ul style="list-style-type: none"> <li>i. Role-play the processing of different immigrant groups through Ellis Island. Discuss cultural characteristics exhibited.</li> <li>ii. Plan a multicultural fair sharing food, games, and crafts from the many cultures of the local region.</li> </ul>
	b. Explain migration streams over time.	<ul style="list-style-type: none"> <li>i. Research the spread of the Inca Empire caused by the depletion of natural resources.</li> <li>ii. Compare the causes and effects of the movement of the Mongols across Asia into Europe in the 13<sup>th</sup> century and Chinese workers into western North America in the second half of the 19<sup>th</sup> century.</li> </ul>
	c. Describe ways in which human migration influences character of a place.	<ul style="list-style-type: none"> <li>i. Debate "European colonization in Africa" (apartheid South Africa).</li> <li>ii. Compile a series of photographs of buildings, structures, or statues that illustrate a cultural influence (mission style in California).</li> </ul>
	d. Analyze the population characteristics of places to explain population patterns.	<ul style="list-style-type: none"> <li>i. Create population pyramids for different countries and organize them according to similarities.</li> <li>ii. Use statistics to create population density maps for different countries or regions and suggest reasons for the population patterns evident on the maps.</li> </ul>
	e. Describe the structure of different populations through the use of key demographic concepts.	<ul style="list-style-type: none"> <li>i. Chart the life of a Mexican boy from his rural village to Mexico City in search of employment.</li> <li>ii. Trace the movement of immigrant groups to the United States since the end of the Vietnam conflict.</li> </ul>
05. Understand that human actions modify the physical environment and how physical systems affect human activity and living conditions.	a. Analyze the consequences of human changes to the physical environment.	<ul style="list-style-type: none"> <li>i. Describe the environmental effects of human actions in the areas of ozone depletion, global warming, deforestation, reduction in biodiversity, acid rain, water and air pollution, and development of wetlands.</li> <li>ii. Select a local river on which to construct a dam. List the changes that would result and discuss the consequences.</li> </ul>
	b. Explain ways in which human-caused changes in the environment in one place can cause changes in other places.	<ul style="list-style-type: none"> <li>i. Show how a factory's air emissions will impact downwind communities in the form of acid rain.</li> <li>ii. Explain the effect of agricultural pesticides used in Eastern Idaho on water in Snake River communities.</li> <li>iii. Explain how dams on the Columbia River system affect Idaho's Chinook Salmon ecosystem.</li> </ul>
	c. Identify and analyze the role of technology in changing the physical environment.	<ul style="list-style-type: none"> <li>i. Compare and contrast nuclear power plants and the waste storage issues with water generated systems like those of the Hell's Canyon Dam</li> </ul>

		<p>system.</p> <p>ii. Describe the use of modern tilling equipment and techniques in expanding agricultural production.</p>
	d. Analyze ways in which humans respond to their physical environment.	<p>i. Collect information and write vignettes about how peoples' lives have been influenced by environments like the Plateau of Tibet, Russia's Siberia, Alaska's Bush, Africa's Sahara, or Australia's Outback.</p> <p>ii. Compare population distribution maps to waterway locations. Give examples of what is taken into account when people decide where to live.</p>
	e. Examine the effects of natural hazards on human systems.	<p>i. Describe the effects of drought on populations in African nations like Sudan or Ethiopia.</p> <p>ii. Map natural hazards to their common locations. Chart loss of life, economic impact, social effects, and long-term influence. Include tornadoes, hurricanes, typhoons, tsunamis, earthquakes, and volcanoes.</p>
	f. Analyze world patterns of resource distribution and use.	<p>i. Map the world patterns of such resources as natural gas, petroleum, coal, gold, diamonds, silver, and copper. Compare the standard of living between countries that produce to those that consume.</p> <p>ii. Relate conflicts between regions and countries to competition for resources (the 1991 invasion of Kuwait by Iraq).</p>
	g. Identify the role of technology in acquiring resources.	<p>i. Research open-pit gold mining in the Owyhees.</p> <p>ii. Collect and display satellite images used to locate petroleum reserves.</p>
	h. Develop plans for the management of resources.	<p>i. Develop a personal plan to conserve water and to recycle trash.</p> <p>ii. Examine the development of alternative energy sources such as solar power.</p>
06. Understand that geography enables people to comprehend the relationships between people, places, and environments over time.	a. Describe ways in which the spatial organization of society changes over time.	<p>i. Map the movement of Americans west from the 1840s through the 1950s.</p> <p>ii. Interview members of your community who were not born in the United States and chart their origins.</p>
	b. Assess the role that environmental perceptions play in past events.	<p>i. Explain how differing perceptions of resources have stimulated competition for natural resources (the conflicts between the Nez Perce and the gold miners and settlers during the 19<sup>th</sup> century).</p> <p>ii. Debate land use between cattlemen and sheepmen in the late 1800s.</p>
	c. Analyze the effects of physical and human geographic factors on historic events.	<p>i. Trace the human and physical conditions that led to the enslavement and forced movement of Africans to North and South America.</p> <p>ii. Examine the influence of the Irish potato famine on the movement of the Irish from their homeland.</p>

	d. Describe physical features that have influenced historical events.	i. List, map, and discuss the locations of mountains that have isolated populations of people (the Basques in the Pyrenees). ii. List, map, and discuss the river valleys that have been significant in the location of civilizations (Nile, Tigris-Euphrates, Huang Ho, Indus, and Snake).
	e. Analyze the interaction between physical and human systems to understand causes and effects of current and future conditions on earth.	i. Create maps of the rain forests and speculate at the current rate of deforestation when they could disappear. Discuss consequences of loss. ii. Evaluate the geographic impact of using nuclear power as the major energy source in the 21 <sup>st</sup> century (Chernobyl).
	f. Integrate multiple points of view to analyze contemporary geographic issues.	i. Write dialogue for two people with different points of view on the same geographic issue (a wolf biologist who supports reintroduction and an elk hunter who sees it as a threat to herd populations). ii. Debate the use of Idaho's primitive area between a conservationist and a miner or logger.
	g. Demonstrate an understanding of the spatial organization of human activities and physical systems to be able to make informed decisions.	i. Analyze a geographic issue like removing the lower Snake River Dams in Washington State. Develop arguments for or against and recommend specific actions. ii. Describe the future organization of earth if present conditions of consumption and population growth continue.

470. – 471. (RESERVED).

**472. SOCIAL STUDIES STANDARDS - U.S. HISTORY - MIDDLE GRADES, SECTIONS 473 THROUGH 485.**

The samples associated with the content standards are meant to illustrate meaning and to represent possible areas of applications. They are not intended to be an exhaustive list, but are samples of applications that would demonstrate learning.

**473. CRITICAL THINKING AND ANALYTICAL SKILLS.**

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Acquire critical thinking and analytical skills.	a. Use visual and mathematical data presented in charts, tables, graphs, maps, and other graphic organizers to assist in interpreting a historical event.	i. Compare and contrast population data to determine settlement patterns from early North American settlement to the Civil War. ii. Use maps, charts, and graphs to explain the economic development of the North and South prior to the Civil War.
	b. Differentiate between historical facts and historical interpretations.	i. Compare and contrast the depiction of the Crossing of the Delaware with a factual written account. ii. Read a historical fiction novel about the mountain man and compare it to the realities of the time period.
	c. Chronologically organize significant events and people who form the foundation of early	i. Construct tiered timelines to show the evolution of slavery in the United States from its beginnings until the Emancipation Proclamation.

	United States history and explain their historical relationships.	ii. Create a poster that illustrates the development of political parties in the United States from the ratification struggle of the Constitution until the election of Abraham Lincoln.
d.	Identify an issue or problem of the past, obtain relevant historical data, and formulate a position or course of action on the issue.	i. Pretend you are a newspaper editor. Write an editorial for your newspaper giving your opinion on President Andrew Jackson's war on the Bank of the United States. ii. Create a time capsule for future generations with artifacts, letters, diary entries, and eyewitness accounts representing both the views of the Royalist and Patriots in the Revolutionary War.

**474. EVOLUTION OF DEMOCRACY.**

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the evolution of democracy.	a. Analyze the difference between direct democracy and the constitutional (representative) democracy of today's United States.	i. Create a chart comparing the democracy of Ancient Greece with the democracy of today's United States. ii. Role-play a New England town meeting to find and hire a new minister.
	b. Evaluate and interpret the concepts of popular consent, respect for the individual, equality of opportunity and personal liberty.	i. Imagine self as colonist and list rights and freedoms they wanted. Compile class list and compare with what colonists actually had. ii. Develop an argument supporting the rights listed in the Declaration of Sentiments written at the Seneca Falls Convention.
	c. Analyze the issues surrounding centralized government versus states' rights issues.	i. Compare and contrast the government created by the Articles of Confederation and the government created by the United States Constitution. ii. Conduct a mock debate over ratification of the Constitution. Opposing sides would represent the federalists and the anti-federalists points-of-view.
	d. Provide and evaluate examples of social and political leadership in early American history.	i. Develop a chart showing the differences between Alexander Hamilton's and Thomas Jefferson's views of democracy. ii. Select an American leader during The Great Awakening who effected significant social change and write a short defense of your choice.
	e. Evaluate the impact of gender, race, ethnicity, religion, and national origin on individual/political rights	i. Write a journal describing in the first person the relocation of the Cherokee people along the Trail of Tears. ii. Analyze the voting criteria established by each of the original Thirteen Original Colonies.

**475. EXPLORATION AND EXPANSION.**

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the role of exploration and expansion in the	a. Trace the spread of early human societies and the rise of diverse cultures in the United States.	i. Debate the various theories on who the earliest human beings on the North American continent where and how they came to be there.

development of the United States.		ii. Create or complete a map that shows the major Native American cultural regions at the time of European exploration of the North American continent.
	b. Identify significant countries and their roles and motives in the European exploration of the Americas.	i. Create a cause and effect chart for the Spanish exploration of the Americas. List the events and conditions that led to and resulted from exploration. ii. Compare and contrast English and French motives for exploration of North America and the consequent impact on native people.
	c. Analyze and describe the interactions between native peoples and the European explorers.	i. Imagine you are a Native American living in California who meets Father Junipero Serra and is then converted to the Catholic faith. Describe how your life changes. ii. Research the advent of the horse in North America and list the ways the horse changed the way of life of the Plains Indians.
	d. Summarize the major events in the European settlement of North America from Jamestown to the end of the 18th century.	i. Make a tiered timeline showing the progression of settlements in North America, the significant countries or people involved in their settlement, and the reasons for the settlement. ii. Reenact the trial of Anne Hutchinson.
	e. Describe the United States territorial expansion between 1801 and 1861 and how it affected relations with external powers and Native Americans.	i. Create a map showing the route of Lewis and Clark, geographic features, Native American nations, and prior claims of European countries. ii. Write an essay describing United States policies that, if altered, could have avoided The Alamo.
	f. Know the factors that contributed to western expansion in the United States in the early 1800s.	i. Debate the benefits to the United States of the Monroe Doctrine and the future expansion of the United States. ii. Prepare and give a speech to Congress explaining how the Louisiana Purchase is important to the goal of the Manifest Destiny.

**476. MIGRATION AND IMMIGRATION.**

Standard - The student will:	Content Knowledge and Skills :	Samples of Applications:
01. Understand the role of migration and immigration of people in the development of the United States.	a. Analyze the religious, political, and economic motives of voluntary immigrants from different parts of Europe who came to North America.	i. Using historical information, select a European country and write a skit demonstrating why a family should immigrate to America. ii. Develop a historical outline map indicating where the various Europeans settled in North America and their reasons for this settlement.
	b. Explain the motives and consequences for the involuntary immigration of indentured servants and enslaved Africans to the American colonies.	i. Complete a map showing the triangular trade between Europe, Africa, and the Americas. Identify the various cargoes and their origins and destinations. ii. Design a poster that shows the reasons why the North used indentured servants and the South incorporated slavery.

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	<p>c. Describe the history, interactions, and contributions of the various groups of people that have lived and migrated throughout North America.</p>	<p>i. Make a chart listing various migrating groups showing where they settled, reasons for moving, and the development of communities as a consequence of their migration.</p> <p>ii. Write a letter to family members left behind in the East convincing them to journey on the Oregon Trail and join the rest of the family in Oregon. Use historical research as a basis for this letter.</p>
	<p>d. Explain the concept of Manifest Destiny and its contribution to the migration of people in the development of the United States.</p>	<p>i. Develop an advertising brochure designed to convince people to move west using the theory of Manifest Destiny as part of the argument.</p> <p>ii. Describe the impact of the United States government's land policy on settlement patterns of the United States.</p>

**477. POLITICAL, SOCIAL, AND ECONOMIC RESPONSE TO INDUSTRIALIZATION AND TECHNOLOGICAL INNOVATION.**

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
<p>01. Understand the political, social, and economic responses to industrialization and technological innovations that have occurred in the United States.</p>	<p>a. Explain the consequences of scientific and technological inventions and changes on the social and economic lives of the people of the United States.</p>	<p>i. Role-play an assembly line production system and then explain how that differs from being a master craftsman.</p> <p>ii. List the inventions of famous American inventors and explain how they had an impact on the American economic system (some suggestions: Samuel Slater, Eli Whitney and Robert Fulton).</p>
	<p>b. Explain how the development of various modes of transportation increased economic prosperity and promoted national unity.</p>	<p>i. Develop an electronic presentation detailing the history of transportation in the early United States through the Civil War.</p> <p>ii. Develop a chart that demonstrates the time it took to travel from Kansas City to the west coast using various modes of transportation and explain why that was significant.</p>

**478. INTERNATIONAL RELATIONS AND CONFLICTS.**

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
<p>01. Understand significant conflicts in United States history.</p>	<p>a. Analyze the causes and consequences of the French and Indian War (Seven Years' War).</p>	<p>i. Write two speeches, one English viewpoint and one French viewpoint convincing the Native Americans to become allies in the French and Indian War.</p> <p>ii. Design a recruitment poster to enlist soldiers to fight on your side during the French and Indian War.</p>
	<p>b. Identify and analyze the causes and consequences of the Revolutionary War.</p>	<p>i. Debate whether or not to declare independence from England.</p> <p>ii. Write an essay describing the economic problems of the new United States following the Revolutionary War. In your essay solve the nation's money problems based on historical research.</p>
	<p>c. Identify and analyze the causes and consequences of the War of 1812.</p>	<p>i. Compare and contrast reasons for the Revolutionary War and the War of 1812.</p>

	1812.	ii. Write a newspaper article describing the burning of Washington, the nation's capital, during the War of 1812.
d.	Explain how the westward migration impacted Native Americans.	i. Identify and evaluate a specific example of forced relocation of Native Americans, for example, the Trail of Tears. ii. Analyze the Northwest Ordinance in relation to Native American policy and cite examples of violations.
e.	Identify and analyze the causes and consequences of the Civil War.	i. Compare the economic, social, and cultural differences between the North and the South prior to the Civil War and explain how those differences led to armed conflict. ii. Role-play a discussion between two family members who have chosen different sides in the war.
f.	Identify key leaders and significant events that influenced the outcome of the Civil War and the continuing relationships between northern and southern states.	i. Write a newspaper article covering Lincoln's Gettysburg Address. ii. Describe Sherman's March to the sea and its lasting impact upon the South.

**479. CULTURAL AND SOCIAL DEVELOPMENT.**

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the cultural and social development of the United States.	a. Know the different cultural and social influences that emerged in the North American colonies.	i. Create a pie graph showing the ethnic origin and the great ethnic and cultural diversity of the colonies in 1775. ii. Organize an exposition where all thirteen colonies are represented and their various cultural and social diversities are displayed.
	b. Describe the experiences of culturally, ethnically, and racially different groups trying to assimilate as part of American society prior to the Civil War.	i. Write a song that depicts the contributions and struggles of a particular minority group. ii. List five factors that helped in the assimilation process and five that made it difficult.
	c. Know the common traits, beliefs, and characteristics that unite the United States as a nation and a society.	i. Make a list of common traits, beliefs, and characteristics of an American and write a poem using this list. ii. Write a 4 <sup>th</sup> of July oration of what it is to be an American.
	d. Analyze the issue of race in the social and cultural development of the Pre-Civil War United States.	i. Research the U.S. Constitution, find where slavery is addressed, and explain how the recognition in the Constitution influenced the role of slaves in American society. ii. Stage a debate between abolitionists and proponents of slavery in the presidential election of 1860.

**480. FOUNDATIONS OF THE AMERICAN POLITICAL SYSTEM.**

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the foundations and principles of the American political system.	a. Identify and explain the role of the ideas expressed in such documents as the Magna Carta and the Mayflower Compact on the development of constitutional democracy in the United States.	i. Write a letter from King John in 1215 describing to his brother what the Magna Carta did to alter the kingship of England. Base the letter on historical research. ii. Develop a petition representing the ideas set forth in the Mayflower Compact and seek the signatures of 41 people.
	b. Identify fundamental values and principles as expressed in basic documents such as the Declaration of Independence, the United States Constitution, and the Bill of Rights.	i. Write a brief opinion statement identifying which part of the Bill of Rights is most important and why. ii. Rewrite the Declaration of Independence in modern day language. Display this work on the class bulletin board.
	c. Identify fundamental values and principles as expressed in significant writings and speeches such as The Federalist Papers, Washington's Farewell Address, and Lincoln's Gettysburg Address.	i. Develop a poster, using a variety of materials, which exemplifies the fundamental values upon which the United States system of government was established. ii. Research the history of Lincoln's writing of the Gettysburg Address and report to the class.
	d. Evaluate issues in which fundamental values and principles are in conflict such as conflicts between liberty and equality, individual rights and the common good.	i. Research and share a current event or issue that demonstrates a fundamental right, guaranteed by the Constitution that is in conflict today with certain segments of American society. ii. Interview a city leader in the community about the concept of individual rights versus the common good.

**481. ORGANIZATION AND FORMATION OF THE AMERICAN SYSTEM OF GOVERNMENT.**

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the organization and formation of the American system of government.	a. Explain how the executive, legislative, and judicial powers are distributed and shared among the three branches of national government.	i. Create a chart showing the three branches of government and how the powers are distributed and shared among them. ii. Role-play a member of congress and argue why the powers of the president should be reduced (or expanded). Base all arguments of careful research.
	b. Know how and why powers are distributed and shared between national and state governments in the United States.	i. Develop a chart that shows the shared powers (taxation, regulated voting) the functions commonly exercised by state governments (education, law enforcement, health, highways) and those powers prohibited to state governments (foreign affairs, coining money, raising an army).

**482. CITIZEN RESPONSIBILITIES AND RIGHTS.**

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand that all citizens of the United	a. Know the factors that have influenced American voluntarism	i. Dramatize a colonial village and include the ways the colonists volunteered to help one

States have responsibilities and rights.	such as colonial traditions, frontier conditions, and religious beliefs.	another. ii. Prepare a newspaper article that features citizens from the colonial village who are deserving of special recognition for good citizenship.
	b. Explain the relationship between individual freedom and personal responsibility in the United States.	i. Role-play a first amendment right that is being challenged by a segment of society. ii. List the pros and cons of gun control in the United States.
	c. Describe ways in which citizens can participate in public life.	i. Conduct a mock trial where different members of the group take on the role of judge, prosecutor, defense attorney, defendant, witnesses, and the media. ii. Develop a list of ways a person can volunteer in the community.

**483. ECONOMIC FUNDAMENTALS.**

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand basic economic concepts.	a. Describe the economic characteristics of colonialism.	i. Develop a visual that shows the routes taken colonial merchants who participated in the Triangular Trade and explain what goods were transported on each leg of the triangle. ii. Research and write a report on mercantilism.
	b. Know the economic motivations for the constant expansion of the western border of the United States.	i. Describe the competition between the Hudson Bay Company and the Northwest Fur Company and how the control of fur trapping areas was meant to control settlement. ii. Create an ad for an eastern newspaper enticing people with free land in the Oregon Country.
	c. Explain how the human and material resources of the Union and Confederacy affected the course of the Civil War.	i. Research and then display on a chart the goods the south was dependent on the north for providing. ii. Make a museum display about growing cotton that includes a map showing where cotton was grown in the United States in the mid 1800s.

**484. ECONOMIC INFLUENCES.**

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand there are many influences on economic systems.	a. Know the economic policies of England that contributed to the revolt in the North American colonies.	i. Develop a poster informing the colonists of the new taxes being imposed by Britain in the 1760s. ii. Write an editorial for the newspaper opposing taxation without representation.
	b. Explain the role of government policy in the economic development of the United States.	i. Complete a classroom simulation on the following: The community needs a new bridge across the river. Determine who will pay for the bridge, where will the money come from, who will be employed to build the bridge. ii. Make a chart that shows the goods and services provided to the population of the

		country by the government, both state and federal.
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**485. GEOGRAPHY.**

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications :
01. Understand the spatial organizations of people, places and environment on the earth's surface.	a. Develop and use different kinds of maps, globes, graphs, charts, databases and models.	i. Use databases to gather census data, land-use data and topographic information to explain the distribution of people in the United States during the 19 <sup>th</sup> century. ii. Develop a model of the 13 original colonies showing the major geographic features of the land.
02. Understand the migration and settlement of human populations on the earth's surface.	a. Describe ways in which human migration influences character of a place.	i. Examine the culture of the American West. ii. Compare and contrast the lifestyles of Northerners and Southerners in the decade preceding the Civil War.
03. Understand that human actions modify the physical environment and how physical systems affect human activity and living conditions.	a. Analyze ways in which humans respond to their physical environment.	i. Collect data on climate, land-use and population distribution in the original 13 colonies looking for similarities and differences. Speculate as to why certain regions supported certain activities. ii. Develop a map showing the major river ways used by early Americans, early dams and modes of transportation on the river ways.

**486. – 487. (RESERVED).**

**488. SOCIAL STUDIES STANDARDS - GRADES 9 THROUGH 12, SECTIONS 489 THROUGH 490.**

The social studies standards are organized around the three (3) social studies courses currently required by the state of Idaho for high school graduation. These fields of study are economics (one (1) credit), U.S. History (two (2) credits), and government (two (2) credits).

The samples associated with the content standards are meant to illustrate meaning and to represent possible areas of application. They are not intended to be an exhaustive list, but are samples of applications that would demonstrate learning.

**489. CRITICAL THINKING AND ANALYTICAL SKILLS.**

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Acquire critical thinking and analytical skills.	a. Use analytical skills for reasoning, research, and reporting including interpretation of maps, charts, graphs, timelines and works of art.	i. Differentiate between information presented as fact and that presented as interpretation. ii. Compare, contrast, and evaluate differing interpretations of issues. iii. Identify an issue, gather and evaluate data, and support a position with appropriate evidence.
	b. Evaluate and interpret points-of-view using primary and secondary sources.	i. Explore an issue or event through a comparison of primary and secondary sources. ii. Explain how data and experiences may be interpreted differently by people from diverse cultural perspectives and frames of reference. iii. Use three types of sources to gather information on a current topic in Idaho.

	c. Chronologically organize significant events and people in United States history into major eras and themes to identify and explain historical relationships.	i. Distinguish among past, present and future times. ii. Use timelines to identify and explain historical relationships.
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**490. EVOLUTION OF DEMOCRACY.**

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the evolution of democracy.	a. Describe the origins of democratic tradition in western civilization.	i. Compare a New England town meeting with Athenian Democracy. ii. Compare the English Glorious Revolution to the American Revolution. iii. Identify John Locke's influence on the American Declaration of Independence.
	b. Identify the tensions associated with the definitions of American democracy.	i. Organize a mock debate between Thomas Jefferson and Alexander Hamilton. ii. Organize a mock debate between John Calhoun and Andrew Jackson and/or Abraham Lincoln. iii. Organize a mock debate between Franklin D. Roosevelt and Ronald Reagan.
	c. Analyze the struggles for the extension of civil rights.	i. Identify the origins and results of the civil rights movements of the 1950s and 1960s. ii. Trace the history of the women's movement from the Seneca Falls Convention 1848 to the present. iii. Organize a timeline of government policies in relation to Native Americans. iv. Evaluate the role of the Supreme Court in the extension of civil rights.
	d. Analyze and evaluate states' rights disputes past and present.	i. Compare and contrast the Articles of Confederation to the United States Constitution. ii. Explore interpretations of the causes of the Civil War. iii. Organize a mock debate between George Wallace and John F. Kennedy. iv. Explore the land use disputes between the federal government and the states.
	e. Provide and evaluate examples of social and political leadership in American history.	i. Define, identify, and evaluate the role of heroism in American history. ii. Compare and contrast leadership styles and contributions of United States presidents.

**491. – 492. (RESERVED).**

**493. UNITED STATES HISTORY, SECTIONS 494 THROUGH 498.**

**494. EXPLORATION AND EXPANSION.**

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the role of exploration and expansion in the development of the United States.	a. Know the goals, routes, and effects of explorers of the Americas in the 15th through the 17th centuries.	i. Compare the effects of Columbus's discovery on Europe and the Americas. ii. Choose two groups of early explorers and compare their goals: for example, English, Spanish, French, Dutch, and Portuguese.

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	b. Identify how religious, social, political, and economic factors shaped settlement patterns in the 17th and 18th century North America.	i. Compare the settlement of Jamestown with the settlement of Santa Fe. ii. Compare New England and Chesapeake societies.
	c. Describe the United States territorial expansion between 1801 and 1861 and how it affected relations with external powers and Native Americans.	i. Evaluate the political and social reasoning behind the Lewis and Clark Expedition. ii. Evaluate the positive and negative effects of the Manifest Destiny.
	d. Know the factors that contributed to western expansion in the United States in the 1800s.	i. Role play a family discussion about moving west. ii. Evaluate the role of the federal government in the development of the West.
	e. Identify philosophical changes in American foreign expansion from the territorial expansion of the 1890s to the economic and ideological influences of the present.	i. Organize a mock debate over the territorial expansion associated with the Spanish American War, 1898. ii. Analyze the role of the United States in European history since 1945. iii. Identify the uses of the Monroe Doctrine by 20th century United States Presidents.

**495. MIGRATION AND IMMIGRATION.**

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the role of migration and immigration of people in the development of the United States.	a. Identify motives for migration and immigration in and to the United States.	i. Compare the motives of 19th century Irish immigrants to the Hispanic immigrants of the 20th century. ii. Compare the motives for migration on the California Trail, Mormon Trail, and Oregon Trail.
	b. Analyze the legal, political, social, and economic changes in the status of immigrant groups.	i. Peruse both current and frontier newspapers for changing attitudes towards immigrant groups. ii. Trace the legislative history of American immigration.
	c. Examine the impact of migration and government policy on the encroachment of Native American territories.	i. Analyze the Nez Perce United States government conflict in the 1870s. ii. Identify and evaluate a specific example of forced relocation of Native Americans; for example, the Trail of Tears.

**496. POLITICAL, SOCIAL, AND ECONOMIC RESPONSE TO INDUSTRIALIZATION AND TECHNOLOGICAL INNOVATION.**

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the political, social, and economic responses to industrialization and technological innovations that have occurred in the United States.	a. Know the factors that contributed to the rise of industrialization in the 19th century.	i. Compare industrial New England to the agricultural South of the pre-Civil War era. ii. Trace the improvements in transportation systems in the 19th century.
	b. Analyze the rise of the American labor movement.	i. Explore the conflict of rights with a particular labor dispute. ii. Write a journal of a worker in a textile factory in Lowell, Massachusetts, in the 1830s.

	c. Analyze the 20th century political responses to industrialization.	iii. Compare the reforms of the Progressive era to the New Deal programs.
	d. Analyze the American tradition of volunteerism and philanthropy.	i. Define the settlement house movement and create role-plays for people such as Jane Addams. ii. Identify programs in your town that were created by volunteerism and/or philanthropy.
	e. Identify and analyze the causes of the Great Depression and its effects upon American society.	i. Explore the status the American farmer in the 1920s and the 1930s. ii. Interview or read a first-hand account of a person who experienced the Great Depression.
	f. Account for and define the shift from the industrial society at the beginning of the 20th century to the technological society at the end of the 20th century.	i. Compare working conditions in a factory in the early 1900s with a factory of today. ii. Analyze the ways in which new Deal Programs provided relief and recovery during the Great Depression.

#### 497.INTERNATIONAL RELATIONS AND CONFLICTS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand significant conflicts in United States history.	a. Identify and analyze the causes and consequences of the Revolutionary War.	i. Organize a mock debate between a royalist and a patriot. ii. Compare the results of the United States Revolution to the results of the French Revolution.
	b. Identify and analyze the causes and consequences of the Mexican War.	i. Map the territorial gains associated with the Mexican War. ii. Identify the internal conflicts associated with the Mexican War such as the expansion of slavery.
	c. Identify the causes and consequences of the Civil War and Reconstruction.	i. Describe the sectional conflicts between North and South that extended beyond the problem of slavery, such as cultural differences and differing economic interests. ii. Role-play a discussion between two family members who have chosen different sides in the war.
	d. Identify the causes and consequences of World War I.	i. Analyze the arguments for and against the United States' entry into World War I. ii. Organize a debate between Borah and Wilson concerning the Treaty of Versailles.
	e. Identify the causes and consequences of World War II.	i. Compare the causes of World War I to the causes of World War II. ii. Compare the United States' foreign policy after World War I to its foreign policy after World War II. iii. Analyze the reasons for and the consequences of the use of atomic weapons to end World War II.
	f. Identify the causes and consequences of the Cold War including the Korean War and conflict over Berlin.	i. Identify the origins and meanings of the phrases "Iron Curtain" and "Bamboo Curtain." ii. Create a set of rules for the Cold War.
	g. Know the reasons for the United States involvement in the	i. Compare public support for World War II and public views on the Vietnam War.

	Vietnam War and the domestic consequences of this involvement.	ii. Evaluate the role of media in influencing public opinion and the anti-war protests.
h.	Explain the role of the United States in post-Cold War conflicts around the world.	i. Choose a foreign conflict in the last ten years and identify the pros and cons of United States involvement.

#### 498. CULTURAL AND SOCIAL DEVELOPMENT.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the cultural and social development of the United States.	a. Know ways in which language, literature, the Arts, traditions, beliefs, values, and behavior patterns interact as an integrated whole to create and maintain culture.	i. Analyze the impact Rock and Roll had on the 60s. ii. Trace the history of Jazz and the ways it reflects culture. iii. Study a piece of literature in terms of its reflection of culture.
	b. Analyze the contributions of the diverse cultures that make up the population of the United States.	i. Create a metaphor for American culture. ii. Select a population and identify its artist contributions to United States culture.

#### 499. – 500. (RESERVED).

#### 501. GOVERNMENT/CIVICS, SECTIONS 502 THROUGH 506.

#### 502. CIVIC LIFE, POLITICS, AND GOVERNMENT.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the relationship among civic life, politics, and government.	a. Know the definition of politics and identify the interrelationship between politics and government.	i. Analyze a current issue and explain the relationship between public opinion and public policy. ii. Read and evaluate George Washington's Farewell Address. Analyze the politics of recent school elections.
	b. Explain how the United States is governed by a system of laws.	i. Read and analyze the Supremacy Clause. ii. Explore the tension between the rule of law and the right to question authority in a democratic system.
	c. Know the different forms of government.	i. Compare and contrast a republic to a direct democracy. ii. Analyze a parliamentary system.

#### 503. FOUNDATIONS OF THE AMERICAN POLITICAL SYSTEM.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the foundations and principles of the American political system.	a. Describe the origins of constitutional law in western civilization.	i. Identify and research the lives and ideas of pre-American Revolutionary philosophers who had an influence on constitutional law. ii. Explain how the writing of the Declaration of Independence and U.S. Constitution were influenced by English governmental documents.
	b. Compare and contrast the essential ideals and objectives of the original organizing documents of the United States including the Declaration of Independence, the Articles of Confederation, and the United States Constitution.	i. Analyze the tension between the need for liberty and unity. ii. Compare the Bill of Rights with the ideals of the Declaration of Independence.

	c. Explain the central principles of the United States governmental system including written constitution, popular sovereignty, limited government, separation of powers, majority rule with minority rights, and federalism.	i. Using the Constitution, identify the central principles of the United States governmental system. ii. Give examples of current applications of the central principles of the United States governmental system.
	d. Evaluate how power and responsibility are distributed, shared, and limited in the government established by the United States Constitution.	i. Describe the three branches of national government. ii. Describe the separation of powers and the process of checks and balances. iii. Examine the concept of judicial review and its impact.
	e. Analyze Amendments to the United States Constitution in terms of the conflicts they addressed and the reasons for their adoption.	i. Organize pro/con debates over the adoption of specific amendments.
	f. Describe how diverse populations contribute to political life in the United States.	i. Analyze voting patterns for specific elections. ii. Research how various populations have influenced campaign promises and political decisions.

**504. ORGANIZATION AND FORMATION OF THE AMERICAN SYSTEM OF GOVERNMENT.**

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the organization and formation of the American system of government.	a. Know the three branches of federal government, their powers, and responsibilities.	i. Identify the separation of powers as demonstrated in the impeachment process. ii. Explore the constitutionality of a contemporary issue.
	b. Explain the functions, powers, and relationships among federal, state, and local governments.	i. Define and give examples of federalism at work in our daily lives. ii. Evaluate the powers reserved to the states under the 10th Amendment. iii. Identify and evaluate the relationship between a local school board and state government.
	c. Explain how each level of government raises money to pay for its operations and services.	i. Analyze charts and graphs depicting governmental revenues and expenditures. ii. Interpret a property tax bill. Study the issues of a local levy or bond election.
	d. Analyze and explain the treaty/trust relationship the United States has with Native American tribes with emphasis on Idaho.	i. Locate Idaho reservations on a map. ii. Develop a dialogue with tribal council about their government. iii. Analyze and trace the implementation of a treaty.
	e. Analyze the role of political parties and other political organizations and their impact on the American system of government.	i. Trace the rise of the two-party system in the United States. ii. Analyze the role of third parties in presidential elections. iii. Identify and explore both the common ground and essential differences between Republicans and Democrats. iv. Differentiate between liberal and conservative ideologies. v. Explain and evaluate the role of lobbyists and political action committees.

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**505.UNITED STATES FOREIGN AFFAIRS.**

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the significance of United States foreign policy in the modern world.	a. Know the characteristics of United States foreign policy and how it has been implemented over time.	i. Identify examples of current United States participation in negotiations on global issues. ii. Analyze and evaluate the use of American troops around the world. iii. Analyze and evaluate the effects of trade embargoes on foreign countries as well as the United States.
	b. Identify and evaluate the role of the United States in international organizations and agreements.	i. Evaluate the role of the United States in the United Nations. ii. Evaluate the role of the United States in the North Atlantic Treaty Organization. iii. Identify and evaluate the effects of a specific trade agreement such as the North American Free Trade Agreement.
	c. Identify and evaluate American foreign policy as it relates to environmental issues.	i. Evaluate the United States' stance on the global warming treaty.

**506.CITIZEN RESPONSIBILITIES AND RIGHTS.**

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand that all citizens of the United States have responsibilities and rights.	a. Explain the balance of personal responsibilities and rights in American life.	i. Apply the 1st Amendment right of freedom of speech to a current issue. ii. Identify citizens' responsibilities and rights found in the Declaration of Independence.
	b. Know the ways in which citizens can participate in the political process at the local, state, and national level.	i. Identify how and where a citizen registers and votes.
	c. Explain the electoral process at each level of government.	i. Create a mock campaign including the nomination process, campaign funding and spending, voting procedures, influence of media coverage, campaign advertising, and public opinion polls. ii. Define and evaluate the function of the Electoral College.
	d. Know the concept of citizenship and the ways in which individuals become citizens.	i. Identify the steps of becoming a naturalized citizen. ii. Identify the circumstances by which the rights of citizenship can be reduced or removed.

**507. -- 508. (RESERVED).**

**509. ECONOMICS, SECTIONS 510 THROUGH 514.**

These standards of economic instruction are meant to prepare high school students for entry into the workforce and entrepreneurship as well as for post-secondary education.

**510. FUNDAMENTALS.**

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand basic economic concepts.	a. Define scarcity and explain its implications in decision making.	i. Identify what consumers and/or societies gain and give up when they make choices.

	b. Know ways in which the interaction of all buyers and sellers influence prices.	i. Predict how prices will change when there is either a shortage or a surplus of product availability. ii. Identify markets in which high school students participate as consumers.
	c. Define credit and debt and explain their effects.	i. Explore the costs and/or benefits of borrowing money at a governmental, business, or personal level.
	d. Identify the incentives that determine what is produced and distributed in a competitive market system.	i. Analyze the impact of an increase in the minimum wage, a new tax policy, or a change in interest rates.
	e. Describe the concept of interest and explain how interest rates are determined.	i. Calculate the payment of interest for loans and other credit. ii. Calculate interest earnings on savings and investments. iii. Explain how fluctuations in the marketplace and government policy affect interest rates.
	f. Compare and contrast free market and controlled economies of various nations and eras.	i. Identify and compare the United States economic systems with those of other nations and eras. ii. Evaluate different methods of allocating goods and services by comparing the benefits and costs of each method.
	g. Apply economic concepts to explain the role of imports/exports both nationally and internationally.	i. Identify barriers to trade and how they affect both domestic and international trade policies. ii. Identify and compare free trade agreements.

### 511. CONCEPT OF MONEY.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the concept of money.	a. Analyze the role of money as a medium of exchange.	i. Compare a money system with a bartering system.
	b. Explain how money derives its value.	i. Analyze and evaluate sample budgets. ii. Study examples of hyperinflation and/or devaluation.

### 512. INFLUENCES.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand there are many influences on economic systems.	a. Explain the impact of culture, values, and belief systems on economic systems.	i. Explore the influences the computer has on the economic system. ii. Analyze and evaluate the relationship between labor and management. iii. Compare and contrast cultural values as they affect spending patterns.
	b. Explain and illustrate environmental and geographical impacts on economic policies and decisions made by federal, state, regional, and local officials.	i. Analyze the effects of natural disasters and weather patterns on economic decisions. ii. Describe the economic diversity of a state or nation as determined by geography.
	c. Describe and illustrate the impact of governmental policies and	i. Investigate how the Federal Reserve system influences economy.

	decisions on economic systems,	ii. Trace the impact of a law or regulation on the economy. iii. Evaluate a State of the Union and/or a State of the State address for its economic impact.
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**513. ECONOMIC INSTITUTIONS.**

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Know the different types of economic institutions and understand how they differ from one another.	a. Know the characteristics of various types of business structures.	i. Compare and contrast a sole proprietorship and a corporation. ii. Classify various businesses in the community by type. iii. Compare the role of a non-profit organization to that of a for profit business.
	b. Identify the business characteristics of an entrepreneur.	i. Research and write a biography of an entrepreneur. ii. Explore how a person starts a business. iii. Identify the risks and returns of owning your own business.
	c. Identify the role of the stock market.	i. Develop a mock stock market game. ii. Describe how the stock creates capital for businesses. iii. Evaluate and monitor stock values.
	d. Explain the role of banking institutions.	i. Differentiate among various types of banking services. ii. Identify and research the services of a local banking institution.
	e. Explain the purposes of labor unions.	i. Differentiate between adversarial and interest-based bargaining. ii. Evaluate collective bargaining in sports.

**514. PERSONAL FINANCE.**

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the concepts of good personal finance.	a. Examine and apply the elements of responsible personal fiscal management.	i. Create and evaluate a personal budget. ii. Balance a checkbook and reconcile a savings account statement. iii. Read and complete a loan and credit card application. iv. Read and analyze a loan or credit card agreement. v. Calculate the true cost of credit. vi. Differentiate between contingent liability and an asset. vii. Evaluate the benefits and risks of investments.
	b. Identify and evaluate sources and examples of consumers' responsibilities and rights.	i. List responsibilities and rights found in a contract. ii. Investigate the implications of limited rights of cancellation for Idaho consumers. iii. Collect information regarding Federal and Idaho consumer protection laws.
	c. Define the concept of taxation as applied to personal finances.	i. Demonstrate the ability to select and complete appropriate tax forms.

**515. – 525. (RESERVED).**



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