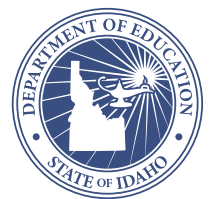




# IDAHO CONTENT STANDARDS

SOCIAL STUDIES



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**IDAHO CONTENT STANDARDS  
KINDERGARTEN  
SOCIAL STUDIES**

**Standard 1: History**

Students in Kindergarten build an understanding of the cultural and social development of the United States.

**Goal 1.1: Build an understanding of the cultural and social development of the United States.**

**Objective(s): By the end of Kindergarten, the student will be able to:**

- K.SS.1.1.1 Share stories, pictures, and music of one's own personal life, family and culture.
- K.SS.1.1.2 Describe how families celebrate in many different ways.
- K.SS.1.1.3 Describe how individuals have similarities and differences.
- K.SS.1.1.4 Describe how each person is special and unique within the classroom.

**Goal 1.2: Trace the role of migration and immigration of people in the development of the United States.**

No objectives at this grade level

**Goal 1.3: Identify the sovereign status and role of American Indians in the development of the United States.**

No objectives at this grade level

**Goal 1.4: Analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States.**

No objectives at this grade level

**Goal 1.5: Trace the role of exploration and expansion in the development of the United States.**

No objectives at this grade level

**Goal 1.6: Explain the rise of human civilization.**

No objectives at this grade level

**Goal 1.7: Trace how natural resources and technological advances have shaped human civilization.**

No objectives at this grade level

**Goal 1.8: Build an understanding of the cultural and social development of human civilization.**

No objectives at this grade level

**Goal 1.9: Identify the role of religion in the development of human civilization.**

No objectives at this grade level

**Standard 2: Geography**

Students in Kindergarten analyze the spatial organizations of people, places and environment on the earth's surface.

**Goal 2.1: Analyze the spatial organizations of people, places, and environment on the earth's surface.**

**Objective(s): By the end of Kindergarten, the student will be able to:**

- K.SS.2.1.1 Identify the globe as a model of the earth.
- K.SS.2.1.2 Distinguish between land masses and water on a globe or map.
- K.SS.2.1.3 Identify the north and south poles on a map or globe.
- K.SS.2.1.4 Recognize a map of the United States of America and know it is the country in which we live.
- K.SS.2.1.5 Make and use a map of a familiar area.
- K.SS.2.1.6 Recognize a map of Idaho and know it is the state in which we live.

**Goal 2.2: Explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.**

No objectives at this grade level

**Goal 2.3: Trace the migration and settlement of human populations on the earth's surface.**

No objectives at this grade level

**Goal 2.4: Analyze the human and physical characteristics of different places and regions.**

No objectives at this grade level

**Goal 2.5: Explain how geography enables people to comprehend the relationships between people, places, and environments over time.**

No objectives at this grade level

**Standard 3: Economics**

Students in Kindergarten explain basic economic concepts.

**Goal 3.1: Explain basic economic concepts.**

**Objective(s): By the end of Kindergarten, the student will be able to:**

- K.SS.3.1.1 Observe that all people have needs and wants.
- K.SS.3.1.2 Recognize that people have limited resources.
- K.SS.3.1.3 Describe some jobs that people do to earn money/rewards.

**Goal 3.2: Identify different influences on economic systems.**

No objectives at this grade level

**Goal 3.3: Analyze the different types of economic institutions.**

No objectives at this grade level

**Goal 3.4: Explain the concepts of personal finance.**

No objectives at this grade level

**Standard 4: Civics and Government**

Students in Kindergarten build an understanding of the foundational principles of the American political system, the organization and formation of the American system of government, and that all people in the United States have rights and assume responsibilities.

**Goal 4.1: Build an understanding of the foundational principles of the American political system.**

**Objective(s): By the end of Kindergarten, the student will be able to:**

- K.SS.4.1.1 Name some rules and the reasons for them.
- K.SS.4.1.2 Discuss how individuals and groups make decisions and solve problems.
- K.SS.4.1.3 Identify personal traits, such as courage, honesty, and responsibility.

**Goal 4.2: Build an understanding of the organization and formation of the American system of government.**

**Objective(s): By the end of Kindergarten, the student will be able to:**

- K.SS.4.2.1 Identify symbols of the United States such as the flag, Pledge of Allegiance, Bald Eagle, red, white, and blue, Statue of Liberty, and the President.
- K.SS.4.2.2 Recite the Pledge of Allegiance.
- K.SS.4.2.3 Describe holidays, and tell why they are commemorated in the United States, such as Thanksgiving, Martin Luther King, Jr. Day, Independence Day, and Presidents' Day.

**Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.**

**Objective(s): By the end of Kindergarten, the student will be able to:**

- K.SS.4.3.1 Identify individuals who are helpful to people in their everyday lives.
- K.SS.4.3.2 Identify ways to be helpful to family and school.

**Goal 4.4: Build an understanding of the evolution of democracy.**

No objectives at this grade level

**Goal 4.5: Build an understanding of comparative government.**

No objectives at this grade level

**Standard 5: Global Perspectives**

Students in Kindergarten build an understanding of multiple perspectives and global interdependence.

**Goal 5.1: Build an understanding of multiple perspectives and global interdependence.**

**Objective(s): By the end of Kindergarten, the student will be able to:**

- K.SS.5.1.1 Name family traditions that came to America from other parts of the world.

**IDAHO CONTENT STANDARDS  
GRADE 1  
SOCIAL STUDIES**

**Standard 1: History**

Students in Grade 1 build an understanding of the cultural and social development of the United States.

**Goal 1.1: Build an understanding of the cultural and social development of the United States.**

**Objective(s): By the end of Grade 1, the student will be able to:**

- 1.SS.1.1.1 Recognize that each person belongs to many groups such as family, school, friends, and neighborhood.
- 1.SS.1.1.2 Compare differences in the ways American families live today to how they lived in the past.
- 1.SS.1.1.3 Use timelines to show personal and family history.
- 1.SS.1.1.4 Compare personal histories, pictures, and music of other selected times and places in America's past.

**Goal 1.2: Trace the role of migration and immigration of people in the development of the United States.**

No objectives at this grade level

**Goal 1.3: Identify the sovereign status and role of American Indians in the development of the United States.**

No objectives at this grade level

**Goal 1.4: Analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States.**

No objectives at this grade level

**Goal 1.5: Trace the role of exploration and expansion in the development of the United States.**

No objectives at this grade level

**Goal 1.6: Explain the rise of human civilization.**

No objectives at this grade level

**Goal 1.7: Trace how natural resources and technological advances have shaped human civilization.**

No objectives at this grade level

**Goal 1.8: Build an understanding of the cultural and social development of human civilization.**

No objectives at this grade level

**Goal 1.9: Identify the role of religion in the development of human civilization.**

No objectives at this grade level

**Standard 2: Geography**

Students in Grade 1 analyze the spatial organizations of people, places and environment on the earth's surface and explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.

**Goal 2.1: Analyze the spatial organizations of people, places and environment on the earth's surface.**

**Objective(s): By the end of Grade 1, the student will be able to:**

- 1.SS.2.1.1 Explain what maps and globes represent and how they are used.
- 1.SS.2.1.2 Use directions on a map: East, West, South, and North.
- 1.SS.2.1.3 Identify legends and keys on maps.
- 1.SS.2.1.4 Identify continents and large bodies of water on a globe or a map.
- 1.SS.2.1.5 Name and locate continent, country, state, and community in which the class lives.

**Goal 2.2: Explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.**

**Objective(s): By the end of Grade 1, the student will be able to:**

- 1.SS.2.2.1 Describe ways people adjust to their environment.
- 1.SS.2.2.2 Identify the ways people modify their environment.

**Goal 2.3: Trace the migration and settlement of human populations on the earth's surface.**

No objectives at this grade level

**Goal 2.4: Analyze the human and physical characteristics of different places and regions.**

No objectives at this grade level

**Goal 2.5: Explain how geography enables people to comprehend the relationships between people, places, and environments over time.**

No objectives at this grade level

### **Standard 3: Economics**

Students in Grade 1 explain basic economic concepts and explain the concepts of personal finance.

#### **Goal 3.1: Explain basic economic concepts.**

**Objective(s): By the end of Grade 1, the student will be able to:**

- 1.SS.3.1.1 Identify the basic needs of people, such as food, clothing, and shelter.
- 1.SS.3.1.2 Identify ways people meet their needs by sharing, trading, and using money to buy goods and services.
- 1.SS.3.1.3 Name things that people may want but do not need and explain the difference.

#### **Goal 3.2: Identify different influences on economic systems.**

No objectives at this grade level

#### **Goal 3.3: Analyze the different types of economic institutions.**

No objectives at this grade level

#### **Goal 3.4: Explain the concepts of personal finance.**

**Objective(s): By the end of Grade 1, the student will be able to:**

- 1.SS.3.4.1 Identify ways to save money for future needs and wants.

### **Standard 4: Civics and Government**

Students in Grade 1 build an understanding of the foundational principles of the American political system, the organization and formation of the American system of government, and that all people in the United States rights and assume responsibilities.

#### **Goal 4.1: Build an understanding of the foundational principles of the American political system.**

**Objective(s): By the end of Grade 1, the student will be able to:**

- 1.SS.4.1.1 Explain why rules are necessary at home and school.
- 1.SS.4.1.2 Create rules and explain why rules must be applied fairly.
- 1.SS.4.1.3 Discuss how individuals and groups make decisions and solve problems, such as voting and consensus.
- 1.SS.4.1.4 Identify personal traits, such as courage, honesty, and responsibility.

#### **Goal 4.2: Build an understanding of the organization and formation of the American system of government.**

**Objective(s): By the end of Grade 1, the student will be able to:**

- 1.SS.4.2.1 Identify the significance of symbols in the United States.



- 1.SS.4.2.2 Recite the Pledge of Allegiance.
- 1.SS.4.2.3 Describe holidays and events, and tell why they are commemorated in the United States.

**Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.**

**Objective(s): By the end of Grade 1, the student will be able to:**

- 1.SS.4.3.1 Identify individuals who are helpful to people in their everyday lives.
- 1.SS.4.3.2 Name some responsibilities that students have at home and school.

**Goal 4.4: Build an understanding of the evolution of democracy.**

No objectives at this grade level

**Goal 4.5: Build an understanding of comparative government.**

No objectives at this grade level

**Standard 5: Global Perspectives**

Students in Grade 1 build an understanding of multiple perspectives and global interdependence.

**Goal 5.1: Build an understanding of multiple perspectives and global interdependence.**

**Objective(s): By the end of Grade 1, the student will be able to:**

- 1.SS.5.1.1 Compare family life in other parts of the world.
- 1.SS.5.1.2 Discuss family structures and daily routines of various cultures around the world.

**IDAHO CONTENT STANDARDS  
GRADE 2  
SOCIAL STUDIES**

**Students are expected to know content and apply skills from previous grades.**

**Standard 1: History**

Students in Grade 2 build an understanding of the cultural and social development of the United States.

**Goal 1.1: Build an understanding of the cultural and social development of the United States.**

**Objective(s): By the end of Grade 2, the student will be able to:**

- 2.SS.1.1.1 Discuss different groups that a person belongs to, such as family and neighborhood, and how those roles and/or groups have changed or stayed the same.

**Goal 1.2: Trace the role of migration and immigration of people in the development of the United States.**

No objectives at this grade level

**Goal 1.3: Identify the sovereign status and role of American Indians in the development of the United States.**

No objectives at this grade level

**Goal 1.4: Analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States.**

No objectives at this grade level

**Goal 1.5: Trace the role of exploration and expansion in the development of the United States.**

No objectives at this grade level

**Goal 1.6: Explain the rise of human civilization.**

No objectives at this grade level

**Goal 1.7: Trace how natural resources and technological advances have shaped human civilization.**

No objectives at this grade level

**Goal 1.8: Build an understanding of the cultural and social development of human civilization.**

No objectives at this grade level

**Goal 1.9: Identify the role of religion in the development of human civilization.**

No objectives at this grade level

**Standard 2: Geography**

Students in Grade 2 analyze the spatial organizations of people, places, and environment on the earth's surface and explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.

**Goal 2.1: Analyze the spatial organizations of people, places, and environment on the earth's surface.**

**Objective(s): By the end of Grade 2, the student will be able to:**

- 2.SS.2.1.1 Identify landforms, bodies of water, and human made features such as cities and dams on a map and globe.
- 2.SS.2.1.2 State the cardinal directions and how to use a compass rose.
- 2.SS.2.1.3 Show that map symbols such as key, legend, and scale represent a real object or place.
- 2.SS.2.1.4 Illustrate that boundary lines separate states.

**Goal 2.2: Explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.**

**Objective(s): By the end of Grade 2, the student will be able to:**

- 2.SS.2.2.1 Compare how environmental conditions affect living styles and clothing in different parts of the country.
- 2.SS.2.2.2 Describe how humans depend on the environment to meet their basic needs.

**Goal 2.3: Trace the migration and settlement of human populations on the earth's surface.**

No objectives at this grade level

**Goal 2.4: Analyze the human and physical characteristics of different places and regions.**

No objectives at this grade level

**Goal 2.5: Explain how geography enables people to comprehend the relationships between people, places, and environments over time.**

No objectives at this grade level

### **Standard 3: Economics**

Students in Grade 2 explain basic economic concepts, identify different influences on economic systems, and explain the concepts of personal finance.

#### **Goal 3.1: Explain basic economic concepts.**

**Objective(s): By the end of Grade 2, the student will be able to:**

- 2.SS.3.1.1 Identify wants and needs of families.
- 2.SS.3.1.2 Define income and identify different ways to earn and save.
- 2.SS.3.1.3 Identify the difference between goods and services.
- 2.SS.3.1.4 Identify differences between producers and consumers.

#### **Goal 3.2: Identify different influences on economic systems.**

**Objective(s): By the end of Grade 2, the student will be able to:**

- 2.SS.3.2.1 Explain how natural resources affect economic activities in the local community.

#### **Goal 3.3: Analyze the different types of economic institutions.**

No objectives at this grade level

#### **Goal 3.4: Explain the concepts of personal finance.**

**Objective(s): By the end of Grade 2, the student will be able to:**

- 2.SS.3.4.1 Identify reasons people save money.

### **Standard 4: Civics and Government**

Students in Grade 2 build an understanding of the foundational principles of the American political system, the organization and formation of the American system of government, and that all people in the United States have rights and assume responsibilities.

#### **Goal 4.1: Build an understanding of the foundational principles of the American political system.**

**Objective(s): By the end of Grade 2, the student will be able to:**

- 2.SS.4.1.1 Explain why rules are necessary at home, school, and in the neighborhood.
- 2.SS.4.1.2 Explain that there are benefits for following the rules and consequences for breaking the rules at home, school, and in the neighborhood.
- 2.SS.4.1.3 Identify the people or groups that make, apply, and enforce rules at home, school, and in the neighborhood.

**Goal 4.2: Build an understanding of the organization and formation of the American system of government.**

**Objective(s): By the end of Grade 2, the student will be able to:**

- 2.SS.4.2.1 Explain important customs, symbols, and celebrations that represent the development of American beliefs and principles.
- 2.SS.4.2.2 Examine the meaning of key words in the Pledge of Allegiance.

**Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.**

**Objective(s): By the end of Grade 2, the student will be able to:**

- 2.SS.4.3.1 Identify characteristics of good citizenship, such as courage, honesty, and responsibility.
- 2.SS.4.3.2 Identify historic and contemporary people who model characteristics of good citizenship.

**Goal 4.4: Build an understanding of the evolution of democracy.**

No objectives at this grade level

**Goal 4.5: Build an understanding of comparative government.**

No objectives at this grade level

**Standard 5: Global Perspectives**

Students in Grade 2 identify the importance of respecting multiple perspectives and global interdependence.

**Goal 5.1: Build an understanding of multiple perspectives and global interdependence.**

**Objective(s): By the end of Grade 2, the student will be able to:**

- 2.SS.5.1.1 Compare your neighborhood/community with others in various parts of the world.
- 2.SS.5.1.2 Compare traditions in your neighborhood/community with those practiced in other parts of the world.

**IDAHO CONTENT STANDARDS  
GRADE 3  
SOCIAL STUDIES**

**Students are expected to know content and apply skills from previous grades.**

**Standard 1: History**

Students in Grade 3 build an understanding of the cultural and social development of the United States, trace the role of migration and immigration of people in the development of the United States, and identify the sovereign status and role of American Indians in the development of the United States.

**Goal 1.1: Build an understanding of the cultural and social development of the United States.**

**Objective(s): By the end of Grade 3, the student will be able to:**

- 3.SS.1.1.1 Explain that people in the United States share a national identity through patriotic symbols and holidays.
- 3.SS.1.1.2 Investigate the history of your community.
- 3.SS.1.1.3 Compare different cultural groups in the community, including their distinctive foods, clothing styles, and traditions.
- 3.SS.1.1.4 Identify and describe ways families, groups, tribes and communities influence the individual's daily life and personal choices.

**Goal 1.2: Trace the role of migration and immigration of people in the development of the United States.**

**Objective(s): By the end of Grade 3, the student will be able to:**

- 3.SS.1.2.1 Share the origins of classmates' ancestors.
- 3.SS.1.2.2 Describe how migration and immigration are continuous processes.
- 3.SS.1.2.3 Identify reasons for voluntary and involuntary movement of people to and from your community.

**Goal 1.3: Identify the sovereign status and role of American Indians in the development of the United States.**

**Objective(s): By the end of Grade 3, the student will be able to:**

- 3.SS.1.3.1 Identify characteristics of different cultural groups in your community including American Indians.

**Goal 1.4: Analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States.**

No objectives at this grade level

**Goal 1.5: Trace the role of exploration and expansion in the development of the United States.**

No objectives at this grade level

**Goal 1.6: Explain the rise of human civilization.**

No objectives at this grade level

**Goal 1.7: Trace how natural resources and technological advances have shaped human civilization.**

No objectives at this grade level

**Goal 1.8: Build an understanding of the cultural and social development of human civilization.**

No objectives at this grade level

**Goal 1.9: Identify the role of religion in the development of human civilization.**

No objectives at this grade level

**Standard 2: Geography**

Students in Grade 3 analyze the spatial organizations of people, places, and environment on the earth's surface and trace the migration and settlement of human populations on the earth's surface.

**Goal 2.1: Analyze the spatial organizations of people, places, and environment on the earth's surface.**

**Objective(s): By the end of Grade 3, the student will be able to:**

- 3.SS.2.1.1 Describe the concepts of globe, continent, country, state, county, city/town, and neighborhood.
- 3.SS.2.1.2 Find the United States, Washington, D.C., Idaho, the state capital Boise, and your own community on a map.
- 3.SS.2.1.3 Locate on a map waterways, landforms, cities, states, and national boundaries, using standard map symbols.
- 3.SS.2.1.4 Use a map title, map key, scale, cardinal directions, and symbols to interpret a map.
- 3.SS.2.1.5 Use a number/letter grid to find specific locations on a map.

**Goal 2.2: Explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.**

No objectives at this grade level

**Goal 2.3: Trace the migration and settlement of human populations on the earth's surface.**

**Objective(s): By the end of Grade 3, the student will be able to:**

- 3.SS.2.3.1 Analyze past and present settlement patterns of the community.
- 3.SS.2.3.2 Identify geographic features influencing settlement patterns of the community.
- 3.SS.2.3.3 Compare and contrast city/suburb/town and urban/rural.

**Goal 2.4: Analyze the human and physical characteristics of different places and regions.**

No objectives at this grade level

**Goal 2.5: Explain how geography enables people to comprehend the relationships between people, places, and environments over time.**

No objectives at this grade level

**Standard 3: Economics**

Students in Grade 3 explain basic economic concepts, identify different influences on economic systems, analyze the different types of economic institutions, and explain the concepts of personal finance.

**Goal 3.1: Explain basic economic concepts.**

**Objective(s): By the end of Grade 3, the student will be able to:**

- 3.SS.3.1.1 Explain the concepts of supply and demand and the role of the consumer and producer.
- 3.SS.3.1.2 Explain the difference between public and private property.

**Goal 3.2: Identify different influences on economic systems.**

**Objective(s): By the end of Grade 3, the student will be able to:**

- 3.SS.3.2.1 Explain how land, natural resources, labor, trade, and/or technology affect economic activities in the local community.

**Goal 3.3: Analyze the different types of economic institutions.**

**Objective(s): By the end of Grade 3, the student will be able to:**

- 3.SS.3.3.1 Explain the purpose of a bank.

**Goal 3.4: Explain the concepts of personal finance.**

**Objective(s): By the end of Grade 3, the student will be able to:**

- 3.SS.3.4.1 Describe the purposes and benefits of savings.

**Standard 4: Civics and Government**

Students in Grade 3 build an understanding of the foundational principles of the American political system, the organization and formation of the American system of



government, and that all people in the United States have rights and assume responsibilities.

**Goal 4.1: Build an understanding of the foundational principles of the American political system.**

**Objective(s): By the end of Grade 3, the student will be able to:**

- 3.SS.4.1.1 Explain why communities have laws.
- 3.SS.4.1.2 Explain that there are benefits for following the laws and consequences for breaking the laws of the community.
- 3.SS.4.1.3 Identify the people or groups that make, apply, and enforce laws in the community.

**Goal 4.2: Build an understanding of the organization and formation of the American system of government.**

**Objective(s): By the end of Grade 3, the student will be able to:**

- 3.SS.4.2.1 Identify and explain the basic functions of local governments.
- 3.SS.4.2.2 Explain how local government officials are chosen, e.g., election, appointment.
- 3.SS.4.2.3 Describe services commonly and primarily provided by governments for the community.
- 3.SS.4.2.4 Identify local government officials.

**Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.**

**Objective(s): By the end of Grade 3, the student will be able to:**

- 3.SS.4.3.1 Identify ways children and adults can participate in their community and/or local governments.

**Goal 4.4: Build an understanding of the evolution of democracy.**

No objectives at this grade level

**Goal 4.5: Build an understanding of comparative government.**

No objectives at this grade level

**Standard 5: Global Perspectives**

Students in Grade 3 build an understanding of multiple perspectives and global interdependence.

**Goal 5.1: Build an understanding of multiple perspectives and global interdependence.**

**Objective(s): By the end of Grade 3, the student will be able to:**

- 3.SS.5.1.1 Explore connections that the local community has with other communities throughout the world.
- 3.SS.5.1.2 Examine the contributions from various cultures from other parts of the world to the development of the community and how they make that community unique.

**IDAHO CONTENT STANDARDS  
GRADE 4  
SOCIAL STUDIES**

**Students are expected to know content and apply skills from previous grades.**

**Standard 1: History**

Students in Grade 4 build an understanding of the cultural and social development of the United States, trace the role of migration and immigration of people in the development of the United States, and identify the sovereign status and role of American Indians in the development of the United States.

**Goal 1.1: Build an understanding of the cultural and social development of the United States.**

**Objective(s): By the end of Grade 4, the student will be able to:**

- 4.SS.1.1.1 Identify characteristics of different cultural groups in Idaho.
- 4.SS.1.1.2 Describe ways that cultural groups have influenced and impacted each other.
- 4.SS.1.1.3 Explain the role of explorers and missionaries in the development of Idaho.
- 4.SS.1.1.4 Discuss the treaty period for Idaho's federally recognized tribes including causes, events, and results.

**Goal 1.2: Trace the role of migration and immigration of people in the development of the United States.**

**Objective(s): By the end of Grade 4, the student will be able to:**

- 4.SS.1.2.1 Identify the major groups and significant individuals and their impact on western expansion and the creation of the State of Idaho.
- 4.SS.1.2.2 Describe the historic role of fur trading and the discovery of gold and silver in Idaho.
- 4.SS.1.2.3 Analyze and describe the different immigrant experiences across Idaho.
- 4.SS.1.2.4 Analyze and describe the effects of westward expansion and subsequent federal policies on Idaho's American Indian tribes.

**Goal 1.3: Identify the sovereign status and role of American Indians in the development of the United States.**

**Objective(s): By the end of Grade 4, the student will be able to:**

- 4.SS.1.3.1 Identify the five federally recognized American Indian tribes in Idaho: Coeur d'Alene, Kootenai, Shoshone-Bannock, Nez Perce, and Shoshone-Paiute Tribes and current reservation lands.
- 4.SS.1.3.2 Discuss how Idaho's tribes interacted with and impacted existing and newly arriving people.
- 4.SS.1.3.3 Identify and discuss similar and different key characteristics of American Indian tribes in Idaho.

- 4.SS.1.3.4 Compare and contrast past and current American Indian life in Idaho.
- 4.SS.1.3.5 Identify the meaning of tribal sovereignty and its relationship at the local, state, and federal levels of government.
- 4.SS.1.3.6 Describe the preservation of American Indian resources, including cultural materials, history, language, and culture.
- 4.SS.1.3.7 Identify and dispel misconceptions about American Indians today.

**Goal 1.4: Analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States.**

No objectives at this grade level

**Goal 1.5: Trace the role of exploration and expansion in the development of the United States.**

No objectives at this grade level

**Goal 1.6: Explain the rise of human civilization.**

No objectives at this grade level

**Goal 1.7: Trace how natural resources and technological advances have shaped human civilization.**

No objectives at this grade level

**Goal 1.8: Build an understanding of the cultural and social development of human civilization.**

No objectives at this grade level

**Goal 1.9: Identify the role of religion in the development of human civilization.**

No objectives at this grade level

**Standard 2: Geography**

Students in Grade 4 analyze the spatial organizations of people, places and environment on the earth's surface and trace the migration and settlement of human populations on the earth's surface.

**Goal 2.1: Analyze the spatial organizations of people, places and environment on the earth's surface.**

**Objective(s): By the end of Grade 4, the student will be able to:**

- 4.SS.2.1.1 Use geographic skills to collect, analyze, interpret, and communicate data.
- 4.SS.2.1.2 Show on a map of the world the continents, oceans, landforms, poles, hemispheres, equator, and prime meridian in relation to Idaho.

- 4.SS.2.1.3 Use a number/letter grid to find specific locations on a map of Idaho.
- 4.SS.2.1.4 Describe the physical regions of Idaho, and identify major natural resources.

**Goal 2.2: Explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.**

No objectives at this grade level

**Goal 2.3: Trace the migration and settlement of human populations on the earth's surface.**

**Objective(s): By the end of Grade 4, the student will be able to:**

- 4.SS.2.3.1 Analyze past and present settlement patterns in Idaho.
- 4.SS.2.3.2 Discuss the impact of colonization on American Indian tribal lands in Idaho, such as aboriginal and/or ceded territories, and the Treaties of 1855 and 1863.
- 4.SS.2.3.3 Identify the geographic features of Idaho, and explain their impact on settlement.
- 4.SS.2.3.4 Compare and contrast: city/suburb/town, urban/rural, farm/factory, and agriculture/industry.

**Goal 2.4: Analyze the human and physical characteristics of different places and regions.**

No objectives at this grade level

**Goal 2.5: Explain how geography enables people to comprehend the relationships between people, places, and environments over time.**

No objectives at this grade level

**Standard 3: Economics**

Students in Grade 4 explain basic economic concepts, identify different influences on economic systems, and explain the concepts of personal finance.

**Goal 3.1: Explain basic economic concepts.**

**Objective(s): By the end of Grade 4, the student will be able to:**

- 4.SS.3.1.1 Describe and analyze how American Indians and early settlers met their basic needs of food, shelter, and water.
- 4.SS.3.1.2 Explain the concepts of supply and demand and scarcity.
- 4.SS.3.1.3 Explain the concepts of specialization and division of labor.
- 4.SS.3.1.4 Identify goods and services in early Idaho settlements.
- 4.SS.3.1.5 Explain the concept of public and private property in the development of Idaho.

**Goal 3.2: Identify different influences on economic systems.**

**Objective(s): By the end of Grade 4, the student will be able to:**

- 4.SS.3.2.1 Describe examples of historic and current technological innovations in relation to economic growth in Idaho.
- 4.SS.3.2.2 Describe how geographic features of Idaho have determined the economic base of Idaho's regions.

**Goal 3.3: Analyze the different types of economic institutions.**

No objectives at this grade level

**Goal 3.4: Explain the concepts of personal finance.**

**Objective(s): By the end of Grade 4, the student will be able to:**

- 4.SS.3.4.1 Define entrepreneurship, and identify reasons for starting a business.

**Standard 4: Civics and Government**

Students in Grade 4 build an understanding of the foundational principles of the American political system, the organization and formation of the American system of government, that all people in the United States have rights and assume responsibilities, and the evolution of democracy.

**Goal 4.1: Build an understanding of the foundational principles of the American political system.**

**Objective(s): By the end of Grade 4, the student will be able to:**

- 4.SS.4.1.1 Identify the people and groups who make, apply, and enforce laws within state, local, and tribal governments.
- 4.SS.4.1.2 Explain that rules and laws can be used to protect rights, provide benefits, and assign responsibilities.

**Goal 4.2: Build an understanding of the organization and formation of the American system of government.**

**Objective(s): By the end of Grade 4, the student will be able to:**

- 4.SS.4.2.1 Explain the significance of Idaho symbols and the unique tribal seal of each federally recognized tribe in Idaho.
- 4.SS.4.2.2 Identify and explain the basic functions of state, local, and tribal governments.
- 4.SS.4.2.3 Describe the governmental relationships between state, local, and tribal governments.
- 4.SS.4.2.4 Identify the three branches of state government and explain the major responsibilities of each.
- 4.SS.4.2.5 Discuss the governing structure of American Indian tribes in Idaho.

**Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.**

**Objective(s): By the end of Grade 4, the student will be able to:**

- 4.SS.4.3.1 Name elected state officials.
- 4.SS.4.3.2 Explain ways to contact elected state officials.
- 4.SS.4.3.3 Identify ways people can monitor and influence the decisions and actions of their state and tribal governments.

**Goal 4.4: Build an understanding of the evolution of democracy.**

**Objective(s): By the end of Grade 4, the student will be able to:**

- 4.SS.4.4.1 Discuss the concepts of citizenship, popular sovereignty, respect for the individual, equality of opportunity, and personal liberty.

**Goal 4.5: Build an understanding of comparative government.**

No objectives at this grade level

**Standard 5: Global Perspectives**

Students in Grade 4 build an understanding of multiple perspectives and global interdependence.

**Goal 5.1: Build an understanding of multiple perspectives and global interdependence.**

**Objective(s): By the end of Grade 4, the student will be able to:**

- 4.SS.5.1.1 Analyze the roles and relationships of diverse groups of people from various parts of the world who have contributed to Idaho's cultural heritage and impacted the state's history.
- 4.SS.5.1.2 Discuss the challenges experienced by people from various cultural, racial, and religious groups that settled in Idaho from various parts of the world.
- 4.SS.5.1.3 Identify Idaho's role in the global economy.
- 4.SS.5.1.4 Identify the diversity within Idaho's American Indian tribes and develop an awareness of the shared experiences of indigenous populations in the world.

**IDAHO CONTENT STANDARDS  
GRADE 5  
SOCIAL STUDIES**

**Students are expected to know content and apply skills from previous grades.**

**Standard 1: History**

Students in Grade 5 build an understanding of the cultural and social development of the United States, trace the role of migration and immigration of people in the development of the United States, and identify the sovereign status and role of American Indians in the development of the United States.

**Goal 1.1: Build an understanding of the cultural and social development of the United States.**

**Objective(s): By the end of Grade 5, the student will be able to:**

- 5.SS.1.1.1 Describe the interactions between European colonists and established societies in North America.
- 5.SS.1.1.2 Discuss significant individuals who have been responsible for bringing about cultural and social changes in the United States.
- 5.SS.1.1.3 Identify and explain influential political and cultural groups and their impact on American history.
- 5.SS.1.1.4 Identify different examples of how religion has been an important influence in American history.
- 5.SS.1.1.5 Discuss how the establishment of the 13 original colonies contributed to the founding of the nation.
- 5.SS.1.1.6 Analyze the causes and effects of various compromises and conflicts in American history.

**Goal 1.2: Trace the role of migration and immigration of people in the development of the United States.**

**Objective(s): By the end of Grade 5, the student will be able to:**

- 5.SS.1.2.1 Discuss the religious, political, and economic motives of immigrants to the United States.
- 5.SS.1.2.2 Explain the history of indentured servitude and the slave trade in the United States.
- 5.SS.1.2.3 Analyze and discuss the motives of the major groups who participated in western expansion.
- 5.SS.1.2.4 Discuss the American Indian groups encountered in western expansion.
- 5.SS.1.2.5 Discuss significant individuals who took part in western expansion.
- 5.SS.1.2.6 Describe the impact of scientific and technological advances on westward expansion.

**Goal 1.3: Identify the sovereign status and role of American Indians in the development of the United States.**



**Objective(s): By the end of Grade 5, the student will be able to:**

- 5.SS.1.3.1 Discuss that American Indians were the first inhabitants of the United States.
- 5.SS.1.3.2 Identify examples of American Indian individual and collective contributions and influences in the development of the United States.
- 5.SS.1.3.3 Define the terms treaty, reservation, and sovereignty.
- 5.SS.1.3.4 Explain that reservations are lands that have been reserved by the tribes for their own use through treaties or executive orders and were not “given” to them. The principle that land should be acquired from the Indians only through their consent with treaties involved three assumptions:
  - That both parties to treaties were sovereign powers.
  - That Indian tribes had some form of transferable title to the land.
  - That acquisition of Indian land was solely a government matter not to be left to individual colonists or to the States.

**Goal 1.4: Analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States.**

No objectives at this grade level

**Goal 1.5: Trace the role of exploration and expansion in the development of the United States.**

No objectives at this grade level

**Goal 1.6: Explain the rise of human civilization.**

No objectives at this grade level

**Goal 1.7: Trace how natural resources and technological advances have shaped human civilization.**

No objectives at this grade level

**Goal 1.8: Build an understanding of the cultural and social development of human civilization.**

No objectives at this grade level

**Goal 1.9: Identify the role of religion in the development of human civilization.**

No objectives at this grade level

## **Standard 2: Geography**

Students in Grade 5 analyze the spatial organizations of people, places and environment on the earth's surface.

### **Goal 2.1: Analyze the spatial organizations of people, places and environment on the earth's surface.**

#### **Objective(s): By the end of Grade 5, the student will be able to:**

- 5.SS.2.1.1 Develop and use different kinds of maps, globes, graphs, charts, databases, and models to display and obtain information.
- 5.SS.2.1.2 Identify the regions of the United States and their resources.
- 5.SS.2.1.3 Use latitude and longitude coordinates to find specific locations on a map.
- 5.SS.2.1.4 Name and locate the 50 States and their Capitals, and U.S. Territories.
- 5.SS.2.1.5 Show on a map of the world the continents, oceans, landforms, poles, hemispheres, equator, and prime meridian.

### **Goal 2.2: Explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.**

No objectives at this grade level

### **Goal 2.3: Trace the migration and settlement of human populations on the earth's surface.**

No objectives at this grade level

### **Goal 2.4: Analyze the human and physical characteristics of different places and regions.**

No objectives at this grade level

### **Goal 2.5: Explain how geography enables people to comprehend the relationships between people, places, and environments over time.**

No objectives at this grade level

## **Standard 3: Economics**

Students in Grade 5 explain basic economic concepts, identify different influences on economic systems, and explain the concepts of personal finance.

### **Goal 3.1: Explain basic economic concepts.**

#### **Objective(s): By the end of Grade 5, the student will be able to:**

- 5.SS.3.1.1 Describe examples of improved transportation and communication networks and how they encourage economic growth.

- 5.SS.3.1.2 Explain the concepts of tariffs, taxation, and embargo.
- 5.SS.3.1.3 Describe the basic characteristics of a market.

**Goal 3.2: Identify different influences on economic systems.**

**Objective(s): By the end of Grade 5, the student will be able to:**

- 5.SS.3.2.1 Discuss the economic policies that contributed to rebellion within the North American colonies.

**Goal 3.3: Analyze the different types of economic institutions.**

No objectives at this grade level

**Goal 3.4: Explain the concepts of personal finance.**

**Objective(s): By the end of Grade 5, the student will be able to:**

- 5.SS.3.4.1 Identify economic incentives and risks of entrepreneurship.
- 5.SS.3.4.2 Explain the impact of taxation on personal finance.

**Standard 4: Civics and Government**

Students in Grade 5 build an understanding of the foundational principles of the American political system, the organization and formation of the American system of government, that all people in the United States have rights and assume responsibilities, and the evolution of democracy.

**Goal 4.1: Build an understanding of the foundational principles of the American political system.**

**Objective(s): By the end of Grade 5, the student will be able to:**

- 5.SS.4.1.1 Identify the people and groups who make, apply, and enforce laws within federal and tribal governments.
- 5.SS.4.1.2 Identify and explain the important concepts in the Declaration of Independence.
- 5.SS.4.1.3 Discuss the significance of the Articles of Confederation as the transitional form of government.
- 5.SS.4.1.4 Identify the basic principles of the United States Constitution and Bill of Rights, including popular sovereignty, limited government, separation of powers, checks and balances, judicial review, and federalism.

**Goal 4.2: Build an understanding of the organization and formation of the American system of government.**

**Objective(s): By the end of Grade 5, the student will be able to:**

- 5.SS.4.2.1 Distinguish and compare responsibilities among state, national, and tribal governments in a federal system.

- 5.SS.4.2.2 Identify the three branches of government and the functions and powers of each.
- 5.SS.4.2.3 Explain the difference between State public lands and Federal public lands.

**Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.**

**Objective(s): By the end of Grade 5, the student will be able to:**

- 5.SS.4.3.1 Identify the President and Vice President of the United States and the U.S. Senators and Representatives to Congress from Idaho.
- 5.SS.4.3.2 Identify some of the personal responsibilities and basic rights of individual freedoms that belong to American citizens.
- 5.SS.4.3.3 Describe ways in which citizens participate in public life.

**Goal 4.4: Build an understanding of the evolution of democracy.**

**Objective(s): By the end of Grade 5, the student will be able to:**

- 5.SS.4.4.1 Explain how the United States is a republic.
- 5.SS.4.4.2 State the difference between direct democracy and the constitutional republic of today's United States.
- 5.SS.4.4.3 Discuss the concepts of popular sovereignty, majority rule with minority rights, respect for the individual, equality of opportunity, rule of law, and personal liberty.

**Goal 4.5: Build an understanding of comparative government.**

No objectives at this grade level

**Standard 5: Global Perspectives**

Students in Grade 5 build an understanding of multiple perspectives and global interdependence.

**Goal 5.1: Build an understanding of multiple perspectives and global interdependence.**

**Objectives(s): By the end of Grade 5, the student will be able to:**

- 5.SS.5.1.1 Explain how the world is divided into many different nations and that each has its own government.
- 5.SS.5.1.2 Define a nation.
- 5.SS.5.1.3 Explain how the United States is one nation and how it interacts with other nations in the world.
- 5.SS.5.1.4 Discuss how nations try to resolve problems.
- 5.SS.5.1.5 Identify the role of the United States in a global economy.

**IDAHO CONTENT STANDARDS  
GRADE 6-9  
GEOGRAPHY-WESTERN HEMISPHERE**

**Students are expected to know content and apply skills from previous grades.**

**Standard 1: History**

Students in Geography-Western Hemisphere build an understanding of the cultural and social development of human civilization.

**Goal 1.1: Build an understanding of the cultural and social development of the United States.**

No objectives in Geography–Western Hemisphere

**Goal 1.2: Trace the role of migration and immigration of people in the development of the United States.**

No objectives in Geography–Western Hemisphere

**Goal 1.3: Identify the sovereign status and role of American Indians in the development of the United States.**

No objectives in Geography–Western Hemisphere

**Goal 1.4: Analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States.**

No objectives in Geography–Western Hemisphere

**Goal 1.5: Trace the role of exploration and expansion in the development of the United States.**

No objectives in Geography–Western Hemisphere

**Goal 1.6: Explain the rise of human civilization.**

No objectives in Geography–Western Hemisphere

**Goal 1.7: Trace how natural resources and technological advances have shaped human civilization.**

No objectives in Geography–Western Hemisphere

**Goal 1.8: Build an understanding of the cultural and social development of human civilization.**

**Objective(s): By the end of Geography-Western Hemisphere, the student will be able to:**

- 6-9.GWH.1.8.1 Describe major aspects of the civilizations of the Western Hemisphere prior to European contact.
- 6-9.GWH.1.8.2 Examine the impact of Europeans on indigenous cultures in the Western Hemisphere.
- 6-9.GWH.1.8.3 Compare various approaches to European colonization in the Western Hemisphere.
- 6-9.GWH.1.8.4 Explain how and why events may be interpreted differently according to the points of view of participants and observers.

**Goal 1.9: Identify the role of religion in the development of human civilization.**

No objectives in Geography–Western Hemisphere

## **Standard 2: Geography**

Students in Geography-Western Hemisphere analyze the spatial organizations of people, places, and environment on the earth’s surface, explain how human actions modify the physical environment and how physical systems affect human activity and living conditions, trace the migration and settlement of human populations on the earth’s surface, analyze the human and physical characteristics of different places and regions, and explain how geography enables people to comprehend the relationships between people, places, and environments over time.

**Goal 2.1: Analyze the spatial organizations of people, places, and environment on the earth’s surface.**

**Objective(s): By the end of Geography-Western Hemisphere, the student will be able to:**

- 6-9.GWH.2.1.1 Explain and use the components of maps, compare different map projections, and explain the appropriate uses for each.
- 6-9.GWH.2.1.2 Apply latitude and longitude to locate places on Earth and describe the uses of technology, such as Global Positioning Systems (GPS) and Geographic Information Systems (GIS).
- 6-9.GWH.2.1.3 Use mental maps to answer geographic questions.
- 6-9.GWH.2.1.4 Analyze visual and mathematical data presented in charts, tables, graphs, maps, and other graphic organizers to assist in interpreting a historical event.

**Goal 2.2: Explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.**

**Objective(s): By the end of Geography-Western Hemisphere, the student will be able to:**

- 6-9.GWH.2.2.1 Explain how Earth/sun relationships, ocean currents, and winds influence climate differences on Earth.

- 6-9.GWH.2.2.2 Locate, map, and describe the climate regions of the Western Hemisphere and their impact on human activity and living conditions.
- 6-9.GWH.2.2.3 Identify major biomes and explain ways in which the natural environment and climate of places in the Western Hemisphere are related.
- 6-9.GWH.2.2.4 Analyze and give examples of the consequences of human impact on the physical environment.
- 6-9.GWH.2.2.5 Evaluate ways in which technology influences human capacity to modify the physical environment.
- 6-9.GWH.2.2.6 Explain how physical processes have shaped Earth's surface. Classify these processes according to those that have built up Earth's surface (mountain-building and alluvial deposition) and those that wear away at Earth's surface (erosion).

**Goal 2.3: Trace the migration and settlement of human populations on the earth's surface.**

**Objective(s): By the end of Geography-Western Hemisphere, the student will be able to:**

- 6-9.GWH.2.3.1 Identify the names and locations of countries and major cities in the Western Hemisphere.
- 6-9.GWH.2.3.2 Describe major physical characteristics of regions in the Western Hemisphere.
- 6-9.GWH.2.3.3 Identify patterns of population distribution and growth in the Western Hemisphere and explain changes in these patterns which have occurred over time.

**Goal 2.4: Analyze the human and physical characteristics of different places and regions.**

**Objective(s): By the end of Geography-Western Hemisphere, the student will be able to:**

- 6-9.GWH.2.4.1 Use maps, charts, and graphs to compare rural and urban populations in selected countries in the Western Hemisphere.
- 6-9.GWH.2.4.2 Describe major cultural characteristics of regions in the Western Hemisphere.
- 6-9.GWH.2.4.3 Compare and contrast cultural patterns in the Western Hemisphere, such as language, religion, and ethnicity.
- 6-9.GWH.2.4.4 Analyze the locations of the major manufacturing and agricultural regions of the Western Hemisphere.

**Goal 2.5: Explain how geography enables people to comprehend the relationships between people, places, and environments over time.**

**Objective(s): By the end of Geography-Western Hemisphere, the student will be able to:**

- 6-9.GWH.2.5.1 Analyze the distribution of natural resources in the Western Hemisphere.
- 6-9.GWH.2.5.2 Give examples of how both natural and technological hazards have impacted the physical environment and human populations in specific areas of the Western Hemisphere.
- 6-9.GWH.2.5.3 Give examples of how land forms, water, climate, and natural vegetation have influenced historical trends and developments in the Western Hemisphere.
- 6-9.GWH.2.5.4 Identify contrasting perspectives of environmental issues that affect the Western Hemisphere.
- 6-9.GWH.2.5.5 Explain how human-induced changes in the physical environment in one place can cause changes in another place such as acid rain, air pollution, water pollution, and deforestation.

### **Standard 3: Economics**

Students in Geography-Western Hemisphere explain basic economic concepts and identify different influences on economic systems.

#### **Goal 3.1: Explain basic economic concepts.**

**Objective(s): By the end of Geography-Western Hemisphere, the student will be able to:**

- 6-9.GWH.3.1.1 Define abundance and scarcity, and their impact on decision making such as trade and settlement.

#### **Goal 3.2: Identify different influences on economic systems.**

**Objective(s): By the end of Geography-Western Hemisphere, the student will be able to:**

- 6-9.GWH.3.2.1 Describe how different economic systems in the Western Hemisphere answer the basic economic questions on what to produce, how to produce, and for whom to produce.
- 6-9.GWH.3.2.2 Compare the standard of living of various countries of the Western Hemisphere today using Gross Domestic Product (GDP) per capita as an indicator.
- 6-9.GWH.3.2.3 Analyze current economic issues in the countries of the Western Hemisphere using a variety of information resources.
- 6-9.GWH.3.2.4 Identify economic connections between a local community and the countries of the Western Hemisphere.
- 6-9.GWH.3.2.5 Identify specific areas of the Western Hemisphere with important natural resource deposits.
- 6-9.GWH.3.2.6 Investigate how physical geography, productive resources, specialization, and trade have influenced the way people earn income.

#### **Goal 3.3: Analyze the different types of economic institutions.**



No objectives in Geography–Western Hemisphere

**Goal 3.4: Explain the concepts of personal finance.**

No objectives in Geography–Western Hemisphere

**Standard 4: Civics and Government**

Students in Geography-Western Hemisphere build an understanding of comparative government.

**Goal 4.1: Build an understanding of the foundational principles of the American political system.**

No objectives in Geography–Western Hemisphere

**Goal 4.2: Build an understanding of the organization and formation of the American system of government.**

No objectives in Geography–Western Hemisphere

**Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.**

No objectives in Geography–Western Hemisphere

**Goal 4.4: Build an understanding of the evolution of democracy.**

No objectives in Geography–Western Hemisphere

**Goal 4.5: Build an understanding of comparative government.**

**Objective(s): By the end of Geography-Western Hemisphere, the student will be able to:**

- 6-9.GWH.4.5.1 Identify the major forms of government in the Western Hemisphere and compare them with the United States.
- 6-9.GWH.4.5.2 Give examples of the different routes from colonial rule to independence taken by countries in the Western Hemisphere.

**Standard 5: Global Perspectives**

Students in Geography-Western Hemisphere build an understanding of multiple perspectives and global interdependence.

**Goal 5.1: Build an understanding of multiple perspectives and global interdependence.**

**Objective(s): By the end of Geography-Western Hemisphere, the student will be able to:**

- 6-9.GWH.5.1.1 Discuss how social institutions, including family, religion, and education, influence behavior in different societies in the Western Hemisphere.
- 6-9.GWH.5.1.2 Give examples of how language, literature, and the arts shaped the development and transmission of culture in the Western Hemisphere.
- 6-9.GWH.5.1.3 Define ethnocentrism and give examples of how this attitude can lead to cultural misunderstandings.
- 6-9.GWH.5.1.4 Discuss present conflicts between cultural groups and nation-states in the Western Hemisphere.
- 6-9.GWH.5.1.5 Give examples of the benefits of global connections, such as developing opportunities for trade, cooperating in seeking solutions to mutual problems, learning for technological advances, acquiring new perspectives, and benefiting from developments in architecture, music, and the arts.
- 6-9.GWH.5.1.6 Give examples of the causes and consequences of current global issues, such as the expansion of global markets, the urbanization of the developing world, the consumption of natural resources, and the extinction of species, and speculate possible responses by various individuals, groups, and nations.

**IDAHO CONTENT STANDARDS  
GRADE 6-9  
GEOGRAPHY-EASTERN HEMISPHERE**

**Students are expected to know content and apply skills from previous grades.**

**Standard 1: History**

Students in Geography-Eastern Hemisphere build an understanding of the cultural and social development of human civilization.

**Goal 1.1: Build an understanding of the cultural and social development of the United States.**

No objectives in Geography–Eastern Hemisphere

**Goal 1.2: Trace the role of migration and immigration of people in the development of the United States.**

No objectives in Geography–Eastern Hemisphere

**Goal 1.3: Identify the sovereign status and role of American Indians in the development of the United States.**

No objectives in Geography–Eastern Hemisphere

**Goal 1.4: Analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States.**

No objectives in Geography–Eastern Hemisphere

**Goal 1.5: Trace the role of exploration and expansion in the development of the United States.**

No objectives in Geography–Eastern Hemisphere

**Goal 1.6: Explain the rise of human civilization.**

No objectives in Geography–Eastern Hemisphere

**Goal 1.7: Trace how natural resources and technological advances have shaped human civilization.**

No objectives in Geography–Eastern Hemisphere

**Goal 1.8: Build an understanding of the cultural and social development of human civilization.**

**Objective(s): By the end of Geography-Eastern Hemisphere, the student will be able to:**

- 6-9.GEH.1.8.1 Describe major aspects of the civilizations of the Eastern Hemisphere prior to European contact.
- 6-9.GEH.1.8.2 Examine the impact of Europeans on indigenous cultures in the Eastern Hemisphere.
- 6-9.GEH.1.8.3 Compare various approaches to European colonization in the Eastern Hemisphere.
- 6-9.GEH.1.8.4 Explain how and why events may be interpreted differently according to the points of view of participants and observers.
- 6-9.GEH.1.8.5 Describe the historical origins, central beliefs, and spread of major religions, including Judaism, Christianity, Islam, Sikhism, Hinduism, Buddhism, and Confucianism.

**Goal 1.9: Identify the role of religion in the development of human civilization.**

No objectives in Geography–Eastern Hemisphere

## **Standard 2: Geography**

Students in Geography-Eastern Hemisphere analyze the spatial organizations of people, places, and environment on the earth’s surface, explain how human actions modify the physical environment and how physical systems affect human activity and living conditions, trace the migration and settlement of human populations on the earth’s surface, analyze the human and physical characteristics of different places and regions, and explain how geography enables people to comprehend the relationships between people, places, and environments over time.

**Goal 2.1: Analyze the spatial organizations of people, places, and environment on the earth’s surface.**

**Objective(s): By the end of Geography-Eastern Hemisphere, the student will be able to:**

- 6-9.GEH.2.1.1 Explain and use the components of maps, compare different map projections, and explain the appropriate uses for each.
- 6-9.GEH.2.1.2 Apply latitude and longitude to locate places on Earth and describe the uses of technology, such as Global Positioning Systems (GPS) and Geographic Information Systems (GIS).
- 6-9.GEH.2.1.3 Use mental maps to answer geographic questions.
- 6-9.GEH.2.1.4 Analyze visual and mathematical data presented in charts, tables, graphs, maps, and other graphic organizers to assist in interpreting a historical event.

**Goal 2.2: Explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.**

**Objective(s): By the end of Geography-Eastern Hemisphere, the student will be able to:**

- 6-9.GEH.2.2.1 Explain how Earth/sun relationships, ocean currents, and winds influence climate differences on Earth.
- 6-9.GEH.2.2.2 Locate, map, and describe the climate regions of the Eastern Hemisphere and their impact on human activity and living conditions.
- 6-9.GEH.2.2.3 Identify major biomes and explain ways in which the natural environment and climate of places in the Eastern Hemisphere are related.
- 6-9.GEH.2.2.4 Analyze and give examples of the consequences of human impact on the physical environment.
- 6-9.GEH.2.2.5 Evaluate ways in which technology influences human capacity to modify the physical environment.
- 6-9.GEH.2.2.6 Explain how physical processes have shaped Earth's surface. Classify these processes according to those that have built up Earth's surface (mountain-building and alluvial deposition) and those that wear away at Earth's surface (erosion).

**Goal 2.3: Trace the migration and settlement of human populations on the earth's surface.**

**Objective(s): By the end of Geography-Eastern Hemisphere, the student will be able to:**

- 6-9.GEH.2.3.1 Identify the names and locations of countries and major cities in the Eastern Hemisphere.
- 6-9.GEH.2.3.2 Describe major physical characteristics of regions in the Eastern Hemisphere.
- 6-9.GEH.2.3.3 Identify patterns of population distribution and growth in the Eastern Hemisphere, and explain changes in these patterns, which have occurred over time.

**Goal 2.4: Analyze the human and physical characteristics of different places and regions.**

**Objective(s): By the end of Geography-Eastern Hemisphere, the student will be able to:**

- 6-9.GEH.2.4.1 Use maps, charts, and graphs to compare rural and urban populations in selected countries in the Eastern Hemisphere.
- 6-9.GEH.2.4.2 Describe major cultural characteristics of regions in the Eastern Hemisphere.
- 6-9.GEH.2.4.3 Compare and contrast cultural patterns in the Eastern Hemisphere, such as language, religion, and ethnicity.
- 6-9.GEH.2.4.4 Analyze the locations of the major manufacturing and agricultural regions of the Eastern Hemisphere.

**Goal 2.5: Explain how geography enables people to comprehend the relationships between people, places, and environments over time.**

**Objective(s): By the end of Geography-Eastern Hemisphere, the student will be able to:**

- 6-9.GEH.2.5.1 Analyze the distribution of natural resources in the Eastern Hemisphere.
- 6-9.GEH.2.5.2 Give examples of how both natural and technological hazards have impacted the physical environment and human populations in specific areas of the Eastern Hemisphere.
- 6-9.GEH.2.5.3 Give examples of how land forms, water, climate, and natural vegetation have influenced historical trends and developments in the Eastern Hemisphere.
- 6-9.GEH.2.5.4 Identify contrasting perspectives of environmental issues that affect the Eastern Hemisphere.
- 6-9.GEH.2.5.5 Explain how human-induced changes in the physical environment in one place can cause changes in another place, such as acid rain, air pollution, water pollution, and deforestation.

### **Standard 3: Economics**

Students in Geography-Eastern Hemisphere explain basic economic concepts and identify different influences on economic systems.

#### **Goal 3.1: Explain basic economic concepts.**

**Objective(s): By the end of Geography-Eastern Hemisphere, the student will be able to:**

- 6-9.GEH.3.1.1 Define abundance and scarcity and their impact on decision making such as trade and settlement.

#### **Goal 3.2: Identify different influences on economic systems.**

**Objective(s): By the end of Geography-Eastern Hemisphere, the student will be able to:**

- 6-9.GEH.3.2.1 Describe how different economic systems in the Eastern Hemisphere answer the basic economic questions on what to produce, how to produce, and for whom to produce.
- 6-9.GEH.3.2.2 Compare the standard of living of various countries of the Eastern Hemisphere today using Gross Domestic Product (GDP) per capita as an indicator.
- 6-9.GEH.3.2.3 Analyze current economic issues in the countries of the Eastern Hemisphere using a variety of information resources.
- 6-9.GEH.3.2.4 Identify economic connections between a local community and the countries of the Eastern Hemisphere.
- 6-9.GEH.3.2.5 Identify specific areas of the Eastern Hemisphere with important natural resource deposits.
- 6-9.GEH.3.2.6 Investigate how physical geography, productive resources, specialization, and trade have influenced the way people earn income.

**Goal 3.3: Analyze the different types of economic institutions.**

No objectives in Geography–Eastern Hemisphere

**Goal 3.4: Explain the concepts of personal finance.**

No objectives in Geography–Eastern Hemisphere

**Standard 4: Civics and Government**

Students in Geography-Eastern Hemisphere build an understanding of comparative government.

**Goal 4.1: Build an understanding of the foundational principles of the American political system.**

No objectives in Geography–Eastern Hemisphere

**Goal 4.2: Build an understanding of the organization and formation of the American system of government.**

No objectives in Geography–Eastern Hemisphere

**Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.**

No objectives in Geography–Eastern Hemisphere

**Goal 4.4: Build an understanding of the evolution of democracy.**

No objectives in Geography–Eastern Hemisphere

**Goal 4.5: Build an understanding of comparative government.**

**Objective(s): By the end of Geography-Eastern Hemisphere, the student will be able to:**

- 6-9.GEH.4.5.1 Identify the major forms of government in the Eastern Hemisphere and compare them with the United States.
- 6-9.GEH.4.5.2 Give examples of the different routes from colonial rule to independence taken by countries in the Eastern Hemisphere.

**Standard 5: Global Perspectives**

Students in Geography-Eastern Hemisphere build an understanding of multiple perspectives and global interdependence.

**Goal 5.1: Build an understanding of multiple perspectives and global interdependence.**

**Objective(s): By the end of Geography-Eastern Hemisphere, the student will be able to:**

- 6-9.GEH.5.1.1 Discuss how social institutions, including the family, religion, and education, influence behavior in different societies in the Eastern Hemisphere.
- 6-9.GEH.5.1.2 Give examples of how language, literature, and the arts shaped the development and transmission of culture in the Eastern Hemisphere.
- 6-9.GEH.5.1.3 Define ethnocentrism and give examples of how this attitude can lead to cultural misunderstandings.
- 6-9.GEH.5.1.4 Discuss present conflicts between cultural groups and nation-states in the Eastern Hemisphere.
- 6-9.GEH.5.1.5 Give examples of the benefits of global connections, such as developing opportunities for trade, cooperating in seeking solutions to mutual problems, learning for technological advances, acquiring new perspectives, and benefiting from developments in architecture, music, and the arts.
- 6-9.GEH.5.1.6 Give examples of the causes and consequences of current global issues, such as the expansion of global markets, the urbanization of the developing world, the consumption of natural resources, and the extinction of species, and speculate possible responses by various individuals, groups, and nations.



**IDAHO CONTENT STANDARDS  
GRADE 6-9  
WORLD HISTORY AND CIVILIZATION**

**Students are expected to know content and apply skills from previous grades.**

**Standard 1: History**

Students in World History and Civilization explain the rise of human civilization, trace how natural resources and technological advances have shaped human civilization, build an understanding of the cultural and social development of human civilization, and identify the role of religion in the development of human civilization.

**Goal 1.1: Build an understanding of the cultural and social development of the United States.**

No objectives in World History and Civilization

**Goal 1.2: Trace the role of migration and immigration of people in the development of the United States.**

No objectives in World History and Civilization

**Goal 1.3: Identify the sovereign status and role of American Indians in the development of the United States.**

No objectives in World History and Civilization

**Goal 1.4: Analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States.**

No objectives in World History and Civilization

**Goal 1.5: Trace the role of exploration and expansion in the development of the United States.**

No objectives in World History and Civilization

**Goal 1.6: Explain the rise of human civilization.**

**Objective(s): By the end of World History and Civilization, the student will be able to:**

- 6-9.WHC.1.6.1 Describe types of evidence used by anthropologists, archaeologists, and other scholars to reconstruct early human and cultural development.
- 6-9.WHC.1.6.2 Describe the characteristics of early hunter-gatherer communities.
- 6-9.WHC.1.6.3 Analyze the characteristics of early civilizations.

**Goal 1.7: Trace how natural resources and technological advances have shaped human civilization.**

**Objective(s): By the end of World History and Civilization, the student will be able to:**

- 6-9.WHC.1.7.1 Explain how man adapted the environment for civilization to develop.
- 6-9.WHC.1.7.2 Identify the technological advances developed by Ancient, Greco Roman, Middle Age, Early-Modern, and Modern societies and civilizations.

**Goal 1.8: Build an understanding of the cultural and social development of human civilization.**

**Objective(s): By the end of World History and Civilization, the student will be able to:**

- 6-9.WHC.1.8.1 Find examples of how writing, art, architecture, mathematics, and science have evolved in civilizations over time.
- 6-9.WHC.1.8.2 Identify the origins and characteristics of different social classes.
- 6-9.WHC.1.8.3 Describe how the structure of family changes in relation to socioeconomic conditions.

**Goal 1.9: Identify the role of religion in the development of human civilization.**

**Objective(s): By the end of World History and Civilization, the student will be able to:**

- 6-9.WHC.1.9.1 Explain the relationship between religion and the peoples understanding of the natural world.
- 6-9.WHC.1.9.2 Explain how religion shaped the development of civilizations.
- 6-9.WHC.1.9.3 Discuss how religion influenced social behavior and created social order.
- 6-9.WHC.1.9.4 Describe why different religious beliefs were sources of conflict.

**Standard 2: Geography**

Students in World History and Civilization analyze the spatial organizations of people, places, and environment on the earth's surface, trace the migration and settlement of human populations on the earth's surface, analyze the human and physical characteristics of different places and regions, and explain how geography enables people to comprehend the relationships between people, places, and environments over time.

**Goal 2.1: Analyze the spatial organizations of people, places, and environment on the earth's surface.**

**Objective(s): By the end of World History and Civilization, the student will be able to:**

- 6-9.WHC.2.1.1 Develop and interpret different kinds of maps, globes, graphs, charts, databases, and models.

**Goal 2.2: Explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.**

No objectives in World History and Civilization

**Goal 2.3: Trace the migration and settlement of human populations on the earth's surface.**

**Objective(s): By the end of World History and Civilization, the student will be able to:**

- 6-9.WHC.2.3.1 Identify main reasons for major migrations of people.
- 6-9.WHC.2.3.2 Explain how climate affects human migration and settlement.
- 6-9.WHC.2.3.3 Describe how physical features, such as mountain ranges, fertile plains, and rivers led to the development of cultural regions.
- 6-9.WHC.2.3.4 Explain how transportation routes stimulate growth of cities and the exchange of goods, knowledge, and technology.

**Goal 2.4: Analyze the human and physical characteristics of different places and regions.**

**Objective(s): By the end of World History and Civilization, the student will be able to:**

- 6-9.WHC.2.4.1 Explain the impact of waterways on civilizations.

**Goal 2.5: Explain how geography enables people to comprehend the relationships between people, places, and environments over time.**

**Objective(s): By the end of World History and Civilization, the student will be able to:**

- 6-9.WHC.2.5.1 Explain how the resources of an area can be the source of conflict between competing groups.
- 6-9.WHC.2.5.2 Illustrate how the population growth rate impacts a nation's resources.
- 6-9.WHC.2.5.3 Explain how rapid growth of cities can lead to economic, social, and political problems.
- 6-9.WHC.2.5.4 Describe how the conservation of resources is necessary to maintain a healthy environment.

**Standard 3: Economics**

Students in World History and Civilization explain basic economic concepts and identify different influences on economic systems.

**Goal 3.1: Explain basic economic concepts.**

**Objective(s): By the end of World History and Civilization, the student will be able to:**

- 6-9.WHC.3.1.1 Explain how people historically have relied on their natural resources to meet their needs.
- 6-9.WHC.3.1.2 List examples that show how economic opportunity and a higher standard of living are important factors in the migration of people.
- 6-9.WHC.3.1.3 Analyze the role of money as a means of exchange.
- 6-9.WHC.3.1.4 Describe alternative means of exchange.

**Goal 3.2: Identify different influences on economic systems.**

**Objective(s):** By the end of World History and Civilization, the student will be able to:

- 6-9.WHC.3.2.1 Analyze the impact of economic growth on society.
- 6-9.WHC.3.2.2 Trace the evolution of hunting-gathering, agrarian, industrial, and technological economic systems.
- 6-9.WHC.3.2.3 Identify influential economic thinkers and the impact of their philosophies.
- 6-9.WHC.3.2.4 Identify important economic organizations that have influenced economic growth.

**Goal 3.3: Analyze the different types of economic institutions.**

No objectives in World History and Civilization

**Goal 3.4: Explain the concepts of good personal finance.**

No objectives in World History and Civilization

**Standard 4: Civics and Government**

Students in World History and Civilization build an understanding of the evolution of democracy.

**Goal 4.1: Build an understanding of the foundational principles of the American political system.**

No objectives in World History and Civilization

**Goal 4.2: Build an understanding of the organization and formation of the American system of government.**

No objectives in World History and Civilization

**Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.**

No objectives in World History and Civilization

**Goal 4.4: Build an understanding of the evolution of democracy.**

**Objective(s): By the end of World History and Civilization, the student will be able to:**

- 6-9.WHC.4.4.1 Describe the role of government in population movements throughout civilization.
- 6-9.WHC.4.4.2 Analyze the various political influences which shaped civilizations including the City-State, Monarchy, Republic, Nation-State, and Democracy.
- 6-9.WHC.4.4.3 Analyze and evaluate the global expansion of liberty and democracy through revolution and reform movements in challenging authoritarian or despotic regimes.

**Goal 4.5: Build an understanding of comparative government.**

No objectives in World History and Civilization

**Standard 5: Global Perspectives**

Students in World History and Civilization build an understanding of multiple perspectives and global interdependence.

**Goal 5.1: Build an understanding of multiple perspectives and global interdependence.**

**Objective(s): By the end of World History and Civilization, the student will be able to:**

- 6-9.WHC.5.1.1 Explain common reasons and consequences for the breakdown of order among nation-states, such as conflicts about national interests, ethnicity, and religion; competition for resources and territory; the absence of effective means to enforce international law.
- 6-9.WHC.5.1.2 Explain the global consequences of major conflicts in the 20<sup>th</sup> century, such as World War I; World War II and the Holocaust; and the Cold War.
- 6-9.WHC.5.1.3 Evaluate why peoples unite for political, economic, and humanitarian reasons.

**IDAHO CONTENT STANDARDS  
GRADE 6-12  
U.S. HISTORY I**

**Students are expected to know content and apply skills from previous grades.**

**Standard 1: History**

Students in U.S. History I build an understanding of the cultural and social development of the United States, trace the role of migration and immigration of people in the development of the United States, identify the sovereign status and role of American Indians in the development of the United States, analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States, and trace the role of exploration and expansion in the development of the United States.

**Goal 1.1: Build an understanding of the cultural and social development of the United States.**

**Objective(s): By the end of U.S. History I, the student will be able to:**

- 6-12.USH1.1.1.1 Compare and contrast early cultures and settlements that existed in North America prior to European contact.
- 6-12.USH1.1.1.2 Compare and contrast the different cultural, religious, and social influences that emerged in the North American colonies.
- 6-12.USH1.1.1.3 Describe the experiences of culturally, ethnically, and racially different groups existing as part of American society prior to the Civil War.
- 6-12.USH1.1.1.4 Analyze the common traits, beliefs, and characteristics that unite the United States as a nation and a society.
- 6-12.USH1.1.1.5 Discuss the causes and effects of various compromises and conflicts in American history, such as the American Revolution, Civil War and Reconstruction.

**Goal 1.2: Trace the role of migration and immigration of people in the development of the United States.**

**Objective(s): By the end of U.S. History I, the student will be able to:**

- 6-12.USH1.1.2.1 Analyze the religious, political, and economic motives of immigrants who came to North America.
- 6-12.USH1.1.2.2 Explain the motives for and the consequences of slavery and other forms of involuntary immigration to North America.
- 6-12.USH1.1.2.3 Analyze the concept of Manifest Destiny and its impact on American Indians in the development of the United States.

**Goal 1.3: Identify the sovereign status and role of American Indians in the development of the United States.**

**Objective(s): By the end of U.S. History I, the student will be able to:**

- 6-12.US.1.1.3.1 Trace federal policies and treaties such as removal, reservations, and allotment that have impacted American Indians historically and currently.
- 6-12.US.1.1.3.2 Explain how and why events may be interpreted differently according to the points of view of participants and observers.
- 6-12.US.1.1.3.3 Identify the impact termination practices such as removal policies, boarding schools, and forced assimilation had on American Indians.

**Goal 1.4: Analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States.**

**Objective(s): By the end of U.S. History I, the student will be able to:**

- 6-12.US.1.1.4.1 Explain the effects of scientific and technological inventions and changes on the social and economic lives of the people in the development of the United States.
- 6-12.US.1.1.4.2 Explain how the development of various modes of transportation increased economic prosperity and promoted national unity.

**Goal 1.5: Trace the role of exploration and expansion in the development of the United States.**

**Objective(s): By the end of U.S. History I, the student will be able to:**

- 6-12.US.1.1.5.1 Examine the development of diverse cultures in what is now the United States.
- 6-12.US.1.1.5.2 Identify significant countries and their roles and motives in the European exploration of the Americas.
- 6-12.US.1.1.5.3 Describe and analyze the interactions between native peoples and the European explorers.
- 6-12.US.1.1.5.4 Summarize the major events in the European settlement of North America from Jamestown to the end of the 18th century.
- 6-12.US.1.1.5.5 Identify the United States territorial expansion between 1801 and 1861, and explain internal and external conflicts.

**Goal 1.6: Explain the rise of human civilization.**

No objectives in U.S. History I

**Goal 1.7: Trace how natural resources and technological advances have shaped human civilization.**

No objectives in U.S. History I

**Goal 1.8: Build an understanding of the cultural and social development of human civilization.**

No objectives in U.S. History I

**Goal 1.9: Identify the role of religion in the development of human civilization.**

No objectives in U.S. History I

**Standard 2: Geography**

Students in U.S. History I analyze the spatial organizations of people, places, and environment on the earth's surface, explain how human actions modify the physical environment and how physical systems affect human activity and living conditions, and trace the migration and settlement of human populations on the earth's surface.

**Goal 2.1: Analyze the spatial organizations of people, places, and environment on the earth's surface.**

**Objective(s): By the end of U.S. History I, the student will be able to:**

6-12.US1.2.1.1 Develop and interpret different kinds of maps, globes, graphs, charts, databases, and models.

**Goal 2.2: Explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.**

**Objective(s): By the end of U.S. History I, the student will be able to:**

6-12.US1.2.2.1 Analyze ways in which the physical environment affected political, social, and economic development.

**Goal 2.3: Trace the migration and settlement of human populations on the earth's surface.**

**Objective(s): By the end of U.S. History I, the student will be able to:**

6-12.US1.2.3.1 Describe Pre-Columbian migration to the Americas.  
6-12.US1.2.3.2 Analyze the impact of the Columbian exchange.  
6-12.US1.2.3.3 Illustrate westward migration across North America.

**Goal 2.4: Analyze the human and physical characteristics of different places and regions.**

No objectives in U.S. History I

**Goal 2.5: Explain how geography enables people to comprehend the relationships between people, places, and environments over time.**

No objectives in U.S. History I

**Standard 3: Economics**

Students in U.S. History I explain basic economic concepts, identify different influences on economic systems, analyze the different types of economic institutions, and explain the concepts of personal finance.



**Goal 3.1: Explain basic economic concepts.**

**Objective(s): By the end of U.S. History I, the student will be able to:**

- 6-12.USH1.3.1.1 Describe the economic characteristics of mercantilism.
- 6-12.USH1.3.1.2 Compare the economic development of the North with the South.

**Goal 3.2: Identify different influences on economic systems.**

**Objective(s): By the end of U.S. History I, the student will be able to:**

- 6-12.USH1.3.2.1 Describe the emergence and evolution of a market economy.
- 6-12.USH1.3.2.2 Analyze the role of government policy in the early economic development of the United States.

**Goal 3.3: Analyze the different types of economic institutions.**

**Objective(s): By the end of U.S. History I, the student will be able to:**

- 6-12.USH1.3.3.1 Evaluate the role of financial institutions in the economic development of the United States.

**Goal 3.4: Explain the concepts of personal finance.**

**Objective(s): By the end of U.S. History I, the student will be able to:**

- 6-12.USH1.3.4.1 Analyze how economic conditions affect financial decisions.

**Standard 4: Civics and Government**

Students in U.S. History I build an understanding of the foundational principles of the American political system, the organization and formation of the American system of government, that all people in the United States have rights and assume responsibilities, and the evolution of democracy.

**Goal 4.1: Build an understanding of the foundational principles of the American political system.**

**Objective(s): By the end of U.S. History I, the student will be able to:**

- 6-12.USH1.4.1.1 Trace the development of our constitutional republic through founding documents, colonial assemblies, and colonial rebellions.
- 6-12.USH1.4.1.2 Identify fundamental values and principles as expressed in basic documents, including the Declaration of Independence, Articles of Confederation, and the United States Constitution.
- 6-12.USH1.4.1.3 Evaluate issues in which fundamental values and principles are in conflict, such as between liberty and equality, individual interests and the common good, and majority rule and minority protections.

**Goal 4.2: Build an understanding of the organization and formation of the American system of government.**

**Objective(s): By the end of U.S. History I, the student will be able to:**

- 6-12.US1.4.2.1 Explain how the executive, legislative, and judicial powers are distributed and shared among the three branches of national government.
- 6-12.US1.4.2.2 Explain how and why powers are distributed and shared between national and state governments in a federal system.

**Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.**

**Objective(s): By the end of U.S. History I, the student will be able to:**

- 6-12.US1.4.3.1 Provide and evaluate examples of social and political leadership in early American history.
- 6-12.US1.4.3.2 Describe ways in which citizens participated in early American public life.

**Goal 4.4: Build an understanding of the evolution of democracy.**

**Objective(s): By the end of U.S. History I, the student will be able to:**

- 6-12.US1.4.4.1 Describe the role of gender, race, ethnicity, religion, and national origin on the development of individual rights and political rights.

**Goal 4.5: Build an understanding of comparative government.**

No objectives in U.S. History I

**Standard 5: Global Perspectives**

Students in U.S. History I build an understanding of multiple perspectives and global interdependence.

**Goal 5.1: Build an understanding of multiple perspectives and global interdependence.**

**Objective(s): By the end of U.S. History I, the student will be able to:**

- 6-12.US1.5.1.1 Explain the significance of principle policies and events in the United States' relations with the world, such as the War of 1812, the Monroe Doctrine, the Mexican-American War, and Spanish-American War.
- 6-12.US1.5.1.2 Evaluate the major foreign policy positions that have characterized the United States' relations with the world, such as isolationism and imperialism.
- 6-12.US1.5.1.3 Analyze how national interest shapes foreign policy.

**IDAHO CONTENT STANDARDS  
GRADE 9-12  
U.S. HISTORY II**

**Students are expected to know content and apply skills from previous grades.**

**Standard 1: History**

Students in U.S. History II build an understanding of the cultural and social development of the United States, trace the role of migration and immigration of people in the development of the United States, identify the sovereign status and role of American Indians in the development of the United States, analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States, and trace the role of exploration and expansion in the development of the United States.

**Goal 1.1: Build an understanding of the cultural and social development of the United States.**

**Objective(s): By the end of U.S. History II, the student will be able to:**

- 9-12.USH2.1.1.1 Analyze ways in which language, literature, the arts, traditions, beliefs, values, and behavior patterns of diverse cultures have enriched American society.
- 9-12.USH2.1.1.2 Analyze significant movements for social change.

**Goal 1.2: Trace the role of migration and immigration of people in the development of the United States.**

**Objective(s): By the end of U.S. History II, the student will be able to:**

- 9-12.USH2.1.2.1 Identify motives for continued immigration to the United States.
- 9-12.USH2.1.2.2 Identify the political and social resistance to immigration.
- 9-12.USH2.1.2.3 Analyze the changes in the political, social, and economic conditions of immigrant groups.
- 9-12.USH2.1.2.4 Discuss the causes and effects of 20<sup>th</sup> century migration and settlement patterns.

**Goal 1.3: Identify the sovereign status and role of American Indians in the development of the United States.**

**Objective(s): By the end of U.S. History II, the student will be able to:**

- 9-12.USH2.1.3.1 Trace federal policies, such as Indian citizenship, Indian Reorganization Act, Termination, AIM, and self-determination which have impacted American Indians historically and currently.
- 9-12.USH2.1.3.2 Discuss the impact of forced assimilation on the land, cultural practices, and identity of American Indians.

- 9-12.US2.1.3.3 Identify and discuss the influences of American Indians on the history and culture of the United States.

**Goal 1.4: Analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States.**

**Objective(s): By the end of U.S. History II, the student will be able to:**

- 9-12.US2.1.4.1 Explain the factors that contributed to the rise of industrialization in the 19<sup>th</sup> century.
- 9-12.US2.1.4.2 Describe the economic responses to industrialization and the emergence of the American labor movement.
- 9-12.US2.1.4.3 Analyze the political and social responses to industrialization.
- 9-12.US2.1.4.4 Identify and analyze the causes of the Great Depression and its effects upon American society.
- 9-12.US2.1.4.5 Examine the shift from the industrial society at the beginning of the 20th century to the technological society at the end of the 20th century.

**Goal 1.5: Trace the role of exploration and expansion in the development of the United States.**

**Objective(s): By the end of U.S. History II, the student will be able to:**

- 9-12.US2.1.5.1 Analyze the causes and effects of the expansion of the United States.

**Goal 1.6: Explain the rise of human civilization.**

No objectives in U.S. History II

**Goal 1.7: Trace how natural resources and technological advances have shaped human civilization.**

No objectives in U.S. History II

**Goal 1.8: Build an understanding of the cultural and social development of human civilization.**

No objectives in U.S. History II

**Goal 1.9: Identify the role of religion in the development of human civilization.**

No objectives in U.S. History II

**Standard 2: Geography**

Students in U.S. History II analyze the spatial organizations of people, places, and environment on the earth's surface, and explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.

**Goal 2.1: Analyze the spatial organizations of people, places, and environment on the earth's surface.**

**Objective(s): By the end of U.S. History II, the student will be able to:**

9-12.USH2.2.1.1 Develop and interpret different kinds of maps, globes, graphs, charts, databases and models.

**Goal 2.2: Explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.**

**Objective(s): By the end of U.S. History II, the student will be able to:**

9-12.USH2.2.2.1 Analyze ways in which the physical environment affected political, social, and economic development.

**Goal 2.3: Trace the migration and settlement of human populations on the earth's surface.**

No objectives in U.S. History II

**Goal 2.4: Analyze the human and physical characteristics of different places and regions.**

No objectives in U.S. History II

**Goal 2.5: Explain how geography enables people to comprehend the relationships between people, places, and environments over time.**

No objectives in U.S. History II

### **Standard 3: Economics**

Students in U.S. History II explain basic economic concepts, identify different influences on economic systems, analyze the different types of economic institutions, and explain the concepts of personal finance.

**Goal 3.1: Explain basic economic concepts.**

**Objective(s): By the end of U.S. History II, the student will be able to:**

9-12.USH2.3.1.1 Describe the emergence of the modern corporation.

9-12.USH2.3.1.2 Describe the development of a consumer economy.

9-12.USH2.3.1.3 Analyze the role of the modern United States in the global economy.

**Goal 3.2: Identify different influences on economic systems.**

**Objective(s): By the end of U.S. History II, the student will be able to:**

9-12.USH2.3.2.1 Analyze the role of government policy in the economic development of the modern United States.

**Goal 3.3: Analyze the different types of economic institutions.**

**Objective(s): By the end of U.S. History II, the student will be able to:**

- 9-12.US2.3.3.1 Evaluate the role of financial institutions in the economic development of the United States.

**Goal 3.4: Explain the concepts of personal finance.**

**Objective(s): By the end of U.S. History II, the student will be able to:**

- 9-12.US2.3.4.1 Analyze how economic conditions affect financial decisions.

**Standard 4: Civics and Government**

Students in U.S. History II build an understanding of the organization and formation of the American system of government, build an understanding that all people in the United States have rights and assume responsibilities, and build an understanding of the evolution of democracy.

**Goal 4.1: Build an understanding of the foundational principles of the American political system.**

No objectives in U.S. History II

**Goal 4.2: Build an understanding of the organization and formation of the American system of government.**

**Objective(s): By the end of U.S. History II, the student will be able to:**

- 9-12.US2.4.2.1 Analyze the relationship between the three federal branches of government.

**Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.**

**Objective(s): By the end of U.S. History II, the student will be able to:**

- 9-12.US2.4.3.1 Identify the impact of landmark United States Supreme Court cases, including *Plessy v. Ferguson* and *Brown v. Board of Education of Topeka*.
- 9-12.US2.4.3.2 Provide and evaluate examples of social and political leadership in American history.

**Goal 4.4: Build an understanding of the evolution of democracy.**

**Objective(s): By the end of U.S. History II, the student will be able to:**

- 9-12.US2.4.4.1 Trace the development and expansion of political, civil, and economic rights.

**Goal 4.5: Build an understanding of comparative government.**

No objectives in U.S. History II

**Standard 5: Global Perspectives**

Students in U.S. History II build an understanding of multiple perspectives and global interdependence.

**Goal 5.1: Build an understanding of multiple perspectives and global interdependence.**

**Objective(s): By the end of U.S. History II, the student will be able to:**

- 9-12.US2.5.1.1 Compare competing belief systems of the 20<sup>th</sup> century, including capitalism, communism, imperialism, totalitarianism, isolationism, and internationalism.
- 9-12.US2.5.1.2 Trace the major foreign policy positions that have characterized the United States' relations with the world in the 20<sup>th</sup> century.
- 9-12.US2.5.1.3 Explain the significance of principal events in the United States' relations with the world, such as the Spanish-American War, World Wars I and II, the formation of the United Nations, the Marshall Plan, NATO, the Korean and Vietnam Wars, the end of the Cold War, and interventions in Latin America and the Middle East.
- 9-12.US2.5.1.4 Explain how and why the United States assumed the role of world leader after World War II and analyze its leadership role in the world today.

**IDAHO CONTENT STANDARDS  
GRADE 9-12  
AMERICAN GOVERNMENT**

**Students are expected to know content and apply skills from previous grades.**

**Standard 1: History**

Students in American Government build an understanding of the cultural and social development of the United States.

**Goal 1.1: Build an understanding of the cultural and social development of the United States.**

**Objective(s): By the end of American Government, the student will be able to:**

- 9-12.G.1.1.1 Describe historical milestones that led to the creation of limited government in the United States, such as the Declaration of Independence (1776), Articles of Confederation (1781), state constitutions and charters, United States Constitution (1787), and the Bill of Rights (1791).
- 9-12.G.1.1.2 Analyze important events and individuals responsible for bringing about political changes in the United States.

**Goal 1.2: Trace the role of migration and immigration of people in the development of the United States.**

No objectives in American Government

**Goal 1.3: Identify the sovereign status and role of American Indians in the development of the United States.**

No objectives in American Government

**Goal 1.4: Analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States.**

No objectives in American Government

**Goal 1.5: Trace the role of exploration and expansion in the development of the United States.**

No objectives in American Government

**Goal 1.6: Explain the rise of human civilization.**

No objectives in American Government



**Goal 1.7: Trace how natural resources and technological advances have shaped human civilization.**

No objectives in American Government

**Goal 1.8: Build an understanding of the cultural and social development of human civilization.**

No objectives in American Government

**Goal 1.9: Identify the role of religion in the development of human civilization.**

No objectives in American Government

**Standard 2: Geography**

Students in American Government explain how geography enables people to comprehend the relationships between people, places, and environments over time.

**Goal 2.1: Analyze the spatial organizations of people, places, and environment on the earth's surface.**

No objectives in American Government

**Goal 2.2: Explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.**

No objectives in American Government

**Goal 2.3: Trace the migration and settlement of human populations on the earth's surface.**

No objectives in American Government

**Goal 2.4: Analyze the human and physical characteristics of different places and regions.**

No objectives in American Government

**Goal 2.5: Explain how geography enables people to comprehend the relationships between people, places, and environments over time.**

**Objective(s): By the end of American Government, the student will be able to:**

9-12.G.2.5.1 Analyze the impact of geography on the American political system, such as electoral politics and congressional redistricting.

### **Standard 3: Economics**

Students in American Government identify different influences on economic systems.

#### **Goal 3.1: Explain basic economic concepts.**

No objectives in American Government

#### **Goal 3.2: Identify different influences on economic systems.**

**Objective(s): By the end of American Government, the student will be able to:**

- 9-12.G.3.2.1 Analyze the economic impact of government policy.
- 9-12.G.3.2.2 Compare and contrast different economic systems and relate each to different forms of government.

#### **Goal 3.3: Analyze the different types of economic institutions.**

No objectives in American Government

#### **Goal 3.4: Explain the concepts of personal finance.**

No objectives in American Government

### **Standard 4: Civics and Government**

Students in American Government build an understanding of the foundational principles of the American political system, the organization and formation of the American system of government, that all people in the United States have rights and assume responsibilities, the evolution of democracy, and an understanding of comparative government.

#### **Goal 4.1: Build an understanding of the foundational principles of the American political system.**

**Objective(s): By the end of American Government, the student will be able to:**

- 9-12.G.4.1.1 Describe the origins of constitutional law in western civilization, including the natural rights philosophy, Magna Carta (1215), common law, and the Bill of Rights (1689) in England.
- 9-12.G.4.1.2 Analyze the essential philosophies, ideals, and objectives of the foundational documents of the United States, including the Declaration of Independence, the Articles of Confederation, the United States Constitution, the Bill of Rights, and Federalist Papers.
- 9-12.G.4.1.3 Explain the central principles of the United States governmental system including a written constitution, rule of law, popular sovereignty, limited government, separation of powers, checks and balances, majority rule with minority rights, judicial review, and federalism.

**Goal 4.2: Build an understanding of the organization and formation of the American system of government.**

**Objective(s): By the end of American Government, the student will be able to:**

- 9-12.G.4.2.1 Identify and describe the three branches of federal government, their powers, and responsibilities.
- 9-12.G.4.2.2 Explain the functions, powers, interactions, and relationships among federal, state, local, and tribal governments.
- 9-12.G.4.2.3 Analyze and explain sovereignty and the treaty/trust relationship the United States has with American Indian tribes with emphasis on Idaho, such as hunting and fishing rights, and land leasing.
- 9-12.G.4.2.4 Trace the development and role of political parties and other political organizations and their impact on the American system of government.
- 9-12.G.4.2.5 Analyze the role of other political organizations and their impact on the American system of government.
- 9-12.G.4.2.6 Explain the electoral process at each level of government.
- 9-12.G.4.2.7 Name key officials, both elected and appointed, in the legislative, executive, and judicial branches at the State and Federal levels.
- 9-12.G.4.2.8 Name the U.S. Senators and Representatives to Congress from Idaho.

**Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.**

**Objective(s): By the end of American Government, the student will be able to:**

- 9-12.G.4.3.1 Explain the ways in which individuals become citizens and distinguish among obligations, responsibilities, and rights.
- 9-12.G.4.3.2 Explain the implications of dual citizenship with regard to American Indians.
- 9-12.G.4.3.3 Identify the ways in which citizens can participate in the political process at the local, state, and national level.
- 9-12.G.4.3.4 Analyze and evaluate decisions about individual rights in landmark cases of the Supreme Court of the United States.

**Goal 4.4: Build an understanding of the evolution of democracy.**

**Objective(s): By the end of American Government, the student will be able to:**

- 9-12.G.4.4.1 Analyze the struggles for the extension of civil rights.
- 9-12.G.4.4.2 Analyze and evaluate states' rights disputes past and present.
- 9-12.G.4.4.3 Provide and evaluate examples of the role of leadership in the changing relationship among the branches of American government.
- 9-12.G.4.4.4 Discuss how the interpretation and application of the United States Constitution has evolved.

**Goal 4.5: Build an understanding of comparative government.**

**Objective(s): By the end of American Government, the student will be able to:**

- 9-12.G.4.5.1 Compare and contrast different forms of government, such as presidential with parliamentary, unitary with federal, dictatorship with democracy.

**Standard 5: Global Perspectives**

Students in American Government build an understanding of multiple perspectives and global interdependence.

**Goal 5.1: Build an understanding of multiple perspectives and global interdependence.**

**Objective(s): By the end of American Government, the student will be able to:**

- 9-12.G.5.1.1 Discuss the mutual impact of ideas, issues, and policies among nations, including environmental, economic, and humanitarian.
- 9-12.G.5.1.2 Describe the characteristics of United States foreign policy and how it has been created and implemented over time.
- 9-12.G.5.1.3 Identify and evaluate the role of the United States in international organizations and agreements.

**IDAHO CONTENT STANDARDS  
GRADE 9-12  
ECONOMICS**

**Students are expected to know content and apply skills from previous grades.**

Standard 1: History

Students in Economics analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States.

**Goal 1.1: Build an understanding of the cultural and social development of the United States.**

No objectives in Economics

**Goal 1.2: Trace the role of migration and immigration of people in the development of the United States.**

No objectives in Economics

**Goal 1.3: Identify the sovereign status and role of American Indians in the development of the United States.**

No objectives in Economics

**Goal 1.4: Analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States.**

**Objective(s): By the end of Economics, the student will be able to:**

9-12.E.1.4.1 Analyze the impact of events, such as wars, industrialization, and technological developments on the business cycle.

**Goal 1.5: Trace the role of exploration and expansion in the development of the United States.**

No objectives in Economics

**Goal 1.6: Explain the rise of human civilization.**

No objectives in Economics

**Goal 1.7: Trace how natural resources and technological advances have shaped human civilization.**

No objectives in Economics

**Goal 1.8: Build an understanding of the cultural and social development of human civilization.**

No objectives in Economics

**Goal 1.9: Identify the role of religion in the development of human civilization.**

No objectives in Economics

**Standard 2: Geography**

Students in Economics analyze the human and physical characteristics of different places and regions.

**Goal 2.1: Analyze the spatial organizations of people, places, and environment on the earth's surface.**

No objectives in Economics

**Goal 2.2: Explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.**

No objectives in Economics

**Goal 2.3: Trace the migration and settlement of human populations on the earth's surface.**

No objectives in Economics

**Goal 2.4: Analyze the human and physical characteristics of different places and regions.**

**Objective(s): By the end of Economics, the student will be able to:**

9-12.E.2.4.1 Explain how the factors of production are distributed among geographic regions and how this influences economic growth.

**Goal 2.5: Explain how geography enables people to comprehend the relationships between people, places, and environments over time.**

No objectives in Economics

**Standard 3: Economics**

Students in Economics explain basic economic concepts, identify different influences on economic systems, analyze the different types of economic institutions, and explain the concepts of personal finance.

**Goal 3.1: Explain basic economic concepts.**

**Objective(s): By the end of Economics, the student will be able to:**

9-12.E.3.1.1 Apply the concepts of supply and demand, scarcity, and opportunity costs, and explain their implications in decision making.

- 9-12.E.3.1.2 Identify ways in which the interaction of all buyers and sellers influences prices.
- 9-12.E.3.1.3 Identify how incentives determine what is produced and distributed in a competitive market system.
- 9-12.E.3.1.4 Describe the factors of production.
- 9-12.E.3.1.5 Create and interpret graphs that model economic concepts.
- 9-12.E.3.1.6 Explain the difference between monetary policy and fiscal policy and the role of the Federal Reserve.
- 9-12.E.3.1.7 Analyze the various parts of the business cycle and its effect on the economy.

**Goal 3.2: Identify different influences on economic systems.**

**Objective(s): By the end of Economics, the student will be able to:**

- 9-12.E.3.2.1 Compare and contrast the characteristics of different economic systems and economic philosophies.
- 9-12.E.3.2.2 Explain and illustrate the impact of economic policies and decisions made by governments, businesses, and individuals.
- 9-12.E.3.2.3 Explain the purpose of labor unions.

**Goal 3.3: Analyze the different types of economic institutions.**

**Objective(s): By the end of Economics, the student will be able to:**

- 9-12.E.3.3.1 Explain the characteristics of various types of business and market structures.
- 9-12.E.3.3.2 Describe the elements of entrepreneurship and successful businesses.
- 9-12.E.3.3.3 Identify the role of the financial markets and institutions.

**Goal 3.4: Explain the concepts of personal finance.**

**Objective(s): By the end of Economics, the student will be able to:**

- 9-12.E.3.4.1 Examine and apply the elements of responsible personal fiscal management, such as budgets, interest, investment, savings, credit, and debt.
- 9-12.E.3.4.2 Identify and evaluate sources and examples of consumers' responsibilities and rights.
- 9-12.E.3.4.3 Discuss the impact of taxation as applied to personal finances.

**Standard 4: Civics and Government**

Students in Economics build an understanding of the organization and formation of the American system of government.

**Goal 4.1: Build an understanding of the foundational principles of the American political system.**

No objectives in Economics

**Goal 4.2: Build an understanding of the organization and formation of the American system of government.**

**Objective(s): By the end of Economics, the student will be able to:**

- 9-12.E.4.2.1 Explain the basic functions of government in a mixed economic system.
- 9-12.E.4.2.2 Identify laws and policies adopted in the United States to regulate competition.
- 9-12.E.4.2.3 Examine the federal budget, debt, and deficit, and their implications on the economy.

**Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.**

No objectives in Economics

**Goal 4.4: Build an understanding of the evolution of democracy.**

No objectives in Economics

**Goal 4.5: Build an understanding of comparative government.**

No objectives in Economics

**Standard 5: Global Perspectives**

Students in Economics build an understanding of multiple perspectives and global interdependence.

**Goal 5.1: Build an understanding of multiple perspectives and global interdependence.**

**Objective(s): By the end of Economics, the student will be able to:**

- 9-12.E.5.1.1 Describe the involvement of the United States in international economic organizations and treaties, such as GATT, IMF, and the WTO.
- 9-12.E.5.1.2 Analyze global economic interdependence and competition.
- 9-12.E.5.1.3 Apply economic concepts to explain the role of imports/exports both nationally and internationally.