



**Idaho State Department of Education Negotiated Rulemaking
Public Comment Sign in Sheet**

Peter

IDAHO CONTENT STANDARDS: SOCIAL STUDIES

April 18, 2016

Coeur d'Alene, Idaho

Full Name	Signature	City	Stakeholder Group (circle one or more)					
<i>Kathleen Clayton</i>	<i>Kathleen Clayton</i>	<i>Sagle</i>	Admin	Counselor	Parent	Student	Teacher	<u>Other</u>
			Admin	Counselor	Parent	Student	Teacher	Other
			Admin	Counselor	Parent	Student	Teacher	Other
			Admin	Counselor	Parent	Student	Teacher	Other
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			Admin	Counselor	Parent	Student	Teacher	Other
			Admin	Counselor	Parent	Student	Teacher	Other

Please print clearly.



Idaho State Department of Education Negotiated Rulemaking

Public Comment Sign in Sheet

IDAHO CONTENT STANDARDS: SOCIAL STUDIES

April 25, 2016

Boise, Idaho

Full Name	Signature	City	Stakeholder Group (circle one or more)					
Russ Heller	<i>Russ Heller</i>	BOISE	Admin	Counselor	Parent	Student	Teacher	<input checked="" type="radio"/> Other
			Admin	Counselor	Parent	Student	Teacher	Other
			Admin	Counselor	Parent	Student	Teacher	Other
			Admin	Counselor	Parent	Student	Teacher	Other
			Admin	Counselor	Parent	Student	Teacher	Other
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			Admin	Counselor	Parent	Student	Teacher	Other

Please print clearly.

Comments from ~~Robert~~ Clayton 4/18/16

Science Standards:

ESS3 - HS-6-

Don't have kids develop a model
on Global Warming Climate change
- let them try to prove or disprove
it.

Social Studies

Page 48-

6-12 USH1.4.1.1

Constitutional Democracy-

Should be
Constitutional Republic

April 28, 2016

Dear Mr. Cook,

A sub-committee of the Idaho Indian Education Committee convened to discuss and create recommendations for revisions to August 13, 2015 amended Idaho Content Standards for the following:

- Grade 4 Social Studies
- Grade 5 Social Studies
- Grade 6-12 US History I
- Grade 9-12 US History II
- Grade 9-12 Economics

The recommendations are in alignment with the Indian education strategic plan that was accepted by the State Board of Education at the June, 2015 meeting. We ask that you give our revisions your full consideration for acceptance. The intent of the revisions are to cultivate a more inclusive curricula that will provide students the opportunity to learn in a more inclusive and global manner.

If you have any questions, please contact Johanna Jones, Office of Indian Education. The Idaho Indian Education Committee appreciates the opportunity to assist in building an equitable educational system in Idaho.

Cordially,

Bob Sobotta
Chair
Idaho Indian Education Committee

Sub-Committee

Dr. Yolanda Bisbee, University of Idaho—Executive Director, Tribal Relations

Dr. Chris Meyer, Coeur d'Alene Tribe—Education Director

Dr. Vanessa Stevens, University of Idaho—Asst. Pro., Dept. of Curriculum & Instruction

Dr. Christopher Riggs, Lewis-Clark State College—Chair, Social Sciences Division

Dr. Bill Goesling—State Board of Education

Bob Sobotta, Lewis-Clark State College—Director of Native American/Min. Student Services

Bill Hayne, Lewis-Clark State College—Director of Field Experience

Shawna Daniels, Coeur d'Alene Tribe—Manager, State Tribal Education Partnership

Alicia Wheeler, Nez Perce Tribe—Technical Assistance Coach, State Tribal Ed. Partnership

Selena Grace, Idaho State University—AVP, Institutional Effectiveness

Johanna Jones, State Department of Education—Indian Education Coordinator

Patty Sanchez, Office of the State Board of Education—Academic Affairs Program Manager

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 the role of American Indians in the development of the United States.

Comment [JJ1]: Added sovereign status to provide the background of the right to self-governance and discuss this as being the foundation of federal Indian law.

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 Analyze the distinct ways of knowing and living amongst the different Indian tribes in Idaho prior to colonization, such as religion, language, and cultural practices.

Comment [JJ2]: Added this objective first to show the progression of historical events and the importance of recognizing the original peoples before colonization.

4.SS.1.1.2 Describe ways that cultural groups in Idaho 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 meaning of the treaty period for each Idaho tribe; causes, events, and results.

Comment [JJ3]: Added this objective because treaties are a significant part of the history of the US and Idaho.

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

Comment [JJ4]: Added these words as it is critical to the perception of the impact of migration and immigration on indigenous people.

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 motives impacts in the creation of the state of Idaho. ~~western expansion and settlement in Idaho.~~

Comment [JJ5]: Word choice, less severe sounding

4.SS.1.2.2 Describe the role of fur trading and the discovery of gold and silver in the creation of the state of Idaho. ~~settlement of Idaho.~~

Comment [JJ6]: This is a more inclusive statement that shows how many groups assisted in the movement toward statehood.

4.SS.1.2.3 Analyze and describe the different immigrant experiences cross Idaho.

Comment [JJ7]: Continue with consistency.

~~4.SS.1.2.4 Analyze and describe how interactions and conflicts during the westward expansion impacted the American Indians in Idaho.~~

Comment [JJ8]: Replaced with yellow highlighted text below to avoid pejorative connotations of American Indian people.

4.SS.1.2.4 Analyze and describe Idaho's tribes' response to the consequences of the expansion in the northwest and the subsequent federal policies.

Goal 1.3: Identify the 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 tribes in American Indian tribes in Idaho: Coeur d'Alene, Kootenai, Shoshone-Bannock, Nez Perce, and Shoshone-Paiute Tribes and current reservation lands boundaries.

Comment [JJ9]: Focus is on Idaho tribes.

Comment [JJ10]: Replaced as this can refer to any tribe, federally recognized or not.

Comment [JJ11]: Replaced boundaries, boundaries sounds too limited.

4.SS.1.3.2 Discuss that although there are five federally recognized tribes in Idaho, there are many others in the state. Discuss how Idaho tribes interacted with and impacted with other groups.

Comment [JJ12]: Fourth grade history focuses on Idaho tribes, so imperative to highlight Idaho tribes. Replaced with the yellow highlighted text.

4.SS.1.3.3 Identify and discuss similar and different key characteristics of American Indian tribes in Idaho and other cultural groups in Idaho.

Comment [JJ13]: This "lumping" with other cultures does not address the unique sovereign status of American Indians.

4.SS.1.3.4 Compare and contrast how current and past Idaho American Indian life today differs from the life of these same groups many years ago.

Comment [JJ14]: The revised sentence provides for a more diverse picture of the tribes.

4.SS.1.3.5 Identify how American Indian tribes in Idaho historically and currently governed themselves. Identify the meaning of tribal sovereignty and its relationship at the local, state, and federal government levels.

Comment [JJ15]: Added current and past to assist in generating dialogue of the preservation of culture, language, history, etc.

4.SS.1.3.6 Describe American Indian cultural materials and their use in everyday life. Discuss the preservation of American Indian resources such as culture, language, and history supporting tribal sovereignty and self-determination.

Comment [JJ16]: The revised text describes the government to government relationship that exists between tribes, local, state, and federal governments.

4.SS.1.3.7 Identify current issues related to American Indians in present day Idaho. Identify the misconceptions of American Indians today.

Comment [JJ17]: The replaced text is a more accurate representation of "cultural materials" and the influence on and within tribes.

Comment [JJ18]: Too often American Indians are portrayed as being historical figures or in other unbecoming ways. This revised sentence opens up the conversation of stereotyping.

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

4.SS.1.4.1 Identify the impacts upon tribes through termination practices such as removal policies, boarding schools, and forced assimilation

Comment [JJ19]: Added a new objective to discuss assimilation and the impact on American Indians.

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.

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 settlement and colonization in Idaho on American Indian tribal lands, such as aboriginal and/or ceded territories, and the Treaties of 1855 and 1863.

Comment [JJ20]: Added colonization to be consistent.

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 ~~Compare~~ Describe and analyze how American Indians and early settlers met their basic needs of food, shelter, and water.

Comment [JJ21]: Changed verbiage to show less of a comparative manner of survival.

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 local, state, 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 seals of each sovereign tribe in Idaho.

4.SS.4.2.2 Identify and explain the basic functions of state and tribal governments.

4.SS.4.2.3 Compare and Contrast state, local, and tribal governments. 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.

Comment [JJ22]: Revised to show the government to government relationship among the different government entities.

Comment [JJ23]: Addition provides for more inclusivity and maintains the identity of tribal sovereignty.

Comment [JJ24]: This objective must come first in this sequence.

Comment [JJ25]: The revision of this sentence promotes the government relationships as having equal status.

4.SS.4.2.5 ~~Discuss current the governmental organization of American Indian tribes in Idaho.~~ Understand the governing structure

Comment [JJ26]: The revision shows the unique nature of tribal government and its relationship to local, state, and federal governments.

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 Understand the diversity within Idaho's tribes and the awareness of shared experiences of indigenous populations in the world.

Comment [JJ27]: Added this new objective to be more inclusive of the contributions of all indigenous peoples.

4.SS.5.1.2 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.5.1.3 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.5.1.4 Identify Idaho's role in the global economy.

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 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.1.3.1 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.

Comment [JJ28]: Added this word to show the collective nature of tribes.

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 and or executive order 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:

Comment [JJ29]: Clarifies that not all reservations were established by treaties.

- 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 the states.

Comment [JJ30]: Addition of states is a better portrayal.

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 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.US1.1.1.1 Compare and contrast early cultures and settlements that existed in North America prior to European contact.

6-12.US1.1.1.1 2 Compare and contrast the different cultural, religious, and social influences that emerged in the North American colonies.

6-12.US1.1.1.2 3 Describe the experiences of culturally, ethnically, and racially different groups existing as part of American society prior to the Civil War.

6-12.US1.1.1.3 4 Analyze the common traits, beliefs, and characteristics that unite the United States as a nation and a society.

6-12.US1.1.1.4 5 Discuss the causes and effects of various compromises and conflicts in American history such as American Indian treaties, American Revolution, Civil War and Reconstruction.

Comment [JJ31]: Added the word treaties because they are a significant part of 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 U.S. History I, the student will be able to:

6-12.US1.1.2.1 Analyze the religious, political, and economic motives of immigrants who came to North America.

6-12.US1.1.2.2 Explain the motives for and the consequences of slavery and other forms of involuntary immigration to North America.

6-12.US.1.1.2.3 ~~Analyze the concept of~~ Describe the different perspectives of Manifest Destiny and its impact on American Indians in the development of the United States

Comment [JJ32]: Revised and added back in because Manifest Destiny had a huge impact on the removal of American Indians from their original homelands.

Goal 1.3: Identify the 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 throughout history that have impacted ~~contemporary~~ American Indians in the past and currently.

Comment [JJ33]: The effects of federal policies and treaties is not limited to the past.

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 ~~Discuss the resistance of American Indians to assimilation.~~ Discuss assimilation and self-determination policies.

Comment [JJ34]: Reworded to avoid the perception that any contact with American Indians always resulted in an uprising.

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 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 1.3: Identify the 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.US2.1.3.1 Trace federal policies such as Indian citizenship, Indian Reorganization Act, Termination, AIM, and self-determination throughout history that have impacted ~~contemporary~~ past and present American Indians.

Comment [JJ35]: Revised the sentence to include past and present impacts on American Indians.

9-12.US2.1.3.2 ~~Discuss the resistance of American Indians to assimilation.~~ Identify and discuss the impact of forced assimilation on the identity, land, and cultural practices of American Indians.

Comment [JJ36]: Revised to show the impacts of forced assimilation on American Indians.

2.1.3.3 ~~Explain~~ Identify and discuss the influences of American Indians to the history and culture of the United States

Comment [JJ37]: Word choice, explain evokes a sense of having to justify.

IDAHO CONTENT STANDARDS

GRADE

9-12 ECONOMICS

Standard 4: Civics and Government

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

Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities. No objectives in Economics Goal

9-12. E. 4.3.1 Discuss the unique status of American Indian tribes.

Comment [JJ38]: Added a new objective to include discuss on tribal rights and responsibilities.

#51



COMPLETE

Collector: Web Link 1 (Web Link)
Started: Tuesday, Apr 26, 2016 9:00:20 AM
Last Modified: Tuesday, Apr 26, 2016 9:04:31 AM
Time Spent: 00:04:11
IP Address: [REDACTED]

PAGE 1: Negotiated Rulemaking

Q1: Please include your information:

First and Last Name	Kevin Marsh
City/Town	Pocatello
State	Idaho

Q2: Please indicate the stakeholder group to which you belong: Parent

Q3: Please indicate the content area your comment is in reference to: Social Studies

Q4: If you have selected Arts/Humanities please choose the field: *Respondent skipped this question*

Q5: Please list the specific standard you are referencing. 9-12.USH2.5.1.1
***An additional survey needs to be completed for each standard if you are commenting on multiple standards.**

Q6: Please provide comment in the space provided below. Be specific as possible in your comments.

The change is to add imperialism to the list. This is ok, but imperialism is a fading belief system in the 20th century, whereas capitalism is a rising belief system in that century. I'd suggest adding capitalism instead or in addition to imperialism as new elements in this list.

#72



COMPLETE

Collector: Web Link 1 (Web Link)
Started: Friday, Apr 29, 2016 8:50:25 AM
Last Modified: Friday, Apr 29, 2016 8:53:46 AM
Time Spent: 00:03:20
IP Address: [REDACTED]

PAGE 1: Negotiated Rulemaking

Q1: Please include your information:

First and Last Name	Shawna Daniels
City/Town	Coeur d' Alene
State	ID

Q2: Please indicate the stakeholder group to which you belong: Parent

Q3: Please indicate the content area your comment is in reference to: Social Studies

Q4: If you have selected Arts/Humanities please choose the field: *Respondent skipped this question*

Q5: Please list the specific standard you are referencing. Standard 1, History
***An additional survey needs to be completed for each standard if you are commenting on multiple standards.**

Q6: Please provide comment in the space provided below. Be specific as possible in your comments.

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 the 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 Analyze the distinct ways of knowing and living amongst the different Indian tribes in Idaho prior to colonization, such as religion, language, and cultural practices.

4.SS.1.1.2 Describe ways that cultural groups in Idaho 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 meaning of the treaty period for each Idaho tribe; causes, events, and results.

Goal 1.2: Trace the role of indigenous people on 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 motives impacts in the western expansion and settlement in Idaho.

4.SS.1.2.2 Describe the role of fur trading and the discovery of gold and other minerals silver in the settlement of Idaho.

4.SS.1.2.3 Analyze and describe the different immigrant experiences in across Idaho.

4.SS.1.2.4 Analyze and describe how interactions and conflicts during the westward expansion impacted the American Indians in Idaho.

4.SS.1.2.4 Analyze and describe Idaho's tribes' response to the consequences of the expansion in the northwest and the subsequent federal policies.

Goal 1.3: Identify the 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 tribes in American Indian tribes in Idaho: Coeur d'Alene, Kootenai, Shoshone-Bannock, Nez Perce, and Shoshone-Paiute Tribes and current reservation boundaries.

4.SS.1.3.2 Discuss that although there are five federally recognized tribes in Idaho, there are many others in the state. Discuss how Idaho tribes interacted with and impacted with other groups.

4.SS.1.3.3 Identify characteristics of American Indian tribes and other cultural groups in Idaho.

4.SS.1.3.4 Compare and contrast how current and past Idaho American Indian life today differs from the life of these same groups many years ago.

4.SS.1.3.5 Identify how American Indian tribes in Idaho historically and currently governed themselves. Identify the meaning of tribal sovereignty and its relationship at the local, state, and federal government levels.

4.SS.1.3.6 Describe American Indian cultural materials and their use in everyday life. Discuss the preservation of American Indian resources such as culture, language, and history supporting tribal sovereignty and self-determination.

4.SS.1.3.7 Identify current issues related to American Indians in present day Idaho. Identify the misconceptions of 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

4.SS.1.4.1 Introduce Identify the impacts upon tribes through termination practices such as removal policies, boarding schools, and forced assimilation.

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

#73



COMPLETE

Collector: Web Link 1 (Web Link)
Started: Friday, Apr 29, 2016 8:53:52 AM
Last Modified: Friday, Apr 29, 2016 8:55:04 AM
Time Spent: 00:01:11
IP Address: [REDACTED]

PAGE 1: Negotiated Rulemaking

Q1: Please include your information:

First and Last Name	Shawna Daniels
City/Town	Coeur d' Alene
State	ID

Q2: Please indicate the stakeholder group to which you belong: Parent

Q3: Please indicate the content area your comment is in reference to: Social Studies

Q4: If you have selected Arts/Humanities please choose the field: *Respondent skipped this question*

Q5: Please list the specific standard you are referencing. Standard 2 Geography
***An additional survey needs to be completed for each standard if you are commenting on multiple standards.**

Q6: Please provide comment in the space provided below. Be specific as possible in your comments.

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.

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 settlement and colonization in Idaho on American Indian tribal lands, 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

#74



COMPLETE

Collector: Web Link 1 (Web Link)
Started: Friday, Apr 29, 2016 8:55:08 AM
Last Modified: Friday, Apr 29, 2016 9:46:29 AM
Time Spent: 00:51:21
IP Address: [REDACTED]

PAGE 1: Negotiated Rulemaking

Q1: Please include your information:

First and Last Name	Shawna Daniels
City/Town	Coeur d' Alene
State	ID

Q2: Please indicate the stakeholder group to which you belong: Parent

Q3: Please indicate the content area your comment is in reference to: Social Studies

Q4: If you have selected Arts/Humanities please choose the field: *Respondent skipped this question*

Q5: Please list the specific standard you are referencing. Standard 3 Economics
***An additional survey needs to be completed for each standard if you are commenting on multiple standards.**

Q6: Please provide comment in the space provided below. Be specific as possible in your comments.

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

#75



COMPLETE

Collector: Web Link 1 (Web Link)
Started: Friday, Apr 29, 2016 9:46:42 AM
Last Modified: Friday, Apr 29, 2016 9:49:08 AM
Time Spent: 00:02:26
IP Address: [REDACTED]

PAGE 1: Negotiated Rulemaking

Q1: Please include your information:

First and Last Name	Shawna Daniels
City/Town	Coeur d' Alene
State	ID

Q2: Please indicate the stakeholder group to which you belong: Parent

Q3: Please indicate the content area your comment is in reference to: Social Studies

Q4: If you have selected Arts/Humanities please choose the field: *Respondent skipped this question*

Q5: Please list the specific standard you are referencing. Standard 4 Civics and Government
***An additional survey needs to be completed for each standard if you are commenting on multiple standards.**

Q6: Please provide comment in the space provided below. Be specific as possible in your comments.

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 local, state, 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 seals of each sovereign tribe in Idaho.

4.SS.4.2.2 3 Identify and explain the basic functions of state and tribal governments. (←has to come first)

4.SS.4.2.3 2 Describe the governmental relationships between state, local, and tribal governments.

→4.SS.4.2.3 Identify and explain the basic functions of state 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 current the governmental Understand the governing structure organization 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:

Name elected state representatives at the legislative and executive branches officials.

4.SS.4.3.2 Explain ways to contact elected state representatives 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 consent 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

#76



COMPLETE

Collector: Web Link 1 (Web Link)
Started: Friday, Apr 29, 2016 9:49:29 AM
Last Modified: Friday, Apr 29, 2016 9:50:24 AM
Time Spent: 00:00:55
IP Address: [REDACTED]

PAGE 1: Negotiated Rulemaking

Q1: Please include your information:

First and Last Name	Shawna Daniels
City/Town	Coeur d' Alene
State	ID

Q2: Please indicate the stakeholder group to which you belong: Parent

Q3: Please indicate the content area your comment is in reference to: Social Studies

Q4: If you have selected Arts/Humanities please choose the field: *Respondent skipped this question*

Q5: Please list the specific standard you are referencing. Standard 5 Global perspectives
***An additional survey needs to be completed for each standard if you are commenting on multiple standards.**

Q6: Please provide comment in the space provided below. Be specific as possible in your comments.

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 Understand the diversity within Idaho's tribes and the awareness of shared experiences of indigenous populations in the world.

4.SS.5.1.2 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.5.1.3 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.5.1.4 Identify Idaho's role in the global economy.

#77



COMPLETE

Collector: Web Link 1 (Web Link)
Started: Friday, Apr 29, 2016 9:50:31 AM
Last Modified: Friday, Apr 29, 2016 10:24:04 AM
Time Spent: 00:33:33
IP Address: [REDACTED]

PAGE 1: Negotiated Rulemaking

Q1: Please include your information:

First and Last Name	Shawna Campbell
City/Town	Coeur d' Alene
State	ID

Q2: Please indicate the stakeholder group to which you belong: Student

Q3: Please indicate the content area your comment is in reference to: Social Studies

Q4: If you have selected Arts/Humanities please choose the field: *Respondent skipped this question*

Q5: Please list the specific standard you are referencing. Standard 1 History
***An additional survey needs to be completed for each standard if you are commenting on multiple standards.**

Q6: Please provide comment in the space provided below. Be specific as possible in your comments.

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 Analyze the distinct ways of knowing and living amongst the different Indian tribes in Idaho prior to colonization, such as religion, language, and cultural practices.

4.SS.1.1.2 Describe ways that cultural groups in Idaho 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 meaning of the treaty period for each Idaho tribe; causes, events, and results.

Goal 1.2: Trace the role of indigenous people on 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 motives impacts in the western expansion and settlement in Idaho.

4.SS.1.2.2 Describe the role of fur trading and the discovery of gold and other minerals silver in the development of Idaho.

4.SS.1.2.3 Analyze and describe the different immigrant experiences across Idaho.

4.SS.1.2.4 Analyze and describe the diverse responses of Idahoans to the expansion in the northwest and the related federal Indian policies.

Goal 1.3: Identify the 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 tribes in Idaho: Coeur d'Alene, Kootenai, Shoshone-Bannock, Nez Perce, and Shoshone-Paiute Tribes and current reservation boundaries.

4.SS.1.3.2 Discuss that although there are five federally recognized tribes in Idaho, there are many others in the state.

Di cu the interaction and impact Idaho tribe had with other people group in the tate

4.SS.1.3.3 Identify characteristics of American Indian tribes and other cultural groups in Idaho.

4.SS.1.3.4 Compare and contrast current and past Idaho American Indian life.

4.SS.1.3.5 Identify how American Indian tribes in Idaho historically and currently governed themselves. Identify the meaning of tribal sovereignty and its relationship at the local, state, and federal government levels.

4.SS.1.3.6 Describe American Indian cultural materials and their use in everyday life. Discuss the preservation of American Indian resources such as culture, language, and history supporting tribal sovereignty and self-determination.

4.SS.1.3.7 Identify current issues related to American Indians in present day Idaho. Identify the misconceptions of 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

4.SS.1.4.1 Identify the impacts upon tribes through termination practices such as removal policies, boarding schools, and forced assimilation.

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

#78



COMPLETE

Collector: Web Link 1 (Web Link)
Started: Friday, Apr 29, 2016 10:24:10 AM
Last Modified: Friday, Apr 29, 2016 10:32:29 AM
Time Spent: 00:08:18
IP Address: [REDACTED]

PAGE 1: Negotiated Rulemaking

Q1: Please include your information:

First and Last Name

Dr. Chris Meyer

City/Town

Plummer

State

ID

Q2: Please indicate the stakeholder group to which you belong:

Administrator

Q3: Please indicate the content area your comment is in reference to:

Social Studies

Q4: If you have selected Arts/Humanities please choose the field:

Respondent skipped this question

Q5: Please list the specific standard you are referencing. *An additional survey needs to be completed for each standard if you are commenting on multiple standards.

Standard 1 History Grade 4

Q6: Please provide comment in the space provided below. Be specific as possible in your comments.

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 the 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 Analyze the distinct ways of knowing and living amongst the different Indian tribes in Idaho prior to colonization, such as religion, language, and cultural practices.

4.SS.1.1.2 Describe ways that cultural groups in Idaho 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 meaning of the treaty period for each Idaho tribe; causes, events, and results.

Goal 1.2: Trace the role of indigenous people on migration and immigration 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 impacts in the western expansion and settlement in Idaho.

4.SS.1.2.2 Describe the role of fur trading and the discovery of gold and other minerals in the development of Idaho.

4.SS.1.2.3 Analyze and describe the different immigrant experiences across Idaho.

4.SS.1.2.4 Analyze and describe the diverse responses of Idahoans to the expansion in the northwest and the related federal Indian policies.

Goal 1.3: Identify the 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 tribes in Idaho: Coeur d'Alene, Kootenai, Shoshone-Bannock, Nez Perce, and Shoshone-Paiute Tribes and current reservation boundaries.

4.SS.1.3.2 Discuss the interactions and impacts Idaho tribes had with other people groups in the state.

4.SS.1.3.3 Identify characteristics of American Indian tribes.

4.SS.1.3.4 Compare and contrast current and past Idaho American Indian life.

4.SS.1.3.5 Identify the meaning of tribal sovereignty and its relationship at the local, state, and federal government levels.

4.SS.1.3.6 Discuss the preservation of American Indian resources such as culture, language, and history supporting tribal sovereignty and self-determination.

4.SS.1.3.7 Identify the misconceptions of 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.

4.SS.1.4.1 Identify the impacts upon tribes through termination practices such as removal policies, boarding schools, and forced assimilation.

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

#79



COMPLETE

Collector: Web Link 1 (Web Link)
Started: Friday, Apr 29, 2016 10:32:33 AM
Last Modified: Friday, Apr 29, 2016 10:33:37 AM
Time Spent: 00:01:03
IP Address: [REDACTED]

PAGE 1: Negotiated Rulemaking

Q1: Please include your information:

First and Last Name	Dr. Chris Meyer
City/Town	Plummer
State	ID

Q2: Please indicate the stakeholder group to which you belong: Administrator

Q3: Please indicate the content area your comment is in reference to: Social Studies

Q4: If you have selected Arts/Humanities please choose the field: *Respondent skipped this question*

Q5: Please list the specific standard you are referencing. Geography Grade 4
***An additional survey needs to be completed for each standard if you are commenting on multiple standards.**

Q6: Please provide comment in the space provided below. Be specific as possible in your comments.

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.

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 settlement and colonization in Idaho on American Indian tribal lands, 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

#80



COMPLETE

Collector: Web Link 1 (Web Link)
Started: Friday, Apr 29, 2016 10:33:41 AM
Last Modified: Friday, Apr 29, 2016 10:34:40 AM
Time Spent: 00:00:58
IP Address: [REDACTED]

PAGE 1: Negotiated Rulemaking

Q1: Please include your information:

First and Last Name	Dr. Chris Meyer
City/Town	Plummer
State	ID

Q2: Please indicate the stakeholder group to which you belong: Administrator

Q3: Please indicate the content area your comment is in reference to: Social Studies

Q4: If you have selected Arts/Humanities please choose the field: *Respondent skipped this question*

Q5: Please list the specific standard you are referencing. Economics Grade 4
***An additional survey needs to be completed for each standard if you are commenting on multiple standards.**

Q6: Please provide comment in the space provided below. Be specific as possible in your comments.

Standard 3: Economics

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

#81



COMPLETE

Collector: Web Link 1 (Web Link)
Started: Friday, Apr 29, 2016 10:34:44 AM
Last Modified: Friday, Apr 29, 2016 10:35:36 AM
Time Spent: 00:00:51
IP Address: [REDACTED]

PAGE 1: Negotiated Rulemaking

Q1: Please include your information:

First and Last Name

Dr. Chris Meyer

City/Town

Plummer

State

ID

Q2: Please indicate the stakeholder group to which you belong:

Administrator

Q3: Please indicate the content area your comment is in reference to:

Social Studies

Q4: If you have selected Arts/Humanities please choose the field:

Respondent skipped this question

Q5: Please list the specific standard you are referencing. *An additional survey needs to be completed for each standard if you are commenting on multiple standards.

Civics and Government Grade 4

Q6: Please provide comment in the space provided below. Be specific as possible in your comments.

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 local, state, 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 seals of each sovereign tribe in Idaho.

4.SS.4.2.2 Identify and explain the basic functions of state 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 Understand 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:

Name elected state representatives at the legislative and executive branches officials.

4.SS.4.3.2 Explain ways to contact elected state representatives 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 consent 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

#85



COMPLETE

Collector: Web Link 1 (Web Link)
Started: Friday, Apr 29, 2016 1:15:06 PM
Last Modified: Friday, Apr 29, 2016 1:25:26 PM
Time Spent: 00:10:19
IP Address: [REDACTED]

PAGE 1: Negotiated Rulemaking

Q1: Please include your information:

First and Last Name	Raymond Brinkman
City/Town	Plummer
State	Idaho

Q2: Please indicate the stakeholder group to which you belong: Other

Q3: Please indicate the content area your comment is in reference to: Social Studies

Q4: If you have selected Arts/Humanities please choose the field: *Respondent skipped this question*

Q5: Please list the specific standard you are referencing. 4.SS.1.1.3
***An additional survey needs to be completed for each standard if you are commenting on multiple standards.**

Q6: Please provide comment in the space provided below. Be specific as possible in your comments.

Explorers and missionaries are not the only impactful groups of people who came to Idaho and affected development, nor are these two "equal," as this sentence would seem to indicate. "Explorers" were often employees of global/corporate entities, such as the international fur trade or the mining industry. Some were opportunists, some were whisky salesman, some speculated in land, and others were agents of railroads. In some cases the missionaries were invited here by tribes (e.g., the Jesuits among the Coeur d'Alenes). This other category of 'explorers' often were not. I'm all for circumlocuting the intentions of some of these trespassers, but let's not call them scientists; at least not those who weren't. Let's refer to them (nicely) as agents of the various interests that shaped the nineteenth and twentieth centuries in America.

#86



COMPLETE

Collector: Web Link 1 (Web Link)
Started: Friday, Apr 29, 2016 1:25:53 PM
Last Modified: Friday, Apr 29, 2016 1:29:20 PM
Time Spent: 00:03:27
IP Address: [REDACTED]

PAGE 1: Negotiated Rulemaking

Q1: Please include your information:

First and Last Name	Raymond Brinkman
City/Town	Plummer
State	Idaho

Q2: Please indicate the stakeholder group to which you belong: Other

Q3: Please indicate the content area your comment is in reference to: Social Studies

Q4: If you have selected Arts/Humanities please choose the field: *Respondent skipped this question*

Q5: Please list the specific standard you are referencing. 4.SS.1.3.3
***An additional survey needs to be completed for each standard if you are commenting on multiple standards.**

Q6: Please provide comment in the space provided below. Be specific as possible in your comments.

I'm not sure why this standard was modified to change the passage, "and other cultural groups in Idaho." The textbook currently in use in our community talks about the experiences of Basques, Mexicans, and Chinese immigrants. It seems important to retain the minority experiences of others besides the tribes.

#87



COMPLETE

Collector: Web Link 1 (Web Link)
Started: Friday, Apr 29, 2016 1:29:31 PM
Last Modified: Friday, Apr 29, 2016 1:31:27 PM
Time Spent: 00:01:56
IP Address: [REDACTED]

PAGE 1: Negotiated Rulemaking

Q1: Please include your information:

First and Last Name	Raymond Brinkman
City/Town	Plummer
State	Idaho

Q2: Please indicate the stakeholder group to which you belong: Other

Q3: Please indicate the content area your comment is in reference to: Social Studies

Q4: If you have selected Arts/Humanities please choose the field: *Respondent skipped this question*

Q5: Please list the specific standard you are referencing. 4SS.1.3.7
***An additional survey needs to be completed for each standard if you are commenting on multiple standards.**

Q6: Please provide comment in the space provided below. Be specific as possible in your comments.

The sentence I'm reading says, "Identify the misconceptions of American Indians today." This should read, "Identify the misconceptions about American Indians today."

#88



COMPLETE

Collector: Web Link 1 (Web Link)
Started: Friday, Apr 29, 2016 1:31:34 PM
Last Modified: Friday, Apr 29, 2016 1:35:52 PM
Time Spent: 00:04:17
IP Address: [REDACTED]

PAGE 1: Negotiated Rulemaking

Q1: Please include your information:

First and Last Name	Raymond Brinkman
City/Town	Plummer
State	Idaho

Q2: Please indicate the stakeholder group to which you belong: Other

Q3: Please indicate the content area your comment is in reference to: Social Studies

Q4: If you have selected Arts/Humanities please choose the field: *Respondent skipped this question*

Q5: Please list the specific standard you are referencing. 4.SS.1.3.6
***An additional survey needs to be completed for each standard if you are commenting on multiple standards.**

Q6: Please provide comment in the space provided below. Be specific as possible in your comments.

I would suggest that the goal among tribes is not only to preserve their heritages, but to revitalize them. They are not merely collecting and storing artifacts, but finding purpose in a modern world with practices that have had meaning in the past and will in the future. I would say, "preservation and revitalization," and I would say "heritages" rather than "resources."

#89



COMPLETE

Collector: Web Link 1 (Web Link)
Started: Friday, Apr 29, 2016 1:40:25 PM
Last Modified: Friday, Apr 29, 2016 1:46:22 PM
Time Spent: 00:05:56
IP Address: [REDACTED]

PAGE 1: Negotiated Rulemaking

Q1: Please include your information:

First and Last Name	Raymond Brinkman
City/Town	Plummer
State	Idaho

Q2: Please indicate the stakeholder group to which you belong: Other

Q3: Please indicate the content area your comment is in reference to: Social Studies

Q4: If you have selected Arts/Humanities please choose the field: *Respondent skipped this question*

Q5: Please list the specific standard you are referencing. 6-12.US.1.1.4.5
***An additional survey needs to be completed for each standard if you are commenting on multiple standards.**

Q6: Please provide comment in the space provided below. Be specific as possible in your comments.

I think it a good idea to include the American Indian experiences when talking about conflicts in American History, and to place them on a level with major wars. I disagree that the conflicts were the result of "treaties." The conflicts occurred over encroachments, which were often a violation of treaties, but many more times occurred when individuals and groups ignored or resisted governmental and military attempts to keep them out of Indian country. What's a nice way of saying, 'illegal immigration,' 'trespass,' or other forays into protected title lands, in violation of treaties and good advice.

#82



COMPLETE

Collector: Web Link 1 (Web Link)
Started: Friday, Apr 29, 2016 10:35:40 AM
Last Modified: Friday, Apr 29, 2016 10:36:29 AM
Time Spent: 00:00:48
IP Address: [REDACTED]

PAGE 1: Negotiated Rulemaking

Q1: Please include your information:

First and Last Name	Dr. Chris Meyer
City/Town	Plummer
State	ID

Q2: Please indicate the stakeholder group to which you belong: Administrator

Q3: Please indicate the content area your comment is in reference to: Social Studies

Q4: If you have selected Arts/Humanities please choose the field: *Respondent skipped this question*

Q5: Please list the specific standard you are referencing. Global Perspectives Grade 4
***An additional survey needs to be completed for each standard if you are commenting on multiple standards.**

Q6: Please provide comment in the space provided below. Be specific as possible in your comments.

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 Understand the diversity within Idaho's tribes and the awareness of shared experiences of indigenous populations in the world.

4.SS.5.1.2 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.5.1.3 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.5.1.4 Identify Idaho's role in the global economy.