

# Independent School District of Boise City

## 413 Fourth Grade Social Studies

### Course Description

The fourth grade social studies curriculum is an introduction to Idaho history. As such, the course will concentrate on certain benchmarks in the Idaho experience. During the first semester, students will focus on the Idaho State symbols, geography, Native Americans, Lewis and Clark explorations and fur trappers and traders. The second semester includes studies about the influence of missionaries and the Oregon Trail in the settlement of Idaho. Students will also learn about conflicts with the Native Americans, statehood, and industry. State standards are imbedded throughout the course and guide its instructional objectives.

### A Note on State Standards

The fourth grade curriculum includes both Boise School District and State of Idaho standards. State standards include content knowledge and skills in the following areas: critical thinking and analytical skills, evolution of democracy, exploration and expansion, migration and immigration, political, social, and economic response to industrialization and technological innovation, international relations and conflicts, cultural and social development, foundations of the American political system, organization and formation of the American system of government, citizen responsibilities and rights, economic fundamentals, economic influences, and geography. While each standard is expressed through specific, associated instructional objectives, instructors should seek opportunities to apply the standards throughout the course.

### Adopted Materials

*A Rendezvous with Idaho History*, Dorothy Dutton, Ed.D. and Caryl Humphries, MA. Sterling Ties Publications, 2000.

### First Semester Timeline

Unit 1	Symbols	2 weeks
Unit 2	Geography	3 weeks
Unit 3	Native Americans	2 weeks
Unit 4	Lewis and Clark	2 weeks
Unit 5	Fur Trappers	2 weeks
Unit 6	Missionaries	2 weeks
Unit 7	Oregon Trail	3 weeks
Unit 8	Gold	2 weeks

### Second Semester Timeline

Unit 9	War	2 weeks
Unit 10	Statehood	8 weeks
Unit 11	Industry	5 weeks
Unit 12	Famous People	3 weeks

<b>Social Studies 4</b>		<b>District Reference</b> 413
<b>Unit 1</b>	<b>Symbols</b>	<b>Semester 1, 2 weeks</b>

<b>Instructional Objective</b> 413.01 Explain that rules and laws can be used to protect rights, provide benefits, and assign responsibilities.			<b>Standard Reference</b> 4.SS.4.1.2
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Investigate perception of what makes a good citizen and define the “ideal citizen.”	Dictionary, Encyclopedia, personal interviews, Encarta, Internet	TMA
02	Develop a list of responsibilities and rights for a class member.		TMA
03	Identify the American Flag and the Pledge of Allegiance as national symbols representing responsibilities, rights, and freedoms of citizens.	<i>A Rendezvous with Idaho History</i> , Ch. 1	TMA EOC
04	Discuss school/classroom rules and relate to being a good citizen.	School expectations poster, class expectations	TMA
<b>Instructional Objective</b> 413.02 Explain the significance of Idaho symbols.			<b>Standard Reference</b> 4.SS.4.2.1
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Identify, locate, and color items on the State Seal. Interpret what each symbol means.	<i>A Rendezvous with Idaho History</i> , Ch. 1	TMA
02	Know each symbol of the State of Idaho.	<i>A Rendezvous with Idaho History</i> , Ch. 1	EOC
<b>Instructional Objective</b> 413.03 Differentiate between fact and opinion, cause and effect, and identify different points of view.			<b>Standard Reference</b> 41303
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Create own state symbols (opinion) and justify the choice based on researched facts.	<i>A Rendezvous with Idaho History</i> , Ch. 1	TMA
02	Investigate how each of the state symbols was chosen.	<i>A Rendezvous with Idaho History</i> , Ch. 1	TMA
03	Choose a state symbol and role play its importance from the student’s point of view.		TMA
04	Create a symbol to represent school, class, city, club, family, etc.		TMA

<b>Social Studies 4</b>		<b>District Reference</b> 413
<b>Unit 2</b>	<b>Geography</b>	<b>Semester 1, 3 weeks</b>

<b>Instructional Objective</b> 413.04 Show on a map of the world the continents, oceans, landforms, poles, hemispheres, equator, and prime meridian.			<b>Standard Reference</b> 4.SS.2.1.2
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Compare a wall map of the earth with a spherical globe while identifying the continents, oceans, landforms, poles, hemispheres, equator and prime meridian.	Wall map & Globe	TMA
02	On a blank map of the world fill in the continents, oceans, landforms, poles, hemispheres, equator and prime meridian.	Blank Map	TMA EOC
<b>Instructional Objective</b> 413.05 Use a number/letter grid to find specific locations on a map of Idaho.			<b>Standard Reference</b> 4.SS.2.1.3
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Using a number/letter grid locate specific points to create a geometric shape.	Math , Ch. 4, Lessons 4, 5, 6	TMA EOC
02	Using number/letter grid, locate Idaho cities on a state map.	Idaho State Highway Map	EOC
03	Using longitude and latitude coordinates, locate “hidden treasure” on a world map or play “Battleship.”	World map	TMA
<b>Instructional Objective</b> 413.06 Identify the geographic features of Idaho.			<b>Standard Reference</b> 4.SS.2.3.3
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Label map of Idaho with rivers, lakes, mountain ranges, and other geographic features.	Blank Idaho map	TMA EOC
02	Discuss what physical features were necessary for survival.		TMA
<b>Instructional Objective</b> 413.07 Use geographic skills to collect, analyze, interpret, and communicate data.			<b>Standard Reference</b> 4.SS.2.1.1
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Create and share a state map which includes compass rose, scale, boundary lines, bordering states and country, symbols, geographic features, latitude and longitude.		TMA EOC
<b>Social Studies 4</b>			<b>District Reference</b> 413
<b>Unit 3</b>	<b>Native Americans</b>	<b>Semester 1, 2 weeks</b>	

<b>Instructional Objective</b> 413.08 Identify where the ancestors of Native Americans and immigrants originated.			<b>Standard Reference</b> 41308
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Identify origin of own ancestors giving a description of their food, clothing styles, and shelters.	Own Family	TMA
02	Label on a world map the routes (i.e., Bering Strait land bridge, Oregon trail) that Native Americans traveled to get to Idaho.	Map of world, Idaho	TMA EOC
03	Create personal family trees. Label on a map and discuss possible reasons for mass migrations.	Own Family	TMA
<b>Instructional Objective</b> 413.09 Identify American Indian tribes in Idaho: Coeur d'Alene, Kootenai, Shoshone-Bannock, Nez Perce, and Shoshone-Paiute Tribes and current reservation boundaries.			<b>Standard Reference</b> 4.SS.1.3.1
Associated Instructional Objectives:			
Discuss that although there are five federally recognized tribes in Idaho, there are many others in the state.			4.SS.1.3.2
Identify how American Indian tribes in Idaho governed themselves.			4.SS.1.3.5
Identify current issues related to American Indians in present day Idaho.			4.SS.1.3.7
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	List the five federally recognized tribes of Idaho.	<i>A Rendezvous with Idaho History</i> , Ch. 3	TMA EOC
02	Divide a map of Idaho into general areas where the five federally recognized tribes lived.	<i>A Rendezvous with Idaho History</i> , Ch. 3, Map of Idaho	TMA
03	Identify how Native Americans governed themselves.		TMA
<b>Instructional Objective</b> 413.10 Identify characteristics of American Indian tribes and other cultural groups in Idaho.			<b>Standard Reference</b> 4.SS.1.3.3
Associated Instructional Objectives:			
Compare and contrast how Idaho American Indian life today differs from the life of these same groups many years ago.			4.SS.1.3.4
Describe American Indian cultural materials and their use in everyday life.			4.SS.1.3.6
Describe ways that cultural groups influenced and impacted each other.			4.SS.1.1.1
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Role-play a Native American living on a mission		TMA

	and explain how life has changed.		
02	Share a story, poem, or legend from different ethnic group and Idaho tribe.	Library	TMA
03	Create list of foods, tools, ideas, etc. Shared between Native Americans and settlers.	<i>A Rendezvous with Idaho History</i> , Ch. 3	TMA
04	Compare various languages of the world using the internet to note similarities in linguistics.	Internet	TMA
05	List ways cultural groups learn from each other.		TMA EOC

<b>Social Studies 4</b>		<b>District Reference</b> 413
<b>Unit 4</b>	<b>Lewis and Clark</b>	<b>Semester 1, 2 weeks</b>

<b>Instructional Objective</b>		<b>Standard Reference</b>	
413.11 Identify and verbalize the motivations of some of the early explorers to Idaho.		District 41311	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Identify the reasons Thomas Jefferson gave Lewis & Clark for exploring the Louisiana Purchase.	<i>A Rendezvous with Idaho History</i> , Ch. 4	TMA EOC
02	Write a letter as if you were Thomas Jefferson explaining to Lewis and Clark the goals of their journey.	<i>A Rendezvous with Idaho History</i> , Ch. 4	TMA
03	Write an advertisement that would make people want to join Lewis and Clark on their journey.	<i>A Rendezvous with Idaho History</i> , Ch. 4	TMA
<b>Instructional Objective</b>		<b>Standard Reference</b>	
413.12 Explain the accomplishments, significance and outcomes of the Lewis and Clark expedition.		District 41312	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Map the Lewis and Clark expedition and note significant landmarks and historical sites.	<i>A Rendezvous with Idaho History</i> , Ch. 4	TMA
02	Write a paragraph telling why they would or would not want to accompany the Corps of Discovery.	<i>A Rendezvous with Idaho History</i> , Ch. 4	TMA
03	Write a newspaper article of the accomplishments, significance and outcomes of the Lewis and Clark expedition.	<i>A Rendezvous with Idaho History</i> , Ch. 4	TMA
04	Create a list of important outcomes of the trip.	<i>A Rendezvous with Idaho History</i> , Ch. 4	TMA EOC

<b>Social Studies 4</b>		<b>District Reference</b> 413
<b>Unit 5</b>	<b>Fur Trappers</b>	<b>Semester 1, 2 weeks</b>

<b>Instructional Objective</b>			<b>Standard Reference</b>
413.13 Describe the lifestyles of the mountain men and explain the Rendezvous.			District 41313
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Create a mural showing scenes from <i>A Rendezvous with Idaho History</i>	<i>A Rendezvous with Idaho History</i> , Ch. 5	TMA
02	Create a diorama that depicts the lifestyle of the mountain man.		TMA
03	List clothing, food, and tools of the mountain man.	<i>A Rendezvous with Idaho History</i> , Ch. 5	TMA EOC

<b>Social Studies 4</b>		<b>District Reference</b>
		413
<b>Unit 6</b>	<b>Missionaries</b>	<b>Semester 1, 2 weeks</b>

<b>Instructional Objective</b>			<b>Standard Reference</b>
413.14 Explain the role of missionaries in the development of Idaho.			4.SS.1.1.2
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Name different religions that have had an important influence in Idaho history.		TMA
02	Place all the missions that were established in Idaho on a map.	<i>A Rendezvous with Idaho History</i> , Ch. 6	TMA
03	List the different contributions each group of missionaries has made to Idaho.	<i>A Rendezvous with Idaho History</i> , Ch. 6	TMA EOC
04	Identify and trace on a U.S. map where the missionaries started on their own journeys to Idaho.		TMA
05	Illustrate the contributions made by the various missionary settlers in web or collage form.		TMA

<b>Social Studies 4</b>		<b>District Reference</b>
		413
<b>Unit 7</b>	<b>Oregon Trail</b>	<b>Semester 1, 3 weeks</b>

<b>Instructional Objective</b>			<b>Standard Reference</b>
413.15 Describe the preparations necessary for the trip west to Idaho.			District 41315
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Write an itemized list of ten purchases needed to survive on the trip west to Idaho and compare it to an actual list used by the settlers.	<i>Oregon Trail II</i> software program	TMA EOC
02	Write a journal entry describing preparations for a trip west to Idaho. Record and compare the same items if a trip were to occur today.	<i>A Rendezvous with Idaho History</i> , Ch. 7	TMA

03	Describe a landform or climatic condition that made travel for pioneers difficult.	<i>A Rendezvous with Idaho History</i> , Ch. 7	TMA
<b>Instructional Objective</b>		<b>Standard Reference</b>	
413.16 Compare-how American Indians and early settlers met their basic needs of food, shelter, and water.		4.SS.3.1.1	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Use a Venn Diagram to compare and contrast the basic needs of food, water, and shelter for Native Americans and early settlers.	<i>A Rendezvous with Idaho History</i> , Ch. 3	TMA
02	Create a poster showing the natural resources used by early settlers and/or Native Americans.	<i>A Rendezvous with Idaho History</i> , Ch. 3	TMA

<b>Social Studies 4</b>		<b>District Reference</b>
		413
<b>Unit 8</b>	<b>Gold</b>	<b>Semester 1, 2 weeks</b>

<b>Instructional Objective</b>		<b>Standard Reference</b>	
413.17 Describe the role of the discovery of gold and other minerals in the settlement of Idaho.		4.SS.1.2.2	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Create a pictorial sequential timeline of a mining settlement in Idaho.	<i>A Rendezvous with Idaho History</i> , Ch. 8	TMA
02	Justify why the discovery of gold led to the settlement of Idaho.	<i>A Rendezvous with Idaho History</i> , Ch. 8	TMA EOC
03	Map locations of gold mining settlements in Idaho.	<i>A Rendezvous with Idaho History</i> , Ch. 8	TMA
04	Look up Mines in Idaho on the Internet.	Internet	TMA
05	Write report on mining resources.	Ch. 8; Internet	TMA
<b>Instructional Objective</b>		<b>Standard Reference</b>	
413.18 Identify the major groups and significant individuals and their motives in the western expansion and settlement in Idaho.		4.SS.1.2.1	
Associated Instructional Objectives:			
Analyze and describe the immigrant experience in Idaho.		4.SS.1.2.3	
Analyze the roles and relationships of diverse groups of people from other parts of the world who have contributed to Idaho's cultural heritage and impacted the state's history.		4.SS.5.1.1	
Investigate the contributions and challenges experienced by people from various cultural, racial, and religious groups that settled in Idaho from different parts of the world.		4.SS.5.1.2	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Through an oral presentation explain the motives of a group and their leader for coming west.		TMA

02	Analyze and describe the immigrant experience in Idaho.		TMA EOC
03	Research a major ethnic group who settled in Idaho.		TMA
04	Compare the roles and relationships of diverse groups of people from other parts of the world who have contributed to Idaho's cultural heritage and impacted the state's history.		TMA
05	Explore the contributions and challenges experienced by people from various groups that settled in Idaho from different parts of the world.		TMA

<b>Social Studies 4</b>		<b>District Reference</b> 413
<b>Unit 9</b>	<b>War</b>	<b>Semester 2, 2 weeks</b>

<b>Instructional Objective</b>		<b>Standard Reference</b>	
413.19 Analyze and describe how the westward expansion impacted the American Indians in Idaho.		4.SS.1.2.4	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Create a timeline of the Nez Perce conflict with the United States Army.	<i>A Rendezvous with Idaho History</i> , Ch. 9	TMA
02	List three changes to the Native American way of life due to westward migration.	<i>A Rendezvous with Idaho History</i> , Ch. 9	TMA EOC
03	Map the route the Nez Perce took to escape the US Army.	<i>A Rendezvous with Idaho History</i> , Ch. 9	TMA
04	Write a narrative regarding the events of the Nez Perce War from the perspective of Chief Joseph or General Howard.	<i>A Rendezvous with Idaho History</i> , Ch. 9	TMA
<b>Instructional Objective</b>		<b>Standard Reference</b>	
413.20 Explain the concept of public and private property in the development of Idaho.		4.SS.3.1.5	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Define public and private property.		TMA EOC
02	Using an Idaho map, identify public lands.		TMA
03	Participate in a mock debate between Native Americans and early Idaho settlers on the concept of land ownership.		TMA
04	Illustrate public and private property by sectioning off classroom into public and private lands.		TMA
05	Distinguish between the Indians' view and settlers' view of ownership.		TMA
06	Compare and contrast how public and private		TMA

	lands are maintained.		
<b>Instructional Objective</b>		<b>Standard Reference</b>	
413.21 Explain how all cities, regions, and states have histories.		District 41321	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Define “pre-history” and “history.”	Dictionary	TMA EOC
02	Provide an oral presentation of how cities, regions, and states have histories.		TMA
03	Create and present a HyperStudio or PowerPoint presentation of an Idaho city, past and present.	Pictures of Idaho cities, past and present	TMA
04	Discuss history as data, oral, legends, journals, records of government, artifacts, and natural events.		TMA
<b>Instructional Objective</b>		<b>Standard Reference</b>	
413.22 Analyze past and present settlement patterns in Idaho.		4.SS.2.3.1	
Associated Instructional Objective:			
Discuss the impact of settlement in Idaho on American Indian tribal lands, such as aboriginal and/or ceded territories, and the Treaties of 1855 and 1863.		4.SS.2.3.2	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Draw pictures of your community comparing the area in the 1800’s with today.		TMA
02	Research the history of individual towns of Idaho.		TMA
03	Create a table comparing past and present settlement patterns of various groups of people in Idaho. Enter information throughout the year.		TMA
04	Given a group of people, tell why they settled in a specific geographic region of Idaho.		TMA EOC
05	Create a before and after mural showing the environment with and without Native American populations.		TMA
06	Describe the impact of settlement in Idaho on American Indian tribal lands and discuss the Treaties of 1855 and 1863.		TMA
<b>Instructional Objective</b>		<b>Standard Reference</b>	
413.23 Know how Native Americans and early Idahoans governed themselves.		District 41323	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Research how early Idahoans governed themselves.		TMA
02	Create a Venn diagram comparing the governing of Native Americans and early Idahoans.		TMA

03	Describe the difference between a tribe and a band.		TMA
04	Set up a mock court- one for early settlers, one for Native Americans, and present a trial from two points of view.		TMA

<b>Social Studies 4</b>		<b>District Reference</b> 413
<b>Unit 10</b>	<b>Statehood</b>	<b>Semester 2, 8 weeks</b>

<b>Instructional Objective</b>		<b>Standard Reference</b>	
413.24 Identify major events that lead to Idaho statehood.		District 41324	

No.	Performance Objective	Resource Reference	Assessment Correlation
01	List five events that led to Idaho Statehood.	<i>A Rendezvous with Idaho History</i> , Ch. 3-10	TMA EOC
02	Find out what a territory must do to become a state. Make a list of all the things that had to be done before Idaho could ask to become a state.		TMA
03	Depict the changes in the shape of Idaho from territory to statehood.		TMA

<b>Instructional Objective</b>		<b>Standard Reference</b>	
413.25 Chronologically organize the events that led to Idaho becoming a state.		District 41325	

No.	Performance Objective	Resource Reference	Assessment Correlation
01	Construct a timeline including five major events leading to Idaho statehood, and discuss cause and effect for each event.	<i>A Rendezvous with Idaho History</i> , Ch. 10	TMA

<b>Instructional Objective</b>		<b>Standard Reference</b>	
413.26 Describe the difference between state, local, and tribal governments.		4.SS.4.2.2	

Associated Instructional Objectives:

Identify and explain the basic functions of state and tribal governments.	4.SS.4.2.3
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Discuss current governmental organization of American Indian tribes in Idaho.	4.SS.4.2.5
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Identify the people and groups who make, apply, and enforce laws within state and tribal governments.	4.SS.4.1.1
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No.	Performance Objective	Resource Reference	Assessment Correlation
01	Identify the hierarchy of government in Idaho (i.e. city, county, state, and tribal).	<i>A Rendezvous with Idaho History</i> , Ch. 2	TMA EOC
02	Create a map of Idaho including the counties and major tribal areas.	<i>A Rendezvous with Idaho History</i> , Ch. 2	TMA

03	Describe the current governmental organization of American Indian tribes in Idaho.		TMA
04	List the people and groups who make, apply, and enforce laws within state and tribal governments.		TMA
<b>Instructional Objective</b>		<b>Standard Reference</b>	
413.27 Identify the three branches of state government and explain the major responsibilities of each.		4.SS.4.2.4	
Associated Instructional Objective:			
Name elected state representatives at the legislative and executive branches.		4.SS.4.3.1	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Chart the functions of each of the branches of State Government.		TMA EOC
02	List the elected state representatives at the legislative and executive branches.		TMA
<b>Instructional Objective</b>		<b>Standard Reference</b>	
413.28 Explain the democratic process in Idaho.		District 41328	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Identify qualifications of a voter in the State of Idaho.		TMA
02	Construct a democratic means by which students can make choices. (i.e. majority rule, forum for discussion, vote)		TMA
03	Describe how a person would be elected to public office.		TMA EOC
04	Throughout the year employ democratic process by voting on various issues.		TMA
<b>Instructional Objective</b>		<b>Standard Reference</b>	
413.29 Explain ways to contact elected state representatives.		4.SS.4.3.2	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Learn the song "Here We Have Idaho" or "Celebrate Idaho."	Adopted Reference Materials	TMA
02	Examine parts of the Constitution relating to rights of individuals.		TMA
03	Describe three ways to contact elected state representatives.		TMA
<b>Instructional Objective</b>		<b>Standard Reference</b>	
413.30 Identify ways people can monitor and influence the decisions and actions of their state and tribal governments.		4.SS.4.3.3	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Using District poster of student expectations, discuss ways in which a student can be part of the	District Classroom Poster	TMA

	school community.		
02	Locate a newspaper article that features someone being a good citizen.		TMA
03	Volunteer your services around the school, home, church, and graph your experience.		TMA
04	Make a poster encouraging positive participation in our community.		TMA
05	Give five examples of ways a student can participate in public life.		TMA EOC
<b>Instructional Objective</b>		<b>Standard Reference</b>	
413.31 Discuss the concepts of popular consent, respect for the individual, equality of opportunity and personal liberty.		4.SS.4.4.1	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	List the rights and privileges that early Idaho or Native American children had compared to the rights and privileges of children today.		TMA
02	Have a class meeting and make decisions about any problems or activities that have arisen.		TMA EOC
03	Define each phrase in the instructional objective and list examples of each phrase.		TMA
<b>Instructional Objective</b>		<b>Standard Reference</b>	
413.32 Identify current events involving the state of Idaho.		District 41332	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Define a current event.	Dictionary	TMA EOC
02	Create a student-generated newsletter, participate in current events discussions, and create a current events bulletin board.	Newspaper	TMA

<b>Social Studies 4</b>		<b>District Reference</b>
		413
<b>Unit 11</b>	<b>Industry</b>	<b>Semester 2, 5 weeks</b>

<b>Instructional Objective</b>		<b>Standard Reference</b>	
413.33 Identify ways the land in Idaho has been changed by people, technology, and natural forces.		District 41333	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Compare and contrast photos of a town from the past to photos of today.	<i>A Rendezvous with Idaho History</i> , Ch. 11	TMA
02	Develop a map showing the major river ways and railways used in early Idaho.	<i>A Rendezvous with Idaho History</i> , Ch. 11; Map of Idaho	TMA
03	Compare photographs prior to the construction of	Photos from State	TMA

	the Teton Dam before, and after the burst of the dam in 1976.	Historical Society	
04	Compare photographs of Challis, Idaho prior to and after the 1983 earthquake.	Photos from State Historical Society	TMA
05	Discuss the effects the mining industry has had on the environment.		TMA EOC
06	Discuss the effects the timber industry has had on the environment.		TMA
07	Discuss the effects forest fires have on the environment.		TMA
<b>Instructional Objective</b> 413.34 Describe examples of changes in transportation and communication in relation to economic growth in Idaho.		<b>Standard Reference</b> District 41334	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Compare and contrast transportation or communication from the past and present.		EOC TMA
02	Compare changes in transportation and communication in relation to economic growth in Idaho.		TMA
03	Hypothesize how life on the Oregon Trail could have been impacted by the use of cell phones.		TMA
<b>Instructional Objective</b> 413.35 Identify goods and services in early Idaho settlements.		<b>Standard Reference</b> 4.SS.3.1.4	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Research an early Idaho settlement.	<i>A Rendezvous with Idaho History</i> , Ch. 11	TMA
02	List the goods and services of an early Idaho mining settlement.	<i>A Rendezvous with Idaho History</i> , Ch. 11	TMA EOC
<b>Instructional Objective</b> 413.36 Describe how geographic features of Idaho have determined the economic base of Idaho's regions.		<b>Standard Reference</b> 4.SS.3.2.2	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Match various industries with appropriate geographic locations in Idaho.	<i>A Rendezvous with Idaho History</i> , Ch. 2	TMA EOC
02	Research the ideal growing conditions of various crops grown in Idaho.		TMA
03	Research an Idaho industry and examine how geographic features contribute to the success of that industry.		TMA
<b>Instructional Objective</b> 413.37 Explain the concepts of specialization and division of labor.		<b>Standard Reference</b> 4.SS.3.1.3	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment</b>

			<b>Correlation</b>
01	Map, trace, and create a diagram identifying the interrelated aspects of job skills within the timber industry.		TMA
02	Analyze own school and create a class list of people needed to run the school and how jobs interrelate.		TMA EOC
<b>Instructional Objective</b> 413.38 Explain the concepts of supply and demand and scarcity.		<b>Standard Reference</b> 4.SS.3.1.2	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Write the definitions for supply, demand, and scarcity.	<i>A Rendezvous with Idaho History</i> , Ch. 11; Dictionary	TMA EOC
02	Set up a trading post and bargain with each other for items.		TMA
03	Establish an economic and monetary system for the class.		TMA
04	Given a scenario involving supply and demand, explain the outcome.		TMA
05	Participate in a computer simulation activity that depicts supply, demand, and scarcity.		TMA
<b>Instructional Objective</b> 413.39 Compare and contrast urban/rural, city/suburb/town, farm/factory, and agricultural/industry.		<b>Standard Reference</b> 4.SS.2.3.4	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Outline similarities /differences between the two chosen groups. (example: urban/rural)		TMA EOC
02	Argue and debate the benefits of each location, trying to persuade others of your viewpoint.		TMA
<b>Instructional Objective</b> 413.40 Describe examples of technological innovations in relation to economic growth in Idaho.		<b>Standard Reference</b> 4.SS.3.2.1	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Select a modern day invention and explain how it has changed society.		TMA EOC
02	Using a triorama, depict schools from the past, present, and future.	<i>A Rendezvous with Idaho History</i> , Ch. 11	TMA
03	Research the railroad and its history in Idaho.	<i>A Rendezvous with Idaho History</i> , Ch. 11	TMA
04	List on a map the major industries of Idaho.	<i>A Rendezvous with Idaho History</i> , Ch. 11	TMA
05	Predict the impact socially, environmentally, and economically on Idaho from a newly created form		TMA

	of technology.		
<b>Instructional Objective</b>		<b>Standard Reference</b>	
413.41 Explain how machines and technology have affected the natural resources of Idaho.		District 41341	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Identify the natural resources of Idaho.	<i>A Rendezvous with Idaho History</i> , Ch. 11	TMA EOC
02	Research and share the uses of the natural warm springs located in East Boise.		TMA
03	Analyze the effects of the loss of a natural resource and the effect on technology.	<i>A Rendezvous with Idaho History</i> , Ch. 11	TMA
04	Trace the path of a tree from a seeding to a product.		TMA

<b>Social Studies 4</b>		<b>District Reference</b>
		413
<b>Unit 12</b>	<b>Famous People</b>	<b>Semester 2, 3 weeks</b>

<b>Instructional Objective</b>		<b>Standard Reference</b>	
413.42 Describe the involvement of Idaho's veterans in international conflicts.		District 41342	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Create a timeline of the wars in which Idaho veterans would have been involved.	<i>A Rendezvous with Idaho History</i> , Ch. 12	TMA
02	Develop questions to ask a veteran pertaining to their experiences in an international conflict.		TMA EOC
03	Interview a veteran.		TMA
<b>Instructional Objective</b>		<b>Standard Reference</b>	
413.43 Name some of the contributions made by individuals in bringing about industrial changes to Idaho.		District 41343	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Given a list of individuals that brought about industrial changes in Idaho, choose one and write a report about, for instance, Albertson's, Simplot or Harriman.	<i>A Rendezvous with Idaho History</i> , Ch. 12	TMA
02	List inventions that were created by Idahoans.	<i>A Rendezvous with Idaho History</i> , Ch. 12	TMA EOC
<b>Instructional Objective</b>		<b>Standard Reference</b>	
413.44 Identify significant Idaho leaders and their contributions.		District 41344	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Match significant leaders with their contributions.	<i>A Rendezvous with Idaho History</i> , Ch. 12	TMA EOC

02	Make an acrostic poem using any Idaho leader. Include what their contribution was to Idaho.	<i>A Rendezvous with Idaho History</i> , Ch. 12	TMA
03	Write a mini-report on a famous Idahoan.	<i>A Rendezvous with Idaho History</i> , Ch. 12	TMA
<b>Instructional Objective</b>		<b>Standard Reference</b>	
413.45 Gather and use information on Idaho History from primary and secondary sources.		District 41345	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Define primary and secondary sources.		TMA EOC
02	Interview an adult person born and raised in Idaho and write their biography.		TMA
03	Research and display the habitats of native Americans in Idaho.	Idaho Historical Museum displays and staff.	TMA
04	Research the life of a famous Idahoan. Write a report or make a project about their life.		TMA

**INDEPENDENT SCHOOL DISTRICT OF BOISE CITY  
IDAHO ACHIEVEMENT 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 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 Describe ways that cultural groups influenced and impacted each other.
- 4.SS.1.1.2 Explain the role of missionaries in the development of Idaho.

**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 motives in the western expansion and settlement in Idaho.
- 4.SS.1.2.2 Describe the role of the discovery of gold and other minerals in the settlement of Idaho.
- 4.SS.1.2.3 Analyze and describe the immigrant experience in Idaho
- 4.SS.1.2.4 Analyze and describe how the westward expansion impacted the American Indians in Idaho.

**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 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.
- 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 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 governed themselves.
- 4.SS.1.3.6 Describe American Indian cultural materials and their use in everyday life.
- 4.SS.1.3.7 Identify current issues related to American Indians in present day Idaho.

**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.
- 4.SS.2.1.3 Use a number/letter grid to find specific locations on a map of Idaho.

**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 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.
- 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 and identify different influences on economic systems.

#### **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 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 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.**

No objectives at this grade level.

**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 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.
- 4.SS.4.2.2 Describe the difference 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 governmental 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:**

- 4.SS.4.3.1 Name elected state representatives at the legislative and executive branches.
- 4.SS.4.3.2 Explain ways to contact elected state representatives.
- 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 popular consent, 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 other parts of the world who have contributed to Idaho's cultural heritage and impacted the state's history.
- 4.SS.5.1.2 Investigate the contributions and challenges experienced by people from various cultural, racial, and religious groups that settled in Idaho from different parts of the world.