

**IDAHO CONTENT STANDARDS
GRADE 4
SOCIAL STUDIES**

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

Sterling Ties Publications: *A Rendezvous with Idaho History*

Macmillan/McGraw Hill Publishers: *Our Country's Regions*

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. (436.01b)

Cultural groups in Regions of the US	Intro p 24, Unit 1: lesson 3, Unit 2: lessons 4-5, Unit 3: lessons 1-2, Unit 4: lesson 2, Unit 5: lessons 1 &3, Unit 6: lessons 1&3
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4.SS.1.1.2 Explain the role of missionaries in the development of Idaho. (436.01a)

Missionaries in Idaho	Chapter 6
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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. (433.01c)

Groups settling in the West and Idaho	Chapters 4-8 Unit 5 chapter 9 lesson 3, chapter 10 lesson 2
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4.SS.1.2.2 Describe the role of the discovery of gold and other minerals in the settlement of Idaho. (433.01d)

Gold and minerals in Idaho	Chapter 8 Unit 5, chapter 9, lesson 3
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4.SS.1.2.3 Analyze and describe the immigrant experience in Idaho

Immigration in Idaho	Chapter 7
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4.SS.1.2.4 Analyze and describe how the westward expansion impacted the American Indians in Idaho.

American Indians	Chapter 3, chapter 9
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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.

Native Americans	Chapter 3
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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. (442.01a)

Geographic skills	Chapter 2 Social Studies Handbook, Introduction, Geography Skills in each Unit
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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.

Native Americans	Chapter 3
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4.SS.2.3.3 Identify the geographic features of Idaho. (442.02b)

Geography of Idaho	Chapter 2
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4.SS.2.3.4 Compare and contrast: city/suburb/town, urban/rural, farm/factory, and agriculture/industry. (442.02c)

Geography of US	Geography Handbook, Introduction
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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. (440.01a)

Native Americans	Chapter 3 Chapter 2 lesson 1, Chapter 4 lesson 1, Chapter 6 lesson 1 Chapter 8 lesson 2, Chapter 10 lesson 1,
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4.SS.3.1.2 Explain the concepts of supply and demand and scarcity. (440.01b)

Economy	Introduction, page 32
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4.SS.3.1.3 Explain the concepts of specialization and division of labor. (440.01c)

Economy	Introduction, page 32
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4.SS.3.1.4 Identify goods and services in early Idaho settlements. (440.01d)

Economy	Chapter 11
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4.SS.3.1.5 Explain the concept of public and private property in the development of Idaho. (440.01e)

Economy	Chapter 11
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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. (441.01a)

Economy	Chapter 11
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4.SS.3.2.2 Describe how geographic features of Idaho have determined the economic base of Idaho's regions. (441.01b)

Economy	Chapter 11
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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.

Laws and government	Introduction pgs 22, 26, 28, 38
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4.SS.4.1.2 Explain that rules and laws can be used to protect rights, provide benefits, and assign responsibilities.

Laws and government	Introduction pgs 22, 26, 28, 38
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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. (438.01b)

Idaho Symbols	Chapter 1
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4.SS.4.2.2 Describe the difference between state, local, and tribal governments. (438.01c)

Idaho Symbols	Chapter 1
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4.SS.4.2.3 Identify and explain the basic functions of state and tribal governments.

State and Tribal governments	Introduction pgs 22, 26, 28, 38
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4.SS.4.2.4 Identify the three branches of state government and explain the major responsibilities of each. (438.01d)

State and government	Introduction pgs 22, 26, 28, 38
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4.SS.4.2.5 Discuss current governmental organization of American Indian tribes in Idaho.

Native Americans	Chapter 3
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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. (439.01b)
- 4.SS.4.3.3 Identify ways people can monitor and influence the decisions and actions of their state and tribal governments. (439.01a)

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. (430.01a)

Laws and government	Introduction pgs 22, 26, 28, 38
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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.

Cultural diversity	Chapters 4,5,6,7,8
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- 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. (433.01c)

Cultural diversity	Chapters 4,5,6,7,8
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