

Social Studies - Grade 4

Idaho Department of Education Content Standards	Objective	Sub Objectives	Task Analysis	Essential Vocabulary	Assessment	Resources
Cognitive level codes: • B: Memorize • C: Perform procedures • D: Demonstrate understanding • E: Conjecture, generalize, prove • F: Solve non-routine problems, make connections	Bloom's Equivalent • B = Knowledge • C = Comprehension • D = Comprehension • E = Application and Analysis • F = Synthesis					
Standard 1: History						
Goal 1.1: Build an understanding of the cultural and social development of the United States.	4.SS.1.1.1 Describe ways that cultural groups influenced and impacted each other. (436.01b)	<ul style="list-style-type: none"> Describe the relationships between cultural groups. 	<ul style="list-style-type: none"> Name cultural groups of early Idaho. Explain the influence that cultural groups had on each other. 	cultural group • influence • impact • relationships	<ul style="list-style-type: none"> Describe a cultural group. Compare and contrast differences and similarities between two or more cultures. Role play an event showing how cultures impact and influence one another. 	
	4.SS.1.1.2 Explain the role of missionaries in the development of Idaho. (436.01a)		<ul style="list-style-type: none"> List the duties and accomplishments of missionaries in early Idaho. Explain the goal of the missionaries in the development of Idaho. 	Missionaries • missions	<ul style="list-style-type: none"> Record/report the religious and educational purposes of missionaries in the settlement of Idaho. 	
Goal 1.2: Trace the role of migration and immigration of people in the development of the United States.	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)	<ul style="list-style-type: none"> Identify the major groups. Recognize significant individuals. Examine their reasons for westward expansion and settlement in Idaho. 	<ul style="list-style-type: none"> Recognize the major groups involved in the settlement of Idaho. Name the significant individuals involved in western expansion and settlement of Idaho. Express their motives for westward expansion and the settlement of Idaho. 	Westward expansion • Native Americans • explorers • fur trappers and traders • missionaries • settlers • miners	<ul style="list-style-type: none"> Sort and categorize significant individuals into major groups. Arrange and sort major groups according to their motives for westward movement. 	
	4.SS.1.2.2 Describe the role of the discovery of gold and other minerals in the settlement of Idaho. (433.01d)		<ul style="list-style-type: none"> Recognize the value of gold and other minerals in early Idaho. Define what a "Boom Town" is. Define what a "Ghost Town" is. Explain the impact of the discovery of gold and other minerals on emerging Idaho communities. 	mining culture • economy • diversity • boom town • prospector	<ul style="list-style-type: none"> Summarize how community development and diverse populations occurred because of gold and mineral discovery in Idaho. Locate "Boom Towns" that emerged as a result of the discovery of gold and other minerals. List "Ghost Towns" of Idaho. 	
	4.SS.1.2.3 Analyze and describe the immigrant experience in Idaho	<ul style="list-style-type: none"> Describe the immigrant experience in Idaho. Analyze their similarities and differences. 	<ul style="list-style-type: none"> Define immigrant. Describe immigrant experiences with language barrier, social interactions, opportunities, hardships, religion, food, housing, clothing, and climate. Compare different immigrants' experiences in Idaho. 	immigrant • language • social • cultural • opportunities • hardships • religion • food • housing • clothing • climate	<ul style="list-style-type: none"> Show the immigrant cultural differences and similarities of the Hispanic, Chinese, and Basque immigrants in Idaho. Examine how and why cultural differences and similarities occurred. 	
	4.SS.1.2.4 Analyze and describe how the westward expansion impacted the American Indians in Idaho.	<ul style="list-style-type: none"> Describe how the westward expansion impacted the American Indians in Idaho. Describe Native American lifestyle before westward expansion and after. Analyze the westward expansion impacted the American Indians in Idaho. 	<ul style="list-style-type: none"> Describe Native American lifestyle before westward expansion. Report the changes that occurred due to westward expansion. Compare Native American life before and after westward expansion. 	westward expansion • land • hunting grounds • reservations • education • weapons • housing • clothing	<ul style="list-style-type: none"> Compare and contrast food sources, religion/rituals, housing, clothing, tools, weapons before and after westward expansion 	
Goal 1.3: Identify the role of American Indians in the development of the United States.	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.		<ul style="list-style-type: none"> List all Native American Indian tribes in Idaho. Define the meaning of a reservation. Show current reservation boundaries in Idaho. 	reservation • tribal names • boundaries	<ul style="list-style-type: none"> Create and label a map representing tribal 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.		<ul style="list-style-type: none"> List all Native American Indian tribes in Idaho. Define "federally recognized." List federally recognized Native American Indian tribes in Idaho. Discuss that although there are five federally recognized tribes in Idaho, there are many others in the state. 	federal government • Native American tribes • hypothesize	<ul style="list-style-type: none"> List the five federally recognized Native American tribes in Idaho. List three other tribes not recognized. Hypothesize why only five tribes are federally recognized. 	

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	4.SS.1.3.3 Identify characteristics of American Indian tribes and other cultural groups in Idaho.		<ul style="list-style-type: none"> • List identifying characteristics of Coeur d'Alene, Kootenai, Shoshone-Bannock, Nez Perce, and Shoshone-Paiute tribes in Idaho. • List characteristics of other cultural groups in Idaho. 	Coeur d'Alene • Kootenai • Shoshone-Bannock • Nez Perce • Shoshone-Paiute	<ul style="list-style-type: none"> • Chart the identifying characteristics of American Indian tribes in comparison to 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.		<ul style="list-style-type: none"> • Describe Native American Indian lifestyle before westward expansion. • Describe Native American Indian lifestyle today. • Compare and contrast Native American Indian lifestyles of many years ago to today. 	language • social • opportunities • hardships • religion • food • housing • clothing • tools/technology • education	<ul style="list-style-type: none"> • Invent a scenario demonstrating a day in the life of a modern day Native American compared to a 19th century Native American through dramatization or written expression such as a journal. 	
	4.SS.1.3.5 Identify how American Indian tribes in Idaho governed themselves.		<ul style="list-style-type: none"> • Tell that Native American Indians governed themselves. • Recognize leadership roles of people within Native American Indian tribes and families. • Identify how American Indian tribes in Idaho governed themselves. 	govern • government • chief • leadership	<ul style="list-style-type: none"> • Diagram one of the 5 federally recognized Native American Indian tribe's government structure in Idaho. 	
	4.SS.1.3.6 Describe American Indian cultural materials and their use in everyday life.		<ul style="list-style-type: none"> • List cultural materials used by Native American Indians for food. • List cultural materials used by Native American Indians for clothing. • List cultural materials used by Native American Indians for housing. • List cultural materials used by Native American Indians for religion. • List cultural materials used by Native American Indians for communication and travel. • Describe use of cultural materials (i.e. essential vocabulary) and their use in daily life. 	mortar • pestle • mano • metate • roots • animal skins • sinew • camas • pemmican • jerky • sweat house • longhouse, • awl • bones • stone • arrows • bows • travois • tipi • cradle board • pictograph • petroglyph • music	<ul style="list-style-type: none"> • Create and deliver an oral presentation demonstrating the use of cultural materials used in the Native American Indian's daily life. 	
	4.SS.1.3.7 Identify current issues related to American Indians in present day Idaho.		<ul style="list-style-type: none"> • Recognize current issues that • Describe current issues related to Native American Indians today. 	current issues • current news media • internet	<ul style="list-style-type: none"> • Research and summarize current issues related to Native 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.					

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Standard 2: Geography						
Goal 2.1: Analyze the spatial organizations of people, places, and environment on the earth's surface.	4.SS.2.1.1 Use geographic skills to collect, analyze, interpret, and communicate data. (442.01a)		<ul style="list-style-type: none"> Define longitude, latitude, equator, cardinal directions, compass rose, map, map key, globe, hemispheres, continents, oceans, landforms, poles, and prime meridian. Use geographic skills to collect, analyze, interpret, and communicate data. 	longitude • latitude • equator • cardinal directions • compass rose • map • map key • globe • hemispheres • continents • oceans • landforms • poles • prime meridian	<ul style="list-style-type: none"> Label on a map worksheet the following: longitude, latitude, equator, cardinal directions, compass rose, map, map key, globe, hemispheres, continents, oceans, landforms, poles, and prime meridian. 	
	4.SS.2.1.2 Show the continents, oceans, landforms, poles, hemispheres, equator, and prime meridian on a map of the world. (442.01b)		<ul style="list-style-type: none"> Show the continents, oceans, landforms, poles, hemispheres, equator, and prime meridian on a map of the world. 	continents • oceans • landforms • poles • hemispheres • equator • prime meridian.	<ul style="list-style-type: none"> Create a map of the world labeling the continents, oceans, landforms, poles, hemispheres, equator, and the prime meridian. 	
	4.SS.2.1.3 Use a number/letter grid to find specific locations on a map of Idaho. (442.01c)		<ul style="list-style-type: none"> Recognize what a number/letter grid is. Locate specific details on a number/letter grid. Use a number/letter grid to find specific locations on a map of Idaho. 	number/letter grid	<ul style="list-style-type: none"> Create a classroom sized 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.	4.SS.2.3.1 Analyze past and present settlement patterns in Idaho. (442.02a)		<ul style="list-style-type: none"> State settlement patterns in early Idaho. State settlement patterns in modern day Idaho. Compare differences and similarities of settlement patterns past and present in Idaho. 	patterns • settlements • similarities • differences • past • present	<ul style="list-style-type: none"> On a map of Idaho, show the past settlement patterns in red. On a map of Idaho, show the present settlement patterns in blue. Summarize your findings. 	
	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.		<ul style="list-style-type: none"> Name cultural groups of early Idaho. Explain the influence that cultural groups had on each other. Describe Native American lifestyle before westward expansion. Report the changes that occurred due to westward expansion. <ul style="list-style-type: none"> Compare Native American life before and after westward expansion. Explain aboriginal and ceded territories. Explain the treaty of 1855. Explain the treaty of 1863. 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. 	territories • aboriginal • ceded • treaty • settlement • impact	<ul style="list-style-type: none"> Create and deliver an oral report with a visual representation of the Treaties 1855 and 1863. 	
	4.SS.2.3.3 Identify the geographic features of Idaho. (442.02b)		<ul style="list-style-type: none"> Recognize geographic features of Idaho. Show the geographic features of Idaho. 	mountains • rivers • valleys • mountain ranges • continental divide • canyon • volcanoes • lakes	<ul style="list-style-type: none"> Create a map of Idaho labeling the geographic landforms. 	
	4.SS.2.3.4 Compare and contrast: city/suburb/town, urban/rural, farm/factory, and agriculture/industry. (442.02c)		<ul style="list-style-type: none"> Define city/suburb/town, urban/rural, farm/factory, and agriculture/industry. Note the differences between city/suburb/town, urban/rural, farm/factory, and agriculture/industry. Compare and contrast: city/suburb/town, urban/rural, farm/factory, and agriculture/industry. 	city • suburb • urban • rural • factory • agriculture • industry	<ul style="list-style-type: none"> Create a graphic organizer showing similarities and differences of 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.					

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Standard 3: Economics						
Goal 3.1: Explain basic economic concepts.	4.SS.3.1.1 Compare how American Indians and early settlers met their basic needs of food, shelter and water. (440.01a)		<ul style="list-style-type: none"> Tell the basic needs of settlers for food, shelter, and water. Tell the basic needs of Native American Indians for food, shelter, and water. Explain how each group met these basic needs. Compare and contrast how Native American Indians and settlers met their basic needs for food, water, and shelter. 	shelter • food • water	<ul style="list-style-type: none"> Compare and contrast how Native American Indians and early settlers met their basic needs with a Venn Diagram. 	
	4.SS.3.1.2 Explain the concepts of supply and demand and scarcity. (440.01b)		<ul style="list-style-type: none"> Define supply, demand, and scarcity. Explain the concepts of supply and demand and scarcity. 	supply • demand • scarcity	<ul style="list-style-type: none"> Make a circular flow chart to explain the concepts of supply and demand. 	
	4.SS.3.1.3 Explain the concepts of specialization and division of labor. (440.01c)		<ul style="list-style-type: none"> Define specialization and division of labor. Explain the concepts of specialization and division of labor. 	specialization • division of labor	<ul style="list-style-type: none"> Draw a model of a task such as fixing a meal or building a fire from the very beginning to the end in early Idaho. Compare one person's time contribution of tasks to a division of labor. 	
	4.SS.3.1.4 Identify goods and services in early Idaho settlements. (440.01d)		<ul style="list-style-type: none"> Define goods. Define services. Identify goods in early Idaho settlements. Identify services in early Idaho settlements. 	goods • services	<ul style="list-style-type: none"> Make a classified add for goods and services in an early Idaho settlement. 	
	4.SS.3.1.5 Explain the concept of public and private property in the development of Idaho. (440.01e)		<ul style="list-style-type: none"> Define public property in the development of Idaho. Define private property in the development of Idaho. Distinguish between public and private property in the development of Idaho. 	public property • private property • homestead • Homestead Act • squatters • acres of land	<ul style="list-style-type: none"> Draw a map of Idaho labeling public and private property in the development of Idaho. 	
Goal 3.2: Identify different influences on economic systems.	4.SS.3.2.1 Describe examples of technological innovations in relation to economic growth in Idaho. (441.01a)		<ul style="list-style-type: none"> Tell what a technological innovation is. Recognize how technological innovations stimulate economic growth in Idaho. Describe examples of technological innovations in relation to economic growth in Idaho. 	economy • technological innovations • agriculture • industry • mining • lumber • tourism • transportation • irrigation	<ul style="list-style-type: none"> Create a sales ad or flyer to advertize the new farm implement that will save time, money, energy, and increase production. Incorporate ad into a class mercantile catalog. 	
	4.SS.3.2.2 Describe how geographic features of Idaho have determined the economic base of Idaho's regions. (441.01b)		<ul style="list-style-type: none"> Show the geographic regions of Idaho. List the geographic features in each region of Idaho. Define economic base. Define the economic base in each region. Describe how geographic features of Idaho have determined the economic base of Idaho's regions. 	rivers • mountains • deserts • lakes • volcanic features • economic base of Idaho • valleys	<ul style="list-style-type: none"> Label a regional map of Idaho with major industries associated with the surrounding geographical features. i.e. INEEL (Arco desert), Pomerelle Ski Resort (Mountains), potato farms (river valleys) 	
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						
Goal 4.1: Build an understanding of the foundational principles of the American political system.	4.SS.4.1.1 Identify the people and groups who make, apply, and enforce laws within state and tribal governments.		<ul style="list-style-type: none"> List the three branches of government in Idaho. Explain the structure of tribal government. Explain the role of each branch of government. Explain the role of each entity within tribal government. Recognize that tribal and state governments are separate entities. Identify the people and groups who make, apply, and enforce laws within state and tribal governments. 	police • judge • lawyer • legislature • government • police • chief • tribal council • judicial branch • executive branch • legislative branch	<ul style="list-style-type: none"> Create and role play a mock government system for a tribe and state within the classroom. 	

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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.		<ul style="list-style-type: none"> Define rules, laws, rights, benefits, and responsibility. List significance of having protection, laws, rights, benefits, and responsibilities in a community. Explain that rules and laws can be used to protect rights, provide benefits, and assign responsibilities. 	rules • laws • rights • benefits • responsibility	<ul style="list-style-type: none"> Role play a scenario where there are no laws or rules. 	
Goal 4.2: Build an understanding of the organization and formation of the American system of government.	4.SS.4.2.1 Explain the significance of Idaho symbols. (438.01b)		<ul style="list-style-type: none"> Define symbol. List symbols of Idaho. Explain the significance of Idaho symbols. 	symbol • mountain bluebird • syringa • western white pine Idaho state flag • star garnet • Hagerman Horse • Appaloosa • Esto Perpetua • Here We Have Idaho • square dance • cutthroat trout • monarch butterfly • potato • huckleberry • peregrine falcon	<ul style="list-style-type: none"> Create a matching worksheet with the symbols and their meanings. 	
	4.SS.4.2.2 Describe the difference between state, local, and tribal governments. (438.01c)		<ul style="list-style-type: none"> Define state government. Define local government. Define tribal government. Describe the difference between state, local, and tribal governments. 	state government • local government • tribal government	<ul style="list-style-type: none"> Draw a flow chart of state, local, and tribal governments. 	
	4.SS.4.2.3 Identify and explain the basic functions of state and tribal governments.		<ul style="list-style-type: none"> Define state government. Define tribal government. Explain the functions of state government. Explain the functions of tribal government. Identify and explain the basic functions of state and tribal governments. 	state government • tribal government	<ul style="list-style-type: none"> Compare and contrast 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. (438.01d)		<ul style="list-style-type: none"> Define state government. List the three branches of government in Idaho. Explain the responsibility of each branch of government. 	judicial branch • executive branch • legislative branch • state government • responsibility	<ul style="list-style-type: none"> Draw a flow chart of state, local, and tribal governments, labeling major responsibilities of each. 	
	4.SS.4.2.5 Discuss current governmental organization of American Indian tribes in Idaho.		<ul style="list-style-type: none"> Define current tribal government. Explain the function at each level of tribal government in Idaho. Discuss current governmental organization of American Indian tribes in Idaho. 	tribal government • organization	<ul style="list-style-type: none"> Report 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.	4.SS.4.3.1 Name elected state representatives at the legislative and executive branches.		<ul style="list-style-type: none"> Name elected state representatives at the legislative and executive branches. 	state representatives • legislative branch • executive branch	<ul style="list-style-type: none"> List the current elected state representatives at the legislative and executive branches. 	
	4.SS.4.3.2 Explain ways to contact elected state representatives. (439.01b)		<ul style="list-style-type: none"> Name elected state representatives. Express the different forms of communication used to contact elected state representatives. 	telephone • e-mail • letters • faxes	<ul style="list-style-type: none"> List the modes of communication that you would use to contact elected representatives. 	
	4.SS.4.3.3 Identify ways people can monitor and influence the decisions and actions of their state and tribal governments. (439.01a)		<ul style="list-style-type: none"> Recognize government/tribal officials. Tell that elected/appointed officials represent their constituents. Recognize individual input such as voting, lobbying, petitioning, and communication can influence government/tribal officials. List media forms that relay decisions and actions of governmental/tribal officials. Identify ways constituents can influence government/tribal officials. Identify ways people can monitor and influence the decisions and actions of their state and tribal governments. 	government/tribal officials • elected/appointed • constituents • voting • lobbying • petitioning • communication • media • relay • influence • monitor	<ul style="list-style-type: none"> Find and follow a current state and/or political issue to identify the ways people monitored and influenced the decisions and actions of their government. 	

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Goal 4.4: Build an understanding of the evolution of democracy.	4.SS.4.4.1 Discuss the concepts of popular consent, respect for the individual, equality of opportunity, and personal liberty. (430.01a)		<ul style="list-style-type: none"> • Define popular consent, respect for the individual, equality of opportunity, and personal liberty. • Tell how popular consent, respect for the individual, equality of opportunity, and personal liberty apply to themselves. • Discuss the concepts of popular consent, respect for the individual, equality of opportunity, and personal liberty. 	concepts • popular consent • respect for the individual • equality of opportunity • personal liberty	• Starts in the classroom, then goes out to the community, then to world. :)	
Goal 4.5: Build an understanding of comparative government.	No objectives at this grade level.					
Standard 5: Global Perspectives						
Goal 5.1: Build an understanding of multiple perspectives and global interdependence.	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.		<ul style="list-style-type: none"> • Define immigrant. • Define diverse groups and cultural heritage. • Explain that diverse groups impacted Idaho history. • Describe the diverse group's contribution of cultures: language, traditions, religion, food, housing, and clothing impacted Idaho heritage. • Explain the influence that diverse groups had on each other. • Examine 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. 	Hispanic • Asians • Africans • Europeans • culture • language • tradition • religion • food • housing • clothing • cultural heritage • immigrant • diverse groups	• Create a classroom cookbook including recipes from other cultures that contributed to Idaho's cultural heritage.	
	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)		<ul style="list-style-type: none"> • Define challenge. • Define contribution. • Define challenges of various cultural groups that settled in Idaho. • Tell contributions of various cultural groups that settled in Idaho. • Examine and report the contributions and challenges experienced by people from various cultural, racial, and religious groups that settled in Idaho from different parts of the world. 	contributions • challenges • cultural • racial • religious	• Have groups role play a specific challenge or contribution experienced by cultural, racial, and religious groups that settled in Idaho from different parts of the world.	