

District Curriculum Document

This is to be created at the district level using teacher teams

Topic Big Ideas/Essential Questions	Student Achievement Targets Priority Standards (PS)	Student Learning Intentions (Student Friendly Language of the Priority Standards)
<ol style="list-style-type: none"> 1. Geography: Information is available to us in many forms. <i>How do maps, charts, graphs and tables present information?</i> 2. Geography: Idaho’s location is relative to the world’s continents, oceans, poles, prime meridian, equator and landforms. <i>Where is Idaho located in relation to the world’s oceans, continents, poles, hemispheres, equator and prime meridian?</i> 3. Geography: Idaho has numerous landforms. <i>On a map of Idaho, where can examples of the following landforms be found: mountains, canyons, valley, plateaus, rivers and lakes?</i> 	<ol style="list-style-type: none"> 1. Use geographic skills to collect, analyze, interpret, and communicate data. (2.1.1) 2. Show on a map of the world the continents, oceans, landforms, poles, hemispheres, equator, and prime meridian in relation to Idaho. (2.1.2) 	<p><u>In this unit you will:</u></p> <ol style="list-style-type: none"> 1. Read, interpret and create maps, graphs, charts and tables 2. Locate on a map of the world the 7 continents, 5 oceans, 2 poles, 4 hemispheres, the equator, the prime meridian and the state of Idaho. 3. Locate on a map of Idaho examples of the following landforms: mountains, canyons, valleys, plateaus, rivers and lakes (or create a map of Idaho that contains examples of all of these landforms).
Supporting Standards		
<ol style="list-style-type: none"> 1. Use a number/letter grid to find specific locations on a map of Idaho (2.1.3) 2. Describe the physical regions of Idaho and identify major natural resources (2.1.4) 		
Academic and Unit Vocabulary (people, ideas and vocabulary)		
<p>Academic: Analyze, interpret, geographic skills, data, Content: continent, ocean, poles, hemisphere, equator, prime meridian, landforms, mountains, canyons, valleys, plateaus, rivers, lakes</p>		

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<p>1. History: Idaho has 5 federally recognized tribes of American Indians. (PS 1) <i>What are the five recognized tribes in Idaho and where are they currently located?</i></p> <p>2. History: All cultures are unique; cultures share similarities and differences. (PS 2,3) <i>What characteristics are often unique to a group's identity? What do stories, legends, and art tell about the culture of the American Indians who created them? What are similarities and differences in the ways groups of American Indians met their needs? How did environments influence the items American Indians created?</i></p>	<p>1. Identify American Indian tribes in Idaho: Coeur d'Alene, Kootenai, Shoshone-Bannock, Nez Perce, and Shoshone-Paiute Tribes and current reservation boundaries. (1.3.1)</p> <p>2. Identify characteristics of American Indian tribes ... in Idaho. (1.3.3)</p> <p>3. Describe American Indian cultural materials and their use in everyday life. (1.3.6)</p>	<p><u>In this unit you will:</u></p> <p>1. On a map of Idaho, identify and locate reservations and their boundaries of the 5 federally recognized tribes: Coeur d'Alene, Kootenai, Shoshone-Bannock, Nez Perce, and Shoshone-Paiute.</p> <p>2. Identify the following cultural characteristics: trade, language, legends, ceremonies, traditions of American Indian Tribes in Idaho.</p> <p>3. Describe examples of shelter, food, tools, and clothing in each of the American Indian tribes of Idaho.</p>
Supporting Standards		
<p>1. Discuss that although there are five federally recognized tribes in Idaho, there are many others in the state. (1.3.2)</p>		
Academic and Unit Vocabulary (people, ideas and vocabulary)		
<p>Academic: Identify, describe, locate, characteristics Content: Reservation, boundaries, federal, cultural, Coeur d'Alene, Kootenai, Shoshone-Bannock, Nez Perce, Shoshone-Paiute, legends, ceremonies, traditions, trade, language, traditions</p>		

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1. History: Trade, cultural exchanges and the sharing of new ideas can result when explorers reach new lands. (PS 1) <i>In what ways was the trip of Lewis and Clark important to the development of Idaho? How did American Indians help the explorers reach their goal? What were some of the effects of the exploration? How did explorers contribute to people’s knowledge?</i> 2. History: The fur trapping and trading industry played a significant role in the development of Idaho (PS 2,3) <i>Who were the major groups and individuals who played a prominent role in the trading and trapping industry? What new information did mountain men contribute to our knowledge of the west? What role did mountain men play in the economy?</i>	1. Explain the role of explorers... in the development of Idaho. (1.1.2) 2. Identify the major groups and significant individuals and their motives in western expansion and settlement in Idaho. (1.2.1) 3. Describe the role of fur trading ... in the settlement of Idaho (1.2.2)	<u>In this unit you will:</u> 1. Explain the role that Lewis and Clark and the Corps of Discovery played in the development of Idaho: route, interaction with American Indians, challenges, significant individuals, and outcomes. 2. Identify the fur trading companies and significant mountain men/trappers who played a role in the development of Idaho. 3. Describe the role the fur trading industry had on the development of Idaho: economic impact, exploration, mapping and environmental impact.
Supporting Standards		
1. Explain the concepts of supply and demand and scarcity. (3.1.2) 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. (5.1.1)		
Academic and Unit Vocabulary (people, ideas and vocabulary)		
<p>Academic: describe, development, explain, identify, industry, interaction, outcome, role Content: Bitterroot Mountains, claim, Clearwater River, Corps of Discovery, Columbia River, expedition, explorer, felt, Fort Boise, Fort Hall, Henry’s Fork, Hudson Bay Company, Kullyspell House, Lemhi-Shoshone tribe, Lolo Pass, Louisiana Purchase, Missouri River, mountain men, Nez Perce, Northwest Passage, Oregon Country, Pacific Ocean, pelt, Rendezvous, Snake River, St. Louis, trading post, trapper, translator People: John-Jacob Astor, Charbonneau, William Clark, George Droulliard, Andrew Henry, Thomas Jefferson, Meriwether Lewis, Sacajawea, David Thompson, Nathaniel Wyeth, York</p>		

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<ol style="list-style-type: none"> History: Many individuals and groups chose to move west for economic and religious opportunities. (PS 1) <i>Who were the significant individuals and groups who chose to settle in Idaho? Why do people take risks like those experienced during westward expansion?</i> History: American Indians were impacted by westward expansion. (PS 2) <i>How did westward expansion impact American Indians?</i> Geography: The location of early settlements in Idaho were based on the availability of natural resources. (PS 3) <i>Why did pioneers settle in specific locations? Why did some pioneers prosper while others did not prosper?</i> 	<ol style="list-style-type: none"> Identify the major groups and significant individuals and their motives in the western expansion and settlement in Idaho. (1.2.1) Analyze and describe how interactions ... during westward expansion impacted the American Indians in Idaho. (1.2.4) Analyze past settlement patterns in Idaho. (2.3.1) 	<p><u>In this unit you will:</u></p> <ol style="list-style-type: none"> Identify the major groups (missionaries, pioneers, settlers) and significant individuals, along with their reasons for settling in Idaho. Describe and analyze positive and negative effects on American Indian tribes caused by westward expansion in Idaho. Explain why early pioneers chose to settle in specific locations.
Supporting Standards		
<ol style="list-style-type: none"> Explain the role of ... and missionaries in the development of Idaho. (1.1.2) Identify the geographic features of Idaho and explain their impact on settlement. (2.3.3) Compare how American Indians and early settlers met their basic needs of food, shelter and water. (3.1.1) Discuss the challenges experienced by people from various cultural, racial, and religious groups that settled in Idaho from various parts of the world. (5.1.2) 		
Academic and Unit Vocabulary (people, ideas and vocabulary)		
<p>Academic: analyze, describe, Content: Black Robes, Cataldo Mission, Cayuse tribe, Chimney Rock, Cholera, Coeur d’ Alene tribe, Columbia River, Fort Boise, Fort Bridger, Fort Hall, Fort Limhi, hardship, Independence (MO and rock), Jesuit, landmark, massacre, measles, missionaries, Mormons, Nez Perce tribe, Oregon Trail, Platte River, pioneer, Shoshone tribe, settlement, smallpox, Snake River, Soda Springs, South Pass, wagon train People: Benjamin Bonneville, Joseph Cataldo, Pierre Jean Desmet, John C. Fremont, Jason Lee, Nicholas Point, Anthony Ravalli, Sager children, Eliza Spalding, Henry Spalding, Marcus Whitman, Narcissa Whitman</p>		

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<p>Topic Big Ideas/Essential Questions</p>	<p>Student Achievement Targets Priority Standards (PS)</p>	<p>Student Learning Intentions (Student Friendly Language of the Priority Standards)</p>
<p>1. History: Miners and immigrants were drawn to Idaho due to the discovery of gold and silver. (PS 1) <i>Why do people leave their homes to move to new places? Why did people move to Idaho during the gold rush?</i></p> <p>2. History: The gold rush played a significant role in the settlement of Idaho. (PS 2) <i>What were some of the positive and negative effects of the gold rush? How did the gold rush impact economic opportunities and businesses in Idaho?</i></p> <p>3. Economics: Technology played a significant role in the mining process and transportation. (PS 3) <i>What are the different types of tools and processes used in mining? How did mining impact the economy of Idaho? How did the Transcontinental railroad impact the economic growth in Idaho?</i></p> <p>4. History: Americans Indians were greatly impacted by the settlement of Idaho. (PS 4) <i>What happened to the American Indian tribes in Idaho during and after westward expansion? What events led to conflicts involving settlers (military/government/homesteaders) and American Indians? What were the results of the wars?</i></p> <p>5. Geography: Idaho is now a state. (PS 5) <i>How did Idaho become a state? What steps were required for that to happen? When did Idaho become a state?</i></p> <p>6. Global Perspectives: Immigrants contributed to the cultural development of Idaho. (PS6) <i>What were some of the groups who affected the cultural development of Idaho? What is the evidence of their influence in present day Idaho?</i></p>	<p>1. Identify the major groups and significant individuals and their motives in the western expansion and settlement of Idaho. (1.2.1)</p> <p>2. Describe the role of ... the discovery of gold and silver in the settlement of Idaho. (1.2.2)</p> <p>3. Describe examples of historic ... technological innovations in relation to economic growth in Idaho. (3.2.1)</p> <p>4. Analyze and describe how ... conflicts during westward expansion impacted the American Indians in Idaho. (1.2.4)</p> <p>5. Analyze past ... settlement patterns in Idaho. (2.3.1)</p> <p>6. 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. (5.1.1)</p>	<p><u>In this unit you will:</u></p> <p>1. Identify the following groups and individuals and explain their reasons for coming to Idaho: miners, Chinese immigrants, George Grimes, Elias Pierce.</p> <p>2. Describe the importance of the discovery of gold and silver in Idaho and the effects it had on Idaho becoming a state.</p> <p>3. Describe technological advancements associated with mining and the railroad and the effect they had on the economic growth of Idaho.</p> <p>4. Describe and analyze the various conflicts between settlers and American Indians and the impact they had on the tribes.</p> <p>5. Analyze the significant events that led to Idaho becoming a state.</p> <p>6. Analyze the impact that groups such as the Chinese, Basque, Germans, Irish and others had on creating the cultural heritage of Idaho.</p>

Supporting Standards

1. Describe ways that cultural groups in Idaho influenced and impacted each other. (1.1.1)
2. Analyze and describe the different immigrant experiences across Idaho. (1.2.3)
3. 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. (2.3.2)
4. Explain the concept of supply, demand and scarcity. (3.1.2)
5. Identify goods and services in early Idaho settlements. (3.1.4)
6. Describe examples of historic ... technological innovations in relation to economic growth in Idaho. (3.2.1)
7. Define entrepreneurship and identify reasons for starting a business. (3.4.1)
8. 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. (5.1.1)

Academic and Unit Vocabulary (people, ideas and vocabulary)

Academic: analyze, describe, explain, identify

Content: Bannock War, Bear River Massacre, Boise, Boise Basin, boomtowns, boundaries, capital, Chinese, Clearwater Valley, compromise, conflict, Congress, cradle rocker, dredging, Florence, flume, Fort Boise, Franklin, ghost town, gold pan, gold rush, Homestead Act, hydraulic mining, Idaho City, Idaho Territory, immigrant, Lewiston, lode mining, miners, Nez Perce, Nez Perce War, Oregon Territory, Orofino Creek, placer mining, prospector, representatives, Sheepeater War, Shoshone, Silver City, Silver Valley, sluice box, Snake War, Statehood, surrender, Transcontinental Railroad, treaty

People: Chief Joseph, Colonel Patrick Connor, George Grimes, Abraham Lincoln, Elias Pierce, Governor George Shoup, William Wallace

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<ol style="list-style-type: none"> Geography & Economics: Idaho has many natural resources and geographic features that influence its economy and settlement patterns. (PS 1,2,3) <i>What is a natural resource? What is a geographic feature? Where are these natural resources and geographic features located within the regions of Idaho? How do these natural resources and geographic features affect where people live? How do these natural resources and geographic features affect the economy of the region?</i> Economics: Supply, demand and scarcity influence what is bought and sold in Idaho and around the world. (PS 4). <i>What is supply? What is demand? What is scarcity? What happens to the price when a product is scarce? How do these three concepts work together?</i> Government: State, local and tribal governments are different levels of government and each have their own power and structure. (PS 5 & 6) 	<ol style="list-style-type: none"> ... Identify major natural resources of Idaho. 2.1.4 Analyze ... present settlement patterns in Idaho. 2.3.1 Describe how geographic features of Idaho have determined the economic base of Idaho’s regions. (3.2.2) Explain the concepts of supply and demand and scarcity. (3.1.2) Compare and contrast state, local and tribal governments. (4.2.2) Identify the three branches of state government and explain the major responsibilities of each. (4.2.4) 	<p><u>In this unit you will:</u></p> <ol style="list-style-type: none"> Identify major natural resources of Idaho (such as rivers, mountains, forests, wilderness, minerals, etc.) Investigate population settlement patterns in Idaho today. Describe how geographic features of Idaho have determined the economy in Idaho’s regions. Explain the concepts of supply, demand and scarcity. Compare and contrast state, local and tribal governments Identify the three branches of state government and explain the responsibilities of each.
Supporting Standards		
<ol style="list-style-type: none"> Identify characteristics of... cultural groups in Idaho. (1.3.3) Compare and contrast how Idaho American Indian life today differs from the life of these same groups many years ago. (1.3.4) Identify how American Indian tribes in Idaho govern themselves. (1.3.5) Identify current issues related to American Indians in present day Idaho. (1.3.7) Explain the concept of specialization and division of labor. (3.1.3) Explain the concept of public and private property in the development of Idaho. (3.1.5) Describe examples of ... current technological innovations in relation to economic growth in Idaho. (3.2.1) 		

8. Identify the people and groups who make, apply and enforce laws within state and tribal governments. (4.1.1)
9. Explain that rules and laws can be used to protect rights, provide benefits, and assign responsibilities. (4.1.2)
10. Explain the significance of Idaho symbols. (4.2.1)
11. Identify and explain the basic functions of state and tribal governments. (4.2.3)
12. Discuss current governmental organization of American Indian tribes in Idaho. (4.2.5)
13. Name elected state officials. (4.3.1)
14. Explain ways to contact elected state officials. (4.3.2)
15. Identify ways people can monitor and influence the decisions and actions of their state and tribal governments. (4.3.3)
16. Discuss the concepts of citizenship, popular sovereignty, respect for the individual, equality of opportunity, and personal liberty. (4.4.1)
17. Identify Idaho's role in the global economy. (5.1.3)

Academic and Unit Vocabulary (people, ideas and vocabulary)

Academic: Compare, contrast, identify, influence, monitor, present

Content: branches of government, citizenship, city, county seat, demand, division of labor, economy, equality, executive branch, geographic feature, governor, judge, judicial branch, legislative branch, local government, mayor, natural resource, representative, scarcity, senator, settlement patterns, state government, supply, tribal council, tribal government, wilderness