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| Standard - The student will:                                  | Content Knowledge and Skills:  |
|---|--|
| 01. Understand there are many influences on economic systems. | a. Know the economic policies of England that contributed to the revolt in the North American colonies.          |
|   | b. Explain the difference between a free enterprise economic system and a government controlled economic system. |

(3-15-02)

**458. GEOGRAPHY.**




| Standard - The student will:  | Content Knowledge and Skills:  |
|---|--|
| 01. Understand the spatial organizations of people, places, and environment on the earth's surface.                                     | a. Develop and use different kinds of maps, globes, graphs, charts, databases, and models to display and obtain information. |
|   | b. Identify the regions of the United States and their resources.  |
|   | c. Use latitude and longitude coordinates to find specific locations on a map.   |
| 02. Understand the migration and settlement of human populations on the earth's surface.  | a. Analyze the effects of agriculture and manufacturing on settlement in the United States.                                  |
|   | b. Explain the concept of the change from an agrarian society to an urbanized society.                                       |
| 03. Understand that human actions modify the physical environment and how physical systems affect human activity and living conditions. | a. Identify ways the land has been changed by people, technology, and natural forces.  |
|   | b. Explain how machines and technology have affected the natural resources of the United States.                             |





(3-15-02)

**459. -- 460. (RESERVED).**

**461. SOCIAL STUDIES STANDARDS - HISTORY OF HUMAN CIVILIZATION - MIDDLE GRADES (GRADES 6 THROUGH 8), SECTIONS 462 THROUGH 465.**





**462. HISTORY OF HUMAN CIVILIZATION.**

| Standard - The student will:  | Content Knowledge and Skills:   |
|---|---|
|  01. Understand the processes that gave rise to the earliest human communities.  | a. Describe types of evidence used by anthropologists, archaeologists, and other scholars to reconstruct early human and cultural development.    |
|   | b. Infer from archaeological evidence the characteristics of early hunter-gatherer communities.   |
|   | c. Understand the relationship between civilization and a city-state.   |
|  02. Understand how human communities populated the major regions of the world and adapted to a variety of environments. | a. Identify the various regions of the world that had early communities.  |
|   | b. Compare life of early civilizations of the Eastern and Western hemispheres and how they responded to their local environments.                 |
|  03. Understand that the practice of agriculture influenced the patterns of human settlement.                            | a. Describe how and why humans domesticated wild grains, as well as cattle, sheep, goats, and pigs.   |
|   | b. Identify areas of the world where early farming communities appeared and explain the factors that would have supported farming in these areas. |

| Standard - The student will:  | Content Knowledge and Skills:  |
|---|--|
|  <b>04. Understand how natural resources and technological advances have shaped the relationships between different societies.</b> | <b>a.</b> Explain how man adapted the environment for civilization to develop.   |
|   | <b>b.</b> Identify the technological advances developed by various early societies.  |
|  <b>05. Understand the political, social, and cultural causes and consequences of movements of populations.</b>                    | <b>a.</b> Identify the factors that contributed to population movement.  |
|   | <b>b.</b> Find examples of how writing, art, architecture, mathematics, and science have evolved in society over time.                     |
|   | <b>c.</b> Identify some of the major languages of the world today and identify which languages are related to one another.                 |
|   | <b>d.</b> Describe the role of government in population movements of early civilizations.  |
|  <b>06. Understand how empire building and trade contributed to increasingly complex relations among peoples.</b>                  | <b>a.</b> Identify major trade routes and assess the economic and cultural significance of these points of connection between populations. |
|   | <b>b.</b> Discuss how empires used conquest and forced labor to expand and develop.  |
|   | <b>c.</b> Explain the importance and levels of social classes.   |
|  <b>07. Understand the development and role of religion in early civilizations.</b>  | <b>a.</b> Explain how religion influenced government, culture, and technological development.  |
|   | <b>b.</b> Discuss how religion established a code of conduct for the people.   |
|   | <b>c.</b> Explain the relationship between religion and the people's understanding of the natural world.                                   |







(3-15-02)

**463. GEOGRAPHY.**

| Standard - The student will:  | Content Knowledge and Skills:  |
|---|--|
|  <b>01. Understand the spatial organizations of people, places, and environment on the earth's surface.</b>                              | <b>a.</b> Locate places on maps using latitude and longitude systems and compass directions.   |
|   | <b>b.</b> Locate and label on map or globe major rivers, mountain ranges, gulfs, and seas of the continents and their countries.           |
|  <b>02. Understand physical characteristics of different places and regions.</b>   | <b>a.</b> Compare and contrast physical features on the planet.  |
|   | <b>b.</b> Explain the impact of waterways on civilizations.  |
|   | <b>c.</b> Identify characteristics of significant civilizations in world history.  |
|  <b>03. Understand the migration and settlement of human populations on the earth's surface.</b>   | <b>a.</b> Identify main reasons for major migrations of people.  |
|   | <b>b.</b> Explain how climate affects human migration and settlement.  |
|   | <b>c.</b> Describe how physical features such as mountain ranges, fertile plains, and rivers led to the development of cultural regions.   |
|   | <b>d.</b> Explain how transportation routes stimulate growth of cities and the exchange of goods, knowledge, and technology.               |
|  <b>04. Understand that geography enables people to comprehend the relationships between people, places, and environments over time.</b> | <b>a.</b> Explain how the resources of an area can be the source of conflict between competing groups.                                     |
|   | <b>b.</b> Illustrate how the population growth rate impacts a nation's resources.  |
|   | <b>c.</b> Explain how rapid growth of cities can lead to economic, social, and political problems.   |
|   | <b>d.</b> Describe how the conservation of resources is necessary to maintain a healthy and productive environment for future generations. |




(3-15-02)

464. GOVERNMENT/CIVICS.

| Standard - The student will:  | Content Knowledge and Skills:  |
|---|--|
|  <b>01. Acquire critical thinking and analytical skills.</b>                                     | <b>a.</b> Research, condense, and restate information for a specific purpose.  |
|   | <b>b.</b> Utilize primary and secondary sources of information to gather facts.  |
|   | <b>c.</b> Distinguish between fact and opinion.  |
|  <b>02. Understand the evolution of democracy.</b>   | <b>a.</b> Describe the development of government.  |
|   | <b>b.</b> Recognize that as a society becomes more complex so does its government.   |
|  <b>03. Understand the relationship among between civic life, politics, and government.</b>      | <b>a.</b> Distinguish among the characteristics of city-states and feudal states.  |
|   | <b>b.</b> Contrast monarchies, democratic, and dictatorial types of government.  |
|   | <b>c.</b> Give examples of citizen participation in political systems around the world.  |
|  <b>04. Understand the foundations and principles of the American political system.</b>          | <b>a.</b> Explain how democratic governments allow for individual, political, and social choices.  |
|   | <b>b.</b> Discuss how the policies and actions of governments promote the public good.   |
|  <b>05. Understand the organization and formation of the American system of government.</b>      | <b>a.</b> Show how governments make and enforce laws and provide a judicial system.  |
|   | <b>b.</b> Explain that governments are funded through taxation.  |
|  <b>06. Understand that all citizens of the United States have responsibilities and rights.</b> | <b>a.</b> Explain ways to resolve private and public conflicts based on principles of fairness and justice while at the same time respecting cultural customs. |
|   | <b>b.</b> Explain how negotiation and compromise can be effective ways of settling disputes and how the majority rule has to protect the minority rights.      |

(3-15-02)

465. ECONOMICS.






| Standard - The student will:   | Content Knowledge and Skills:  |
|--|--|
|  <b>01. Understand basic economic concepts.</b>                       | <b>a.</b> Analyze the similarities of the needs and wants of people everywhere.  |
|  | <b>b.</b> Explain how historically people have relied on their natural resources to meet their needs.  |
|  | <b>c.</b> List examples that show how economic opportunity and a higher standard of living are important factors in the migration of people. |
|  <b>02. Understand the concept of money.</b>                          | <b>a.</b> Analyze the role of money as a means of exchange.  |
|  | <b>b.</b> Describe alternative means of exchange.  |
|  <b>03. Understand there are many influences on economic systems.</b> | <b>a.</b> Compare and contrast the factors that promote economic growth.   |
|  | <b>b.</b> Identify factors that harm an economic system.   |


(3-15-02)

466. -- 467. (RESERVED).

468. SOCIAL STUDIES STANDARDS - GEOGRAPHY - MIDDLE GRADES, SECTION 469.

469. GEOGRAPHY.

| Standard - The student will:  | Content Knowledge and Skills:  |
|---|--|
|  <p><b>01. Understand the spatial organizations of people, places, and environment on the earth's surface.</b></p>                                       | <p><b>a.</b> Describe the characteristics, functions, and advantages of maps, globes, photographs, satellite images, and models.</p> <p><b>b.</b> Develop and use different kinds of maps, globes, graphs, charts, databases, and models.</p> <p><b>c.</b> Identify the locations of certain physical and human features and events on maps and globes and answer related geography questions.</p> <p><b>d.</b> Use mental maps to answer geographic questions and to analyze how they reflect an individual's attitude toward places.</p> <p><b>e.</b> Analyze and explain human settlement as influenced by physical environment.</p> <p><b>f.</b> Explain patterns of land use in urban, suburban, and rural areas.</p> <p><b>g.</b> Explain ways places are connected and interdependent.</p> <p><b>h.</b> Describe the patterns and processes of migration and diffusion.</p> |
|  <p><b>02. Understand the human and physical characteristics of places and regions.</b></p>  | <p><b>a.</b> Analyze the physical characteristics of places.</p> <p><b>b.</b> Analyze the human characteristics of places.</p> <p><b>c.</b> Identify and analyze how technology shapes the human and physical features of a place.</p> <p><b>d.</b> Identify the criteria used to define types of regions.</p> <p><b>e.</b> Evaluate characteristics of places and regions from a variety of points of view.</p> <p><b>f.</b> Understand the effects of technology on cultural groups' perceptions of places and regions.</p> <p><b>g.</b> Explain how culture influences people's perceptions of places and regions.</p>  |
|  <p><b>03. Understand the physical processes that shape and change the patterns of the earth's surface.</b></p>  | <p><b>a.</b> Correlate physical geography and climatic conditions.</p> <p><b>b.</b> Explain functions and dynamics of ecosystems.</p> <p><b>c.</b> Use physical processes to explain patterns in the physical environment.</p> <p><b>d.</b> Analyze physical patterns in terms of what created them.</p> <p><b>e.</b> Use knowledge of physical system changes such as seasons, climate, weather, and the water cycle to explain phenomena.</p> <p><b>f.</b> Explain how an Earth-Sun relationship affect the earth's physical processes and creates physical patterns.</p>  |
|  <p><b>04. Understand the migration and settlement of human populations on the earth's surface.</b></p>  | <p><b>a.</b> Analyze the ways groups, societies, and cultures address human needs and concerns.</p> <p><b>b.</b> Explain migration streams over time.</p> <p><b>c.</b> Describe ways in which human migration influences the character of a place.</p> <p><b>d.</b> Analyze the population characteristics of places to explain population patterns.</p> <p><b>e.</b> Describe the structure of different populations through the use of key demographic concepts.</p>   |
|  <p><b>05. Understand that human actions modify the physical environment and how physical systems affect human activity and living conditions.</b></p> | <p><b>a.</b> Analyze the consequences of human changes to the physical environment.</p> <p><b>b.</b> Explain ways in which human-caused changes in the environment in one place can cause changes in other places.</p> <p><b>c.</b> Identify and analyze the role of technology in changing the physical environment.</p> <p><b>d.</b> Analyze ways in which humans respond to their physical environment.</p>   |


| Standard - The student will:  | Content Knowledge and Skills:   |
|---|---|
|   | <ul style="list-style-type: none"> <li>e. Examine the effects of natural hazards on human systems.</li> <li>f. Analyze world patterns of resource distribution and use.</li> <li>g. Identify the role of technology in acquiring resources.</li> <li>h. Develop plans for the management of resources.</li> </ul>   |
|  <p>06. Understand that geography enables people to comprehend the relationships between people, places, and environments over time.</p> | <ul style="list-style-type: none"> <li>a. Describe ways in which the spatial organization of society changes over time.</li> <li>b. Assess the role that environmental perceptions play in past events.</li> <li>c. Analyze the effects of physical and human geographic factors on historic events.</li> <li>d. Describe physical features that have influenced historical events.</li> <li>e. Analyze the interaction between physical and human systems to understand causes and effects of current and future conditions on earth.</li> <li>f. Integrate multiple points of view to analyze contemporary geographic issues.</li> <li>g. Demonstrate an understanding of the spatial organization of human activities and physical systems to be able to make informed decisions.</li> </ul> |

(3-15-02)

470. -- 471. (RESERVED).


472. SOCIAL STUDIES STANDARDS - U.S. HISTORY - MIDDLE GRADES, SECTIONS 473 THROUGH 485.

473. CRITICAL THINKING AND ANALYTICAL SKILLS.

| Standard - The student will:  | Content Knowledge and Skills:  |
|---|--|
|  <p>01. Acquire critical thinking and analytical skills.</p> | <ul style="list-style-type: none"> <li>a. Use visual and mathematical data presented in charts, tables, graphs, maps, and other graphic organizers to assist in interpreting a historical event.</li> <li>b. Differentiate between historical facts and historical interpretations.</li> <li>c. Chronologically organize significant events and people who form the foundation of early United States history and explain their historical relationships.</li> <li>d. Identify an issue or problem of the past, obtain relevant historical data, and formulate a position or course of action on the issue.</li> </ul> |

(3-15-02)

474. EVOLUTION OF DEMOCRACY.

| Standard - The student will:  | Content Knowledge and Skills:  |
|---|--|
|  <p>01. Understand the evolution of democracy.</p> | <ul style="list-style-type: none"> <li>a. Analyze the difference between direct democracy and the constitutional (representative) democracy of today's United States.</li> <li>b. Evaluate and interpret the concepts of popular consent, respect for the individual, equality of opportunity and personal liberty.</li> <li>c. Analyze the issues surrounding centralized government versus states' rights issues.</li> <li>d. Provide and evaluate examples of social and political leadership in early American history.</li> </ul> |

| Standard - The student will: | Content Knowledge and Skills:   |
|------------------------------|---|
|                              | <p><b>e.</b> Evaluate the impact of gender, race, ethnicity, religion, and national origin on individual/political rights</p> |

(3-15-02)

**475. EXPLORATION AND EXPANSION.**

| Standard - The student will:  | Content Knowledge and Skills:   |
|---|---|
| <p><b>01.</b> Understand the role of exploration and expansion in the development of the United States.</p> | <p><b>a.</b> Trace the spread of early human societies and the rise of diverse cultures in the United States.</p> <p><b>b.</b> Identify significant countries and their roles and motives in the European exploration of the Americas.</p> <p><b>c.</b> Analyze and describe the interactions between native peoples and the European explorers.</p> <p><b>d.</b> Summarize the major events in the European settlement of North America from Jamestown to the end of the 18th century.</p> <p><b>e.</b> Describe the United States territorial expansion between 1801 and 1861 and how it affected relations with external powers and Native Americans.</p> <p><b>f.</b> Know the factors that contributed to western expansion in the United States in the early 1800s.</p> |

(3-15-02)

**476. MIGRATION AND IMMIGRATION.**

| Standard - The student will:  | Content Knowledge and Skills:  |
|---|--|
| <p><b>01.</b> Understand the role of migration and immigration of people in the development of the United States.</p> | <p><b>a.</b> Analyze the religious, political, and economic motives of voluntary immigrants from different parts of Europe who came to North America.</p> <p><b>b.</b> Explain the motives and consequences for the involuntary immigration of indentured servants and enslaved Africans to the American colonies.</p> <p><b>c.</b> Describe the history, interactions, and contributions of the various groups of people that have lived and migrated throughout North America.</p> <p><b>d.</b> Explain the concept of Manifest Destiny and its contribution to the migration of people in the development of the United States.</p> |


(3-15-02)

**477. POLITICAL, SOCIAL, AND ECONOMIC RESPONSE TO INDUSTRIALIZATION AND TECHNOLOGICAL INNOVATION.**

| Standard - The student will:   | Content Knowledge and Skills:  |
|--|--|
| <p><b>01.</b> Understand the political, social, and economic responses to industrialization and technological innovations that have occurred in the United States.</p> | <p><b>a.</b> Explain the consequences of scientific and technological inventions and changes on the social and economic lives of the people of the United States.</p> <p><b>b.</b> Explain how the development of various modes of transportation increased economic prosperity and promoted national unity.</p> |


(3-15-02)

**478. INTERNATIONAL RELATIONS AND CONFLICTS.**

| Standard - The student will:  | Content Knowledge and Skills:   |
|---|---|
|  <p>01. Understand significant conflicts in United States history.</p> | <p>a. Analyze the causes and consequences of the French and Indian War (Seven Years' War).</p> <p>b. Identify and analyze the causes and consequences of the Revolutionary War.</p> <p>c. Identify and analyze the causes and consequences of the War of 1812.</p> <p>d. Explain how the westward migration impacted Native Americans.</p> <p>e. Identify and analyze the causes and consequences of the Civil War.</p> <p>f. Identify key leaders and significant events that influenced the outcome of the Civil War and the continuing relationships between northern and southern states.</p> |


(3-15-02)

479. CULTURAL AND SOCIAL DEVELOPMENT.

| Standard - The student will:  | Content Knowledge and Skills:   |
|---|---|
|  <p>01. Understand the cultural and social development of the United States.</p> | <p>a. Know the different cultural and social influences that emerged in the North American colonies.</p> <p>b. Describe the experiences of culturally, ethnically, and racially different groups trying to assimilate as part of American society prior to the Civil War.</p> <p>c. Know the common traits, beliefs, and characteristics that unite the United States as a nation and a society.</p> <p>d. Analyze the issue of race in the social and cultural development of the Pre-Civil War United States.</p> |


(3-15-02)

480. FOUNDATIONS OF THE AMERICAN POLITICAL SYSTEM.

| Standard - The student will:   | Content Knowledge and Skills:   |
|--|---|
|  <p>01. Understand the foundations and principles of the American political system.</p> | <p>a. Identify and explain the role of the ideas expressed in such documents as the Magna Carta and the Mayflower Compact on the development of constitutional democracy in the United States.</p> <p>b. Identify fundamental values and principles as expressed in basic documents such as the Declaration of Independence, the United States Constitution, and the Bill of Rights.</p> <p>c. Identify fundamental values and principles as expressed in significant writings and speeches such as The Federalist Papers, Washington's Farewell Address, and Lincoln's Gettysburg Address.</p> <p>d. Evaluate issues in which fundamental values and principles are in conflict such as conflicts between liberty and equality, individual rights and the common good.</p> |


(3-15-02)

481. ORGANIZATION AND FORMATION OF THE AMERICAN SYSTEM OF GOVERNMENT.

| Standard - The student will:  | Content Knowledge and Skills:  |
|---|--|
|  01. Understand the organization and formation of the American system of government. | a. Explain how the executive, legislative, and judicial powers are distributed and shared among the three branches of national government. |
|   | b. Know how and why powers are distributed and shared between national and state governments in the United States.                         |


(3-15-02)

482. CITIZEN RESPONSIBILITIES AND RIGHTS.

| Standard - The student will:  | Content Knowledge and Skills:  |
|---|--|
|  01. Understand that all citizens of the United States have responsibilities and rights. | a. Know the factors that have influenced American voluntarism such as colonial traditions, frontier conditions, and religious beliefs. |
|   | b. Explain the relationship between individual freedom and personal responsibility in the United States.                               |
|   | c. Describe ways in which citizens can participate in public life.   |


(3-15-02)

483. ECONOMIC FUNDAMENTALS.

| Standard - The student will:  | Content Knowledge and Skills:  |
|---|--|
|  01. Understand basic economic concepts. | a. Describe the economic characteristics of colonialism.   |
|   | b. Know the economic motivations for the constant expansion of the western border of the United States.            |
|   | c. Explain how the human and material resources of the Union and Confederacy affected the course of the Civil War. |


(3-15-02)


484. ECONOMIC INFLUENCES.

| Standard - The student will:  | Content Knowledge and Skills:   |
|---|---|
|  01. Understand there are many influences on economic systems. | a. Know the economic policies of England that contributed to the revolt in the North American colonies. |
|   | b. Explain the role of government policy in the economic development of the United States.              |

(3-15-02)

485. GEOGRAPHY.

| Standard - The student will:   | Content Knowledge and Skills:   |
|--|---|
| 01. Understand the spatial organizations of people, places and environment on the earth's surface.   | a. Develop and use different kinds of maps, globes, graphs, charts, databases and models. |
|  02. Understand the migration and settlement of human populations on the earth's surface. | a. Describe ways in which human migration influences the character of a place.            |


| Standard - The student will:   | Content Knowledge and Skills:   |
|--|---|
|  <b>03.</b> Understand that human actions modify the physical environment and how physical systems affect human activity and living conditions. | <b>a.</b> Analyze ways in which humans respond to their physical environment. |

(3-15-02)

486. -- 487. (RESERVED).


**488. SOCIAL STUDIES STANDARDS - GRADES 9 THROUGH 12, SECTIONS 489 THROUGH 490.**  
The social studies standards are organized around the three (3) social studies courses currently required by the state of Idaho for high school graduation. These fields of study are economics (one (1) credit), U.S. History (two (2) credits), and government (two (2) credits). (3-15-02)

**489. CRITICAL THINKING AND ANALYTICAL SKILLS.**

| Standard - The student will:  | Content Knowledge and Skills:  |
|---|--|
|  <b>01.</b> Acquire critical thinking and analytical skills. | <b>a.</b> Use analytical skills for reasoning, research, and reporting including interpretation of maps, charts, graphs, timelines and works of art.<br><b>b.</b> Evaluate and interpret points-of-view using primary and secondary sources.<br><b>c.</b> Chronologically organize significant events and people in United States history into major eras and themes to identify and explain historical relationships. |

(3-15-02)

**490. EVOLUTION OF DEMOCRACY.**


| Standard - The student will:  | Content Knowledge and Skills:  |
|---|--|
|  <b>01.</b> Understand the evolution of democracy. | <b>a.</b> Describe the origins of democratic tradition in western civilization.<br><b>b.</b> Identify the tensions associated with the definitions of American democracy.<br><b>c.</b> Analyze the struggles for the extension of civil rights.<br><b>d.</b> Analyze and evaluate states' rights disputes past and present.<br><b>e.</b> Provide and evaluate examples of social and political leadership in American history. |

(3-15-02)

491. -- 492. (RESERVED).

**493. UNITED STATES HISTORY, SECTIONS 494 THROUGH 498.**


**494. EXPLORATION AND EXPANSION.**

| Standard - The student will:   | Content Knowledge and Skills:  |
|--|--|
|  <b>01.</b> Understand the role of exploration and expansion in the development of the United States. | <b>a.</b> Know the goals, routes, and effects of explorers of the Americas in the 15th through the 17th centuries.<br><b>b.</b> Identify how religious, social, political, and economic factors shaped settlement patterns in 17th and 18th century North America. |

| Standard - The student will: | Content Knowledge and Skills:  |
|------------------------------|--|
|                              | <p><b>c.</b> Describe the United States territorial expansion between 1801 and 1861 and how it affected relations with external powers and Native Americans.</p> <p><b>d.</b> Know the factors that contributed to western expansion in the United States in the 1800s.</p> <p><b>e.</b> Identify philosophical changes in American foreign expansion from the territorial expansion of the 1890s to the economic and ideological influences of the present.</p> |


(3-15-02)

**495. MIGRATION AND IMMIGRATION.**

| Standard - The student will:  | Content Knowledge and Skills:  |
|---|--|
|  <p><b>01.</b> Understand the role of migration and immigration of people in the development of the United States.</p> | <p><b>a.</b> Identify motives for migration and immigration in and to the United States.</p> <p><b>b.</b> Analyze the legal, political, social, and economic changes in the status of immigrant groups.</p> <p><b>c.</b> Examine the impact of migration and government policy on the encroachment of Native American territories.</p> |


(3-15-02)

**496. POLITICAL, SOCIAL, AND ECONOMIC RESPONSE TO INDUSTRIALIZATION AND TECHNOLOGICAL INNOVATION.**

| Standard - The student will:  | Content Knowledge and Skills:  |
|---|--|
|  <p><b>01.</b> Understand the political, social and economic responses to industrialization and technological innovations that have occurred in the United States.</p> | <p><b>a.</b> Know the factors that contributed to the rise of industrialization in the 19th century.</p> <p><b>b.</b> Analyze the rise of the American labor movement.</p> <p><b>c.</b> Analyze the 20th century political responses to industrialization.</p> <p><b>d.</b> Analyze the American tradition of volunteerism and philanthropy.</p> <p><b>e.</b> Identify and analyze the causes of the Great Depression and its effects upon American society.</p> <p><b>f.</b> Account for and define the shift from the industrial society at the beginning of the 20th century to the technological society at the end of the 20th century.</p> |

(3-15-02)

**497. INTERNATIONAL RELATIONS AND CONFLICTS.**

| Standard - The student will:   | Content Knowledge and Skills:   |
|--|---|
|  <p><b>01.</b> Understand significant conflicts in United States history.</p> | <p><b>a.</b> Identify and analyze the causes and consequences of the Revolutionary War.</p> <p><b>b.</b> Identify and analyze the causes and consequences of the Mexican War.</p> <p><b>c.</b> Identify the causes and consequences of the Civil War and Reconstruction.</p> <p><b>d.</b> Identify the causes and consequences of World War I.</p> <p><b>e.</b> Identify the causes and consequences of World War II.</p> |

| Standard - The student will: | Content Knowledge and Skills:  |
|------------------------------|--|
|                              | <p><b>f.</b> Identify the causes and consequences of the Cold War including the Korean War and conflict over Berlin.</p> <p><b>g.</b> Know the reasons for the United States involvement in the Vietnam War and the domestic consequences of this involvement.</p> <p><b>h.</b> Explain the role of the United States in Post-Cold War conflicts around the world.</p> |

(3-15-02)

**498. CULTURAL AND SOCIAL DEVELOPMENT.**

| Standard - The student will:   | Content Knowledge and Skills:   |
|--|---|
| <p><b>01.</b> Understand the cultural and social development of the United States.</p> | <p><b>a.</b> Know ways in which language, literature, the Arts, traditions, beliefs, values, and behavior patterns interact as an integrated whole to create and maintain culture.</p> <p><b>b.</b> Analyze the contributions of the diverse cultures that make up the population of the United States.</p> |

(3-15-02)

**499. -- 500. (RESERVED).**

**501. GOVERNMENT/CIVICS, SECTIONS 502 THROUGH 506.**

**502. CIVIC LIFE, POLITICS AND GOVERNMENT.**

| Standard - The student will:  | Content Knowledge and Skills:   |
|---|---|
| <p><b>01.</b> Understand the relationship between civic life, politics, and government.</p> | <p><b>a.</b> Know the definition of politics and identify the interrelationship between politics and government.</p> <p><b>b.</b> Explain how the United States is governed by a system of laws.</p> <p><b>c.</b> Know the different forms of government.</p> |


(3-15-02)

**503. FOUNDATIONS OF THE AMERICAN POLITICAL SYSTEM.**

| Standard - The student will:  | Content Knowledge and Skills:   |
|---|---|
| <p><b>01.</b> Understand the foundations and principles of the American political system.</p> | <p><b>a.</b> Describe the origins of constitutional law in western civilization.</p> <p><b>b.</b> Compare and contrast the essential ideals and objectives of the original organizing documents of the United States including the Declaration of Independence, the Articles of Confederation, and the United States Constitution.</p> <p><b>c.</b> Explain the central principles of the United States governmental system including written constitution, popular sovereignty, limited government, separation of powers, majority rule with minority rights, and federalism.</p> <p><b>d.</b> Evaluate how power and responsibility are distributed, shared, and limited in the government established by the United States Constitution.</p> <p><b>e.</b> Analyze Amendments to the United States Constitution in terms of the conflicts they addressed and the reasons for their adoption.</p> <p><b>f.</b> Describe how diverse populations contribute to political life in the United States.</p> |


(3-15-02)

504. ORGANIZATION AND FORMATION OF THE AMERICAN SYSTEM OF GOVERNMENT.

| Standard - The student will:   | Content Knowledge and Skills:   |
|--|---|
|  <p>01. Understand the organization and formation of the American system of government.</p> | a. Know the three branches of federal government, their powers, and responsibilities.   |
|  | b. Explain the functions, powers, and relationships among federal, state, and local governments.                                  |
|  | c. Explain how each level of government raises money to pay for its operations and services.                                      |
|  | d. Analyze and explain the treaty/trust relationship the United States has with Native American tribes with emphasis on Idaho.    |
|  | e. Analyze the role of political parties and other political organizations and their impact on the American system of government. |


(3-15-02)

505. UNITED STATES FOREIGN AFFAIRS.

| Standard - The student will:  | Content Knowledge and Skills:  |
|---|--|
|  <p>01. Understand the significance of United States foreign policy in the modern world.</p> | a. Know the characteristics of United States foreign policy and how it has been implemented over time. |
|   | b. Identify and evaluate the role of the United States in international organizations and agreements.  |
|   | c. Identify and evaluate American foreign policy as it relates to environmental issues.                |

(3-15-02)

506. CITIZEN RESPONSIBILITIES AND RIGHTS.


| Standard - The student will:   | Content Knowledge and Skills:  |
|--|--|
|  <p>01. Understand that all citizens of the United States have responsibilities and rights.</p> | a. Explain the balance of personal responsibilities and rights in American life.                                     |
|  | b. Know the ways in which citizens can participate in the political process at the local, state, and national level. |
|  | c. Explain the electoral process at each level of government.  |
|  | d. Know the concept of citizenship and the ways in which individuals become citizens.                                |

(3-15-02)

507. -- 508. (RESERVED).

509. ECONOMICS, SECTIONS 510 THROUGH 514.


510. FUNDAMENTALS.

| Standard - The student will:   | Content Knowledge and Skills:                                       |
|--|---|
|  <p>01. Understand basic economic concepts.</p> | a. Define scarcity and explain its implications in decision making. |

| Standard - The student will: | Content Knowledge and Skills:   |
|------------------------------|---|
|                              | <b>b.</b> Know ways in which the interaction of all buyers and sellers influence prices.                          |
|                              | <b>c.</b> Define credit and debt and explain their effects.   |
|                              | <b>d.</b> Identify the incentives that determine what is produced and distributed in a competitive market system. |
|                              | <b>e.</b> Describe the concept of interest and explain how interest rates are determined.                         |
|                              | <b>f.</b> Compare and contrast free market and controlled economies of various nations and eras.                  |
|                              | <b>g.</b> Apply economic concepts to explain the role of imports/exports both nationally and internationally.     |


(3-15-02)

511. CONCEPT OF MONEY.

| Standard - The student will:   | Content Knowledge and Skills:                                |
|--|--|
|  01. Understand the concept of money. | <b>a.</b> Analyze the role of money as a medium of exchange. |
|  | <b>b.</b> Explain how money derives its value.               |


(3-15-02)

512. INFLUENCES.

| Standard - The student will:  | Content Knowledge and Skills:   |
|---|---|
|  01. Understand there are many influences on economic systems. | <b>a.</b> Explain the impact of culture, values, and belief systems on economic systems.  |
|   | <b>b.</b> Explain and illustrate environmental and geographical impacts on economic policies and decisions made by federal, state, regional, and local officials. |
|   | <b>c.</b> Describe and illustrate the impact of governmental policies and decisions on economic systems.  |

(3-15-02)

513. ECONOMIC INSTITUTIONS.

| Standard - The student will:   | Content Knowledge and Skills:   |
|--|---|
|  01. Know the different types of economic institutions and understand how they differ from one another. | <b>a.</b> Know the characteristics of various types of business structures. |
|  | <b>b.</b> Identify the business characteristics of an entrepreneur.         |
|  | <b>c.</b> Identify the role of the stock market.                            |
|  | <b>d.</b> Explain the role of banking institutions.                         |
|  | <b>e.</b> Explain the purposes of labor unions.                             |

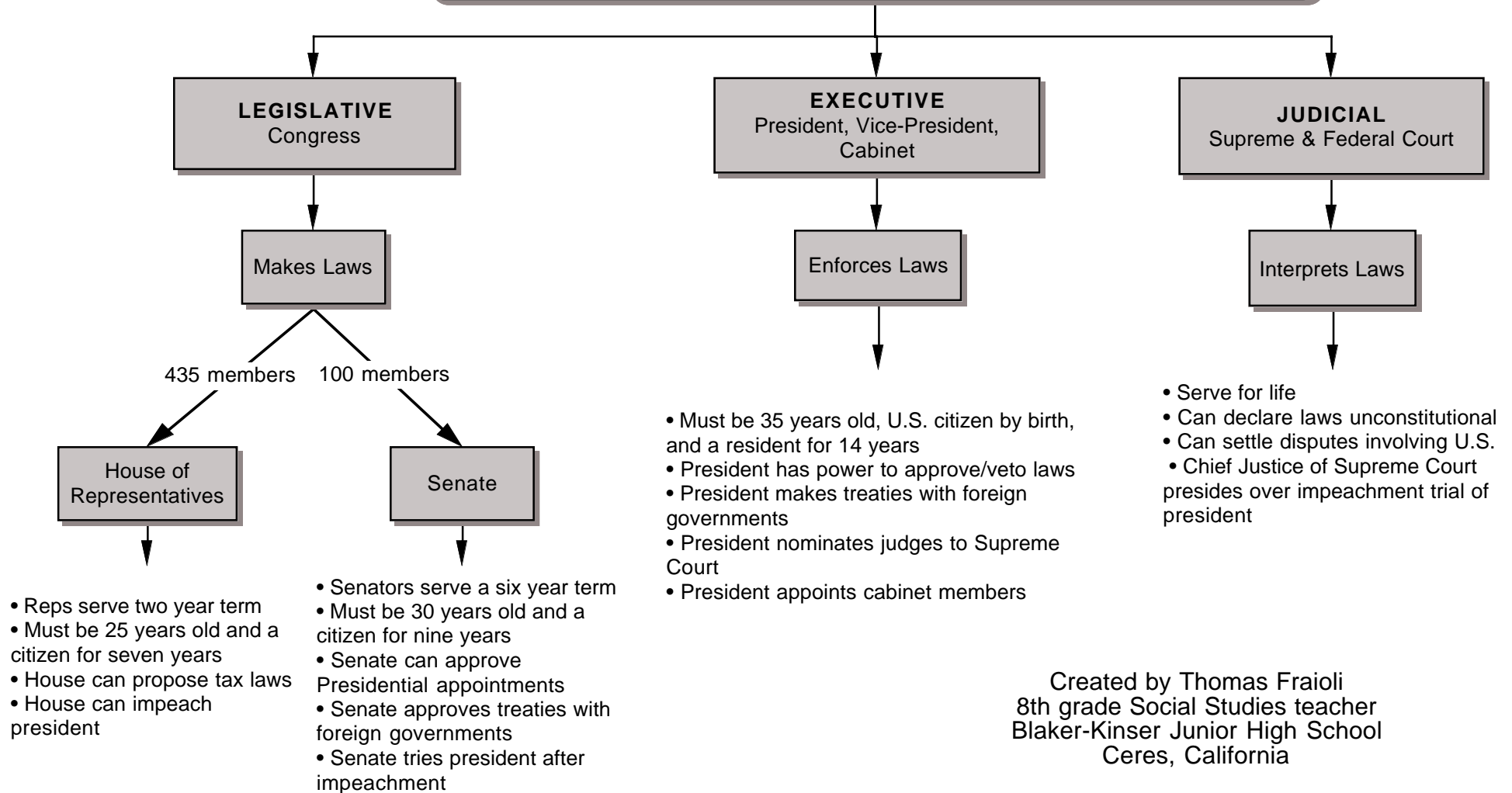
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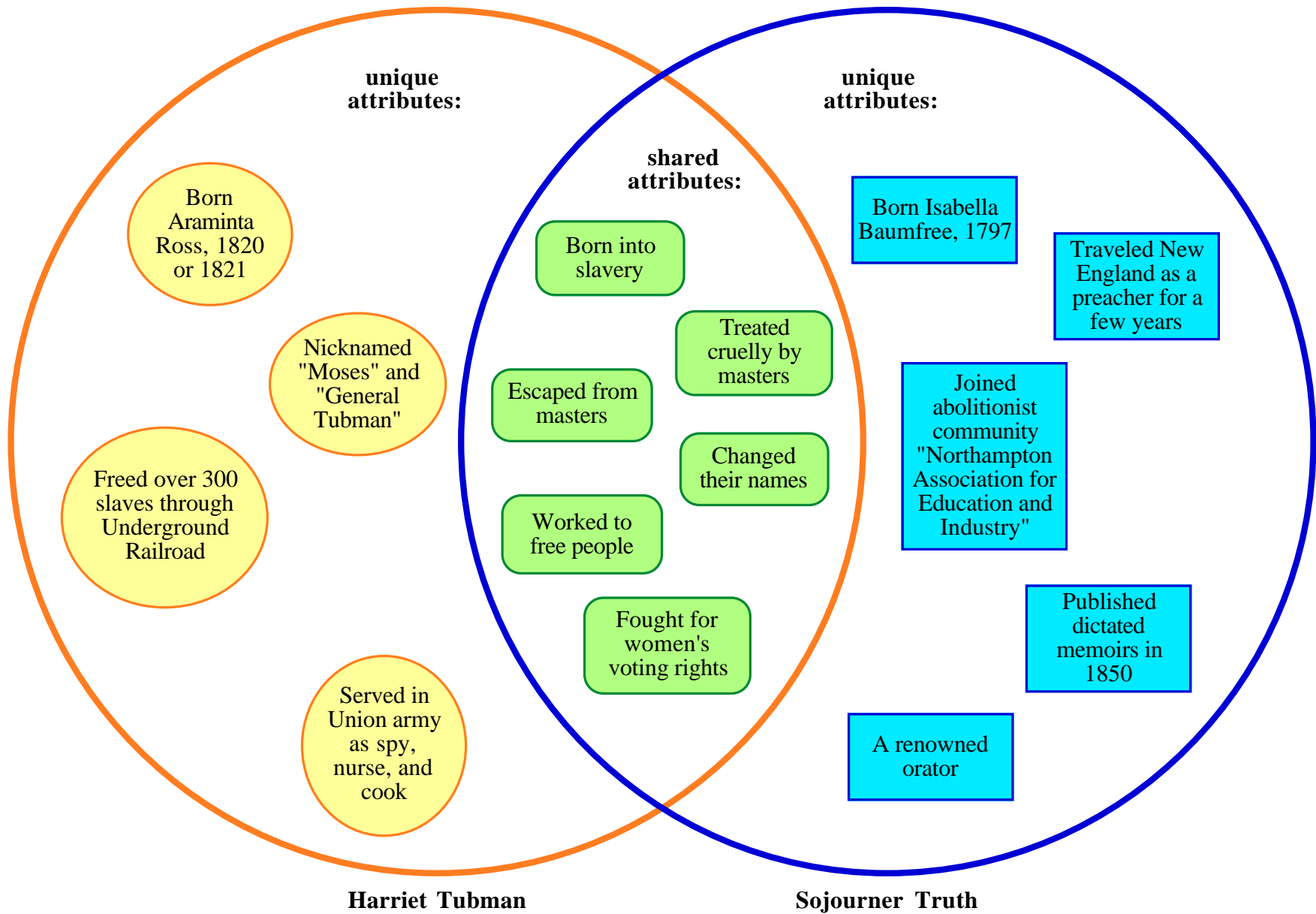
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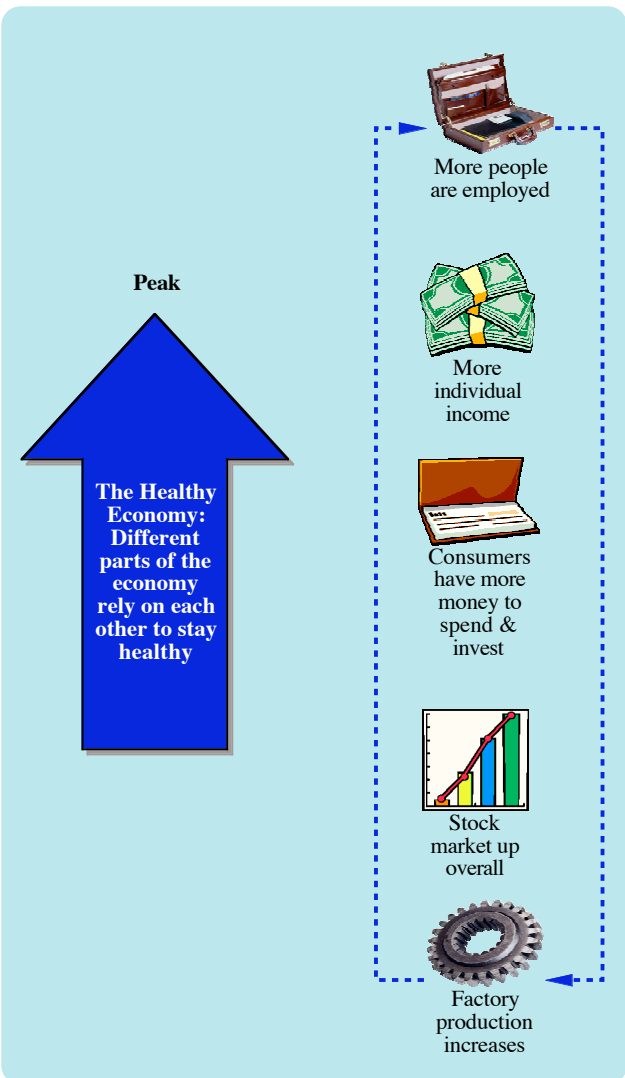
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# Branches of U.S. Government





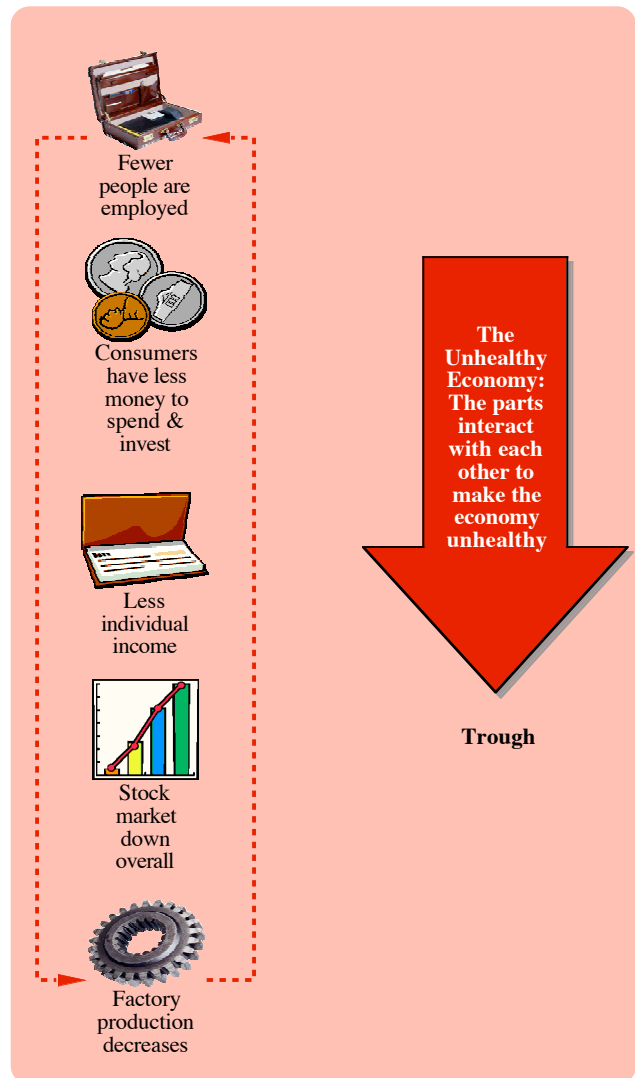
**Q.** What is a recession?



There are always ups and downs in the economy



The Business Cycle: A nation's economy expands and reaches a peak, then it contracts and enters a trough, and the cycle starts over again.



**A.** If the economy remains unhealthy for six or more months, it is considered a recession.

