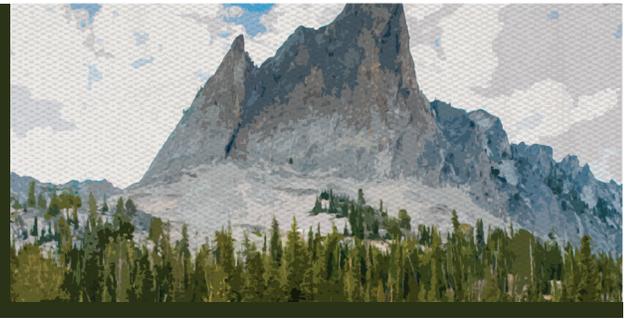


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Social Students and Science Standards
for This Is Idaho



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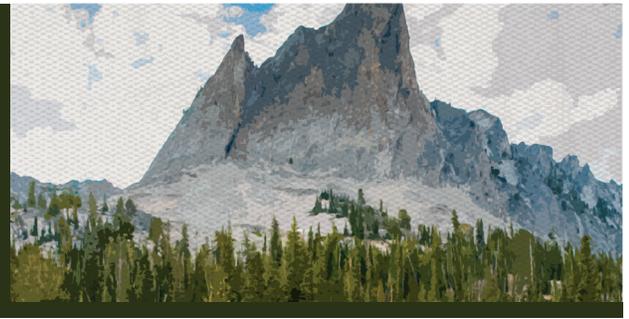
- K.SS.1.1.2 Describe how families celebrate in many different ways.
- K.SS.1.1.3 Describe how individuals have similarities and differences.
- K.SS.2.1.6 Recognize a map of Idaho and know it is the state in which we live.
- K.SS.3.1.1 Observe that all people have needs and wants.
- K.SS.3.1.2 Recognize that people have limited resources.
- K.SS.4.1.1 Name some rules and the reasons for them.
- K.SS.4.1.2 Discuss how individuals and groups make decisions and solve problems.
- LS1-K-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.
- LS1-K-2. Use classification supported by evidence to differentiate between living and non-living items.
- ESS1-K-2. Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.
- ESS2-K-1. Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.

1ST GRADE:

- 1.SS.1.1.1 Recognize that each person belongs to many groups such as family, school, friends, and neighborhood.
- 1.SS.1.1.2 Compare differences in the ways American families live today to how they lived in the past.
- 1.SS.1.1.4 Compare personal histories, pictures, and music of other selected times and places in America's past.
- 1.SS.2.1.1 Explain what maps and globes represent and how they are used.
- 1.SS.2.1.2 Use directions on a map: East, West, South, and North.

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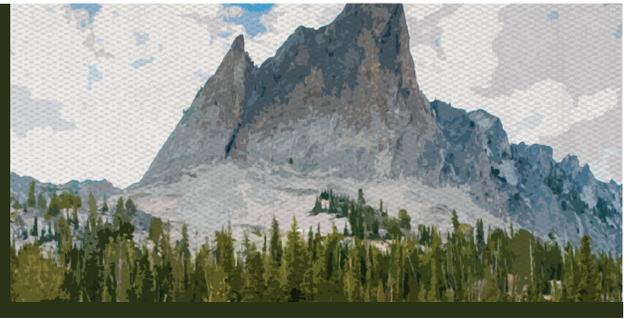
- 1.SS.2.1.5 Name and locate continent, country, state, and community in which the class lives.
- 1.SS.2.2.1 Describe ways people adjust to their environment.
- 1.SS.3.1.1 Identify the basic needs of people, such as food, clothing, and shelter.
- 1.SS.3.1.2 Identify ways people meet their needs by sharing, trading, and using money to buy goods and services.
- 1.SS.4.1.1 Explain why rules are necessary at home and school.
- 1.SS.4.2.1 Identify the significance of symbols in the United States.
- LS1-1-3. Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.

2ND GRADE:

- 2.SS.1.1.1 Discuss different groups that a person belongs to, such as family and neighborhood, and how those roles and/or groups have changed or stayed the same.
- 2.SS.2.2.1 Compare how environmental conditions affect living styles and clothing in different parts of the country.
- 2.SS.2.2.2 Describe how humans depend on the environment to meet their basic needs.
- 2.SS.3.2.1 Explain how natural resources affect economic activities in the local community.
- 2.SS.4.1.1 Explain why rules are necessary at home, school, and in the neighborhood.
- 2.SS.4.1.2 Explain that there are benefits for following the rules and consequences for breaking the rules at home, school, and in the neighborhood.
- 2.SS.4.1.3 Identify the people or groups that make, apply, and enforce rules at home, school, and in the neighborhood.
- LS1-2-2. Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.
- LS2-2-1. Make observations of plants and animals to compare the diversity of life in different habitats.
- ESS1-2-1. Use information from several sources to provide evidence that Earth events can occur quickly or slowly.

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3RD GRADE:

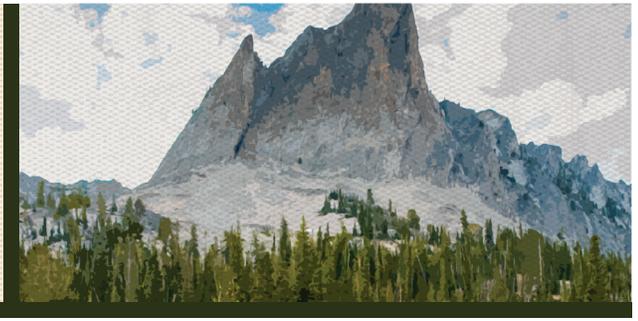
- 3.SS.1.1.2 Investigate the history of your community.
- 3.SS.1.1.3 Compare different cultural groups in the community, including their distinctive foods, clothing styles, and traditions.
- 3.SS.1.1.4 Identify and describe ways families, groups, tribes and communities influence the individual's daily life and personal choices.
- 3.SS.1.2.3 Identify reasons for voluntary and involuntary movement of people to and from your community.
- 3.SS.1.3.1 Identify characteristics of different cultural groups in your community including American Indians.
- 3.SS.2.1.2 Find the United States, Washington, D.C., Idaho, the state capital Boise, and your own community on a map.
- 3.SS.2.3.2 Identify geographic features influencing settlement patterns of the community.
- LS1-3-1. Construct an argument that some animals form groups that help members survive
- LS2-3-1. Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.
- LS2-3-2. Use evidence to support the explanation that traits can be influenced by the environment.

4TH GRADE:

- 4.SS.1.1.1 Identify characteristics of different cultural groups in Idaho.
- 4.SS.1.1.2 Describe ways that cultural groups have influenced and impacted each other.
- 4.SS.1.2.1 Identify the major groups and significant individuals and their impact on western expansion and the creation of the State of Idaho.
- 4.SS.1.2.4 Analyze and describe the effects of westward expansion and subsequent federal policies on Idaho's American Indian tribes.
- 4.SS.1.3.1 Identify the five federally recognized American Indian tribes in Idaho: Coeur d'Alene,

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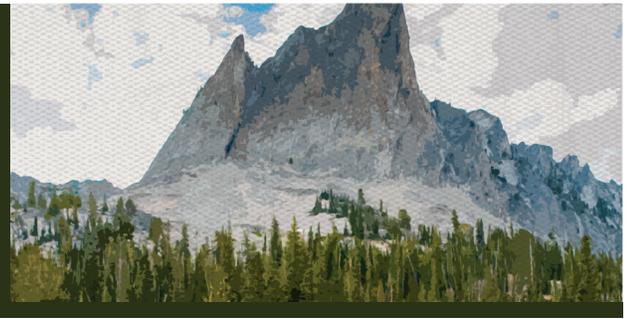


Kootenai, Shoshone-Bannock, Nez Perce, and Shoshone-Paiute Tribes and current reservation lands.

- 4.SS.1.3.2 Discuss how Idaho's tribes interacted with and impacted existing and newly arriving people.
- 4.SS.1.3.3 Identify and discuss similar and different key characteristics of American Indian tribes in Idaho.
- 4.SS.1.3.4 Compare and contrast past and current American Indian life in Idaho.
- 4.SS.1.3.6 Describe the preservation of American Indian resources, including cultural materials, history, language, and culture.
- 4.SS.1.3.7 Identify and dispel misconceptions about American Indians today.
- 4.SS.2.1.1 Use geographic skills to collect, analyze, interpret, and communicate data.
- 4.SS.2.1.4 Describe the physical regions of Idaho, and identify major natural resources.
- 4.SS.2.3.1 Analyze past and present settlement patterns in Idaho.
- 4.SS.2.3.2 Discuss the impact of colonization on American Indian tribal lands in Idaho, such as aboriginal and/or ceded territories, and the Treaties of 1855 and 1863.
- 4.SS.2.3.3 Identify the geographic features of Idaho, and explain their impact on settlement.
- 4.SS.3.1.1 Describe and analyze how American Indians and early settlers met their basic needs of food, shelter, and water.
- 4.SS.4.2.1 Explain the significance of Idaho symbols and the unique tribal seal of each federally recognized tribe in Idaho.
- 4.SS.5.1.4 Identify the diversity within Idaho's American Indian tribes and develop an awareness of the shared experiences of indigenous populations in the world.
- LS1-4-1. Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.
- ESS1-4-1. Identify evidence from patterns in rock formations and fossils in rock layers for changes in a landscape over time to support an explanation for changes in a landscape over time.
- ESS2-4-1. Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.
- ESS2-4-2. Analyze and interpret data from maps to describe patterns of Earth's features.

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5TH GRADE:

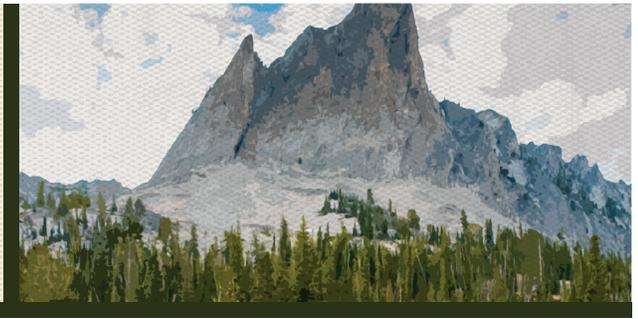
- 5.SS.1.1.1 Describe the interactions between European colonists and established societies in North America.
- 5.SS.1.2.4 Discuss the American Indian groups encountered in western expansion.
- 5.SS.1.2.6 Describe the impact of scientific and technological advances on westward expansion.
- 5.SS.1.3.1 Discuss that American Indians were the first inhabitants of the United States.
- 5.SS.1.3.2 Identify examples of American Indian individual and collective contributions and influences in the development of the United States.
- 5.SS.2.1.1 Develop and use different kinds of maps, globes, graphs, charts, databases, and models to display and obtain information.
- LS1-5-1. Support an argument that plants get the materials they need for growth chiefly from air and water.
- LS2-5-1. Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.
- LS2-5-2. Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.
- LS2-5-3. Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.
- ESS2-5-1. Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.

MIDDLE SCHOOL:

- 6-9.GWH.1.8.1 Describe major aspects of the civilizations of the Western Hemisphere prior to European contact.
- 6-9.GWH.1.8.2 Examine the impact of Europeans on indigenous cultures in the Western Hemisphere.
- 6-9.GWH.1.8.3 Compare various approaches to European colonization in the Western Hemisphere.

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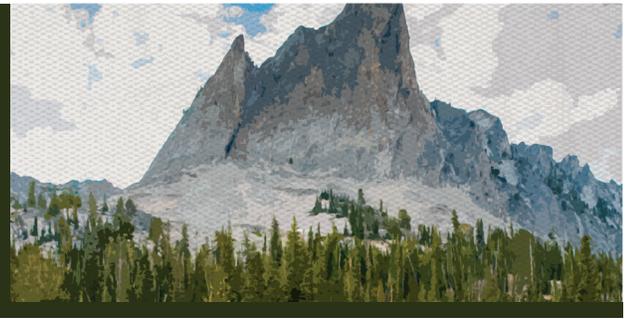
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- 6-9.GWH.2.2.2 Locate, map, and describe the climate regions of the Western Hemisphere and their impact on human activity and living conditions.
- 6-9.GWH.2.2.3 Identify major biomes and explain ways in which the natural environment and climate of places in the Western Hemisphere are related.
- 6-9.GWH.2.2.5 Evaluate ways in which technology influences human capacity to modify the physical environment.
- 6-9.GWH.2.2.6 Explain how physical processes have shaped Earth's surface. Classify these processes according to those that have built up Earth's surface (mountain-building and alluvial deposition) and those that wear away at Earth's surface (erosion).
- 6-9.GWH.2.5.1 Analyze the distribution of natural resources in the Western Hemisphere.
- 6-9.GWH.2.5.3 Give examples of how land forms, water, climate, and natural vegetation have influenced historical trends and developments in the Western Hemisphere.
- 6-9.GWH.3.1.1 Define abundance and scarcity, and their impact on decision making such as trade and settlement.
- 6-9.GWH.3.2.5 Identify specific areas of the Western Hemisphere with important natural resource deposits.
- 6-9.GWH.3.2.6 Investigate how physical geography, productive resources, specialization, and trade have influenced the way people earn income.
- 6-9.GWH.5.1.2 Give examples of how language, literature, and the arts shaped the development and transmission of culture in the Western Hemisphere.
- 6-9.WHC.1.6.1 Describe types of evidence used by anthropologists, archaeologists, and other scholars to reconstruct early human and cultural development.
- 6-9.WHC.1.6.2 Describe the characteristics of early hunter-gatherer communities.
- 6-9.WHC.1.6.3 Analyze the characteristics of early civilizations.
- 6-9.WHC.1.7.1 Explain how man adapted the environment for civilization to develop.
- 6-9.WHC.2.1.1 Develop and interpret different kinds of maps, globes, graphs, charts, databases, and models.
- 6-9.WHC.2.3.2 Explain how climate affects human migration and settlement.
- 6-9.WHC.2.3.3 Describe how physical features, such as mountain ranges, fertile plains, and rivers led to the development of cultural regions.

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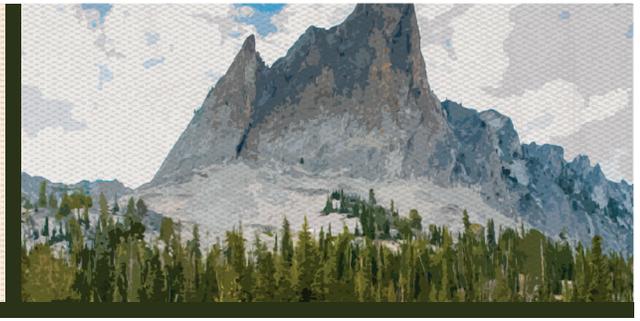
- 6-9.WHC.3.1.1 Explain how people historically have relied on their natural resources to meet their needs.
- LS2-MS-1. Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.
- LS2-MS-2. Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.
- LS2-MS-3. Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.
- LS4-MS-1. Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past.
- LS4-MS-2. Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer relationships.
- ESS1-MS-4. Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's history.
- ESS2-MS-2. Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.
- ESS2-MS-3. Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.

HIGH SCHOOL:

- 6-12.USH1.1.1.1 Compare and contrast early cultures and settlements that existed in North America prior to European contact.
- 6-12.USH1.1.5.1 Examine the development of diverse cultures in what is now the United States.
- 6-12.USH1.1.5.3 Describe and analyze the interactions between native peoples and the European explorers.
- 6-12.USH1.2.1.1 Develop and interpret different kinds of maps, globes, graphs, charts, databases, and models.

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- 6-12.USH1.2.2.1 Analyze ways in which the physical environment affected political, social, and economic development.
- 6-12.USH1.4.3.2 Describe ways in which citizens participated in early American public life.
- 9-12.USH2.1.3.2 Discuss the impact of forced assimilation on the land, cultural practices, and identity of American Indians.
- LS2-HS-1. Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales.
- LS2-HS-2. Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.
- LS2-HS-7. Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.
- LS2-HS-8. Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.
- LS4-HS-4. Construct an explanation based on evidence for how natural selection leads to adaptation of populations.
- LS4-HS-5. Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.
- ESS1-HS-5. Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks.
- ESS2-HS-1. Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features.
- ESS2-HS-2. Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems.
- ESS2-HS-5. Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.
- ESS2-HS-7. Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth.
- ESS3-HS-1. Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.