



# Essential Standards Extended Guide

## Social Studies Grade 4

### Guiding Information:

In response to requests from schools and districts for guidance on essential standards, committees of educators from around Idaho collaborated in the summer of 2024 to categorize social studies standards into three groups:

- **Essential standards** are explicitly taught, assessed multiple times, and receive targeted interventions for students who have not yet reached proficiency.
- **Supporting standards** are taught to reinforce essential standards and may or may not be formally assessed.
- **Additional standards** extend learning and are incorporated as time allows within course units, with assessment being optional.

This guidance helps LEAs prioritize the most critical standards, recognizing that not all standards are of equal importance. This document serves as a resource—not a mandate—to assist local efforts. Importantly, this work did not remove or revise any of the adopted Idaho Content Standards and is intended to refocus time and effort.

### History

Essential Standards
Standards are to be explicitly taught, assessed more than once, and intervened upon in this cluster of standards.
4.SS.1.3 Identify the major groups, including but not limited to explorers, missionaries, and significant individuals, immigrant experiences, and their impact on western expansion and the creation of the State of Idaho.
4.SS.1.5 Describe the ideology and federal policies that led to westward expansion and subsequent consequences that impacted American Indian tribes in Idaho.
4.SS.1.6 Compare and contrast the historical and current key characteristics of the five federally recognized American Indian tribes in Idaho: Coeur d'Alene Tribe, Kootenai Tribe of Idaho, Shoshone –Bannock Tribes, Nez Perce Tribe, and Shoshone-Paiute Tribes and ceded and current reservation lands.

### Supporting Standards

**Standards that support the Essential Standards. These standards will be taught but may or may not be formally assessed.**

4.SS.1.1 Identify characteristics of different cultural groups in Idaho and describe ways that they have influenced and impacted each other.

4.SS.1.2 Describe the federal policies behind the treaties and executive orders that resulted in the creation of the reservations in Idaho.

4.SS.1.4 Describe the historic role of fur trading and the discovery of gold and silver in Idaho.

4.SS.1.7 Describe how tribes in Idaho interacted with and impacted existing and newly arriving people.

4.SS.1.8 Examine the meaning of tribal sovereignty and its relationship at the tribal, local, state, and federal levels of government.

4.SS.1.9 Describe how American Indian tribes maintain resources, including cultural materials, history, language, and culture.

## Geography

### Essential Standards

Standards are to be explicitly taught, assessed more than once, and intervened upon in this cluster of standards.

4.SS.2.1 Use a number/letter coordinate grid to collect, analyze, interpret, and communicate data for finding specific locations on a map of Idaho.

### Supporting Standards

**Standards that support the Essential Standards. These standards will be taught but may or may not be formally assessed.**

4.SS.2.2 Describe the physical regions of Idaho, identify major natural resources, and explain their impact on settlement.

4.SS.2.3 Describe the encroachment on tribal lands in Idaho and the resulting conflicts, such as the Battle of Four Lakes, Bear River Massacre, Nez Perce Flight of 1877, Bannock War of 1878, and Kootenai War of 1974.

## Economics

### Essential Standards

Standards are to be explicitly taught, assessed more than once, and intervened upon in this cluster of standards.

4.SS.3.6 Describe how the geographic features of Idaho have determined the economic base of Idaho's regions.

### Supporting Standards

**Standards that support the Essential Standards. These standards will be taught but may or may not be formally assessed.**

4.SS.3.1 Describe and analyze how American Indians and early settlers met their basic needs of food, shelter, and water.

4.SS.3.2 Explain the concepts of supply and demand and scarcity.

4.SS.3.4 Identify goods and services in early Idaho settlements.

### Additional Standards

Standards that deepen learning and may be included as time allows throughout course units of study and may or may not be assessed.

4.SS.3.3 Explain the concepts of specialization and division of labor.

4.SS.3.5 Describe examples of historic and current technological innovations in relation to economic growth in Idaho.

4.SS.3.7 Define entrepreneurship and identify reasons for starting a business.

## Civics and Government

### Essential Standards

Standards are to be explicitly taught, assessed more than once, and intervened upon in this cluster of standards.

4.SS.4.3 Explain the significance of Idaho symbols and the unique tribal seal of each federally recognized tribe in Idaho.

### Essential Standards

Standards are to be explicitly taught, assessed more than once, and intervened upon in this cluster of standards.

4.SS.4.4 Identify the three branches of state government and explain the major responsibilities of each.the community.

4.SS.4.7 Describe the concepts of citizenship, popular sovereignty, respect for the individual, equality of opportunity, and personal liberty.

### Supporting Standards

**Standards that support the Essential Standards. These standards will be taught but may or may not be formally assessed.**

4.SS.4.1 Identify the people and groups who make, apply, and enforce laws within state, local, and tribal governments how they function, and the relationships between them

4.SS.4.2 Explain that rules and laws can be used to protect rights, provide benefits, and assign responsibilities.

4.SS.4.5 Name elected state officials and how they can be contacted.

4.SS.4.6 Identify ways people can monitor and influence the decisions and actions of their state and tribal governments.

## Global Perspectives

### Essential Standards

Standards are to be explicitly taught, assessed more than once, and intervened upon in this cluster of standards.

4.SS.5.1 Analyze the roles and relationships of diverse groups of people from various parts of the world who have impacted the state's history and contributed to Idaho's cultural heritage.

4.SS.5.2 Describe the challenges experienced by people from various cultural, racial, and religious groups that settled in Idaho from various parts of the world.

4.SS.5.3 Identify Idaho's role in the global economy.

### Supporting Standards

**Standards that support the Essential Standards. These standards will be taught but may or may not be formally assessed.**

4.SS.5.4 Identify the diversity within American Indian tribes in Idaho and develop an awareness of the similar experiences of indigenous populations in the world

---

#### For Questions Contact

Content & Curriculum

Idaho Department of Education

650 W State Street, Boise, ID 83702

208 332 6800 | [www.sde.idaho.gov](http://www.sde.idaho.gov)