WHERE GRIT MEETS GREATNESS
WEST BONNER COUNTY SCHOOL DISTRICT #83

Secondary Social Studies Essential Standards

District-Wide Standards for all Secondary Social Studies Classes: (7th-12th Grade)

All WBCSD Students will be able to:

1. Identify a series of historical events and developments as examples of change and/or continuity over time.
   Idaho Standard Alignment: 6-12.HT1.1

2. Explain multiple causes and effects of events and developments in the past.
   Idaho Standard Alignment: 6-12.HT1.2

3. Analyze how people's perspectives influenced the historical sources they created and how people's perspectives may change over time.
   Idaho Standard Alignment: 6-12.HT1.3

4. Construct and/or communicate a historical argument using primary and secondary sources.
   Idaho Standard Alignment: 6-12.HT1.4

5. Analyze historical issues by addressing questions that are open-ended and require research, analysis, and interpretations.
   Idaho Standard Alignment: 6-12.HT1.5

6. Analyze connections to among events and developments in broader historical contexts.
   Idaho Standard Alignment: 6-12.HT1.6

7. Analyze, compare, and/or interpret artistic works to understand cultural and historical context and experience.
   Idaho Standard Alignment: 6-12.HT1.7

8. Evaluate sources based on the background of the author, historical context, and purpose of the document.
   Idaho Standard Alignment: 6-12.HT1.8

9. Evaluate the credibility of sources about a historical event found on the internet by determining (if possible) how and why the sources were created, how they were circulated, their intended audience, and whether the source contains valid citations. **Idaho Standard Alignment: 6-12.HT1.9**

7th Grade World History I Time Period: 3000 BC - AD 1500 Mesopotamia to Ancient Africa		
Essential Standard	**"I Can..." statement**	**Where to Address**
6-9.WG.1.4 Investigate the historical origins, central beliefs, and spread of major religions and belief systems, including Judaism, Christianity, Islam, Sikhism, Hinduism, Buddhism, and Confucianism and Indigenous knowledge and belief systems.	… discuss where major belief systems started, what they believed, and how they spread.	- Sumer (3) - Egypt (4) - Judaism and Israelite Kingdoms (5) - India (6) - China (7) - Rome/Byzantine (11/12) - Islamic World/Africa (13-15)
6-9.WG.3.1 Describe abundance, scarcity, and distribution of resources; explain their impact on decision making such as trade, settlement, stewardship of the natural environment, and development of infrastructure.	… talk about having a large amount (abundance) of something and little of it (scarcity), how things get shared, and how that affects choices like trading, where people live, taking care of nature, and building things like roads and buildings.	- Africa (14/15) - Rome (10/11) - Egypt (4) - Ancient China (7) - Greece (8)
6-9.WG.3.6 Explain how the demand for important natural resources evolved in regions throughout the world. 6-9.WG.3.7 Investigate how physical geography, natural resources, specialization, and trade have influenced the way people meet their material needs.	… explore how people in different places wanted important things from nature, and how geography, resources, jobs, and trading affected how they got what they needed.	- Africa (14/15) - Rome (10/11) - Egypt (4) - Ancient China (7) - Greece (8)
6-9.WG.4.1 Identify the major forms of government in regions throughout the world and compare them with the government of the United States.	… discuss different types of governments in different places and see how they're like or different from the government we have in the United States.	- Rome (10/11) - Greece (8) - Mesopotamia (3) - Egypt (4)
6-9.WG.5.1 Discuss how social institutions, including the family, religion, and	… talk about how families, religions, and schools affect how people act in different parts of	

education, influence behavior in different societies in regions throughout the world.	the world.	
6-9.WG.5.2 Give examples of how language, literature, and the arts shape the development and transmission of culture in regions throughout the world.	… give examples of how the way we talk, stories we tell, and things we create like paintings and music, help make and share culture in different parts of the world	
6-9.WG.5.3 Define ethnocentrism and give examples of how it can lead to miscommunication and cultural misunderstandings. 6-9.WG.5.4 Discuss present conflicts between cultural groups and nation-states in regions throughout the world	… explain what ethnocentrism is and how it causes conflicts, providing examples.	
6-9.WH.1.1 Analyze types of evidence used by anthropologists, archaeologists, and other scholars to reconstruct early human and cultural development.	… study the different kinds of evidence that anthropologists, archaeologists, and other experts use to figure out how early humans and cultures developed.	
6-9.WH.1.4 Analyze the characteristics of early civilizations including government, religion/belief systems, arts/ architecture, technology, physical geography, economics, and social order.	… describe the characteristics of early civilizations including; how they were ruled, what they believed, their art and buildings, the tools they used, where they lived, how they got what they needed, and how people worked together.	
6-9.WH.1.6 Identify the technological advances developed by Ancient, Greco-Roman, Middle Age, Early-Modern, and Modern societies and civilizations. 6-9.WH.1.7 Analyze different social classes and their impact on societies and civilizations including Greco-Roman, Middle Age, Early-Modern,	… can recognize the technological progress made by Ancient, Greco-Roman, Middle Age, Early-Modern, and Modern societies, and how social class influence them.	

or Modern.		
6-9.WH.2.5 Explain how transportation routes stimulate the growth of cities and the exchange of goods, knowledge, and technology.	… explain how transportation routes make cities bigger and help people trade things, share knowledge, and exchange new technology.	
6-9.WH.2.7 Explain how the resources of an area can be the source of conflict between competing groups.	… explain how groups can argue or fight over resources in a place, like water, land, or minerals.	
6-9.WH.2.8 Illustrate how the population growth rate impacts a nation's resources. 6-9.WH.2.9 Explain how the rapid growth of cities can lead to economic, social, political, and technological problems and innovations. 6-9.WH.2.10 Describe why the conservation of resources is necessary to maintain a healthy environment.	… show how a growing population affects a country's resources, explain how fast-growing cities can cause and solve problems in economics, society, politics, and technology, and discuss why it's important to save resources to keep the environment healthy.	
6-9.WH.3.1 Explain how people historically relied on their natural resources to meet their needs.	… talk about how in the past, people used the things around them, like plants, animals, and water, to get what they needed to live.	
6-9.WH.4.1 Describe the role of government in historic human migration, such as push and pull factors. 6-9.WH.4.2 Analyze the various political influences that shaped civilizations including the City-State, Monarchy, Republic, Nation-State, or Democracy.	… explain how governments have shaped civilizations and have influenced historic human migration, including why people leave or move to different places.	
6-9.WH.5.3 Explain why people unite for political,	… describe why people come together for political reasons,	

economic, and humanitarian reasons.	like making decisions together, for economic reasons, like making money or trading, and for humanitarian reasons, like helping others in need.	

8th World History II Time Period: 1200 BC - Present American Civilizations to Modern World		
"I Can..." statement	**Essential Standard**	**Where to Address**
… can recognize the technological progress made by Middle Age, Early-Modern, and Modern societies, and how social class influence them.	**6-9.WH.1.6** Identify the technological advances developed by Ancient, Greco-Roman, Middle Age, Early-Modern, and Modern societies and civilizations. **6-9.WH.1.7** Analyze different social classes and their impact on societies and civilizations including	
…talk about how religion and beliefs affect how people see nature, how they shaped civilizations, how they influence how people act together, and why different beliefs sometimes cause problems.	**6-9.WH.1.8** Explain the relationship between religion and belief systems and people's understanding of the natural world. **6-9.WH.1.9** Explain how religion and belief systems shaped the development of civilizations. **6-9.WH.1.10** Discuss how religion and belief systems, economics, and politics influenced social behavior and were used to maintain social order. **6-9.WH.1.11** Examine why the diversity of religious beliefs across cultural, social, political, and economic institutions have been sources of conflict.	
… explain how transportation routes make cities bigger and help people trade things, share knowledge, and exchange new technology.	**6-9.WH.2.5** Explain how transportation routes stimulate the growth of cities and the exchange of goods, knowledge, and technology.	

…describe how waterways have affected civilizations.	**6-9.WH.2.6** Explain the impact of waterways on civilizations.	
… explain how groups can argue or fight over resources in a place, like water, land, or minerals.	**6-9.WH.2.7** Explain how the resources of an area can be the source of conflict between competing groups	
… show how a growing population affects a country's resources, explain how fast-growing cities can cause and solve problems in economics, society, politics, and technology, and discuss why it's important to save resources to keep the environment healthy.	**6-9.WH.2.8** Illustrate how the population growth rate impacts a nation's resources. **6-9.WH.2.9** Explain how the rapid growth of cities can lead to economic, social, political, and technological problems and innovations. **6-9.WH.2.10** Describe why the conservation of resources is necessary to maintain a healthy environment.	
…explain different ways that people trade and exchange goods and services.	**6-9.WH.3.3** Describe alternative means of economic exchange.	
…examine how economic growth affects society.	**6-9.WH.3.4** Analyze the impact of economic growth on society.	
…recognize important economic thinkers and understand how their ideas have influenced society.	**6-9.WH.3.5** Identify influential economic thinkers and the impact of their philosophies.	
…examine and judge how liberty and democracy have spread worldwide through revolutions and movements for change.	**6-9.WH.4.3** Analyze and evaluate the global expansion of liberty and democracy through revolution and reform movements.	
…describe why conflicts happen in different civilizations and what effects they have, whether they're because of	**6-9.WH.5.1** Explain the political, economic, religious, or cultural causes and	

politics, money, religion, or culture.	consequences of conflicts in various civilizations.	
…recognize and compare significant modern world conflicts like European colonialism, World War I, World War II, the Cold War, and de-colonialism movements, and explain how they affected the world.	**6-9.WH.5.2** Identify and compare major modern world conflicts and explain their global consequences and impacts including European colonialism, World War I, World War II, the Cold War, and de-colonialism movements.	
…discuss the reasons, actions, and outcomes of the Holocaust and examine how discrimination and prejudice have affected people.	**6-9.WH.5.4** Analyze the causes, events, and consequences of the Holocaust while exploring the impacts of discrimination and prejudice.	
… describe how Europeans and indigenous cultures influenced each other globally and compare the different reasons Europeans had for colonizing various regions.	**6-9.WG.1.2** Examine the impact of Europeans and indigenous cultures on one another in regions throughout the world. **6-9.WG.1.3** Describe and compare various motivations of European colonization in regions throughout the world	
… discuss where major belief systems started, what they believed, and how they spread.	**6-9.WG.1.4** Investigate the historical origins, central beliefs, and spread of major religions and belief systems, including Judaism, Christianity, Islam, Sikhism, Hinduism, Buddhism, and Confucianism and Indigenous knowledge and belief systems.	
…compare the quality of life in different regions using indicators and talk about how it affects daily life locally, nationally, and around the world.	**6-9.WG.3.3** Compare the standard of living of various regions today using quality of life indicators and discuss their impact on everyday life locally, nationally, and globally.	

…describe how the need for vital natural resources changed in different parts of the world over time.	**6-9.WG.3.6** Explain how the demand for important natural resources evolved in regions throughout the world.	
… discuss different types of governments in different places and see how they're like or different from the government we have in the United States.	**6-9.WG.4.1** Identify the major forms of government in regions throughout the world and compare them with the government of the United States.	
… develop an understanding of different viewpoints and how countries depend on each other worldwide.	**Global Perspectives** **6-9.WG.5.1-5.4**	
…explain why events might be seen in different ways based on the perspectives of those involved and those watching.	**6-9.WG.6.1** Explain how and why events may be interpreted differently according to the points of view of participants and observers.	

Early US History: (9th-10th Grade)

In Early US History Students will be able to:

1. Analyze the development of the New England, Mid-Atlantic, and Southern Colonies, including the economy, politics, social development, and relationships with the Indigenous peoples.
   Idaho Standard Alignment: 6-12.US1.3

2. Trace and analyze the colonial social, political, and economic developments including mercantilism, that provided context for the American Revolution.
   Idaho Standard Alignment: 6-12.US1.8

3. Analyze the impact of major military events and leaders throughout the American Revolution.
   Idaho Standard Alignment: 6-12.US1.11

4. Explain the key components of the Constitutional Convention in relation to the creation of many compromises, the Bill of Rights, and arguments over its adoption.
   Idaho Standard Alignment: 6-12.US1.14; 6-12.US1.15

5. Analyze the Constitution by comparing the powers of each branch of the Government, how it addresses the causes of the Revolutionary War, how it aligns with the Declaration of Independence, and how it addresses failures from the Articles of Confederation.
   Idaho Standard Alignment: 6-12.US1.16

6. Identify the traits, beliefs, and characteristics that divided the United States as a nation and a society during the early years of the United States creation (1780s-1830).
   Idaho Standard Alignment: 6-12.US1.17

7. Analyze how economic, political, and social events led to the Civil War.
   Idaho Standard Alignment: 6-12.US1.23

8. Describe the ideology, motivations, and events that led to westward expansion of the United States from the Louisiana Purchase to the acquisition of the Pacific Northwest.
   Idaho Standard Alignment: 6-12.US1.28; 6-12.US1.33

US History: (10th-11th Grade)

In US History students will be able to:

1. Analyze the outcomes of the American Civil War and the legal, political, and social implications of Reconstruction.
   Idaho Standard Alignment: 6-12.US1.40

2. Evaluate how improved use of resources, new technology and inventions, and transportation networks influenced the growth of industrialization and urbanization.
   Idaho Standard Alignment: 6-12.US1.46

3. Identify the impact of Post Civil War Immigration on urbanization and labor relations.
   Idaho Standard Alignment: 6-12.US1.50

4. Evaluate Progressivism's impact on circumstances and policies.
   Idaho Standard Alignment: 9-12.US2.2

5. Evaluate the impact of racial, economic, moral, political, and strategic motives for the United States becoming an imperialist power.
   Idaho Standard Alignment: 9-12.US2.3

6. Explain the factors that led to World War One and describe the factors that were deterring the United States involvement as well as the driving forces that eventually led to the United States involvement.
   Idaho Standard Alignment: 9-12.US2.5

7. Describe the impacts of economic, demographic, social, and cultural changes during the 1920s.
   Idaho Standard Alignment: 9-12.US2.9

8. Analyze the causes of the crash of 1929 and the Great Depression.
   Idaho Standard Alignment: 9-12.US2.11

9. Explain the events and actions that led to World War Two, including the rise of facism and totalitarianism, appeasement, and European and Japanese Imperialism.
   Idaho Standard Alignment: 9-12.US2.15

10. Describe the strategies, events, and turning points that shaped the outcomes of World War Two.
    Idaho Standard Alignment: 9-12.US2.17

11. Describe the ways the United States competed with the Soviet Union culturally, economically, and politically during the Cold War, and how this competition affected post war military and economic growth.
    Idaho Standard Alignment: 9-12.US2.23

12. Evaluate the factors that impacted relationships and policies with China, Russia, Latin America, and the Middle East.
    Idaho Standard Alignment: 9-12.US2.37

Economics: (12th Grade)

In Economics students will be able to:

1. Apply and explain the concepts of supply and demand, scarcity, opportunity costs, and incentives, as well as their implications for decision making.
   Idaho Standard Alignment: 9-12.EC.1

2. Describe the factors of production.
   Idaho Standard Alignment: 9-12.EC.4

3. Compare and contrast the characteristics of different economic systems and economic philosophies.
   Idaho Standard Alignment: 9-12.EC.6

4. Analyze global economic interdependence and competition.
   Idaho Standard Alignment: 9-12.EC.10

5. Apply economic concepts to explain the role of imports/exports both nationally and internationally.
   Idaho Standard Alignment: 9-12.EC.11

6. Demonstrate how to set financial goals and analyze the costs and benefits of spending decisions.
   Idaho Standard Alignment: 9-12.EC.14

7. Identify and evaluate modern consumer skills, tools, and practices.
   Idaho Standard Alignment: 9-12.EC.18

US Government: (12th Grade)

In American Government, students will be able to

1. Understand the reasons for the Americans creating the Declaration of Independence and the specific reasons for it being created, addressing the issues with British rule.
   Idaho Standard Alignment: 9-12.GOV.2

2. Analyze the Constitutional Convention and the issues arguments over Federalism and Anti-Federalism that were present.
   Idaho Standard Alignment: 9-12.GOV.4

3. Describe Limited Government within the Constitution in respect to the following;
   a. Checks and Balances
   b. Popular Sovereignty
   c. Rule of Law
   d. Federalism
   e. Separation of Powers
   f. Judicial Review
   g. Majority Rule and Protection of Minority Rights
   Idaho Standard Alignment: 9-12.GOV.7

4. Understand the Bill of Rights and how it creates individual rights for its citizens while at the same time limiting the power of the government.
   Idaho Standard Alignment: 9-12.GOV.9

5. Evaluate the arguments within the Declaration of Independence pertaining to the creation of an ideal government.
   Idaho Standard Alignment: 9-12.GOV.12

6. Describe what is is expected of citizens at the national, state, and local level of the government with a focus on;
   a. Being Informed on Civic Issues
   b. Serving in the Military
   c. Obeying the Law
   d. Paying Taxes
   e. Volunteering
   f. Performing Public Service
   g. Respecting the RIghts of Others
   h. Serving as a Juror
   i. Voting
   Idaho Standard Alignment: 9-12.GOV.13

7. Evaluate how the Government establishes rules and institutions within the market, including;
   a. Property Rights
   b. Contracts
   c. Consumer RIghts
   d. Labor-Management Relations
   e. Environmental Protection
   f. Competition in the Marketplace
   Idaho Standard Alignment: 9-12.GOV.27

8. Analyze the importance of the 17th Amendment of the Constitution and how it impacts the legislative branch.
   Idaho Standard Alignment: 9-12.GOV.30

9. Describe the process of a bill becoming a law.
   Idaho Standard Alignment: 9-12.GOV.33

10. Analyze Article II of the Constitution in relation to the powers of the Executive Branch of Government, including the 20th, 22nd, and 25th Amendments.
    Idaho Standard Alignment: 9-12.GOV.35

11. Analyze Article III of the US Constitution as it relates to Judicial Power.
    Idaho Standard Alignment: 9-12.GOV.38

12. Explain how powers are organized at the state and local governments as described by the Constitution of the State of Idaho, including the legislative, executive, and judicial branches.
    Idaho Standard Alignment: 9-12.GOV.45

13. Compare the different forms of domestic and foreign political systems, electoral systems, economic systems, and civil societies.
    Idaho Standard Alignment: 9-12.GOV.56