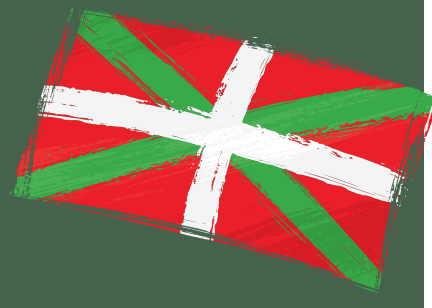


# TEACHER GUIDE

## For Tours, Videos, and Workshops



### Idaho State Curriculum Standards Social Studies

#### Grades 1 & 2

- ☐ 1.SS.1.1.2 Compare differences in the ways American families live today to how they lived in the past.
- ☐ 1.SS.2.2.1 Describe ways people adjust to their environment.

#### Grade 3

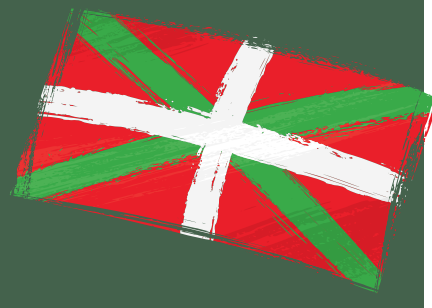
- ☐ 3.SS.1.1.2 Investigate the history of your community.
- ☐ 3.SS.1.1.3 Compare different cultural groups in the community, including their distinctive foods, clothing styles, and traditions.
- ☐ 3.SS.1.1.4 Identify and describe ways families, groups, tribes and communities influence the individual's daily life and personal choices.
- ☐ 3.SS.1.2.1 Share the origins of classmates' ancestors.
- ☐ 3.SS.1.2.2 Describe how migration and immigration are continuous processes
- ☐ 3.SS.1.2.3 Identify reasons for voluntary and involuntary movement of people to and from your community.
- ☐ 3.SS.2.3.1 Analyze past and present settlement patterns of the community
- ☐ 3.SS.3.2.1 Explain how land, natural resources, labor, trade, and/or technology affect economic activities in the local community.
- ☐ 3.SS.5.1.1 Explore connections that the local community has with other communities throughout the world.
- ☐ 3.SS.5.1.2 Examine the contributions from various cultures from other parts of the world to the development of the community and how they make that community unique.

#### Grade 4

- ☐ 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.1.2.3 Analyze and describe the different immigrant experiences across Idaho.
- ☐ 4.SS.2.3.1 Analyze past and present settlement patterns in Idaho.
- ☐ 4.SS.3.2.2 Describe how geographic features of Idaho have determined the economic base of Idaho's regions

# TEACHER GUIDE

## For Tours, Videos, and Workshops



### Idaho State Curriculum Standards Social Studies

#### Grade 4 continued

- ☐ 4.SS.5.1.1 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.
- ☐ 4.SS.5.1.2 Discuss the challenges experienced by people from various cultural, racial, and religious groups that settled in Idaho from various parts of the world.

#### Grade 5

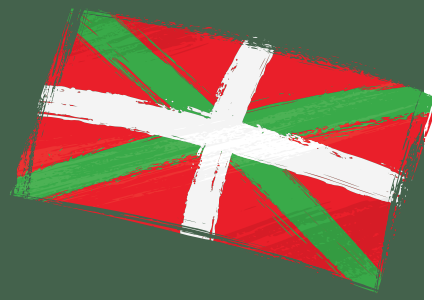
- ☐ 5.SS.1.2.1 Discuss the religious, political, and economic motives of immigrants to the United States.
- ☐ 5.SS.1.2.1 Discuss the religious, political, and economic motives of immigrants to the United States.

#### Grades 6 - 9

- ☐ 6-9.GWH.2.4.2 Describe major cultural characteristics of regions in the Western Hemisphere.
- ☐ 6-9.GWH.2.4.3 Compare and contrast cultural patterns in the Western Hemisphere, such as language, religion, and ethnicity.
- ☐ 6-9.GWH.3.1.1 Define abundance and scarcity, and their impact on decision making such as trade and settlement.
- ☐ 6-9.GWH.3.2.4 Identify economic connections between a local community and the countries of the Western Hemisphere.
- ☐ 6-9.GWH.5.1.1 Discuss how social institutions, including family, religion, and education, influence behavior in different societies in the Western Hemisphere.
- ☐ 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.GWH.5.1.5 Give examples of the benefits of global connections, such as developing opportunities for trade, cooperating in seeking solutions to mutual problems, learning for technological advances, acquiring new perspectives, and benefiting from developments in architecture, music, and the arts.
- ☐ 6-9.WHC.1.8.3 Describe how the structure of family changes in relation to socioeconomic conditions.
- ☐ 6-12.USH1.1.5.1 Examine the development of diverse cultures in what is now the United States.
- ☐ 6-12.USH1.1.5.2 Identify significant countries and their roles and motives in the European exploration of the Americas.

# TEACHER GUIDE

## For Tours, Videos, and Workshops



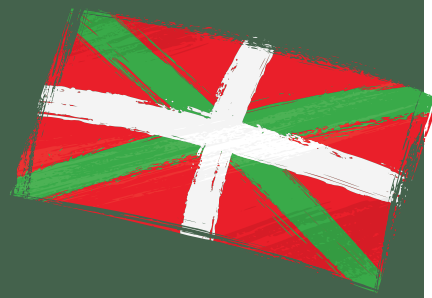
### Idaho State Curriculum Standards Social Studies

#### Grades 9 - 12

- ☐ 9-12.USH2.1.1.1 Analyze ways in which language, literature, the arts, traditions, beliefs, values, and behavior patterns of diverse cultures have enriched American society.
- ☐ 9-12.USH2.1.2.1 Identify motives for continued immigration to the United States.
- ☐ 9-12.USH2.1.2.2 Identify the political and social resistance to immigration.
- ☐ 9-12.USH2.1.2.3 Analyze the changes in the political, social, and economic conditions of immigrant groups
- ☐ 9-12.USH2.1.2.4 Discuss the causes and effects of 20th century migration and settlement patterns.
- ☐ 9-12.USH2.2.2.1 Analyze ways in which the physical environment affected political, social, and economic development.
- ☐ 9-12.G.5.1.1 Discuss the mutual impact of ideas, issues, and policies among nations, including environmental, economic, and humanitarian.
- ☐ 9-12.E.2.4.1 Explain how the factors of production are distributed among geographic regions and how this influences economic growth
- ☐ 9-12.E.3.1.1 Apply the concepts of supply and demand, scarcity, and opportunity costs, and explain their implications in decision making.

# TEACHER GUIDE

## For Tours, Videos, and Workshops



### Idaho State Curriculum Standards World Languages

Standard CLTR 1: Investigate, explain and reflect on the relationship between the practices and perspectives of the cultures studied in the target language.

- ☐ Objective: CLTR 1.1  
Analyze the cultural practices/patterns of behavior accepted as the societal norm in the target culture.
- ☐ Objective: CLTR 1.2  
Explain the relationship between cultural practices/behaviors and the perspectives that represent the target culture's view of the world.
- ☐ Objective: CLTR 1.3  
Function appropriately in diverse contexts within the target culture.

Standard CLTR 2: Investigate, explain and reflect on the relationship between the products and perspectives of the cultures studied in the target language.

- ☐ Objective: CLTR 2.1  
Analyze the significance of a product (art, music, literature, etc...) in a target culture.
- ☐ Objective: CLTR 2.2  
Describe the connections of products from the target culture with the practices and perspectives of the culture.
- ☐ Objective: CLTR 2.3  
Justify the underlying beliefs or values of the target culture that resulted in the creation of the product

#### Making connections

Standard CONN 1: Build, reinforce, and expand knowledge of other disciplines while using the target language to develop critical thinking/creative problem solving skills.

- ☐ Objective: CONN 1.1  
Compare and contrast information acquired from other content areas.
- ☐ Objective: CONN 1.2  
Relate information studied in other subjects to the target language and culture.

#### Lifelong learning

Standard COMT 2: Reflect on progress using languages for enjoyment, enrichment, and advancement

- ☐ Objective: COMT 2.1  
Interpret materials and/or use media from the language and culture for enjoyment.