



# Idaho Standards and Applications for 12<sup>th</sup> Grade Civics and Government

---

## Teacher Instructions

The purpose of this project is to provide students with a variety of learning opportunities on the topic of State government. At the completion of this project students will understand the functions, powers, and relationships that exist within Idaho State government. Students will also have an opportunity to explore the treaty/trust relationship between the Idaho State government and Idaho's Native American tribes.

The class will be divided into four groups:

1. Initiative Process
2. State Leaders and Agencies
3. Taxation and Funding
4. Court Issues

The amount of background information students need to be supplied with will vary depending upon the instructional content covered by the teacher preceding this project. In the “[Specific Resources](#)” section of this CD-ROM, additional resources are available to enhance both the teacher's background knowledge and to assist the students as they research the listed topics.

Each group will be given an individual assignment sheet outlining their specific tasks. Each group will be focusing on one specific component of this State government project, ultimately preparing to present to the class. The four separate projects, while addressing different components or functions of State government, will all be linked together in the end. However, students will all be addressing similar topics as they explore different aspects of State government.

While students will be researching one of the above listed processes in our State government, they will do so by searching for information and action on real issues within our State government. The following is a list of approved issues in Idaho State government that students may select from as a topic for their project. *As the teacher, feel free to add to and remove from this list as you see fit for your students and/or the particular issues that may be more relevant to the area in which you live.*



# Idaho Standards and Applications for 12<sup>th</sup> Grade Civics and Government

---

## Suggested List:

1. Land appropriations, rights, & usage.
2. Water appropriations, rights, & usage.
3. Timber regulations.
4. Mining regulations.
5. Native American voting rights.
6. Native American burial grounds & rights.
7. Minimum wage.
8. Farm workers rights & regulations.

## Assignment Roles & Responsibilities:

Though the specific tasks of each group will be different, all groups, as well as the members within each group, will be responsible for the following (these responsibilities are more clearly defined in the group breakout assignment sheets):

**Group Responsibilities-** *As the teacher, you may want to expand upon these guidelines depending on your class time frame for working, resources available for presentations, and number of students needing a specific role in the group work process.*

1. Class Presentation (including a multimedia component if possible)
2. List of Roles & Responsibilities delegated within the student group work process
3. Cited Sources, including a minimum of 6 direct citations from [Idaho State Constitution](#)

**Individual Responsibilities-** *The purpose of these tasks is to provide individual accountability within the group work process. This will also allow the teacher to directly assess the learning of each individual student, as well as the final group product.*

1. Written assessment of each individual student's personal contribution to the overall group product
2. Written summary of what each individual student has discovered and concluded about his/her assigned process of State government as well as his/her selected research topic.

Students will be encouraged to include questions they still have about issues and processes in our State government. It is important for them to understand that there will always be more to learn about our State government, as both leaders and processes are continually changing.



# Idaho Standards and Applications for 12<sup>th</sup> Grade Civics and Government

---

## **Student Resources & Assistance:**

In addition to your adopted government textbook, your students will need some help in where to begin their research. A list of additional resources that may be helpful to you and your students can be found in the “[Specific Resources](#)” section of this CD-ROM. Be sure to share these resources with your students to help get them started in researching various processes of the State government as well as issues in Idaho State government. This list is not all-inclusive, but rather a suggested place to start from.

One of the best resources available to your students is going to be [Idaho State Constitution](#). Don't forget they need to have a minimum of 6 citations from this source. Also encourage students to contact and use the expertise of the people that work in Idaho State government. Many of them have websites that students will have access to. Explain that part of the job of our State government workers is to help citizens further their understanding of Idaho politics, both the process and the issues. As the teacher, it will be important to give students guidance as to the appropriate ways to contact these hard working people.

## **Teacher Resource & Assistance:**

Don't forget to go to the “[Specific Resources](#)” section of this CD-ROM to find a plethora of resources that may be of help to you and your students. In addition, you will also find Group Breakout Sheets in “[Student Instructions](#)”. These need to be printed and distributed to each assigned group. There are also a number of photographs, suggested periodicals, and other resources to be found on this CD-ROM. Check them out...we hope they will prove to be very useful to you and your students as you embark upon this exciting study of Idaho State government.