



IDAHO

CERTIFICATION

All teachers in Idaho are required to hold a bachelor's degree from an accredited college or university and to meet a core of professional education requirements.

Elementary Certification

Elementary school teachers must take a minimum of 44 semester hours in general education. Of these 44 hours, 12 must be in social science and must include U.S. history and/or American (federal) government. Teacher education course work does not apply toward these requirements. In addition, candidates must have credit in methods of teaching social studies in the elementary school.

Middle/Secondary Certification

Secondary certificates enable educators to teach in a specific endorsed area for grades 6–12. In addition to a bachelor's degree from an accredited college or university and a core of credit hours in professional education courses, candidates must prepare in at least two fields of secondary teaching. These fields must include

- ❖ a major subject of at least 30 hours;
- ❖ a minor subject of at least 20 hours; or
- ❖ preparation of not less than 45 semester hours in a single subject area may be used in lieu of a major and minor field.

Credits must be earned through appropriate departments.

For a history endorsement (6–12) 20 semester hours are required in the following:

- ❖ U.S. history—minimum of 9 credit hours;
- ❖ American federal government—minimum of 3 credit hours;
- ❖ the remaining course work must be in history and/or political science;

- ❖ up to 3 hours of the history of a state or a region may apply toward the U.S. history requirement; and
- ❖ 6 hours must be earned in a general survey of U.S. history.

Possible assignments include: American history; history; state history / government. A social studies endorsement (6–12) requires 20 semester hours as follows:

- ❖ U.S. history—minimum of 6 hours of general survey;
- ❖ American federal government—minimum of 3 hours; and
- ❖ remaining credit hours must include work from at least four of the following areas: world history, anthropology, geography, sociology, economics, and political science.

Possible assignments include all secondary social science courses.

STANDARDS

Standards for Teachers

According to Idaho’s Title II report, the state outlines content standards for its educators. These standards are located in the Idaho Certification Manual and include the information listed in the above section on certification. Idaho has also developed Foundation Standards for Social Studies Teachers. These standards consist of overall social studies standards and then standards established specifically for teachers of economics, geography, government and civics, and U.S. history. The standards have 10 principles. Principle 1 addresses knowledge of subject matter. Knowledge, disposition, and performance expectations are outlined under Principle 1.

Standards for Students

Idaho’s Achievement Standards in Social Studies are organized under themes for grades 1–5. Geography, the history of human civilization, and the first of a two-part U.S. history course occur in the middle grades. Standards have been established for students in grades 9–12 in the second of a two-part U.S. history course, economics, and civics and government.

The themes that guide the social studies standards for grades 1–5 consist of the following:

- ❖ critical thinking and analytical skills;
- ❖ evolution of democracy;
- ❖ exploration and expansion;
- ❖ migration and immigration;
- ❖ political, social, and economic response to industrialization and technological innovation;
- ❖ organization and formation of the American system of government;
- ❖ citizen responsibilities and rights;
- ❖ international relations and conflicts;
- ❖ cultural and social development;

- ❖ foundation of the American political system;
- ❖ economic fundamentals;
- ❖ economic influences; and
- ❖ geography.

A standard relevant to the grade level is listed under each theme (at some grade levels a standard might not be appropriate, and if this is the case it is indicated). Then knowledge and content skills that support the standard are identified. Samples of applications are also included.

The geography standards do not follow the aforementioned thematic approach. They address solely standards pertaining to geography. The history of human civilization standards include standards under history, geography, government/civics, and economics. The U.S. history courses (parts one and two) return to the thematic pattern outlined for the elementary grades. The economics and civics/government standards have their own separate themes that relate to those listed above but do not follow them exactly.

HIGH SCHOOL GRADUATION/EXIT EXAM

The state minimum graduation requirement is 42 semester credits. The State Board of Education has identified a core of 25 credits, and local districts may establish guidelines beyond the state minimum. Five semester credits are required in social studies:

- ❖ government—2 semester credits;
- ❖ U.S. history—2 semester credits; and
- ❖ economics—1 semester credit.

Current world affairs and geography are to be integrated into all social studies instruction in Idaho. Such courses as geography, sociology, world affairs, and world history may be offered as electives but are not to be counted as a social studies requirement.

Exit Exam

Idaho’s Department of Education is in the process of developing sample end-of-course and performance assessments for all social studies courses. Local school districts have the option of developing their own assessments or using those provided by the state.

ASSESSMENT

Idaho students take four tests in addition to the NAEP exam. These tests include the Idaho Reading Indicator (K–3), The Idaho Standards Achievement Test (2–9 and high school), the Direct Mathematics Assessment (4, 6 [pilot], and 8), and the Direct Writing Assessment 5 and 9 (both pilots). The ISAT measures student progress in reading, language arts, and mathematics. The other three exams measure students as their names suggest.

As stated above, Idaho is currently developing assessments in social studies, and districts have the option of choosing from state assessments or developing their own assessments.

