



Idaho Standards and Applications for 12th Grade Civics and Government

Student Instructions

Section 1: County Government

Student Activities:

- Read [Article XVIII, Idaho State Constitution](#). After reading Section 6, list the six county officers that were established by that Article.
- Read [Article V, Section 18, Idaho State Constitution](#). Add the county officer described therein to the list you have created.
- Reread [Article XVIII, Section 5 and Section 12](#). What is the significance of Section 12?
- Access “[Commission Form of County Government](#)”. Using this diagram of County Government and the previously mentioned references to the [Idaho State Constitution](#), complete as much as you can of the “[County Government - Separation of Powers](#)” chart. Complete the Separation of Powers Chart by using the [Idaho Blue Book](#) section on County Government.
- Go to <http://www3.state.id.us/idstat/TOC/31FTOC.html>. Using Chapters 8, 21, 22, 23, 24, 25, 26, and 28 of the Idaho Code fill in the windows of the “[County Organization Diagram](#)” for your county.

Section 2: City Government

Student Activities:

- Read [Article XII, Idaho State Constitution](#).
 - Who authorizes cities and towns to organize and incorporate?
 - What kinds of regulations can an incorporated city or town make and enforce?
 - Under what three conditions can the state assume the debts of a town?
 - For what four purposes may a town go into debt?
- Read the first couple of lines of [Article VIII, Section 3](#).
 - What is required for a city (or a county or a school district) to borrow money or to go into debt in excess of the city’s income and revenue?



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- Refer to “[Caldwell City Government](#)” in “Specific Resources.” Now use the “[Internet Resources](#)” to link to the web site for your city (or a city closest to where you live) and create a flow chart similar to the one for Caldwell.
- Using the diagram you just created, complete the “[City Government - Separation of Powers](#)” chart.

Section 3: Special Districts

Student Activities:

- Read the articles “[Boise County Ambulance Tax Article](#)” and “[SW Ada County Sewer District Article](#)” and “[SW Ada County Sewer District Vote Fails.](#)”
- Outline the steps necessary in order for voters to establish a special district.
- What are the sources of revenue available to a special district?
- What special districts exist in your county?

Section 4: Property Taxes

Student Activities:

- Read [Article VII, Section 6, Idaho State Constitution](#). How are local units of governments to raise revenue in order to provide services?
- Refer to one of the [property tax notices](#) in “Specific Resources” or use one provided by your teacher and answer the following questions:
 - What is meant by the term “real property”?
 - What is the difference between “land” and “improvement”?
 - What is meant by “assessed value”?
 - How is the “homeowner’s exemption” computed?
 - What is meant by the “adjusted value”?
- Refer to the [Ada County Property Taxes](#) and the [Valley County Property Taxes](#). Both pieces of property are owned by the same person.
 - Notice that the property owner only gets the “homeowner’s exemption” on one of the pieces of property. Why is that?
- Property tax notices are sent to property owners. Do renters pay any property tax? Explain your answer.



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- Refer to [Property Tax Notice #1](#). Fill in the missing information using the “[Canyon County 2003 Tax Levy Rates by Code Area](#).”
- Refer to [Property Tax Notice #2](#). Fill in the missing information using the “[Canyon County 2003 Tax Levy Rates by Code Area](#).”
- Refer to [Property Tax Notice #3](#). Fill in the missing information using documents provided by your teacher.
- Based on the three Property Tax Notices you have completed, what are the three variables that determine the amount of property tax a homeowner will pay?

Final Assessment

“While there is a great deal of attention directed toward the decisions and actions of state and national government officials, it is local government that directly affects citizens in their daily lives.”

Project 13, Assessment Portfolio

Write a two-page paper supporting the above quote using specific examples and information you have gained from this unit on local government.