

SOCIAL STUDIES SKILLS Anchor Standard: The student understands and applies reasoning skills to conduct research, deliberate, and form and evaluate positions through the processes of reading, writing, and communicating.

SSS1: Uses critical reasoning skills to analyze and evaluate positions.

By the end of kindergarten, students will:

- SSS1.K.1 State and clarify one’s point of view.
- SSS1.K.2 Evaluate the fairness of one’s point of view.
- SSS1.K.3 State own viewpoints on fairness and listen to the viewpoints of classmates and teacher.
- SSS1.K.4 Retell a sequence of events that have happened over time.

By the end of first grade, students will:

- SSS1.1.1 Distinguish different points of view on one event
- SSS1.1.2 Use questioning strategies.
- SSS1.1.3 Retell the sequence of event that have happened over time.

By the end of second grade, students will:

- SSS1.2.1 Explain how multiple points of view on local issues shape decisions made within a community
- SSS1.2.2 Construct an argument with reasons to support a point of view.
- SSS1.2.3 Develop an explanation about an historical outcome using correct sequence and relevant information to support a point of view.

Enduring Understanding:

I know that there are many points of view to an argument and I can share my position with evidence.

Sample Questions

General Questions:

- Why is it important to listen to different positions (and to be curious about different points of view) before I make up my mind?
- Why do people take different positions in an argument?
- How do I finally make up my mind? What should I keep in mind when making a final decision?
- Since Time Immemorial:** What are sacred spaces and why are they important?

Kindergarten:

- Civics: What are my classroom rules? Are these rules fair to everyone in the classroom?
- Economics: How do wants and needs affect my decisions? Why did I make those choices? How are my choices different from the choices of my classmates, and why might that be?
- Geography: How can I change my geographic surroundings? What are the steps that lead to the change?
- History: What is an important event on the calendar? What is coming up after that? How is this event connected to another?

1st Grade:

- Civics: Who should make rules?
- Economics: What are the costs and benefits of family choices?
- Geography: What are some unique natural and man-made features in our community? How might the features change over time?
- History: How do prior events affect our lives and different members of our community differently?

2nd Grade:

- Civics: What rights and responsibilities do I have in and to my community? Where did those rights and responsibilities come from?
- Economics: Why does the government help to support our schools and parks? How should that support be distributed?
- Geography: How have geographic features and the way people live changed from long ago?

	<p>Why? History: How are the school experiences of your older friends and family different from the experiences you have today? Why?</p>
--	---

SOCIAL STUDIES SKILLS Anchor Standard: The student understands and applies reasoning skills to conduct research, deliberate, and form and evaluate positions through the processes of reading, writing, and communicating.

<p>SSS2: Uses inquiry-based research.</p> <p>By the end of kindergarten, students will:</p> <p>SSS2.K.1 Demonstrate how to ask questions about the classroom and school community.</p> <p>By the end of first grade, students will:</p> <p>SSS2.1.1 Explain how questions are used to find out information. SSS2.1.2 Use texts, audio, visuals, and other evidence to identify the main ideas or key details to study life outside of school. SSS2.1.3 Explain what a compelling question is and why it is important.</p> <p>By the end of second grade, students will:</p> <p>SSS2.2.1 Identify disciplinary ideas associated with a compelling question. SSS2.2.2 Identify facts and concepts associated with a supporting question. SSS2.2.3 Make connections between supporting questions and compelling questions. SSS2.2.4 Ask and answer questions about claims or positions. SSS2.2.5 Ask and answer questions about explanations.</p>	<p>Enduring Understanding: I know how to ask quality questions and find appropriate materials to find answers to those questions.</p> <p>Sample Questions</p> <p>General Questions: What is the difference between a fact and an opinion? Why is it important to gather information about a topic or issue from many different sources? What is the difference between a general question and a specific question? Since Time Immemorial: Why have many stories from Native people and other cultures been excluded from the overall story of America?</p> <p>Kindergarten: Civics: How can I contribute to my school community? Economics: What is the difference between a want and a need? Geography: How is your classroom arranged to help you? History: How does another person’s actions make you feel?</p> <p>1st Grade: Civics: What are the school rules? Economics: What are the costs and benefits of family choices? Geography: What places in your school should be included on your school map? History: What are the reasons people move to different places?</p> <p>2nd Grade: Civics: What happens when you don’t follow the rules in your community? Economics: How does scarcity impact your decision-making? Geography: How have earthquakes and other natural disasters affected the state of Washington? History: Who are the people in your community who have made a positive difference?</p>
--	--

SOCIAL STUDIES SKILLS Anchor Standard: The student understands and applies reasoning skills to conduct research, deliberate, and form and evaluate positions through the processes of reading, writing, and communicating.

SSS3: Deliberates public issues.

By the end of kindergarten, students will:

SSS3.K.1 Share their own viewpoints and give respectful attention to the viewpoints of others.

By the end of first grade, students will:

SSS3.1.1 Engage in discussions to learn about different points of view on issues that impact their communities.

By the end of second grade, students will:

SSS3.2.1 Identify and explain a range of local, regional, and global problems, and some ways in which people are trying to address them.

SSS3.2.2 Identify ways to take action to help address local, regional, and global problems.

SSS3.2.3 Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.

Enduring Understanding:

I know that there are many ideas, issues, and conflicts going on in the world around me and I can listen to understand the different points of view and use my voice to enact change.

Sample Questions

General Questions:

Why are there different opinions about an issue?

How should people discuss public issues?

Who should be allowed to discuss public issues and why?

When a public issue is decided, as a good citizen, how should I respond?

Since Time Immemorial: How does building hydroelectric dams on rivers impact salmon and people positively and negatively?

Kindergarten:

Civics: What does it mean to contribute to a classroom community?

Economics: How do wants and needs affect my decisions?

Geography: What is the relationship between humans and the environment, and what impact does that relationship have on life?

History: Why is it important to have common rules for playground games?

1st Grade:

Civics: Who should make the rules?

Economics: What are the resources that families use to get what they want and need?

Geography: What is the difference between a public place and a private place?

History: What factors might influence different opinions about what is good for my school/community?

2nd Grade:

Civics: How are the rules of my school the same and different as the rules in my community?

Economics: What are the costs and benefits of personal choices?

Geography: Describe how the environment can affect yours or other people's activities.

History: When a city or town grows, what changes occur in the environment?

SOCIAL STUDIES SKILLS Anchor Standard:

SSS4: Creates a product that uses social studies content to support a claim and presents the product in a manner that meaningfully communicates with a key audience.

By the end of kindergarten, students will:

SSS4.K.1 Use a graphic organizer to explain the beginning, middle, and end of a story.

By the end of first grade, students will:

SSS4.1.1 Determine the kinds of sources that will be helpful in answering compelling and supporting questions.

By the end of second grade, students will:

SSS4.2.1 Gather relevant information from one or two sources while using the origin and structure to guide the selection.

SSS4.2.2 Evaluate a source by distinguishing between fact and opinion.

SSS4.2.3 Present a summary of an argument using print, oral, and digital technologies.

Enduring Understanding:

I know that there are many ways to share ideas and I can evaluate evidence and determine best tools to express my knowledge and understanding.

Sample Questions

General Questions:

Of all of our school rules, which five are the most important and explain why.

What are some actions we can take to support or local food bank?

Where can we find reliable information about our community?

Since Time Immemorial: How have industries affected salmon populations?

Kindergarten:

Civics: What are the consequences when I do follow school rules and when I don't follow school rules?

Economics: What do consumers and producers do?

Geography: Where does your food grow and how does it get to you?

History: What are some important events in your life?

1st Grade:

Civics: How are the rules of the classroom the same as and different from rules at home?

Economics: What are different ways people can earn money?

Geography: How are goods brought in from different places?

History: How has my community's history contributed to local celebrations and customs?

2nd Grade:

Civics: How does my contribution make my neighborhood community a better place?

Economics: What goods and services are produced locally and how do they support our community?

Geography: What kind of occupations are in your region and why are they located there?

History: What are some of the changes that happen to a community when a new invention is made?

CIVICS Anchor Standard: The student understands and applies knowledge of government, law, politics, and the nation’s fundamental documents to make decisions about local, national, and tribal/international issues and to demonstrate thoughtful, participatory citizenship.

C1: Understand key ideals and principles of the United States, including those in the Declaration of Independence and founding documents.

By the end of kindergarten, students will:

C1.K.1 Recognize a key ideal of justice and fairness within the context of the classroom community.

C1.K.2 Apply the ideals of justice and fairness when making choices or decisions in the classroom or on the playground.

At the end of first grade, students will:

C1.1.1 Recognize the key ideal of public or common good within the context of the school community.

C1.1.2 Apply the key ideal of the public or common good to uphold rights and responsibilities within the context of the school community.

C1.1.3 Explore and give examples of services a government provides (e.g., teachers, police and fire protection, maintenance of roads, snow removal, etc.).

By the end of second grade, students will:

C1.2.1 Recognize the key ideal of public or common good within the context of the community.

C1.2.2 Apply the key ideal of the public or common good to uphold rights and responsibilities within the context of the school.

C1.2.3 Explain some basic functions (establish order, provide security, accomplish common goals) of local government

C1.2.4 Explore and give examples of services (e.g., police and fire protection, maintenance of roads, snow removal, etc.)

Enduring Understanding:
I know that different communities create rules to promote the common good and individual liberties.

Sample Questions

Kindergarten:
 What are my classroom rules?
 What are the playground rules?
 What happens when you don’t follow the rules of the classroom?
 What happens when you don’t follow the rules of the playground?
 Why do we need rules for the classroom?
 Why do we need rules for the playground?

1st Grade:
 What are my school rules?
 Why do we have rules?
 Why do I need to follow rules?
 Who should make rules?

2nd Grade:
 What are the rules in my community?
 Why do we have rules in my community?
 What happens when you don’t follow the rules in your community?
 How are the rules of my school the same as and different from the rules in my community?

CIVICS Anchor Standard: The student understands and applies knowledge of government, law, politics, and the nation’s fundamental documents to make decisions about local, national, and tribal/international issues and to demonstrate thoughtful, participatory citizenship.

C2: Understands the purposes, organization, and function of governments, laws, and political systems

By the end of kindergarten, students will:

- C2.K.1 Explain the purpose of rules in the classroom.
- C2.K.2 Know the people and the roles that make and carry out rules in the classroom.
- C2.K.3 Demonstrate how rules provide structure for problem solving within the classroom.

By the end of first grade, students will:

- C2.1.1 Explain the purpose of rules in the school.
- C2.1.2 Know the people and the roles that make and carry out rules in the school.
- C2.1.3 Describe how rules provide structure for problem solving within the classroom and school.

By the end of second grade, students will:

- C2.2.1 Explain the roles of people who help govern different communities.
- C2.2.2 Explain the basic function of laws in the local community.

Enduring Understanding

I have rights and responsibilities as a citizen in my community.

Sample Questions

Kindergarten:

- Why are classroom rules important?
- Who makes the rules in my classroom?
- How can I be a part of the rulemaking process?
- How do classroom rules help me know what I can and cannot do?
- How do rules help me to be a responsible classroom citizen?
- How can I use the rules to solve problems in my day?
- What rights do I have in my classroom?
- What are my classroom responsibilities?

1st Grade:

- How are the rules of the classroom the same as and different from rules at home?
- Why do I have different rules for different places in my school?
- How do rules help me to be a responsible school citizen?
- What are the rights that I have in my school?
- What are my school responsibilities?

2nd Grade:

- How are the rules in your school the same or different in the community?
- How do rules help me to be a responsible citizen in my community?
- What are the different roles in our community?
- What rights do I have in my community?
- What are my responsibilities in my community?

CIVICS Anchor Standard: The student understands and applies knowledge of government, law, politics, and the nation’s fundamental documents to make decisions about local, national, and tribal/international issues and to demonstrate thoughtful, participatory citizenship.

C3: Understands the purposes and organization of tribal and international relationships with the United States.

By the end of kindergarten, students will:

- C3.K.1 Identify names and locations of tribal nations and bands in your area.
- C3.K.2 Identify key technologies and natural resources tribal nations and bands in their area valued prior to contact with Europeans and Americans.
- C3.K.3 Understand key values, relationships, and characteristics tribes in their area had prior to contact with Europeans and Americans.

By the end of first grade, students will:

- C3.1.1 Explain why rules are different in different communities.
- C3.1.2 Identify different types of relationships and diplomacy tribal nations exercised with European Nations, Colonies, and the United States.

By the end of second grade, students will:

- C3.2.1 Know that tribes create rules and laws for the public or common good for their community.
- C3.2.2 Explain the roles of different people that help to govern the tribal community.

Enduring Understanding

I know that there are different communities close to me and that there may be different rules for different communities.

Sample Questions

Kindergarten:

What Tribes live near you?

1st Grade:

Why might some communities need or want different rules?

2nd Grade:

How and why are tribal communities similar and different from non-tribal communities?

What roles are similar between tribal and non-tribal communities?

CIVICS Anchor Standard: The student understands and applies knowledge of government, law, politics, and the nation’s fundamental documents to make decisions about local, national, tribal, and international issues and to demonstrate thoughtful, participatory citizenship.

C4: Understands civic involvement.

By the end of kindergarten, students will:

- C4.K.1 Be a contributing member of the classroom and school community.
- C4.K.2 Demonstrate that good citizenship is to follow the established rules of a classroom and school community.
- C4.K.3 Explain, give examples, and demonstrate ways to show good citizenship in the classroom and school community.

By the end of first grade, students will:

- C4.1.1 Identify that citizenship and civic involvement in the neighborhood and school community are the rights and responsibilities of individuals.
- C4.1.2 Explain, give examples, and demonstrate ways to show good citizenship at school.
- C4.1.3 Describe the importance of civic participation and identify neighborhood examples.

By the end of second grade, students will:

- C4.2.1 Demonstrate that citizenship and civic involvement in the neighborhood and community are the rights and responsibilities of individuals.
- C4.2.2 Explain, give examples, and demonstrate ways to show good citizenship at school and in the community.
- C4.2.3 Describe the importance of civic participation and locate examples (e.g., food drive) that help the school or community.
- C4.2.4 Use a variety of print and non-print sources to identify and describe basic democratic ideas (liberty, justice, equality, rights, responsibility).

Enduring Understanding

When I show concern for the well-being of my classroom, school, and community, I am being “civic minded.”

Sample Questions

Kindergarten:

- What does it mean to contribute to a classroom community?
- How can I contribute to my classroom community?

1st Grade:

- What does it mean to contribute to a school community?
- How can I contribute to my school community?

2nd Grade:

- What does it mean to contribute to a neighborhood community?
- How can I contribute to my neighborhood community?
- How does my contribution make my neighborhood community a better place?

ECONOMICS Anchor Standard: The student applies understanding of economic concepts and systems to analyze decision-making and the interaction between individuals, households, government, and societies.

E1: Understands that people have to make choices between wants and needs and evaluate the outcomes of those choices.

By the end of kindergarten, students will:

- E1.K.1 Explain the difference between a need and a want
- E1.K.2 Explain why people have to make choices between needs and wants.

By the end of first grade, students will:

- E1.1.1 Identify differences between natural, human, and capital resources.
- E1.1.2 Explain how and why families make choices between wants and needs.
- E1.1.3 Evaluate the outcomes of choices.
- E1.1.4 Explore the different resources that families use to access what they want and need.

By the end of second grade, students will:

- E1.2.1 Explain how and why members of a community make choices among products and services that have costs and benefits.
- E1.2.2 Define scarcity and explain how it necessitates decision-making.
- E1.2.3 Identify the costs and benefits of making various personal decisions on the community.

Enduring Understanding

I can make decisions about how to use resources to benefit myself and others.

Sample Questions

Kindergarten:

- What is the difference between a want and a need?
- How do wants and needs affect my decisions?

Grade 1:

- How do families meet their wants and needs?
- What are the resources that families use to get what they want and need?
- What are the costs and benefits of family choices?

Grade 2:

- What are the costs and benefits of personal choices?
- How does scarcity impact my decision-making?

ECONOMICS Anchor Standard: The student applies understanding of economic concepts and systems to analyze decision-making and the interaction between individuals, households, government, and societies.

E2: Understands the components of an economic system

By the end of kindergarten, students will:

- E2.K.1 Identify consumers and producers.
- E2.K.2 List and provide examples of goods and services.

By the end of first grade, students will:

- E2.1.1 Demonstrate how sharing and bartering are basic economic systems.
- E2.1.2 Give examples of how people earn income.
- E2.1.3 Describe how consumers spend money and/or use markets (banks, goods and services).
- E2.1.4 Explain why people save money.

By the end of second grade, students will:

- E2. 2.1 Identify the skills and knowledge required to produce certain goods and services.
- E2.2.2 Describe the goods and services that people in the local community produce and those that are produced in other communities.

Enduring Understanding

I understand the basic elements of a community’s economic system, including producers, distributors, and consumers of goods and services.

Sample Questions

Kindergarten:

- What do consumers do?
- What do producers do?
- What is a good?
- What is a service?

Grade 1:

- What are different jobs in our classroom?
- How do we share the work in our classroom?
- What are different ways people earn money?
- Why do people save money?
- What makes a good trade?

Grade 2:

- What goods and services are produced locally and how do they support our community?

ECONOMICS Anchor Standard: The student applies understanding of economic concepts and systems to analyze decision-making and the interaction between individuals, households, government, and societies.

E3: Understands the government’s role in the economy.

By the end of kindergarten, students will:

E3.K.1 Identify public and private providers of goods and services.

By the end of first grade, students will:

E3.1.1 Examine the difference between public and private providers of goods and services.

E3.1.2 Explain the purpose for public and private providers of goods and services.

By the end of second grade, students will:

E3.2.1 Identify examples of the goods and services that governments provide.

E3.2.2 Identify cost and benefits of publicly owned services.

Enduring Understanding

I know that the government has a role in the economy.

Sample Questions

Kindergarten:

What are public, community-based, and private organizations that families use?

Grade 1:

How are public, community-based, and private organizations in a community different?

Grade 2:

How does the government (e.g., local, state, federal, tribal) help to support our schools and parks?

Why does the government provide certain goods and services?

ECONOMICS Anchor Standard: The student applies understanding of economic concepts and systems to analyze decision-making and the interaction between individuals, households, government, and societies.

E4: Understands the economic issues and problems that all societies face.

By the end of kindergarten, students will:

E4.K.1 Describe goods that are produced in local geographic regions.

By the end of first grade, students will:

E4.1.1 Explain that people need to trade for products that are not found in their geographic region.

E4.1.2 Describe why people in one country trade goods and services with people in other countries.

E4.1.3 Describe products that are produced abroad and sold domestically and products that are produced domestically and sold abroad.

By the end of second grade, students will:

E4.2.1 Clarify that there are factors that lead to trading with one group over another: -seasons, prices, distance, etc.

Enduring Understanding

I know that when people specialize and trade, it leads to increased economic interdependence, which is a fundamental step in understanding how the world economy functions.

Sample Questions

Kindergarten:

How do seasons affect the goods produced in our region?

What goods are produced in my region?

Grade 1:

Why do we buy and sell goods that are produced in our community?

Grade 2:

How do we choose between two similar goods from different regions?

How do people acquire what they need?

What are examples of production, distribution, and consumption of goods and services in the community?

<p>GEOGRAPHY Anchor Standard: The student uses a spatial perspective to make reasoned decisions by applying the concepts of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environments.</p>	
<p>G1: Understands the physical characteristics, cultural characteristics, and location of places, regions, and spatial patterns on the Earth’s surface.</p> <p>By the end of kindergarten, students will:</p> <p>G1.K.1 Recognize their classroom and school as distinct environments based on physical characteristics and expectations.</p> <p>By the end of first grade, students will:</p> <p>G1.1.1 Be able to identify local geographic locations and bodies of water. G1.1.2 Be able to identify large continental land masses on a map or globe. G1.1.3 Be able to identify major bodies of water on a map or globe.</p> <p>By the end of second grade, students will:</p> <p>G1.2.1 Apply basic mapping elements to read and construct maps about their communities and around the world. G1.2.2 Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places. G1.2.3 Use maps, graphs, photographs and other representations to describe places and the relationships and interactions that shape them. G1.2.3 Describe the connections between the physical environment of a place and the economic activities found there. G1.2.4 Identify ways that a major catastrophe may affect people living in a place.</p>	<p>Enduring Understanding I know that the use of tools (maps, globes, charts, graphs,) is important to understanding the world around us. Different cultures may use different tools, have different names, and different perspective when looking at the world around us.</p> <p>Sample Questions</p> <p>Kindergarten: How is your classroom arranged to help you? What symbols does your school use to guide you to different locations?</p> <p>1st Grade: What major bodies of water are near you? What are the names of different places around you? How did your town get its’ name? What are the different native Tribes that are near your community? How does the map of your school help people? What places in your school should be included on your school map?</p> <p>2nd Grade: How has the geography of my city/ town/ community/ changed over time? Why has the geography of my city/ town/ community/ changed over time? How have geographic features and the way people live changed from long ago? How have earthquakes and other natural disasters affected the state of Washington? How do the tools on a map help you understand how to read it?</p>

GEOGRAPHY Anchor Standard: The student uses a spatial perspective to make reasoned decisions by applying the concepts of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environments.

G2: Understands human interaction with the environment.

By the end of kindergarten, students will:

- G2.K.1 Explain how weather, climate and other environmental characteristics affect people’s lives in a place or region.
- G2.K.2 Identify natural events or physical features such as air, water, land or wind.
- G2.K.3 Describe how environment affects their activities.

By the end of first grade, students will:

- G2.1.1 Explain the way family life is shaped by the environment.
- G2.1.2 Discuss why families make decisions to move to new geographic locations.
- G2.1.3 Identify human events and human-made features.
- G2.1.4 Identify natural events or physical features.

By the end of second grade, students will:

- G2.2.1 Identify some common and unique cultural and environmental characteristics of specific places.
- G2.2.2 Explain ways people depend on, adapt to, and/or modify the environment to meet basic needs.
- G2.2.3 Compare how physical geography affects Northwest tribal culture and where they choose to settle and trade.
- G2.2.4 Distinguish human activities and human-made features from natural events or physical features.
- G2.2.5 Recognize ways people depend on, adapt to, and/or modify the environment to meet basic needs.

Enduring Understanding

I know that the human-environment interactions are essential aspects of human life in all societies and they occur at local-to-regional scale. Human actions modify the physical environment and in turn, the physical environment limits and/or promotes human activities.

Sample Questions

Kindergarten:

- What impact does the relationship between humans and the environment have on life?
- Where does your food grow?
- What can you do to change your geographic surroundings?
- How does climate or geographic location affect the clothing you wear?

1st Grade:

- What impact does location have on how a family lives and works?
- How can geographical features determine where a family lives, moves, and works?
- What are some of the unique natural and man-made features in our community?

2nd Grade:

- What is the difference between an urban, suburban and rural place?
- How can I use a _____ to find local and regional tribal people?
- Describe how the environment can affect your or other people’s activities?

GEOGRAPHY Anchor Standard: The student uses a spatial perspective to make reasoned decisions by applying the concepts of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environments.

G3: Understands the geographic context of global issues and events.

By the end of kindergarten, students will:

G3.K.1 Describe how the things we use in our lives come from different locations.

By the end of first grade, students will:

G3.1.1 Explain how movement happens and its impact on self and community.

G3.1.2 Identify the common and unique characteristics of different global environments.

By the end of second grade, students will:

G3.2.1 Explain how and why people, goods, and ideas move from place to place

G3.2.2 Compare how people in different types of communities use local and distant environments to meet their daily needs.

G3.2.3 Describe the connection between the physical environment of a place and the economic activities found there.

Enduring Understanding

I know that people, products, and ideas can move, connecting local and global communities to each other.

Sample Questions

Kindergarten:

Why do you need to move your body?

What are the different ways that you can share an idea?

1st Grade:

What are the different ways people can get to school?

How are goods brought in from different places?

How does your lunch get to school?

2nd Grade:

Where is your food and clothing produced?

What kind of local jobs are connected to your local environment and geography?

What kind of occupations are in your region and why are they located there?

HISTORY Anchor Standard: The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes of local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.

H1: Understands historical chronology.

By the end of kindergarten, students will:

H1.K.1 Demonstrate that a timeline represents a chronological sequence of events.

By the end of first grade, students will:

H1.1.1 Create a family timelines to show events in a sequential manner

By the end of second grade, students will:

H1.2.1 Creates timeline for events in a community to show how the present is connected to the past.

H1.2.2 Create a chronological sequence of multiple events.

H1.2.3 Compare life in the past to life today for various members of your community.

Enduring Understanding

I know that the study of chronology is necessary for understanding cultures, global connections, and historical events.

Sample Questions

Kindergarten:

What is the next important event on the calendar?

When is your birthday?

1st Grade:

How do prior events affect our lives?

In what ways might what I do today affect what happens in the future for myself and my community?

What is the order of major events in my life?

What makes an event in my life important?

Why is it important for me to remember specific events in my life?

2nd Grade:

What events do we photograph the most?

Why do adults in our lives get excited about certain events?

HISTORY Anchor Standard: The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes of local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.

H2: Understands and analyzes causal factors that have shaped major events in history.

By the end of kindergarten, students will:

- H2.K.1 Describe the factors that influence an individual student’s life.
- H2.K.2 Explain how their actions may cause change in others.

By the end of first grade, students will:

- H2.1.1 Examine the factors that influence the student's family experiences and choices.
- H2.1.2 Explain how their family’s actions can cause a positive change in the future.

By the end of second grade, students will:

- H2.2.1 Document how various individuals in the community have shaped local history.
- H2.2.2 Participate in activities working within their community that can create a positive impact on them and their local community.

Enduring Understanding

I know that history is a series of connected events shaped by multiple cause-effect relationships, linking past to present.

Sample Questions

Kindergarten:

- Who are the people that help you make decisions?
- What are some important events in your life?
- How does another person's actions make you feel?

1st Grade:

- What are some events that have caused your family to make a choice?
- What are some reasons you live in this area?
- What are the reasons people move to different places?
- How does moving to a new house, school, city, or state change the way you feel?

2nd Grade:

- Who are the people in your community who have made a positive difference?
- What does a big change in people’s lives make them do differently in the future?
- What are some of the ways that local tribes are working to make improvements in their communities and the state of Washington as a whole?
- When a city/town grows, what changes occur in the environment?
- What are some of the changes that happen when a new invention is made?
- When people with different backgrounds or cultures work together, what advantages or disadvantages occur?
- When is working with others better than working alone?

HISTORY Anchor Standard: The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes of local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.

H3. Understands that there are multiple perspectives and interpretations of historical events.

By the end of kindergarten, students will:

H3.K.1 Demonstrate the importance of listening to other points of view in the classroom and on the playground.

H3.K.2 Distinguish between the expectations in the classroom and in different settings.

By the end of first grade, students will:

H3.1.1 Identify that there are different family structures and dynamics.

H3.1.2 Explain how the actions of people in the past influence us today.

By the end of second grade, students will:

H3.2.1 Distinguish that there is more than one way to interpret and/or approach a situation, event, issue, or problem within your community.

H3.2.2 Compare perspectives of people in the past to people in the present.

H3.2.3 Compare different accounts of the same historical event(s).

Enduring Understanding

I understand that historical events can be interpreted differently by different individuals, families, and communities.

Sample Questions

Kindergarten:

Why do people have different favorite colors?

Why is it okay for others to have a different opinion than you?

Why is it important to have common rules for playground games?

How does where you sit in the classroom change what you see? Or what the teacher sees?

1st Grade:

How are families different from one another?

How does understanding what other people believe make our school a better place?

What are the different opinions about what is good for my school/community?

2nd Grade:

How is what your parents/guardians did in school different from what you are doing in school?

Why is it different?

How do different cultures and ethnic groups celebrate major holidays?

Why does your description of a ride at the fair differ from a friend's description of the same ride?

HISTORY Anchor Standard: The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes of local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.

H4. Understands how historical events inform analysis of contemporary issues and events.

By the end of kindergarten, students will:

- H4.K.1 Explain how previous actions and experiences can be used to make decisions.
- H4.K.2 Identify different types and parts of documents.

By the end of first grade, students will:

- H4.1.1 Define how knowledge of personal history can be used to make current choices.
- H4.1.2 Explain how different historical documents and artifacts inform our understanding of historical events.

By the end of second grade, students will:

- H4.2.1 Summarize how community history can be used to make current choices.
- H4.2.2 Explain how the background of an author influences the meaning of the source and why it was created.
- H4.2.3 Evaluate sources by distinguishing between fact and opinion.

Enduring Understanding

I can use the historical inquiry process that is based in materials, including primary source documents, to study and analyze the past and understand current issues and events.

Sample Questions

Kindergarten:

- How does my behavior on the playground in the past influence my behavior in the future?
- How do the stories we read help us understand the people in history?

1st Grade:

- How can I help others make important decisions for themselves?
- How can one’s music, stories, and/or pictures tell us about their past?
- How has my community’s history contributed to local celebrations and customs?
- Do you remember an event in your personal history that surprised you?

2nd Grade:

- What have you learned that helps you make new friends at school?
- How does a sports team make changes to improve from last season?
- What do we know about the author of the stories that we read?
- Why is it important to know about the historical era of when a story was written?

SOCIAL STUDIES SKILLS Anchor Standard: The student understands and applies reasoning skills to conduct research, deliberate, and form and evaluate positions through the processes of reading, writing, and communicating.

SSS1: Uses critical reasoning skills to analyze and evaluate positions.

By the end of third grade, students will:

SSS1.3.1 Explain the purpose of documents and the concepts used in them.

SSS1.3.2 Evaluate if information is well accepted and relevant, and/or if information is clear, specific, and detailed.

By the end of fourth grade, students will:

SSS1.4.1 Identify the concepts used in documents and sources.

SSS1.4.2 Evaluate primary and secondary sources.

By the end of fifth grade, students will:

SSS1.5.1 Evaluate the relevance of facts used in forming a position on an issue or event.

SSS1.5.2 Construct arguments using claims and evidence from multiple sources.

SSS1.5.3 Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.

Enduring Understanding:

I know that there are many sides to an argument and I can share my side with evidence-based research.

Sample Questions

General Questions:

How do you know when a resource such as a newspaper article is credible or reporting the truth?

What is the difference between a primary and a secondary source?

How can you tell the difference between important and unimportant information?

Since Time Immemorial: What were the benefits of removing the dam on the Elwha River?

3rd Grade:

Civics: Why is it important to vote? What information do I need to have to make me an informed voter?

Economics: How do culture and the media influence the choices that people make?

Geography: Looking at different maps, how might the physical geography and climate influence where people live?

Which map has the better information?

History: Why might different sources have different information about the same historical events/ topics?

4th Grade:

Civics: How do the laws in our communities help and/or hurt different groups of people?

Economics: What types of information is needed to help people weigh the cost and benefits of their decisions?

Geography: Looking at different maps, how did the physical geography of the United States lead to expansion and settlement?

History: How do artifacts, primary sources, and secondary sources tell the stories of our state?

5th Grade:

Civics: Looking at multiple sources, how do the ideals stated in the Declaration of Independence and the United States Constitution still apply today? Do they apply equally to everyone?

Economics: What are the positive, negative, and neutral results of economic decisions made during the Colonial Period?

Geography: Looking at different maps, how did the movement of the colonists to the Americas force the movement of tribal people from their land?

History: What makes one event in history more important than another? Who decides if it is an important event?

SOCIAL STUDIES SKILLS Anchor Standard: The student understands and applies reasoning skills to conduct research, deliberate, and form and evaluate positions through the processes of reading, writing, and communicating.

SSS2: Uses inquiry-based research.

By the end of third grade, students will:

SSS2.3.1 Use a graphic organizer to organize main ideas and supporting details from a variety of print and non-print texts.

SSS2.3.2 Explain how and why compelling questions are important to others (e.g., peers, adults).

By the end of fourth grade, students will:

SSS2.4.1 Identify disciplinary concepts and ideas associated with a compelling question and/ or supporting questions that are open to different interpretations.

SSS2.4.2 Identify the main ideas from a variety of print and non-print texts.

By the end of fifth grade, students will:

SSS2.5.1 Explain how supporting questions help answer compelling questions in an inquiry.

SSS2.5.2 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.

SSS2.5.3 Critique arguments.

SSS2.5.4 Critique explanations.

Enduring Understanding:

I know how to ask a variety of quality questions and find appropriate materials to find the answers to those questions.

Sample Questions

General Questions:

What are the differences between a strong argument and a weak argument?

What are the costs and benefits of people moving? How are the decisions to move made, and what influences them?

Since Time Immemorial: How have tribes met the challenges of reservation life?

3rd Grade:

Civics: Looking at different texts, explain what impact you can have on the issues that affect classroom/school.

Economics: Why is it important to understand how and why trade impacts different cultural groups?

Geography: Using a Venn diagram, what are the similarities and differences of how tribal people interact with their environment?

History: Compare and contrast the different perspectives of “historical heroes?” Who decides who is a “historical hero?”

4th Grade:

Civics: What are the core virtues found in the Washington State Constitution and Foundational documents?

Economics: How did the Homestead Act influence people's decisions to move west?

Geography: Looking at maps and journal entries, explain how the tribal people influenced Lewis and Clark’s mode of travel through different geographic regions.

History: How can artifacts and primary sources, including oral and written language, help us understand and share historical events?

5th Grade:

Civics: Does the Judicial branch interpret laws according to the United States Constitution?

Economics: What sources would you need to explain how the Triangle Trade supported colonial agriculture production?

Geography: How well do maps in your textbook show how agricultural practices of the thirteen colonies forced the movement of African people as slave labor?

History: Why should historians always use more than one document when asking historical questions?

SOCIAL STUDIES SKILLS Anchor Standard: The student understands and applies reasoning skills to conduct research, deliberate, and form and evaluate positions through the processes of reading, writing, and communicating.

SSS3: Deliberates public issues.

By the end of third grade, students will:

SSS3.3.1 Engage others in discussions that attempt to clarify and address multiple viewpoints on public issues based on key ideals.

By the end of fourth grade, students will:

SSS3.4.1 Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created in addressing local, regional, and global problems at various times and places.

By the end of fifth grade, students will:

SSS3.5.1 Explain different strategies and approaches students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions.

SSS3.5.2 Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools.

Enduring Understanding:

I know that there are many ideas, issues, and conflicts going on in the world around me, and I can listen to understand the different sides and use my voice to enact change.

Sample Questions

General Questions:

What procedures should we take to make decisions on issues or problems in our classroom?

Since Time Immemorial: What are the positions of the stakeholders involved in the Salmon Recovery issue? Consider Tribes, commercial fishermen, salmon consumers, and sports fishermen.

3rd Grade:

Civics: What people from various cultures make up the community? (Including the increased range of viewpoints, ideas, customs, and choices available)? How are people included or excluded from communities?

Economics: How does culture impact trade decisions?

Geography: What different traditions, beliefs, and celebrations have been brought from countries around the world to the United States? How have some become mainstream and others marginalized?

History: How is my timeline different from another classmate's timeline?

4th Grade:

Civics: What influences might cause some regions of the country to interpret laws differently than others?

Economics: What are the economic conditions that would cause people to relocate to/within Washington State?

Geography: What diseases were spread that devastated tribal nations?

History: How did the Stevens Treaties with tribal people connect to the Boldt decision and current fishing rights?

5th Grade:

Civics: What are some examples of how the Iroquois Confederacy contributed to the development of the United States Constitution?

Economics: What were the variety of resources, (human capital, physical capital, and natural resources) that are used to produce goods and services? Which is most important?

Geography: What is the impact of settlement on the geography of the Americas? Is there a need to reverse these impacts? If so, what can you do about it?

History: How can you influence how different historical events are viewed and honored by the public?

SOCIAL STUDIES SKILLS Anchor Standard: The student understands and applies reasoning skills to conduct research, deliberate, and form and evaluate positions through the processes of reading, writing, and communicating.

SSS4: Creates a product that uses social studies content to support a claim and presents the product in an appropriate manner to a meaningful audience.

By the end of third grade, students will:

SSS4.3.1 Draw conclusions using clear, specific, and accurate examples in a paper or presentation.

SSS4.3.2 Give clear attribution to sources within writing and/or presentations.

SSS4.3.3 Use distinctions between fact and opinion to determine the credibility of multiple sources.

By the end of fourth grade, students will:

SSS4.4.1 Draw clear, well-reasoned conclusions with explanations that are supported by print and non-print texts in a paper or presentation.

SSS4.4.2 Prepare a works cited page that connects with in-text attributions that are aligned to a style of citation (i.e. MLA, APA, etc.).

SSS4.4.3 Identify relevant evidence that draws information from multiple sources in response to compelling questions.

By the end of fifth grade, students will:

SSS4.5.1 Research multiple perspectives to take a position on a public or historical issue in a paper or presentation.

SSS4.5.2 Prepare a works cited page that connects with in-text attributions that are aligned to a style of citation (i.e. MLA, APA, etc.) with more publication detail.

SSS4.5.3 Use evidence to develop claims in response to compelling questions.

SSS4.5.4 Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).

Enduring Understanding:

I know that there are many ways to share ideas, and I can evaluate evidence and determine the best tools to express my knowledge and understanding.

Sample Questions

3rd Grade:

Civics: Why do we need different rules at home, school and community?

Economics: How does culture influence the choices people make?

4th Grade:

Civics: How do new laws and rules affect various groups? (Examples may include tribes, religious groups, women, African Americans, etc.)

Economics: What resources existed to support the region’s economy?

5th Grade:

Civics: What does it mean to be responsible citizen of the United States and/or a Tribe?

Economics: How did British taxation policies influence the economy of the American Colonies?

CIVICS Anchor Standard: The student understands and applies knowledge of government, law, politics, and the nation’s fundamental documents to make decisions about local, national, and tribal/international issues and to demonstrate thoughtful, participatory citizenship.

C1: Understand key ideals and principles of the United States, including those in the Declaration of Independence, United States Constitution, treaties, and other foundational documents.

By the end of third grade, students will:

- C1.3.1** Recognize the key ideals of unity and diversity.
- C1.3.2** Recognize and apply the key ideals of unity and diversity within the context of the community.
- C1.3.3** Use deliberative processes when making decisions or reaching judgement as a group.
- C1.3.4** Identify core virtues and democratic principles found in classroom and school rules.

By the end of fourth grade, students will:

- C1.4.1** Apply civic virtues and democratic principles within the classroom setting.
- C1.4.2** Identify core virtues and democratic principles found in Washington State Constitution and Foundational Documents.
- C1.4.3** Use deliberative processes when making decisions or reaching judgement as a group.
- C1.4.4** Describe and apply the key ideals of unity and diversity within the context of the State of Washington.
- C1.4.5** Describe the key ideals of rights set forth in Article I of the Washington State Constitution.

By the end of fifth grade, students will:

- C1.5.1** Apply civic virtues and democratic principles in school.
- C1.5.2** Identify core virtues and democratic principles found in foundational National documents that guide government, societies, and communities.
- C1.5.3** Use deliberative processes when making decisions or reaching judgement as a group.
- C1.5.4** Identify the beliefs, experiences, perspectives, and values that underlie their own and others’ points of view about civic issues.
- C1.5.5** Describe and apply the key ideals of unity and diversity within the context of the United States.

Enduring Understanding:

I know that different communities create rules to promote the common good and individual liberties.

Sample Questions

3rd Grade:

How do the differences between members of our community bring people together?
 What people from various cultures make up the community (including the increased range of viewpoints, ideas, customs, and choices available)?
 What are the benefits and the challenges of diversity for a community?
 Is it possible to make political decisions that are fair to all people? What does “fair” look like?

4th Grade:

How do the laws in our community help or hurt different groups of people?
 What are the core virtues found in the Washington State Constitution and Foundational documents?
 How are the democratic principles in the Washington State Constitution in agreement with the democratic principles found in the United States Constitution?
 How does the right to religious choice relate to the right of religious freedom?
 In what situations did all people involved in Westward Expansion use deliberative processes?
 What are your rights as stated in Article I of the Washington State Constitution?

5th Grade:

How do the values and principles in America, as stated in the Declaration of Independence, still apply today? Are there examples of how they don’t apply to everyone?
 How is a public issue related to constitutional rights and the common good?
 How does the phrase “under God” in the Pledge of Allegiance relate to freedom of religion?
 When and why was that phrase added?

CIVICS Anchor Standard: The student understands and applies knowledge of government, law, politics, and the nation’s fundamental documents to make decisions about local, national, and tribal/international issues and to demonstrate thoughtful, participatory citizenship.

C2: Understands the purposes, organization, and function of governments, laws, and political systems

By the end of third grade, students will:

- C2.3.1** Describe the basic organization of government in the community/city.
- C2.3.2** Identify the basic function of government and laws in the community/city.
- C2.3.3** Explain the reasons for rules in the home or in school, and compare rules and laws in the local community.
- C2.3.4** Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.

By the end of fourth grade, students will:

- C2.4.1** Distinguish the responsibilities and power of state, local, and tribal government.
- C2.4.2** Describe how and why local, state, and tribal governments make, interpret, and carry out policies, rules, and laws.
- C2.4.3** Explain how groups of people make rules to create responsibilities and to protect freedoms.

By the end of fifth grade, students will:

- C2.5.1** Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.
- C2.5.2** Explain how a democracy relies on people’s responsible participation, and draw implications for how individuals should participate.
- C2.5.3** Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions.
- C2.5.4** Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions.
- C2.5.5** Describe the basic duties of the three branches of government (executive, legislative, judicial); explain why the framers of the U.S. Constitution felt it was important to establish a government with limited powers that are shared among different branches and different levels (e.g., local, state, federal)

Enduring Understanding

I know that citizens, organizations, governments, and tribal nations/groups have specific functions and responsibilities.

Sample Questions

3rd Grade:

- How does my community/local government provide for its diverse members?
- Why does our community/local government have certain laws when other communities might not have the same ones?
- Why do we need different rules at home, school and community?

4th Grade:

- In which ways are various local governments similar and how are they different? Why is that?
- How are tribal nations/group governments organized?
- What causes regions of the country to interpret laws differently?
- What laws have been made to promote salmon recovery?

5th Grade:

- What are the functions of the three branches of the United States government?
- What benefit does having three branches of government serve the people of today?
- How does the Judicial branch interpret laws according to the United States Constitution?

CIVICS Anchor Standard: The student understands and applies knowledge of government, law, politics, and the nation’s fundamental documents to make decisions about local, national, and tribal/international issues and to demonstrate thoughtful, participatory citizenship.

C3: Understands the purposes and organization of tribal and international relationships.

By the end of third grade, students will:

- C3.3.1 Explain that tribes have lived in North America since time immemorial.
- C3.3.2 Know and understand that tribes have organizational structures (councils, chairman, etc.) that are formed to benefit the entire tribe.
- C3.3.3 Explain how tribes of North America work to help the people of their tribes.

By the end of fourth grade, students will:

- C3.4.1 Recognize that tribes have lived in North America since time immemorial.
- C3.4.2 Know and understand that tribes have organizational structures (councils, chairman, etc.) that are formed to benefit the entire tribe.
- C3.4.3 Explain how tribes of Washington state and the government of the United States are on the same level (nation-to-nation).
- C3.4.4 Demonstrate tribal sovereignty is “a way that tribes govern themselves in order to keep and support their ways of life.”
- C3.4.5 Define the complexity of sovereignty for federally recognized tribes in Washington State. Identify ways in which the United States Constitution recognizes tribal sovereignty as unique from other types of sovereignty.

By the end of fifth grade, students will:

- C3.5.1** Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.
- C3.5.2** Discuss how a democracy relies on people’s responsible participation, and draw implications for how individual should participate.
- C3.5.3** Explain the origins and purposes of rules, laws, and key provisions of the United States Constitution around treaty building and/or global relationships.

Enduring Understanding

I know that there are different communities close to me and that there may be different rules for different communities.

Sample Questions

Grade 3:

- What is the organization of tribal governments?
- How are tribal governments similar to other types of governments?
- How do Tribes work together to benefit their people?

Grade 4:

- How are Tribes structured to benefit the entire Tribe?
- How do Tribes work with other governments?
- How do new laws and rules affect various groups including Tribes, various religious groups, women, slaves, and others?
- How did tribal treaties that were entered into with the United States Government limit their sovereignty? How have those treaties been honored or disregarded?
- Were all treaties fair to Tribes?
- How have Tribes utilized treaties to regain economic and cultural needs?

Grade 5:

- How has the United States interacted with tribal nations?
- What are the major responsibilities of tribal governments?
- How are tribal constitutions differ/similar to the United States Constitution?
- As sovereign nations, what do local Tribes do to meet the economic and cultural needs of their tribal communities?
- How did the Iroquois Confederacy impact the development of the United States Constitution?

CIVICS Anchor Standard: The student understands and applies knowledge of government, law, politics, and the nation’s fundamental documents to make decisions about local, national, and tribal/international issues and to demonstrate thoughtful, participatory citizenship.

C4: Understands civic involvement

By the end of third grade, students will:

C4.3.1 Recognize that civic participation involves being informed about public issues, taking action, and voting in elections.

C4.3.2 Explain the many ways people become knowledgeable about issues in their communities: they read, discuss, communicate, and vote.

C4.3.3 Demonstrate that voting is a civic duty.

By the end of fourth grade, students will:

C4.4.1 Recognize that civic participation involves being informed about public issues, taking action, and voting in elections.

C4.4.2 Analyze and evaluate ways of influencing state governments to establish or preserve individual rights and/or promote the common good.

C4.4.3 Explain that the purpose of treaty-making is to create mutually beneficial agreements of responsibilities and freedoms.

C4.4.4 Explain that Tribes work within specific structures of governments to create, manage, and enforce their own laws that are best for their people.

By the end of fifth grade, students will:

C4.5.1 Demonstrate how civic participation relates to rights and responsibilities.

C4.5.2 Compare procedures for making decisions in a variety of settings, including classroom, school, government, and/or society.

C4.5.3 Analyze and evaluate ways of influencing national governments and international organizations to establish or preserve individual rights and/or promote the common good.

C4.5.4 Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.

Enduring Understanding

When I show concern for the well-being of my classroom, school, and community, I am being “civic minded.”

Sample Questions

3rd Grade:

What does it mean to be an informed citizen? What does it mean to be a citizen in my classroom and school?

What impact can I have on the issues that affect classroom/school?

Why is it important for citizens to vote? How can citizens prepare themselves to be responsible voters?

4th Grade:

Who may participate in state, local and tribal governments?

What does it mean to be a citizen of the State of Washington?

What are my responsibilities as a resident living in Washington?

What impact can I have on the issues that affect my state, city, or neighborhood?

Do treaties fairly meet the needs of participatory parties?

5th Grade:

What does it mean to be a citizen of the United States and/or a Tribe?

What are my responsibilities as a person living in the United States?

What impact can I have on the issues that affect our nation?

ECONOMICS Anchor Standard: The student applies understanding of economic concepts and systems to analyze decision-making and the interaction between individuals, households, government, and societies.

E1: Understands that people have to make choices between wants and needs and evaluate the outcomes of those choices.

By the end of third grade, students will:

- E1.3.1** Identify the costs and benefits of individual choices.
- E1.3.2** Identify positive and negative incentives that influence the decisions people make.
- E1.3.3** Describe how individual choices are influenced by various cultural norms.

By the end of fourth grade, students will:

- E1.4.1** Analyze and explain the costs and benefits of people’s decisions to move and relocate to meet their needs and wants.
- E1.4.2** Compare the costs and benefits of individual choices.
- E1.4.3** Compare positive and negative incentives that influence the decisions people make.

By the end of fifth grade, students will:

- E1.5.1** Analyze and explain the benefits of the decisions colonists made to meet their wants and needs.
- E1.5.2** Explain how people have to make choices between wants and needs, and evaluate the outcomes or consequences of those choices.
- E1.5.3** Evaluate the costs and benefits of individual choices.
- E1.5.4** Evaluate positive and negative incentives to individuals and communities that influence the decisions people make.

Enduring Understanding

I can make decisions about how to use resources to benefit myself and others.

Sample Questions

3rd Grade:

- What factors influence the decisions a community makes?
- How do you make choices between your wants and needs? How do the needs of others influence your choices?
- How does culture influence the choices people make?

4th Grade:

- How do people weigh costs and benefits to make decisions?
- What are the economic conditions that would cause people to relocate to/within Washington State? What about being forced to move?
- Why might people want to purchase land near rivers in Washington State?
- How did the Homestead Act influence people's decisions to move west?
- What were the positive and negative economic incentives to the United States government in reorganizing the Oregon Territory?

5th Grade:

- What are the positive, negative and neutral results of economic decisions during the Colonial Period? At what expense to others? What is a need, a want?
- How can we make economic decisions to maximize the well-being of individuals and society?

ECONOMICS Anchor Standard: The student applies understanding of economic concepts and systems to analyze decision-making and the interaction between individuals, households, government, and societies.

E2: Understands how economics systems function.

By the end of third grade, students will:

- E2.3.1** Recognize how the economic systems of groups are influenced by community/cultural laws, values, and customs.
- E2.3.2** Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.
- E2.3.3** Explain why individuals and businesses specialize and trade.
- E2.3.4** Explain the role of money in making exchange easier.
- E2.3.5** Explain how profits influence sellers in markets.
- E2.3.6** Identify examples of external benefits (acquired relationships) and costs (things given up).
- E2.3.7** Describe the role of financial institutions in an economy.

By the end of fourth grade, students will:

- E2.4.1** Compare different historic economic systems in Washington State Tribes.
- E2.4.2** Identify the basic elements of Washington State’s economic system, including agriculture, businesses, industry, natural resources, and labor.
- E2.4.3** Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services in Washington State.
- E2.4.4** Explain why individuals and businesses specialize and trade in Washington State.
- E2.4.5** Explain the relationship between investment in human capital, productivity, and future incomes.

By the end of fifth grade, students will:

- E2.5.1** Describe how Colonial American economic systems worked.
- E2.5.2** Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.
- E2.5.3** Explain why individuals and businesses specialize and trade.
- E2.5.4** Explain the relationship between investment in human capital, productivity, and future incomes.

Enduring Understanding

I understand the basic elements of a community’s economic system, including producers, distributors, and consumers of goods and services.

Sample Questions

3rd Grade:

- What influences a community’s economic system?
- Why don’t we just trade items instead of using money?
- What does it mean to sell an item for a profit?

4th Grade:

- How did economies of the Northwest function prior to statehood? Including the historic economic systems of Washington State Tribes.
- What were the economic effects of the Oregon Trail on Tribes living in the Pacific Northwest?
- What were the costs of traveling on the Oregon Trail for pioneers and the benefits they received?
- What resources existed to support the region’s economy?

5th Grade:

- How did the different regions of the American Colonies make a profit?
- What were the benefits of economic interactions and interdependence among tribal and colonial societies in early America?
- What were the variety of resources, (human capital, physical capital, and natural resources) that were used to produce goods and services?
- What did each region of the American Colonies produce?
- How did the economy of each colony affect its population and labor practices?
- What was the benefit of Eastern Woodland tribes trading with the French?
- How did the Triangle Trade among the British, Africa, and the American Colonies support colonial agriculture production?
- How did the demand for specific agricultural goods lead to Southern Colonies’ dependence on enslaved labor?
- What is the enduring legacy of slavery?

ECONOMICS Anchor Standard: The student applies understanding of economic concepts and systems to analyze decision-making and the interaction between individuals, households, government, and societies.

E3: Understands the government’s role in the economy.

By the end of third grade, students will:

E3.3.1 Describe how local taxation supports their community.

E3.3.2 Explain the ways in which the government pays for the goods and services it provides.

By the end of fourth grade, students will:

E3.4.1 Describe how people and businesses support Washington State government through taxation.

E3.4.2 Explain the meaning of inflation, deflation, and unemployment.

E3.4.3 Describe ways government can improve productivity by using capital goods and human capital.

By the end of fifth grade, students will:

E3.5.1 Describe the impact of the British government on the economy of the American Colonies.

E3.5.2 Explain ways the British used taxation policies to pay for goods and services they provided.

E3.5.3 Explain what interest rates are.

Enduring Understanding

I know that the government has a role in the economy.

Sample Questions

3rd Grade:

How do local and/or tribal governments pay for services they provide for their communities?
What resources are in our community and state to trade?

4th Grade:

When is it necessary for the government to create policies to influence the market?
Where does the money from property taxes go? What would happen if there were no taxes?
How have science, technology, innovation and natural resources affected the development of our community and state?
How does the geography, available natural resources, climate, and the available labor force affect the economic opportunities available in rural and urban Washington State?
How does the irrigating the semi-desert climate of eastern Washington impacted the economics of tribal people and other residents in Washington State?

5th Grade

Why was it difficult for the American Colonies to pay back the cost of the French and Indian War?
How did British taxation policies influence the economy of the American Colonies?

ECONOMICS Anchor Standard: The student applies understanding of economic concepts and systems to analyze decision-making and the interaction between individuals, households, government, and societies.

E4: Understands the economic issues and problems that all societies face.

By the end of third grade, students will:

E4.3.1 Identify the positive and negative impacts of trade among and between cultural groups.

E4.3.2 Explain how trade leads to increasing economic interdependence among cultural groups.

E4.3.3 Explain the effects of increasing economic interdependence on different groups within participating cultural groups.

By the end of Fourth Grade, students will:

E4.4.1 Explain how geography, natural resources, climate, and available labor contributed to the exploitation of resources in the Pacific Northwest.

E4.4.2 Explain the economic issues that different communities within the Pacific Northwest faced.

E4.4.3 Explain how trade led to increasing economic interdependence among groups within Pacific Northwest.

By the end of Fifth Grade, students will:

E4.5.1 Explain how trade leads to increasing economic interdependence among nations.

E4.5.2 Explain the effects of increasing economic interdependence on different groups within participating nations.

E4.5.3 Describe ways people can increase productivity by using improved capital goods and improving their human capital.

Enduring Understanding

I know that when people specialize and trade, it leads to increased economic interdependence, which is a fundamental step in understanding how the world economy functions.

Sample Questions

3rd Grade:

How does international trade increase economic interdependence among nations?

How does culture impact trade decisions?

What are the costs and benefits of interdependence among nations?

What are the impacts of trade on differing cultural groups?

4th Grade:

In what ways did Tribes address economic challenges of life?

How did the demand for goods lead the people of the Pacific Northwest to trade with each other?

How were resources managed by tribal and non-tribal people of the Pacific Northwest?

What Pacific Northwest resources were used for trade?

5th Grade:

What types of problems did the United States face that required interdependence with other nations?

How did dependence on other nations affect groups of people within the nation?

GEOGRAPHY Anchor Standard: The student uses a spatial perspective to make reasoned decisions by applying the concepts of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environments.

G1: Understands the physical characteristics, cultural characteristics, and location of places, regions, and spatial patterns on the Earth’s surface.

By the end of third grade, students will:

G1.3.1 Examine and use maps and globes to understand the regions of North America in the past and present.

G1.3.2 Investigate the physical, political, and cultural characteristics of places, regions, and people in North America, including the location of the fifty states within the regions of the United States.

By the end of fourth grade, students will:

G1.4.1 Construct and use maps to explain the movement of people

G1.4.2 Investigate the physical, political, and cultural characteristics of places, regions, and people in the Pacific Northwest, including the difference between cities, states and countries.

By the end of fifth grade, students will:

G1.5.1 Construct and use maps to show and analyze information about European settlement in the United States.

G1.5.2 Describe the physical and cultural characteristics of the thirteen colonies.

G1.5.3 Construct maps and other graphic representations of both familiar and unfamiliar places.

G1.5.4 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.

Enduring Understanding

I know that the use of tools (maps, globes, charts, graphs,) is important to understanding the world around us. Different cultures may use different tools, have different names, and different perspectives when looking at the world around us.

Sample Questions

Grade 3:

What impact did geographic location have on tribal people and other societies?

How does the physical geography, including landforms and climate influence where people live?

What states are part of the Pacific Northwest?

Grade 4:

What impact does the relationship between physical geography and cultural characteristics have on life in the Pacific Northwest?

What Tribes did the pioneers on the Oregon Trail meet on the trail in different geographic locations?

How did the tribal people that Lewis and Clark met on the Expedition influence their mode of travel through different geographic regions?

Grade 5:

What impact did geography (landforms, climate, and natural resources) have on the settlements in the Americas?

What were the cultural characteristics of the people in the thirteen colonies?

GEOGRAPHY Anchor Standard: The student uses a spatial perspective to make reasoned decisions by applying the concepts of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environments.

G2: Understands human interaction with the environment.

By the end of third grade, students will:

G2.3.1 Explain how the environment affects cultural groups and how groups affect the environment.

G2.3.2 Examine the cultural universals of place, time, family life, economics, communication, arts, recreation, food, clothing, shelter, transportation, government, and education.

G2.3.3 Compare the traditions, beliefs, and values of cultural groups in North America.

By the end of fourth grade, students will:

G2.4.1 Draw a conclusion that the geographic features of the Pacific Northwest have influenced the movement of people.

G2.4.2 Explain how the lands that the Tribes were forced to move to, changed their interactions with the environment.

By the end of fifth grade, students will:

G2.5.1 Compare and analyze the impact of European colonists' movement to the Americas on the land of Native American peoples.

G2.5.2 Explain how culture influences the way people modify and adapt to their environments.

G2.5.3 Explain how the cultural and environmental characteristics of places change over time.

G2.5.4 Describe how environmental and cultural characteristics influence population distribution in specific places or regions.

G2.5.5 Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

G2.5.6 Explain how human settlements and movements relate to the locations and use of various natural resources.

G2.5.7 Analyze the effects of catastrophic environmental and technological events on human settlements and migration.

Enduring Understanding

I know that the human-environment interactions are a part of human life in all societies and that they occur from local-to-global scales. Human actions modify the physical environment and in turn, the physical environment limits and/or promotes human activities.

Sample Questions

Grade 3:

What impact did geographic location have on tribal people and other societies?

What was the interaction between tribal people and their environment?

How did the environment influence the location of a Tribe?

What were the ways that people chose to communicate?

What were the ways that people made a living in different communities?

Grade 4:

What impact does the relationship between physical geography and cultural characteristics have on life in the Pacific Northwest?

What created the main reason for people to move West?

What are the geographic features of your local tribe's reservation or tribal land, and how is it similar or different from their historic territory? Why was that land selected and by whom?

Why was the land that tribal people were forced to move to, neither fertile nor profitable for them?

What was the importance of major transportation routes, including rivers, in the exploration and settlement of the Western United States?

Grade 5:

How did the movement of the colonists to the Americas force the movement of tribal people from their land?

How did the agricultural practices of the thirteen colonies force the movement of African people as slave labor?

What were the immigration patterns and impacts of the diverse ethnic and cultural groups on the growth of the colonies?

GEOGRAPHY Anchor Standard: The student uses a spatial perspective to make reasoned decisions by applying the concepts of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environments.

G3: Understands the geographic context of global issues.

By the end of third grade, students will:

G3.3.1 Explain that learning about the geography of North America helps us understand cultures from around the world.

By the end of fourth grade, students will:

G3.4.1 Describe how the geography and natural resources of the Oregon Territory created trade with other countries.

By the end of fifth grade, students will:

G3.5.1 Describe the impact of European settlements on Native American Tribes.

G3.5.2 Determine the impact of trade on African peoples.

G3.5.3 Explain why environmental characteristics vary among different world regions.

G3.5.4 Describe how the spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places.

G3.5.5 Compare how natural and human-made catastrophic events in one place affect people living in other places.

Enduring Understanding

I know that the size, content, distribution, and movement of human populations have an important effect on our earth’s diverse cultures and environments.

Sample Questions

Grade 3:

What different traditions, beliefs, and celebrations have been brought from countries around the world to the United States?

Grade 4:

What natural resources did the Oregon/Washington Territory have that other countries wanted to purchase?

What diseases were spread that devastated tribal Nations?

What was the importance of major transportation routes?

Grade 5:

What impact did geography have on where settlements were in the Americas?

How did the movement of human population from Africa to the Early American colonies affect the use of land?

How did the growth in trade of cotton and tobacco impact the slave population of the United States?

HISTORY Anchor Standard: The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes of local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.

H1: Understands historical chronology.

By the end of third grade, students will:

- H1.3.1** Create timelines to show events connected to their cultural identity.
- H1.3.2** Compare the similarities and differences between their cultural timeline and others.
- H1.3.3** Use timelines to explain the context of history.

By the end of fourth grade, students will:

- H1.4.1** Create timelines to show how historical events are organized into time periods and eras.
- H1.4.2** Examine how the following themes and developments help to define eras in Washington State history since time immemorial to 1889:
 - Growth of northwest coastal, Puget Sound, and plateau tribes prior to treaties (time immemorial to present)
 - Maritime and overland exploration, encounter, and trade (1774-1849)
 - Immigration and settlement (1811-1889)
 - Territory and treaty-making (1854-1889)
- H1.4.3** Explore and construct an explanation how the growth of major Tribes helps to define the history of the Pacific Northwest prior to 1889.

By the end of fifth grade, students will:

- H1.5.1** Create timelines to demonstrate historical events caused by other important events.
- H1.5.2** Demonstrate how the following themes and developments help to define eras in U.S. history from time immemorial to 1791:
 - Development of tribal nations in North America (time immemorial to 1791)
 - Encounter, colonization, and devastation (1492-1763)
 - Revolution and Constitution (1763-1791)

Enduring Understanding:

I know that the study of chronology is necessary for understanding cultures, global connections, and historical events.

Sample Questions

3rd Grade:

- How do timelines help us understand history?
- How is my timeline different from another classmate's timeline?

4th Grade:

- What is an era?
- What are different eras in Washington State History?
- How can artifacts and primary sources, including oral and written language, help us understand and share historical events?

5th Grade:

- How do we determine what a theme in history is?
- What are the purposes of a timeline?
- What makes an event important enough to put on a timeline? Who decides what is important?
- How do timelines show patterns in human behavior or development?

HISTORY Anchor Standard: The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes of local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.

H2: Understands and analyzes causal factors that have shaped major events in history.

By the end of third grade, students will:

H2.3.1 Demonstrate how contributions made by various cultural and ethnic groups have shaped the history of the community and world.

H2.3.2 Explain probable causes and effects of events and developments locally.

By the end of fourth grade, students will:

H2.4.1 Analyze and explain how individuals have caused change in Washington state history.

H2.4.2 Analyze and explain how people from various cultural and ethnic groups have shaped Washington state history.

H2.4.3 Analyze and explain how technology and ideas have affected the way people live and change their values, beliefs, and attitudes in Washington.

By the end of fifth grade, students will:

H2.5.1 Analyze and explain how individuals have caused change in United States history.

H2.5.2 Analyze and explain how people from various cultural and ethnic groups have shaped United States history.

H2.5.3 Analyze and explain how technology and ideas have affected the way people live and change their values, beliefs, and attitudes in United States.

Enduring Understanding

I know that history is a series of connected events shaped by multiple cause-effect relationships, linking past to present.

Sample Questions

3rd Grade:

How have cultural and ethnic groups helped to shape the history of our community?

What events have impacted/shaped the growth of our community?

How did the technology, art and music contributions made by the Native Tribes influence the development of society?

4th Grade:

As human settlements begin, what must people make or create first?

How did the interaction between early explorers, settlers, and Tribes affect the development of technology in these groups?

How did Chief Joseph help shape the Pacific Northwest?

5th Grade:

How did enslaved Africans and free people of color contribute to the establishment and growth of agriculture in the thirteen colonies?

How did tribal peoples help the colonists establish survival skills in their new environment?

How did the idea of individual rights lead to the creation of the Bill of Rights?

How did the ability to mass print the Declaration of Independence and other documents lead to a democratic movement?

HISTORY Anchor Standard: The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes of local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.

H3. Understands that there are multiple perspectives and interpretations of historical events.

By the end of third grade, students will:

H3.3.1 Recognize and explain that there are multiple cultural perspectives through a study of important individual and/or major events.

H3.3.2 Explain connections among historical contexts and people’s perspectives at the time.

H3.3.3 Describe how people’s perspectives shaped the historical sources they created.

By the end of fourth grade, students will:

H3.4.1 Explain why individuals and groups in Washington State history differed in their perspectives.

H3.4.2 Explain connections between historical context and people’s perspective of Washington state history.

H3.4.3 Explain how the events of Washington State history contributed to the different perspectives between Native and non-native people.

H3.4.4 Describe how people’s perspectives shaped the historical sources they created.

By the end of fifth grade, students will:

H3.5.1 Explain why individuals and groups in the American Colonies differed in their perspectives.

H3.5.2 Explain connections among historical context and people’s perspective in the American Colonies.

H3.5.3 Describe how people’s perspectives shaped the historical sources they created.

Enduring Understanding

I understand that historical events can be interpreted differently by different individuals, families, and communities.

Sample Questions

3rd Grade:

How can people have different perspectives about the same historical event/topic?

Why do people have different opinions about events past and present?

How does a society determine who a “historical hero” is?

How is the story of Columbus told differently?

Why do some cities celebrate Columbus Day and others celebrate Indigenous People's Day?

4th Grade:

Why did the Cayuse and the emigrants have different accounts of the same event?

Why might different members of Corps of Discovery have different accounts of the journey?

How did treaties effect changes in land ownership for tribal people in the Pacific Northwest?

How do artifacts and primary sources tell the story of the Pig War?

How did tribal groups east of the Cascade Mountains and the tribal groups in Puget Sound view fishing?

5th Grade:

What makes one event in history more important than another?

What were the historical, economic, civic, and geographical causes of the Revolutionary War?

Why do cultures and ethnic groups in America have their own important events?

How has the influence of women on United States history/Washington State history changed over time?

Why do different groups have different accounts of the same event? Why is it important to learn about historical events from multiple perspectives?

HISTORY Anchor Standard: The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes of local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.

H4. Understands how historical events inform analysis of contemporary issues and events.

By the end of third grade, students will:

H4.3.1 Recognize and explain how significant cultural events have implications for current decisions.

H4.3.2 Use evidence to develop a claim about our past community’s history.

H4.3.3 Summarize how different kinds of historical sources are used to explain events in the past.

By the end of fourth grade, students will:

H4.4.1 Recognize and explain significant historical events in Washington state that have implications for current decisions.

H4.4.2 Use evidence to develop a claim about our state of Washington and/or tribal nations/groups.

H4.4.3 Compare information provided by different historical sources about the past.

H4.4.4 Generate questions about multiple historical sources and their relationships to particular historical events and developments.

By the end of fifth grade, students will:

H4.5.1 Recognize and explain that significant historical events in the United States have implications for current decisions and influence the future.

H4.5.2 Describe the purpose of documents and the concepts used in them.

H4.5.3 Summarize the central claim in a secondary work of history.

H4.5.4 Use evidence to develop a claim about Colonial America.

H4.5.5 Infer the intended audience and purpose of a historical source from information within the source itself.

H4.5.6 Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.

Enduring Understanding

I understand historical events can help me make sense of the present and plan for the future.

Sample Questions

3rd Grade:

What is the significance of one cultural tradition in your family or your community?

What events happened in our past, and how have they shaped our community?

What evidence can we use to prove a claim about our community’s history?

How does our local community contribute to Washington’s story, past and present?

4th Grade:

How did the Stevens Treaties with tribal people connect to the Boldt decision and current fishing rights?

How does learning about the Pig War teach us about the causes of contemporary conflict?

How did the tribal treaties and the reservation system effect changes in land ownership for the Native Tribes in the Pacific Northwest?

What effect does tribal history have on decision-making in Washington today?

5th Grade:

Why should historians always use more than one document when asking historical questions?

Why are different viewpoints important?

What impact did the invention of modern transportation have on Washington State?

Middle School Social Studies

World History Purpose Statement

The study of world civilizations allows students to deepen their understanding of the Earth and its peoples through the study of history, geography, politics, culture, and economic systems. Students develop higher levels of critical thinking by considering why ancient civilizations developed where and when they did and why they declined. While it would be impossible to study every world culture in depth, it is important for students to understand that indigenous people developed societies all over the world, concurrent to the rise of traditionally recognized early civilizations.

Additionally, through the study of world history, students should evaluate the enduring contributions of ancient and medieval global societies, recognizing the links between the historical and contemporary worlds made possible through the interconnection of peoples and the Age of Exploration.

Washington State Purpose Statement

Students examine Washington State from Native and European contact to the present. The study of Washington State includes an examination of the state constitution and key treaties, including popular and tribal sovereignty issues. Through additional study of migration, differing cultural experiences, and human interactions with the environment, students will develop enduring understandings of the core concepts and ideas in civics, economics, geography, and history.

US History Purpose Statement

In US History, students develop a new, more abstract level of understanding of social studies concepts. The recommended context for developing this understanding is U.S. history and government, 1776 to 1877. Students explore the ideas, issues, and events from the framing of the Constitution through Reconstruction, although beginning before this context or extending beyond is up to the discretion of each district. After reviewing the founding of the United States and the Constitution, students explore the development of politics, society, culture, and economy in the United States to deepen conceptual understandings in civics, geography, and economics.

These standards can be addressed over multiple grade levels (6-8) at the discretion of the district.

SS Skills (6-8)

SOCIAL STUDIES SKILLS Anchor Standard: The student understands and applies reasoning skills to conduct research, deliberate, and form and evaluate positions through the processes of reading, writing, and communicating.

SSS1: Social Studies skills include the ability to consider multiple viewpoints and weigh the validity of those viewpoints by applying an analysis of evidence.

By the end of 8th grade, students will:

SSS6-8.1.1 Analyze positions and evidence supporting an issue or an event.

SSS6-8.1.2 Evaluate the logic of reasons for a position on an issue or event

Enduring Understanding

Social Studies skills include the ability to consider multiple viewpoints and weigh the validity of those viewpoints by applying an analysis of evidence.

Sample Questions:

- What (things) are considered when it comes to making decisions?
- How can we recognize if a claim is clear, precise, and adequately supported?
- How can we strengthen our arguments by effectively analyzing both claims and counterclaims?
- What advantages are there to considering multiple perspectives when learning about an issue or event?
- Explain the characteristics and causes of local, regional and global problems in multiple contexts.
- How did the interaction between people and the environment influence decisions about movement in early societies?
- How do historians decide what goes on a timeline of history? Are the perspectives of all participants in an event represented? Who has written the history?

SOCIAL STUDIES SKILLS: The student understands and applies reasoning skills to conduct research, deliberate, and form and evaluate positions through the processes of reading, writing, and communicating.

SSS2: Uses inquiry-based research.

By the end of 8th grade, students will:

SSS6-8.2.1 Create and use research questions to guide inquiry on an issue or event

SSS6-8.2.2 Evaluate the breadth, reliability, and credibility of primary and secondary sources to determine the need for new or additional information when researching an issue or event.

Enduring Understanding

The ability to develop questions is the foundation of a rich Social Studies experience. Then the ability to answer those questions by planning how to find reliable and credible answers to the questions is the next step to initiate an inquiry.

Sample Questions:

- Why is it important to keep asking questions when conducting research?
- How do the answers to questions help lead to additional questions?
- What kinds of sources are needed to adequately answer questions, state claims, and provide evidence?
- How can you decide whether or not a source has credibility?
- How do you know that you have accumulated information that represents a range of multiple viewpoints?
- How can we interpret the impact of an historical event? From whose perspective is the event presented?
- What is the legacy of treaty-making period on the way we live today?
- What influenced changes in the way people lived, and how did those changes shift development in new directions? How did people’s lives differ within timepoints?

SOCIAL STUDIES SKILLS: The student understands and applies reasoning skills to conduct research, deliberate, and form and evaluate positions through the processes of reading, writing, and communicating.

SSS3: Deliberates public issues.

By the end of 8th grade, students will:

SSS6-83.1 Engage in discussion, analyzing multiple viewpoints on public issues.

Enduring Understanding

Social Studies skills include the ability to debate an issue using civil discourse backed with a range of credible sources.

Sample Questions:

- How do differing viewpoints contribute to the democratic process and effective policy decisions?
- How can we create a culture of civic discourse?
- How has civic debate and our knowledge of the past served to inform contemporary policies?
- How should the rights and responsibilities of individuals be balanced with those of the larger society?
- How do treaties affect the economic interaction between federal, state and tribal governments?
- How did the way societies dealt with a shortage of resources inform us about the importance of sustainability?
- Are there groups whose viewpoints don't get heard or get dismissed?

SOCIAL STUDIES SKILLS: The student understands and applies reasoning skills to conduct research, deliberate, and form and evaluate positions through the processes of reading, writing, and communicating.

SSS4: Creates a product that uses Social Studies content to support a thesis, and presents the product in an appropriate manner to a meaningful audience.

By the end of 8th grade, students will:

SSS6-84.1 Analyze multiple factors, make generalizations, and interpret sources to formulate a thesis in a paper or presentation, while observing rules related to plagiarism and copyright.

SSS6-84.2 Use appropriate format to cite sources within an essay, presentation, and reference page.

Enduring Understanding

Argumentation involves the ability to understand the source-to-evidence relationship, and use evidence to justify a claim and counterclaim.

Sample Questions:

- Why is it essential to have multiple sources of evidence?
- How do we create products that can persuade an audience and effectively advocate for a position?
- How can you show the relationship between the evidence and the claim you are trying to support?
- What are the dangers of not checking sources?
- Why do reasoned arguments demand intellectual integrity and avoid plagiarism?
- In what ways did the needs and wants of a society influence changes that occurred within that society?
- How did the interaction between people and the environment influence decisions about movement in early societies? Were some people more impacted than others? Did some people have more control over their movement than others?

CIVICS (6-8)

<p>CIVICS Anchor Standard: The student understands and applies knowledge of government, law, politics, and the nation’s fundamental documents to make decisions about local, state, tribal, national, and/or international issues and to demonstrate thoughtful, participatory.</p>	
<p>C1: Understand key ideals and principles of the United States, including those in the Declaration of Independence, Constitution, and other foundational documents.</p> <p>(World) By the end of 8th grade, students will:</p> <p>C1.6-8. 1 Explain how early works such as the Code of Justinian or the Magna Carta contributed to foundational documents of the U.S.</p> <p>(WA)By the end of 8th grade, students will:</p> <p>C1.6-8. 2 Explain the structure of and key ideals set forth in fundamental documents, including the Washington State constitution and tribal treaties with the United States government.</p> <p>(US) By the end of 8th grade, students will:</p> <p>C1.6-8. 3 Explain key ideals and principles outlined in the Declaration of Independence, including life, liberty, and the pursuit of happiness; the U.S. Constitution, including the rule of law, separation of powers, representative government, and popular sovereignty; and, the Bill of Rights, including due process and freedom of expression .</p> <p>C1.6-8. 4 Evaluate efforts to reduce discrepancies between key ideals and reality in the United States.</p>	<p>Enduring Understandings:</p> <p>(World) Foundational documents of the United States were built upon the work of earlier civilizations.</p> <p>(WA) There are key ideals established in state and tribal constitutions that determine the functioning of government.</p> <p>(US) Governing is a process that evolves over time, and the effort to build a “more perfect Union” is ongoing.</p>
	<p>Sample Questions</p> <p>(World) Where did the principles of U.S. democracy come from?</p> <p>(WA) How are the ideals of representative government supported in the Washington State constitution?</p> <p>(US) What are the origins of the key ideals of the Declaration of Independence and the Constitution and their continuing influences on the nation?</p>

CIVICS Anchor Standard: The student understands and applies knowledge of government, law, politics, and the nation’s fundamental documents to make decisions about local, national, and tribal/international issues and to demonstrate thoughtful, participatory citizenship.

C2: Understands the purposes, organization, and function of governments, laws, and political systems

(World) By the end of 8th grade, students will:
C2.6-8. 1 Explain a variety of forms of government from the past or present.

(WA) By the end of 8th grade, students will:
C2.6-8. 2 Distinguish the structure, organization, powers, and limits of government at the local, state, and tribal levels.

(US) By the end of 8th grade, students will:
C2.6-8. 3 Analyze the structure and powers of government at the national level.

C2.6-8. 4 Use knowledge of the function of government to analyze and address a political issue.

C2.6-8. 5 Evaluate the effectiveness of the system of checks and balances in the United States based on an event.

C2.6-8. 6 Demonstrate that the U.S. government includes concepts of both a democracy and a republic.

Enduring Understanding:

(World) Civilizations from the earliest times have some form of governmental organization that creates order in a society.

(WA) Government in Washington State has multiple levels and branches, with limits and responsibilities that impact the operation of government.

(US) The three branches of government of the US provide for a system of checks and balances that defines specific responsibilities and limits on the powers of those branches.

Sample Questions:

(World/WA/US) How should we best organize to meet society’s needs?

(World) How and why did governments develop in ancient and medieval societies? How did governments differ in various locations – European nations, African nations, and China, for example?

(WA) How does the structure of the Washington State constitution support the function of government and meet the needs of a diverse population? Whose needs are not being met? Whose voice is not represented?

(WA) Is the initiative process a fair way to make policy? Fair to whom? Is it just?

(US) How are power and responsibility distributed, shared, and limited in the government established by the United States Constitution?

(US) How does the structure of the United States Constitution support the function of government and meet the needs of a diverse population? Are there currently groups whose needs are not being met? Do the groups whose needs are not being met or voices being heard have anything in common?

- Skills to support:**
- **Creates and uses research questions to guide inquiry on an issue or event.**
 - **Deliberates public issues.**
 - **Engages in discussion, analyzing multiple viewpoints on public issues.**

CIVICS Anchor Standard: The student understands and applies knowledge of government, law, politics, and the nation’s fundamental documents to make decisions about local, national, and tribal/international issues and to demonstrate thoughtful, participatory citizenship.

C3: Understands the purposes and organization of tribal/international relationships and U.S. foreign policy.

(World) By the end of 8th grade, students will:

C3.6-8.1 Analyze how societies have interacted with one another.

(WA) By the end of 8th grade, students will:

C3.6-8.2 Analyze how international agreements have affected Washington State.

C3.6-8.3 Identify that according to the United States Constitution, treaties are “the supreme law of the land”; consequently treaty rights supersede most state laws.

C3.6-8.4 Explain elements of the agreements contained in one or more treaty agreements between Washington tribes and the United States.

(US) By the end of 8th grade, students will:

C3.6-8.5 Identify early examples of foreign policy between the United States and other nations.

C3.6-8.6 Analyze how the United States has interacted with other countries.

Enduring Understanding:

(World) Civilizations interact with each other in order to promote and protect their own interests.

(WA) Washington State maintains important relationships among sovereign states (international and tribal) through both political and economic agreements.

(US) The United States maintains formal relationships with tribal and international governments through the treaty process.

Sample Questions:

(World) How did the interaction of civilizations affect the growth and demise of some of those societies and the demise of others?

(WA) What is the legacy of the treaty-making period on the way we live today? How have treaties been honored or disregarded?

(US) How and why has the United States made agreements with other sovereign entities?

Skills to support:

- Analyzes positions and evidence supporting an issue or an event.
- Creates and uses research questions to guide inquiry on an issue or event
- Evaluates the breadth, reliability, and credibility of primary and secondary sources to determine the need for new or additional information when researching an issue or event

CIVICS Anchor Standard: The student understands and applies knowledge of government, law, politics, and the nation’s fundamental documents to make decisions about local, national, and tribal/international issues and to demonstrate thoughtful, participatory citizenship.

C4: Understands civic involvement.

(World) **By the end of 8th grade, students will:**

C4.6-8.1 Describe the historical origins of civic involvement.

(WA) **By the end of 8th grade, students will:**

C4.6-8.2 Describe the relationship between the actions of people in Washington State and the ideals outlined in the Washington State constitution.

C4.6-8.3 Employ strategies for civic involvement that address a state or local issue.

(US) **By the end of 8th grade, students will:**

C4.6-8.4 Analyze how a claim on an issue attempts to balance individual rights and the common good.

C4.6-8.5 Employ strategies for civic involvement that address a national issue.

Enduring Understanding

(World) The role of the citizen has evolved from ancient to modern times.

(WA) Voting, civil discourse, education in and critical thinking/assessment of the issues, and understanding the function and purpose of government are important to be a good citizen.

(WA/US) Citizens can impact the political process through individual and collective action. Citizens need to be informed and have critical thinking skills in order to thoughtfully impact the political process.

(US) Governing requires active civic involvement by members of a society to maintain a balance of power in that society.

Sample Questions:

(World) What did it mean to be a citizen in ancient or medieval times?

(World) How was political power exercised differently in different places and eras?

(WA) In what ways can individuals in Washington State exercise their political power? What are some barriers to exercising individual political power? How did barriers develop? What purpose do barriers serve and why do they continue to exist?

(WA) How can young people make political change in their local community?

(US/WA) How does the inclusion or exclusion of women, people of color, and other underrepresented communities in the electorate change the political focus of our government?

(US) How should the rights and responsibilities of individuals be balanced with those of the larger society? Who gets to decide? Should individual civil rights be decided by majority rule? Why or why not?

- Skills to support:**
- **Uses critical reasoning skills to analyze and evaluate positions.**
 - **Analyzes positions and evidence supporting an issue or an event.**
 - **Evaluates the logic of reasons for a position on an issue or event.**

ECONOMICS (6-8)

ECONOMIC Anchor Standard: The student applies understanding of economic concepts and systems to analyze decision-making and the interactions between individuals, households, business, government, and societies.

E1: Understands that people have to make choices between wants and needs and evaluates the outcomes of those choices.

(World) By the end of 8th grade, students will:

E1.6-8.1 Analyze the costs and benefits of economic choices made by groups and individuals in the past or present.

(WA) By the end of 8th grade, students will:

E1.6-8.2 Evaluate alternative approaches or solutions to current economic issues of Washington State in terms of costs and benefits for different groups.

(US) By the end of 8th grade, students will:

E1.6-8.3 Analyze examples of how groups and individuals have considered profit and personal values in making economic choices in the past or present.

Enduring Understandings:

(World) As ancient and medieval societies grew, the needs and wants of their citizens changed. These changes impacted those societies in multiple ways, influencing the futures of those societies.

(WA) By considering alternative choices for economic decisions made by groups and individuals, one can evaluate whether the benefits outweigh the costs of those decisions.

(US) People’s actions are influenced by the desire for economic growth. Those actions have consequences that can conflict with personal values or with the needs of other cultures present in the society whose voices are not heard in the decision-making process.

Sample Questions:

(World) In what ways did the needs and wants of a society influence changes that occurred within that society?

(WA) What are the impacts of differing solutions to a current economic issue in WA State? Who benefits and who loses with various solutions? Who had a voice in the decisions?

(US) How did the desire for economic growth influence people and groups in the United States? Was there equal access to economic growth for all groups?

Skills to support:

- Analyzes multiple factors, makes generalizations, and interprets sources to formulate a thesis in a paper or presentation, while observing rules related to plagiarism and copyright.

ECONOMIC Anchor Standard: The student applies understanding of economic concepts and systems to analyze decision-making and the interactions between individuals, households, business, government, and societies.

E2: Understands how economic systems function.

(World) By the end of 8th grade, students will:

E2.6-8.1 Describe the production, distribution, and consumption of goods, services, and resources in societies from past or in the present.

E2.6-8.2 Explain how scarce resources have affected international trade in the past or present.

(WA) By the end of 8th grade, students will:

E2.6-8.3 Analyze the production, distribution, and consumption of goods, services, and resources in societies from the past or in the present.

E2.6-8.4 Analyze how the forces of supply and demand have affected international trade in Washington State in the past or present.

(US) By the end of 8th grade, students will:

E2.6-8.5 Analyze how the forces of supply and demand have affected the production, distribution, and consumption of goods, services, and resources in the United States in the past or present.

E2.6-8.6 Analyze how the forces of supply and demand have affected international trade in the United States in the past or present.

Enduring Understanding

(World) Extensive trade relationships emerged between nations in ancient times to acquire scarce resources and maximize the economic standing of participating civilizations.

(WA) Washington’s location and geographic regions affect the production of goods and the state’s role in the global economy.

(US) The free market economy of United States is driven by the exchange of goods and services, which has many influences. Most notable is the agreement by the producer and consumer on the value of the items to be exchanged.

Sample Questions:

(World) Why did trade develop and how did the method of trade evolve over time? What is the relationship between labor and trade? Who provides the labor?

(WA) How does Washington’s location and physical geography impact its economy?

(US) How does supply and demand affect the value of goods and services? Who has control of supply and demand?

Skills to support:

- **Creates and uses research questions to guide inquiry on an issue or event.**
- **Evaluates the breadth, reliability, and credibility of primary and secondary sources to determine the need for new or additional information when researching an issue or event.**

ECONOMIC Anchor Standard: The student applies understanding of economic concepts and systems to analyze decision-making and the interactions between individuals, households, business, government, and societies.

E3: Understands the government’s role in the economy.

(World) By the end of 8th grade, students will:

E3.6-8.1 Explain the role of government in the world’s economies through the creation of money, taxation, and spending in the past or present.

(WA) By the end of 8th grade, students will:

E3.6-8.2 Analyze the role of government in the economy of Washington State through taxation, spending, and policy setting in the past or present.

(US) By the end of 8th grade, students will:

E3.6-8.3 Analyze the influence of the U.S. government’s taxation, creation of currency, and tariffs in the past or present.

Enduring Understanding

(World) Governments have always been involved in the economic matters of their societies, but vary in the degree of regulation and control from ancient to modern times.

(WA) The way that money is managed by the state, through taxation and spending, impacts the economy of the state.

(WA/US) Tribes, as sovereign nations, have independent economies with different government regulations separate from the United States/Washington State.

(US) The federal government has the power to impose taxes and tariffs, and regulate the printing of money.

Sample Questions:

(World) How were governments of ancient and medieval times involved in the monetary systems of their societies?

(WA) How has the government impacted the state’s economy through its legislative process? How have choices in taxation policy affected different groups in WA - small and large businesses, upper, middle, and lower income people? Are there some groups who benefit while others are harmed?

(WA/US) How do treaties affect the economic interaction between federal, state and tribal governments?

(US) How does government monetary policy influence the economy? How does it influence people’s lives?

Skills to support:

- Engages in discussion, analyzing multiple viewpoints on public issues.

ECONOMIC Anchor Standard: The student applies understanding of economic concepts and systems to analyze decision-making and the interactions between individuals, households, business, government, and societies.

E4: Understands the economic issues and problems that all societies face.

(World) By the end of 8th grade, students will:

- E4.6-8.1 Explain the distribution of wealth and sustainability of resources in the world.
- E4.6-8.2 Explain barriers to trade and how those barriers influence trade among nations.

(WA) By the end of 8th grade, students will:

- E4.6-8.3 Analyze the distribution of wealth and sustainability of resources in Washington State.
- E4.6-8.4 Explain the costs and benefits of trade policies to individuals, businesses, and society in Washington State.

(US) By the end of 8th grade, students will:

- E4.6-8.5 Analyze the distribution of wealth and sustainability of resources in the United States.
- E4.6-8.6 Explain the costs and benefits of trade policies to individuals, businesses, and society in the United States.

Enduring Understanding

(World) Societies and individuals who control trade historically have had an economic and political advantage over those who do not. Unequal distribution of wealth within a society creates distinct socio-economic classes. The managing of resources and barriers to trade creates challenges for maintaining societal lifestyles.

(WA) Natural resources and climate impact economic and population development differently in distinct regions of Washington State.

(US) Groups and individuals who control elements of trade tend to have an economic and political advantage over those who do not. Unequal distribution of wealth within a society creates distinct socio-economic classes. The managing of resources creates challenges for maintaining their lifestyle, or facing the possibility of societal strife.

Sample Questions:

(World) What were the effects of resource management on society? How did the management of resources affect barriers to trade? How did barriers to trade affect management of resources?

(WA) How have the use and conservation of resources changed the development and economy of some regions in Washington State?

(US) What were the effects of resource management on the development of the United States? What was the impact of slavery on US resources and what are the enduring legacies? How is a community’s standard of living connected to the management of resources?

Skills to support:

- Evaluates the logic of reasons for a position on an issue or event.
- Evaluates the breadth, reliability, and credibility of primary and secondary sources to determine the need for new or additional information when researching an issue or event.

GEOGRAPHY (6-8)

GEOGRAPHY Anchor Standard: The student uses a spatial perspective to make reasoned decisions by applying the concept of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environment.

G1: Understands the physical characteristics, cultural characteristics, and location of places, regions, and spatial patterns on the Earth’s surface.

(WORLD) By the end of 8th grade, students will:

G1.6-8.1 Construct and analyze maps using scale, direction, symbols, legends, and projections to gather information.

G1.6-8.2 Identify the location of places and regions in the world and understand their physical and cultural characteristics.

(WA) By the end of 8th grade, students will:

G1.6-8.3 Analyze maps and charts from a specific time period to understand an issue or event.

G1.6-8.4 Explain how human spatial patterns have emerged from natural processes and human activities.

(US) By the end of 8th grade, students will:

G1.6-8.5 Explain and analyze physical and cultural characteristics of places and regions in the United States.

G1.6-8.6 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.

Enduring Understanding

(WORLD) Mapping locations and settlement patterns in various ways helps students understand the physical and cultural characteristics of places and regions.

(WA) There is a relationship between human populations and the physical world better understood by examining causes, patterns, and effects of human settlement and migration.

(US) The United States is a geographically diverse nation with distinct physical and cultural regions whose characteristics have impacted the nation.

Sample Questions:

(WORLD) What can we tell about civilizations by their patterns of settlement and expansion?

(WA) What are the push/pull factors that led people to Washington State? How were various groups of people treated when they came to Washington State?

(US) How does where one lives, impact the decisions they make? What factors influence the ability to choose where one lives?

GEOGRAPHY Anchor Standard: The student uses a spatial perspective to make reasoned decisions by applying the concept of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environment.

G2: Understands human interaction with the environment.

(WORLD) By the end of 8th grade, students will:

G2.6-8.1 Explain and analyze how the environment has affected people and how people have affected the environment in world history.

G2.6-8.2 Explain the geographic factors that influence the movement of groups of people in world history.

(WA) By the end of 8th grade, students will:

G2.6-8.3 Explain and analyze how the environment has affected people and how human actions modify the physical environment, and in turn, how the physical environment limits and/or promotes human activities in Washington State in the past or present.

G2.6-8.4 Explain the role of immigration in shaping societies in the past or present.

G2.6-8.5 Explain examples of cultural diffusion in the world from the past or present.

(US) By the end of 8th grade, students will:

G2.6-8.6 Analyze how the environment has affected people and how people have affected the environment in the United States in the past or present.

G2.6-8.7 Explain cultural diffusion in the United States from the past or in the present.

G2.6-8.8 Explain and analyze migration as a catalyst for the growth of the United States in the past or present

Enduring Understanding

(WORLD) The interaction between people and the environment affects how and where people live, work, and play.

(WA) Migration over time has impacted and been impacted by the natural environment and Native American peoples in Washington State.

(US) Growth and expansion of the United States changed how people used the land and how cultural groups interacted.

Sample Questions:

(WORLD) How did the interaction between people and the environment influence decisions about movement in early societies?

(WA) How did the interaction between people and the environment influence decisions about movement in early societies?

(US) What influenced the United States government to expand its territory West, and how did this expansion impact western lands and indigenous peoples? What influenced migration from the South to the North after the Civil War?

Skills to support:

- **Creates a product that uses social studies content to support a thesis and presents the product in an appropriate manner to a meaningful audience.**
- **Uses appropriate format to cite sources within an essay, presentation, and reference page.**
- **Uses critical reasoning skills to analyze and evaluate positions.**
- **Analyzes positions and evidence supporting an issue or an event.**

GEOGRAPHY Anchor Standard: The student uses a spatial perspective to make reasoned decisions by applying the concept of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environment.

G3: Understands the geographic context of global issues and events

(WORLD) By the end of 8th grade, students will:

G3.6-8.1 Explain how learning about the geography of the world helps us understand global issues such as diversity, sustainability, and trade.

(WA) At the end of 8th grade, students will:

G3.6-8.2 Explain how learning about the geography of the Washington State helps us understand global issues such as diversity, sustainability, and trade.

(US) By the end of 8th grade, students will:

G3.6-8.3 Explain how learning about the geography of the United States helps us understand global issues such as diversity, trade, and sustainability.

Enduring Understanding

(WORLD, WA, US)

Geography impacts issues and events locally and globally through history.

Societies must learn how to manage and replenish their resources in order to maintain their way of life, to maintain mutually beneficial trade relationships, and develop/adapt a diverse cultural landscape through migration and settlement patterns.

Sample Questions:

(WORLD) How did the way societies dealt with a shortage of resources inform us about the importance of sustainability?

(WA) What geographic features make Washington State an attractive trading partner?

(US) How have geographic features of the United States contributed to its diverse cultural landscape? How have they contributed to disputes over resources?

Skills to support:

- **Deliberates public issues**
- **Engages in discussion, analyzing multiple viewpoints on public issues.**

HISTORY (6-8)

HISTORY Anchor Standard: The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes of local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.

H1: Understands historical chronology.

(World) By the end of 8th grade, students will:

H1.6-8.1 Analyze different cultural measurements of time.

H1.6-8.2 Explain how the rise of civilizations defines eras in world history in two or more regions of the world.

H1.6-8.3 Explain how the rise of civilizations defines two or more eras such as:

- 8,000 BCE to 500 BCE
- 500 BCE to 500 CE
- 500 CE to 1600 CE

(WA) By the end of 8th grade, students will:

H1.6-8.4 Analyze a major historical event and how it is represented on timelines from different cultural perspectives, including indigenous people.

H1.6-8.5 Explain how themes and developments have defined eras in Washington State history from 1854 to the present:

1. Territory and treaty-making (1854-1889)
2. Railroads, reform, immigration, and labor (1889-1930)
3. Turmoil and triumph (1930-1974)
4. New technologies and industries in contemporary Washington (1975-present)

(US) By the end of 8th grade, students will:

H1.6-8.6 Explain how themes and developments help to define eras in United States history from 1763-1877 including:

- Fighting for independence (1763-1783)
- Establishing the new nation (1781—1815)
- Slavery, expansion, removal, and reform (1801—1850)
- Civil War and Reconstruction (1850—1877)

Enduring Understanding

(World) In the last 10,000 years ancient peoples from regions all around the globe shifted from a life of foraging to farming, developed civilizations, advanced technology, and connected all regions of the world.

(WA) History is made up of a series of events that define a society, nation, or state.

(US) History is made up of a series of events that define a society, nation, or state.

Sample Questions:

(World/WA/US) How might different groups of people create alternative timelines and define eras differently?

(World) Why do we divide history into periods and how are those divisions identified? Who writes the histories? And whose histories are we teaching? How do historians decide what goes on a timeline of world history and which historians get to decide?

(WA) How have past events helped define an era in Washington State? How do historians decide what goes on a timeline of Washington State history? Which historians get to decide?

(WA/US) What specific events would be on a Washington State timeline and a national timeline?

(US) How have past events helped define an era in the United States? How do historians decide what goes on a timeline of US history? Which historians get to decide?

Skills to support:

- Analyzes positions and evidence supporting an issue or an event.
- Evaluates the logic of reasons for a position on an issue or event.

- **Deliberates public issues**
- **Engages in discussion, analyzing multiple viewpoints on public issues.**

<p>HISTORY Anchor Standard: The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes of local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.</p>	
<p>H2: Understands and analyzes causal factors that have shaped major events in history.</p> <p>(World) By the end of 8th grade, students will:</p> <p>H2.6-8.1 Explain and analyze how individuals, movements, cultural and ethnic groups, and technology from past civilizations have shaped world history.</p> <p>(WA) By the end of 8th grade, students will:</p> <p>H2.6-8.2 Explain and analyze how individuals and movements have shaped Washington State history since statehood.</p> <p>H2.6-8.3 Explain and analyze how cultures and ethnic groups contributed to Washington State history since statehood.</p> <p>H2.6-8.4 Explain and analyze how technology and ideas have impacted Washington State history since statehood.</p> <p>(US) By the end of 8th grade, students will:</p> <p>H2.6-8.5 Explain and analyze how individuals and movements have shaped United States history (1763—1877).</p> <p>H2.6-8.6 Explain and analyze how cultures and ethnic groups have contributed to United States history (1763—1877).</p> <p>H2.6-8.7 Explain and analyze how technology and ideas have impacted United States history (1763—1877).</p>	<p>Enduring Understanding</p> <p>(World) Periods in human history are marked by events and people who have changed the course of human and global development.</p> <p>(WA) Social movements, technological developments, and cultural and ethnic groups have shaped Washington State’s history.</p> <p>(US) Individual people, ethnic groups, cultural movements, and technological developments have all impacted how the United States has developed.</p> <hr/> <p>Sample Questions:</p> <p>(World) What influenced changes in the way people lived, and how did those changes shift global development in new directions?</p> <p>(WA) In what ways have Washington’s present and future been shaped by the people, social movements, or technologies of the state?</p> <p>(WA) What major events contributed to the development of Washington after statehood?</p> <p>(WA) What role have Tribes had in the development of Washington? What role did slavery have in the development of Washington? What role did migration have in the development of Washington?</p> <p>(US) What are the major events leading up to the American Revolution that influenced the Bill of Rights? To whom did the Bill of Rights originally apply?</p> <p>(US) How did the geographic expansion of the United States impact indigenous groups in the western United States?</p>

(US) What major developments in industry deepened sectionalism before and after the Civil War?

Skills to support:

- **Creates and uses research questions to guide inquiry on an issue or event.**
- **Evaluates the breadth, reliability, and credibility of primary and secondary sources to determine the need for new or additional information when researching an issue or event.**

HISTORY Anchor Standard: The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes of local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.

H3: Understands that there are multiple perspectives and interpretations of historical events.

(World) By the end of 8th grade, students will:

H3.6-8.1 Analyze and interpret historical materials from a variety of perspectives in world history.

H3.6-8.2 Analyze multiple causal factors to create and support a claim on major events in world history.

(WA) By the end of 8th grade, students will:

H3.6-8.3 Explain, analyze, and development an argument about how Washington State has been impacted by:

- individuals and movements
- cultures and cultural groups
- technology and ideas

(US) By the end of 8th grade, students will:

H3.6-8.4 Analyze and interpret historical materials from a variety of perspectives in United States history (1763—1877).

H3.6-8.5 Analyze multiple causal factors to create positions on major events in United States history (1763—1877).

Enduring Understanding

(World) Indigenous people in all regions of the world have their own historical narrative that can differ from mainstream historical accounts of the same event.

(WA) Social movements, technological developments, and cultural and ethnic groups have shaped Washington State’s history.

(US) By analyzing and interpreting historical materials from a variety of perspectives, historians can identify multiple causal factors that shape major events in United States history.

Sample Questions:

(World/WA/US) How do multiple perspectives on a historical event shape our viewpoint of that event? How can one access multiple perspectives since not all voices are equally heard?

(World/WA/US) What could you learn by comparing timelines of the same era made by different cultural, social, and ethnic groups? How were new migrant groups to the US treated on arrival?

(WA) In what ways has Washington’s present and future been shaped by the people, social movements, or technologies of the state?

(US) How do the resources we use to identify causal factors impact our perspective of a major historical event in United States history?

Skills to support:

- Evaluates the logic of reasons for a position on an issue or event.
- Analyzes multiple factors, makes generalizations, and interprets sources to formulate a thesis in a paper or presentation, while observing rules related to plagiarism and copyright.

HISTORY Anchor Standard The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes of local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.

H4: Understands how historical events inform analysis of contemporary issues and events.

(World) By the end of 8th grade, students will:

H4.6-8.1 Analyze how a historical event in world history helps us to understand contemporary issues and events.

(WA) By the end of 8th grade, students will:

H4.6-8.2 Analyze how a historical event in Washington State history helps us to understand contemporary issues and events.

(US) By the end of 8th grade, students will:

H4.6-8.3 Analyze how a historical event in United States history helps us to understand contemporary issues and events.

Enduring Understanding

(World) When regional and global connections were made among early societies, the world changed in ways that still affect us today.

(WA) By analyzing and interpreting historical materials, historians can identify multiple causal factors that shape major events in Washington State history.

(US) By analyzing and interpreting historical materials, historians can identify multiple causal factors that shape major events in United States history.

Sample Questions:

(World/WA/US) How can we interpret the impact of an historical event?

(World) How does an event from ancient or medieval society continue to influence a current event?

(WA) How are the historical events in Washington’s past linked to its present?

(US) How are the historical events in the United States’ past linked to its present? What is the enduring legacy of marginalization of Native Americans, People of Color, and of slavery?

Skills to support:

- Analyzes positions and evidence supporting an issue or an event.
- Evaluates the logic of reasons for a position on an issue or event.
- Engages in discussion, analyzing multiple viewpoints on public issues.
- Creates a product that uses social studies content to support a thesis and presents the product in an appropriate manner to a meaningful audience.

High School Standards By Discipline

World History (9th/10th Grade)

In ninth and tenth grade, students apply their deeper understanding of social studies concepts on a global scale. The recommended context in the ninth and tenth grade is primarily modern world history and geography, from 1450 to the present. Students explore major themes and developments that shaped the modern world, including human rights, revolution, and democracy, to develop an understanding of the roots of current world issues. Students also consider more deeply the role of economics in shaping the world's events.

U.S. History (Grade 11)

In eleventh grade, students have the intellectual and social capacity to deepen their study of history. The recommended context in eleventh grade is U.S. history, primarily the 20th and 21st century, from 1890 to the present. Students consider multiple accounts of events and issues in order to understand the politics, economics, geography, and history of this country from a variety of perspectives.

Civics and Contemporary World Problems (12th Grade)

In twelfth grade, students use the conceptual understandings they have developed in civics, economics, geography, and history to explore pressing issues in our world today. One of the recommended contexts in twelfth grade focuses on Civics/Government, and the other is Current World Problems. In Civics/Government, students examine local, state, tribal and national government and how the state and federal constitutions govern the rights and responsibilities of all residents and citizens in Washington and the rest of the United States. In CWP, students examine global themes based around environmental issues, economic development, human rights, and civic action and responsibility, by examining current events and primary documents from around the world. Students should graduate ready to become active citizens and leaders of their communities, the nation, and the world.

SOCIAL STUDIES SKILLS

Social Studies Skills are the overarching support for the teaching of civics, economics, geography, and history. The ability to develop questions that frame and advance inquiry is central to a rich social studies experience (C3). Students should be able to gather evidence, analyze evidence, and develop claims and counterclaims using their evaluation of sources as evidence to support their claims.

SOCIAL STUDIES SKILLS Anchor Standard: The student understands and applies reasoning skills to conduct research, deliberate, and form and evaluate positions through the processes of reading, writing, and communicating.

SSS1: Uses critical reasoning skills to analyze and evaluate claims.

Examine claims and counterclaims on an issue or event:

- Critique the precision of a claim on an issue or event.
- Critique the use of reasoning, sequencing, and details supporting the claim.
- Explain points of agreement and disagreement that experts have regarding interpretations of sources.
- Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- Explain the challenge and opportunities of addressing problems over place and time using disciplinary and interdisciplinary lenses.

Enduring Understanding:

Social Studies skills include the ability to consider multiple viewpoints and weigh the validity of those viewpoints by applying an analysis of evidence.

Sample Questions:

- How can we recognize if a claim is clear, precise, and adequately supported?
- How can we strengthen our arguments by effectively analyzing both claims and counterclaims?
- What advantages are there to considering multiple perspectives when learning about an issue or event?
- What are the points of agreement and disagreement surrounding interpretations of a topic?
- Explain the characteristics and causes of local, regional and global problems in multiple contexts.

SOCIAL STUDIES SKILLS Anchor Standard: The student understands and applies reasoning skills to conduct research, deliberate, and form and evaluate positions through the processes of reading, writing, and communicating.

SSS2: Uses inquiry-based research.

- Create compelling and supporting questions that focus on an idea, issue, or event.
- Evaluate the validity, reliability, and credibility of sources when researching an issue or event.
- Determine the kinds of sources and relevant information that are helpful, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.
- Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.

Enduring Understanding:

The ability to develop questions is the foundation of a rich Social Studies experience. Then the ability to answer those questions by planning how to find reliable and credible answers to the questions is the next step to initiate an inquiry.

Sample Questions:

- Why is it important to keep asking questions when conducting research?
- How do the answers to questions help lead to additional questions?
- What kinds of sources are needed to adequately answer questions, state claims, and provide evidence?
- How can you decide whether or not a source has credibility?
- How do you know that you have accumulated information that represents a range of multiple viewpoints?

SOCIAL STUDIES SKILLS Anchor Standard: The student understands and applies reasoning skills to conduct research, deliberate, and form and evaluate positions through the processes of reading, writing, and communicating.

SSS3: Deliberates public issues.

- Evaluate one’s own viewpoint and the viewpoints of others in the context of a discussion.
- Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, school, or out-of-school civic context.
- Use appropriate deliberative processes in multiple settings.
- Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.
- Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past and its relationship to the present.
- Assess options for individual and collective action to address local, regional, or global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

Enduring Understanding:

Social Studies skills include the ability to debate an issue using civil discourse backed with a range of credible sources.

Sample Questions:

- How do differing viewpoints contribute to the democratic process and effective policy decisions?
- Why and how do legislators use the deliberative process?
- How can we create a culture of civic discourse?
- How has civic debate and our knowledge of the past served to inform contemporary policies?

SOCIAL STUDIES SKILLS Anchor Standard: The student understands and applies reasoning skills to conduct research, deliberate, and form and evaluate positions through the processes of reading, writing, and communicating.

SSS4: Creates a product that uses social studies content to support a claim and presents the product in an appropriate manner to a meaningful audience.

- Evaluate multiple reasons or factors to develop a position paper or presentation.
- Construct arguments using precise and knowledgeable claims, with evidence from multiple and reliable sources, while acknowledging counterclaims and evidentiary weaknesses.
- Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letter, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
- Create strategies to avoid plagiarism and respect intellectual property when developing a paper or presentation.

Enduring Understanding:

Social Studies skills include the ability to debate an issue using civil discourse backed with a range of credible sources.

Sample Questions:

- How do differing viewpoints contribute to the democratic process and effective policy decisions?
- Why and how do legislators use the deliberative process?
- How can we create a culture of civic discourse?
- How has civic debate and our knowledge of the past served to inform contemporary policies?

CIVICS

<p>CIVICS Anchor Standard: The student understands and applies knowledge of government, law, politics, and the nation’s fundamental documents to make decisions about local, state, national, tribal, and international issues and to demonstrate thoughtful, participatory citizenship.</p>	
<p>C1: Understands key ideals and principles of the United States, including those in the Declaration of Independence, Constitution, and other foundational documents.</p> <p>By the end of the 9/10th grade, students will:</p> <p>This component is taught at the 11th and 12th grade level</p> <p>By the end of the 11th/12th grade, students will:</p> <p>C1.11-12.1 Analyze and evaluate the ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political system. C1.11-12.2 Analyze the impact of constitutions, laws, treaties and international agreements on the maintenance of national and international order. C1.11-12.3 Apply civic virtues and democratic principles when working with others.</p>	<p>Enduring Understanding:</p> <p>The founding of the United States was based on values and principles such as liberty, equality, the limitation of power through separation, and the rule of law. These principles were established by such historical documents as English Bill of Rights and Magna Carta.</p> <p>Sample Questions</p> <ul style="list-style-type: none"> • Have the key ideals and principles espoused in the Constitution stood the test of time and survived till today? • Are all people created and treated equally? • How do we protect liberty for all in this nation? • Can equality exist in a free society? • When has the United States fallen short of its stated ideals? • What is the proper balance between security and liberty? • Have key American ideals and principles been evenly applied in the treaty relationships between Tribes and the United States government?

<p>CIVICS Anchor Standard: The student understands and applies knowledge of government, law, politics, and the nation’s fundamental documents to make decisions about local, state, national, and tribal/international issues and to demonstrate thoughtful, participatory citizenship.</p>	
<p>C2: Understands the purposes, organization, and function of governments, laws, and political systems</p> <p>By the end of the 9th/10th grade, students will:</p> <p>C2.9-10.1 Explain how citizens and institutions address social and political problems at the local, state, tribal, national and/or international level. C2.9-10.2 Explain the origins, functions, and structure of government.</p> <p>By the end of the 11th/12th grade, students will:</p> <p>C2.11-12.1 Analyze citizens’ and institutions’ effectiveness in addressing social and political problems at the local, state, tribal, national and/or international level. C2.11-12.2 Analyze the origins, functions, and structure of government with reference to the United States, Washington State, and tribal constitutions. C2.11-12.3 Evaluate the effectiveness of the American system compared to international governmental systems. C2.11-12.4 Evaluate the effectiveness of our system of checks & balances in limiting the power of government at the national, state, and local levels.</p>	<p>Enduring Understanding:</p> <p>Governments are created by a variety of people, for a variety of reasons, and in a variety of ways. There are fundamental differences in what a political system’s goals and citizens’ expectations are. These governments and institutions are complex and attempt to provide order and rules that guide citizens’ actions and behaviors.</p> <p>Sample Questions:</p> <ul style="list-style-type: none"> • How do citizens discern between powers of local, state, national and tribal and international governments? • In what ways does the federalist system resolve conflicts in a consistent and equitable way? • In what ways can citizens engage the government to resolve conflicts between jurisdictional or conflicting policy? • What formal and informal ways have the powers of the government changed over time? • How can a government be created to limit its power and protect the rights of its citizens? • How do local, state, tribal, and/or national governments address immigrants?

CIVICS Anchor Standard: The student understands and applies knowledge of government, law, politics, and the nation’s fundamental documents to make decisions about local, state, national, and tribal/international issues and to demonstrate thoughtful, participatory citizenship.

C3: Understands the purposes and organization of tribal/international relationships and U.S. foreign policy.

By the end of the 9th/10th grade, students will:

C3.9-10.1 Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.

C3.9-10.2 Analyze relationships among governments, civil societies, and economic markets.

By the end of the 11th/12th grade, students will:

C3.11-12.1 Evaluate the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order or disorder.

C3.11-12.2 Critique relationships among governments, civil societies, and economic markets.

C3.11-12.3 Evaluate the impact of international agreements on contemporary world issues.

C3.11-12.4 Evaluate the impact of international organizations on United States foreign policy.

Enduring Understanding:

Issues at any level are complex and affected by many different factors including governmental structure and laws and customs. Having knowledge of how government works and knowledge of issues leads to informed and effective civic engagement.

Sample Questions

- What are the costs and benefits of isolationism vs. expansionism?
- What responsibilities does the United States have for spreading democracy and protecting American interests?
- How can societies predict what types of issues will need to be addressed before conflict or problems arise?
- Are there causal factors or internal political factors that determine whether foreign policy succeeds or fails?
- How can societies predict what types of issues will need to be addressed before conflict or problems arise?
- What is the relationship between tribal, state, and national sovereignty?
- How has the spread of democracy by the US affected other countries?

CIVICS Anchor Standard: The student understands and applies knowledge of government, law, politics, and the nation’s fundamental documents to make decisions about local, national, and tribal/international issues and to demonstrate thoughtful, participatory citizenship.

C4: Understands civic involvement.

By the end of 9th/10th grade, students will:

- C4.9-10.1 Use appropriate deliberative processes in multiple settings.
- C4.9-10.2 Analyze how governments throughout history have or have not valued individual rights over the common good.
- C4.9-10.3 Describe the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.
- C4.9-10.4 Explain how social and political problems are addressed at the local, regional, state, tribal, national, and/or international level.

By the end of 11th/12th grade, students will:

- C4.11-12.1 Use appropriate deliberative processes in multiple settings.
- C4.11-12.2 Analyze and evaluate ways of influencing local, state, and national governments and international organizations to establish or preserve individual rights and/or promote the common good.
- C4.11-12.3 Evaluate the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.
- C4.11-12.4 Evaluate citizens’ and institutions’ effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.

Enduring Understanding

Americans, at birth, are granted unalienable rights while at the same time they are charged with maintaining certain civic responsibilities. Rights are outlined in such documents as the United States Constitution. People’s responsibilities include voting, paying taxes to support the common good, and participating in resolving issues at the local, state, tribal, and national level.

Sample Questions:

- How do people evaluate what interest groups are most effective in influencing policy?
- How do you determine and weigh the balance between personal rights and the common good?
- What are the most important responsibilities of civic participation?
- How do people apply democratic principles to help insure the blessings of liberty for all?
- How can tribal and non-tribal citizens work together to for the common good?

ECONOMICS

ECONOMICS Anchor Standard: The student applies understanding of economic concepts and systems to analyze decision-making and the interactions between individuals, households, business, government, and societies.

E1: Understands that people have to make choices between wants and needs and evaluates the outcomes of those choices.

By the end of 9/10th grade, students will:

E1.9-10.1 Analyze how the costs and benefits of economic choices have shaped events in the world in the past and present.

E1.9-10.2 Analyze how choices made by individuals, firms, or governments are constrained by the resources to which they have access.

By the end of 11th/12th grade, students will:

E1.11-12.1 Analyze how economic incentives influence choices that may result in policies with a range of costs and benefits for different groups in the United States.

E1.11-12.2 Assess the optimal level of a public service with the marginal costs and benefits of providing a service in the United States.

E1.11-12.3 Analyze how economic choices made by groups and individuals in the global economy can impose costs and provide benefits.

E1.11-12.4 Use marginal benefits and marginal costs to construct an argument for or against an approach or solution to an economic issue.

Enduring Understanding

People make decisions about how to use resources to maximize their well-being. They do this by assessing their available resources; the wants and needs of the individuals and their communities; and, weighing the costs and benefits of various decisions.

Sample Questions:

- How does the availability of resources impact a country’s ability to make choices?
- How do economic incentives affect choices the United States has made over time?
- How should the United States government decide what public services to provide?
- How should individuals’ wants and needs balance with national and global interests?
- How do we know when an economic decision is beneficial?
- How can we balance the traditional values of tribes and other cultural groups within a changing economy?
- Do costs and benefits of economic choices vary between groups?

ECONOMICS Anchor Standard: The student applies understanding of economic concepts and systems to analyze decision-making and the interactions between individuals, households, business, government, and societies.

E2: Understands how economic systems function.

At the end of 9/10th grade, students will:

E2.9-10.1 Explain how a variety of economies have shaped the production, distribution, and consumption of goods, services, and resources around the world in the past or present.

E2.9-10.2 Describe the effects of specialization, availability of resources, and technology on a variety of economies.

E2.9-10.3 Analyze how and why countries have specialized in the production of particular goods and services in the past or present.

E2.9-10.4 Analyze the relationship between the distribution of income and the allocation of resources in a variety of economies.

By the end of 11th/12th grade, students will:

E2.11-12.1 Analyze how comparative advantage has affected the United States' imports and exports in the past or present.

E2.11-12.2 Describe how imports are paid for by exports, savings, or borrowing in the United States.

E2.11-12.3 Describe how market outcomes, surpluses and shortages are determined by buyers' income and preference, sellers' production and price, and government policies in the United States.

E2.11-12.4 Evaluate the advantages, disadvantages, and stability of different economic systems for countries and groups of people, both short and long term.

E2.11-12.5 Evaluate the effects of specialization, availability of resources, and technology on of a variety of economies.

E2.11-12.6 Evaluate the level of competition based on the introduction of new products, production methods, entry into the market, and the consumers' knowledge of goods or services in a variety of economies.

E2.11-12.7 Evaluate the relationship between the distribution of income and the allocation of resources in a variety of economies.

Enduring Understanding

People exchange goods and service when both parties expect to gain from the trade. Within each type of economic system, resources, income, technology, government policies, and the interaction between buyers and sellers are analyzed to determine what the best decision is for each country.

Sample Questions:

- How does specialization, availability of resources, and technology affect economic systems?
- Should the United States trade with countries if it will experience an economic loss?
- How efficient is the United States' mixed market system?
- Can a country change the type of economic system it uses?
- Is global competition beneficial?
- How have economic systems (traditional, market, command) changed over time?
- How does immigrant labor affect the United States economy?

ECONOMICS Anchor Standard: The student applies understanding of economic concepts and systems to analyze decision-making and the interactions between individuals, households, business, government, and societies.

E3: Understands the government’s role in the economy.

By the end of 9/10th grade, students will:

E3.9-10.1 Analyze the costs and benefits of government trade policies from around the world in the past and present.

E3.9-10.2 Explain the role of government in advancing technology and investing in capital goods and human capital to increase economic growth and standards of living.

By the end of 11th/12th grade, students will:

E3.11-12.1 Evaluate the role of the United States government in regulating a market economy in the past or present.

E3.11-12.2 Use data to explain the government’s influence on spending, production, and the money supply when economic conditions change.

E3.11-12.3 Describe how the United States government has established rules in which markets operate.

E3.11-12.4 Evaluate the selection of governmental fiscal and monetary policies by weighing the costs and benefits in a variety of economic conditions.

E3.11-12.5 Analyze the role of government in defining and enforcing property rights of a good or service.

Enduring Understanding

Governmental fiscal and monetary policies affect a country’s economy and how it trades globally. Governments have to make decisions in order to try to control economic fluctuations to maintain or increase the standard of living for their people.

Sample Questions:

- How can one government’s trade policies affect another country’s economy?
- In the United States, what kind of government regulations should be made in order to avoid recessions, depressions, or inflation?
- What are the most effective economic indicators to determine the economic health of a country?
- What are the forces that lead to regulation and/or privatization of a public good, and what are the consequences?
- What do Tribes, as sovereign nations, do to meet the economic and cultural needs of their communities?

ECONOMICS Anchor Standard: The student applies understanding of economic concepts and systems to analyze decision-making and the interactions between individuals, households, business, government, and societies.

E4: Understands the economic issues and problems that all societies face.

By the end of 9th/10th grade, students will:

E4.9-10.1 Evaluate how people across the world have addressed issues involved with the distribution of resources and sustainability.

E4.9-10.2 Analyze why specialization is used to help countries increase their overall economy, contribute to globalization, or solve economic challenges.

By the end of 11th/12th grade, students will:

E4.11-12.1 Evaluate how people in the United States have addressed issues involved with the distribution of resources and sustainability.

E4.11-12.2 Evaluate how the standard of living changes when incentives, entitlement programs, or entrepreneurship is increased.

E4.11-12.3 Evaluate how individuals and different groups affect and are affected by the distribution of resources and sustainability.

E4.11-12.4 Analyze the role of comparative advantage in international trade of goods and services.

E4.11-12.5 Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.

E4.11-12.6 Use economic indicators to analyze the current and future state of an economy.

Enduring Understanding

Economic globalization happens when people separated by borders and boundaries trade goods and services. Economic interdependence has a variety of costs and benefits that influence what goods and services are produced and traded.

Sample Questions:

- How does the use of natural resources cause conflict?
- Why has market specialization benefited the global economy?
- What have nations done to help the economically disadvantaged?
- How do well-developed countries influence the sustainability of available resources?
- How does globalization affect different countries?
- How can state and national governments honor economic treaty rights?

GEOGRAPHY

GEOGRAPHY Anchor Standard: The student uses a spatial perspective to make reasoned decisions by applying the concept of location, region, and movement, and demonstrating knowledge of how geographic features and human cultures impact environment.

G1: Understands the physical characteristics, cultural significance, and location of places, regions, and spatial patterns on the Earth’s surface.

By the end of 9th/10th grade, students will:

- G1.9-10.1 Define the characteristics of each of the major world regions.
- G1.9-10.2 Explain the causes and effects of voluntary and involuntary migration in the world.
- G1.9-10.3 Create maps that employ geospatial and related technologies to display and explain the spatial patterns of culture and environment.
- G1.9-10.4 Explain relationships between the locations of places and regions, and their political, cultural, and economic dynamics using maps, satellite images, photographs, and other representations.

By the end of 11th/12th grade, students will:

- G1.11-12.1 Analyze how differences in regions and spatial patterns have emerged in the United States from natural processes and human activities.
- G1.11-12.2 Analyze interactions and conflicts between various cultures in the United States.
- G1.11-12.3 Compare the causes and effects of voluntary and involuntary migration in the United States.
- G1.11-12.4 Analyze information from geographic tools, including computer-based mapping systems, to draw conclusions on an issue or event.
- G1.11-12.5 Evaluate the complexities of regions and the challenges involved in defining those regions.
- G1.11-12.6 Assess the social, economic, and political factors affecting cultural interactions.
- G1.11-12.7 Predict future opportunities and obstacles connected with international migration.

Enduring Understanding

The Earth’s physical characteristics have a profound effect on the development of human culture. Cultural development depends, in a significant way, on the places and regions in which they are located.

Sample Questions:

- How have geographic factors caused cultures (including tribal cultures) to develop differently in regions across the world?
- What are the geographic causes of the partisan divide between Americans and immigrants in rural areas and those in urban areas?
- How did Dust Bowl migrations during the 1930s alter cultural patterns of Oklahoma and California?
- What are the physical or cultural barriers that impact global human rights challenges?
- In what ways is Northern Africa similar and different from Sub-Saharan Africa and in what ways is Northern Africa really a part of the Middle East region?

GEOGRAPHY Anchor Standard: The student uses a spatial perspective to make reasoned decisions by applying the concept of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environment.

G2: Understands human interaction with the environment.

By the end of 9th/10th grade, students will:

G2.9-10.1 Analyze human interaction with the environment across the world in the past or present.

G2.9-10.2 Explain how humans modify the environment with technology.

G2.9-10.3 Explain that the environment is modified through agriculture, industry, settlement, lifestyles, and other forms of activity.

G2.9-10.4 Explain that humans cope with and adapt to environmental conditions.

By the end of 11th/12th grade, students will:

G2.11-12.1 Evaluate human interaction with the environment in the United States in the past or present.

G2.11-12.2 Analyze how the United States balances the protections of the environment and economic development.

G2.11-12.3 Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.

G2.11-12.4 Evaluate how human interaction with the environment has affected economic growth and sustainability.

G2.11-12.5 Evaluate how technology can create environmental problems and solutions.

G2.11-12.6 Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.

G2.11-12.7 Evaluate current opportunities and obstacles connected with international migration.

Enduring Understanding

There is an interconnectedness between humans, other living species, and our physical environment that can be understood by considering the role the ecosystem plays in shaping the development and interactions of human history, governments, cultures, resource use, and technologies on a local, national, regional, and global scale.

Sample Questions:

- How are human cultures (including tribal cultures) and governments shaped by geography locally, regionally, and globally?
- How do changes in climate and available resources cause changes in migration and immigration?
- How are economies built from geographic features such as place, location, and natural resources?
- What critical decision about land use has had the most significant impact on the geography of our region?
- How does geography shape international political and economic relations?
- How are the cultures of modernized nations being affected by immigration from less developed nations in the 21st century?

GEOGRAPHY Anchor Standard: The student uses a spatial perspective to make reasoned decisions by applying the concept of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environment.

G3: Understands the geographic context of global issues and events.

By the end of 9th/10th grade, students will:

G3.9-10.1 Define how the geography of expansion and encounter have shaped global politics and economics in history.

G3.9-10.2 Analyze the reciprocal nature of how his-torical events and the spatial diffusion of ideas, technolo-gies, and cultural practices have influenced migration patterns and the distribution of human population.

G3.9-10.3 Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.

By the end of 11th/12th grade, students will:

G3.11-12.1 Evaluate elements of geography to trace the emergence of the United States as a global economic and political force in the past or present.

G3.11-12.2 Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions in the United States.

G3.11-12.3 Analyze how the geography of globalization affects local diversity.

G3.11-12.4 Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.

G3.11-12.5 Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.

Enduring Understanding

Geographic elements affect global issues such as the distribution of wealth and technology, the prevalence of war and disease, and the enforcement of human rights and environmental protection.

Sample Questions:

- How did the colonization of the Americas by the Spanish change the balance of power in Europe? How has colonization shifted the balance of power between groups of people?
- How has cultural exchange led to immigration?
- How did geographic elements lead the United States to become an economic and political power in the world after WWII?
- How have cultures of traditional societies been affected by economic modernization and globalization?
- How does economic globalization and the use of scarce resources cause conflict or cooperation among countries?

HISTORY

HISTORY Anchor Standard: The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes of local, regional, state, tribal, national, and world history in order to evaluate how history shapes the present and future.

H1: Understands historical chronology.

By the end of 9th/10th grade, students will:

- H1.9-10.1 Analyze change and continuity within a historical time period.
- H1.9-10.2 Assess how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
- H1.9-10.3 Design questions generated about individuals and groups that assess how the significance of their actions changes over time.

The following themes and developments help to define eras in world history and are suggested eras for 9/10th grade:

1. Global Expansion and Encounter (1450-1750)
2. Age of Revolutions (1750-1917)
3. International Conflicts (1870-present)
4. Emergence and development of new nations (1900-present)
5. Challenges to democracy and human rights (1945-present)

By the end of 11th/12th grade, students will:

- H1.11-12.1 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
- H1.11-12.2 Design questions generated about individuals and groups that assess how the significance of their actions changes over time and is shaped by the historical context.

The following themes and developments help to define eras in United States history and are suggested eras for 11th/12th grade:

1. Industrialization and the emergence of the United States as a world power (1877-1918)
2. Reform, prosperity, and the Great Depression (1918-1939)
3. World War II, the Cold War, and international relations (1939-1991)
4. Movements and domestic issues (1945-1991)
5. Entering a new era (1991-present)

Enduring Understanding

The study of political, social, and economic patterns reveals the ideals, beliefs, innovations, and institutions of people, and how they change over time.

Sample Questions:

- How did the Age of Revolution define world events?
- How have political parties developed in the 20th century?
- How has technology changed?
- How has the role of women changed?
- How did the Civil Rights movement define United States history after World War II?
- How were tribal cultures changed by territorial expansion of the United States?

HISTORY Anchor Standard: The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes of local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.

H2: Understands and analyzes causal factors that have shaped major events in history.

By the end of 9th/10th grade, students will:

H2.9-10.1 Analyze how individuals and movements have shaped world history (1450-present).

H2.9-10.2 Summarize how cultures and cultural and ethnic groups have shaped world history (1450-present).

H2.9-10.3 Define and evaluate how technology and ideas have shaped world history (1450-present).

H2.9-10.4 Analyze multiple and complex causes and effects of events in world history (1450-present).

By the end of 11th/12th grade, students will:

H2.11-12.1 Analyze how technology and ideas have shaped United States history (1877-present).

H2.11-12.2 Distinguish between long-term causes and triggering events in developing a historical argument.

H2.11-12.3 Evaluate how individuals and movements have shaped contemporary world issues.

H2.11-12.4 Analyze how cultural identity can promote unity and division.

H2.11-12.5 Evaluate the ethics of current and future uses of technology based on how technology has shaped history.

Enduring Understanding

Historians examine cause and effect to see relationships between people, places, ideas, and events. Causes include social, political, economic, and geographic factors.

Sample Questions:

- How has global conflict impacted national identity?
- How did the Great Migration of African Americans at the beginning of the 20th century impact American culture and demographics?
- How have individuals and movements shaped our current foreign policy?
- What factors led to the honoring of treaty rights in the United States?
- How does federalism create a struggle for power between state and federal governments?
- How did the American Indian Movement contribute to civil rights and liberties in our nation?

HISTORY Anchor Standard: The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes of local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.

H3: Understands that there are multiple perspectives and interpretations of historical events.

By the end of 9th/10th grade, students will:

H3.9-10.1 Analyze and interpret historical materials from a variety of perspectives in world history (1450-present).

H3.9-10.2 Analyze the multiple causal factors of conflicts in world history (1450-present) to create and support claims and counterclaims.

H3.9-10.3 Explain how the perspectives of people in the present shape interpretations of the past.

By the end of 11th/12th grade, students will:

H3.11-12.1 Analyze how historical contexts shaped and continue to shape people’s perspectives.

H3.11-12.2 Analyze the ways in which the perspectives of those writing history shaped the history that they produced.

H3.11-12.3 Analyze the relationship between historical sources and the secondary interpretations made from them.

H3.11-12.4 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past to create claims and counterclaims.

H3.11-12.5 Evaluate how historical contexts shaped and continue to shape people’s perspectives.

H3.11-12.6 Evaluate the ways in which the perspectives of those writing history shaped the history that they produced.

H3.11-12.7 Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.

Enduring Understanding

Historians recognize and analyze multiple points of view to explain the ideas and actions of individuals and groups. Historians can and do disagree, and must present evidence from more than one source to prove a position.

Sample Questions:

- How has the interpretation of history changed?
- What should we do when primary sources disagree?
- What are the motives and interests shaping current domestic policies?
- How are the privacy rights of individuals best balanced with national security needs?
- What are the motives and interests shaping current foreign policy issues?
- How has the traditional interpretation of history affected tribal communities?
- What reasons for immigrating were most common throughout the history of the United States?

HISTORY Anchor Standard: The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes of local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.

H4: Understands how historical events inform analysis of contemporary issues and events.

By the end of 9th/10th grade, students will:

H4.9-10.1 Examine and assess how an understanding of world history can explain that earlier events may cause later ones.

By the end of 11th/12th grade, students will:

H4.11-12.1 Examine and evaluate in detail a series of events in United States' history and explain how earlier events may also cause later ones.

H4.11-12.2 Evaluate claims on a current issue based on an analysis of history.

H4.11-12.3 Analyze how current events today are rooted in past events.

Enduring Understanding

Historians study and compare people, places, ideas, and events to make sense of our world.

Sample Questions:

- How has the evaluation of past events helped us to understand the present?
- How are we connected to people in the past?
- How have economic challenges led to political change?
- What is the lasting effect of the Cold War on the United States?
- Which current global conflicts can be traced back to 20th century United States foreign policy decisions?
- How does the Boldt Decision help us to understand current resource use in our local waterways?

APPENDIX A: EXAMPLES FOR HIGH SCHOOL STANDARDS

<p>SOCIAL STUDIES SKILLS 1</p>	<ul style="list-style-type: none"> ● Examine consequences of positions taken in the Treaty of Versailles. ● Examine consequences of the positions in favor of the establishment of the state of Israel in 1948. ● Examine underlying assumptions of U.S. involvement in Vietnam between 1950 and 1975. ● Critiques how well a position on U.S. involvement in Vietnam addresses the complexities of this conflict. ● Examine underlying assumptions of President Franklin D. Roosevelt’s decision to incarcerate Japanese Americans during World War II. ● Examine underlying assumptions of U.S. government policy towards tribal people in the 1960s. ● Examine the short-term and long-term implications that consumers’ choices of cars can have on automobile designs. ● Examine the short-term and long-term implications that individuals’ career choices have for their community and the world. ● Critique whether an analysis of the long-term implications of consumers’ choices for automobile design is realistic. ● Critique whether an analysis of the long-term implications of individuals’ career choices for their community is realistic. ● Examine consequences of current domestic policy towards individual freedom and the common good. ● Examine consequences and implications of current foreign policy.
<p>SOCIAL STUDIES SKILLS 2</p>	<ul style="list-style-type: none"> ● Develop research supporting questions tied to an essential compelling question to focus inquiry on the costs, benefits, and long-term significance of nationalism. ● Develop research supporting questions tied to an essential compelling question to focus inquiry on the causes of World War I. ● Critique the validity, reliability, and credibility of research on the rise and breakup of Soviet Union to determine the implications and consequences of nuclear proliferation. ● Critique the validity, reliability, and credibility of research on the successes and failures of new nations in Sub-Saharan Africa. ● After completing initial research on the Bay of Pigs Invasion, critique and revise a research question on the power of the United States in Latin America. ● Critique the validity, reliability, and credibility of documents from the Franklin D. Roosevelt Administration when researching the justification of the New Deal program. ● Critique the reliability, validity, and credibility of documents from the Franklin D. Roosevelt Administration when researching the justification of the Good Neighbor Policy. ● Critique the reliability, validity, and credibility of documents from the Kennedy, and Johnson and Nixon Administrations when researching the Civil Rights Movement. ● Upon concluding a research paper on the fairness of welfare reform, critique the ways in which the research could be enhanced with additional investigation. ● Upon concluding a research paper on the fairness of the government’s farm subsidies, critique the ways in which the research could be enhanced with additional investigation. ● Critique the effectiveness of current foreign policy: is it achieving stated goals?
<p>SOCIAL STUDIES SKILLS 3</p>	<ul style="list-style-type: none"> ● Contribute to a discussion board or blog to evaluate one’s own and others’ viewpoints about the primary cause of the Middle East conflict. ● Engage in a panel discussion to evaluate one’s own and others’ viewpoints about the costs, benefits, and long-term significance of nationalism for Sub-Saharan Africa. ● Engage in small-group dialogue where each student presents two or more possible resolutions to the United States’ use of the atomic bomb in World War II and evaluates others’ alternative resolutions.

	<ul style="list-style-type: none"> ● Engage in small-group dialogue where each student presents two or more possible resolutions to the threat of climate change and evaluates others' alternative resolutions. ● Evaluate in Socratic Seminar possible alternatives to U.S. involvement in Vietnam. ● Evaluate in discussion the role of the U.S. in extending rights to all its citizens. ● Evaluate how classroom discussions and possible alternative resolutions changed or solidified one's own position on whether the events such as those in Darfur should be classified as genocide. ● Evaluate how classroom discussions and proposed alternative resolutions changed or solidified one's own position on the constitutionality of the Patriot Act. ● Evaluate in discussion the role of U.S. in extending rights to all its citizens. ● Engage in panel discussion examining Treaty rights.
SOCIAL STUDIES SKILLS 4	<ul style="list-style-type: none"> ● Evaluate multiple factors to determine the primary cause of revolutions in Latin America. ● Evaluate multiple factors to determine the primary cause of the creation of North Atlantic Treaty Organization. ● Demonstrate a note-taking strategy to keep track of one's own ideas and the ideas of others when conducting research. ● Evaluate and interpret other points of view on America's role in developing the Panama Canal. ● Evaluate and interpret other points of view on why the women's suffrage movement succeeded. ● Evaluate and interpret differing strategies of SNCC and Malcolm X during the Civil Rights Movement. ● Weigh positions and evidence to determine how the Kurdish people have fared in different parts of the world. ● Weigh positions and evidence to determine one's own political affiliation. ● Weigh positions and evidence to determine one's own stance on the war in Iraq. ● Discuss the impact of the "War on Drugs" on U.S. foreign policy and domestically on the U.S. prison and social welfare systems. ● Discuss the potential outcomes of placing a physical border wall along the entirety of the U.S. southern border with Mexico.
CIVICS 1	<ul style="list-style-type: none"> ● Examine how the Brown v. Board of Education decision promotes equality as one of the goals of our nation. ● Examine how the Civil Rights Act sought to extend democratic ideals. ● Examine how arguments made in the Federalist Papers justify the principles of limited government, separation of powers, checks and balances, and federalism. ● Critique how well the Boldt decision promotes the goal of justice. ● Examine how the Washington State Constitution promotes the ideal of popular sovereignty through the initiative and referendum processes. ● CBA Constitutional Issues - Checks and Balances
CIVICS 2	<ul style="list-style-type: none"> ● Critique the effectiveness of checks and balances during President Franklin D. Roosevelt's attempt to implement his New Deal policies and efforts to increase the number of Supreme Court justices. ● Critique the effectiveness of checks and balances during the Taft Court (1921—1930). ● Critiques the Patriot Act as it relates to rights established in the U.S. Constitution. ● Critiques the actions of the federal government in protecting the Columbia River Tribes' fishing rights against state policies. ● CBA Constitutional Issues - Checks and Balances
CIVICS 3	<ul style="list-style-type: none"> ● Examine the relationship between the United States and Mexico in addressing labor issues. ● Examine why the United States policy of the Truman Doctrine was implemented and critique the costs and benefits for Korea. ● Examine why the United States was involved in Vietnam between 1950 and 1975 and critique the costs and benefits of this policy for the United States and the world.

	<ul style="list-style-type: none"> • Develop and supports a position regarding the continued issues involving tribal sovereignty, including those related to the control and use of natural resources. • Critique the advantages and disadvantages of belonging to international organizations, such as the United Nations, World Trade Organization, World Bank, North Atlantic Treaty Organization, OPEC, Warsaw Pact, SEAPAC, International Criminal Court; or adhering to international agreements, such as the North American Free Trade Agreement Geneva Convention, and Genocide Convention. • CBA United States Foreign Policy
<p>CIVICS 4</p>	<ul style="list-style-type: none"> • Evaluate the effectiveness of the state initiative processes in preserving individual rights and promoting the common good. • Evaluate the effectiveness of voting in recent presidential elections in promoting the common good and preserving individual rights. • Evaluate the effectiveness of the campaigns of Mothers Against Drunk Driving in preserving individual rights and promoting the common good. • Evaluate the effectiveness of campaigns by LGBTQ organizations against hate crimes in preserving individual rights and promoting the common good. • Using examples of different groups of people in American society, analyze instances in which unalienable rights were denied and evaluate the effectiveness of the struggles that ensued to guarantee those rights. • Using examples of refugee and immigrant groups in American society, analyze instances in which unalienable rights were denied and evaluate the effectiveness of the struggles that ensued to guarantee those rights • CBA - Constitutional Issues
<p>ECONOMICS 1</p>	<ul style="list-style-type: none"> • Examine how commercial success contributed to conflict (e.g., French Revolution). • Examine how expansion or independence is influenced by people's wants and needs (e.g., Latin America's independence from Spain). • Examine what economic incentives cause people to join union or protest for labor laws (e.g., Great Depression, progressivism, Chicano/a movements). • Examine how supply levels affect the overall price level and equilibrium of the market (e.g., Great Depression/agricultural and automobiles in 1920s). • Examine how choices by one country can affect opportunities in another country (e.g., China and the United States). • Examine the costs and benefits of outsourcing (e.g., technology, transportation, or manufacturing). • Examine the costs and benefits of individuals' decisions when balancing wants with sustainability and human rights (e.g., fashion, transportation, food).
<p>ECONOMICS 2</p>	<ul style="list-style-type: none"> • Examine how competition in a market economy among sellers and buyers affects costs and prices. • Compare how three different types of economies (traditional command, market, and mixed economies) meet the needs and wants of their people (e.g., Pinochet's economy in Chile versus Castro's economy in Cuba). • Compare how two of the same type of economy meet the needs and wants of their people (e.g., Taiwan and Cuba, or United States and USSR, or Japan during the Cold War era). • Examine the changes in the economy when there is a political change (e.g., African Independence Movement or Cuba). • Evaluate the effects of a trade agreement on the economics of the countries that agree to it (e.g., NAFTA, NATO, TPP). • Evaluate the effects of changing to a money-based economy or system (e.g., African societies, Euro). • Examine how global competition has affected wages of workers (e.g., farm workers, sweatshops, technologically/skilled workers).
<p>ECONOMICS 3</p>	<ul style="list-style-type: none"> • Examine the effects of government subsidies of a company's global business (e.g., Airbus). • Examine how regulations in a trade agreement affects agriculture (e.g., anti-dumping regulations in the General Agreement on Trade and Tariffs affect Chile's agriculture). • Examine the effects of an economic union on global trade (e.g., European Economic Union). • Critique the effectiveness of government law in ensuring competition in the market (e.g., Sherman Antitrust Act). • Weigh the effects of fiscal policies on unemployment and inflation.

	<ul style="list-style-type: none"> ● Examine the role of government in such things as property rights, collective bargaining, discrimination laws, and marriage and family laws. (e.g., Civil Rights Act, unions, health coverage for same-sex partners or domestic partners, rent-control housing, licensing for certain occupations). ● Critique the costs and benefits of a non-government organization (NGO) response to a crisis (e.g., World Health Organization's response to the AIDS crisis).
ECONOMICS 4	<ul style="list-style-type: none"> ● Examine how competition for natural resources contributes to conflict (e.g., World I and II, colonization, or blood diamonds and oil). ● Examine and critique how a country's distribution of resources affected the standard of living (e.g., Soviet Union). ● Examine and critique how a country has used their resources to address sustainability (e.g., China). ● Critique how entitlement programs in a country have affected the distribution of resources to people living below the poverty line (e.g., United States). ● Critique how well development in an area has contributed to sustainable economic growth (e.g., dams in the Pacific Northwest of the United States). ● Examine the role of discrimination and implicit bias in differing wage levels and the wealth gap. ● Weigh the impact that consumers' choices can have on how companies pay their workers.
GEOGRAPHY 1	<ul style="list-style-type: none"> ● Describe Latin America based on its colonial history. ● Examine maps of the United States using a Geographic Information System (GIS) to draw conclusions on how the development of railroads led to Chicago's industrialization. ● Examine maps of the Puget Sound using a Geographic Information System (GIS) to draw conclusions on why Seattle became Washington State's largest city and port.
GEOGRAPHY 2	<ul style="list-style-type: none"> ● Explain the factors leading to the slave trade and its effects on societies in Africa and the Americas. ● Examine ways to address global climate change that promote environmental sustainability and economic growth in the developing world. ● Examine the different ways people have built houses on flood plains of the Mekong and Mississippi Rivers. ● Weigh the benefits and negative consequences of the damming of the Colorado and Columbia Rivers. ● Examine the conditions leading to the passage of the Clean Air Act. ● Examine the interaction between geographic factors and the social, economic, and cultural aspects of a historical question.
GEOGRAPHY 3	<ul style="list-style-type: none"> ● Explain how political boundaries drawn by colonial powers continue to serve as sources of conflict. ● Explain how the natural resources of North, Central, and South America affected the colonial aims of the British and Spanish. ● Compare how places with similar geographic characteristics, such as Mozambique and South Africa, have been differently influenced by colonial powers. ● Examine how the diffusion of fast food chains from the United States has affected local cultures and environments worldwide. ● Weigh the pros and cons of the Kyoto Protocol.
HISTORY 1	<ul style="list-style-type: none"> ● Explain how the French, Industrial, and Russian Revolutions help to define world history from 1750 to 1917 as an age of revolutions. ● Differentiate how the causes and consequences of World War I and World War II define 1870 to the present as a time of international conflict. ● Explain how nationalism in Asia and Africa helps to define the 20th century as an era of new nations. ● Evaluate how the Roosevelt Corollary helps to define the early 20th century as a time when the United States was emerging as a world power. ● Explain how atomic weapons help to define the decades after World War II as the Cold War era. ● Describe how the United Farm Workers, Civil Rights Movement, and Feminist Movement help to define United States history after World War II as a time of social movements.
HISTORY 2	<ul style="list-style-type: none"> ● Examine the impact Toussaint L'Ouverture had on revolutionary ideas in Latin America. ● Examine the impact Lenin had on revolutionary ideas in Russia.

	<ul style="list-style-type: none"> ● Examine the impact the British Raj had on the reshaping of Indian society. ● Weigh the costs and benefits of immigrant labor to the industrialization of the United States. ● Examine the way that African Americans used the court system to influence civil rights legislation. ● Examine how the use of boycotts and demonstrations led by various ethnic groups has resulted in social change in the United States. ● Evaluate the efforts of Russell Means and the American Indian Movement regarding the honoring of treaty rights in the United States. ● Examine how ethnic and cultural groups align themselves with particular political candidates and parties in the United States. ● Critique an environmental policy based on the effects of human energy consumption on the global climate.
HISTORY 3	<ul style="list-style-type: none"> ● Examine the causes of World War I from political, economic, military, social, and religious perspectives to develop a position on the primary cause of the war. ● Examine Palestinians' and Israelis' perspectives on the causes of conflict in the Middle East to develop a position on the primary cause of the conflict. ● Distinguish between conflicting views of the causes of the Holocaust. ● Examine multiple interpretations of the causal factors of the Vietnam War. ● Examine multiple interpretations of the causal factors of the Bay of Pigs Invasion. ● Examine the motives and interests behind different interpretations of the Makah's right to hunt whales. ● Examine the motives and interests behind different interpretations of the effects of NAFTA on the North American economies. ● Weigh the validity of oil as the sole cause of conflicts in the Middle East.
HISTORY 4	<ul style="list-style-type: none"> ● Examine the United Nations' ability to fight the spread of AIDS worldwide based on the success of international public health campaigns in the past. ● Examine how study of the Holocaust has led to efforts to prevent genocide across the world. ● Examine the United States' ability to meet the challenge of global climate change based on responses to environmental challenges in the past. ● Examine how understanding the history of immigration laws in the United States can help us decide how to regulate immigration today ● Critique different positions on the reform of Social Security based on an analysis of the effects of the New Deal.