Social Studies Learning Standards

Adopted September 2019

washington
STATE LEARNING STANDARDS

Washington Office of Superintendent of
PUBLIC INSTRUCTION

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Washington State K–12 Learning Standards for Social Studies

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Washington Office of Superintendent of
PUBLIC INSTRUCTION
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Social Studies K–12 Learning Standards for
Social Studies Skills, Civics, Economics, Geography, and History
Adoption Statement

A paramount duty of public education is to develop an active and engaged citizenry. We underscore that duty in our agency vision: *All students prepared for post-secondary pathways, careers, and civic engagement.*

In this increasingly complex and interconnected world, students who are equipped with skills of authentic inquiry and who know geography, civics, economics, *and* history can move forward with the confidence that they are prepared to engage with the world. The more important question is, will the world be ready to engage with *them*?

The revised Social Studies standards align with the College, Career, and Civic Readiness (C3) standards developed in partnership with the National Council for the Social Studies. Created by Washington Social Studies teacher leaders, administrators, content experts, civic organizations, and stakeholder groups, these standards reflect the breadth and depth of Social Studies content.

Public comment, input from the state Curriculum Advisory and Review Committee, and a bias and sensitivity review provided opportunities to refine the standards further.

Perhaps the most important revision to the Social Studies standards is the movement of Social Studies skills to the forefront. While the former standards contained a skills section, the new standards recognize that the ability to understand and apply reasoning skills; apply research; deliberate, form, and evaluate positions are important skills not only for Social Studies, but for success in any discipline.

As Superintendent of Public Instruction, and a former Social Studies teacher, I am dedicated to ensuring our public schools provide a well-rounded education that includes a robust Social Studies education. It is essential that our students be confident and thoughtful participants in their communities.

Pursuant to RCW 28A.655.075 and RCW 28A.150.210, and supported by educators, the Curriculum Advisory and Review Committee, and social studies stakeholders, I hereby adopt the 2019 Social Studies K–12 Learning Standards for Social Studies Skills, Civics, Economics, Geography, and History.

Adopted on this 31st day of July 2019.

Chris Reykdal
Superintendent of
Public Instruction

Table of Contents

Introductionii
Elementary School Standards by Discipline (Grades K–5)1
Middle School Standards by Discipline (Grades 6–8)49
High School Standards by Discipline (Grades 9–12)73
Appendix 1: Frequently Asked Questions98
Appendix 2: Bibliography101
Appendix 3: Acknowledgments104

Introduction

Social studies is a vital component of education in Washington state. The Office of Superintendent of Public Instruction (OSPI) envisions "all students prepared for post-secondary pathways, careers, and civic engagement." Additionally, the National Council for the Social Studies states, "The primary purpose of social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world."

Students who receive quality instruction in social studies are engaged in learning that promotes inquiry and thoughtful civic participation. With this in mind, we are pleased to introduce OSPI's updated Washington State K–12 Learning Standards for Social Studies. Our hope is that you will find these standards to be rigorous, thoughtful, inquiry-driven, and organized for easy accessibility.

Overview and Revisions

The Washington State K–12 Learning Standards for Social Studies ("Learning Standards") were last revised in 2008. In the decade since the Learning Standards were released, there have been two significant curricular focuses shaping social studies work: Common Core State Standards and the College, Career, and Civic Life Framework (C3). The current version of the Learning Standards incorporates these two pedagogical models and other revisions recommended by Washington's statewide cadre of K–12 social studies teachers.

Learning Standards Format

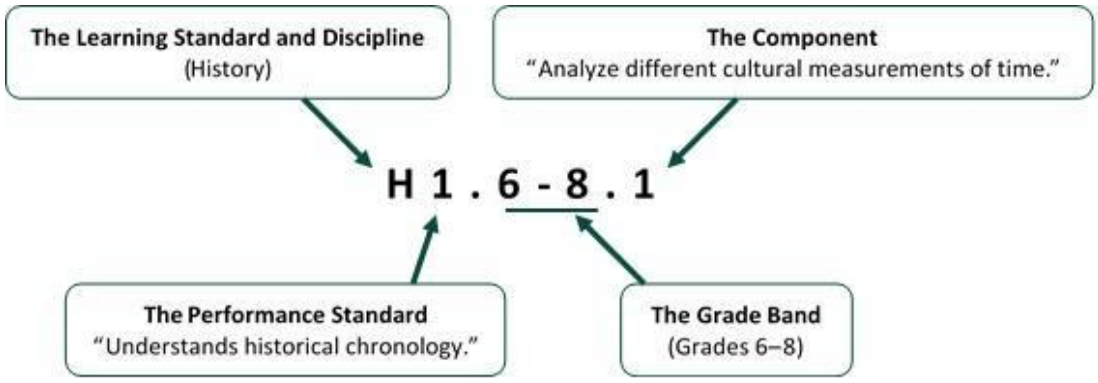
There are five sets of learning standards for social studies: one each for civics, economics, geography, and history, and one overarching set for social studies skills. Each set describes the research, reasoning, and analytical skills that students should be able to apply to these disciplines.

The Learning Standards provide a grade-by-grade sequence of concepts, regional areas, and chronological periods. Local school districts are not required to follow this exact sequence; districts can reorder them within grade bands (i.e., 3–5, 6–8, and 9–12). However, districts are encouraged to consider the mobility of their students and the advantages of following the recommended sequence to ensure that students have equitable access to all of the skills that build a strong social studies background regardless of where they reside in the state. The goal of the Learning Standards is to help teachers and local districts design the scope and sequence of their social studies programs, and to develop lessons and instruction that ensure all students have an opportunity to master the skills and standards the Learning Standards describe.

Numbering Sequence

The current Learning Standards feature a revised, simplified numbering sequence designed to make accessing information faster and more intuitive. The five Learning Standards (one for each discipline) are accompanied by performance standards. Each performance standard is categorized and numbered according to the discipline to which it refers. The components under each performance standard are further numbered and categorized by grade level.

For example, in the sequence **H1.6-8.1**, the letter ("H") refers to the learning standard and discipline (history), and the first number ("1") indicates the performance standard. The numbers following the first period ("6-8") refer to the grade or grade band (Grades 6 through 8), and the last number ("1") indicates the component.



Similarly, in **E2.K.1**, the letter E stands for the economics learning standard, the number 2 refers to the second performance standard, the letter K indicates the grade level (kindergarten), and the last number ("1") indicates the component:

> **Economics Learning Standard:** The student applies understanding of economic concepts and systems to analyze decision-making and the interactions between individuals, households, business, government, and societies.
>
> **Performance Standard 2:** Understands the components of an economic system.
>
> **Kindergarten Component 1:** Identify consumers and producers.

Incorporating C3: Enduring Understandings and Sample Questions

The "C3" (College, Career, and Civic Life) framework for compelling questions is embedded within these Learning Standards. *Enduring Understandings* appear beneath each performance standard, and *Sample Questions* are featured to the right.

C3 Element	What They Are	What They Do
Enduring Understandings	The "big ideas" that provide focus for both students and educators	• Help teachers target content for more effective instruction • Increase positive learning outcomes
Sample Questions*	Grade-appropriate, open-ended questions that encourage inquiry	• Help teachers to "unpack" the Enduring Understandings

** Sample questions are provided with scaffolding by grade level and subject.*

For reference, the C3 framework can be found in The College, Career & Civic Life C3 Framework for Social Studies State Standards (PDF).

Emphasizing Literacy Skills

One important update to the Learning Standards is placing skills at the forefront of the standards document. The words and phrases used within the Learning Standards and the Common Core Literacy Standards for Social Studies help both students and teachers draw correlations between social studies and the Common Core State Standards, such as citing textual evidence and evaluating a source for credible information. It should be clear that social studies is an essential discipline for teaching and cementing these important literacy skills in the classroom. The Common Core Literacy Standards for Social Studies can be found at the Common Core State Standards Initiative webpage.

Connecting to Since Time Immemorial: Tribal Sovereignty in Washington State Curriculum

You will notice that the *Since Time Immemorial* curriculum is referenced within the Learning Standards document. RCW 28A.320.170 mandates the teaching of local tribal history in Washington's K–12 classrooms. By including specific references to *Since Time Immemorial*, the Learning Standards assist teachers in accessing relevant content for that work. The *Since Time Immemorial* curriculum can be found on OSPI's website at the webpage Since Time Immemorial: Tribal Sovereignty in Washington State.

Washington State Learning Goals

Standards for learning are for all of us: students, principals, administrators, decision-makers, community partners, teachers, and families. They help define what is important for students to know and be able to do as they progress through school. Learning standards help ensure that students acquire the skills and knowledge they need to achieve personal and academic success, promoting consistency in what is taught to students across our state—from district to district, school to school, and classroom to classroom.

Like all of the state's learning standards, the Washington State K–12 Learning Standards for Social Studies are an essential part of the framework supporting Washington's learning goals, in accordance with which, every student will be able to:

1. Read with comprehension, write effectively, and communicate successfully in a variety of ways and settings with a variety of audiences;
2. Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history, including different cultures and participation in representative government; geography; arts; and health and fitness;
3. Think analytically, logically, and creatively, and to integrate technology literacy and fluency as well as different experiences and knowledge to form reasoned judgments and solve problems; and
4. Understand the importance of work and finance and how performance, effort, and decisions directly affect future career and educational opportunities.

(For full text and notes, see RCW 28A.150.210.)

Social Studies Learning Goals

Social studies education contributes to developing responsible citizens in a culturally diverse, democratic society in an interdependent world. Social studies equips students to understand their own power and their own responsibility as citizens of the world's most powerful democracy. It equips them to make sound judgments and to actively contribute to sustaining a democratic society, to good stewardship of the natural environment, and to the health and prosperity of their own communities.

What Students Should Know and Be Able to Do

Here are the capacities students will build through the social studies:

1. **Knowledge** of history, geography, civics, and economics is fundamental to students' ability to understand the world we live in.
2. **Inquiry, interpersonal relations, and critical reasoning skills** include the ability to gather, interpret, and analyze information, to engage in respectful and productive civic discourse, and to draw conclusions consistent with one's own values and beliefs.
3. **Respect for the values of a diverse and democratic society** motivates students to safeguard their own rights and the rights of others, and to fulfill their responsibilities as citizens in a democracy.
4. **A commitment to civic participation** is the result of social studies education that includes opportunities for students to understand and experience their own power to make a positive difference through service to their communities and the world.

Guiding Principles

To develop these capacities in all students, the Washington State K–12 Learning Standards for Social Studies are based on these principles:

1. **Focus on enduring understanding.** The Learning Standards focus on the big ideas in civics, economics, geography, history, and skills that will help students understand and analyze the world. Facts are critically important—but facts should be the building blocks for understanding trends, ideas, and principles, not stand-alone bits of memorized data.
2. **Promote authentic intellectual work.** Students should have the opportunity to engage in disciplined inquiry, to construct their own knowledge through independent research and analysis, and to develop skills and understandings that have value beyond school.

3. **Strike the right balance between depth and breadth.** It would be impossible to teach students about every important topic in socials studies and, at the same time, to provide students with the in-depth learning experiences they need to become skilled researchers, analysts, and practitioners of democratic values.

4. **Incorporate multiple perspectives and cultural awareness.** Students in our schools come from a wealth of cultural backgrounds. All students must find relevance to their own frame of reference, and respect for their group's historical perspective, in the social studies curriculum. Moreover, all students should learn to identify and analyze the perspectives of the authors they read.

5. **Offer high quality state assistance to districts, while respecting local control.** Many districts look to the state for help and support in creating a K–12 scope and sequence for the social studies, and in finding the best curriculum resources. Nonetheless, local districts have considerable latitude in the decisions they make on these issues.

6. **Reference both contemporary and historical events, issues, and movements.** Best practices in social studies embed geographic, economic, historical, and civics skills and concepts within a context. Logical chronological and regional contexts are provided in the Learning Standards to facilitate this.

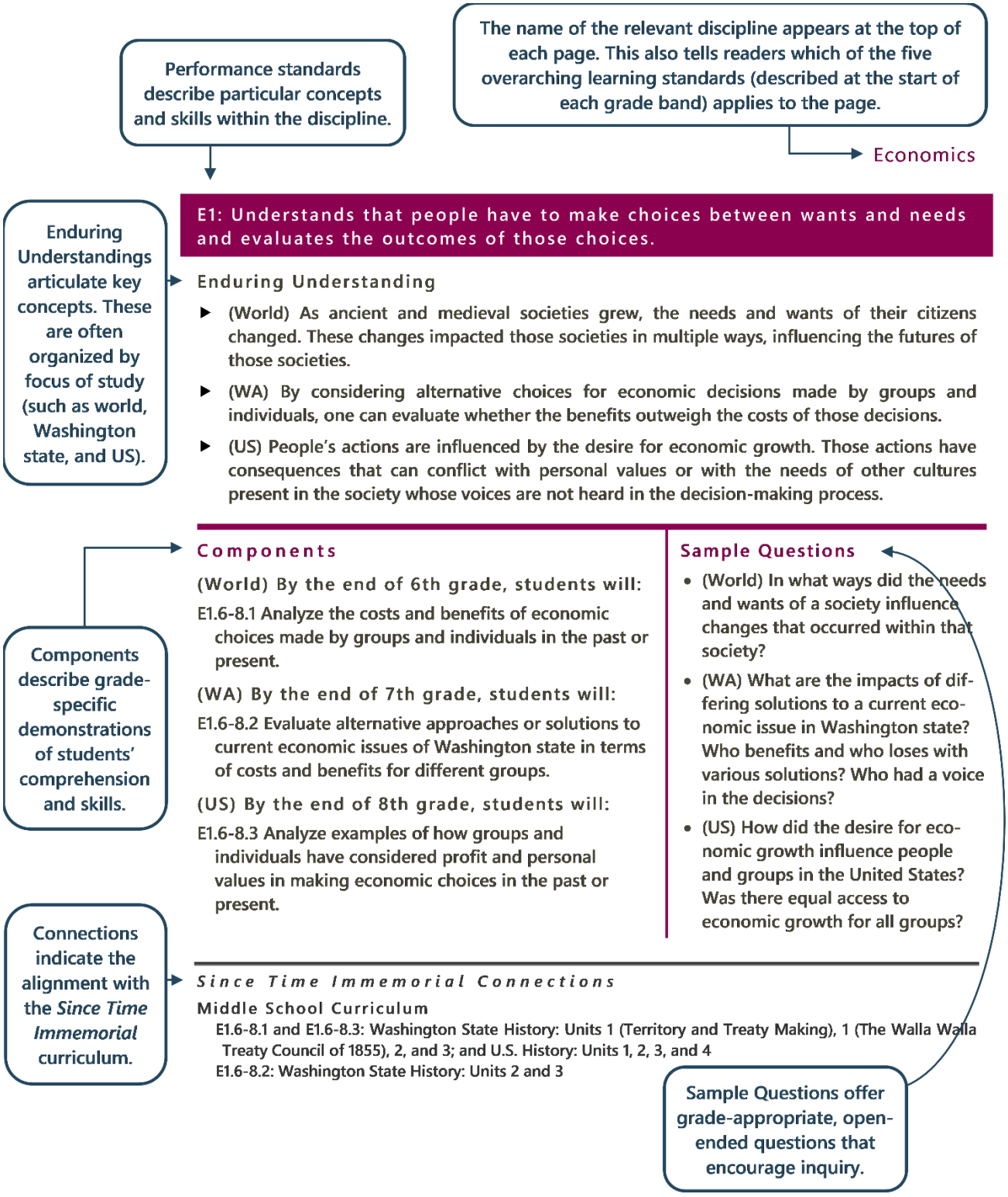
7. **Meet the needs of all learners.** As with all the state's academic standards, the success of the social studies Learning Standards depends on the following beliefs:

    - All students should be expected to attain a "proficient" level of achievement.
    - All students should have a carefully articulated social studies program each year, from kindergarten through 12th grade.
    - All students should receive clear, helpful, and constant feedback about their performance that helps them improve.
    - All students, without exception, should have the opportunity to attain civic, economic, geographic, and historical literacy, and the skills necessary for active and effective citizenship.

The Washington State K–12 Learning Standards for Social Studies can be found on OSPI's website at the Learning Standards webpage.

How to Navigate this Learning Standards Document

The standards are organized by grade band (K–5, 6–8, 9–12) and presented in a series of charts under the headings Social Studies Skills, Civics, Economics, Geography, and History. The following key explains the content and arrangement of information in the charts.



Elementary School Standards by Discipline

Skills

Students in elementary grades need inquiry tools to explore the world around them. It is imperative that students be shown how to interact with artifacts, primary and secondary sources, and digital media in order to approach social studies content with a critical eye. Students must be introduced to strategies for asking good questions and doing research as they make decisions based on evidence.

World History

Students in elementary grades begin to conceptualize their world and their place in it. It is important that students in the primary grades be given opportunities to explore the world through the lenses of geography, economics, civics, and history. Students given deliberate and rich world history content better understand the development of ideas and cultures over time, and ask complex questions about the progression of societal interactions and contributions.

Washington State

Students in elementary grades begin to explore the idea of community. They examine the structure and history of their families, neighborhoods, communities, and state. Elementary students use maps, timelines, and primary and secondary source materials to learn about Washington history. Students begin learning about indigenous people, migration and settlement, and the customs, treaties, and laws that shape their communities.

U.S. History

Students in elementary grades learn our country's origins. Students explore the ideas of cause and effect, the multicultural origins and development of our nation, and multiple perspectives on our nation's history. Students examine the ideas, issues, and events, from the establishment of colonies through the American Revolution. Students also begin to discover the development of politics, society, culture, and economy in the United States and strengthen their understandings of civics, geography, and economics.

Social Studies Learning Standards

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.

Civics: 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.

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

Geography: 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.

History: 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.

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

Enduring Understanding

- Knows that there are many points of view to an argument and can share one's own position with evidence.

Components

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 1st 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 events that have happened over time.

By the end of 2nd 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.

Sample Questions

- (Kindergarten) 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?
- (Kindergarten) What is an important event on the calendar? What is coming up after that? How is this event connected to another?
- (Grade 1) Who should make rules?
- (Grade 1) What are some unique natural and human-made features in our community? How might the features change over time?
- (Grade 1) How do prior events affect our lives and different members of our community differently?
- (Grade 2) What rights and responsibilities do I have in and to my community? Where did those rights and responsibilities come from?
- (Grade 2) Why does the government help to support our schools and parks? How should that support be distributed?
- (Grade 2) How have geographic features and the way people live changed from long ago? Why?
- (Grade 2) How are the school experiences of your older friends and family different from the experiences you have today? Why?

Since Time Immemorial Connections

Elementary Curriculum

SSS1.K.1–4: Pathways 1 (1–4), 2 (1,3,4), and 3 (1,3,4)

SSS1.1.1-3: Pathways 1 (1-3), 2 (1-3), and 3 (1-3)
SSS1.2.1-3: Pathways 1 (1-3), 2 (1,2), and 3 (1)

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

Enduring Understanding

- Knows that there are many sides to an argument and can share one's own side with evidence-based research.

Components

By the end of 3rd 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, or if information is clear, specific, and detailed.

By the end of 4th 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 5th 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.

Sample Questions

- (Grade 3) Why is it important to vote? What information do you need to have to make you an informed voter?
- (Grade 3) Why might different sources have different information about the same historical events or topics?
- (Grade 4) How do the laws in our communities help or hurt different groups of people?
- (Grade 4) How do artifacts, primary sources, and secondary sources tell the stories of our state?
- (Grade 5) 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?
- (Grade 5) What are the positive, negative, and neutral results of economic decisions made during the colonial period?
- (Grade 5) Looking at different maps, how did the movement of the colonists to the Americas force the movement of tribal people from their land?

Since Time Immemorial Connections

Elementary Curriculum

SSS1.3.2: Pathways 1, 2, and 3
SSS1.4.1-2: Washington State History: Units 1, 2, and 3
SSS1.5.1-3: U.S. History: Units 1, 2, and 3

SSS2: Uses inquiry-based research.

Enduring Understanding

- Knows how to ask quality questions and find appropriate materials to find answers to those questions.

Components

By the end of Kindergarten, students will:

SSS2.K.1 Demonstrate how to ask questions about the classroom and school community.

By the end of 1st grade, students will:

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.

By the end of 2nd grade, students will:

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.

Sample Questions

- (Kindergarten) How can I contribute to my school community?
- (Kindergarten) What is the difference between a want and a need?
- (Grade 1) What are the school rules?
- (Grade 1) What places in my school should be included on my school map?
- (Grade 1) What are the reasons people move to different places?
- (Grade 2) How does scarcity impact my decision-making?
- (Grade 2) How have earthquakes and other natural disasters affected the state of Washington?
- (Grade 2) Who are the people in my community who have made a positive difference?

Since Time Immemorial Connections

Elementary Curriculum

SSS2.K.1: Pathways 1 (1), 2 (1), and 3 (1)
SSS2.1.1–3: Pathways 1 (2), 2 (2), and 3 (2)
SSS2.2.1–5: Pathways 1 (1,2,4,5), 2 (1,2,4,5), and 3 (1,2,4,5)

SSS2: Uses inquiry-based research.

Enduring Understanding

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

Components

By the end of 3rd 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 4th grade, students will:

SSS2.4.1 Identify disciplinary concepts and ideas associated with a compelling question 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 5th 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.

Sample Questions

- (Grade 3) Why is it important to understand how and why trade impacts different cultural groups?
- (Grade 3) Using a Venn diagram, what are the similarities and differences of how tribal people interact with their environment?
- (Grade 4) What are the core virtues found in the Washington state constitution and foundational documents?
- (Grade 4) How can artifacts and primary sources, including oral and written language, help us understand and share historical events?
- (Grade 5) What sources would you need to explain how the Triangle Trade supported colonial agricultural production?
- (Grade 5) How well do maps in your classroom show how agricultural practices of the thirteen colonies forced the movement of African people as slave labor?

Since Time Immemorial Connections

Elementary Curriculum

SSS2.3.1: Pathways 1, 2 and 3
SSS2.4.2: Washington State History: Units 1, 2, and 3
SSS2.5.2-4: U.S. History: Units 1, 2, and 3

SSS3: Deliberates public issues.

Enduring Understanding

- Knows that there are many ideas, issues, and conflicts going on in the world around one and can listen in order to understand the different points of view and use one's own voice to enact change.

Components

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 1st 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 2nd 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.

Sample Questions

- (Kindergarten) What does it mean to contribute to a classroom community?
- (Kindergarten) Why is it important to have common rules for playground games?
- (Grade 1) What are the resources that families use to get what they want and need?
- (Grade 1) What is the difference between a public place and a private place?
- (Grade 1) What factors might influence different opinions about what is good for my school and community?
- (Grade 2) How are the rules of my school the same and different as the rules in my community?
- (Grade 2) When a city or town grows, what changes occur in the environment?

Since Time Immemorial Connections

Elementary Curriculum

SSS3.K.1: Pathways 1 (1), 2 (1), and 3 (1)
SSS3.1.1: Pathways 1 (1), 2 (1), and 3 (1)
SSS3.2.1–3: Pathways 1, 2 (1,2), and 3

SSS3: Deliberates public issues.

Enduring Understanding

- Knows that there are many ideas, issues, and conflicts going on in the world around one and can listen in order to understand the different points of view and use one's own voice to enact change.

Components

By the end of 3rd 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 4th 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 5th 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.

Sample Questions

- (Grade 3) 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?
- (Grade 3) How is my timeline different from another classmate's timeline?
- (Grade 4) What are the economic conditions that would cause people to relocate to or within Washington state?
- (Grade 4) How did the Stevens Treaties with tribal people connect to the Boldt decision and current fishing rights?
- (Grade 5) 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?
- (Grade 5) How can you influence how different historical events are viewed and honored by the public?

Since Time Immemorial Connections

Elementary Curriculum

SSS3.3.1: Pathways 1, 2, and 3
SSS3.4.1: Washington State History: Units 1, 2, and 3
SSS3.5.1: U.S. History: Units 1, 2, and 3

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.

Enduring Understanding

- Knows that there are many ways to share ideas and can evaluate evidence and determine best tools to express one's own knowledge and understanding.

Components

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 1st 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 2nd 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.

Sample Questions

- (Kindergarten) Where does my food grow and how does it get to me?
- (Kindergarten) What are some important events in your life?
- (Grade 1) What are different ways people can earn money?
- (Grade 1) How are goods brought in from different places?
- (Grade 1) How has my community's history contributed to local celebrations and customs?
- (Grade 2) How does my contribution make my neighborhood community a better place?
- (Grade 2) What goods and services are produced locally and how do they support our community?
- (Grade 2) What kind of occupations are in my region and why are they located there?

Since Time Immemorial Connections

Elementary Curriculum

SSS4.K.1: Pathways 1, 2 (1), and 3
SSS4.1.1: Pathways 1, 2, and 3
SSS4.2.1–3: Pathways 1 (1), 2 (1,3), and 3

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.

Enduring Understanding

- Knows that there are many ways to share ideas and can evaluate evidence and determine best tools to express one's own knowledge and understanding.

Components

By the end of 3rd 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 or presentations.

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

By the end of 4th 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 5th 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).

Sample Questions

- (Grade 3) Why do we need different rules at home, at school, and in the community?
- (Grade 3) How does culture influence the choices people make?
- (Grade 4) How do new laws and rules affect various groups? (Examples may include tribes, religious groups, women, African Americans, etc.)
- (Grade 4) What resources existed to support the region's economy?
- (Grade 5) What does it mean to be a responsible citizen of the United States or a tribe?
- (Grade 5) How did British taxation policies influence the economy of the American colonies?

Since Time Immemorial Connections

Elementary Curriculum

SSS4.3.1: Pathways 1, 2, and 3
SSS4.4.1–3: Washington State History: Units 1, 2, and 3
SSS4.5.1–4: U.S. History: Units 1, 2, and 3

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

Enduring Understanding

- Knows that different communities create rules to promote the common good and individual liberties.

Components

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.

By the end of 1st 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 2nd 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.)

Sample Questions

- (Kindergarten) What are my classroom rules?
- (Kindergarten) What are the playground rules?
- (Grade 1) Why do we need rules for the classroom?
- (Grade 1) Why do we need rules for the playground?
- (Grade 2) What are the rules in my community?
- (Grade 2) What happens when I don't follow the rules in my community?
- (Grade 2) How are the rules of my school the same as and different from the rules in my community?

Since Time Immemorial Connections

Elementary Curriculum

C1.K.1–2: Pathways 1 (1,2), 2, and 3 (1)
C1.1.1–3: Pathways 1, 2 (1,2), and 3 (1,2)
C1.2.1–4: Pathways 1, 2 (1), and 3 (1,2)

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

Enduring Understanding

- Knows that different communities create rules to promote the common good and individual liberties.

Components

By the end of 3rd 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 4th 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 the 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 5th 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.

Sample Questions

- (Grade 3) What are the benefits and the challenges of diversity for a community?
- (Grade 3) Is it possible to make political decisions that are fair to all people? What does "fair" look like?
- (Grade 4) How do the laws in our community help or hurt different groups of people?
- (Grade 4) What are your rights as stated in Article I of the Washington state constitution?
- (Grade 5) 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?
- (Grade 5) How is a public issue related to constitutional rights and the common good?

Since Time Immemorial Connections

Elementary Curriculum

C1.3.1–2: Pathways 1, 2, and 3
C1.4.1, 3, and 4: Washington State History: Units 1, 2, and 3
C1.5.1, 3, and 4: U.S. History: Units 1, 2, and 3

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

Enduring Understanding

- Recognizes that one has rights and responsibilities as a citizen in one's own community.

Components

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 1st 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 2nd 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.

Sample Questions

- (Kindergarten) Who makes the rules in my classroom?
- (Kindergarten) How can I be a part of the rulemaking process?
- (Grade 1) How do classroom rules help me know what I can and cannot do?
- (Grade 1) How do rules help me to be a responsible citizen in my class, school, or community?
- (Grade 1) How can I use the rules to solve problems in my day?
- (Grade 2) What rights do I have in my classroom, school, or community?
- (Grade 2) What are my responsibilities in my class, school, or community?

Since Time Immemorial Connections

Elementary Curriculum

C2.K.1–3: Pathways 1, 2, and 3
C2.1.1–3: Pathways 1, 2, and 3
C2.2.1–2: Pathways 1, 2 (1,2), and 3 (1,2)

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

Enduring Understanding

- Recognizes that one has rights and responsibilities as a citizen in one's own community.

Components

By the end of 3rd grade, students will:

C2.3.1 Describe the basic organization of government in the community or city.

C2.3.2 Identify the basic function of government and laws in the community or 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 4th 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 5th 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)

Sample Questions

(Grade 3) How does my community or local government provide for its diverse members?

(Grade 3) Why does our community or local government have certain laws when other communities might not have the same ones?

(Grade 4) In which ways are various local governments similar and how are they different? Why is that?

(Grade 4) How is your closest tribal nation's government organized?

(Grade 4) What laws have been made to promote salmon recovery?

(Grade 5) What are the functions of the three branches of the United States government?

(Grade 5) What benefit does having three branches of government serve the people of today?

Since Time Immemorial Connections

Elementary Curriculum

C2.3: Pathways 2 (3,4) and 3 (4)
C2.4.1–3: Washington State History: Units 2 and 3
C2.5.1: U.S. History: Units 1, 2, and 3

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

Enduring Understanding

- Knows that there are different communities nearby and that there may be different rules for different communities.

Components

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 1st 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 2nd 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.

Sample Questions

- (Kindergarten) What tribes live near me?
- (Grade 1) Why might some communities need or want different rules?
- (Grade 1) How does agreeing on rules help two people get along?
- (Grade 2) How and why are tribal communities similar and different from non-tribal communities?
- (Grade 2) What roles are similar between tribal and non-tribal communities?

Since Time Immemorial Connections

Elementary Curriculum

C3.K.1-3: Pathways 1 (1-3), 2 (1-3), and 3 (1-3)
C3.1.1-2: Pathways 1, 2 (1,2), and 3 (1)
C3.2.1-2: Pathways 1, 2 (1,2), and 3 (1,2)

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

Enduring Understanding:

- Knows that there are different communities nearby and that there may be different rules for different communities.

Components

By the end of 3rd 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 4th 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 that 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 5th 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 individuals 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 global relationships.

Sample Questions

- (Grade 3) How are tribal governments similar to other types of governments?
- (Grade 3) How do tribes work together to benefit their people?
- (Grade 4) How do tribes work with other governments?
- (Grade 4) How did tribal treaties that were entered into with the United States Government limit their sovereignty? How have those treaties been honored or disregarded?
- (Grade 5) As sovereign nations, what do local tribes do to meet the economic and cultural needs of their tribal communities?
- (Grade 5) How did the Iroquois Confederacy impact the development of the United States Constitution?

Since Time Immemorial Connections

Elementary Curriculum

C3.3.1-3: Pathways 1 (1), 2 (1-3), and 3 (1-3)
C3.4.1-5: Washington State History: Units 1, 2, and 3
C3.5.1-3: U.S. History: Units 1, 2, and 3

C4: Understands civic involvement.

Enduring Understanding:

- Understands that when one shows concern for the well-being of one's classroom, school, and community, one is being "civic minded."

Components

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 1st 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 2nd 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).

Sample Questions

- (Kindergarten) What does it mean to contribute to a classroom community?
- (Kindergarten) How can I contribute to my classroom community?
- (Grade 1) What does it mean to contribute to a school community?
- (Grade 1) How can I contribute to my school community?
- (Grade 2) What does it mean to contribute to a neighborhood community?
- (Grade 2) How can I contribute to my neighborhood community?
- (Grade 2) How does my contribution make my neighborhood community a better place?

Since Time Immemorial Connections

Elementary Curriculum

C4.K.1-3: Pathways 1 (1,3), 2 (1,2), and 3 (1-3)
C4.1.1-3: Pathways 1 (2), 2 (1,3), and 3 (1,3)
C4.2.1-4: Pathways 1 (2), 2 (1-3), and 3 (1-3)

C4: Understands civic involvement.

Enduring Understanding:

- Understands that when one shows concern for the well-being of one's classroom, school, and community, one is being "civic minded."

Components

By the end of 3rd 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 4th 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 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 5th 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 society.

C4.5.3 Analyze and evaluate ways of influencing national governments and international organizations to establish or preserve individual rights and 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.

Sample Questions

- (Grade 3) What does it mean to be an informed citizen? What does it mean to be a citizen in my classroom and school?
- (Grade 3) Why is it important for citizens to vote? How can citizens prepare themselves to be responsible voters?
- (Grade 4) Who may participate in state, local and tribal governments?
- (Grade 4) What impact can I have on the issues that affect my state, city, or neighborhood?
- (Grade 5) What are my responsibilities as a person living in the United States?
- (Grade 5) What impact can I have on the issues that affect our nation?

Since Time Immemorial Connections

Elementary Curriculum

C4.3.2: Pathways 1, 2, and 3
C4.4.1–4: Washington State History: Units 1, 2, and 3
C4.5.1–4: U.S. History: Units 1, 2, and 3

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

Enduring Understanding

- Can make decisions about how to use resources to benefit oneself and others.

Components

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 1st 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 2nd 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.

Sample Questions

- (Kindergarten) What is the difference between a want and a need?
- (Kindergarten) How do wants and needs affect my decisions?
- (Grade 1) How do families meet their wants and needs?
- (Grade 1) What are the resources that families use to get what they want and need?
- (Grade 1) What are the costs and benefits of family choices?
- (Grade 2) What are the costs and benefits of personal choices?
- (Grade 2) How does scarcity impact my decision-making?

Since Time Immemorial Connections

Elementary Curriculum

E1.K.1-2: Pathways 1, 2, and 3
E1.1.1-4: Pathways 1 (3), 2 (1-4), and 3 (1,4)
E1.2.1-3: Pathways 1, 2 (3), and 3 (1,3)

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

Enduring Understanding

- Can make decisions about how to use resources to benefit oneself and others.

Components

By the end of 3rd 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.

E.1.3.3 Describe how individual choices are influenced by various cultural norms.

By the end of 4th 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 5th grade, students will:

E1.5.1 Analyze and explain the benefits of the decisions that 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.

Sample Questions

- (Grade 3) How do you make choices between your wants and needs? How do the needs of others influence your choices?
- (Grade 3) How does culture influence the choices people make?
- (Grade 4) What are economic conditions that would cause people to relocate to or within Washington state?
- (Grade 4) Why might people want to purchase land near rivers in Washington state?
- (Grade 5) What are examples of positive and negative results of economic decisions during the colonial period?
- (Grade 5) How can we make economic decisions to maximize the well-being of individuals and society?

Since Time Immemorial Connections

Elementary Curriculum

E1.3.2–3: Pathway 2
E1.4.3: Washington State History: Units 2 and 3
E1.5.2 and 4: U.S. History: Unit 3

E2: Understands the components of an economic system.

Enduring Understanding:

- Understands the basic elements of a community's economic system, including producers, distributors, and consumers of goods and services.

Components

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 1st 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 or use markets (banks, goods and services).

E2.1.4 Explain why people save money.

By the end of 2nd 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.

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?
- (Grade 1) How do we share the work in our classroom?
- (Grade 1) What are different ways people earn money?
- (Grade 1) Why do people save money?
- (Grade 1) What makes a good trade?
- (Grade 2) What goods and services are produced locally and how do they support our community?

Since Time Immemorial Connections

Elementary Curriculum

E2.K.1–2: Pathways 1, 2, and 3
E2.1.1–4: Pathways 1, 2, and 3
E2.2.1–2: Pathways 1, 2, and 3

E2: Understands the components of an economic system.

Enduring Understanding:

- Understands the basic elements of a community's economic system, including producers, distributors, and consumers of goods and services.

Components

By the end of 3rd grade, students will:

E2.3.1 Recognize how the economic systems of groups are influenced by community and 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 4th 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 5th 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.

Sample Questions

- (Grade 3) Why don't we just trade items instead of using money?
- (Grade 3) What does it mean to sell an item for a profit?
- (Grade 4) How did economies of the Northwest function prior to statehood, including the historic economic systems of Washington state tribes?
- (Grade 4) What were the economic effects of the Oregon Trail on tribes living in the Pacific Northwest?
- (Grade 5) How did the economy of each colony affect its population and labor practices?
- (Grade 5) How did the demand for specific agricultural goods lead to southern colonies' dependence on enslaved labor?

E2.3.1–2: Pathways 2 and 3
E2.4.1 and 3: Washington State History: Units 1, 2, and 3
E2.5.2: U.S. History: Unit 3

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

Enduring Understanding

- Knows that the government has a role in the economy.

Components

By the end of Kindergarten, students will:

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

By the end of 1st 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 2nd 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.

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?
- (Grade 2) Why does the government provide certain goods and services?

Since Time Immemorial Connections

Elementary Curriculum

E3.K.1: Pathways 1, 2, and 3
E3.1.1–2: Pathways 1, 2, and 3
E3.2.1–2: Pathways 1, 2, and 3

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

Enduring Understanding

- Knows that the government has a role in the economy.

Components

By the end of 3rd grade, students will:

E3.3.1 Describe how local taxation supports one's community.

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

By the end of 4th 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 5th 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.

Sample Questions

- (Grade 3) How do local or tribal governments pay for services they provide for their communities?
- (Grade 3) What resources are in our community and state to trade?
- (Grade 4) Where does the money from taxes go? What would happen if there were no taxes?
- (Grade 4) How does the geography, available natural resources, climate, and the available labor force affect the economic opportunities available in rural and urban Washington state?
- (Grade 5) Why was it difficult for the American colonies to pay back the cost of the French and Indian War?
- (Grade 5) How did British taxation policies influence the economy of the American colonies?

Since Time Immemorial Connections

Elementary Curriculum

E3.4.2: Washington State History: Units 2 and 3

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

Enduring Understanding

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

Components

By the end of Kindergarten, students will:

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

By the end of 1st 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 2nd grade, students will:

E4.2.1 Clarify that there are factors that lead to trading with one group over another (e.g. seasons, prices, distance, etc.)

Sample Questions

- (Kindergarten) How do seasons affect the goods produced in our region?
- (Kindergarten) What goods are produced in our 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?
- (Grade 2) How do people acquire what they need?
- (Grade 2) What are examples of production, distribution, and consumption of goods and services in the community?

Since Time Immemorial Connections

Elementary Curriculum

E4.K.1: Pathways 1 (1), 2 (1), and 3 (1)
E4.1.1–3: Pathways 1, 2 (1,2), and 3
E4.2.1: Pathways 1, 2, and 3

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

Enduring Understanding

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

Components

By the end of 3rd 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 4th 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 the Pacific Northwest.

By the end of 5th 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.

Sample Questions

- (Grade 3) How does culture impact trade decisions?
- (Grade 3) What are the costs and benefits of interdependence among nations?
- (Grade 4) How are resources managed by tribal and non-tribal people of the Pacific Northwest?
- (Grade 4) What Pacific Northwest resources are traded?
- (Grade 5) What types of problems did the United States face that required interdependence with other nations?
- (Grade 5) How did dependence on other nations affect groups of people within the United States?

Since Time Immemorial Connections

Elementary Curriculum

E4.3.1–3: Pathways 2 and 3
E4.4.1–3: Washington State History: Units 1, 2, and 3
E4.5.1–3: U.S. History: Units 1 and 2

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

Enduring Understanding

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

Components

By the end of Kindergarten, students will:

G1.K.1 Recognize one's classroom and school as distinct environments based on physical characteristics and expectations.

By the end of 1st grade, students will:

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.

By the end of 2nd grade, students will:

G1.2.1 Apply basic mapping elements to read and construct maps of their communities and 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.

G1.2.4 Describe the connections between the physical environment of a place and the economic activities found there.

G1.2.5 Identify ways that a major catastrophe may affect people living in a place.

Sample Questions

- (Kindergarten) How is my classroom arranged to help me?
- (Kindergarten) What symbols does my school use to guide me to different locations?
- (Grade 1) What major bodies of water are near me?
- (Grade 1) What are the names of different places around me?
- (Grade 1) What are the different native tribes that are near my community?
- (Grade 1) How does the map of my school help people?
- (Grade 2) How has the geography of my city, town, or community changed over time?
- (Grade 2) How have geographic features and the way people live changed from long ago?
- (Grade 2) How do the tools on a map help me understand how to read it?

Since Time Immemorial Connections

Elementary Curriculum

G1.K.1: Pathways 1 (1), 2 (1), and 3 (1)
G1.1.1–3: Pathways 1, 2 (1), and 3 (1)
G1.2.1–4: Pathways 1 (2,3), 2 (1–5), and 3 (1–4)

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

Enduring Understanding

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

Components

By the end of 3rd 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 4th grade, students will:

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

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 5th 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.

Sample Questions

- (Grade 3) What impact did geographic location have on tribal people and other societies?
- (Grade 3) How does the physical geography, including landforms and climate influence where people live?
- (Grade 4) What impact does the relationship between physical geography and cultural characteristics have on life in the Pacific Northwest?
- (Grade 4) How did the tribal people that Lewis and Clark met on their 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?
- (Grade 5) What were the cultural characteristics of the people in the thirteen colonies?

Since Time Immemorial Connections

Elementary Curriculum

G1.3.1–2: Pathways 1, 2, and 3
G1.4.1–2: Washington State History: Units 1, 2, and 3
G1.5.1–4: U.S. History: Units 1 and 2

G2: Understands human interaction with the environment.

Enduring Understanding

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

Components

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 one's own activities.

By the end of 1st 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 2nd 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 modify the environment to meet basic needs.

G2.2.3 Compare how physical geography affects Northwest tribal culture and where tribes live 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 modify the environment to meet basic needs.

Sample Questions

- (Kindergarten) Where does your food grow?
- (Kindergarten) What can you do to change your geographic surroundings?
- (Kindergarten) How does climate or geographic location affect the clothing you wear?
- (Grade 1) What impact does location have on how a family lives and works?
- (Grade 1) How can geographical features determine where a family lives, moves, and works?
- (Grade 1) What are some of the unique natural and human-made features in our community?
- (Grade 2) What is the difference between an urban, suburban, and rural place?
- (Grade 2) Describe how the environment can affect your or other people's activities.
- (Grade 2) What are examples of materials humans use to build shelters?

Since Time Immemorial Connections

Elementary Curriculum

G2.K.1-3: Pathways 1 (1-3), 2 (1-3), and 3 (1-3)
G2.1.1-4: Pathways 1 (4), 2 (1,3,4), and 3 (1,3,4)
G2.2.1-5: Pathways 1 (1,3,4), 2 (1-5), and 3 (1-5)

G2: Understands human interaction with the environment.

Enduring Understanding

- Knows 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 or promotes human activities.

Components

By the end of 3rd 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 4th 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 5th grade, students will:

G2.5.1 Compare and analyze the impact of the 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.

Sample Questions

- (Grade 3) What impact does geographic location have on societies?
- (Grade 3) What were the ways that people made a living in different communities? How might the environment impact the jobs available for people?
- (Grade 4) 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?
- (Grade 4) 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?
- (Grade 5) How did the agricultural practices of the thirteen colonies force the movement of African people as slave labor?

Since Time Immemorial Connections

Elementary Curriculum

G2.3.1–3: Pathways 1, 2, and 3
G2.4.1–2: Washington State History: Units 1, 2, and 3
G2.5.1–7: U.S. History: Units 1, 2, and 3

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

Enduring Understanding

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

Components

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 1st 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 2nd 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.

Sample Questions

- (Kindergarten) Why do you need to move your body?
- (Kindergarten) What are the different ways that you can share an idea?
- (Grade 1) What are the different ways people can get to school?
- (Grade 1) How are goods brought in from different places to your school or community?
- (Grade 2) Where is your food and clothing produced?
- (Grade 2) What kind of local jobs are connected to your local environment and geography?
- (Grade 2) What kind of occupations are in your region and why are they located there?

Since Time Immemorial Connections

Elementary Curriculum

G3.K.1: Pathways 1 (1), 2 (1), and 3 (1)
G3.1.1–2: Pathways 1 (2), 2 (1), and 3
G3.2.1–3: Pathways 1 (2), 2 (1–3), and 3 (2,3)

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

Enduring Understanding

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

Components

By the end of 3rd 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 4th 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 5th 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 Determine how natural and human-made catastrophic events in one place affect people living in other places.

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 and Washington Territory have that other countries wanted to purchase?
- (Grade 4) What diseases were spread that devastated tribal nations?
- (Grade 5) What impact did geography have on where Europeans settled in the Americas?
- (Grade 5) How did the growth in trade of cotton and tobacco impact the slave population of the United States?

Since Time Immemorial Connections

Elementary Curriculum

G3.3.1: Pathways 1, 2, and 3
G3.4.1: Washington State History: Units 1, 2, and 3
G3.5.1 and 4: U.S. History: Units 1, 2, and 3

H1: Understands historical chronology.

Enduring Understanding

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

Components

By the end of Kindergarten, students will:

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

By the end of 1st grade, students will:

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

By the end of 2nd grade, students will:

H1.2.1 Create a 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.

Sample Questions

- (Kindergarten) What is the next important event on the calendar?
- (Kindergarten) When is my birthday?
- (Grade 1) In what ways might what I do today affect what happens in the future for myself and my community?
- (Kindergarten) What is the order of major events in my life?
- (Kindergarten) What makes an event in my life important?
- (Grade 2) What events do we photograph the most?
- (Grade 2) Why do adults in our lives get excited about certain events?

Since Time Immemorial Connections

Elementary Curriculum

H1.K.1: Pathways 1, 2, and 3
H1.1.1: Pathways 1, 2, and 3
H1.2.1–3: Pathways 1, 2 (3), and 3 (3)

H1: Understands historical chronology.

Enduring Understanding

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

Components

By the end of 3rd grade, students will:

H1.3.1 Create timelines to show events connected to their cultural identities.

H1.3.2 Compare the similarities and differences between their own cultural timelines and those of others.

H1.3.3 Use timelines to explain the context of history.

By the end of 4th 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 of how the growth of major tribes helps to define the history of the Pacific Northwest prior to 1889.

By the end of 5th 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)

Sample Questions

- (Grade 3) How do timelines help us understand history?
- (Grade 3) How is my timeline different from another classmate's timeline?
- (Grade 4) What is an era?
- (Grade 4) How can artifacts and primary sources, including oral and written language, help us understand and share historical events?
- (Grade 5) What are the purposes of a timeline?
- (Grade 5) What makes an event important enough to put on a timeline? Who decides what is important?

Since Time Immemorial Connections

Elementary Curriculum

H1.3.1–3: Pathways 2 and 3
H1.4.1–3: Washington State History: Units 1, 2, and 3
H1.5.1–2: U.S. History: Units 1, 2, and 3

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

Enduring Understanding

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

Components

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 1st grade, students will:

H2.1.1 Examine the factors that influence the student's family experiences and choices.

H2.1.2 Explain how one's own family's actions can cause a positive change in the future.

By the end of 2nd 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 one's community that can create a positive impact on oneself and one's local community.

Sample Questions

- (Kindergarten) Who are the people that help me make decisions?
- (Kindergarten) What are some important events in my life?
- (Kindergarten) How does another person's actions make me feel?
- (Grade 1) What are some events that have caused my family to live where they do?
- (Grade 1) What are the reasons people move to different places?
- (Grade 1) How does moving to a new house, school, city, or state change the way I feel?
- (Grade 2) Who are the people in my community who have made a positive difference?
- (Grade 2) 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?
- (Grade 2) When a city or town grows, what changes occur in the environment?
- (Grade 2) When people with different backgrounds or cultures work together, what advantages or disadvantages occur?
- (Grade 2) When is working with others better than working alone?

Since Time Immemorial Connections

Elementary Curriculum

H2.K.1–2: Pathways 1 (1,2), 2 (1,2), and 3 (1,2)
H2.1.1–2: Pathways 1 (1), 2 (1,2), and 3 (1)
H2.2.1–2: Pathways 1 (1), 2 (1,2), and 3 (1)

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

Enduring Understanding

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

Components

By the end of 3rd 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 4th 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 5th 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 the United States.

Sample Questions

- (Grade 3) How have cultural and ethnic groups helped to shape the history of our community?
- (Grade 3) What events have impacted and shaped the growth of our community?
- (Grade 4) As human settlements begin, what must people make or create first?
- (Grade 4) How did the interaction between early explorers, settlers, and tribes affect the development of technology in these groups?
- (Grade 5) How did enslaved Africans and free people of color resist oppression in the thirteen colonies?
- (Grade 5) How did the ability to mass print the Declaration of Independence and other documents lead to a democratic movement?

Since Time Immemorial Connections

Elementary Curriculum

H2.3.1-2: Pathways 1, 2, and 3
H2.4.1-3: Washington State History: Units 1, 2, and 3
H2.5.1-3: U.S. History: Units 1, 2, and 3

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

Enduring Understanding

- Understands that historical events can be interpreted differently by different individuals, families, and communities.

Components

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 1st 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 2nd grade, students will:

H3.2.1 Discern that there is more than one way to interpret 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).

Sample Questions

- (Kindergarten) Why do people have different favorite colors?
- (Kindergarten) Why is it okay for others to have a different opinion than you?
- (Kindergarten) Why is it important to have common rules for playground games?
- (Grade 1) How are families different from one another?
- (Grade 1) How does understanding what other people believe make our school a better place?
- (Grade 1) What are the different opinions about what is good for my school and community?
- (Grade 2) How is what my parents or guardians did in school different from what I am doing in school? Why is it different?
- (Grade 2) How do different cultures and ethnic groups celebrate major holidays?
- (Grade 2) Why does my description of a ride at the fair differ from a friend's description of the same ride?

Since Time Immemorial Connections

Elementary Curriculum

H3.K.1–2: Pathways 1 (1), 2 (1), and 3 (1,2)
H3.1.1–2: Pathways 1 (1,2), 2 (1,2), and 3 (1,2)
H3.2.1–3: Pathways 1 (1–3), 2 (1–3), and 3 (1–3)

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

Enduring Understanding

- Understands that historical events can be interpreted differently by different individuals, families, and communities.

Components

By the end of 3rd grade, students will:

H3.3.1 Recognize and explain that there are multiple cultural perspectives through a study of important individual 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 4th 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 5th 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 perspectives in the American colonies.

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

Sample Questions

- (Grade 3) How can people have different perspectives about the same historical event or topic?
- (Grade 3) Why do some cities celebrate Columbus Day and others celebrate Indigenous People's Day?
- (Grade 4) Why might different members of Corps of Discovery have different accounts of the journey?
- (Grade 4) How did treaties effect changes in land ownership for tribal people in the Pacific Northwest?
- (Grade 5) How has the influence of women on United States history and Washington state history changed over time?
- (Grade 5) Why do different groups have different accounts of the same event? Why is it important to learn about historical events from multiple perspectives?

Since Time Immemorial Connections

Elementary Curriculum

H3.3.1-3: Pathways 1 (1,3 only), 2, and 3
H3.4.1-4: Washington State History: Units 1, 2, and 3
H3.5.1-3: U.S. History: Units 1 and 2

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

Enduring Understanding

- 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.

Components

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 1st 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 2nd 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.

Sample Questions

- (Kindergarten) How does my behavior on the playground in the past influence my behavior in the future?
- (Kindergarten) How do the stories we read help us understand the people in history?
- (Grade 1) How can one's music, stories, or pictures tell us about their past?
- (Grade 1) How has my community's history contributed to local celebrations and customs?
- (Grade 1) Can I remember an event in my personal history that surprised me?
- (Grade 2) What have I learned that helps me make new friends at school?
- (Grade 2) What do we know about the author of the stories that we read?
- (Grade 2) Why is it important to know about the historical era when a story was written?

Since Time Immemorial Connections

Elementary Curriculum

H4.K.1–2: Pathways 1, 2, and 3
H4.1.1–2: Pathways 1 (1), 2 (1,2), and 3 (1,2)
H4.2.1–3: Pathways 1 (1), 2 (1), and 3 (1)

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

Enduring Understanding

- 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.

Components

By the end of 3rd 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 4th 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 Washington state, and tribal nations and groups.

H4.4.3 Compare information provided by different historical sources.

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

By the end of 5th 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.

Sample Questions

- (Grade 3) What is the significance of one cultural tradition in my family or my community?
- (Grade 3) What evidence can we use to prove a claim about our community's history?
- (Grade 4) How did the Stevens Treaties with tribal people connect to the Boldt decision and current fishing rights?
- (Grade 4) How does learning about the Pig War teach us about the causes of contemporary conflict?
- (Grade 5) Why should historians always use more than one document when asking historical questions? Why are different viewpoints important?

Since Time Immemorial Connections

Elementary Curriculum

H4.3.1–3: Pathways 1, 2, and 3
H4.4.1–4: Washington State History: Units 1, 2, and 3
H4.5.1, 2, 3, 5, and 6: U.S. History: Units 1, 2, and 3

Middle School Standards by Discipline

Skills (6th–8th Grade)

Through research, students hone their ability to gather and evaluate information and then use that information as evidence in a wide range of endeavors. The ELA/Literacy Common Core Standards emphasize these skills as key to an integrated model of literacy. The C3 Framework and the Indicators in Dimension 3 apply this model to social studies inquiry (Swan et al., p.56). In our rapidly-changing world, where ideas, information, and opinions are but mouse-clicks away, students more than ever need to learn how to keep learning in order to cultivate sound understandings. As a result, they need a deep well of powerful and disciplined strategies for answering their questions and for gathering data that can be evaluated and transformed into evidence for justifiable decisions. (Swan et al., p. 89)

World History (6th Grade)

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 (7th Grade)

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.

U.S. History (8th Grade)

In U.S. 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 it 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.

Social Studies Learning Standards

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.

Civics: 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.

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

Geography: 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.

History: 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.

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

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.

Components

By the end of 8th grade, students will:

SSS1.6–8.1 Analyze positions and evidence supporting an issue or an event.

SSS1.6–8.2 Evaluate the logic of reasons for a position on an issue or event.

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?

Since Time Immemorial Connections

Middle School Curriculum

SSS1.6–8.1 and SSS1.6–8.2: Washington State History: Units 1 (Territory and Treaty Making), 1 (The Walla Walla Treaty Council of 1855), 2, and 3; and U.S. History: Units 1, 2, 3, and 4

SSS2: Uses inquiry-based research.

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.

Components

By the end of 8th grade, students will:

SSS2.6-8.1 Create and use research questions to guide inquiry on an issue or event.

SSS2.6-8.2 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.

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 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?

Since Time Immemorial Connections

Middle School Curriculum

SSS2.6-8.1: Washington State History: Units 1 (Territory and Treaty Making), 1 (The Walla Walla Treaty Council of 1855), 2, and 3; and U.S, History: Units 1, 2, 3, and 4

SSS2.6-8.2: WA State History: Unit 1 (Territory and Treaty Making)

SSS3: Deliberates public issues.

Enduring Understanding

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

Components

By the end of 8th grade, students will:

SSS3.6–8.1 Engage in discussion, analyzing multiple viewpoints on public issues.

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?

Since Time Immemorial Connections

Middle School Curriculum

SSS3.6–8.1 and SSS3.6–8.2: Washington State History: Units 1 (Territory and Treaty Making), 1 (The Walla Walla Treaty Council of 1855), 2, and 3; and U.S. History: Units 1, 2, 3, and 4

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.

Enduring Understanding

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

Components

By the end of 8th grade, students will:

SSS4.6-8.1 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.

SSS4.6-8.2 Use appropriate format to cite sources within an essay, presentation, and reference page.

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?

Since Time Immemorial Connections

Middle School Curriculum

SSS4.6-8.1 and SSS4.6-8.2: Washington State History: Units 1 (Territory and Treaty Making), 1 (The Walla Walla Treaty Council of 1855), 2, and 3; and U.S. History: Units 1, 2, 3, and 4

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

Enduring Understanding

- (World) Foundational documents of the United States were built upon the work of earlier civilizations.
- (WA) There are key ideals established in state and tribal constitutions that determine the functioning of government.
- (US) Governing is a process that evolves over time, and the effort to build a "more perfect Union" is ongoing.

Components

(World) By the end of 6th grade, students will:

C1.6–8.1 Explain how early works such as the Code of Justinian or the Magna Carta contributed to foundational documents of the United States.

(WA) By the end of 7th grade, students will:

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.

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

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.

C1.6–8.4 Evaluate efforts to reduce discrepancies between key ideals and reality in the United States.

Sample Questions

- (World) Where did the principles of U.S. democracy come from?
- (WA) How are the ideals of representative government supported in the Washington state constitution?
- (US) What are the origins of the key ideals of the Declaration of Independence and the Constitution and their continuing influences on the nation?

Since Time Immemorial Connections

Middle School Curriculum

C1.6–8.1 to C1.6–8.2: Washington State History: Unit 1 (Territory and Treaty Making)
C1.6–8.2: Washington State History: Units 1 (The Walla Walla Treaty Council of 1855) and 3
C1.6–8.3 to C1.6–8.4: U.S. History: Unit 1
C1.6–8.4: U.S. History: Units 2, 3, and 4

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

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 U.S. provide for a system of checks and balances that defines specific responsibilities and limits on the powers of those branches.

Components

(World) By the end of 6th grade, students will:

C2.6–8. 1 Explain a variety of forms of government from the past or present.

(WA) By the end of 7th 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.

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 not being heard have anything in common?

Since Time Immemorial Connections

Middle School Curriculum

C2.6-8.1, C2.6-8.2, C2.6-8.4, and C2.6-8.5: Washington State History: Units 1 (Territory and Treaty Making) and 1 (The Walla Walla Treaty Council of 1855)

C2.6-8.2: U.S. History: Unit 3

C2.6-8.4 and C2.6-8.5: Washington State History: Units 2 and 3; and U.S. History: Units 1, 2, 3, and 4

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

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.

Components

(World) By the end of 6th grade, students will:

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

(WA) By the end of 7th grade, students will:

C3.6–8.2 Analyze how international agreements have affected Washington state.

C3.6–8.3 Recognize 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.

Sample Questions

- (World) How did the interaction of civilizations affect the growth 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?

Since Time Immemorial Connections

Middle School Curriculum

C3.6–8.1-6: Washington State History: Units 1 (Territory and Treaty Making) and 1 (The Walla Walla Treaty Council of 1855); and U.S. History: Unit 3

C4: Understands civic involvement.

Enduring Understanding

- (World) The role of the citizen has evolved from ancient to modern times.
- (WA) Voting, civil discourse, education in and critical thinking and 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.

Components

(World) By the end of 6th grade, students will:

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

(WA) By the end of 7th 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.

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?

Since Time Immemorial Connections

Middle School Curriculum

C4.6-8.3-5: Washington State History: Units 2 and 3

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

Enduring Understanding

- (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.

Components

(World) By the end of 6th 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 7th 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.

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 Washington 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?

Since Time Immemorial Connections

Middle School Curriculum

E1.6-8.1 and E1.6-8.3: Washington State History: Units 1 (Territory and Treaty Making), 1 (The Walla Walla Treaty Council of 1855), 2, and 3; and U.S. History: Units 1, 2, 3, and 4
E1.6-8.2: Washington State History: Units 2 and 3

E2: Understands how economic systems function.

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.

Components

(World) By the end of 6th grade, students will:

E2.6-8.1 Describe the production, distribution, and consumption of goods, services, and resources in societies from the 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 7th 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.

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?

Since Time Immemorial Connections

Middle School Curriculum

E2.6-8.1-6: Washington State History: Units 1 (Territory and Treaty Making), 1 (The Walla Walla Treaty Council of 1855), 2, and 3; and U.S. History: Units 2, 3, and 4

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

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

Components

(World) By the end of 6th 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 7th 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.

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 Washington: 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?

Since Time Immemorial Connections

Middle School Curriculum

E3.6-8.1-3: Washington State History: Unit 3

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

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.

Components

(World) By the end of 6th 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 7th 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.

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 U.S. resources and what are the enduring legacies?
- How is a community's standard of living connected to the management of resources?

Since Time Immemorial Connections

Middle School Curriculum

E4.6-8.1-6: Washington State History: Units 1 (Territory and Treaty Making), 1 (The Walla Walla Treaty Council of 1855), and 3; and U.S. History: Units 2, 3, and 4

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

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 that is best 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.

Components

(WORLD) By the end of 6th 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 7th 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.

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 one's decisions? What factors influence the ability to choose where one lives?

Since Time Immemorial Connections

Middle School Curriculum

G1.6-8.1-6: Washington State History: Units 1 (Territory and Treaty Making), 1 (The Walla Walla Treaty Council of 1855), 2, and 3; and U.S. History: Units 2, 3, and 4

G2: Understands human interaction with the environment.

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.

Components

(WORLD) By the end of 6th 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 7th 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 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.

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?

Since Time Immemorial Connections

Middle School Curriculum

G2.6-8.1, G2.6-8.3, and G2.6-8.6: Washington State History: Units 2 and 3

G2.6-8.2, G2.6-8.4, G2.6-8.5, G2.6-8.7, and G2.6-8.8: Washington State History: Units 1 (Territory and Treaty Making) and 1 (The Walla Walla Treaty Council of 1855); and U.S. History: Units 1, 2, 3, and 4

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

Enduring Understanding

- (WORLD, WA, US) Geography impacts issues and events locally and globally throughout history.
- (WORLD, WA, US) 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 to develop or adapt a diverse cultural landscape through migration and settlement patterns.

Components

(WORLD) By the end of 6th 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 7th grade, students will:

G3.6–8.2 Explain how learning about the geography of 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.

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?

Since Time Immemorial Connections

Middle School Curriculum

G3.6–8.1–3: Washington State History: Units 2 and 3

H1: Understands historical chronology.

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.

Components

(World) By the end of 6th 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 7th grade, students will:

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

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

- Territory and treaty-making (1854-1889)
- Railroads, reform, immigration, and labor (1889-1930)
- Turmoil and triumph (1930-1974)
- 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 to 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)

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? 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 U.S. history? Which historians get to decide?

Since Time Immemorial Connections

Middle School Curriculum

H1.6-8.1-3: Washington State History: Units 1 (Territory and Treaty Making) and 1 (The Walla Walla Treaty Council of 1855); and U.S. History: Unit 3

H1.6-8.4-5: Washington State History: Units 1 (Territory and Treaty Making), 1 (The Walla Walla Treaty Council of 1855), 2, and 3

H1.6-8.6: U.S. History: Units 1, 2, 3, and 4

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

Enduring Understanding

- (World) Periods in human history are marked by events and people who have changed the course of human and global development.
- (WA) Social movements, technological developments, and cultural and ethnic groups have shaped Washington state's history.
- (US) Individual people, ethnic groups, cultural movements, and technological developments have all impacted how the United States has developed.

Components

(World) By the end of 6th grade, students will:

H2.6-8.1 Explain and analyze how individuals, movements, cultural and ethnic groups, and technology from past civilizations have shaped world history.

(WA) By the end of 7th grade, students will:

H2.6-8.2 Explain and analyze how individuals and movements have shaped Washington state history since statehood.

H2.6-8.3 Explain and analyze how cultures and ethnic groups contributed to Washington state history since statehood.

H2.6-8.4 Explain and analyze how technology and ideas have impacted Washington state history since statehood.

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

H2.6-8.5 Explain and analyze how individuals and movements have shaped United States history (1763-1877).

H2.6-8.6 Explain and analyze how cultures and cultural and ethnic groups have contributed to United States history (1763-1877).

H2.6-8.7 Explain and analyze how technology and ideas have impacted United States history (1763-1877).

Sample Questions

- (World) What influenced changes in the way people lived, and how did those changes shift global development in new directions?
- (WA) In what ways have Washington's present and future been shaped by the people, social movements, or technologies of the state?
- (WA) What major events contributed to the development of Washington after statehood?
- (WA) What roles have tribes, slavery, and migration each had in the development of Washington?
- (US) What major events leading up to the American Revolution influenced the Bill of Rights? To whom did the Bill of Rights originally apply?
- (US) How did the geographic expansion of the United States impact indigenous groups in the western U.S.?
- (US) What major developments in industry deepened sectionalism before and after the Civil War?

Since Time Immemorial Connections

Middle School Curriculum

H2.6-8.1-3 and H2.6-8.5-6: Washington State History: Units 1 (Territory and Treaty Making), 1 (The Walla Walla Treaty Council of 1855), 2, and 3

H2.6-8.1: U.S. History: Units 1 and 3

H2.6-8.4 and H2.6-8.7: Washington State History: Units 2 and 3

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

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.

Components

(World) By the end of 6th 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 about major events in world history.

(WA) By the end of 7th grade, students will:

H3.6-8.3 Explain, analyze, and develop 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).

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 U.S. 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?

Since Time Immemorial Connections

Middle School Curriculum

H3.6-8.1-5: Washington State History: Units 1 (Territory and Treaty Making) and 1 (The Walla Walla Treaty Council of 1855)
H3.6-8.1-2: U.S. History: Unit 3
H3.6-8.3-5: Washington State History: Units 2 and 3
H3.6-8.4-5: U.S. History: Units 1, 2, 3, and 4

H4: Understands how historical events inform analysis of 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.

Components

(World) By the end of 6th 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 7th 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.

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?

Since Time Immemorial Connections

Middle School Curriculum

H4.6–8.1: Washington State History: Unit 2
H4.6–8.2: Washington State History: Units 1 (Territory and Treaty Making), 1 (The Walla Walla Treaty Council of 1855), 2, and 3
H4.6–8.3: U.S. History: Units 1, 2, 3, and 4

High School Standards by Discipline

Skills (9th–12th Grade)

Through research, students hone their ability to gather and evaluate information and then use that information as evidence in a wide range of endeavors. The ELA/Literacy Common Core Standards emphasize these skills as key to an integrated model of literacy. The C3 Framework and the Indicators in Dimension 3 apply this model to social studies inquiry (Swan et al., 2013, p.56) In our rapidly-changing world, where ideas, information, and opinions are but mouse-clicks away, students more than ever need to learn how to keep learning in order to cultivate sound understandings. As a result, they need a deep well of powerful and disciplined strategies for answering their questions and for gathering data that can be evaluated and transformed into evidence for justifiable decisions. (Swan et al., 2013, p. 89)

World History (9th/10th Grade)

In ninth and tenth grades, students apply their deeper understanding of social studies concepts on a global scale. The recommended context in the ninth and tenth grades 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 (11th Grade)

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 centuries, from 1877 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 that they have developed in civics, economics, geography, and history to explore pressing issues in our world today. The contexts in twelfth grade for these conceptual understandings are usually found in a semester of civics/government and a semester of current world problems (CWP). 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 rooted in 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 Learning Standards

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.

Civics: 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.

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

Geography: 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.

History: 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.

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

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.

Components

SSS1.9-12.1 Critique the precision of a claim about an issue or event.

SSS1.9-12.2 Critique the use of reasoning, sequencing, and details supporting the claim.

SSS1.9-12.3 Explain points of agreement and disagreement that experts have regarding interpretations of sources.

SSS1.9-12.4 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.

SSS1.9-12.5 Explain the challenge and opportunities of addressing problems over place and time using disciplinary and interdisciplinary lenses.

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.

Since Time Immemorial Connections

High School Curriculum

SSS1.9-12.1-5: U.S. History—11th Grade: Units 1, 2, 3, 4, 5, and 6
SSS1.9-12.1-5: Contemporary World Problems—12th Grade: Units 1, 2, 3, and 4
SSS1.9-12.1-5: Native Knowledge 360 PNW Inquiries—9th–12th Grade: *PNW History and Cultures Inquiry: Why Do the Foods We Eat Matter?* and *PNW Fish Wars Inquiry: What Kinds of Actions Can Lead to Justice?*

SSS2: Uses inquiry-based research.

Enduring Understanding

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

Components

SSS2.9–12.1 Create compelling and supporting questions that focus on an idea, issue, or event.

SSS2.9–12.2 Evaluate the validity, reliability, and credibility of sources when researching an issue or event.

SSS2.9–12.3 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.

SSS2.9–12.4 Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.

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?

Since Time Immemorial Connections

High School Curriculum

SSS2.9–12.1–4: U.S. History—11th Grade: Units 1, 2, 3, 4, 5, 6
SSS2.9–12.1–4: Contemporary World Problems—12th Grade: Units 1, 2, 3, and 4
SSS2.9–12.1–4: Native Knowledge 360 PNW Inquiries—9th–12th Grade: *PNW History and Cultures Inquiry: Why Do the Foods We Eat Matter?* and *PNW Fish Wars Inquiry: What Kinds of Actions Can Lead to Justice?*

SSS3: Deliberates public issues.

Enduring Understanding

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

Components

SSS3.9-12.1 Evaluate one's own viewpoint and the viewpoints of others in the context of a discussion.

SSS3.9-12.2 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.

SSS3.9-12.3 Use appropriate deliberative processes in multiple settings.

SSS3.9-12.4 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.

SSS3.9-12.5 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past and its relationship to the present.

SSS3.9-12.6 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.

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?

Since Time Immemorial Connections

High School Curriculum

SSS3.9-12.1 and 3-6: U.S. History—11th Grade: Units 1, 2, 3, 4, 5, and 6
SSS3.9-12.1 and 3-6: Contemporary World Problems—12th Grade: Units 1, 2, 3, and 4
SSS3.9-12.1 and 3-6: Native Knowledge 360 PNW Inquiries—9th–12th Grade: *PNW History and Cultures Inquiry: Why Do the Foods We Eat Matter?* and *PNW Fish Wars Inquiry: What Kinds of Actions Can Lead to Justice?*
SSS3.9-12.2: Native Knowledge 360 PNW Inquiries—9th–12th Grade: *PNW Fish Wars Inquiry: What Kinds of Actions Can Lead to Justice?*

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.

Enduring Understanding

- Social studies skills include the formation of questions, the ability to apply disciplinary knowledge and concepts, gather and evaluate sources, and develop claims and use evidence to support those claims.

Components

SSS4.9-12.1 Evaluate multiple reasons or factors to develop a position paper or presentation.

SSS4.9-12.2 Construct arguments using precise and knowledgeable claims, with evidence from multiple and reliable sources, while acknowledging counterclaims and evidentiary weaknesses.

SSS4.9-12.3 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, letters, debates, speeches, reports, and maps) and digital technologies (e.g. Internet, social media, and digital documentary).

SSS4.9-12.4 Create strategies to avoid plagiarism and respect intellectual property when developing a paper or presentation.

Sample Questions

- What constitutes a valid claim?
- What kinds of questions and sources are helpful when addressing a social science inquiry?
- Explain why historians and other social science experts have agreement and disagreement about interpretations and applications of disciplinary concepts.
- Why is it important to keep asking questions during research?

Since Time Immemorial Connections

High School Curriculum

SSS4.9-12.1-4: U.S. History—11th Grade: Units 1, 2, 3, 4, 5, and 6
SSS4.9-12.1-4: Contemporary World Problems—12th Grade: Units 1, 2, 3, and 4
SSS4.9-12.1-4: Native Knowledge 360 PNW Inquiries—9th–12th Grade: *PNW History and Cultures Inquiry: Why Do the Foods We Eat Matter?* and *PNW Fish Wars Inquiry: What Kinds of Actions Can Lead to Justice?*

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

Enduring Understanding

- 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 the English Bill of Rights and Magna Carta.

Components

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

This component is taught at the 11th and 12th grade level.

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

C1.11–12.1 Analyze and evaluate the ideas and principles contained in the foundational 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.

Sample Questions

- 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?

Since Time Immemorial Connections

High School Curriculum

C1.11–12.1–3: U.S. History—11th Grade: Units 1, 4, and 6
C1.11–12.1–3: Contemporary World Problems—12th Grade: Units 1 and 2
C1.11–12.1–3: Native Knowledge 360 PNW Inquiries—9th–12th Grade: *PNW Fish Wars Inquiry: What Kinds of Actions Can Lead to Justice?*

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

Enduring Understanding

- 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.

Components

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

C2.9-10.1 Explain how citizens and institutions address social and political problems at the local, state, tribal, national, and international level.

C2.9-10.2 Explain the origins, functions, and structure of government.

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

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 and balances in limiting the power of government at the national, state, and local levels.

Sample Questions

- How do citizens discern between powers of local, state, national, 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?
- In 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 national governments address immigrants?

Since Time Immemorial Connections

High School Curriculum

C2.9-10.1-2 and C2.11-12.1-2: U.S. History—11th Grade: Units 1, 2, 3, 4, 5, and 6
C2.9-10.1-2 and C2.11-12.1-2: Contemporary World Problems—12th Grade: Units 1, 2, 3, and 4
C2.9-10.3-4 and C2.11-12.3-4: U.S. History—11th Grade: Units 1 and 6
C2.9-10.3-4 and C2.11-12.3-4: Contemporary World Problems—12th Grade: Units 1, 2, and 4
C2.9-10.1-2; C2.9-10.3-4; C2.11-12.1-2; and C2.11-12.3-4: Native Knowledge 360 PNW Inquiries—9th–12th Grade: *PNW History and Cultures Inquiry: Why Do the Foods We Eat Matter?* and *PNW Fish Wars Inquiry: What Kinds of Actions Can Lead to Justice?*

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

Components

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.

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 U.S. affected other countries?

Since Time Immemorial Connections

High School Curriculum

C3.9-10.1 and C3.11-12.1: U.S. History—11th Grade: Units 1 and 6
C3.9-10.1 and C3.11-12.1: Contemporary World Problems—12th Grade: Unit 2
C3.9-10.2; C3.11-12.2; and C3.11-12.3: U.S. History—11th Grade: Units 1, 2, 3, 4, 5, and 6
C3.9-10.2; C3.11-12.2; and C3.11-12.3: Contemporary World Problems—12th Grade: Units 1, 2, 3, and 4
C3.11-12.4: U.S. History—11th Grade: Units 3 and 4
C3.11-12.4: Contemporary World Problems—12th Grade: Unit 1
C3.9-10.1-2 and C3.11-12.1-3: Native Knowledge 360 PNW Inquiries—9th–12th Grade: *PNW History and Cultures Inquiry: Why Do the Foods We Eat Matter?* and *PNW Fish Wars Inquiry: What Kinds of Actions Can Lead to Justice?*

C4: Understands civic involvement.

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.

Components

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 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.

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 for the common good?

Since Time Immemorial Connections

High School Curriculum

C4.9–10.1–4 and C4.11–12.1–4: Native Knowledge 360 PNW Inquiries—9th–12th Grade: *PNW History and Cultures Inquiry: Why Do the Foods We Eat Matter?* and *PNW Fish Wars Inquiry: What Kinds of Actions Can Lead to Justice?*

C4.11–12.1–4: U.S. History—11th Grade: Units 1, 5, and 6

C4.11–12.1–4: Contemporary World Problems—12th Grade: Units 1, 2, 3, and 4

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

Enduring Understanding

- People make decisions about how to use resources to maximize their well-being. They do this by assessing their available resources; considering the wants and needs of individuals and communities; and weighing the costs and benefits of various decisions.

Components

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.

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?

Since Time Immemorial Connections

High School Curriculum

E1.9-10.1-2 and E1.11-12.1-4: Native Knowledge 360 PNW Inquiries—9th–12th Grade: *PNW History and Cultures Inquiry: Why Do the Foods We Eat Matter?* and *PNW Fish Wars Inquiry: What Kinds of Actions Can Lead to Justice?*

E1.11-12.1-4: U.S. History—11th Grade: Units 1, 2, and 6

E1.11-12.1-4: Contemporary World Problems—12th Grade: Units 2, 3, and 4

E2: Understands how economic systems function.

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.

Components

By 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' incomes and preferences, 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 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.

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?

E2.9-10.1-4 and E2.11-12.1-7: Native Knowledge 360 PNW Inquiries—9th–12th Grade: *PNW History and Cultures Inquiry: Why Do the Foods We Eat Matter?* and *PNW Fish Wars Inquiry: What Kinds of Actions Can Lead to Justice?*
E2.11-12.1-7: U.S. History—11th Grade: Units 1, 2, and 6
E2.11-12.1-7: Contemporary World Problems—12th Grade: Units 2, 3, and 4

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

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.

Components

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.

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 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?

Since Time Immemorial Connections

High School Curriculum

E3.9-10.1-2 and E3.11-12.1-5: Native Knowledge 360 PNW Inquiries—9th–12th Grade: *PNW History and Cultures Inquiry: Why Do the Foods We Eat Matter?* and *PNW Fish Wars Inquiry: What Kinds of Actions Can Lead to Justice?*

E3.11-12.1-5: U.S. History—11th Grade: Units 1, 2, and 6

E3.11-12.1-5: Contemporary World Problems—12th Grade: Units 2, 3, and 4

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

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.

Components

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.

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?

Since Time Immemorial Connections

High School Curriculum

E4.9–10.1–2 and E4.11–12.1–6: Native Knowledge 360 PNW Inquiries—9th–12th Grade: *PNW History and Cultures Inquiry: Why Do the Foods We Eat Matter?* and *PNW Fish Wars Inquiry: What Kinds of Actions Can Lead to Justice?*

E4.11–12.1–6: U.S. History—11th Grade: Units 1, 2, and 6

E4.11–12.1–6: Contemporary World Problems—12th Grade: Units 2, 3, 4

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

Enduring Understanding

- The Earth's physical characteristics have a profound effect on the development of human cultures. Cultural development depends, in a significant way, on the places and regions in which they are located.

Components

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 about 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.

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 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 to and different from sub-Saharan Africa and in what ways is northern Africa really a part of the Middle East region?

Since Time Immemorial Connections

High School Curriculum

G1.9–10.1–4 and G1.11–12.1–7: Native Knowledge 360 PNW Inquiries—9th–12th Grade: *PNW History and Cultures Inquiry: Why Do the Foods We Eat Matter?* and *PNW Fish Wars Inquiry: What Kinds of Actions Can Lead to Justice?*

G1.11–12.1–7: U.S. History—11th Grade: Units 1, 2, and 4

G1.11–12.1–7: Contemporary World Problems—12th Grade: Units 2 and 3

G2: Understands human interaction with the environment.

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.

Components

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 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.

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?

Since Time Immemorial Connections

High School Curriculum

G2.9-10.1-4 and G2.11-12.1-7: Native Knowledge 360 PNW Inquiries—9th–12th Grade: *PNW History and Cultures Inquiry: Why Do the Foods We Eat Matter?* and *PNW Fish Wars Inquiry: What Kinds of Actions Can Lead to Justice?*

G2.11-12.1-7: U.S. History—11th Grade: Units 1, 2, and 4

G2.11-12.1-7: Contemporary World Problems—12th Grade: Units 2 and 3

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

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.

Components

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 historical events and the spatial diffusion of ideas, technologies, 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.

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?

Since Time Immemorial Connections

High School Curriculum

G3.9-10.1-4 and G3.11-12.1-5: Native Knowledge 360 PNW Inquiries—9th–12th Grade: *PNW History and Cultures Inquiry: Why Do the Foods We Eat Matter?* and *PNW Fish Wars Inquiry: What Kinds of Actions Can Lead to Justice?*

G3.11-12.1-5: U.S. History—11th Grade: Units 1, 2, and 4

G3.11-12.1-5: Contemporary World Problems—12th Grade: Units 2 and 3

H1: Understands historical chronology.

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.

Components

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:

- Global expansion and encounter (1450–1750)
- Age of Revolution (1750–1917)
- International conflicts (1870–present)
- Emergence and development of new nations (1900–present)
- 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:

- Industrialization and the emergence of the United States as a world power (1877–1918)
- Reform, prosperity, and the Great Depression (1918–1939)
- World War II, the Cold War, and international relations (1939–1991)
- Movements and domestic issues (1945–1991)
- Entering a new era (1991–present)

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?

Since Time Immemorial Connections

High School Curriculum

H1.9-10.1-3 and H1.11-12.1-2: Native Knowledge 360 PNW Inquiries—9th–12th Grade: *PNW History and Cultures Inquiry: Why Do the Foods We Eat Matter?* and *PNW Fish Wars Inquiry: What Kinds of Actions Can Lead to Justice?*

H1.11-12.1-2: U.S. History—11th Grade: Units 1, 2, 3, 4, 5, and 6

H1.11-12.1-2: Contemporary World Problems—12th Grade: Units 1, 2, 3, and 4

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

Components

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.

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?

Since Time Immemorial Connections

High School Curriculum

H2.9-10.1-4 and H2.11-12.1-5: Native Knowledge 360 PNW Inquiries—9th–12th Grade: *PNW History and Cultures Inquiry: Why Do the Foods We Eat Matter?* and *PNW Fish Wars Inquiry: What Kinds of Actions Can Lead to Justice?*

H2.11-12.1-5: U.S. History—11th Grade: Units 1, 2, 5, and 6

H2.11-12.1-5: Contemporary World Problems—12th Grade: Units 1, 2, 3, and 4

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

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.

Components

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.

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?

Since Time Immemorial Connections

High School Curriculum

H3.9-10.1-3 and H3.11-12.1-7: Native Knowledge 360 PNW Inquiries—9th–12th Grade: *PNW History and Cultures Inquiry: Why Do the Foods We Eat Matter?* and *PNW Fish Wars Inquiry: What Kinds of Actions Can Lead to Justice?*

H3.11-12.1-7: U.S. History—11th Grade: Units 1, 2, 3, 4, 5, and 6

H3.11-12.1-7: Contemporary World Problems—12th Grade: Units, 1, 2, 3, and 4

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

Enduring Understanding

- Historians study and compare people, places, ideas, and events to make sense of our world.

Components

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 about a current issue based on an analysis of history.

H4.11-12.3 Analyze how current events today are rooted in past events.

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?

Since Time Immemorial Connections

High School Curriculum

H4.9-10.1 and H4.11-12.1-3: Native Knowledge 360 PNW Inquiries—9th–12th Grade: *PNW History and Cultures Inquiry: Why Do the Foods We Eat Matter?* and *PNW Fish Wars Inquiry: What Kinds of Actions Can Lead to Justice?*

H4.11-12.1-3: U.S. History—11th Grade: Units 1, 2, 3, 4, 5, and 6

H4.11-12.1-3: Contemporary World Problems—12th Grade: Units 1, 2, 3, and 4

Learning Standards create coherent instruction within and throughout grade levels, intertwining content and thought processes to provide high expectations and access for all students. Standards articulate what students should know and be able to do in each content area.

Teachers plan instruction based on the learning standards as a means to drive the development of knowledge and skills.

Lead with Learning Standards.

Basic education—Goals of school districts. (RCW 28A.150.210)

The goals of each school district, with the involvement of parents and community members, shall be to provide opportunities for every student to develop the knowledge and skills essential to:

- Read with comprehension, write effectively, and communicate successfully in a variety of ways and settings and with a variety of audiences;
- Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history, including different cultures and participation in representative government; geography; arts; and health and fitness; Goals 3 and 4 are:
- Think analytically, logically, and creatively, and to integrate technology literacy and fluency as well as different experiences and knowledge to form reasoned judgments and solve problems; and
- Understand the importance of work and finance and how performance, effort, and decisions directly affect future career and educational opportunities.

Frequently Asked Questions (FAQs)

Q: What shifts have occurred in the Washington State K–12 Learning Standards for Social Studies?

A: For a detailed understanding of the revisions to the Washington State K–12 Learning Standards for Social Studies ("Learning Standards") please refer to the introduction to the Learning Standards document. There are three primary changes to the Learning Standards: First, language is adjusted to align with the language of both the Common Core and the College, Career, and Civic Life (C3) framework. This consistency of language helps connect the Learning Standards to both literacy and inquiry. Second, the Learning Standards are reformatted to be easier to apply and understand. Subjects are color coded and more clearly numbered to identify the subject and focus of each standard. Finally, the Learning Standards now include an "Enduring Understanding." The Enduring Understanding points the teacher and student towards the big idea that students should come away with once exposed to them.

Q: When the Superintendent of Public Instruction adopts learning standards, are they required to be taught in school districts?

A: Yes, when the content area is named as a primary goal in the Basic Education Act. If a content area is not named as a primary goal, then the learning standards must be taught if and when the subject is offered.

Q: What is the difference between Essential Academic Learning Requirements (EALRs) and learning standards?

A: Nothing. Washington's 1993 Basic Education Act defines Essential Academic Learning Requirements (EALRs) as what "students need to know and be able to do". In recent years, Washington has shifted to using the overarching term "learning standards" instead of EALRs. All current learning standards are posted on the Learning and Teaching page of the OSPI website.

Q: Is it required to teach every performance standard?

A: The team of educators who created the revised Washington State K–12 Learning Standards for Social Studies ("Learning Standards") has worked to make sure that the Learning Standards are both comprehensive and manageable. If social studies is provided reasonable academic time, teachers should be able to cover all Learning Standards in a grade level. If teachers introduce students to each Enduring Understanding, then all performance standards will be addressed. While the number of performance standards can seem daunting, best practices allow for the integrated teaching of multiple learning standards. Such integration is not limited to social studies; rather, cross-content teaching strategies incorporate, for example, English language arts, math, science, and the arts.

Q: Are all Washington State K–12 Learning Standards for Social Studies tested?

A: Teachers engaged in best practice will provide formative and summative assessment of student knowledge and skills throughout the year regardless of discipline. While the majority of assessments are not required, the State of Washington requires that students be administered a civics assessment in grades 4 or 5, 7 or 8, and 11 or 12.

Requirements for the civics assessments are found here:
https://app.leg.wa.gov/rcw/default.aspx?cite=28A.230.095.

OSPI-developed assessments for all grade levels and social studies content areas can be found on the OSPI website.

Q: Are the Washington State K–12 Learning Standards for Social Studies vertically aligned?

A: Yes. Teachers will find alignment in all five areas of the social studies. Teachers and students should recognize a progression of skills and disciplines increasing in complexity and rigor from grade to grade.

Q: Is there a difference between "learning standards" and "curriculum"?

A: Yes. Learning standards signify what "students need to know and be able to do"—the *what*. *Curriculum* refers to the set of lesson plans, units of study, textbooks, instructional materials, and/or teaching strategies that provide students access to the learning standards—the *how*. In this case, the term curriculum is used to reference the entire course design, not just the core instructional materials adopted by a district.

Q: Does OSPI provide curriculum to address learning standards?

A: Washington state operates under local control. This means districts are responsible for determining the most appropriate materials to address the learning standards and for providing those to teachers and students. The only exception is the requirement to teach local tribal history, per RCW 28A.320.170 https://app.leg.wa.gov/RCW/default.aspx?cite=28A.320.170. Because local tribal history is a required curriculum for all students, we have provided OSPI's *Since Time Immemorial* curriculum connections to learning standards within this document. As districts make curriculum choices to address learning standards, we recommend looking at both the learning standards documents and the OSPI-developed Washington Quality Review Rubric for Social Studies Lessons and Units (EQuIP format).

Q: Does social studies have to be taught at every grade?

A: Washington state has graduation requirements for social studies. In order for students to meet these graduation requirements, they must have significant knowledge of the social studies content areas. In order to ensure that all students can achieve to their fullest potential, districts must ensure that students have access to a high quality, comprehensive social studies education in all grade levels.

Q: What if a school or district can't teach ALL of the learning standards?

A: Effective and comprehensive implementation of the learning standards depends on high-quality curriculum, skilled teachers, and supportive school environments. Schools could consider conducting program evaluations to determine what barriers exist to implementing learning standards. Additionally, the teaching of learning standards can be integrated in such a way that math, English language arts, science, social studies, environmental and sustainability education, and other disciplines can be addressed within a single unit of study.

Omitting learning standards at any grade level leads to a loss of learning that may result in a lack of conceptual understanding at higher levels and may contribute to increased struggle in the process of achieving procedural fluency and application. Schools should identify strategies to implement all of the learning standards and endeavor to find solutions when there are challenges.

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