

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 These principles were established by such historical documents as the English Bill of Rights and Magna Carta.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