



Social Studies

**Essential Academic Learning Requirements:
A Recommended Grade-by-Grade Sequence for
Grade Level Expectations – Grades K-12**

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INTRODUCTION

Building on over a decade of progress

More than fifteen years ago, Washington passed a landmark school improvement act, and set out to create an education system that can “provide students with the opportunity to become responsible and respectful global citizens, to contribute to their economic well-being and that of their families and communities, to explore and understand different perspectives, and to enjoy productive and satisfying lives.” (RCW 28A.150.210)

Establishing learning goals and essential academic learning requirements (EALRs)

The journey began with the establishment in law of four state learning goals. Working from those goals, teams of teachers, parents and business leaders created over-arching “Essential Academic Learning Requirements,” or EALRS for reading, writing, mathematics, science, social studies, health and fitness, and the arts. Each EALR describes the big-picture skills and knowledge we want students to learn over the course of their K-12 school experience.

There are five EALRS for social studies – one each for civics, economics, geography, and history, and one for social studies skills, which describes the research, reasoning, and analytical skills students should be able to apply to each of these disciplines.

For each EALR, there are a handful of more specific statements, called “components,” and for each of these, up until now, there were benchmarks that described what students should know and be able to do in 5th and 8th grades and in high school.

The next step: Social studies Grade Level Expectations (GLEs)

Now we have taken the next step by providing K-12 educators with fully-developed Grade Level Expectations (GLEs) that specify what students should learn as they progress from grade to grade. Like the EALRS, the GLEs have been developed by statewide teams led by practicing social studies educators.

A grade-by grade sequence

The GLEs provide a grade-by-grade sequence of concepts, regional areas and chronological periods based on the framework of the EALRs and their components. 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 their students have equitable access to all of the skills that build a strong social studies background. The goal of the GLEs 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 EALRs and GLEs describe.

GOALS AND GUIDING PRINCIPLES FOR THE SOCIAL STUDIES GRADE LEVEL EXPECTATIONS (GLEs)

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 we want social studies to build in each student:

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 social studies Grade Level Expectations are based on these principles:

1. **Focus on enduring understanding.** The GLEs focus on the big ideas in civics, economics, geography, and history 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.

Guiding Principles, Continued

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 social 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 events and issues from near and far, and now and then.** 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 GLE examples to facilitate this.
7. **Meet the needs of all learners.** As with all the state's academic standards, the success of the social studies EALRs and GLEs 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.

SOCIAL STUDIES EALRS AND RATIONALES

K–12 EALR Statement

K–12 Component

Grade Level Expectations (GLEs)

K 1 2 3 4 5 6 7 8 9 10 11 12

• Example

• Example

EALRs AND RATIONALES

There are five EALRs in social studies, one for each of the discipline areas, civics, economics, geography, and history, and a fifth for social studies skills. Within each EALR, there are several components. The first components address basic concepts and the latter components ask students to apply their understanding of this core content.

Social Studies EALR 1: CIVICS - The student understands and applies knowledge of government, law, politics, and the nation's fundamental documents to make decisions about local, national, and international issues and to demonstrate thoughtful, participatory citizenship.

Component 1.1: Understands key ideals and principles of the United States, including those in the Declaration of Independence, the Constitution, and other fundamental documents.

Component 1.2: Understands the purposes, organization, and function of governments, laws, and political systems.

Component 1.3: Understands the purposes and organization of international relationships and United States foreign policy.

Component 1.4: Understands civic involvement.

Social Studies EALR 2: ECONOMICS - The student applies understanding of economic concepts and systems to analyze decision-making and the interactions between individuals, households, businesses, governments, and societies.

Component 2.1: Understands that people have to make choices between wants and needs and evaluate the outcomes of those choices.

Component 2.2: Understands how economic systems function.

Component 2.3: Understands the government's role in the economy.

Component 2.4: Understands the economic issues and problems that all societies face.

Social Studies EALR 3: GEOGRAPHY - The student uses a spatial perspective to make reasoned decisions by applying the concepts of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environments.

Component 3.1: Understands the physical characteristics, cultural characteristics, and location of places, regions, and spatial patterns on the Earth's surface.

Component 3.2: Understands human interaction with the environment.

Component 3.3: Understands the geographic context of global issues and events.

Social Studies EALR 4: HISTORY - The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes on local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.

Component 4.1: Understands historical chronology.

Component 4.2: Understands and analyzes causal factors that have shaped major events in history.

Component 4.3: Understands that there are multiple perspectives and interpretations of historical events.

Component 4.4: Uses history to understand the present and plan for the future.

Social Studies EALR 5: SOCIAL STUDIES SKILLS - The student understands and applies reasoning skills to conduct research, deliberate, form, and evaluate positions through the processes of reading, writing, and communicating.

Component 5.1: Uses critical reasoning skills to analyze and evaluate positions.

Component 5.2: Uses inquiry-based research.

Component 5.3: Deliberates public issues.

Component 5.4: Creates a product that uses social studies content to support a thesis and presents the product in an appropriate manner to a meaningful audience.

UNDERSTANDING GRADE LEVEL EXPECTATIONS

REQUIRED:

Essential Academic Learning Requirement (EALR): is a broad statement of the learning that applies to Grades K–12.

Component: is a statement that further defines and provides more specific information about the EALR. There is at least one component for each EALR.

Grade Level Expectation (GLE): is a statement containing the *essential content* to be learned and the *cognitive demand* required to learn it. An adaptation of *A Taxonomy for Teaching, Learning, and Assessing: A Revision of Bloom’s Taxonomy* (Anderson, *et al.*, 2001) was used to categorize the cognitive demand required of the student. A GLE may include a bulleted list of student demonstrations, evidence of learning statements, which are considered essential to the GLE.

Numbering System: Identifies the EALR, the component, and the GLE, in that order. In the example at right, the number 1 indicates the EALR, the number 1.1 indicates the component, and the number 1.1.2 indicates the GLE. Note: Grade levels are not referenced in the numbering system.

GLE tag: is a short name or descriptor for the numbered GLE that describes the content of the GLE.

SUGGESTED:

Examples: Provide specific illustrations of the learning. Most of the examples included in the document were written to correspond with the suggested unit (see explanation below). However, these examples are not exhaustive and educators are encouraged to find multiple ways by which learners can demonstrate what they know.

Suggested Unit: Refers to additional suggestions on how to organize the GLEs at this grade level. When accessing the GLEs online, it will be possible to view all of the GLEs in one grade level broken down by suggested units. These units group the GLEs around a central theme, region, and historical era. Most of the unit titles were taken from the K–12 social studies frameworks.

CBA: Refers to one of the 29 OSPI-developed classroom-based assessments that could be used to assess student ability to meet this GLE. CBAs are the Washington Assessment of Student Learning in social studies.

Scope and Sequence: The GLEs are sequenced in a particular order (e.g., History GLE 4.1.2 places ancient history in the sixth grade, Washington State history in seventh grade,), but districts are not required to follow this exact sequence. Instead, districts have the option to reorder the content or context of the GLEs within each grade band (i.e., 3–5, 6–8, and 9–12) provided that the reordering does not preclude students from learning the essential concepts, content, and skills in the GLEs over the course of their K–12 careers. (Note: State regulations allow Washington State History and Government to be offered in grades 7 through 12.)

EALR 1: CIVICS– The student understands and applies knowledge of government, law, politics, and the nation’s fundamental documents to make decisions about local, national, and international issues and to demonstrate thoughtful, participatory citizenship.

Component 1.1: Understands key ideals and principles of the United States, including those in the Declaration of Independence, the Constitution, and other fundamental documents.

| | |
|---|---|
| GLE | Grade 8 |
| 1.1.2 | <p>Evaluates efforts to reduce discrepancies between key ideals and reality in the United States including:</p> <ul style="list-style-type: none"> ▪ How amendments to the Constitution have sought to extend rights to new groups. ▪ How key ideals and constitutional principles set forth in fundamental documents relate to public issues. <p>Examples:</p> <ul style="list-style-type: none"> – Judges how well the fourteenth and fifteenth Amendments have expanded freedoms for African-Americans and other groups in the past and present. – Judges the legacy of the Declaration of Sentiments and Resolutions in Seneca Falls in promoting women’s right to own property. – Judges the legacy of the Dawes Act in promoting the rights of tribal governments. |
| Application of ideals & Principles | |
| Suggested Unit | U.S. - Development of the West, Industrialization, Immigration, and Urbanization (1870 – 1900) |
| CBA | Constitutional Issues |

An Overview of K–12 Social Studies Instruction

The Grade Level Expectations (GLEs) describe a connected series of learning competencies necessary to develop engaged, informed citizens. The GLEs define the knowledge and skills that students should gain from kindergarten through the twelfth grade. These expectations should not be the end of the social studies experience for students. Rather, they serve as a solid foundation for the continued application of social studies learning for college, work, and citizenship.

The recommended Grade-by-Grade sequence presented in the GLE document represents one of several possible paths students might take in learning the Washington State social studies standards. Below is an elaboration of the rationale for this K–12 scope and sequence. (see Appendix D).

| | K | 1 | 2 | 3 | 4 | 5 |
|----------------------------|---|---|---|--|--|--|
| Description of the Learner | <p>In kindergarten, students begin their investigation of the world using perspectives, concepts, and skills from the social studies. The context for social studies learning in kindergarten is the student’s interaction with classroom and school. The classroom serves as a microcosm of society in which decisions are made with respect to rights, rules, and responsibilities. They begin to learn the basic concepts of fairness and respect for the rights and opinions of others.</p> | <p>In first grade, students develop their understanding of basic concepts and ideas from civics, economics, geography, and history. The context for social studies learning in first grade is the family and the ways they choose to live and work together. To develop students’ understanding of the basic social studies concepts, students are asked to think about families nearby and those far away.</p> | <p>In second grade, students apply their emerging understanding of civics, economics, geography, and history to their communities and others around the world. Students learn about how their community works as well as the variety of ways that communities organize themselves. To develop conceptual understanding, students examine the geographic and economic aspects of life in their own neighborhoods and compare them to those of people long ago.</p> | <p>In third grade, students begin to explore more complex concepts and ideas from civics, economics, geography, and history as they study the varied backgrounds of people living in Washington and the rest of the United States. Emphasis is on cultures in the United States, including the study of American Indians. Students examine these cultures from the past and in the present and the impact they have had in shaping our contemporary society. They begin to look at issues and events from more than one perspective.</p> | <p>In fourth grade, students use their understanding of social studies concepts and skills to explore Washington State in the past and present. Students learn about the state’s unique geography and key eras in early Washington State history, particularly the treaty-making period. They use this historical perspective to help them make sense of the state’s geography, economy, and government today. The cognitive demand of many GLEs begins to include analysis and asks students to look at issues and events from multiple perspectives.</p> | <p>In fifth grade, students use their understanding of social studies concepts and cause-and-effect relationships to study the development of the United States up to 1791. By applying what they know from civics, economics and geography, students learn the ideals, principles, and systems that shaped this country’s founding. They conclude the fifth grade by applying their understanding of the country’s founding and the ideals in the nation’s fundamental documents to issues of importance to them today. This learning forms the foundation and understanding of social studies concepts that will provide students with the ability to examine their role in the community, state, nation, and world.</p> |

Districts are ultimately accountable for student learning through the implementation of assessments or other strategies as called for in RCW 28A.230.095. High student mobility across districts and the state present a challenge to districts. Over time, as districts across the state adopt the recommended sequence, students will be less impacted by mobility and school transfers.

| | 6 | 7 | 8 | 9/10 | 11 | 12 |
|--|--|--|--|--|--|--|
| | <p>In sixth grade, students are ready to deepen their understanding of the Earth and its peoples through the study of history, geography, politics, culture, and economic systems. The recommended context for social studies learning in sixth grade is world history and geography. Students begin their examination of the world by exploring the location, place, and spatial organization of the world's major regions. This exploration is then followed by looking at world history from its beginnings. Students are given an opportunity to study a few ancient civilizations deeply. In this way, students develop higher levels of critical thinking by considering why civilizations developed where and when they did and why they declined. Students analyze the interactions among the various cultures, emphasizing their enduring contributions and the link between the contemporary and ancient worlds.</p> | <p>In seventh grade, students become more proficient with the core concepts in social studies. There are two recommended contexts in which students can demonstrate this proficiency in the seventh grade. The first part of the year is focused on a continuation of world history from sixth grade as students look at the geography, civics, and economics of major societies up through 1450 C.E. The second part of the year asks students to bring their understanding to their world today as they examine Washington State from 1889 to the present. The study of Washington State includes an examination of the state constitution and key treaties. While these two contexts may be very different, the purpose of studying these different regions and eras is the same: to develop enduring understandings of the core concepts and ideas in civics, economics, geography, and history.</p> | <p>In eighth grade, 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 1900. Students explore the ideas, issues, and events from the framing of the Constitution up through Reconstruction and industrialization. After reviewing the founding of the United States, particularly 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. In particular, studying the causes and consequences of the Civil War helps them to comprehend more profoundly the rights and responsibilities of citizens in a culturally diverse democracy.</p> | <p>In ninth and tenth grade, students apply their deeper understanding of social studies concepts on a global scale. The recommended context in the ninth and tenth grade is modern world history, 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.</p> | <p>In eleventh grade, students have the intellectual and social capacity to develop serious historical knowledge and perspective, geographic literacy, economic understanding, and civic wisdom and commitment. The recommended context in eleventh grade in which to tap this capacity is U.S. history and government, 1890 to the present. Students consider multiple accounts of events and issues in order to understand the politics, economics, geography, and history of this country from a variety of perspectives. In addition, students examine the state and national constitutions and treaties and how these documents govern the rights and responsibilities of all residents and citizens in Washington and the rest of the United States.</p> | <p>In twelfth grade, students use the conceptual understandings they have developed in civics, economics, geography, and history to explore pressing issues in our world today. The recommended context for this exploration, therefore, focuses on contemporary world issues. By applying their learning from previous years to current topics, students situate current world issues in their historical, geographic, political, economic, and cultural contexts. The cognitive demand of the GLEs is primarily evaluation in an effort to leave these graduating students ready to become the next decision makers and leaders of their communities, the nation, and the world.</p> |

Social Studies

Essential Academic Learning Requirements: A Recommended Grade-by-Grade Sequence for Grade Level Expectations

Social Studies EALR 1: CIVICS The student understands and applies knowledge of government, law, politics, and the nation’s fundamental documents to make decisions about local, national, and international issues and to demonstrate thoughtful, participatory citizenship.

Component 1.1: Understands key ideals and principles of the United States, including those in the Declaration of Independence, the Constitution, and other fundamental documents.

| GLE | K | 1 | 2 | 3 | 4 | 5 |
|--------------------------------|--|---|--|---|--|--|
| 1.1.1 | <i>Recommended Scope & Sequence</i> | | | | | |
| IDEALS & PRINCIPLES | <p>Understands the key ideals of justice and fairness within the context of the classroom community.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Explains that there are rules to follow in the classroom and on the playground. – Explains that students can demonstrate fairness by sharing classroom supplies and playground equipment. | | <p>Understands the key ideal of public or common good within the context of the community.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Explains one’s responsibility to obey the law of not littering for the public good of the community. – Explains how people can respect the rights of others to live safely in the neighborhood by obeying speed limits. | <p>Understands the key ideals of unity and diversity.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Explains that the community is made up of people from various cultures. – Explains the benefits of diversity for a community, including the increased range of viewpoints, ideas, customs, and choices available. | <p>Understands the key ideal of rights set forth in Article I of the Washington State Constitution.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Explains that personal rights include not being deprived of life, liberty, or property, without due process of law (section three). – Explains that every person has the right to freely speak, write, and publish on all subjects (section five). – Explains how the right to religious choice protects people’s freedom (section eleven). | <p>Understands the key ideals of liberty and patriotism as outlined in the Declaration of Independence, U.S. Constitution, and other fundamental documents.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Explains that the Declaration of Independence was written to declare the freedom of the thirteen colonies from Great Britain. – Explains how the First Amendment promotes liberty. |
| Suggested Unit | Learning About Myself and My Classroom Community | | Our Community | Cultures in our Community | WA—Being Citizens in Washington | U.S.—Founding the Nation |
| CBA | | | | | | |

Note: The specific content in the examples are intended as suggestions. Most of the examples correspond with the suggested unit.

Social Studies EALR 1: CIVICS The student understands and applies knowledge of government, law, politics, and the nation’s fundamental documents to make decisions about local, national, and international issues and to demonstrate thoughtful, participatory citizenship.

Component 1.1: Understands key ideals and principles of the United States, including those in the Declaration of Independence, the Constitution, and other fundamental documents.

| GLE | 6 | 7 | 8 | 9/10 | 11 | 12 |
|---------------------|---|---|---|---|---|----|
| 1.1.1 | <i>Recommended Scope & Sequence</i> | | | <i>Recommended Scope & Sequence</i> | | |
| IDEALS & PRINCIPLES | | <p>Understands how key ideals set forth in fundamental documents, including the Washington State Constitution and tribal treaties, define the goals of our state.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Explains how liberty is defined in the Washington State Constitution. – Explains how justice is defined in the Washington State Constitution. – Explains how sovereignty is defined in and limited by tribal treaties. – Explains how the Washington State Constitution defines equality when declaring that it is “the paramount duty of the state to make ample provision for the education of all children residing within its borders, without distinction or preference on account of race, color, caste, or sex.” | <p>Understands key ideals and principles outlined in the Declaration of Independence, including life, liberty, and the pursuit of happiness, the U.S. Constitution, including the rule of law, separation of powers, representative government, and popular sovereignty, and the Bill of Rights, including due process and freedom of expression.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Explains how the Declaration of Independence establishes life, liberty, and the pursuit of happiness as goals for our nation. – Explains how the Constitution distinguishes popular sovereignty as a principle of our nation. | | <p>Analyzes and evaluates the ways in which the U.S. Constitution and other fundamental documents promote key ideals and principles.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Examines how arguments made in the Federalist Papers justify the principles of limited government, separation of powers, checks and balances, and federalism. – Critiques how well Article I of the Constitution limits Congressional powers. – Examines how the Preamble guides the application of the constitutional principles. – Critiques how well the <i>Boyd</i> decision promotes the goal of justice. – Examines how the <i>Brown v. Board of Education</i> decision promotes equality as one of the goals of our nation. – Examines how the Letter from a Birmingham Jail promotes equality as one of the goals of our nation. – Examines how the Civil Rights Act sought to extend democratic ideals. – Examines how the Twenty-sixth Amendment sought to extend democratic ideals. | |
| Suggested Unit | | WA—Railroads, Reform, Immigration, and Labor (1889–1930) | U.S.—Fighting for Independence and Framing the Constitution (1776–1815) | | U.S.—Our Foundations (1776–1791) | |
| CBA | | | Constitutional Issues | | Constitutional Issues | |

Note: The specific content in the examples are intended as suggestions. Most of the examples correspond with the suggested unit.

Social Studies EALR 1: CIVICS The student understands and applies knowledge of government, law, politics, and the nation’s fundamental documents to make decisions about local, national, and international issues and to demonstrate thoughtful, participatory citizenship.

Component 1.1: Understands key ideals and principles of the United States, including those in the Declaration of Independence, the Constitution, and other fundamental documents.

| GLE | K | 1 | 2 | 3 | 4 | 5 |
|---|--|---|---|---|--|---|
| 1.1.2 | <i>Recommended Scope & Sequence</i> | | | | | |
| APPLICATION OF IDEALS & PRINCIPLES | <p>Applies the ideals of justice and fairness when making choices or decisions in the classroom or on the playground.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Uses the classroom rules when making choices about behavior in the classroom and on the playground. – Uses the ideal of fairness when sharing classroom supplies and playground equipment. | | <p>Applies the key ideal of the public or common good to uphold rights and responsibilities within the context of the community.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Explains what effect following park rules has on the common good. | <p>Understands and applies the key ideals of unity and diversity within the context of the community.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Explains the diverse perspectives of cultural groups in the community. – Contributes one’s own diverse cultural perspective to the classroom community. | <p>Evaluates the effectiveness of a law or policy by explaining how it promotes ideals.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Critiques how well the seatbelt law of Washington State promotes the personal right to life [RCW 46.61.688]. – Critiques how well the legal ban on smoking in public places in Washington State promotes the right to life [RCW 70.160.030]. | <p>Evaluates how a public issue is related to constitutional rights and the common good.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Justifies how a position on the issue of censorship relates to freedom of speech. – Justifies how a position on the phrase “under God” in the Pledge of Allegiance relates to freedom of religion. |
| Suggested Unit | Learning About Myself and My Classroom Community | | Participating in Our Community | Cultures in Our Community | WA—Being Citizens in Washington | U.S.—The Legacy for Us Today |
| CBA | | | | | Whose Rules? | You Decide |

Note: The specific content in the examples are intended as suggestions. Most of the examples correspond with the suggested unit.

Social Studies EALR 1: CIVICS The student understands and applies knowledge of government, law, politics, and the nation’s fundamental documents to make decisions about local, national, and international issues and to demonstrate thoughtful, participatory citizenship.

Component 1.1: Understands key ideals and principles of the United States, including those in the Declaration of Independence, the Constitution, and other fundamental documents.

| GLE | 6 | 7 | 8 | 9/10 | 11 | 12 |
|------------------------------------|---|--|---|---|---|---|
| 1.1.2 | <i>Recommended Scope & Sequence</i> | | | <i>Recommended Scope & Sequence</i> | | |
| APPLICATION OF IDEALS & PRINCIPLES | | <p>Analyzes the relationship between the actions of people in Washington State and the ideals outlined in the State Constitution.</p> <p>Examples:</p> <ul style="list-style-type: none"> Examines the relationship between Washington State citizens’ support for Gordon Hirabayashi’s resistance to incarceration and the right to “due process” outlined in Article 1, Section 3 of the State Constitution. Examines the relationship between Washington State women’s contribution to the war effort during World War II and the equality of rights and responsibility outlined in Article 31, Section 1 of the State Constitution. Examines the relationship between the implementation of the Bracero Program and the personal rights outlined in Article 1, Section 3 of the State Constitution. | <p>Evaluates efforts to reduce discrepancies between key ideals and reality in the United States including:</p> <ul style="list-style-type: none"> How amendments to the Constitution have sought to extend rights to new groups; and How key ideals and constitutional principles set forth in fundamental documents relate to public issues. <p>Examples:</p> <ul style="list-style-type: none"> Judges how well the Fourteenth and Fifteenth Amendments have expanded freedoms for African Americans and other groups in the past and present. Judges the legacy of the Declaration of Sentiments and Resolutions in Seneca Falls in promoting women’s right to own property. Judges the legacy of the Indian Reorganization Act in promoting the rights of tribal governments. | | <p>Evaluates how well court decisions and government policies have upheld key ideals and principles in the United States.</p> <p>Examples:</p> <ul style="list-style-type: none"> Critiques how courts and government policies have supported or failed to support civil rights. Critiques how courts and government policies have supported or failed to support the constitutional right to freedom of speech. Critiques how well the Supreme Court decision in <i>Parents Involved in Community Schools v. Seattle School Dist. No. 1</i> upheld the right to equal protection. | <p>Evaluates relationships between key ideals and historical and current realities.</p> <p>Examples:</p> <ul style="list-style-type: none"> Judges the relationship between environmental regulations and the constitutional principle of eminent domain. Judges the relationship between the concept of equal opportunity and the effects of the Individuals with Disabilities Education Act (IDEA). Judges the relationship between the concept of state’s rights and the effects of the No Child Left Behind Act. Judges the relationship between the <i>Boldt</i> decision and the rights of non-Indians. |
| Suggested Unit | | WA—The Great Depression and World War II (1930–1945) | U.S.—Looking Forward | | U.S.—Entering a New Era (1991–Present) | CWP - Human Rights |
| CBA | | | Constitutional Issues | | Constitutional Issues | |

Note: The specific content in the examples are intended as suggestions. Most of the examples correspond with the suggested unit.

Social Studies EALR 1: CIVICS The student understands and applies knowledge of government, law, politics, and the nation’s fundamental documents to make decisions about local, national, and international issues and to demonstrate thoughtful, participatory citizenship.

Component 1.2: Understands the purposes, organization, and function of governments, laws, and political systems.

| GLE | K | 1 | 2 | 3 | 4 | 5 |
|--------------------------------|---|---|--|---|--|---|
| 1.2.1 | <i>Recommended Scope & Sequence</i> | | | | | |
| STRUCTURE OF GOVERNMENT | <p>Remembers the people who make and carry out rules in the classroom and school.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Identifies the teacher, principal, vice principal, counselor, and others who make and carry out rules at the school. | | <p>Understands the basic organization of government in the community.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Explains that cities are governed by mayors and city councils. – Explains that police and judges enforce laws. | | <p>Understands that governments are organized into local, state, tribal, and national levels.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Explains the hierarchy of state government over local government. – Explains that tribal governments are sovereign, separate from state and local governments. | <p>Understands the organization of the United States government.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Explains that the national government is organized into three branches: executive, legislative, and judicial. – Explains who is involved in each of the branches of government. – Explains that the President and the Cabinet are part of the federal executive branch. |
| Suggested Unit | Learning About Myself and My Classroom Community | | Our Community | | WA—Being Citizens in Washington | U.S.—Founding the Nation |
| CBA | | | | | | |

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Social Studies EALR 1: CIVICS The student understands and applies knowledge of government, law, politics, and the nation’s fundamental documents to make decisions about local, national, and international issues and to demonstrate thoughtful, participatory citizenship.

Component 1.2: Understands the purposes, organization, and function of governments, laws, and political systems.

| GLE | 6 | 7 | 8 | 9/10 | 11 | 12 |
|-------------------------|---|---|--|---|----|----|
| 1.2.1 | <i>Recommended Scope & Sequence</i> | | | <i>Recommended Scope & Sequence</i> | | |
| STRUCTURE OF GOVERNMENT | | <p>Understands and analyzes the structure, organization, and powers of government at the local, state, and tribal levels including the concept of tribal sovereignty.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Explains the organization and powers of city and county government. – Explains the organization and powers of the three branches of Washington State government. – Explains the organization and powers of a local tribal government. – Explains the populist features of the Washington State Constitution, including initiative and referendum. | <p>Understands and analyzes the structure and powers of government at the national level.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Examines Article 1 of the U.S. Constitution and identifies the powers and responsibilities of the House of Representatives and Senate. – Examines Article 2 of the U.S. Constitution and identifies the powers and responsibilities of the President and his cabinet. – Examines Article 3 of the U.S. Constitution and identifies the responsibilities and powers of the Supreme Court. – Examines how the Supreme Court exercised powers outlined in Article 3 of the Constitution when ruling in <i>Cherokee Nation v. Georgia</i>. – Examines how Congress exercised powers outlined in Article 1 of the Constitution when it passed the Missouri Compromise. – Examines how President Jefferson used Article 2 of the Constitution to justify his role in the Louisiana Purchase. | | | |
| Suggested Unit | | WA—Contemporary Washington State (1980—present) | U.S.—Slavery, Expansion, Removal, and Reform (1801—1850) | | | |
| CBA | | | Checks and Balances | | | |

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Social Studies EALR 1: CIVICS The student understands and applies knowledge of government, law, politics, and the nation’s fundamental documents to make decisions about local, national, and international issues and to demonstrate thoughtful, participatory citizenship.

Component 1.2: Understands the purposes, organization, and function of governments, laws, and political systems.

| GLE | K | 1 | 2 | 3 | 4 | 5 |
|------------------------|---|---|--|---|---|---|
| 1.2.2 | <i>Recommended Scope & Sequence</i> | | | | | |
| FUNCTION OF GOVERNMENT | <p>Understands the purpose of rules in the classroom and school.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Explains that classroom rules are important so everyone can learn. – Explains that playground rules are important so everyone is safe. | | <p>Understands the basic function of government and laws in the community.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Explains that city governments make and enforce laws to support a safe community. – Explains that city governments support local businesses and neighborhoods by improving and maintaining streets and sidewalks. | | <p>Understands how and why state and tribal governments make, interpret, and carry out policies, rules, and laws.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Explains how Senate Bill 5610 promoting salmon recovery became a law in 2005. – Explains how a local tribal council created its code of laws. – Explains how the seatbelt law attempts to solve the problem of injury collisions. – Identifies and explains how the voters of Washington State participated in making the law that banned smoking in public places. | <p>Understands the function of the United States government.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Explains how the legislative branch makes laws. – Explains how the judicial branch judges laws according to the U.S. Constitution. |
| Suggested Unit | Learning About Myself and My Classroom | | Our Community | | WA—Being Citizens in Washington | U.S.—Founding the Nation |
| CBA | | | | | Whose Rules? | |

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Social Studies EALR 1: CIVICS The student understands and applies knowledge of government, law, politics, and the nation’s fundamental documents to make decisions about local, national, and international issues and to demonstrate thoughtful, participatory citizenship.

Component 1.2: Understands the purposes, organization, and function of governments, laws, and political systems.

| GLE | 6 | 7 | 8 | 9/10 | 11 | 12 |
|------------------------|---|---|---|---|---|---|
| 1.2.2 | <i>Recommended Scope & Sequence</i> | | | <i>Recommended Scope & Sequence</i> | | |
| FUNCTION OF GOVERNMENT | | | <p>Evaluates the effectiveness of the system of checks and balances in the United States based on an event.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Critiques the effectiveness of checks and balances when President Andrew Jackson ignored the Supreme Court’s ruling in <i>Cherokee Nation v. Georgia</i>. – Critiques the effectiveness of checks and balances when President James Polk took control of Mexican territory without a formal declaration of war. – Critiques the effectiveness of checks and balances in the Supreme Court case of <i>Marbury v. Madison</i>. | | <p>Evaluates the effectiveness of the system of checks and balances during a particular administration, court, Congress, or legislature.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Critiques the effectiveness of checks and balances during the administration of President Franklin D. Roosevelt and his attempts to implement New Deal policies and increase the number of Supreme Court justices. – Critiques the effectiveness of checks and balances during the Taft Court (1921–1930). – Critiques the effectiveness of checks and balances during the Rehnquist Court (1986–2005). – Critiques the effectiveness of checks and balances during Lyndon Johnson’s tenure as the Senate Majority Leader (1954–1961). | <p>Evaluates the effectiveness of federalism in promoting the common good and protecting individual rights.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Critiques the Patriot Act as it relates to rights established in the U.S. Constitution. – Critiques the actions of the federal government in protecting the Columbia River tribes’ fishing rights against state policies. |
| Suggested Unit | | | U.S.—Slavery, Expansion, Removal, and Reform (1801–1850) | | U.S.—Reform, Prosperity, and the Great Depression (1918–1939) | CWP—Human Rights |
| CBA | | | Checks and Balances | | Checks and Balances | |

Note: The specific content in the examples are intended as suggestions. Most of the examples correspond with the suggested unit.

Social Studies EALR 1: CIVICS The student understands and applies knowledge of government, law, politics, and the nation’s fundamental documents to make decisions about local, national, and international issues and to demonstrate thoughtful, participatory citizenship.

Component 1.2: Understands the purposes, organization, and function of governments, laws, and political systems.

| GLE | 6 | 7 | 8 | 9/10 | 11 | 12 |
|----------------------------|--|---|---|--|----|--|
| 1.2.3 | <i>Recommended Scope & Sequence</i> | | | <i>Recommended Scope & Sequence</i> | | |
| FORMS OF GOVERNMENT | <p>Understands a variety of forms of government from the past or present.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Compares monarchy and democracy in ancient Greece and ancient Egypt. – Explains the “Mandate of Heaven” as a principle in the creation of Chinese Dynasties. | <p>Understands various forms of government and their effects on the lives of people in the past or present.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Compares the effects of theocracy on the lives of people in the Islamic Caliphate and the Mayan Kingdom. – Compares and contrasts the effects of feudalism on the lives of people in medieval Europe and Japan. | <p>Understands that the U.S. government includes concepts of both a democracy and a republic.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Explains how the United States government can be considered a “constitutional democracy” because the people are the ultimate source of authority. – Explains how the United States government can be considered a “constitutional republic” because its leaders and officials are elected as representatives of the people. | <p>Evaluates the impact of various forms of government on people in the past or present.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Weighs the impact of the Qing Dynasty government on the people of China as compared with life under communist rule. – Weighs the impact of the British occupation of Hong Kong compared with life under China’s “one-country, two systems” control. | | <p>Analyzes and evaluates the structures of state, tribal, and federal forms of governments by comparing them to those of other governments.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Critiques the structure of the United States government by comparing it with that of a parliamentary government. – Critiques the structure of the United States government by comparing it with that of a constitutional government with unlimited power. – Examines the structure of a treaty tribe’s government by comparing it with that of an executive order tribe or federally-unrecognized tribe. |
| Suggested Unit | World—Ancient Civilizations (8000 BCE—600 CE) | World—Major Societies (600—1450) | U.S.—Fighting for Independence and Framing the Constitution (1776—1815) | World—International Conflicts (1870—present) | | CWP—Civic Action and Responsibility |
| CBA | | | | | | |

Note: The specific content in the examples are intended as suggestions. Most of the examples correspond with the suggested unit.

Social Studies EALR 1: CIVICS The student understands and applies knowledge of government, law, politics, and the nation’s fundamental documents to make decisions about local, national, and international issues and to demonstrate thoughtful, participatory citizenship.

Component 1.2: Understands the purposes, organization, and function of governments, laws, and political systems.

| GLE | 6 | 7 | 8 | 9/10 | 11 | 12 |
|-------------------|---|---|---|---|----|---|
| 1.2.4 | <i>Recommended Scope & Sequence</i> | | | <i>Recommended Scope & Sequence</i> | | |
| POLITICAL PARTIES | | | | | | <p>Understands and evaluates how political systems in the United States operate.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Evaluates the political system examining the role of the chair and the caucus in national and state legislative bodies. – Explains the impact of third party candidates on United States elections. – Evaluates how interest groups use money to promote their agendas and influence the political system. – Evaluates the effectiveness of current campaign finance laws. – Explains how local tribal governments operate and interact within local, state, and federal governments on issues of environmental and conservation initiatives. |
| Suggested Unit | | | | | | CWP—Civic Action and Responsibility |
| CBA | | | | | | Government Revenue and Responsibility |

Note: The specific content in the examples are intended as suggestions. Most of the examples correspond with the suggested unit.

Social Studies EALR 1: CIVICS The student understands and applies knowledge of government, law, politics, and the nation’s fundamental documents to make decisions about local, national, and international issues and to demonstrate thoughtful, participatory citizenship.

Component 1.3: Understands the purposes and organization of international relationships and United States foreign policy.

| GLE | 6 | 7 | 8 | 9/10 | 11 | 12 |
|------------------------------------|---|---|--|---|---|---|
| 1.3.1 | <i>Recommended Scope & Sequence</i> | | | <i>Recommended Scope & Sequence</i> | | |
| INTERNATIONAL RELATIONSHIPS | <p>Analyzes how societies have interacted with one another in the past or present.</p> <p>Examples:</p> <ul style="list-style-type: none"> Examines how goods were exchanged along the Silk Road between China and the Middle East. Examines trade between Minoan and Egyptian societies. Examines alliances between the Assyrians and the Egyptians. Examines how Alexander the Great expanded the Macedonian empire through military conquest and cultural assimilation of neighboring societies. | <p>Analyzes how international agreements have affected Washington State in the past or present.</p> <p>Examples:</p> <ul style="list-style-type: none"> Examines how the World Trade Organization has affected environmental regulations and employment opportunities in Washington State. Examines how treaties have affected fishing in Washington State. | <p>Analyzes how the United States has interacted with other countries in the past or present.</p> <p>Examples:</p> <ul style="list-style-type: none"> Examines how the Dawes Act resulted in loss of land and economic devastation for tribes. Examines how the United States government recruited workers from China to build the Transcontinental Railroad. Examines how the United States recruited workers from Europe to provide industrial labor. | <p>Analyzes the relationships and tensions between national interests and international issues in the world in the past or present.</p> <p>Examples:</p> <ul style="list-style-type: none"> Examines the relationship between the United States and Mexico in addressing labor issues. | <p>Analyzes and evaluates the causes and effects of U.S. foreign policy on people in the United States and the world in the past or present.</p> <p>Examples:</p> <ul style="list-style-type: none"> Examines why the United States policy of the Truman Doctrine was implemented and critiques the costs and benefits for Korea. Examines why the United States was involved in Vietnam between 1950 and 1975 and critiques the costs and benefits of this policy for the United States and the world. | <p>Evaluates the impact of international agreements on contemporary world issues.</p> <p>Examples:</p> <ul style="list-style-type: none"> Critiques the advantages and disadvantages of belonging to international organizations, such as the United Nations, or adhering to international agreements, such as the North American Free Trade Agreement. Judges how the ruling in <i>California v. Cabazon Band of Mission Indians (1987)</i> has affected tribal sovereignty. |
| Suggested Unit | World—Ancient Civilizations (8000 BCE—600 CE) | WA—Contemporary Washington State (1980—present) | U.S.—Development and Struggles in the West, Industrialization, Immigration, and Urbanization (1870—1900) | World—International Conflicts (1870—present) | U.S.—World War II, the Cold War, and International Relations (1945—1991) | CWP—Globalization and the Economy |
| CBA | | International Relations | | | U.S. Foreign Policy | |

Note: The specific content in the examples are intended as suggestions. Most of the examples correspond with the suggested unit.

Social Studies EALR 1: CIVICS The student understands and applies knowledge of government, law, politics, and the nation’s fundamental documents to make decisions about local, national, and international issues and to demonstrate thoughtful, participatory citizenship.

Component 1.4: Understands civic involvement.

| GLE | K | 1 | 2 | 3 | 4 | 5 |
|-------------------|---|---|--|---|--|---|
| 1.4.1 | <i>Recommended Scope & Sequence</i> | | | | | |
| CIVIC INVOLVEMENT | | | <p>Understands that citizenship and civic involvement in the neighborhood and community are the rights and responsibilities of individuals.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Explains that citizens have the right to live in a safe community. – Explains that citizens have the responsibility to obey the laws of the community. – Explains that citizens have the responsibility to take care of the environment in the community. | | <p>Understands that civic participation involves being informed about public issues and voting in elections.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Explains that reading the newspaper or watching the news can help a citizen stay informed about public issues. – Explains that attending a town meeting can help a citizen stay informed about public issues. – Explains why voting is a civic duty. | <p>Understands that civic participation involves being informed about how public issues are related to rights and responsibilities.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Explains how the public issue of censorship is related to the right to freedom of speech. – Explains how the public issue of “under God” in the Pledge of Allegiance is related to the right to freedom of religion. – Explains how the public issue of maintaining public parks is related to the responsibility of paying taxes. |
| Suggested Unit | | | Participating in Our Community | | WA—Being Citizens in Washington | U.S.—The Legacy for Us Today |
| CBA | | | | | | You Decide |

Note: The specific content in the examples are intended as suggestions. Most of the examples correspond with the suggested unit.

Social Studies EALR 1: CIVICS The student understands and applies knowledge of government, law, politics, and the nation’s fundamental documents to make decisions about local, national, and international issues and to demonstrate thoughtful, participatory citizenship.

Component 1.4: Understands civic involvement.

| GLE | 6 | 7 | 8 | 9/10 | 11 | 12 |
|--------------------------|--|---|--|------|---|--|
| 1.4.1 | <i>Recommended Scope & Sequence</i> | | | | <i>Recommended Scope & Sequence</i> | |
| CIVIC INVOLVEMENT | <p>Understands the historical origins of civic involvement.</p> <p>Examples:</p> <ul style="list-style-type: none"> Explains how the male, property-owning citizens of ancient Athens practiced direct democracy. | <p>Understands the effectiveness of different forms of civic involvement.</p> <p>Examples:</p> <ul style="list-style-type: none"> Explains the influence of letters to the editor of the local paper on school funding and instructional resources. Explains the influence of testimony at public hearings on laws regulating the use of private property. Explains how lobbying the legislature contributed to the passage of the “Becca Bill.” | <p>Analyzes how a position on an issue attempts to balance individual rights and the common good.</p> <p>Examples:</p> <ul style="list-style-type: none"> Takes a position on federal immigration policy that attempts to balance human rights with national security. Takes a position on government surveillance that attempts to preserve individual privacy while maintaining national security. | | <p>Analyzes and evaluates ways of influencing local, state, and national governments to preserve individual rights and promote the common good.</p> <p>Examples:</p> <ul style="list-style-type: none"> Evaluates the effectiveness of states’ initiative processes in preserving individual rights and promoting the common good. Evaluates the effectiveness of voting in recent presidential elections in promoting the common good and preserving individual rights. Evaluates the effectiveness of the campaigns of Mothers Against Drunk Driving in preserving individual rights and promoting the common good. Evaluates the effectiveness of the campaigns against “hate crimes” by gay-lesbian-bisexual-transgendered organizations in preserving individual rights and promoting the common good. Using examples of different groups of people in American society, analyzes instances in which unalienable rights were denied and evaluates the effectiveness of the struggles that ensued to guarantee those rights. | <p>Analyzes and evaluates ways of influencing national governments and international organizations to establish or preserve individual rights and/or promote the common good.</p> <p>Examples:</p> <ul style="list-style-type: none"> Using examples of different groups of people in China, examines instances in which individual rights were denied and the struggles that ensued to establish those rights. Critiques how private corporations in Africa affect the establishment of individual rights and preservation of the common good. Critiques the effectiveness of what different groups did to stop the violence in East Timor in the 1990s. |
| Suggested Unit | World—Ancient Civilizations (8000 BCE—600 CE) | WA—Contemporary Washington State (1980—present) | U.S.—Looking Forward | | U.S.—Entering a New Era (1991—present) | CWP—Human Rights |
| CBA | | | Constitutional Issues | | Constitutional Issues | |

Note: The specific content in the examples are intended as suggestions. Most of the examples correspond with the suggested unit.

Social Studies EALR 2: **ECONOMICS** The student applies understanding of economic concepts and systems to analyze decision-making and the interactions between individuals, households, businesses, governments, and societies.

Component 2.1: Understands that people have to make choices between wants and needs and evaluate the outcomes of those choices.

| GLE | K | 1 | 2 | 3 | 4 | 5 |
|-------------------------|---|--|---|---|--|---|
| 2.1.1 | <i>Recommended Scope & Sequence</i> | | | | | |
| ECONOMIC CHOICES | | <p>Understands that when individuals and families make choices about meeting their needs and wants, something is gained and something is given up.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Explains that families make choices about the need for buying groceries based on cost, availability, family or cultural customs, and personal taste. – Explains that when families make choices about moving, a new home is gained and an old neighborhood is given up. | <p>Understands that members of the community make choices among products and services that have costs and benefits.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Explains how people’s choice of purchasing goods from a large business can result in the loss of smaller businesses. – Explains the costs and benefits that food banks and thrift stores provide for people in the community. | | <p>Understands and analyzes the costs and benefits of people’s decisions to move and relocate to meet their needs and wants.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Examines the costs to pioneers on the Oregon Trail versus the benefits they received once they reached their destination. – Examines the effects of the Oregon Trail on tribes living in the Pacific Northwest. | <p>Analyzes the costs and benefits of decisions colonists made to meet their needs and wants.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Examines the reasons why colonists chose to dump tea into the Boston Harbor on December 16, 1773. – Examines reasons why colonists chose to move away from Britain, including needs such as economic opportunities and wants such as freedom of religion. – Examines the costs colonists faced when deciding to move to the Americas, including the costs of lost possessions and risks to personal safety and the benefits of economic opportunities and freedoms once settlements were formed. |
| Suggested Unit | | Families in Our Community | Communities Meeting Their Needs and Wants | | WA—Exploring the Pacific Northwest Prior to Statehood | U.S.—Encounter, Colonization, and Devastation |
| CBA | | | | | People on the Move | |

Note: The specific content in the examples are intended as suggestions. Most of the examples correspond with the suggested unit.

Social Studies EALR 2: **ECONOMICS** The student applies understanding of economic concepts and systems to analyze decision-making and the interactions between individuals, households, businesses, governments, and societies.

Component 2.1: Understands that people have to make choices between wants and needs and evaluate the outcomes of those choices.

| GLE | 6 | 7 | 8 | 9/10 | 11 | 12 |
|-------------------------|---|---|--|--|---|--|
| 2.1.1 | <i>Recommended Scope & Sequence</i> | | | <i>Recommended Scope & Sequence</i> | | |
| ECONOMIC CHOICES | <p>Analyzes the costs and benefits of economic choices made by groups and individuals in the past or present.</p> <p>Examples:</p> <ul style="list-style-type: none"> Examines how the Phoenicians' use of finite natural resources forced them to relocate. | <p>Analyzes the importance of financial literacy in making economic choices related to spending, saving, and investing.</p> <p>Examples:</p> <ul style="list-style-type: none"> Examines the costs and benefits of getting a credit card and accumulating debt. Examines the pros and cons of buying a Washington State lottery ticket. Examines how people in Washington State make choices about where to invest their money for the highest return and lowest risk. Examines how people evaluate advertising when choosing where to spend their money. | <p>Analyzes examples of how groups and individuals have considered profit and personal values in making economic choices in the past or present.</p> <p>Examples:</p> <ul style="list-style-type: none"> Examines how the profit motive inspired the entrepreneurship of Levi Strauss, Richard Sears, Alvah Roebuck, Henry Wells, and William G. Fargo during the Gold Rush. Examines how the personal values of settlers determined what services were established, including saloons and general stores. | <p>Analyzes how the costs and benefits of economic choices have shaped events in the world in the past or present.</p> <p>Examples:</p> <ul style="list-style-type: none"> Examines how competition for natural resources contributed to the beginning of World War I and World War II. Examines how the French bourgeoisie's commercial success contributed to the beginning of the French Revolution. Examines how latifundistas' decisions to expand their plantations contributed to the desire in Latin America for independence from Spain. | <p>Analyzes the incentives for people's economic choices in the United States in the past or present.</p> <p>Examples:</p> <ul style="list-style-type: none"> Examines what economic incentives caused people to join labor unions in large numbers during the Great Depression. Examines how the overproduction of agricultural products led farmers to destroy their supply to boost prices at the beginning of the Great Depression. Examines how automobile producers set prices in the 1920s to generate sustainable demand among middle-class Americans. Examines what economic incentives caused the U.S. government to institute the Bracero program. | <p>Analyzes how economic choices made by groups and individuals in the global economy can impose costs and provide benefits.</p> <p>Examples:</p> <ul style="list-style-type: none"> Examines how choices made by businesses in China to produce low-price consumer goods affect economic opportunities in Washington State. Examines the costs and benefits of Boeing's decision to produce the Dreamliner. Examines the costs and benefits of the outsourcing of steel production for residents in the United States. Examines the costs to and benefits for U.S. residents on Intel's decision to outsource the production of computer chips to China. Evaluates the costs and benefits of individuals' decisions to buy a hybrid automobile, boycott Nike, or purchase only shade-grown coffee. |
| Suggested Unit | World—Ancient Civilizations (8000 BCE—600 CE) | WA—Contemporary Washington State (1980—present) | U.S.—Development and Struggles in the West, Industrialization, Immigration, and Urbanization (1870—1900) | World—Age of Revolutions (1750—1917) | U.S.—Reform, Prosperity, and the Great Depression (1918—1939) | CWP—Globalization and the Economy |
| CBA | People on the Move | | | | | You and the Economy |

Note: The specific content in the examples are intended as suggestions. Most of the examples correspond with the suggested unit.

Social Studies EALR 2: **ECONOMICS** The student applies understanding of economic concepts and systems to analyze decision-making and the interactions between individuals, households, businesses, governments, and societies.

Component 2.2: Understands how economic systems function.

| GLE | K | 1 | 2 | 3 | 4 | 5 |
|-------------------------|---|---|---|---|---|---|
| 2.2.1 | <i>Recommended Scope & Sequence</i> | | | | | |
| ECONOMIC SYSTEMS | | | <p>Understands the basic elements of a community's economic system, including producers, distributors, and consumers of goods and services.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Explains that goods sold in local stores are used by people living in the community to meet their needs and wants. – Explains that people in communities are consumers of the public safety services that police officers or fire fighters provide. | <p>Understands how the economic systems of groups are influenced by laws, values, and customs.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Explains how the farming and herding practices of Eastern Woodland peoples reflected how they viewed their environment. – Explains how the basket and rug weaving customs of the Southwest tribes contributed to their economy through trade. – Compares how laws, values, and customs affected the ways in which Pueblo tribes and Plains tribes built homes; produced, gathered, or hunted food; and made clothing and tools. | <p>Understands the basic elements of Washington State's economic system, including agriculture, businesses, industry, natural resources, and labor.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Explains components of Washington State's timber industry, including the trees, workers, production mills, and consumers of wood products. – Explains components of Washington State's agricultural industry, including the natural resources of land and water, the farmers and laborers, the distributors, and the consumers of agricultural products. – Compares how the geography, available natural resources, climate, and the available labor force affect the economic opportunities available in rural and urban Washington State. – Examines how technology and transportation industries impact the economy of Western Washington. – Examines how irrigating the semi-desert climate of Eastern Washington has impacted the economies of Indian tribes and other residents in Washington State. | |
| Suggested Unit | | | Communities Meeting Their Needs and Wants | First Nations of North America | WA—Living in Washington: Its Geography, Resources, and the Economy | |
| CBA | | | | Meeting Needs and Wants | | |

Note: The specific content in the examples are intended as suggestions. Most of the examples correspond with the suggested unit.

Social Studies EALR 2: **ECONOMICS** The student applies understanding of economic concepts and systems to analyze decision-making and the interactions between individuals, households, businesses, governments, and societies.

Component 2.2: Understands how economic systems function.

| GLE | 6 | 7 | 8 | 9/10 | 11 | 12 |
|-------------------------|--|--|---|---|--|--|
| 2.2.1 | <i>Recommended Scope & Sequence</i> | | | <i>Recommended Scope & Sequence</i> | | |
| ECONOMIC SYSTEMS | <p>Understands the production, distribution, and consumption of goods, services, and resources in societies from the past or in the present.</p> <p>Examples:</p> <ul style="list-style-type: none"> Compares the production and distribution of agricultural goods in Egypt and Mesopotamia. | <p>Analyzes the production, distribution, and consumption of goods, services, and resources in societies from the past or in the present.</p> <p>Examples:</p> <ul style="list-style-type: none"> Examines the types of services offered under feudalism in medieval Europe and Japan in helping people meet their needs and wants. Examines the role women played in the Washington State economy before, during, and after World War II. | <p>Analyzes 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.</p> <p>Examples:</p> <ul style="list-style-type: none"> Examines the use of immigrant labor in the building of the transcontinental railroads as a result of the forces of supply and demand. | <p>Understands and analyzes how planned and market economies have shaped the production, distribution, and consumption of goods, services, and resources around the world in the past or present.</p> <p>Examples:</p> <ul style="list-style-type: none"> Explains how competition in a market system among sellers and buyers affects costs and prices. Compares how the free market economy in Pinochet’s Chile differed from the planned economy in Castro’s Cuba in meeting their peoples’ needs and wants. Compares the market economies of Taiwan and China. Examines the changes in economic systems that occurred as a result of the African Independence Movement. | <p>Understands that nations have competing philosophies about how best to produce, distribute, and consume goods, services, and resources.</p> <p>Examples:</p> <ul style="list-style-type: none"> Compares the economic systems of the United States to the U.S.S.R. during the Cold War. Compares the differing economic philosophies in the United States and Japan in the 1960s, 1970s, and 1980s. | <p>Analyzes and evaluates the advantages and disadvantages of different economic systems for countries and groups of people.</p> <p>Examples:</p> <ul style="list-style-type: none"> Weighs the positive and negative consequences of China’s transformation from a planned economy to a mixed economy. Evaluates the effects of the North American Free Trade Agreement (NAFTA) on the economies of the United States, Canada, and Mexico. Evaluates the effects of changing to money-based economies on African societies. Examines the role of economic systems in comparing the economic success of Uyghurs living in China with that of Uyghurs living in Turkey. Examines how global competition in agriculture has affected wages for farm workers. Examines how global demand for technology has affected wages for technologically-skilled engineers. |
| Suggested Unit | World—Ancient Civilizations (8000 BCE—600 CE) | World—Major Societies (600—1450) | U.S.—Development and Struggles in the West, Industrialization, Immigration, and Urbanization (1870—1900) | World—Emergence and Development of New Nations (1900—present) | U.S.—World War II, the Cold War, and International Relations (1939—1991) | CWP—Globalization and the Economy |
| CBA | Meeting Needs and Wants | | | | | Cultural Interactions; You and the Economy |

Note: The specific content in the examples are intended as suggestions. Most of the examples correspond with the suggested unit.

Social Studies EALR 2: **ECONOMICS** The student applies understanding of economic concepts and systems to analyze decision-making and the interactions between individuals, households, businesses, governments, and societies.

Component 2.2: Understands how economic systems function.

| GLE | K | 1 | 2 | 3 | 4 | 5 |
|----------------|---|---|---|---|--|---|
| 2.2.2 | <i>Recommended Scope & Sequence</i> | | | | | |
| TRADE | | | | | <p>Understands that the economy in Washington State relies on trade with Pacific Rim countries.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Explains how timber and agricultural products from Washington State are sold to other Pacific Rim countries and transported via cargo ships across the Pacific Ocean. – Explains why clothing, toys, and electronic goods are brought to Washington State from Pacific Rim countries to be sold to people in the state. | <p>Understands how trade affected the economy of the thirteen colonies.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Explains how the triangular trade between Britain, Africa, and the thirteen colonies supported cotton, tobacco, and sugar production in the colonies. – Explains the causes and effects of Eastern Woodland tribes trading with the French. – Explains how and why the colonists traded cotton, tobacco, and sugar. – Explains that the African slave trade provided labor for the farming in the colonies. – Explains the fur trade system between Eastern Woodland tribes and European colonists. |
| Suggested Unit | | | | | WA—Living in Washington: Its Geography, Resources, and the Economy | U.S.—Encounter, Colonization, and Devastation |
| CBA | | | | | | |

Note: The specific content in the examples are intended as suggestions. Most of the examples correspond with the suggested unit.

Social Studies EALR 2: **ECONOMICS** The student applies understanding of economic concepts and systems to analyze decision-making and the interactions between individuals, households, businesses, governments, and societies.

Component 2.2: Understands how economic systems function.

| GLE | 6 | 7 | 8 | 9/10 | 11 | 12 |
|-----------------------|--|---|---|---|---|--|
| 2.2.2 | <i>Recommended Scope & Sequence</i> | | | <i>Recommended Scope & Sequence</i> | | |
| TRADE | <p>Understands how the forces of supply and demand have affected international trade in the past or present.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Compares how ancient Chinese and Egyptian civilizations used trade to meet their needs and wants. – Explains how demand for spices increased the trade along the Silk Road. | <p>Understands and analyzes how the forces of supply and demand have affected international trade in Washington State in the past or present.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Examines how the demand for lumber in Japan and supply of lumber in Washington State has led to a trade relationship. – Examines how the impact of Japan’s demand for raw lumber affects Washington State’s lumber industry. – Examines how the Pacific Salmon Treaty has affected the harvesting and exporting of salmon. | <p>Understands and analyzes how the forces of supply and demand have affected international trade in the United States in the past or present.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Examines how England’s demand for cotton and indigo resulted in increased exports for the United States. – Examines how the European demand for animal furs impacted trade with the United States. | <p>Analyzes how and why countries have specialized in the production of particular goods and services in the past or present.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Examines how and why Nigeria specializes in oil production. – Examines how and why India specializes in call centers. – Examines how and why Costa Rica specializes in ecotourism. | <p>Analyzes how comparative advantage has affected United States imports and exports in the past or present.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Examines the effects of the United States’ perceived loss of comparative advantage in the manufacturing of textiles. – Examines the effects of the United States’ comparative advantage in pharmaceutical research on the export of prescription drugs. – Examines how transnational companies have shifted manufacturing in response to perceived changes in comparative advantage. – Examines how perceived loss of comparative advantage led Ford Motor Company to shift automobile manufacturing outside of the United States. | <p>Analyzes and evaluates the effects of specialization on global trade.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Judges the effects of an oil-based economy on the members of OPEC. – Examines how specialization affected New Balance’s decision to keep shoe manufacturing in the United States. – Analyzes how Russia’s decision to specialize in aluminum production led to the demise of Washington State’s aluminum industry. |
| Suggested Unit | World—Ancient Civilizations (8000 BCE—600 CE) | WA—Contemporary Washington State (1980—present) | U.S.—Slavery, Expansion, Removal, and Reform (1801—1850) | World—Emergence and Development of New Nations (1900—present) | U.S.—World War II, the Cold War, and International Relations (1939—1991) | CWP—Globalization and the Economy |
| CBA | | International Relations | | | | |

Note: The specific content in the examples are intended as suggestions. Most of the examples correspond with the suggested unit.

Social Studies EALR 2: **ECONOMICS** The student applies understanding of economic concepts and systems to analyze decision-making and the interactions between individuals, households, businesses, governments, and societies.

Component 2.3: Understands the government’s role in the economy.

| GLE | K | 1 | 2 | 3 | 4 | 5 |
|-----------------------------------|---|---|---|---|---|--|
| 2.3.1 | <i>Recommended Scope & Sequence</i> | | | | | |
| GOVERNMENT AND THE ECONOMY | | | | | | <p>Understands the impact of the British government on the economy of the thirteen colonies.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Explains how British taxes on tea and sugar affected the distribution of goods in the colonies. – Explains how the Stamp Act imposed by British Parliament affected the economy of the colonies by requiring the purchase of a tax stamp for all legal documents. – Examines the reasons why colonists chose to dump tea into the Boston Harbor on December 16, 1773. |
| Suggested Unit | | | | | | U.S.—Independence |
| CBA | | | | | | |

Note: The specific content in the examples are intended as suggestions. Most of the examples correspond with the suggested unit.

Social Studies EALR 2: **ECONOMICS** The student applies understanding of economic concepts and systems to analyze decision-making and the interactions between individuals, households, businesses, governments, and societies.

Component 2.3: Understands the government’s role in the economy.

| GLE | 6 | 7 | 8 | 9/10 | 11 | 12 |
|-----------------------------------|--|---|---|--|---|---|
| 2.3.1 | <i>Recommended Scope & Sequence</i> | | | <i>Recommended Scope & Sequence</i> | | |
| GOVERNMENT AND THE ECONOMY | <p>Understands the role of government in the world’s economies through the creation of money, taxation, and spending in the past or present.</p> <p>Examples:</p> <ul style="list-style-type: none"> Explains how Sumerian priest kings’ need for monetary record keeping advanced the development of cuneiform. Explains why people in ancient Greece established the use of coins as money to make trade easier. Explains the establishment of salt as a currency in Tikal and other Yucatan Nation States. | <p>Understands and analyzes the role of government in the economy of Washington State through taxation, spending, and policy setting in the past or present.</p> <p>Examples:</p> <ul style="list-style-type: none"> Examines how the Legislature levies taxes to create public schools, state parks, and sporting arenas. Examines how state laws have improved the economic and living conditions of migrant farm workers through the establishment of a higher minimum wage. Examines how tribal councils invest monies from enterprises, such as gaming, into their communities. Examines what authority tribal governments have to impose taxes. | <p>Understands and analyzes the influence of the U.S. government’s taxation, creation of currency, and tariffs in the past or present.</p> <p>Examples:</p> <ul style="list-style-type: none"> Examines how President Andrew Jackson used the protective tariff to secure emerging industries in the nineteenth century. Examines and critiques how government’s laissez faire approach to business regulation led to the establishment of the Lowell Girls Union in the 1830s. | <p>Analyzes the costs and benefits of government trade policies from around the world in the past or present.</p> <p>Examples:</p> <ul style="list-style-type: none"> Examines the costs and benefits of protective tariffs in the development of “infant” automobile industries in South Korea and Brazil. Examines the effects of government subsidies for Airbus on the global buying and selling of airplanes. Examines the effects of import-led growth and export-led growth when examining the economic development of countries in Southeast Asia and Latin America. Examines the effects of the European Economic Union on global trade. Examines how anti-dumping regulations in the General Agreement on Trade and Tariffs affect Chile’s agricultural products. | <p>Evaluates the role of the U.S. government in regulating a market economy in the past or present.</p> <p>Examples:</p> <ul style="list-style-type: none"> Critiques the effectiveness of the Sherman Anti-Trust Act in ensuring competition in the market. Critiques the effectiveness of the Federal Reserve Board in helping to control inflation through the regulation of interest rates. | <p>Evaluates the costs and benefits of governmental fiscal and monetary policies.</p> <p>Examples:</p> <ul style="list-style-type: none"> Weighs the effects of the Federal Reserve’s contraction of the money supply on the economy. Weighs the effects of fiscal policies on unemployment and inflation. Judges who pays for and who benefits from the collection of revenue and expenditures related to Medicare. Critiques the costs and benefits of the World Health Organization’s response to the AIDS crisis. Critiques the effects of loans from the International Monetary Fund on developing countries. |
| Suggested Unit | World—Ancient Civilizations (8000 BCE—600 CE) | WA—Contemporary Washington State (1980—present) | U.S.—Slavery, Expansion, Removal, and Reform (1801—1850) | World—Emergence and Development of New Nations (1900—present) | U.S.—Industrialization and the Emergence of the United States as a World Power (1890—1918) | CWP—Civic Action and Responsibility |
| CBA | | | | | | Government Revenue and Responsibility |

Note: The specific content in the examples are intended as suggestions. Most of the examples correspond with the suggested unit.

Social Studies EALR 2: **ECONOMICS** The student applies understanding of economic concepts and systems to analyze decision-making and the interactions between individuals, households, businesses, governments, and societies.

Component 2.4: Understands the economic issues and problems that all societies face.

| GLE | K | 1 | 2 | 3 | 4 | 5 |
|------------------------|---|---|---|---|---|---|
| 2.4.1 | <i>Recommended Scope & Sequence</i> | | | | | |
| ECONOMIC ISSUES | | | | | <p>Understands how geography, natural resources, climate, and available labor contribute to the sustainability of the economy of regions in Washington State.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Explains that available labor resources determine economic opportunities for the agricultural industry. – Draws conclusions about how the economy in each region of Washington State could change as a result of the depletion of natural resources specific to the regions. – Explains how climate influences the production of goods and has an impact on the sustainability of the economy for the agricultural industry of Washington State. – Explains how dams impact the economic well-being of regions in Washington State. | |
| Suggested Unit | | | | | WA—Living in Washington: Its Geography, Resources, and the Economy | |
| CBA | | | | | | |

Note: The specific content in the examples are intended as suggestions. Most of the examples correspond with the suggested unit.

Social Studies EALR 2: **ECONOMICS** The student applies understanding of economic concepts and systems to analyze decision-making and the interactions between individuals, households, businesses, governments, and societies.

Component 2.4: Understands the economic issues and problems that all societies face.

| GLE | 6 | 7 | 8 | 9/10 | 11 | 12 |
|------------------------|--|--|--|---|---|---|
| 2.4.1 | <i>Recommended Scope & Sequence</i> | | | <i>Recommended Scope & Sequence</i> | | |
| ECONOMIC ISSUES | <p>Understands the distribution of wealth and sustainability of resources in the world in the past or present.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Compares the deforestation of Easter Island with the current deforestation of the Amazon Rainforest. | <p>Understands and analyzes the distribution of wealth and sustainability of resources in Washington State.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Examines the effects of economic growth in Washington State agriculture on the distribution of wealth and sustainability. – Examines the relationship between types of employment and standard of living. – Examines how the emergence of Microsoft has affected income distribution in Washington State. – Examines the efforts of the Northwest Indian Fish Commission to co-manage the state’s natural resources. | <p>Understands and analyzes the distribution of wealth and sustainability of resources in the United States in the past or present.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Compares the impact of Industrialization in the North on the standard of living of laborers and factory owners. – Analyzes how the growth of slavery throughout the South created an economic system dominated by large plantation owners. | <p>Analyzes and evaluates how people across the world have addressed issues involved with the distribution of resources and sustainability in the past or present.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Examines and critiques how the Soviet Union’s distribution of resources affected the standard of living. – Examines and critiques how Canada has distributed resources to its people. – Examines and critiques how China’s use of resources has addressed sustainability. – Examines and critiques the sustainability of Sri Lanka’s use of resources. | <p>Analyzes and evaluates how people in the United States have addressed issues involved with the distribution of resources and sustainability in the past or present.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Critiques how entitlement programs in the United States have affected the distribution of resources to people living below the poverty level. – Critiques how well dam development in the Pacific Northwest has contributed to sustainable economic growth. – Critiques the role of entrepreneurship in the United States in sustaining economic growth and raising the standard of living for its residents. | <p>Analyzes and evaluates how individuals affect and are affected by the distribution of resources and sustainability.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Examines how a student’s career choices will affect the local, national, and/or global economy. – Examines the role of gender discrimination in differing wages of middle management employees. – Weighs the impact consumer’s choices can have on how companies pay their workers. |
| Suggested Unit | World—Ancient Civilizations (8000 BCE—600 CE) | WA—New Technologies and Industries (1945—1980) | U.S.—Slavery, Expansion, Removal, and Reform (1801—1850) | World—Emergence and Development of New Nations (1900—present) | U.S.— Movements and Issues at Home (1945—1991) | CWP—Globalization and the Economy |
| CBA | | | | Humans and the Environment | | You and the Economy |

Note: The specific content in the examples are intended as suggestions. Most of the examples correspond with the suggested unit.

Social Studies EALR 3: **GEOGRAPHY** The student uses a spatial perspective to make reasoned decisions by applying the concepts of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environments.

Component 3.1: Understands the physical characteristics, cultural characteristics, and location of places, regions, and spatial patterns on the Earth’s surface.

| GLE | K | 1 | 2 | 3 | 4 | 5 |
|---------------------------|---|---|---|---|--|--|
| 3.1.1 | <i>Recommended Scope & Sequence</i> | | | | | |
| MAPS AND GEOGRAPHIC TOOLS | | <p>Understands and uses maps and globes to identify major bodies of water and continental land masses.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Uses a map or globe to identify the location of the continents and major bodies of water. – Explains how maps and globes can be used to locate the continents where families live. | <p>Understands and applies basic mapping elements such as symbols, compass rose, labels, and a key to read and construct maps that display information about neighborhoods or local communities.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Explains how maps of the local community can be used to describe where people live and where businesses are located. – Constructs maps that display information about the local community using a compass rose, labels, and a key. | <p>Understands and applies how maps and globes are used to display the regions of North America in the past and present.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Uses maps to identify physical features of the regions where the Plains and Eastern Woodland Indians lived. – Explains the regions of North America based on current and historical maps. – Uses maps of North America to explain the interaction between indigenous peoples and their environment. | <p>Constructs and uses maps to explain the movement of people.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Constructs maps of the Oregon Trail showing and labeling the starting location, the destination, the route, tribes along the route, geographic features that affected the route, and a title, captions, or symbols that describe the movement of the settlers. | <p>Constructs and uses maps to show and analyze information about European settlement in the Americas.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Constructs maps that show the location of the thirteen colonies, major landforms, climate, natural resources, and economic products. |
| Suggested Unit | | Families in Other Places | Our Community | First Nations of North America | WA—Exploring the Pacific Northwest Prior to Statehood | U.S.—Independence |
| CBA | | | | Humans and the Environment | People on the Move | |

Note: The specific content in the examples are intended as suggestions. Most of the examples correspond with the suggested unit.

In terms of the “Five Themes of Geography,” GLE 3.1.1 addresses “Location,” GLE 3.1.2 addresses “Place” and “Region,” GLE 3.2.1 and 3.2.2 address “Human-Environmental Interaction,” and 3.2.3 addresses “Movement.”

Social Studies EALR 3: **GEOGRAPHY** The student uses a spatial perspective to make reasoned decisions by applying the concepts of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environments.

Component 3.1: Understands the physical characteristics, cultural characteristics, and location of places, regions, and spatial patterns on the Earth’s surface.

| GLE | 6 | 7 | 8 | 9/10 | 11 | 12 |
|----------------------------------|---|--|---|---|--|---|
| 3.1.1 | <i>Recommended Scope & Sequence</i> | | | <i>Recommended Scope & Sequence</i> | | |
| MAPS AND GEOGRAPHIC TOOLS | <p>Constructs and analyzes maps using scale, direction, symbols, legends and projections to gather information.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Compares past and present satellite images of the Amazon Rainforest to illustrate deforestation. – Constructs a population map of Canada, including annual temperature, and draws conclusions about how the environment affects human settlement. | <p>Analyzes maps and charts from a specific time period to analyze an issue or event.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Examines a map of the Northwest and constructs an interpretation about why Japanese internment camps were placed where they were. | | | <p>Analyzes information from geographic tools, including computer-based mapping systems, to draw conclusions on an issue or event.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Examines maps of the United States using a Geographic Information System (GIS) to draw conclusions on how the development of railroads led to Chicago’s industrialization. – Examines maps of the Puget Sound using a Geographic Information System (GIS) to draw conclusions on why Seattle became Washington State’s largest city and port. | <p>Analyzes information from geographic tools, including computer-based mapping systems, to draw conclusions on an issue or event.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Considers the potential for peace in the Middle East using historical and current maps of Israel and Palestine. – Examines the causes of mass killings and genocide in Bosnia using historical and current maps. |
| Suggested Unit | World Geography | WA—The Great Depression and World War II (1930–1945) | | | U.S.—Industrialization and the Emergence of the United States as a World Power (1890–1918) | CWP—Human Rights |
| CBA | | | | | | |

Note: The specific content in the examples are intended as suggestions. Most of the examples correspond with the suggested unit.

In terms of the “Five Themes of Geography,” GLE 3.1.1 addresses “Location,” GLE 3.1.2 addresses “Place” and “Region,” GLE 3.2.1 and 3.2.2 address “Human-Environmental Interaction,” and 3.2.3 addresses “Movement.”

Social Studies EALR 3: **GEOGRAPHY** The student uses a spatial perspective to make reasoned decisions by applying the concepts of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environments.

Component 3.1: Understands the physical characteristics, cultural characteristics, and location of places, regions, and spatial patterns on the Earth’s surface.

| GLE | K | 1 | 2 | 3 | 4 | 5 |
|--|---|---|--|--|--|---|
| 3.1.2 | <i>Recommended Scope & Sequence</i> | | | | | |
| CHARACTERISTICS AND SPATIAL ORGANIZATION OF PLACES AND REGIONS | | | <p>Understands the physical characteristics of places in the community.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Describes physical characteristics such as rivers, lakes, mountains, and parks of the community in which they live. | <p>Understands 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 U.S.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Explains the physical geography, including landforms and climate, of Mexico, Canada, and the U.S. – Explains the unique cultural characteristics of regions in North America, including language, food, customs, religion, stories, music, and art. – Explains which states are located in the southwest region of the United States. | <p>Understands the physical, political, and cultural characteristics of places, regions, and people in the Pacific Northwest, including the difference between cities, states, and countries.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Explains the differences in the physical characteristics, including landforms, climate, and natural resources, of the different regions within Washington State. – Explains the cultural characteristics, including distribution of population and languages, of the people in Washington State. – Explains the location of Washington in relation to other states and countries. | <p>Understands the physical and cultural characteristics of the thirteen colonies.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Explains the differences in the physical characteristics, including landforms, climate and natural resources, of the thirteen colonies. – Explains the cultural characteristics, including distribution of population and languages, of the people in the thirteen colonies. |
| Suggested Unit | | | Our Community | Cultures of North America | WA—Living in Washington: Its Geography, Resources, and the Economy | U.S.—Encounter, Colonization, and Devastation |
| CBA | | | | | | |

Note: The specific content in the examples are intended as suggestions. Most of the examples correspond with the suggested unit.

In terms of the “Five Themes of Geography,” GLE 3.1.1 addresses “Location,” GLE 3.1.2 addresses “Place” and “Region,” GLE 3.2.1 and 3.2.2 address “Human-Environmental Interaction,” and 3.2.3 addresses “Movement.”

Social Studies EALR 3: **GEOGRAPHY** The student uses a spatial perspective to make reasoned decisions by applying the concepts of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environments.

Component 3.1: Understands the physical characteristics, cultural characteristics, and location of places, regions, and spatial patterns on the Earth’s surface.

| GLE | 6 | 7 | 8 | 9/10 | 11 | 12 |
|---|--|---|---|--|---|--|
| 3.1.2 | <i>Recommended Scope & Sequence</i> | | | <i>Recommended Scope & Sequence</i> | | |
| CHARACTERISTICS AND SPATIAL ORGANIZATION OF PLACES AND REGIONS | <p>Identifies the location of places and regions in the world and understands their physical and cultural characteristics.</p> <p>Examples:</p> <ul style="list-style-type: none"> Identifies the location of the seven continents of the world. Explains the unique characteristics of the physical and cultural landscape between North Africa and Sub-Saharan Africa. | <p>Understands how human spatial patterns have emerged from natural processes and human activities in the past or present.</p> <p>Examples:</p> <ul style="list-style-type: none"> Compares the patterns of human settlement in Middle Eastern and European countries during the Crusades and explains the reasons for similarities and differences. Explains the differences in spatial patterns between the agricultural regions of the Palouse and those of the Skagit Valley in Washington State. | <p>Understands and analyzes physical and cultural characteristics of places and regions in the United States from the past or in the present.</p> <p>Examples:</p> <ul style="list-style-type: none"> Explains information gained from physical and political maps of the United States. Examines how the railroad led to the development of Chicago as a leader in the meatpacking industry. | <p>Identifies major world regions and understands their cultural roots.</p> <p>Examples:</p> <ul style="list-style-type: none"> Compares the political regimes of the Middle East, including those of Palestine and Israel. Describes Latin America based on its colonial history. | <p>Analyzes how differences in regions and spatial patterns have emerged in the United States from natural processes and human activities.</p> <p>Examples:</p> <ul style="list-style-type: none"> Examines why cultural and political factors distinguish the West Coast from East Coast. Examines why Massachusetts is considered politically liberal whereas Texas is considered politically conservative. Examines why most people in the United States live within fifty miles of a coast and how this settlement causes coastal regions to differ from the country’s interior. | <p>Evaluates the complexities of regions and problems involved in defining those regions.</p> <p>Examples:</p> <ul style="list-style-type: none"> Examines the difficulties of establishing borders in the Middle East based on an explanation of historical, colonial, religious, and political structures. Examines the difficulties in defining the Latin American region. Creates a map of new world regions based on cultural and environmental factors. |
| Suggested Unit | World Geography | World—Major Societies (600–1450) | U.S.—Development and Struggles in the West, Industrialization, Immigration, and Urbanization (1870–1900) | World—Global Expansion and Encounter (1450–1750) | U.S.—Movements and Issues at Home (1945–1991) | CWP—Environmental Issues |
| CBA | People on the Move | | | | | |

Note: The specific content in the examples are intended as suggestions. Most of the examples correspond with the suggested unit.

In terms of the “Five Themes of Geography,” GLE 3.1.1 addresses “Location,” GLE 3.1.2 addresses “Place” and “Region,” GLE 3.2.1 and 3.2.2 address “Human-Environmental Interaction,” and 3.2.3 addresses “Movement.”

Social Studies EALR 3: **GEOGRAPHY** The student uses a spatial perspective to make reasoned decisions by applying the concepts of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environments.

Component 3.2: Understands human interaction with the environment.

| GLE | K | 1 | 2 | 3 | 4 | 5 |
|--|---|--|--|---|---|---|
| 3.2.1 | <i>Recommended Scope & Sequence</i> | | | | | |
| HUMAN-ENVIRONMENTAL INTERACTION | | <p>Understands that the way families live is shaped by the environment.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Explains how the climate and physical features of an area determine the types of home in which people live. – Explains how the food families eat is affected by the natural resources that are available in their regions. | <p>Understands that people in communities affect the environment as they meet their needs and wants.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Explains how people affect their environment by clearing land or developing farm land to meet their need for homes and businesses. – Explains how people affect the community's environment by making parks for recreation. | <p>Understands how the environment affects cultural groups and how cultural groups affect the environment.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Explains how the environment influenced the development of a native culture's lifestyle, traditions, and beliefs. – Explains ways native people affected their environment as they met their needs. – Uses different maps, such as climate and vegetation maps, to explain the interaction between native people and their environment. | | |
| Suggested Unit | | Families in Other Places | Communities Meeting Their Needs and Wants | First Nations of North America | | |
| CBA | | | | Humans and the Environment | | |

Note: The specific content in the examples are intended as suggestions. Most of the examples correspond with the suggested unit.

In terms of the "Five Themes of Geography," GLE 3.1.1 addresses "Location," GLE 3.1.2 addresses "Place" and "Region," GLE 3.2.1 and 3.2.2 address "Human-Environmental Interaction," and 3.2.3 addresses "Movement."

Social Studies EALR 3: **GEOGRAPHY** The student uses a spatial perspective to make reasoned decisions by applying the concepts of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environments.

Component 3.2: Understands human interaction with the environment.

| GLE | 6 | 7 | 8 | 9/10 | 11 | 12 |
|--|---|---|--|---|---|--|
| 3.2.1 | <i>Recommended Scope & Sequence</i> | | | <i>Recommended Scope & Sequence</i> | | |
| HUMAN-ENVIRONMENTAL INTERACTION | <p>Understands and analyzes how the environment has affected people and how people have affected the environment in the past or present.</p> <p>Examples:</p> <ul style="list-style-type: none"> Examines how people in Mesopotamia shaped agriculture through the building of canals. Examines how Incas modified their environment to maximize crop production. | <p>Understands and analyzes how the environment has affected people and how people have affected the environment in Washington State in the past or present.</p> <p>Examples:</p> <ul style="list-style-type: none"> Examines how the Columbia Basin Irrigation Project impacted the Yakima River. Compares how Washington State’s suburban and rural communities have impacted the environment differently. Examines the impact of urban sprawl on the natural environment and communities. | <p>Analyzes how the environment has affected people and how people have affected the environment in the United States in the past or present.</p> <p>Examples:</p> <ul style="list-style-type: none"> Examines how Pierre L’Enfant altered the landscape of Washington, D.C., in order to build the Capitol. Examines how communication difficulties, due to the breadth of the Atlantic Ocean, were a factor in the Battle of New Orleans and the rise of Andrew Jackson. | <p>Analyzes and evaluates human interaction with the environment across the world in the past or present.</p> <p>Examples:</p> <ul style="list-style-type: none"> Critiques political solutions to the damming and pollution of the Danube River to improve water quality downstream. Examines ways to address global climate change that promote environmental sustainability and economic growth in the developing world. Examines the different ways people have built houses on flood plains of the Mekong and Mississippi Rivers. | <p>Analyzes and evaluates human interaction with the environment in the United States in the past or present.</p> <p>Examples:</p> <ul style="list-style-type: none"> Weights the benefits and negative consequences of the damming of the Colorado and Columbia Rivers. Examines the conditions leading to the passage of the Clean Air Act. Examines the interaction between geographic factors and the social, economic, and cultural aspects of a historical question. | <p>Evaluates how human interaction with the environment has affected economic growth and sustainability.</p> <p>Examples:</p> <ul style="list-style-type: none"> Critiques the positive benefits and negative consequences of breaching the Columbia River dams. Critiques the consequences of deforestation and coffee production in Colombia. Critiques the impact of the <i>Brendale</i> decision on the use of Yakama reservation land. Critiques the impact of the <i>Cushman</i> case on the health of the Skokomish River. Critiques the efforts of the Peruvian experiment with Incan farming techniques. |
| Suggested Unit | World—Ancient Civilizations (8000 BCE—600 CE) | WA—New Technologies and Industries (1945—1980) | U.S.—Fighting for Independence and Framing the Constitution (1776—1815) | World—Challenges to Democracy and Human Rights (1945—present) | U.S.—Movements and Issues at Home (1945—1991) | CWP—Environmental Issues |
| CBA | | Humans and the Environment | | Humans and the Environment | | |

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In terms of the “Five Themes of Geography,” GLE 3.1.1 addresses “Location,” GLE 3.1.2 addresses “Place” and “Region,” GLE 3.2.1 and 3.2.2 address “Human-Environmental Interaction,” and 3.2.3 addresses “Movement.”

Social Studies EALR 3: **GEOGRAPHY** The student uses a spatial perspective to make reasoned decisions by applying the concepts of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environments.

Component 3.2: Understands human interaction with the environment.

| GLE | K | 1 | 2 | 3 | 4 | 5 |
|----------------|---|---|---|--|---|---|
| 3.2.2 | <i>Recommended Scope & Sequence</i> | | | | | |
| CULTURE | | | | <p>Understands the cultural universals of place, time, family life, economics, communication, arts, recreation, food, clothing, shelter, transportation, government, and education.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Explains the variety of ways that people in North America use language to communicate, including spoken, written, sign, and body language in the past or present. – Compares the forms of literature, music, art, dance, and games that belong to cultures in Mexico, Canada, and the United States. – Compares the traditions, beliefs, and values of cultural groups in North America. – Explains how children gain knowledge formally through school and informally through family, friends, and media. – Explains how people make a living in different communities. – Explains the variety of ways that people in one’s community use money or trade to meet their needs and wants. | | |
| Suggested Unit | | | | Cultures in Our Community | | |
| CBA | | | | Cultural Contributions | | |

Note: The specific content in the examples are intended as suggestions. Most of the examples correspond with the suggested unit.

In terms of the “Five Themes of Geography,” GLE 3.1.1 addresses “Location,” GLE 3.1.2 addresses “Place” and “Region,” GLE 3.2.1 and 3.2.2 address “Human-Environmental Interaction,” and 3.2.3 addresses “Movement.”

Social Studies EALR 3: **GEOGRAPHY** The student uses a spatial perspective to make reasoned decisions by applying the concepts of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environments.

Component 3.2: Understands human interaction with the environment.

| GLE | 6 | 7 | 8 | 9/10 | 11 | 12 |
|-----------------------|--|---|---|--|---|---|
| 3.2.2 | <i>Recommended Scope & Sequence</i> | | | <i>Recommended Scope & Sequence</i> | | |
| CULTURE | <p>Understands the characteristics of cultures in the world from the past or in the present.</p> <p>Examples:</p> <ul style="list-style-type: none"> Explains the Mayans' ways of life, including their technology, traditions, language, social roles, beliefs, and values. Explains how the Sumerians developed a unique culture based on the domestication of grain. | <p>Understands examples of cultural diffusion in the world from the past or in the present.</p> <p>Examples:</p> <ul style="list-style-type: none"> Explains the spread of Christianity and Islam across Europe and Africa. Explains how the Norman Conquest of England led to the diffusion of French language into English. Explains how the Islamic culture influenced European art during the Renaissance. Explains how the establishment of Indian boarding schools led to the loss of tradition and language within tribes in the Pacific Northwest. | <p>Understands cultural diffusion in the United States from the past or in the present.</p> <p>Examples:</p> <ul style="list-style-type: none"> Explains the diffusion of Chinese culture in the West during the Gold Rush. Explains how Mexican vaqueros introduced ranching practices. | <p>Understands and analyzes examples of ethnocentrism.</p> <p>Examples:</p> <ul style="list-style-type: none"> Examines whether there is ethnocentrism in attitudes about the use of multiple languages in communities across the world. Examines whether there are elements of ethnocentrism in French perceptions of Muslim girls wearing hijabs in school. | <p>Analyzes cultural interactions.</p> <p>Examples:</p> <ul style="list-style-type: none"> Examines the cultural interactions between Puerto Rican migrants and other ethnic groups of New York City. Explores the concept of model minority in the United States and how it affects the public's perceptions of race and class. Examines cultural interactions between residents in Los Angeles' Watts neighborhood and members of the Los Angeles Police Department before and after the 1965 riots. Examines cultural interactions in Washington State resulting from the arrival of Southeast Asian refugees in the 1970s and 1980s. | <p>Analyzes and evaluates the social and political factors affecting cultural interactions.</p> <p>Examples:</p> <ul style="list-style-type: none"> Compares and critiques the political status of Kurds in Iraq to that of Kurds in Turkey. Compares and critiques the social conditions of Romani in Germany to Romani in the United Kingdom. Examines the role of ethnocentrism in determining how recent Chinese migrants fare in Vancouver, B.C., and San Francisco. |
| Suggested Unit | World—Ancient Civilizations (8000 BCE—600 CE) | World—Major Societies (600—1450) | U.S.—Slavery, Expansion, Removal, and Reform. (1801—1850) | World—Challenges to Democracy and Human Rights (1945—present) | U.S.—Movements and Issues at Home (1945—1991) | CWP—Globalization and the Economy |
| CBA | | | | | | Cultural Interactions |

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Social Studies EALR 3: **GEOGRAPHY** The student uses a spatial perspective to make reasoned decisions by applying the concepts of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environments.

Component 3.2: Understands human interaction with the environment.

| GLE | K | 1 | 2 | 3 | 4 | 5 |
|------------------------|---|--|---|---|---|---|
| 3.2.3 | <i>Recommended Scope & Sequence</i> | | | | | |
| HUMAN MIGRATION | | <p>Understands why families make decisions to move.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Explains that families may move to a smaller or bigger home when family size decreases or increases. – Explains that families may move when job opportunities become available. | | | <p>Understands that the geographic features of the Pacific Northwest have influenced the movement of people.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Explains why people traveling on the Oregon Trail made the choice to move west because of a need for available land. – Explains why indigenous peoples were forced to move to reservation land that was neither fertile nor profitable. | <p>Understands and analyzes the impact of the European colonists' movement to the Americas on the land and the indigenous peoples.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Explains and analyzes how the movement of the colonists to the Americas forced the movement of native peoples from their land. – Explains how the Triangular Trade route between Africa, Britain, and the thirteen colonies forced the movement of African people as slave labor. |
| Suggested Unit | | Families in Our Community | | | WA—Exploring the Pacific Northwest Prior to Statehood | U.S.—Encounter, Colonization, and Devastation |
| CBA | | | | | People on the Move | |

Note: The specific content in the examples are intended as suggestions. Most of the examples correspond with the suggested unit.

In terms of the "Five Themes of Geography," GLE 3.1.1 addresses "Location," GLE 3.1.2 addresses "Place" and "Region," GLE 3.2.1 and 3.2.2 address "Human-Environmental Interaction," and 3.2.3 addresses "Movement."

Social Studies EALR 3: **GEOGRAPHY** The student uses a spatial perspective to make reasoned decisions by applying the concepts of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environments.

Component 3.2: Understands human interaction with the environment.

| GLE | 6 | 7 | 8 | 9/10 | 11 | 12 |
|------------------------|--|--|--|---|---|--|
| 3.2.3 | <i>Recommended Scope & Sequence</i> | | | <i>Recommended Scope & Sequence</i> | | |
| HUMAN MIGRATION | <p>Understands the geographic factors that influence the movement of groups of people in the past or present.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Compares the factors that led to migration of the Han and the Goths into Europe. – Compares how the physical environments of island culture influenced Maori and Polynesian migration. | <p>Understands the role of immigration in shaping societies in the past or present.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Draws conclusions about the role Norwegian immigrants had on urban development in coastal communities. – Understands the role of the Klondike Gold Rush on the development of Seattle. | <p>Understands and analyzes migration as a catalyst for the growth of the United States in the past or present.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Examines the impact of the forced migration of slaves on the growth of the United States. – Explains the role of European immigrants in propelling Thomas Jefferson to the presidency. | <p>Understands the causes and effects of voluntary and involuntary migration in the world in the past or present.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Explains the factors leading to the slave trade and its effects on societies in Africa and the Americas. – Explains the factors leading to the movement of prisoners to Van Diemen’s Land and its effects on native Australian populations. – Explains the factors leading to the Jewish Diaspora. | <p>Analyzes the causes and effects of voluntary and involuntary migration in the United States in the past or present.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Examines the factors leading to Italian immigration to the United States and its effects on U.S. society. – Examines the factors leading to Japanese immigration to the United States and its effects on U.S. society. | <p>Analyzes and evaluates current opportunities and obstacles connected with international migration.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Weighs the challenges a present day migrant faces when attempting to enter the United States. – Examines how opportunities in the developed world stimulate international migration. – Examines and compares U.S. policies toward immigrants from Europe versus developing nations. – Examines the impact of Iraqis, Afghans, and Kurds’ migration in times of conflict. |
| Suggested Unit | World—Ancient Civilizations (8000 BCE—600 CE) | WA—Railroads, Reform, Immigration, and Labor (1889—1930) | U.S.—Fighting for Independence and Framing the Constitution (1776—1815) | World—Global Expansion and Encounter (1450—1750) | U.S.—Industrialization and the Emergence of the United States as a World Power (1890—1918) | CWP—Environmental Issues |
| CBA | People on the Move | | | | | |

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In terms of the “Five Themes of Geography,” GLE 3.1.1 addresses “Location,” GLE 3.1.2 addresses “Place” and “Region,” GLE 3.2.1 and 3.2.2 address “Human-Environmental Interaction,” and 3.2.3 addresses “Movement.”

Social Studies EALR 3: **GEOGRAPHY** The student uses a spatial perspective to make reasoned decisions by applying the concepts of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environments.

Component 3.3: Understands the geographic context of global issues and events.

| GLE | K | 1 | 2 | 3 | 4 | 5 |
|-------------------------------------|---|---|---|---|---|---|
| 3.3.1 | <i>Recommended Scope & Sequence</i> | | | | | |
| GEOGRAPHIC CONTEXT OF GLOBAL ISSUES | | | | <p>Explains that learning about the geography of North America helps us understand cultures from around the world.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Explains that cultural groups in North America have traditions, beliefs, and celebrations that have been brought from countries all around the world. | <p>Explains that learning about the geography of Washington State helps us understand global trade.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Explains how the climate and land in Eastern Washington allow farmers to grow apples for trade to other countries. – Explains how the ports of Tacoma and Seattle enable Washington to be a gateway for products to and from Pacific Rim countries. | |
| Suggested Unit | | | | Cultures of North America | WA—Living in Washington: Its Geography, Resources, and Economy | |
| CBA | | | | | | |

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Social Studies EALR 3: **GEOGRAPHY** The student uses a spatial perspective to make reasoned decisions by applying the concepts of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environments.

Component 3.3: Understands the geographic context of global issues.

| GLE | 6 | 7 | 8 | 9/10 | 11 | 12 |
|--|---|---|--|--|--|--|
| 3.3.1 | <i>Recommended Scope & Sequence</i> | | | <i>Recommended Scope & Sequence</i> | | |
| GEOGRAPHIC CONTEXT OF GLOBAL ISSUES | <p>Understands that learning about the geography of the world helps us understand the global issue of sustainability.</p> <p>Examples:</p> <ul style="list-style-type: none"> Explains how studying the deforestation of Easter Island helps us understand the importance of environmental conservation. Explains how irrigation difficulties in Mesopotamia are similar to the challenges currently facing California's agricultural industry. Compares the Anasazis' struggle to find an adequate water supply in the 13th century with that of many societies today. | | <p>Understands that learning about the geography of the United States helps us understand the global issue of diversity.</p> <p>Examples:</p> <ul style="list-style-type: none"> Explains how migration and immigration instigated by the California Gold Rush led to the establishment of today's multicultural communities in the West. Explains how immigration caused by the transcontinental railroad led to anti-immigration sentiment that continues today. | <p>Understands how the geography of expansion and encounter has shaped global politics and economics in the past or present.</p> <p>Examples:</p> <ul style="list-style-type: none"> Explains how political boundaries drawn by colonial powers continue to serve as sources of conflict. Explains how the natural resources of North, Central, and South America affected the colonial aims of the British and Spanish. Compares how places with similar geographic characteristics, such as Mozambique and South Africa, have been differently influenced by colonial powers. | <p>Analyzes and evaluates elements of geography to trace the emergence of the United States as a global economic and political force in the past or present.</p> <p>Examples:</p> <ul style="list-style-type: none"> Examines how proximity between the United States and Central America led to U.S. economic dominance of the region. Examines how the passage of NAFTA affects the economic geography of Canada, the United States, and Mexico. | <p>Analyzes how the geography of globalization affects local diversity.</p> <p>Examples:</p> <ul style="list-style-type: none"> Examines how the diffusion of fast food chains from the United States has affected local cultures worldwide. Examines how internet access in China reflects economic disparity between coastal regions and the interior. |
| Suggested Unit | World—Ancient Civilizations (8000 BCE—600 CE) | | U.S.—Development and Struggles in the West, Industrialization, Urbanization, and Immigration (1870—1900) | World—Global Expansion and Encounter (1450—1750) | U.S.—Reform, Prosperity, and the Great Depression (1918—1939) | CWP—Environmental Issues |
| CBA | | | | | | |

Note: The specific content in the examples are intended as suggestions. Most of the examples correspond with the suggested unit.

In terms of the "Five Themes of Geography," GLE 3.1.1 addresses "Location," GLE 3.1.2 addresses "Place" and "Region," GLE 3.2.1 and 3.2.2 address "Human-Environmental Interaction," and 3.2.3 addresses "Movement."

Social Studies EALR 4: **HISTORY** The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes in local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.

Component 4.1: Understands historical chronology.

| GLE | K | 1 | 2 | 3 | 4 | 5 |
|-----------------------|---|---|---|---|--|---|
| 4.1.1 | <i>Recommended Scope & Sequence</i> | | | | | |
| CHRONOLOGY | <p>Understands and creates timelines to show personal events in a sequential manner.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Creates and explains an individual timeline that shows personal events over time. – Creates and explains a classroom timeline to show major events over a school day, school week, or school year. | <p>Understands and creates family timelines to show events in a sequential manner.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Creates and explains a timeline that describes family events over time. – Creates and explains a family timeline that describes changes to the family. | <p>Understands and creates timelines for events in a community to show how the present is connected to the past.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Creates and explains a community timeline that displays events that are still celebrated or remembered today. | | <p>Understands and creates timelines to show how historical events are organized into time periods and eras.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Constructs a timeline with events from pre-contact to the treaty-making era that are related to artifacts and/or primary sources. – Constructs a timeline with events from the Lewis and Clark Expedition that are related to artifacts and/or primary sources. | <p>Understands and creates timelines to show how historical events are caused by other important events.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Constructs and explains a timeline that shows the major eras in U.S. history up to 1776. – Constructs a timeline that relates events involving historical, economic, geographic, and civic factors to the causes of the Revolutionary War. |
| Suggested Unit | Learning About Myself and My Classroom Community | Families in Our Community | Our Community | | WA—Exploring the Pacific Northwest prior to Statehood | U.S.—Independence |
| CBA | | | | | Dig Deep | Causes of Conflict |

Note: The specific content in the examples are intended as suggestions. Most of the examples correspond with the suggested unit.

Social Studies EALR 4: **HISTORY** The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes in local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.

Component 4.1: Understands historical chronology.

| GLE | 6 | 7 | 8 | 9/10 | 11 | 12 |
|-------------------|--|---|---|--|----|----|
| 4.1.1 | <i>Recommended Scope & Sequence</i> | | | <i>Recommended Scope & Sequence</i> | | |
| CHRONOLOGY | <p>Analyzes different cultural measurements of time.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Compares the different ways calendars were used in ancient Egypt and the Mayan civilization to plan agriculture. | <p>Analyzes a major historical event and how it is represented on timelines from different cultural perspectives.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Examines how the Crusades are represented differently on Christian and Muslim timelines. – Examines how the Islamic Conquest of the Iberian Peninsula is represented differently on Christian and Muslim timelines. | | <p>Analyzes change and continuity within a historical time period.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Examines how Spain under Ferdinand and Isabella changed with the influx of trade while still preserving the monarchy. – Examines how the impact of guns caused some countries to form and others to maintain their power. | | |
| Suggested Unit | World—Ancient Civilizations (8000 BCE—600 CE) | World—Major Societies (600—1450) | | World—Global Expansion and Encounter (1450—1750) | | |
| CBA | | | | | | |

Note: The specific content in the examples are intended as suggestions. Most of the examples correspond with the suggested unit.

Social Studies EALR 4: **HISTORY** The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes in local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.

Component 4.1: Understands historical chronology.

| GLE | K | 1 | 2 | 3 | 4 | 5 |
|--------------------|---|---|---|---|---|---|
| 4.1.2 | <i>Recommended Scope & Sequence</i> | | | | | |
| CHRONOLOGICAL ERAS | | | | | <p>Understands how the following themes and developments help to define eras in Washington State history from time immemorial to 1889:</p> <ul style="list-style-type: none"> ▪ Growth of northwest coastal and plateau tribes prior to treaties (time immemorial to 1854). ▪ Maritime and overland exploration, encounter, and trade (1774–1849). ▪ Immigration and settlement (1811–1889). ▪ Territory and treaty-making (1854–1889). <p>Examples:</p> <ul style="list-style-type: none"> – Explains how the growth of major tribes helps to define the history of the Pacific Northwest prior to 1854. – Explains how the Lewis and Clark expedition helps to define the history of the Pacific Northwest from 1774 to 1849 as a time of exploration and encounter. – Explains how the Hudson's Bay Company's establishment of Fort Vancouver in 1825 helps to define the history of the Pacific Northwest from 1811 to 1889 as a time of immigration and settlement. | <p>4.1.2 Understands how the following themes and developments help to define eras in U.S. history from time immemorial to 1791:</p> <ul style="list-style-type: none"> ▪ Development of indigenous societies in North America (time immemorial to 1791). ▪ Encounter, colonization, and devastation (1492–1763). ▪ Revolution and the Constitution (1763–1791). <p>Examples:</p> <ul style="list-style-type: none"> – Explains how the rise of the Anasazi civilization helps to define the history of North America prior to European settlement as a time when indigenous societies were developing. – Explains how the interaction between the Puritans and the Wampanoag define the history of the Americans between 1492 and 1763 as a time of encounter. – Explains how the establishment of the colony of Virginia, the Massachusetts Bay Colony, and the Pennsylvania Colony helps to define the history of the Americas between 1492 and 1763 as a time of settlement and colonization. – Explains how the effects of disease on indigenous peoples in the Americas between 1492 and 1763 define this era as a time of devastation. – Explains how the Revolution and Constitution help to define U.S. history from 1763 to 1791. |

Note: The specific content in the examples are intended as suggestions. Most of the examples correspond with the suggested unit.

Social Studies EALR 4: **HISTORY** The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes in local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.

Component 4.1: Understands historical chronology.

| GLE | 6 | 7 |
|---------------------------|--|---|
| 4.1.2 | <i>Recommended Scope & Sequence</i> | |
| CHRONOLOGICAL ERAS | <p>Understands how the rise of civilizations defines eras in ancient history by:</p> <ul style="list-style-type: none"> ▪ Explaining and comparing the rise of civilizations from 8000 BCE to 200 CE on two or more continents. ▪ Explaining and comparing the rise of civilizations from 200 CE to 600 CE on two or more continents. <p>Examples:</p> <ul style="list-style-type: none"> – Explains and compares the basic cultural elements of early civilization in Mesopotamia and Egypt (8000 BCE to 200 CE). – Explains and compares the basic cultural elements of later civilization in Rome and Han China (200 CE to 600 CE). | <p>Understands how themes and developments have defined eras in Washington State and world history by:</p> <ul style="list-style-type: none"> ▪ Explaining and comparing the development of major societies from 600 to 1450 in two or more regions of the world. <p>Examples</p> <ul style="list-style-type: none"> – Explains and compares the development of Islam and Hinduism. – Explains and compares feudalism in Japan and Europe. – Explains and compares the development of the Aztec empire with that of the Mali kingdom. – Explains and compares the development of the Incan Empire with that of ancient Ghana. <ul style="list-style-type: none"> ▪ Explaining how the following themes and developments help to define eras in Washington State history from 1854 to the present: <ul style="list-style-type: none"> ○ Territory and treaty-making (1854–1889). ○ Railroads, reform, immigration, and labor (1889–1930). ○ The Great Depression and World War II (1930–1945). ○ New technologies and industries (1945–1980). ○ Contemporary Washington State (1980–present). <p>Examples:</p> <ul style="list-style-type: none"> – Explains how the exchange of land for continued fishing and hunting rights in the Point No Point Treaty helps to define the treaty-making period. – Explains how women gaining the right to vote in 1910 helps to define Washington State history from 1889 to 1930 as a period of reform. – Explains how the building of dams as part of the New Deal helps to define the 1930s and 1940s in Washington State. – Explains how the establishment of the civilian aerospace industry after World War II helps to define this era as a time of new technologies and industries. – Explains how international trade treaties affecting Washington State business and agriculture help to define contemporary Washington. |

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Social Studies EALR 4: **HISTORY** The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes in local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.

Component 4.1: Understands historical chronology.

| GLE | 8 | 9/10 | 11 | 12 |
|--------------------|--|---|---|----|
| 4.1.2 | <i>Recommended Scope & Sequence</i> | | <i>Recommended Scope & Sequence</i> | |
| CHRONOLOGICAL ERAS | <p>Understands how the following themes and developments help to define eras in U.S. history from 1776 to 1900:</p> <ul style="list-style-type: none"> ▪ Fighting for independence and framing the Constitution (1776–1815). ▪ Slavery, expansion, removal, and reform (1801–1850). ▪ Civil War and Reconstruction (1850–1877). ▪ Development and struggles in the West, industrialization, immigration, and urbanization (1870–1900). <p>Examples:</p> <ul style="list-style-type: none"> – Explains how the Revolutionary War and the War of 1812 help to define early U.S. history as a time of struggle for independence. – Explains how the Monroe Doctrine helps to define U.S. history from 1801 to 1850 as a period of expansion. – Explains how Reconstruction and the emergence of Jim Crow laws help to define U.S. history following the Civil War. – Explains how the rise of prominent American Indian leaders in resistance movements against U.S. encroachment helps to define U.S. history at the end of the 19th century. | <p>Understands how the following themes and developments help to define eras in world history:</p> <ul style="list-style-type: none"> ▪ Global expansion and encounter (1450–1750). ▪ Age of revolutions (1750–1917). ▪ International conflicts (1870–present). ▪ Emergence and development of new nations (1900–present). ▪ Challenges to democracy and human rights (1945–present). <p>Examples:</p> <ul style="list-style-type: none"> – Explains how the Atlantic slave system helps to define world history from 1450 to 1750 as an age of expansion and imperialism. – Explains how the French, Industrial, and Russian Revolutions help to define world history from 1750 to 1917 as an age of revolutions. – Explains how the causes and consequences of World War I and World War II define 1870 to the present as a time of international conflict. – Explains how nationalism in Asia and Africa helps to define the 20th century as an era of new nations. – Explains how the experience of South African apartheid helps to define world history as an era of challenges to human rights. | <p>Understands how the following themes and developments help to define eras in U.S. history:</p> <ul style="list-style-type: none"> ▪ Our foundations (1776–1791). ▪ Industrialization and the emergence of the United States as a world power (1890–1918). ▪ 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). <p>Examples:</p> <ul style="list-style-type: none"> – Explains how the ratification of the Bill of Rights defines the founding of the United States. – Explains how the Roosevelt Corollary helps to define the early 20th century as a time when the United States was emerging as a world power. – Explains how the 19th Amendment and the New Deal Policy define U.S. history following World War I as period of reform. – Explains how atomic weapons help to define the decades after World War II as the Cold War era. – Explains how the United Farm Workers, Civil Rights Movement, and Feminist Movement help to define U.S. history after World War II as a time of social movements. – Explains how the Oklahoma City bombing and 9/11 attacks have defined a new era in U.S. domestic and foreign policy. | |

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Social Studies EALR 4: **HISTORY** The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes in local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.

Component 4.2: Understands and analyzes causal factors that have shaped major events in history.

| GLE | K | 1 | 2 | 3 | 4 | 5 |
|----------------------------------|---|---|--|---|--|---|
| 4.2.1 | <i>Recommended Scope & Sequence</i> | | | | | |
| INDIVIDUALS AND MOVEMENTS | | | <p>Understands individuals who have shaped history in the local community.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Explains how Marcus and Narcissa Whitman shaped the history of Walla Walla. – Explains how Chief Sealth played a role in the development of Seattle as a city. | | <p>Understands and analyzes how individuals caused change in Washington State history.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Explains the contributions Mother Joseph of the Sisters of Providence made to Eastern Washington, including building schools and orphanages. – Examines how George Washington Bush promoted the movement of African-American people to Washington State. – Examines how Chief Joseph helped shape the development of the Pacific Northwest. | <p>Understands and analyzes how individuals caused change in U.S. history.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Examines the impact Crispus Attucks had on the colonists’ desire to fight for freedom from Great Britain. – Explains how George Washington led troops to victory over Great Britain in the Revolutionary War. |
| Suggested Unit | | | Our Community | | WA—Exploring the Pacific Northwest Prior to Statehood | U.S.—Independence |
| CBA | | | | | | |

Note: The specific content in the examples are intended as suggestions. Most of the examples correspond with the suggested unit.

Social Studies EALR 4: **HISTORY** The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes in local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.

Component 4.2: Understands and analyzes the causal factors that have shaped major events in history.

| GLE | 6 | 7 | 8 | 9/10 | 11 | 12 |
|----------------------------------|---|--|---|--|---|--|
| 4.2.1 | <i>Recommended Scope & Sequence</i> | | | <i>Recommended Scope & Sequence</i> | | |
| INDIVIDUALS AND MOVEMENTS | <p>Understands and analyzes how individuals and movements from ancient civilizations have shaped world history.</p> <p>Examples:</p> <ul style="list-style-type: none"> Explains the impact of Confucius and Buddha on Eastern belief systems. Explains the impact of Aristotle on scientific investigation with human reasoning. | <p>Understands and analyzes how individuals and movements have shaped Washington State or world history.</p> <p>Examples:</p> <ul style="list-style-type: none"> Explains the impact of Muhammad and the spread of Islam on world civilization. Explains the impact of Chapultepec on the development of Meso-America. | <p>Understands and analyzes how individuals and movements have shaped U.S. history (1776–1900).</p> <p>Examples:</p> <ul style="list-style-type: none"> Examines the impact of Harriet Beecher Stowe’s novel <i>Uncle Tom’s Cabin</i> on the abolitionist movement in the United States. Explains the impact of the Seneca Falls Convention on the advancement of women’s rights. Explains the impact the Lowell strike had on future labor movements. | <p>Analyzes how individuals and movements have shaped world history (1450–present).</p> <p>Examples:</p> <ul style="list-style-type: none"> Examines the impact Toussaint L’Ouverture had on revolutionary ideas in Latin America. Examines the impact Lenin had on revolutionary ideas in Russia. Examines the significance of Raoul Wallenberg’s actions during the Holocaust and World War II. | <p>Evaluates how individuals and movements have shaped the United States (1890–present).</p> <p>Examples:</p> <ul style="list-style-type: none"> Weighs the costs and benefits of immigrant labor on the industrialization of the United States. Weighs the costs and benefits of the Progressive Movement on the Labor Movement. | <p>Evaluates how individuals and movements have shaped contemporary world issues.</p> <p>Examples:</p> <ul style="list-style-type: none"> Evaluates the impact the founders and shapers of Microsoft have had on international corporations throughout the world. Evaluates the influence of Nelson Mandela on the African National Congress’ efforts to end apartheid in South Africa. Evaluates the efforts of Russell Means and the American Indian Movement regarding the honoring of treaty rights in the United States. |
| Suggested Unit | World—Ancient Civilizations (8000 BCE–600 CE) | World—Major Societies (600–1450) | U.S.—Civil War and Reconstruction (1850–1877) | World—Age of Revolutions (1750–1917) | U.S.—Industrialization and the Emergence of the United States as a World Power (1890–1918) | CWP—Human Rights |
| CBA | | | | | | |

Note: The specific content in the examples are intended as suggestions. Most of the examples correspond with the suggested unit.

Social Studies EALR 4: **HISTORY** The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes in local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.

Component 4.2: Understands and analyzes the causal factors that have shaped major events in history.

| GLE | K | 1 | 2 | 3 | 4 | 5 |
|-------------------------------------|---|---|---|---|---|--|
| 4.2.2 | <i>Recommended Scope & Sequence</i> | | | | | |
| CULTURES AND CULTURAL GROUPS | | | | <p>Understands how contributions made by various cultural groups have shaped the history of the community and world.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Explains the technology, art, and music contributions made by the Southwest native tribes and the Eastern Woodland native tribes. – Compares the contributions to transportation made by the Northern Plains native tribes with those of the Southeast native tribes. – Compare the contributions that people from Mexico, Canada, or other countries have made to art, food, music, literature, and sports in your community. – Explains the contributions that Asian immigrants have made to strawberry farming in Bainbridge Island. – Explains the contributions that Hispanic workers have made to farming in the Yakima Valley. | | <p>Analyzes how people from various cultural groups have shaped U.S. history.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Examines how African slaves and free people of color contributed to the establishment and growth of agriculture in the thirteen colonies. – Examines how Germans and Swiss contributed to the development of Pennsylvania. – Examines how native peoples helped the colonists establish survival skills in their new environment. |
| Suggested Unit | | | | Cultures in Our Community | | U.S.—Encounter, Colonization, and Devastation |
| CBA | | | | Cultural Contributions | | |

Note: The specific content in the examples are intended as suggestions. Most of the examples correspond with the suggested unit.

Social Studies EALR 4: **HISTORY** The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes in local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.

Component 4.2: Understands and analyzes the causal factors that have shaped major events in history.

| GLE | 6 | 7 | 8 | 9/10 | 11 | 12 |
|-------------------------------------|--|--|---|---|--|---|
| 4.2.2 | <i>Recommended Scope & Sequence</i> | | | <i>Recommended Scope & Sequence</i> | | |
| CULTURES AND CULTURAL GROUPS | <p>Understands and analyzes how cultures and cultural groups in ancient civilizations contributed to world history.</p> <p>Examples:</p> <ul style="list-style-type: none"> Explains how Mesopotamia and Egypt responded to environmental challenges. Compares the experiences of Jewish slaves in Egypt with those of Greek slaves in the Roman Empire. | <p>Understands and analyzes how cultures and cultural groups contributed to Washington State or world history.</p> <p>Examples:</p> <ul style="list-style-type: none"> Explains how the experiences of the Polynesians on Easter Island show the effect of exploitation of limited natural resources. Explains how the Mali Empire shaped African history in the 11th century and beyond. | <p>Understands and analyzes how cultures and cultural groups have contributed to U.S. history (1776–1900).</p> <p>Examples:</p> <ul style="list-style-type: none"> Explains how African cultural and religious customs influenced the culture of the U.S. Explains how the Whitmans and other missionaries affected the religious and social practices of indigenous people in the United States. | <p>Analyzes how cultures and cultural groups have shaped world history (1450-present).</p> <p>Examples:</p> <ul style="list-style-type: none"> Examines the impact the British Raj had on the reshaping of Indian society. Examines the impact that Machiavelli had on popular culture. Examines the impact that slave labor had on economic growth in the Americas. | <p>Analyzes how cultures and cultural groups have shaped the United States (1890 – present).</p> <p>Examples:</p> <ul style="list-style-type: none"> Examines how African Americans used the court system to influence civil rights legislation. Examines the way that migrant workers impacted agricultural labor. Examines how diverse cultures have influenced current popular culture as evidenced by the popularity of hip-hop, rap, and salsa. Examines how the use of boycotts and demonstrations led by various ethnic groups has resulted in social change in the United States. Examines how local tribes used the court system to regain their sovereign rights. | <p>Analyzes how cultural identity can promote unity and division.</p> <p>Examples:</p> <ul style="list-style-type: none"> Examines how ethnic and cultural groups align themselves with particular political candidates and parties in the United States. Examines how multicultural societies have responded to the challenge of creating unified nations that recognize the diversity of their citizens and embrace a set of shared values and goals. |
| Suggested Unit | World—Ancient Civilizations (8000 BCE–600 CE) | World—Major Societies (600–1450) | U.S.—Slavery, Expansion, Removal, and Reform (1801–1850) | World—Age of Revolutions (1750–1917) | U.S.—Movements and Issues at Home (1945–1991) | CWP—Human Rights |
| CBA | Enduring Cultures | | | | | |

Note: The specific content in the examples are intended as suggestions. Most of the examples correspond with the suggested unit.

Social Studies EALR 4: **HISTORY** The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes in local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.

Component 4.2: Understands and analyzes the causal factors that have shaped major events in history.

| GLE | K | 1 | 2 | 3 | 4 | 5 |
|-----------------------------|---|---|---|---|---|--|
| 4.2.3 | <i>Recommended Scope & Sequence</i> | | | | | |
| IDEAS AND TECHNOLOGY | | | | | | <p>Understands how technology and ideas have affected the way people live and change their values, beliefs, and attitudes.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Explains how the idea of individual rights led to the creation of the Bill of Rights. – Explains how the printing press was used to print the Declaration of Independence in newspapers throughout the thirteen colonies, which led to an interest in democratic movements. – Explains how the idea of democracy led the colonists to seek change by fighting Great Britain in the Revolutionary War. |
| Suggested Unit | | | | | | U.S.—Founding the Nation |
| CBA | | | | | | What’s the Big Idea? |

Note: The specific content in the examples are intended as suggestions. Most of the examples correspond with the suggested unit.

Social Studies EALR 4: **HISTORY** The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes in local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.

Component 4.2: Understands and analyzes the causal factors that have shaped major events in history.

| GLE | 6 | 7 | 8 | 9/10 | 11 | 12 |
|-----------------------------|---|--|---|---|---|---|
| 4.2.3 | <i>Recommended Scope & Sequence</i> | | | <i>Recommended Scope & Sequence</i> | | |
| IDEAS AND TECHNOLOGY | <p>Understands and analyzes how technology and ideas from ancient civilizations have impacted world history.</p> <p>Examples:</p> <ul style="list-style-type: none"> Examines the impact of the Phoenician alphabet on improved communication amongst societies. Examines the impact of irrigation on the establishment of river societies. | <p>Understands and analyzes how technology and ideas have impacted Washington State or world history.</p> <p>Examples:</p> <ul style="list-style-type: none"> Examines how the invention of algebra by Muhammad ibn Musa al-Khwarizmi to advancements in mathematics, astronomy, astrology, geography, and cartography. Examines the effects of the moveable type on literacy in Song China. | <p>Understands and analyzes how technology and ideas have impacted U.S. history (1776–1900).</p> <p>Examples:</p> <ul style="list-style-type: none"> Examines the effect of the cotton gin on propagating the expansion of slavery in the Southern U.S. Examines how Robert Fulton’s steam ship accelerated trade and westward movement in the United States. | <p>Analyzes and evaluates how technology and ideas have shaped world history (1450–present).</p> <p>Examples:</p> <ul style="list-style-type: none"> Analyzes the costs, benefits, and long-term consequences of Adam Smith’s ideas in the <i>Wealth of Nations</i>. Analyzes the costs, benefits, and long-term consequences of access to weapons for Sub-Saharan Africa. Analyzes the costs, benefits, and long-term significance of nuclear weapons on the political systems in India and Pakistan. | <p>Analyzes and evaluates how technology and ideas have shaped U.S. history (1890–present).</p> <p>Examples:</p> <ul style="list-style-type: none"> Analyzes the costs, benefits, and long-term significance of the Green Revolution on U.S. foreign policy in Southeast Asia. Analyzes the costs, benefits, and long-term significance of “fair trade” and “free trade” on workers, consumers, and investors in the United States. | <p>Evaluates the ethics of current and future uses of technology based on how technology has shaped history.</p> <p>Examples:</p> <ul style="list-style-type: none"> Critiques an environmental policy based on the effects of human energy consumption on the global climate. Critiques the actions of the World Trade Organization based on the effects of globalization on developing economies. |
| Suggested Unit | World—Ancient Civilizations (8000 BCE–600 CE) | World—Major Societies (600–1450) | U.S.—Civil War and Reconstruction (1850–1877) | World—Age of Revolutions (1750–1917) | U.S.—World War II, the Cold War, and International Relations (1939–1991) | CWP—Environmental Issues |
| CBA | | | | Technology Through the Ages | | |

Note: The specific content in the examples are intended as suggestions. Most of the examples correspond with the suggested unit.

Social Studies EALR 4: **HISTORY** The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes in local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.

Component 4.3: Understands that there are multiple perspectives and interpretations of historical events.

| GLE | K | 1 | 2 | 3 | 4 | 5 |
|----------------------------------|---|---|---|---|--|--|
| 4.3.1 | <i>Recommended Scope & Sequence</i> | | | | | |
| HISTORICAL INTERPRETATION | | | | | <p>Understands that there are multiple perspectives regarding the interpretation of historical events and creates an historical account using multiple sources.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Compares the account of the Whitman Massacre from the perspective of the missionaries and the perspective of the Cayuse native people. – Constructs an historical account of Lewis and Clark’s exploration of the Pacific Northwest using evidence from artifacts and primary sources, such as journal entries. – Constructs an historical account of how treaties affected changes in land ownership for the native tribes in the Pacific Northwest using evidence from multiple sources. – Constructs an historical account of the Pig War using evidence from artifacts and primary sources. | <p>Analyzes the multiple perspectives and interpretations of historical events in U.S. history.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Examines different accounts of the colonization era, including colonists’ perspective of settlement and indigenous people’s perspective of genocide. – Examines different accounts of colonists and indentured servants. – Differentiates between historical facts, evidence, and historical interpretations of the Boston Massacre as a turning point igniting the Revolutionary War. |
| Suggested Unit | | | | | WA—Exploring the Pacific Northwest Prior to Statehood | U.S.—Encounter, Colonization, and Devastation |
| CBA | | | | | Dig Deep | |

Note: The specific content in the examples are intended as suggestions. Most of the examples correspond with the suggested unit.

Social Studies EALR 4: **HISTORY** The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes in local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.

Component 4.3: Understands that there are multiple perspectives and interpretations of historical events.

| GLE | 6 | 7 | 8 | 9/10 | 11 | 12 |
|----------------------------------|---|---|--|--|---|---|
| 4.3.1 | <i>Recommended Scope & Sequence</i> | | | <i>Recommended Scope & Sequence</i> | | |
| HISTORICAL INTERPRETATION | <p>Analyzes and interprets historical materials from a variety of perspectives in ancient history.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Describes the impact of the Code of Hammurabi on ancient Mesopotamia. | <p>Analyzes and interprets historical materials from a variety of perspectives in Washington State or world history.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Constructs an interpretation of why the U.S. government incarcerated Japanese Americans, as well as the effects of the incarceration, using historical materials from Washington State. – Examines conflicting accounts of the effects of dams in the Pacific Northwest. | <p>Analyzes and interprets historical materials from a variety of perspectives in U.S. history (1776–1900).</p> <p>Examples:</p> <ul style="list-style-type: none"> – Distinguishes between conflicting views of the reasons for Southern secession. – Examines artifacts documenting the various ways African Americans communicated on the Underground Railroad. | <p>Analyzes and interprets historical materials from a variety of perspectives in world history (1450–present).</p> <p>Examples:</p> <ul style="list-style-type: none"> – Distinguishes between conflicting views of the causes of Rwandan genocide. – Distinguishes between conflicting views of the causes of the Russian Revolution. – Distinguishes between conflicting views of the causes of the Holocaust. | <p>Analyzes differing interpretations of events in U.S. history (1890–present).</p> <p>Examples:</p> <ul style="list-style-type: none"> – Develops a position after examining competing historical interpretations of the effect Malcolm X had on the Civil Rights Movement. – Develops a position after examining competing historical interpretations of the long-term effects of the Feminist Movement. – Develops a position after examining competing historical interpretations of the causes of the Great Depression. – Develops a position after examining competing historical interpretations of the failed social and legislative attempt of Prohibition. – Develops a position after examining competing historical interpretations of the cultural contributions of the Harlem Renaissance. | <p>Analyzes the motives and interests behind an interpretation of a recent event.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Examines the motives and interests behind different interpretations of the Makah’s right to hunt whales. – Examines the motives and interests behind different interpretations of the distribution of AIDS treatment drugs in Africa. – Examines the motives and interests behind different interpretations of the effects of NAFTA on the North American economies. |
| Suggested Unit | World–Ancient Civilizations (8000 BCE–600 CE) | WA–The Great Depression and World War II (1930–1945) | U.S.–Civil War and Reconstruction (1850–1877) | World–International Conflicts (1870–present) | U.S. - Movements and Issues at Home (1945–1991) | CWP–Globalization and the Economy |
| CBA | | Dig Deep–Analyzing Sources | | Causes of Conflict | Dig Deep–Analyzing Sources | |

Note: The specific content in the examples are intended as suggestions. Most of the examples correspond with the suggested unit.

Social Studies EALR 4: **HISTORY** The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes in local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.

Component 4.3: Understands that there are multiple perspectives and interpretations of historical events.

| GLE | K | 1 | 2 | 3 | 4 | 5 |
|---------------------------|---|---|---|---|---|--|
| 4.3.2 | <i>Recommended Scope & Sequence</i> | | | | | |
| MULTIPLE CAUSATION | | | | | | <p>Analyzes the multiple causes of change and conflict in U.S. history.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Analyzes the historical, economic, civic, and geographical causes of the Revolution. – Analyzes the historical, economic, civic, and geographical causes of the Boston Tea Party. – Explains how the distance between England and the thirteen colonies was a factor in the Revolutionary War. |
| Suggested Unit | | | | | | U.S.—Independence |
| CBA | | | | | | Causes of Conflict |

Note: The specific content in the examples are intended as suggestions. Most of the examples correspond with the suggested unit.

Social Studies EALR 4: **HISTORY** The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes in local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.

Component 4.3: Understands that there are multiple perspectives and interpretations of historical events.

| GLE | 6 | 7 | 8 | 9/10 | 11 | 12 |
|---------------------------|---|---|--|---|---|--|
| 4.3.2 | <i>Recommended Scope & Sequence</i> | | | <i>Recommended Scope & Sequence</i> | | |
| MULTIPLE CAUSATION | <p>Analyzes multiple causal factors that shape major events in ancient history.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Presents a position on the causes and outcomes of the Peloponnesian wars, demonstrating understanding of varying viewpoints of the conflict. | <p>Analyzes multiple causal factors that shape major events in Washington State or world history.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Presents a position on the causes and outcomes of the Indian Wars in Washington Territory demonstrating understanding of varying viewpoints of the conflict. | <p>Analyzes multiple causal factors to create positions on major events in U.S. history (1776–1900).</p> <p>Examples:</p> <ul style="list-style-type: none"> – Presents a position on the causes and outcomes of the Civil War demonstrating understanding of varying viewpoints of the conflict. – Presents a position on the causes and outcomes of the Mexican War demonstrating understanding of varying viewpoints of the conflict. | <p>Analyzes the multiple causal factors of conflicts in world history (1450–present).</p> <p>Examples:</p> <ul style="list-style-type: none"> – Examines the causes of World War I from political, economic, military, social, and religious perspectives to develop a position on the primary cause of the war. – Examines Palestinians’ and Israelis’ perspectives on the causes of conflict in the Middle East to develop a position on the primary cause of the conflict. | <p>Analyzes multiple causes of events in U.S. history, distinguishing between proximate and long-term causal factors (1890–present).</p> <p>Examples:</p> <ul style="list-style-type: none"> – Examines multiple interpretations of the causal factors of the Vietnam War. – Examines multiple interpretations of the causal factors of the Bay of Pigs Invasion. | <p>Evaluates the ramifications of mono-causal explanations of contemporary events in the world.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Weighs the validity of the attacks on 9/11 being the sole cause of the War on Terror. – Weighs the validity of oil as the sole cause of conflicts in the Middle East. – Evaluates arguments attributing the responsibility of the economic recession in the early 1990s solely to George H. W. Bush. – Evaluates the acceptance of diversity as the sole solution to bigotry and racism. |
| Suggested Unit | World—Ancient Civilizations (8000 BCE–600 CE) | WA—Territory and Treaty Making (1854–1889) | U.S.—Civil War and Reconstruction (1850–1877) | World—International conflicts (1870–present) | U.S.—World War II, the Cold War, and International Relations, (1939–1991) | CWP—Globalization and the Economy |
| CBA | | Causes of Conflict | | Causes of Conflict | | |

Note: The specific content in the examples are intended as suggestions. Most of the examples correspond with the suggested unit.

Social Studies EALR 4: **HISTORY** The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes in local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.

Component 4.4: Uses history to understand the present and plan for the future.

| GLE | K | 1 | 2 | 3 | 4 | 5 |
|-------------------------------|---|---|---|---|--|--|
| 4.4.1 | <i>Recommended Scope & Sequence</i> | | | | | |
| HISTORICAL ANTECEDENTS | | <p>Understands how knowledge of family history can be used to make current choices.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Explains how a family marks celebrations using traditions and customs from the past. | | | <p>Understands that significant historical events in Washington State have implications for current decisions.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Explains how the Stevens treaties with native tribes led to the <i>Boldt</i> decision and current tribal fishing rights. | <p>Understands that significant historical events in the United States have implications for current decisions and influence the future.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Explains how the slogan of “no taxation without representation” has influenced initiative processes in states across the United States. – Explains how the principles and ideals set forth in the Constitution affect current government and citizen decisions. |
| Suggested Unit | | Families in Our Community | | | WA—Being Citizens in Washington State | U.S.—Legacy for Us Today |
| CBA | | | | | | |

Note: The specific content in the examples are intended as suggestions. Most of the examples correspond with the suggested unit.

Social Studies EALR 4: **HISTORY** The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes in local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.

Component 4.4: Uses history to understand the present and plan for the future.

| GLE | 6 | 7 | 8 | 9/10 | 11 | 12 |
|-------------------------------|--|--|--|---|--|---|
| 4.4.1 | <i>Recommended Scope & Sequence</i> | | | <i>Recommended Scope & Sequence</i> | | |
| HISTORICAL ANTECEDENTS | <p>Analyzes how an event in ancient history helps us to understand a current issue.</p> <p>Examples:</p> <ul style="list-style-type: none"> Examines how studying the effects of lead on people living in ancient Rome helps us to understand the dangers of lead today. Examines how the history of “Tse-whit-zen,” an ancient burial ground and native village in Port Angeles, helps us understand the current conflict over use of the land. | <p>Analyzes how an event in Washington State or world history helps us to understand a current issue.</p> <p>Examples:</p> <ul style="list-style-type: none"> Examines how the history of damming the Snake and Columbia Rivers helps us understand tension between the agricultural, environmental, and tribal communities. Examines how the history of the Islamic Empire helps us understand issues in the Middle East today. | <p>Analyzes how a historical event in U.S. history helps us to understand a current issue.</p> <p>Examples:</p> <ul style="list-style-type: none"> Examines how past immigration patterns to the United States have shaped modern immigration policy and public opinion. Examines how the Sherman Anti-Trust Act helps us to understand corporate regulations today. | <p>Analyzes how an understanding of world history can help us prevent problems today.</p> <p>Examples:</p> <ul style="list-style-type: none"> Examines the United Nations’ ability to fight the spread of AIDS worldwide based on the success of international public health campaigns in the past. Examines how study of the Holocaust has lead to efforts to prevent genocide across the world. | <p>Analyzes how an understanding of United States history can help us prevent problems today.</p> <p>Examples:</p> <ul style="list-style-type: none"> Examines the United States’ ability to meet the challenge of global climate change based on responses to environmental challenges in the past. Examines how understanding the history of immigration laws in the United States can help us decide how to regulate immigration today. Examines how studying peoples’ experiences at Indian boarding schools helps us understand the current efforts of tribal schools. | <p>Evaluates positions on a current issue based on an analysis of history.</p> <p>Examples:</p> <ul style="list-style-type: none"> Critiques different positions on the Patriot Act based on an analysis of the effects of the Alien and Sedition Acts. Critiques different positions on the Israeli-Palestinian conflict based on an analysis of the effects of the mandates from World War I. Critiques different positions on the <i>Boldt</i> decision based on an analysis of the Stevens treaties. |
| Suggested Unit | World—Ancient Civilizations (8000 BCE—600 CE) | WA—New Technologies and Industries (1945—1980) | U.S.—Development and Struggles in the West, Immigration, Industrialization, and Urbanization (1870—present) | World—Challenges to Democracy and Human Rights (1945—present) | U.S.—Entering a New Era (1991—present) | CWP—Civic Responsibility and Action |
| CBA | Why History? | | | | | |

Note: The specific content in the examples are intended as suggestions. Most of the examples correspond with the suggested unit.

Social Studies EALR 5: **SOCIAL STUDIES SKILLS** The student understands and applies reasoning skills to conduct research, deliberate, form, and evaluate positions through the processes of reading, writing, and communicating.

Component 5.1: Uses critical reasoning skills to analyze and evaluate positions.

| GLE | K | 1 | 2 | 3 | 4 | 5 |
|------------------------------|---|---|---|---|---|---|
| 5.1.1 | <i>Recommended Scope & Sequence</i> | | | | | |
| UNDERSTANDS REASONING | <p>Understands one’s point of view.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Explains one’s point of view on a playground rule. | | <p>Understands multiple points of view on issues in the community.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Explains points of view on how to stop littering. | | <p>Understands the concepts used in documents and sources.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Explains how the state law limiting cell phone usage in cars relates to the concepts of individual liberty and public safety. – Explains how a school rule prohibiting running in the hallways relates to the concepts of rule of law and freedom. | <p>Understands the purpose of documents and the concepts used in them.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Explains the purposes of the Declaration of Independence and how Thomas Jefferson used the concept of rights in this document. – Explains how the concept of rights outlined in the Declaration of Independence relates to a particular public issue. – Explains the purposes of the Constitution and how the framers of the Constitution expressed the concept of government responsibilities. – Explains how the concept of government responsibilities in the Constitution relates to a particular public issue. – Explains how the founders expressed the concept of individual rights in the Bill of Rights. |
| Suggested Unit | Learning About Myself and My Classroom Community | | Participating in Our Community | | WA—Being Citizens in Washington | U.S.—Founding the Nation |
| CBA | | | | | Whose Rules? | You Decide |

Note: The specific content in the examples are intended as suggestions. Most of the examples correspond with the suggested unit. Although there is a suggested unit for each of the Social Studies Skills GLEs, these GLEs should be addressed in an ongoing way over the course of the school year.

Social Studies EALR 5: **SOCIAL STUDIES SKILLS** The student understands and applies reasoning skills to conduct research, deliberate, form, and evaluate positions through the processes of reading, writing, and communicating.

Component 5.1: Uses critical reasoning skills to analyze and evaluate positions.

| GLE | 6 | 7 | 8 | 9/10 | 11 | 12 |
|------------------------------|--|---|---|--|---|---|
| 5.1.1 | <i>Recommended Scope & Sequence</i> | | | <i>Recommended Scope & Sequence</i> | | |
| UNDERSTANDS REASONING | <p>Understands positions on an issue or event.</p> <p>Examples:</p> <ul style="list-style-type: none"> Explains positions historians take on Mesopotamia's and Egypt's responses to challenges. Explains one's own position on how history helps us understand current events. Explains one's own position on the factors that caused the Punic Wars. | <p>Understands evidence supporting a position on an issue or event.</p> <p>Examples:</p> <ul style="list-style-type: none"> Explains the evidence supporting a position on how the World Trade Organization has affected trade between Washington State and Japan. Explains the evidence supporting a position on how the North American Free Trade Agreement has affected trade between Washington State and Canada. | <p>Understands reasons based on evidence for a position on an issue or event.</p> <p>Examples:</p> <ul style="list-style-type: none"> Explains the reasons for one's own position about the effectiveness of the system of checks and balances when Jackson ignored the Supreme Court Ruling in <i>Cherokee Nation v. Georgia</i>. Explains the reasons for one's own position about the effectiveness of the system of checks and balances when Congress impeached Andrew Johnson. | <p>Analyzes consequences of positions on an issue or event.</p> <p>Examples:</p> <ul style="list-style-type: none"> Examines the consequences of positions taken in the Treaty of Versailles. Examines the consequences of the positions in favor of the establishment of the state of Israel in 1948. | <p>Analyzes the underlying assumptions of positions on an issue or event.</p> <p>Examples:</p> <ul style="list-style-type: none"> Examines underlying assumptions of U.S. involvement in Vietnam between 1950 and 1975. Examines underlying assumptions of U.S. involvement in the 1977 Egypt-Israel Peace Accords. Examines the underlying assumptions of President Franklin D. Roosevelt's decision to incarcerate Japanese Americans during World War II. | <p>Analyzes the short-term and long-term implications of decisions affecting the global community.</p> <p>Examples:</p> <ul style="list-style-type: none"> Examines the short-term and long-term implications that consumers' choices of cars can have on automobile designs. Examines the short-term and long-term implications that individual's career choices have for their local community and the world. |
| Suggested Unit | World—Ancient Civilizations (8000 BCE—600 CE) | WA—Contemporary Washington State (1980—present) | U.S.—Slavery, Expansion, Removal, and Reform (1801—1850) | World—International Conflicts (1870—Present) | U.S.—World War II, the Cold War, and International Relations (1939—1991) | CWP—Globalization and the Economy |
| CBA | Enduring Cultures | International Relations | Checks and Balances | Causes of Conflict | U.S. Foreign Policy | You and the Economy |

Note: The specific content in the examples are intended as suggestions. Most of the examples correspond with the suggested unit. Although there is a suggested unit for each of the Social Studies Skills GLEs, these GLEs should be addressed in an ongoing way over the course of the school year.

Social Studies EALR 5: **SOCIAL STUDIES SKILLS** The student understands and applies reasoning skills to conduct research, deliberate, form, and evaluate positions through the processes of reading, writing, and communicating.

Component 5.1: Uses critical reasoning skills to analyze and evaluate positions.

| GLE | K | 1 | 2 | 3 | 4 | 5 |
|----------------------------|--|---|---|--|---|---|
| 5.1.2 | <i>Recommended Scope & Sequence</i> | | | | | |
| EVALUATES REASONING | <p>Evaluates the fairness of one’s point of view.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Determines one’s point of view about a playground rule based on how fair it is to oneself and others. – Determines how to share playground equipment fairly. | | | <p>Evaluates if information is clear, specific, and detailed.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Determines whether there are details to support a conclusion about tools as a cultural contribution of the Eastern Woodlands tribe. – Determines whether there are details to support a conclusion about apple farming as a contribution of Japanese Americans in your community. – Determines whether a conclusion on the cultural contribution of the Eastern Woodlands tribes is clearly stated. | <p>Evaluates the accuracy of primary and secondary sources.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Determines the accuracy of resources by comparing multiple versions of the Whitman Massacre. | <p>Evaluates the relevance of facts used in forming a position on an issue or event.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Determines which facts are relevant in supporting a position on whether there should be a ban on smoking in public places. – Determines which facts are relevant in supporting a position on whether students should say the Pledge of Allegiance. |
| Suggested Unit | Learning About Myself and My Classroom Community | | | Cultures in Our Community | WA—Exploring the Pacific Northwest Prior to Statehood | U.S.—The Legacy for Us Today |
| CBA | | | | Cultural Contributions | Whose Rules?; Dig Deep | You Decide |

Note: The specific content in the examples are intended as suggestions. Most of the examples correspond with the suggested unit. Although there is a suggested unit for each of the Social Studies Skills GLEs, these GLEs should be addressed in an ongoing way over the course of the school year.

Social Studies EALR 5: **SOCIAL STUDIES SKILLS** The student understands and applies reasoning skills to conduct research, deliberate, form, and evaluate positions through the processes of reading, writing, and communicating.

Component 5.1: Uses critical reasoning skills to analyze and evaluate positions.

| GLE | 6 | 7 | 8 | 9/10 | 11 | 12 |
|----------------------------|---|--|---|--|---|--|
| 5.1.2 | <i>Recommended Scope & Sequence</i> | | | <i>Recommended Scope & Sequence</i> | | |
| EVALUATES REASONING | <p>Evaluates the significance of information used to support positions on an issue or event.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Selects the most significant information to support positions on Mesopotamia’s and Egypt’s responses to challenges. – Selects the most significant information to support positions on how history helps us understand current events. – Selects the most significant information to support positions on what caused the Punic Wars. | <p>Evaluates the breadth of evidence supporting positions on an issue or event.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Critiques how one accounts for a range of perspectives when developing a position on the trade relationship between Washington State and Japan. – Critiques how one accounts for a range of perspectives when developing a position on the effects of the North American Free Trade Agreement on the Washington State economy. | <p>Evaluates the logic of reasons for a position on an issue or event.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Critiques the order and coherence of reasons when evaluating the effectiveness of the federal system of checks and balances during Andrew Jackson’s presidency. – Critiques the organization of reasons when evaluating the effectiveness of the federal system of checks and balances during the impeachment of Andrew Johnson. | <p>Evaluates the precision of a position on an issue or event.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Critiques the specificity of details that support a position on the consequences of the Treaty of Versailles. – Critiques the specificity of details that support a position on the consequences of the establishment of the state of Israel in 1948. | <p>Evaluates the depth of a position on an issue or event.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Critiques how well a position on U.S. involvement in Vietnam addresses the complexities of this conflict. – Critiques how well a position on U.S. involvement in the 1977 Egypt–Israel Peace Accords addresses the complexities of relations in the Middle East. | <p>Evaluates the plausibility of an analysis of decisions affecting the global community.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Critiques whether realistic an analysis of the long-term implications of consumers’ choices for automobile design is realistic. – Critiques whether realistic an analysis of the long-term implications of individual’s career choices for their local community is realistic. |
| Suggested Unit | World—Ancient Civilizations (8000 BCE—600 CE) | WA—Contemporary Washington State (1980—present) | U.S.—Slavery, Expansion, Removal, and Reform (1801—1850) | World—International Conflicts (1870—present) | U.S.—World War II, the Cold War, and International Relations (1939—1991) | CWP—Globalization and the Economy |
| CBA | Enduring Cultures | International Relations | Checks and Balances | Causes of Conflict | U.S. Foreign Policy | You and the Economy |

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Social Studies EALR 5: **SOCIAL STUDIES SKILLS** The student understands and applies reasoning skills to conduct research, deliberate, form, and evaluate positions through the processes of reading, writing, and communicating.

Component 5.2: Uses inquiry-based research.

| GLE | K | 1 | 2 | 3 | 4 | 5 |
|-----------------|--|---|---|---|---|---|
| 5.2.1 | <i>Recommended Scope & Sequence</i> | | | | | |
| FORMS QUESTIONS | <p>Understands how to ask questions about the classroom and school community.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Brainstorms questions about playground rules. – Brainstorms questions about people who work at the school. | <p>Understands how questions are used to find out information.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Explains how questions can be used to find out how families celebrate holidays. – Explains how questions can be used to find out how families live in different countries. | | | <p>Creates and uses a research question to conduct research on an issue or event.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Develops a research question to study the Lewis and Clark Expedition. – Develops a research question on people’s experiences traveling on the Oregon Trail. | <p>Understands how essential questions define the significance of researching an issue or event.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Explains how the essential question “Why do people want to be free?” reminds us why we study the American Revolution. – Explains how the essential question “How can we be heard by our government?” reminds us why we study the writing of the Declaration of Independence. |
| Suggested Unit | Learning About Myself and My Classroom Community | Families in Other Places | | | WA—Exploring the Pacific Northwest prior Statehood | U.S.—Independence |
| CBA | | | | | Dig Deep | Causes of Conflict |

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Social Studies EALR 5: **SOCIAL STUDIES SKILLS** The student understands and applies reasoning skills to conduct research, deliberate, form, and evaluate positions through the processes of reading, writing, and communicating.

Component 5.2: Uses inquiry-based research.

| GLE | 6 | 7 | 8 | 9/10 | 11 | 12 |
|------------------------|--|---|--|--|---|----|
| 5.2.1 | <i>Recommended Scope & Sequence</i> | | | <i>Recommended Scope & Sequence</i> | | |
| FORMS QUESTIONS | <p>Creates and uses research questions to guide inquiry on an historical event.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Develops a research question to guide inquiry on the challenges that early civilizations faced. – Develops a research question to guide inquiry to determine how physical geography contributed to the political, economic, and cultural development of a particular civilization. | <p>Creates and uses research questions to guide inquiry on an issue or event.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Develops a research question to guide inquiry on how the demand for lumber in Japan and the supply of lumber in Washington State led to a trade relationship between the two countries. – Develops a research question to guide inquiry on how the Pacific Salmon Treaty has affected the harvesting and exporting of salmon. | <p>Creates and uses research questions that are tied to an essential question to focus inquiry on an issue.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Develops research questions that are tied to an essential question to focus inquiry on how the need for national security can be balanced with the right to individual privacy. – Develops research questions that are tied to an essential question to focus inquiry on how amendments to the Constitution have sought to extend rights to disenfranchised individuals. | <p>Creates and uses research questions that are tied to an essential question to focus inquiry on an idea, issue, or event.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Develops research questions tied to an essential question to focus inquiry on the costs, benefits, and long-term significance of nationalism. – Develops research questions tied to an essential question to focus inquiry on the causes of World War I. | <p>Evaluates and revises research questions to refine inquiry on an issue or event.</p> <p>Examples:</p> <ul style="list-style-type: none"> – After completing initial research on the role of the Supreme Court during the Civil Rights Movement, critiques and revises a research question on the importance of the judicial branch. – After completing initial research on the Bay of Pigs Invasion, critiques and revises a research question on the power of the United States in Latin America. | |
| Suggested Unit | World—Ancient Civilizations (8000 BCE—600 CE) | WA—Contemporary Washington State (1980—present) | U.S.—Looking Forward | World—Emergence and Development of New Nations (1900—present) | U.S.—Movements and Issues at Home (1945—1991) | |
| CBA | Enduring Cultures | International Relations; Dig Deep - Analyzing Sources; Causes of Conflict | Constitutional Issues | Causes of Conflict; Technology Through the Ages | Checks and Balances; Dig Deep - Analyzing Sources | |

Note: The specific content in the examples are intended as suggestions. Most of the examples correspond with the suggested unit. Although there is a suggested unit for each of the Social Studies Skills GLEs, these GLEs should be addressed in an ongoing way over the course of the school year.

Social Studies EALR 5: **SOCIAL STUDIES SKILLS** The student understands and applies reasoning skills to conduct research, deliberate, form, and evaluate positions through the processes of reading, writing, and communicating.

Component 5.2: Uses inquiry-based research.

| GLE | K | 1 | 2 | 3 | 4 | 5 |
|-------------------------|---|---|---|--|--|---|
| 5.2.2 | <i>Recommended Scope & Sequence</i> | | | | | |
| ANALYZES SOURCES | | <p>Uses texts and visuals to identify the main ideas or key details to study family life.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Uses photos to describe how different families live. | | <p>Uses a graphic organizer to organize main ideas and supporting details from visuals and literary, narrative, informational, and expository texts.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Uses a graphic organizer to organize main ideas and supporting details from sources on the cultural contributions of Eastern Woodland tribes. – Uses a graphic organizer to organize main ideas and supporting details from sources on the cultural contributions of Northern Plains tribes and Southeast tribes. | <p>Understands the main ideas from an artifact, primary source, or secondary source describing an issue or event.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Makes a list of the main ideas from an artifact on the Lewis and Clark Expedition. – Summarizes the main ideas from a secondary source on the Oregon Trail by creating a web of information. | |
| Suggested Unit | | Families in Our Community | | First Nations of North America | WA—Exploring the Pacific Northwest prior to Statehood | |
| CBA | | | | Meeting Needs and Wants; Humans and the Environment; Cultural Contributions | Dig Deep; People on the Move; Whose Rules? | |

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Social Studies EALR 5: **SOCIAL STUDIES SKILLS** The student understands and applies reasoning skills to conduct research, deliberate, form, and evaluate positions through the processes of reading, writing, and communicating.

Component 5.2: Uses inquiry-based research.

| GLE | 6 | 7 | 8 | 9/10 | 11 | 12 |
|-------------------------|---|--|---|--|---|---|
| 5.2.2 | <i>Recommended Scope & Sequence</i> | | | <i>Recommended Scope & Sequence</i> | | |
| ANALYZES SOURCES | <p>Analyzes the validity, reliability, and credibility of information from a variety of primary and secondary sources while researching an issue or event.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Uses Cornell Notes to examine the validity, reliability, and credibility of secondary sources on ancient Egypt and Mesopotamia while researching why people relocated to the Middle East during ancient times. – Uses a Venn diagram to examine the validity, reliability, and credibility of primary sources on the causes of the Peloponnesian Wars. | <p>Evaluates the breadth of primary and secondary sources and analyzes notes to determine the need for additional information while researching an issue or event.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Critiques the range of perspectives reflected in sources related to feudalism in Japan and Europe during the Middle Ages. – Critiques the range of perspectives reflected in sources related to the Crusades. | <p>Evaluates the logic of positions in primary and secondary sources to interpret an issue or event.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Critiques the order and coherence of newscasts and newspaper articles on the contributions of migrant workers when interpreting various perspectives on federal immigration policy. – Critiques the coherence of positions taken by slaves, slaveholders, and abolitionists. | <p>Evaluates the validity, reliability, and credibility of sources when researching an issue or event.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Critiques the validity, reliability, and credibility of research on the rise and break-up of Soviet Union to determine the implications and consequences of nuclear proliferation. – Critiques the validity, reliability, and credibility of research on the successes and failures of new nations in Sub-Saharan Africa. | <p>Evaluates the validity, reliability, and credibility of sources when researching an issue or event.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Critiques the validity, reliability, and credibility of documents from the Franklin D. Roosevelt Administration when researching the justification of New Deal programs. – Critiques the validity, reliability, and credibility of documents from the Franklin D. Roosevelt Administration when researching the justification of the Good Neighbor Policy. | <p>Evaluates the breadth of research to determine the need for new or additional investigation when researching an issue or event.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Upon concluding a research paper on the fairness of welfare reform, critiques the ways in which the research could be enhanced with additional investigation. – Upon concluding a research paper on the fairness of the government’s farm subsidies, critiques the ways in which the research could be enhanced with additional investigation. |
| Suggested Unit | World—Ancient Civilizations (8000 BCE—600 CE) | World—Major Societies (600—1450) | U.S.—Development and Struggles in the West, Industrialization, Immigration, and Urbanization (1870—1900) | World—Emergence and Development of New Nations (1900—present) | U.S.—Reform, Prosperity, and the Great Depression (1918—1939) | CWP—Civic Responsibility and Action |
| CBA | People on the Move; Why History; Enduring Cultures; Meeting Needs and Wants | Dig Deep - Analyzing Sources; International Relations; Causes of Conflict; Humans and the Environment | Constitutional Issues; Checks and Balances | Causes of Conflict; Technology Through the Ages; Humans and the Environment | U.S. Foreign Policy; Constitutional Issues; Checks and Balances; Dig Deep - Analyzing Sources | Cultural Interactions; Government Revenue and Responsibility; You and the Economy |

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Social Studies EALR 5: **SOCIAL STUDIES SKILLS** The student understands and applies reasoning skills to conduct research, deliberate, form, and evaluate positions through the processes of reading, writing, and communicating.

Component 5.3: Deliberates public issues.

| GLE | K | 1 | 2 | 3 | 4 | 5 |
|-----------------------|--|---|---|--|---|--|
| 5.3.1 | <i>Recommended Scope & Sequence</i> | | | | | |
| DELIBERATION | <p>States own viewpoints and listens to viewpoints of others.</p> <p>Examples:</p> <ul style="list-style-type: none"> – States own viewpoint on following classroom rules and listens to the viewpoints of classmates and teacher. – States own viewpoint on fairness and listens to the viewpoints of classmates and the teacher. | <p>Engages in discussions to learn about how families live around the world.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Engages in discussions to learn how families from around the world celebrate birthdays. – Engages in discussions to learn about the clothing worn by families from around the world. | <p>Engages in discussions to learn about different points of view on issues.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Engages in discussions to learn about different points of view on neighborhood recycling. – Engages in discussions to learn about different points of view on where to build parks in the community. | <p>Engages in discussions that attempt to answer questions about cultural similarities and differences.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Engages in discussion on creation legends to learn about the differences in tribes' beliefs. – Engages in discussion to learn about the different ways tribes affected their environments as they met their needs. | | <p>Engages others in discussions that attempt to clarify and address multiple viewpoints on public issues based on key ideals.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Engages classmates in a discussion to clarify the multiple viewpoints surrounding censorship based on the key ideal of individual rights. – Engages classmates in a discussion to clarify the multiple viewpoints surrounding the inclusion of “under God” in the Pledge of Allegiance based on the key ideal of freedom. |
| Suggested Unit | Learning About Myself and My Community | Families in Other Places | Participating in Our Community | First Nations of North America | | U.S.—Legacy for Us Today |
| CBA | | | | Humans and the Environment | | You Decide |

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Social Studies EALR 5: **SOCIAL STUDIES SKILLS** The student understands and applies reasoning skills to conduct research, deliberate, form, and evaluate positions through the processes of reading, writing, and communicating.

Component 5.3: Deliberates public issues.

| GLE | 6 | 7 | 8 | 9/10 | 11 | 12 |
|-----------------------|---|--|---|---|--|--|
| 5.3.1 | <i>Recommended Scope & Sequence</i> | | | <i>Recommended Scope & Sequence</i> | | |
| DELIBERATION | <p>Engages in discussions that clarify and address multiple viewpoints on public issues.</p> <p>Examples:</p> <ul style="list-style-type: none"> Engages in a debate to clarify multiple viewpoints on how the Phoenicians could have conserved resources. Engages in a discussion to address multiple viewpoints on how studying the history of Mesopotamia helps one understand current issues in the Middle East region. | <p>Analyzes and responds to multiple viewpoints on public issues brought forth in the context of a discussion.</p> <p>Examples:</p> <ul style="list-style-type: none"> Engages in a Socratic seminar to analyze and respond to the multiple viewpoints on how the World Trade Organization has affected environmental regulations and employment opportunities in Washington State. Engages in a discussion to analyze and respond to the multiple viewpoints on how treaty fishing rights have affected the return of the Chinook salmon to the Columbia River. | <p>Applies key ideals outlined in fundamental documents to clarify and address public issues in the context of a discussion.</p> <p>Examples:</p> <ul style="list-style-type: none"> Applies key ideals outlined in the Constitution to clarify and address positions on federal immigration policy that attempt to balance human rights with national security. Applies key ideals outlined in the Constitution to clarify and address the government’s position on surveillance that attempts to preserve individual privacy while maintaining national security. | <p>Evaluates one’s own viewpoint and the viewpoints of others in the context of a discussion.</p> <p>Examples:</p> <ul style="list-style-type: none"> Contributes to a discussion board or blog to evaluate one’s own and others’ viewpoints about the primary cause of the Middle East conflict. Engages in a panel discussion to evaluate one’s own and others’ viewpoints about the costs, benefits, and long-term significance of nationalism for Sub-Saharan Africa. | <p>Creates and articulates possible alternative resolutions to public issues and evaluates these resolutions using criteria that have been identified in the context of a discussion.</p> <p>Examples:</p> <ul style="list-style-type: none"> Engages in a small-group dialogue where each student presents two or more possible resolutions to the United States use of the atomic bomb in World War II and evaluates others’ alternative resolutions. Engages in a small-group dialogue where each student presents two or more possible resolutions to the threat of climate change and evaluates others’ alternative resolutions. Evaluates in a Socratic Seminar possible alternatives to U.S. involvement in Vietnam. | <p>Evaluates how the discussion and the proposed alternative resolutions changed or solidified one’s own position on public issues.</p> <p>Examples:</p> <ul style="list-style-type: none"> Evaluates how classroom discussions and possible alternative resolutions have changed or solidified one’s own position on whether the events in Darfur should be classified as genocide. Evaluates how classroom discussions and proposed alternative resolutions have changed or solidified one’s own position on the constitutionality of the Patriot Act. |
| Suggested Unit | World—Ancient Civilizations (8000 BCE—600 CE) | WA—Contemporary Washington State (1980—present) | U.S.—Development and Struggles in the West, Industrialization, Immigration, and Urbanization (1870—1900) | World—Emergence and Development of New Nations (1900—present) | U.S.—Entering a New Era (1991—present) | CWP—Globalization and the Economy |
| CBA | Enduring Cultures; Why History? | International Relations | Constitutional Issues | Causes of Conflict | U.S. Foreign Policy; Constitutional Issues | Government Revenue and Responsibility |

Note: The specific content in the examples are intended as suggestions. Most of the examples correspond with the suggested unit. Although there is a suggested unit for each of the Social Studies Skills GLEs, these GLEs should be addressed in an ongoing way over the course of the school year.

Social Studies EALR 5: **SOCIAL STUDIES SKILLS** The student understands and applies reasoning skills to conduct research, deliberate, form, and evaluate positions through the processes of reading, writing, and communicating.

Component 5.4: Creates a product that uses social studies content to support a thesis and presents the product in an appropriate manner to a meaningful audience.

| GLE | K | 1 | 2 | 3 | 4 | 5 |
|------------------------------|---|--|---|--|--|---|
| 5.4.1 | <i>Recommended Scope & Sequence</i> | | | | | |
| CREATES POSITION AND PRODUCT | <p>Retells and explains personal history.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Retells a sequence of events that have happened over time. – Explains physical changes over time. | <p>Describes how different people live using a graphic organizer.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Describes similarities and differences in the ways families celebrate holidays using a T-chart. – Describes similarities and differences in the ways in which families live using a table. | | <p>Draws conclusions using at least two clear, specific, and accurate examples in a paper or presentation.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Draws a conclusion using at least two clear, specific, and accurate examples in a paper about the trading systems of different tribes. – Draws a conclusion using at least two clear, specific, and accurate examples in a presentation about how different tribes met their needs. | <p>Draws clear, well-reasoned conclusions and provides explanations that are supported by artifacts and/or primary sources in a paper or presentation.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Writes a clear, well-reasoned conclusion about the challenges pioneers faced when moving west, supported by diaries, letters, and journals. – Presents a clear, well-reasoned explanation of the causes of the Pig War supported by maps and other artifacts. | <p>Researches multiple perspectives to take a position on a public or historical issue in a paper or presentation.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Researches multiple perspectives on the public issue of mandating school uniforms. – Researches multiple perspectives on the public issue of banning cell phones in school. – Researches multiple perspectives on the public issue of removing dams to save salmon. – Researches multiple perspectives on the public issue of mandating recycling. |
| Suggested Unit | Learning About Myself and My Classroom Community | Families in Our Community | | First Nations of North America | WA—Exploring the Pacific Northwest prior to Statehood | U.S.—The Legacy for Us Today |
| CBA | | | | Meeting Needs and Wants; Humans and the Environment; Cultural Contributions | Dig Deep; People on the Move; Whose Rules? | You Decide; Causes of Conflict; What’s the Big Idea? |

Note: The specific content in the examples are intended as suggestions. Most of the examples correspond with the suggested unit. Although there is a suggested unit for each of the Social Studies Skills GLEs, these GLEs should be addressed in an ongoing way over the course of the school year.

Social Studies EALR 5: **SOCIAL STUDIES SKILLS** The student understands and applies reasoning skills to conduct research, deliberate, form, and evaluate positions through the processes of reading, writing, and communicating.

Component 5.4: Creates a product that uses social studies content to support a thesis and presents the product in an appropriate manner to a meaningful audience.

| GLE | 6 | 7 | 8 | 9/10 | 11 | 12 |
|------------------------------|--|--|---|---|--|--|
| 5.4.1 | <i>Recommended Scope & Sequence</i> | | | <i>Recommended Scope & Sequence</i> | | |
| CREATES POSITION AND PRODUCT | <p>Analyzes multiple factors, compares two groups, generalizes, and connects past to present to formulate a thesis in a paper or presentation.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Examines multiple factors, generalizes, and connects the past to the present to formulate a thesis on the significance of the fall of Rome in a paper. – Examines multiple factors, generalizes, and connects past to present to formulate a thesis on the significance of the Peloponnesian War in a presentation. | <p>Analyzes multiple factors, makes generalizations, and interprets primary sources to formulate a thesis in a paper or presentation.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Examines the lasting impact of the incarceration of Japanese Americans using newspapers, governmental records, and journals of those who were incarcerated. – Examines the impact of feudalism in medieval Europe and Japan using art and artifacts. | <p>Uses sources within the body of the work to support positions in a paper or presentation.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Uses sources within the body of the work to support one’s position on the Indian Removal Act. – Uses sources within the body of the work to support one’s position on the framing of the Constitution. | <p>Evaluates multiple reasons or factors to develop a position paper or presentation.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Evaluates multiple factors to determine the primary cause of revolutions in Latin America. – Evaluates multiple factors to determine the primary cause of the creation of North Atlantic Treaty Organization. | <p>Evaluates and interprets other points of view on an issue within a paper or presentation.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Evaluates and interprets other points of view on America’s role in developing the Panama Canal. – Evaluates and interprets other points of view on why the women’s suffrage movement succeeded. | <p>Evaluates positions and evidence to make one’s own decisions in a paper or presentation.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Weighs positions and evidence to determine how the Kurdish people have fared in different parts of the world. – Weighs positions and evidence to determine one’s own political affiliation. – Weighs positions and evidence to determine one’s own stance on the war in Iraq. |
| Suggested Unit | World—Ancient Civilizations (8000 BCE—600 CE) | World—Major Societies (600—1450) | U.S.—Looking Forward | World—Emergence and Development of New Nations (1900—present) | U.S.—Industrialization and the Emergence of the United States as a World Power (1890—1918) | CWP—Civic Action and Responsibility |
| CBA | People on the Move; Why History; Enduring Cultures; Meeting Needs and Wants | Dig Deep - Analyzing Sources; International Relations; Causes of Conflict; Humans and the Environment | Constitutional Issues; Checks and Balances | Causes of Conflict; Technology Through the Ages; Humans and the Environment | U.S. Foreign Policy; Constitutional Issues; Checks and Balances; Dig Deep - Analyzing Sources | Cultural Interactions; Government Revenue and Responsibility; You and the Economy |

Note: The specific content in the examples are intended as suggestions. Most of the examples correspond with the suggested unit. Although there is a suggested unit for each of the Social Studies Skills GLEs, these GLEs should be addressed in an ongoing way over the course of the school year.

Social Studies EALR 5: **SOCIAL STUDIES SKILLS** The student understands and applies reasoning skills to conduct research, deliberate, form, and evaluate positions through the processes of reading, writing, and communicating.

Component 5.4: Creates a product that uses social studies content to support a thesis and presents the product in an appropriate manner to a meaningful audience.

| GLE | K | 1 | 2 | 3 | 4 | 5 |
|----------------|--|---|---|---|--|--|
| 5.4.2 | <i>Recommended Scope & Sequence</i> | | | | | |
| CITING SOURCES | | | | <p>Prepares a list of resources, including the title and author for each source.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Completes a graphic organizer listing resources on various cultures, including the title and author for each source. | <p>Prepares a list of resources, including the title, author, and type of source, date published, and publisher for each source.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Completes a list of resources on the Pig War including the title, author, and type of source, date published, and publisher for each source. | <p>Prepares a list of resources, including the title, author, type of source, date published, and publisher for each source, and arranges the sources alphabetically.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Using an electronic tool, completes an alphabetical list of resources on the American Revolution, including the title, author, and type of source, date published, and publisher for each source. |
| GLE | 6 | 7 | 8 | 9/10 | 11 | 12 |
| 5.4.2 | <i>Recommended Scope & Sequence</i> | | | <i>Recommended Scope & Sequence</i> | | |
| CITING SOURCES | <p>Understands and demonstrates the ethical responsibility one has in using and citing sources and the rules related to plagiarism and copyrighting.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Demonstrates ethical responsibility while writing a paper by using one’s own words and giving credit to ideas from others. – Explains the legal and ethical consequences of plagiarism. | <p>Creates annotated bibliography or works cited page using an appropriate format.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Develops a bibliography annotated with a summary of the resources used, non text features of the resources, and the questions the resources answer. | <p>Uses appropriate format to cite sources within an essay or presentation.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Demonstrates proper citation by citing others’ ideas within an essay (e.g., MLA, APA). | <p>Creates strategies to avoid plagiarism and respects intellectual property when developing a paper or presentation.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Demonstrates a note-taking strategy to keep track of one’s own ideas and the ideas of others when conducting research. | | |

Note: The specific content in the examples are intended as suggestions. Most of the examples correspond with the suggested unit. Although there is a suggested unit for each of the Social Studies Skills GLEs, these GLEs should be addressed in an ongoing way over the course of the school year.

APPENDIX A

Appendix A: Cognitive Demand

Adapted from A Taxonomy for Learning, Teaching, and Assessment by Anderson, L.W., et. al. (2001).

| | Cognitive Demand | Evidence of Learning Terms | | Cognitive Demand | Evidence of Learning Terms |
|--|--|--|--|---|--|
| | <p>Remembers: recognizes/recalls— Retrieves relevant knowledge from long-term memory.</p> <p>Example GLE: Remembers the people who make and carry out rules in the classroom and school.</p> | <ul style="list-style-type: none"> • identifies • describes <p>Example: Identifies the teacher, principal, vice principal, counselor, and others who make and carry out rules at the school.</p> | | <p>Analyzes: examines—Breaks material into its constituent parts and determines how the parts relate to one another and to an overall structure or purpose.</p> <p>Example GLE: Analyzes the causes and effects of U.S. foreign policy on people in the United States and the world in the past or present.</p> | <ul style="list-style-type: none"> • examines • distinguishes • differentiates • discriminates • explains relationship • selects • attributes <p>Example: Examines why the United States policy of the Truman Doctrine was implemented.</p> |
| | <p>Understands: comprehends— Constructs meaning from instructional messages, including oral, written, and graphic.</p> <p>Example GLE: Understands the impact of the British government on the economy of the U.S. colonies.</p> | <ul style="list-style-type: none"> • explains • compares • interprets • paraphrases • summarizes • infers • draws conclusion • defines • clarifies <p>Example: Explains how British taxes on tea and sugar affected the distribution of goods in the colonies.</p> | | <p>Evaluates: critiques—Makes judgments based on criteria and standards.</p> <p>Example GLE: Evaluates how people across the world have addressed issues involved with the distribution of resources and <i>sustainability</i> in the past or present.</p> | <ul style="list-style-type: none"> • critiques • judges • justifies • weighs <p>Example: Critiques how the Soviet Union's distribution of resources affected the standard of living.</p> |
| | <p>Applies: uses—Uses conceptual, procedural, or strategic knowledge in an unfamiliar task.</p> <p>Example GLE: Applies how maps and globes are used to display physical characteristics of the regions in which indigenous peoples have lived and continue to live in the Americas.</p> | <ul style="list-style-type: none"> • uses • implements • expresses • role plays • contributes <p>Example: Uses maps to identify physical features of the regions where the Plains and Eastern Woodland Indians lived.</p> | | <p>Creates: generates/produces— Puts elements together to form a coherent or functional whole; reorganizes elements into a new pattern or structure.</p> <p>Example GLE: Creates an historical account using multiple sources.</p> | <ul style="list-style-type: none"> • generates • plans • produces • constructs • responds • develops <p>Example: Constructs an historical account of Lewis and Clark's exploration of the Pacific Northwest using evidence from artifacts and primary sources, such as journal entries.</p> |

APPENDIX B

Classroom-Based Assessments (CBAs) and the Grade Level Expectations (GLEs)

RCW 28A.230.095 requires districts to have assessments or other strategies in their elementary, middle, and high schools, including civics classroom-based assessments at each of these levels. In response, OSPI has developed 29 classroom-based assessment models, which are multi-stepped tasks or projects aligned to specific state standards (social studies EALRs), which target skills and knowledge necessary for engaged, informed citizenship. The CBAs can be found on the OSPI website (www.k12.wa.us/assessment/WASL/SocialStudies). OSPI recommends that districts implement one CBA per grade level or per social studies course from third through twelfth grade. (A Civics CBA will need to be included at the following grade levels: fourth or fifth, seventh or eighth, and eleventh or twelfth). The CBAs are referenced throughout the GLE document to help districts decide where to place these assessments. The chart below suggests grade-level placements for the 29 CBAs. Please note, however, that these placements are merely suggestions and districts have the flexibility to place them at any grade level within a particular grade band (3–5, 6–8, 9–12).

| Suggested Grade Level Placements for the Social Studies Classroom-Based Assessments (CBAs) | | |
|--|-------------|---|
| | Grade Level | Classroom-Based Assessment (CBA) |
| Elementary | 3 | Meeting Needs and Wants; Humans and the Environment; Cultural Contributions |
| | 4 | Dig Deep; People on the Move; Whose Rules? |
| | 5 | You Decide; Causes of Conflict; What's the Big Idea? |
| Middle School | 6 | People on the Move; Why History; Enduring Cultures; Meeting Needs and Wants |
| | 7 | Dig Deep – Analyzing Sources; International Relations; Causes of Conflict; Humans and the Environment |
| | 8 | Constitutional Issues; Checks and Balances |
| High School | 9-10 | Causes of Conflict; Technology Through the Ages; Humans and the Environment |
| | 11 | U.S. Foreign Policy; Constitutional Issues; Checks and Balances; Dig Deep – Analyzing Sources |
| | 12 | Cultural Interactions; Government Revenue and Responsibility; You and the Economy |

APPENDIX C

Glossary

Note: The following terms and definitions are not meant to be a comprehensive list of essential concepts and ideas in social studies, but rather they are words stated in the GLEs that require further explanation.

Accuracy—The quality of being free from errors, mistakes, or distortion; consistent with fact or truth.

Agriculture—The practice or work of farming.

Analyze—To break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose.

Assumptions—A statement accepted or supposed as true without proof or demonstration; an unstated premise or belief.

Apply—The skill of selecting and using information in other situations or problems.

B.C.E.—A chronological designation meaning “before the common era.” This document uses the chronological designations B.C.E. (before the common era) and C.E. (common era). These labels correspond to B.C. (before Christ) and A.D. (anno Domini), which are used in some social studies instructional materials.

Benefits—Monetary or non monetary gain received because of an action taken or a decision made.

Bill of Rights—The first ten amendments to the Constitution. Ratified in 1791, these amendments limit governmental power and protect basic rights and liberties of individuals.

Breadth—The quality of addressing a range of perspectives.

Checks and balances—Constitutional mechanisms that authorize each branch of government to share powers with the other branches and thereby check their activities.

Citizenship—A concern for the rights, responsibilities, and tasks associated with governing; the status of being a citizen as well as membership in a community and the quality of an individual’s response to membership in a community.

Clarity—The quality of making something easier to understand; freeing from confusion or ambiguity, to remove obscurities.

C.E.—A chronological designation meaning “common era.” This document uses the chronological designations B.C.E. (before the common era) and C.E.

(common era). These labels correspond to B.C. (before Christ) and A.D. (anno Domini), which are used in some social studies instructional materials.

Colonies—Countries or areas controlled politically by a more powerful country. The GLE document refers on several occasions to the 13 British colonies in North America.

Common good—Benefit or interest of a politically organized society as a whole.

Comparative advantage—Country’s ability to produce a given product relatively more efficiently than another country; production at a lower opportunity cost.

Compare—Show how things are similar or different.

Computer-based mapping system—Technological tools used to analyze geographic data in a variety of ways. Geographic Information Systems (G.I.S.) is one example.

Concept—An idea generalized from particular instances.

Consequences—The events that happen as a result of a particular action or event.

Consumer—Someone who buys and uses a good or service.

Copyrighting—Obtaining the exclusive legal right to reproduce, publish, sell, or distribute the matter and form of something (as a literary, musical, or artistic work).

Costs—An amount that must be paid or spent to buy or obtain something; the effort, loss, or sacrifice necessary to achieve or obtain something.

Credibility—The ability to be believed or trusted.

Cultural diffusion—The spreading of ideas, customs, and values from one culture to another

Cultural group—People who share a common history, set of values and beliefs, or ways of living.

Cultural universal—An aspect of social life that is common to all human cultures.

Culture—The knowledge, values, and perceptions that are learned and are shared by members of a community or society, which includes their belief systems and languages, their social relationships, their institutions and organizations, and their material goods (food, clothing, buildings, tools, and machines).

Currency—The money in circulation in any country.

Customs—Ways of behaving or beliefs that have been established for a long time among a group of people.

APPENDIX C

Democracy—Form of government in which political control is exercised by all the people, either directly or through their elected representatives.

Depth—The quality or state of being complete or thorough in addressing the complexities of a topic, issue, or event.

Describe—To provide characteristics and features.

Detailed—Marked by thoroughness in addressing small aspects of topics, issues, or events; including specific examples.

Diversity—The presence of a wide range of qualities, attributes, cultures, opinions, or groups in one population.

Due process—The right of every citizen to be protected against arbitrary action by government.

Economic choices—Decisions made or course of action taken when faced with a set of alternatives to meet needs and/or wants.

Economic system—The institutional framework of formal and informal rules that a society uses to determine what to produce, how to produce, and how to distribute goods and services.

Essential questions—Questions that seek to connect a specific topic, issue, event, or era with a larger theme or purpose.

Ethics—A set of moral issues or aspects.

Ethnocentrism—A tendency to see one's own group as central and often characterized by an inability to see perspectives other than that of one's own group.

Evaluate—To make a judgment based on criteria; to determine the value of.

Evidence—Items or information, which supports a conclusion or argument.

Examine—To inquire into the parts that make up the whole and to determine how the parts are related to one another.

Explain—To make the reasons for something plain and comprehensible, including supporting details.

Fairness—Marked by impartiality and honesty; free from self-interest, prejudice, or favoritism; conforming with established rules.

Federalism—Form of political organization in which governmental power is divided between a central government and territorial subdivisions; e.g., in the United States, among the national, state, and local governments.

Financial literacy—The achievement of skills and knowledge necessary to make informed judgments and effective decisions regarding earning, spending, and the management of money and credit.

Fiscal policy—Changes in the expenditures or tax revenues of the federal government undertaken to promote full employment, price stability, and reasonable rates of economic growth.

Foreign policy—Policies of the federal government directed to matters beyond U.S. borders, especially relations with other countries.

Freedom of expression—Refers to the freedoms of speech, press, assembly, and petition that are protected by the First Amendment.

Fundamental documents—These are documents that have helped to define the core beliefs, ideals, and goals of a particular nation or society. For students in Washington, these documents would include but are not limited to the Declaration of Independence, the U.S. Constitution, The Federalist Papers, landmark decisions of the U.S. Supreme Court, the Washington State Constitution, Martin Luther King, Jr.'s "A Letter from a Birmingham Jail," the Declaration of Sentiments and Resolutions in Seneca Falls, key treaties with Washington State's tribes, and other significant writings and speeches.

Fundamental rights—Powers or privileges to which everyone is justly entitled and that cannot be taken away without due process. For example, the Fifth and Fourteenth Amendments to the U.S. Constitution protect the fundamental rights to life, liberty, and property.

Global issues - Matters that have far-reaching impacts on large numbers of people across nations and borders.

Globalization—The increase of trade and other exchanges around the world, especially by large companies producing and trading goods in many different countries.

Government—Institutions and procedures through which a territory and its people are ruled.

Human rights—Basic rights that all humans have regardless of who they are or where they come from. They are so much a part of human nature that they cannot be taken away or given up, as opposed to rights conferred by law.

Ideals—The fundamental values of society, a nation, or humanity. The fundamental values of American democracy are considered to include, but are not limited to individual rights to life, liberty, property, and the pursuit of happiness; the public or common good; justice; equality of opportunity; diversity; truth; and patriotism.

Implication—A possible significance.

Incentives—Promises of rewards or punishments that encourage people to act.

Industrialization—A period when economic activity shifts away from small-scale agriculture and manufacturing toward large-scale commerce, manufacturing, technological innovation, and investment in industry.

Inquiry—A systematic investigation and analysis of information to address a question, often of a matter of public interest.

Interpretation—Giving one's own conception of; to place in the context of one's own experience, perspective, point of view, or philosophy.

Justice—Fair distribution of benefits and burdens, fair correction of wrongs and injuries, or use of fair procedures in gathering information and making decisions.

Labor—The quantity and quality of human effort available to produce goods and services.

APPENDIX C

Laws—A rule, usually made by a government, that is used to order the way in which a society behaves or the whole system of such rules.

Local diversity—The presence of a wide range of qualities, attributes, cultures, opinions, and ethnic groups within a particular region or place.

Location—Where something is. It can be either absolute or relative. Absolute location is the specific location of a point on Earth that is determined by an imaginary grid of lines denoting latitude and longitude. Relative location is how a place is related to other places. Location is considered to be one of the five themes of geography.

Logic—The order and coherence of reasons supporting a position, thesis or argument; the reasoning that establishes the truth or justification of any belief or set of beliefs.

Market economy—An economy that relies on a system of interdependent market prices to allocate goods, services, and productive resources and to coordinate the diverse plans of consumers and producers, all of them pursuing their own self-interest.

Monetary policy—Changes in the supply of money and the availability of credit initiated by a nation's central bank to promote price stability, full employment, and reasonable rates of economic growth.

Movement—The travel of people, goods, or ideas from one location to another. It is considered to be one of the five themes of geography.

Movements—People working together towards a common purpose.

Natural resources—Materials supplied by nature that can be used to produce goods and services; for example, oceans, air, mineral deposits, virgin forests, and actual fields of land.

Patriotism—Love for or devotion to one's country.

Place—A description of the characteristics that make a certain location distinct. It is considered to be one of the five themes of geography.

Plagiarism—The act of using the ideas or words of another without crediting the source.

Planned economy—An economic system where the questions of what to produce, how to produce, and for whom to produce are answered by means of a central plan rather than by markets.

Plausibility—The quality of being worthy of belief.

Point of view—A particular position from which something is considered or evaluated; a way looking at things.

Popular sovereignty—The doctrine that the people have the power and authority and a government is subject to the will of the people; The policy of allowing voters in a region to decide an issue.

Position—A thesis, conclusion, or interpretation developed and supported by reasons and evidence.

Precision—The quality of being accurate, definite, and exact.

Producer—People and firms that use resources to make goods and services.

Proximate causal factor—A reason for why something happens that takes place soon before the resulting event or phenomenon.

Principles—The guiding rules a community, society, or nation follows to achieve its larger goals and ideals. The fundamental principles of American democracy include, but are not limited to, the following: the people are sovereign; the power of government is limited by law; people exercise their authority directly by voting; people exercise their authority indirectly through representatives; and decisions are based on majority rule, but minority rights are protected.

Profit—Income received for entrepreneurial skills and risk taking, calculated by subtracting all of a firm's explicit and implicit costs from its total revenues.

Purpose—Something set up as an object or end to be attained.

Pursuit of happiness—One of the "unalienable rights" stated in the Declaration of Independence. It is considered a right defined individually by citizens and not the government.

Reasons—Statements that support a conclusion or position.

Reform—An attempt to improve a situation, condition, or system.

Region—Any group of places that share at least one similar characteristic.

Relevance—The quality of having a close logical relationship with and importance to the matter under consideration.

Reliability—The quality of being trusted or believed.

Representative government—A government in which citizens take part through elected officials who act on their behalf.

Republic—System of government in which power is held by the voters and is exercised by elected representatives responsible for promoting the common welfare. The United States government is considered to be a Constitution-based federal republic.

Research question—A question that helps guide inquiry on a particular topic and directs efforts to collect, critically read, and evaluate sources.

APPENDIX C

Revolution—A sudden, complete, or marked change in something; a complete or drastic change of government and the rules by which government is conducted.

Rights—Something to which a person has a lawful claim: civil rights are freedoms guaranteed to citizens; human rights are basic rights to which all people are entitled; individual rights are those belonging to each person; property rights are legal claims to land or other possessions; states' rights are the powers the U.S. Constitution grants to the states.

Rule of law—The principle that every member of society, even a ruler, must follow the law.

Separation of powers—The division of government authority among the executive, legislative, and judicial branches.

Significance—The quality of being important.

Specialization—A situation in which people produce a narrower range of goods and services than they consume. Specialization usually increases productivity; it also requires trade and increases interdependence.

Specific—Something that is mentioned, described, or defined in detail.

Supply and demand—Supply refers to the availability of a specific good or service; demand refers to the level of desired consumption for a specific good or service. The relationship of supply and demand influences the prices and quantity of goods and services sold in competitive markets.

Sustainability—The ability of the current generation to meet its needs without jeopardizing the ability of future generations to meet their needs. In the field of ecology, it refers to the capacity of an ecosystem to sustain interdependent forms of life by balancing the rate of resource removal with the rate of resource regeneration.

Tariff—A tax on an imported good or service.

Taxes—Compulsory payments to governments by households and businesses.

Trade—The exchange of goods and services for money or other goods and services.

Tribe—A group and government with rights and responsibilities toward its citizens. In the GLE document, unless otherwise noted, the word “tribe” or “tribal” refers to sovereign tribal entities recognized by the U.S. federal government.

Tribal Sovereignty—The authority that tribes in the United States have to self-govern as nations within a nation. This authority predates treaties with the United States government.

Validity—The quality of being well-grounded or justifiable

Note: Terms used in the examples are not defined in the glossary since these examples are suggestions.

For additional definitions of social studies terms, please review the following sources:

1. Center for Civic Education:
http://www.civiced.org/index.php?page=stds_glossary
2. National Council for Economic Education:
<http://ushistory.ncee.net/glossary.php>
3. National Council for Geographic Education:
<http://www.ncge.org/publications/tutorial/standards>
4. *Exploring Your World*. National Geographic Society, 1993

APPENDIX D

Recommended Grade-by-Grade Sequence

Districts and schools can use the **recommended grade-by-grade sequence** documents on the following pages to track when students are first expected to gain proficiency for any GLE. It is consistent with the recommended scope-and-sequence included in the social studies frameworks. This grade-by-grade sequence was first developed in consultation and study with numerous schools and districts and represents one of several possible paths students might take in learning the Washington State social studies standards.

A district's plans should include when concepts and skills are introduced and when, after students reach a level of proficiency, the concepts will be extended and deepened by connecting those to other concepts in the GLE document. This is much more than a mere review of previously learned material – it is an ongoing process of creating connections that expand and deeper understanding. Learning is not a one time experience.

The GLEs also include suggestions for units largely derived from the social studies frameworks. The GLEs will eventually be supplemented online with suggested yearly plans for each grade level that will be organized using the units referenced above. These yearly plans will include essential and guiding questions to introduce and frame each of the suggested units and examples. As with the social studies frameworks, it is hoped that these plans will be seen as a helpful tool for those districts looking for additional guidance, but not as the one prescribed way to organize a local district's social studies curriculum.

Since the scope and sequence is not required, a district that offers Washington State History and Government at the ninth grade rather than at the seventh where it is placed in the GLEs, will not have to rearrange its sequence of courses. WAC 392-410-120 clearly states that districts can provide the course designed to meet the state's Washington State History and Government requirement anywhere between the seventh and twelfth grades. Consequently, all districts will need to ensure that the concepts, skills, and content related to Washington State history stated in the GLEs are included in their scope and sequence for social studies at some point between the seventh and twelfth grade. The order of the required concepts, skills, and content is still a local decision.

Nevertheless, the scope and sequence is recommended, rather than merely suggested, because it is important to consider the challenge that high student mobility across districts and the state presents to districts. Over time, as districts across the state adopt the recommended scope and sequence, students will be less impacted by mobility and school transfers.

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