

# Social Studies Curriculum

2015



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## Purpose

The following Social Studies Curriculum has been developed to assist teachers and administrators in the Diocese of Spokane. This document shall be localized by each school, including the integration of our Catholic Identity. The standards are aligned with the Washington State Standards and College, Career, and Civic Life (C3) Framework for Social Studies State Standards. The curriculum standards are individually referenced and aligned with an EALR and/or C3.

## Philosophy

The Diocese of Spokane believes Social Studies should be investigated through the lens of Gospel values in keeping with Catholic Social Teaching. The focus of Social Studies is to instill a global view of humanity, cultures, and the dignity of the individual.

Understanding of the past, awareness of the present, and a vision for the future are necessary to develop active and responsible citizens.

Social Studies education for responsible citizenship must be a compelling priority if we expect to sustain our constitutional democracy. The health of our democracy depends on whether young people understand the complexities of human society and can govern themselves competently.

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.

## Goals

Students will...

- **Attain knowledge** of history, geography, civics and economics which is essential to understanding the world.
- **Utilize inquiry and critical reasoning skills** to gather, interpret and analyze information, engage in respectful and productive civic discourse, and draw conclusions consistent with one's own values and beliefs.
- **Communicate** theory/thesis and conclusions based upon critical reasoning and investigations.
- **Respect the values of a diverse society** which motivates students to safeguard individual rights, the rights of others, and to fulfill the responsibilities as citizens in a democracy.

## **Strands**

All goals and strands are seen in the light of Catholic Social Teaching.

### **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.

### **Economics**

The student applies understanding of economic concepts and systems to analyze decision-making and the impact on individuals, groups, businesses, governments, and societies.

### **Geography**

The student uses knowledge of political geography, spatial perspective and applies concepts of location, region, and movement to demonstrate knowledge of the interaction among people and their environment and culture.

### **History**

The student understands and applies knowledge of the past, chronology, eras, turning points, major ideas, individuals, and themes in order to assess how history shaped the present and influences the future.

### **Skills**

The student engages in inquiry and applies reasoning skills to conduct research, deliberate, and form and evaluate positions through the processes of reading, writing, and communicating.

The student will use a variety of technology and other tools to read, write, and communicate clearly and effectively.

## **Themes of Catholic Social Teaching**

### **United States Conference of Catholic Bishops**

The Church's social teaching is a rich treasure of wisdom about building a just society and living lives of holiness amidst the challenges of modern society. Modern Catholic social teaching has been articulated through a tradition of papal, conciliar, and episcopal documents. The depth and richness of this tradition can be understood best through a direct reading of these documents. In these brief reflections, we highlight several of the key themes that are at the heart of our Catholic social tradition.

#### **Life and Dignity of the Human Person**

The Catholic Church proclaims that human life is sacred and that the dignity of the human person is the foundation of a moral vision for society. This belief is the foundation of all the principles of our social teaching. In our society, human life is under direct attack from abortion and euthanasia. The value of human life is being threatened by cloning, embryonic stem cell research, and the use of the death penalty. Catholic teaching also calls on us to work to avoid war. Nations must protect the right to life by finding increasingly effective ways to prevent conflicts and resolve them by peaceful means. We believe that every person is precious, that people are more important than things, and that the measure of every institution is whether it threatens or enhances the life and dignity of the human person.

#### **Call to Family, Community, and Participation**

The person is not only sacred but also social. How we organize our society in economics and politics, in law and policy directly affects human dignity and the capacity of individuals to grow in community. Marriage and the family are the central social institutions that must be supported and strengthened, not undermined. We believe people have a right and a duty to participate in society, seeking together the common good and well-being of all, especially the poor and vulnerable.

#### **Rights and Responsibilities**

The Catholic tradition teaches that human dignity can be protected and a healthy community can be achieved only if human rights are protected and responsibilities are met. Therefore, every person has a fundamental right to life and a right to those things required for human decency. Corresponding to these rights are duties and responsibilities--to one another, to our families, and to the larger society.

#### **Option for the Poor and Vulnerable**

A basic moral test is how our most vulnerable members are faring. In a society marred by deepening divisions between rich and poor, our tradition recalls the story of the Last Judgment (Mt 25:31-46) and instructs us to put the needs of the poor and vulnerable first.

**The Dignity of Work and the Rights of Workers**

The economy must serve people, not the other way around. Work is more than a way to make a

living; it is a form of continuing participation in God’s creation. If the dignity of work is to be protected, then the basic rights of workers must be respected--the right to productive work, to decent and fair wages, to the organization and joining of unions, to private property, and to economic initiative.

### **Solidarity**

We are one human family whatever our national, racial, ethnic, economic, and ideological differences. We are our brothers’ and sisters’ keepers, wherever they may be. Loving our neighbor has global dimensions in a shrinking world. At the core of the virtue of solidarity is the pursuit of justice and peace. Pope Paul VI taught that “if you want peace, work for justice.”<sup>1</sup> The Gospel calls us to be peacemakers. Our love for all our sisters and brothers demands that we promote peace in a world surrounded by violence and conflict.

### **Care for God’s Creation**

We show our respect for the Creator by our stewardship of creation. Care for the earth is not just an Earth Day slogan, it is a requirement of our faith. We are called to protect people and the planet, living our faith in relationship with all of God’s creation. This environmental challenge has fundamental moral and ethical dimensions that cannot be ignored.

Social Studies Curriculum  
K-12 Scope and Sequence  
2015

Grade Level	Content & Regional Focus of Learning Standards	Summary
K	Self (near & far; now & then)	Students begin their investigation of the world using perspectives, concepts, and skills from social studies. The context for social studies learning 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.
1	Families	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.
2	Community	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.
3	Culture: People, Places, and Environment	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.
4	Washington State History (local tribal history)	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 the standards begin to include analysis and ask students to look at issues and events from multiple perspectives.

5	US History (pre-colonial period to independence)	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.
6	World Geography & World History (Ancient Civilizations)	Students deepen their understanding of the Earth and its peoples through the study of history, geography, politics, culture, and economic systems. The 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.
7	World History, continued (600-1450) & Washington History	Students become more proficient with the core concepts in social studies. 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.
8	US History (primarily 19th Century)	Students develop a new, more abstract level of understanding of social studies concepts. The 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.
9/10	World History (1450-present)	Students apply their deeper understanding of social studies concepts on a global scale. The 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><b>11</b></p>	<p>Us History &amp; Government (20-21st Centuries)</p>	<p>Students have the intellectual and social capacity to develop serious historical knowledge and perspective, geographic literacy, economic understanding, and civic wisdom and commitment. The 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><b>12</b></p>	<p>Contemporary World Problems</p>	<p>Students use the conceptual understandings they have developed in civics, economics, geography, and history to explore pressing issues in our world today. The 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 standards 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>

# Kindergarten

Self (near & far; now & then)

Students begin their investigation of the world using perspectives, concepts, and skills from social studies. The context for social studies learning 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.

# KINDERGARTEN

# 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.

STUDENT OUTCOMES	EALR C3	SLE
1. Understands key ideals of justice (especially Catholic Social Justice) and fairness within the context of the family, classroom, and school.	D2. Civ. 8 K-2 1.1.1	
2. Exhibits moral (Christian) and civic virtues: integrity, honesty tolerance, respect of self and others.	D2.Civ.7.K-2	
3. Explains how people can work together to make decisions in the classroom (e.g. voting).	D2 Civ.11.K-2	
4. Contributes skills and talents to serve others.		
5. Explains how all people, not just official leaders, play important roles in a community.	D2.Civ.2.K-2	
6. Identifies people who make rules (e.g. societal structures, community helpers).	1.2.1 D2.Civ.1.K-2	
7. Explains the need for and purpose of rules in various settings inside and outside of classroom.	1.2.2 D2. Civ.3, 9K-2,	
8. Describes how communities work to accomplish tasks and establish responsibilities.	D2.Civ.6.K-2	
9. Identifies and understands the importance of national and Church holidays.	1.1	
10. Identifies the importance of historic sites and symbols (e.g. Washington monuments, Statue of Liberty, Pledge of Allegiance and flags).	1.1	
11. Learns about current events (e.g. Weekly Readers, TV news, newspaper).		

# KINDERGARTEN

# Economics

The student applies understanding of economic concepts and systems to analyze decision-making and the impact on individuals, groups, businesses, governments, and societies.

STUDENT OUTCOMES	EALR C3	SLE
1. Understands that people have to make choices between wants and needs.	2.1	
2. Learns about where goods are produced (e.g. farms, factories).	D2 Eco 4.K-2	

## **KINDERGARTEN                      Geography**

The student uses knowledge of political geography, spatial perspective and applies concepts of location, region, and movement to demonstrate knowledge of the interaction among people and their environment and culture.

STUDENT OUTCOMES	EALR C3	SLE
1. Names geographic features: ocean, lake, river, land, mountain, hill.	3.1.1	
2. Understands that maps and globes are symbolic representations/ models of real places.		
3. Copies a map of the classroom using appropriate technology.	3.1.2	
4. Understands that weather, climate and other environmental forces affect people's lives.	D2 Geo 4.K-2	

## **KINDERGARTEN                      History**

The student understands and applies knowledge of the past, chronology, eras, turning points, major ideas, individuals, and themes in order to assess how history shaped the present and influences the future.

STUDENT OUTCOMES	EALR C3	SLE
1. Creates and explains time lines to show events in a chronological manner.	D2. His.1.K-2 4.1.1	
2. Understands the difference between past and present events.	D2. His.2.K-2 4.1	
3. Retells and explains a sequence of events.	D2.His.1.K-2 5.4.1	
4. Explains that changes occur over time.	5.4.1	
5. Identifies some famous historic figures by name, especially those associated with holidays (Jesus, Martin Luther King Jr., St. Patrick, Abraham Lincoln, etc.).	D2.His. 4. K-2	

# KINDERGARTEN

# Skills

The student engages in inquiry and applies reasoning skills to conduct research, deliberate, and form and evaluate positions through the processes of reading, writing, and communicating.

The student will use a variety of technology and other tools to read, write, and communicate clearly and effectively

STUDENT OUTCOMES	EALR C3	SLE
1. Compares own point of view with the perspective of others.	CC.D2. Civ.10.K-2 5.1.1	
2. Explores own point of view in regard to its fairness to others (e.g. determines one's point of view about a playground rule based on how fair it is to oneself and others).	5.1.2 5.3.1	
3. Supports a point of view with reasons.	D4.1.K-2 5.1.1	
4. Compares and contrasts cultural elements in their lives with the lives of others (e.g. homes, family size, and language).	5	
5. Asks questions to gain understanding about the world around them (e.g. playground rules, people who work at the school).	D4.4.K-2 5.2.1	
6. Retells and explains personal history.	5.4.1	
7. Understands and uses appropriate Social Studies vocabulary.	5	
8. Uses text and picture clues (e.g. headings, bold words) to gain information.		
9. Predicts likely outcomes based on factual information.		
10. Communicates content orally and in writing.		
11. Creates and interprets graphs and charts.		

# First Grade

## Families

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.

# FIRST

# 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.

STUDENT OUTCOMES	EALR C3	SLE
1. Demonstrates understanding of the key ideals of justice (especially Catholic Social Justice) and fairness within the context of family, classroom, and school.	D2. Civ. 8. K2 1.1.1	
2. Practices moral (Christian) and civic virtues: integrity, honesty tolerance, respect of self and others.	D2 Civ.7.K-2	
3. Explains how people can work together to make decisions in the classroom (e.g. voting).	D2 Civ.11. K-2	
4. Contributes skills and talents to serve others and take action to address community issues.	D4.6 & 7. K-2	
5. Explains how all people, not just official leaders, play important roles in a community.	D2.Civ.2.K-2	
6. Identifies people who make rules (e.g. family, church, community and school).	1.2.1 D2. Civ.1.K-2	
7. Understands and explains the purpose of rules inside and outside the classroom, as well as family rules, and laws of the community (e.g. street signs).	1.2.2 D2.Civ9. Civ. 3. K2	
8. Compare own point of view with the perspective of others.	D2.Civ.10.K 2	
9. Describes how communities work to establish responsibilities and accomplish tasks (e.g. families and school community).	D2.Civ.6.K2	
10. Identifies and understands the importance of national and Church holidays.	1.1	
11. Identifies the importance of historic sites and symbols (e.g. Washington monuments, Statue of Liberty, Pledge of Allegiance and flags).	1.1	
12. Learns about current events and issues (e.g. Weekly Readers, TV news, newspaper).	D4.6.K-2	

# FIRST

# Economics

The student applies understanding of economic concepts and systems to analyze decision-making and the impact on individuals, groups, businesses, governments, and societies.

STUDENT OUTCOMES	EALR C3	SLE
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1. Understands there is a benefit and cost when individuals and families make choices about meeting their needs and wants.	2.1.1	
2. Gives examples of ways the economy works (e.g. people get paid for their jobs and use money to buy things they want and need).	2.2	
3. Identifies American currency.	2.2	
4. Explains how people earn income.	2.2 D2. Eco. 6	
5. Learns about goods that are produced on farms and in local businesses.	D2 Eco 4	

## **FIRST** **Geography**

The student uses knowledge of political geography, spatial perspective and applies concepts of location, region, and movement to demonstrate knowledge of the interaction among people and their environment and culture.

<b>STUDENT OUTCOMES</b>	<b>EALR C3</b>	<b>SLE</b>
1. Understands and uses maps and globes to identify major bodies of water and continental land masses.	3.1.1	
2. Describes geographic features in this community (e.g. rivers, lakes, mountains).	3.1.2	
3. Understands that the environment and climate shape the way families live. <ul style="list-style-type: none"> <li>• Explains how climate and physical features of an area determine the types of home in which people live.</li> <li>• Explains how the food families eat is affected by the natural resources that are available in their regions.</li> </ul>	3.2.1 D2.Geo.5,8,9	
4. Discusses why families choose to live where they do (e.g. location of job, family).	3.2.3	
5. Constructs and compares various maps (classroom, playground, and neighborhood).	3.1.2	
6. Explains why and how people and goods are moved from place to place.	D2.Geo.7.K-2	



## FIRST

## History

The student understands and applies knowledge of the past, chronology, eras, turning points, major ideas, individuals, and themes in order to assess how history shaped the present and influences the future.

STUDENT OUTCOMES	EALR C3	SLE
1. Creates and explains time lines to show events in a chronological manner.	4.1.1	
2. Organizes events in a sequential manner.	D4.2	
3. Understands that families and communities change over time.	4.1	
4. Explains how a family marks celebrations using traditions and customs from the past.	4.4.1	
5. Identifies some famous historic figures by name, especially those associated with holidays (Jesus, Martin Luther King Jr., St. Patrick, Abraham Lincoln, etc.).	D2.His.4	

## FIRST

## Skills

The student engages in inquiry and applies reasoning skills to conduct research, deliberate, and form and evaluate positions through the processes of reading, writing, and communicating.

The student will use a variety of technology and other tools to read, write, and communicate clearly and effectively.

STUDENT OUTCOMES	EALR C3	SLE
1. Explores personal point of view in regard to its fairness to others (e.g. determines one's point of view about a playground rule based on how fair it is to oneself and others).	5.1.2 5.3.1	
2. Supports a point of view with reasons.	5.1.1 D4.1	
3. Constructs explanations using correct sequence and relevant information.	D4.2	
4. Defines and uses appropriate Social Studies vocabulary.	5	

5. Understands that any event can be viewed by different perspectives (e.g. incident on the playground, civic event).	D2.His.6.K-2	
6. Asks pertinent questions to gain understanding about the world around them.	5.2.1 D4.4,5	
7. Generates likely reasons or outcomes for an event based on factual information.	D2.His.14	
8. Understands that different groups of people may have different ways of doing things within their culture (e.g. rules, language, customs, music, food).	5.1	
9. Understands that one event impacts another (cause and effect).	5.1	
10. Engages in thoughtful respectful discussions with others about specific topics.	5.3.1	
11. Uses graphic organizers to convey understanding.	5.4.1	
12. Reflects on content to form judgments based on evidence and common sense.		
13. Uses and creates visual aids (e.g. pictures, maps, charts, technology) to gain and share information.	5.2.2	
14. Uses text and picture clues (e.g. headings, bold words) to gain information.		
15. Communicates content orally and in writing.		

# Second Grade

## Community

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

## SECOND

## 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.

STUDENT OUTCOMES	EALR C3	SLE
1. Understands the key ideals of justice (especially Catholic Social Justice) fairness, and participation (citizenship) within the context of the family, classroom, school, parish and community.	1.1.1 D2. Civ.8	
2. Practices moral (Christian) and civic virtues: integrity, honesty, tolerance, respect of self and others.	D2 Civ.7.	
3. Cooperates in making decisions in the classroom (e.g. voting).	D2 Civ.11	
4. Compares own point of view with the perspective of others.	D2.Civ.10	
5. Explains how all people, not just official leaders, play important roles in a community.	D2.Civ.3	
6. Explains the purpose and function of rules in various settings inside and outside of school (e.g. family, school, local government).	1.2.2 D2. Civ.3,12	
7. Understands the idea of citizens’ responsibility for the “common good” within the context of community (e.g. recycling, obeying traffic laws).	1.1.1 D2.Civ.6	
8. Applies the key ideal of “common good” to uphold rights and responsibilities within the context of the community (e.g. following class rules so that everyone can learn).	1.1.2 D2.Civ.9	
9. Understands the basic organization of government in the community (e.g. cities are governed by mayors or city councils; police and judges enforce laws).	1.2.1 D2.Civ5	
10. Describes how people have tried to improve their communities over time.	D2.Civ.14	
11. Understands the basic function of government and laws in the community (e.g. city governments make and enforce laws to support a safe community; city government supports local businesses and neighborhoods by improving and maintaining streets and sidewalks).	1.2.2 D2.Civ5	
12. Identifies and understands the importance of national and Church holidays.	1.1	
13. Identifies the importance of historic sites and symbols (e.g. Washington monuments, Statue of Liberty, Pledge of Allegiance and flags).	1.1	
14. Learns about current events and issues (e.g. Weekly Readers, TV news, newspaper).	D4.6	
15. Contributes skills and talents to serve others and take action to address community issues.	D4.6 & 7	

16. Understands that citizenship and civic involvement in the neighborhood and community are the rights and responsibilities of individual citizens (e.g. citizens have the responsibility to act as change agents within the community).	1.4. D2.Civ.14	
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## **SECOND Economics**

The student applies understanding of economic concepts and systems to analyze decision-making and the impact on individuals, groups, businesses, governments, and societies.

<b>STUDENT OUTCOMES</b>	<b>EALR C3</b>	<b>SLE</b>
1. Understands when individuals and families make choices about meeting their needs and wants that there is a benefit and cost.	2.1.1 D2 Eco.2	
2. Understands that people make choices regarding products, services, and businesses they patronize.	2.1.1 D2 Eco.4	
3. Identifies the basic elements of a community's economic system including producers, consumers, buyers and sellers and their roles.	2.2.1	
4. Gives examples of ways the economy works (e.g. people get paid for their jobs and use money to buy things they want and need).	2.2	
5. Explains how people earn income.	2.2 D2. Eco. 6	
6. Explain why people save money.	D2.Eco.10	

## **SECOND Geography**

The student uses knowledge of political geography, spatial perspective and applies concepts of location, region, and movement to demonstrate knowledge of the interaction among people and their environment and culture.

<b>STUDENT OUTCOMES</b>	<b>EALR C3</b>	<b>SLE</b>
1. Displays understanding of map elements (e.g. symbols, compass rose, labels, and a key).	3.1.1	

2. Constructs maps, graphs, and other representations of familiar places.	3.1.1 D2.Geo.1	
3. Names and identifies seven continents on a global map.	3.1.1	
4. Identifies the geographic characteristics of a community (e.g. lakes, mountains, rivers, parks).	3.1.2	
5. Uses maps, globes, and other simple geographic models to identify and distinguish varying land forms and geographic features (e.g. mountains, hills, plateaus, islands, oceans, deserts).	3.1.2 D2.Geo.3	
6. Explains how weather, climate, and other environmental characteristics affect people's lives in a place or region.	D2.Geo.4	
7. Describes the connections between the physical environment of a place and the economic activities found there.	D2.Geo.9	
8. Explains how people affect the environment (e.g. clearing land, building houses and businesses on farm land, constructing parks for recreation).	3.2.1 D2.Geo.5	
9. Describes places and the relationships and interactions that shaped them (e.g. pollution, land development).	3.2 D2.Geo.2	
10. Explains why and how people and goods are moved from place to place.	D2.Geo.7	

## **SECOND History**

The student understands and applies knowledge of the past, chronology, eras, turning points, major ideas, individuals, and themes in order to assess how history shaped the present and influences the future.

<b>STUDENT OUTCOMES</b>	<b>EALR C3</b>	<b>SLE</b>
1. Creates and explains various timelines of chronological sequence of multiple events to show how the present is connected to the past.	D2.His.1	
2. Compares life in the past to life today.	D2.His.2	
3. Understands ways that societies have changed over time (e.g. technology tools and transportation).	4.2	

4. Identifies individuals and groups that have shaped history (e.g. Jesus, George Washington, Abraham Lincoln, Columbus, Martin Luther King, Jr., veterans).	4.2.1	
5. Generates questions about individuals and groups who have shaped a significant historical change.	D2.His.3	
6. Compares perspectives of people in the past to those of people in the present.	4.3 D2.His.4	
7. Generates possible reasons for an event or development in the past and compares which reasons might be more likely than others to explain a historical event or development.	D2.His.14,16	

## SECOND Skills

The student engages in inquiry and applies reasoning skills to conduct research, deliberate, and form and evaluate positions through the processes of reading, writing, and communicating.

The student will use a variety of technology and other tools to read, write, and communicate clearly and effectively.

STUDENT OUTCOMES	EALR C3	SLE
1. Defines and uses appropriate Social Studies vocabulary.		
2. Examines the influence of various cultural elements on society (e.g. words from other languages, music, art, food, Christmas traditions).	5.1	
3. Explores personal point of view in regard to its fairness to others (e.g. determines one's point of view about a playground rule based on how fair it is to oneself and others).	5.1.2 5.3.1	
4. Supports a point of view with reasons.	5.1.1 D4.1	
5. Recognizes that there are multiple points of view on issues.	5.1.1	
6. Understands that one event impacts another (cause and effect).	5.1	
7. Asks questions to learn pertinent information about positions (arguments) and explanations (supporting questions).	5.2.1 D4.4	

8. Evaluates a statement (from a source) to determine whether it is a fact or an opinion.	D3.2	
9. Gather relevant information from provided sources to answer questions.	D3.1.	
10. Locates and uses appropriate resources (e.g. time lines, graphs, atlases, charts and maps) to gain and interpret information.	5.2	
11. Follows agreed upon rules while engaging in thoughtful, respectful discussions about specific topics (e.g. uses problem solving skills to resolve conflicts; asks questions to clarify; shares own point of view; understands multiple perspectives).	D2.Civ.9	
12. Uses graphic organizers to convey understanding.	5.4	
13. Uses visual aids to gain and share information (e.g. pictures, maps, charts, technology).	5.2.2	
14. Constructs a reasonable argument or explanation based on evidence from content and common sense.	D4.1,2	
15. Uses text and picture clues (e.g. headings, bold words) to gain information.		
16. Communicates content orally and in writing. <ul style="list-style-type: none"> <li>• Presents a summary of an argument using print, oral and digital technologies.</li> </ul>	D4.3	



# Third Grade

Culture (People, Places, and Environment)

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.

## THIRD

## 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.

STUDENT OUTCOMES	EALR C3	SLE
1. Explains that the community is made up of people from various cultures.	1.1.1	
2. Identifies that individuals have different beliefs, experiences, perspectives and value systems that affect their opinions' about civic issues.	D2.Civ.10	
3. Examines the rights and responsibilities of the individual in relation to his or her community.	D2.Civ.2	
4. Distinguishes the responsibilities and powers of government officials at various levels and branches of government (e.g. mayor, governor, and president).	D3.Civ.1	
5. Applies civic virtues and democratic principles in school settings.	D2.Civ.7	
6. Uses deliberative processes when making decisions or reaching judgments as a group.	D2.Civ.9	
7. Identifies and explains a range of local, regional, global problems and some ways in which people are trying to address these problems.	D4.6	
8. Identifies ways to take action to help address local, regional, and global problems.	D4.7	
9. Identifies and understands the meaning of Church, national, state, and local holidays and symbols.		
10. Compares procedures for making decisions in a variety of settings including classroom, school, and or society.	D2.Civ.11	
11. Recognizes the functions of laws and how laws are created and changed.	D2. Civ.12	
12. Reads about and discusses current events, citing evidence to support point of view.		
13. Exhibits moral (Christian) and civic virtues: integrity, honesty, tolerance, respect of self and others.		

## THIRD

## Economics

The student applies understanding of economic concepts and systems to analyze decision-making and the impact on individuals, groups, businesses, governments, and societies.

STUDENT OUTCOMES	EALR C3	SLE
1. Understands how natural resources influence the way people support themselves.	2.2.1	
2. Identifies examples of the variety of resources that are used to produce goods and services (e.g. human capital, physical capital, and natural resources).	D2.Eco.3	
3. Understands the basic elements of a community's economic system including producers, distributors, consumers of goods and services. <ul style="list-style-type: none"><li>• Understand that taxes pay for public safety services.</li></ul>	2.2.1	
4. Compares the benefits and costs of individual choices (needs versus wants).	2.1 D2.Eco.1	
5. Recognizes that various institutions must function within a budget (e.g. families, government, and businesses).	D2 Eco 2	
6. Recognizes the importance of various jobs within a community and how they contribute to the production and exchange of goods and services.	D2.Eco.3	
7. Understands the difference between goods and services.		
8. Recognizes that both buyers and sellers participate in voluntary trade because both expect to gain from the exchange. <ul style="list-style-type: none"><li>• Explains the role of money in making the exchange easier.</li></ul>	D2. Eco.4,5, 7	
9. Identifies jobs of the past and present and how changing technology impacts jobs.	D2.Geo.8	

## THIRD

## Geography

The student uses knowledge of political geography, spatial perspective and applies concepts of location, region, and movement to demonstrate knowledge of the interaction among people and their environment and culture.

STUDENT OUTCOMES	EALR	SLE
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	<b>C3</b>	
1. Uses and compares a variety of maps.	3.1.1	
2. Understands and applies how maps and globes are used to display various regions of the world.	3.1.1	
3. Demonstrates understanding of a compass rose, labels, symbols, and a key by constructing maps.	3.1.1	
4. Locates and distinguishes among varying landforms and geographic features (e.g. mountains, plateaus, islands, and water systems).		
5. Understands the physical characteristics of places and regions.	3.1.2	
6. Understands human interaction with the environment.	3.2.1	
7. Explains how the environment affects movement of people and the distribution of goods and ideas.	D2.Geo. 6, 7	
8. Demonstrates an understanding that learning about the geography of an area helps lead to understanding of other cultures' traditions, beliefs, and celebrations.	3.3.1	
9. Explains how human settlements and movements relate to the locations and use of various natural resources.	D2. Geo. 8	
10. Analyzes the effects of catastrophic events on human settlements and migration.	D2. Geo. 9	

### **THIRD**

### **History**

The student understands and applies knowledge of the past, chronology, eras, turning points, major ideas, individuals, and themes in order to assess how history shaped the present and influences the future.

<b>STUDENT OUTCOMES</b>	<b>EALR C3</b>	<b>SLE</b>
1. Creates and use timelines to show historical events are organized into time periods and eras.	4.1 D2. His.1	
2. Understands the idea that societies are transformed over time due to developments in science, technology (tools), transportation, sanitation and generation of power.	4.1 4.2.2 D2.His.3	

3. Compare life in specific historic time periods to life today.	4.2.2 D2. His.2	
4. Understands that there are multiple perspectives and interpretations of historical events.	4.3 D2. His. 4	
5. Understands the probable causes of events and developments.	D2. His. 14	
6. Compares different accounts of the same historical event considering the author, date, and place of origin.	D.2.His.6,11	
7. Uses Gospel values to examine, discuss, and evaluate historical issues and current events.		
8. Examines how cultures spread through trade, exploration, immigration, and conquest.		

### **THIRD Skills**

The student engages in inquiry and applies reasoning skills to conduct research, deliberate, and form and evaluate positions through the processes of reading, writing, and communicating.

The student will use a variety of technology and other tools to read, write, and communicate clearly and effectively.

<b>STUDENT OUTCOMES</b>	<b>EALR C3</b>	<b>SLE</b>
1. Uses inquiry-based research. <ul style="list-style-type: none"> <li>• Gathers relevant information from multiple print and digital sources in response to compelling questions.</li> <li>• Uses background knowledge and prior experience.</li> <li>• Uses distinctions among fact and opinion to determine the credibility of multiple sources; assesses the credibility and accuracy of each source.</li> <li>• Takes notes on sources.</li> <li>• Quotes or paraphrases the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</li> <li>• Prepares a list of resources, including title, author, type of source, date published, and publisher for each source, and arrange the sources alphabetically.</li> </ul>	5.2 5.1.2 CC. WHST 8 D2.His.9-12 D3.1-3	
2. Interprets and creates graphs, maps, and charts.	5.2.2	
3. Uses graphic organizers to organize ideas.		

4. Uses text and picture cues to gain information (e.g. headings, bold words).		
5. Identifies different kinds of historical sources and tells how they can be used to explain historical events.	D2. His.9	
6. Generates questions about a particular historical source as it relates to a particular historical event or development.	D2. His. 12.	
7. Compares information provided by different historical sources about the past.	D2.His.10	
8. Identifies the maker, date, and place of origin of a historical source.	D2. His.11	
9. Engages in discussions to learn and answer questions.	5.3.1	
10. Draws conclusions that are supported by sources.	5.4.1	
11. Evaluates a statement to determine whether it is a fact or an opinion.	D3.2. His.	
12. Defines and applies content vocabulary.		
13. Uses appropriate technology to create presentations and reports.		
14. Follows agreed upon rules while engaging in thoughtful, respectful discussions about specific topics (e.g. uses problem solving skills to resolve conflicts; asks questions to clarify; shares own point of view; understands multiple perspectives).	D2.Civ.9	
15. Asks questions to learn pertinent information about positions (arguments) and explanations (supporting questions).		
16. Uses evidence to develop a claim about the past.	D2. His.16	
17. Constructs arguments using claims and evidence.	D4.1.3-5	
18. Demonstrates collaborative skills when making deliberative and democratic decisions within groups. <ul style="list-style-type: none"> <li>• Demonstrates self-direction when working towards and accomplishing goals</li> <li>• Adjusts personal behavior to fit the dynamics of various groups and situations</li> <li>• Respects and shows tolerance of others, beliefs, feelings, and convictions</li> </ul>	D4.8	

# Fourth Grade

Washington State History (local tribal history)

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 the standards begin to include analysis and ask students to look at issues and events from multiple perspectives.

## FOURTH

## 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.

STUDENT OUTCOMES	EALR C3	SLE
1. Understands key ideals and principles of the United States (e.g. the Declaration of Independence and the Constitution).	1.1 D2.Civ.3	
2. Understands the key ideals of the rights set forth in the Washington State Constitution.	1.1.1	
3. Evaluates the effectiveness of a law or policy (e.g. critiques how well the seatbelt law promotes the personal right to life).	1.1.1	
4. Explains the process of how the legislative branch of government makes laws.	D2.Civ.4	
5. Understands that governments are organized into local, state, tribal, and national levels. <ul style="list-style-type: none"><li>Understand there are three branches of government (executive, judicial, and legislative).</li></ul>	1.2.1 D2.Civ.1	
6. Distinguishes the responsibilities and powers of government officials at various levels and branches of government.	1.2.1	
7. Explains how a democracy relies on people's responsible participation and draw implications for how individuals should participate.	1.4.1 D2. Civ.2,8	
8. Uses Gospel values to make informed decisions about public issues.		

## FOURTH

## Economics

The student applies understanding of economic concepts and systems to analyze decision-making and the impact on individuals, groups, businesses, governments, and societies.

STUDENT OUTCOMES	EALR C3	SLE
1. Compare the benefits and costs of individual choices.	2.1 D2 Eco.1	
2. Recognizes that various institutions must function within a budget (families,	D2 Eco 2	



governments, and business).		
3. Understands the basic elements of Washington State’s economic system including agriculture, business, industry, natural resources, and labor.	2.2.1	
4. Explains components of Washington State’s industry. (E.g. <i>Timber industry</i> - trees, workers, production mills, and consumers of wood products and <i>Agricultural industry</i> - land, water, farmers, laborers, distributors, and the consumers).	2.2.1	
5. Compares how the geography, available natural resources, climate, and the available labor force affect the economic opportunities in rural and urban areas.	2.2.1	
6. Examines how various industries impact the economy (e.g. technology, transportation).	2.2.1	
7. Understands that the economy relies on trade and recognizes that both buyers and sellers participate in voluntary trade because both expect to gain from the exchange.	2.2.2 D2. Eco.4,7	
8. Understands how geography, natural resources, climate and available labor contribute to the sustainability of the economy of regions in Washington State.	2.4.1	
9. Explains how dams and wind power impact the economy or regions of Washington State.	2.4.1	

## FOURTH Geography

The student uses knowledge of political geography, spatial perspective and applies concepts of location, region, and movement to demonstrate knowledge of the interaction among people and their environment and culture.

STUDENT OUTCOMES	EALR C3	SLE
1. Explains the differences in physical characteristics, including landforms, climate, and natural resources of the different regions.	3.1.2 D2. Geo.10	
2. Explains the cultural characteristics, including distribution of population and languages of the people.	3.1.2	
3. Understands the physical characteristics of places and regions in North America, including the location of the fifty states within the regions of the U.S.	3.1.2	
4. Understands that the geographic features have influenced the movement of people.	3.1.1 3.2.3	

5. Constructs maps including compass rose, labels, symbols, scale, legend, and a key, making note of latitude and longitude.	3.1.1	
6. Uses and compares a variety of maps.	3.1.1	
7. Identifies and describes examples in which science and technology have led to changes in the physical environment (e.g. irrigating semi-desert regions in Washington State).		
8. Describes and identifies geographical patterns and natural disasters associated with seasons, climate, weather, and water cycle.	D2.Geo.12	

## FOURTH History

The student understands and applies knowledge of the past, chronology, eras, turning points, major ideas, individuals, and themes in order to assess how history shaped the present and influences the future.

STUDENT OUTCOMES	EALR C3	SLE
1. Creates and uses timelines to show how historical events are organized into time periods and eras.	4.1.1 D2.His.1	
2. Understands how the following themes and developments helped to define eras in Washington State history up to 1889: <ul style="list-style-type: none"> <li>• Growth of northwest coastal and plateau tribes prior to treaties (up to 1854)</li> <li>• Maritime and overland exploration, encounter, and trade (1774-1849)</li> <li>• Immigration and settlement (1811-1889)</li> <li>• Territory and treaty-making (1854-1889)</li> </ul>	4.1.2	
3. Identifies individuals who played a role in Washington State history (e.g. Mother Joseph, Chief Joseph).	4.2.1 D2.His.3	
4. Understands that there are multiple perspectives regarding the interpretation of historical events (primary sources).	4.3.1 D2.Hist.6	
5. Understands that significant historical events in Washington State have implications for current issues.	4.4.1 D2.Hist.5	
6. Identifies cause and effect of historical events.	4.3 D2.Hist.12	

7. Identifies developments in technology, ideas, and culture, and how they affected societies throughout history.	4.2.3	
8. Uses evidence to develop a claim about the past.	D2.Hist.16	
9. Uses Gospel values to examine, discuss, and evaluate current events and scientific issues.		

## FOURTH Skills

The student engages in inquiry and applies reasoning skills to conduct research, deliberate, and form and evaluate positions through the processes of reading, writing, and communicating.

The student will use a variety of technology and other tools to read, write, and communicate clearly and effectively.

STUDENT OUTCOMES	EALR C3	SLE
1. Uses inquiry-based research. <ul style="list-style-type: none"> <li>• Gathers relevant information from multiple print and digital sources in response to compelling questions.</li> <li>• Uses background knowledge and prior experience.</li> <li>• Uses distinctions among fact and opinion to determine the credibility of multiple sources; assesses the credibility and accuracy of each source.</li> <li>• Takes notes on sources.</li> <li>• Quotes or paraphrases the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</li> <li>• Prepares a list of resources, including title, author, type of source, date published, and publisher for each source, and arrange the sources alphabetically (primary and secondary source on the same topic).</li> </ul>	5.2 5.1.2 CC. WHST 8 D2.His.9-12 D3.1-3	
2. Uses text and picture cues to gain information (e.g. headings, bold words).		
3. Uses graphic organizers to organize ideas.	5.2.2	
4. Interprets and creates graphs, maps, and charts.	5.2.2	
5. Identifies different kinds of historical sources and tells how they can be used to explain historical events.	D2. His.9	
6. Identifies the maker, date, and place of origin or a historical source.	D2.His.9	

7. Evaluates the usefulness of various sources in regard to the value of information about a historic topic.	D2.His.13	
8. Compares information provided by different historical sources about the past.	D2.His.10	
9. Evaluates a statement to determine whether it is a fact or an opinion.	D3.2.His	
10. Summarizes how different kinds of historical sources are used to explain events of the past (e.g. primary and secondary sources).	5.1.2 D2.Hist.9	
11. Draws conclusions that are supported by primary sources.	5.4.1	
12. Follows agreed upon rules while engaging in thoughtful, respectful discussions about specific topics (e.g. uses problem solving skills to resolve conflicts; asks questions to clarify; shares own point of view; understands multiple perspectives).		
13. Demonstrates collaborative skills when making deliberative and democratic decisions within groups. <ul style="list-style-type: none"> <li>• Demonstrates self-direction when working towards and accomplishing goals</li> <li>• Adjusts personal behavior to fit the dynamics of various groups and situations</li> <li>• Respects and shows tolerance of others, beliefs, feelings, and convictions</li> </ul>	D4.8.	.
14. Asks questions to learn pertinent information about positions (arguments) and explanations (supporting questions).		
15. Uses critical reasoning skills to construct arguments using claims and evidence.	5.1 D4.1	
16. Defines and applies content vocabulary.		
17. Uses appropriate technology to create a product in an appropriate manner to a meaningful audience.	5.4.1	
18. Uses text and picture cues (e.g. headings, bold words) to gain information.		
19. Uses graphic organizers to organize ideas.	5.2.2	
20. Interprets and creates graphs, maps, and charts.	5.2.2	

# Fifth Grade

US History (pre-colonial period to independence)

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.

## FIFTH

## 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.

STUDENT OUTCOMES	EALR C3	SLE
1. Understands the key ideals as outlined in the Declaration of Independence, U.S. Constitution, and other fundamental documents (e.g. Connect liberty to the Declaration of Independence, U.S. Constitution, and Bill of Rights).	1.1 D2 Civ. 8	
2. Evaluates how a public issue is related to constitutional rights and the common good.  <i>Examples</i> ~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.	1.1.2 D2. Civ. 4 3-5	
3. Distinguishes the responsibilities and powers of government officials at various levels and branches of governments. • Identifies the state congressional representatives, governor, and elected city leaders.	1.2.1 D2.Civ. 1,5	
4. Understands the purpose and function of the U.S. government. • Explains how the executive branch carries out and enforces the laws. • Explains how the judicial branch interprets the constitutionality of the law and how it’s enforced by the executive branch. • Explains how the legislative branch makes laws.	1.2.2 D2.Civ.1, 12-13	
5. Understands how a democracy relies on people’s responsible participation and draws implications for how individuals should participate.  <i>Examples</i> ~Explores how the role of being an informed voter is critical to civic participation.	1.4.1 D2. Civ.2,4,5, 7,13	
6. Uses Catholic Social Teaching and Gospel values to make informed decisions about rights, freedoms and public issues.	D2.Civ.9- 10, 12-13	

## FIFTH

## Economics

The student applies understanding of economic concepts and systems to analyze decision-making and the impact on individuals, groups, businesses, governments, and societies.

STUDENT OUTCOMES	EALR C3	SLE
1. Analyzes the costs and benefits of decisions people make to meet their needs and wants. <ul style="list-style-type: none"> <li>• Examines the various costs for why colonist chose to move away from Britain and settle in the Americas.</li> <li>• Examines the costs colonist faced when deciding to move to the Americas once settlements were formed (e.g. costs of lost possessions, risks to personal safety, benefits of economic opportunities, and freedoms).</li> </ul>	2.1 D2. Eco.1,2	
2. Understands how trade affects the economy. <ul style="list-style-type: none"> <li>• Explains how the system of trade (triangular trade) between Britain, Africa, and the thirteen colonies supported the African slave trade, cotton, tobacco, and sugar production in the colonies.</li> <li>• Examines the impact of trade between European colonists and Native American tribes.</li> </ul>	2.2.2 D2.Eco. 3-7	
3. Recognizes that various institutions must function within a budget.	D2 Eco 2	
4. Understands the impact of the British government’s tax system on the thirteen colonies. <ul style="list-style-type: none"> <li>• Explains how British taxes on sugar, stamps and tea affected the distribution of goods in the colonies.</li> <li>• Recognizes the consumer’s influence over supply and demand in the economic system (e.g. colonists’ ability to impact trade through boycott/non importation).</li> </ul>	2.3.1 D2. Eco. 8,9,12,13	
5. Compares Catholic Social Teaching, <i>Dignity of Work and the Rights of Workers</i> , to the economic challenges of history and today.	2.4	

## FIFTH Geography

The student uses knowledge of political geography, spatial perspective and applies concepts of location, region, and movement to demonstrate knowledge of the interaction among people and their environment and culture.

STUDENT OUTCOMES	EALR C3	SLE
1. Understands and applies map skills. <ul style="list-style-type: none"> <li>• Uses longitude and latitude to determine locations.</li> <li>• Uses compass rose, map symbols, legend, and scale.</li> <li>• Uses and understands vocabulary associated with specific maps.</li> </ul>	D2.Geo.1,2	
2. Uses maps of the thirteen colonies to analyze the impact of major landforms, climate, and natural resources on settlements.	3.1.1 D2.Geo.4	

3. Constructs maps delineating political and physical geography (e.g. thirteen colonies –1791).	3.1.1 D2.Geo.1,5	
4. Explains the cultural characteristics, including distribution of population and languages, of the people in the thirteen colonies.	3.1.2	
5. Explains and analyzes how the movement of the colonist to the Americas forced the movement of native peoples from their lands.	3.2.3 D2.Geo.6-9	
6. Explains how the triangular trade route between Africa, Britain, and the thirteen colonies force the movement of African people as slave labor. <ul style="list-style-type: none"> <li>Utilizes the Catholic Social Teaching to examine African slave labor and indigenous people (Native Americans).</li> </ul>	3.2.3 D2.Geo.6-9, 11-12	

## **FIFTH History**

The student understands and applies knowledge of the past, chronology, eras, turning points, major ideas, individuals, and themes in order to assess how history shaped the present and influences the future.

<b>STUDENT OUTCOMES</b>	<b>EALR C3</b>	<b>SLE</b>
1. Understands and creates timelines to show how historical events are caused by other important events. <ul style="list-style-type: none"> <li>Constructs and explains a timeline that shows the major eras in U.S. history up to 1776.</li> </ul>	4.1.1 D2.His.1	
2. Understands how events and developments define eras in U.S. History. <ul style="list-style-type: none"> <li>Development of indigenous societies in North American (up to 1791)</li> <li>Colonization (1492-1763) <ul style="list-style-type: none"> <li>Explains the interaction between the Massachusetts Bay colony and the indigenous societies.</li> <li>Explains the establishment of the colonies of Virginia, Massachusetts Bay Colony, and the Pennsylvania Colony.</li> <li>Explains the effects of disease on indigenous people between 1492-1763.</li> </ul> </li> <li>Revolution and Constitution (1763-1776)</li> </ul>	4.1.2	
3. Analyzes how individuals impacted U.S. history (e.g. George Washington, Crispus Attucks, John Adams, John Hancock, Samuel Adams, Abigail Adams).	4.2.1 D2.His.3	



4. Analyzes how people from various groups have shaped the history of the U.S. (e.g. African slave, native people, and European immigrants).	4.2.2	
5. Understands how developments in technology, ideas, and culture have affected the way people lived and changed their values, beliefs, and attitudes. <ul style="list-style-type: none"> <li>Explains how the idea of individual rights led to the creation of the Bill of Rights.</li> <li>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.</li> <li>Explains how the idea of liberty led the colonists to seek change by fighting Great Britain in the Revolutionary War.</li> </ul>	4.2.3	
6. Understands that there are multiple perspectives and interpretations of historical events. <ul style="list-style-type: none"> <li>Analyzes the colonization of America and the impact of the native tribes.</li> <li>Compares the viewpoints of the Patriots versus Loyalist during the Revolutionary era.</li> </ul>	4.3.1 D2.His.4-6	
7. Analyzes the multiple causes of change and conflicts in U.S. history (e.g. Colonization, Revolutionary War).	4.3.2	
8. Understands that significant historical events in the United States have implications for current decisions and influence the future.	4.4 D2.His.14	
9. Uses Gospel values to examine, discuss, and evaluate events.		

## **FIFTH Skills**

The student engages in inquiry and applies reasoning skills to conduct research, deliberate, form and evaluate positions through the processes of reading, writing, and communicating.

The student will use a variety of technology and other tools to read, write, and communicate clearly and effectively.

<b>STUDENT OUTCOMES</b>	<b>EALR C3</b>	<b>SLE</b>
1. Reads closely to determine what the text says and makes logical inferences.  Draws evidence from informational texts to support analysis.	CC.WHST 9 R 1 D3.1,3	
2. Formulates questions for inquiry. <ul style="list-style-type: none"> <li>Aware of a need for information</li> <li>Able to clarify what information is needed</li> </ul>	D1	

<ul style="list-style-type: none"> <li>• Aware of vocabulary that is relevant to the context or issue</li> <li>• Able to ask a range of relevant questions</li> <li>• Persist in the search for answers and editing questions when necessary</li> </ul>		
<p>3. Interprets primary sources and evidence.</p> <ul style="list-style-type: none"> <li>• Summarizes how different kinds of historical sources are used to explain events in the past.</li> <li>• Compares information provided by different historical sources (e.g. historical and contemporary documents, data from direct observation, graphics, economic statistics, maps, legislative actions, objects and court rulings).</li> <li>• Infers the intended audience and purpose of a historical source from information within the source itself.</li> <li>• Generates questions about multiple historical sources and their relationships to particular historical events and developments.</li> <li>• Uses information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.</li> </ul>	<p>D2.His. 9-13 5.4.1</p>	
<p>4. Uses inquiry-based research.</p> <ul style="list-style-type: none"> <li>• Gathers relevant information from multiple print and digital sources in response to compelling questions.</li> <li>• Uses background knowledge and prior experience.</li> <li>• Uses distinctions between fact and opinion to determine the credibility of multiple sources; assesses the credibility and accuracy of each source.</li> <li>• Takes notes on sources.</li> <li>• Quotes or paraphrases the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</li> <li>• Prepares a list of resources, including title, author, type of source, date published, and publisher for each source, and arrange the sources alphabetically (primary and secondary source on the same topic).</li> </ul>	<p>5.2 5.1.2 CC. WHST 8 D2.His.9-12 D3.1-3</p>	
<p>5. Prepares for and participates effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> <li>• Gains knowledge by reading and studying required material.</li> <li>• Follows agreed-upon rules for discussions.</li> <li>• Poses and responds to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</li> <li>• Reviews the key ideas expressed and draws conclusions in light of information and knowledge gained from the discussions.</li> <li>• Respects and shows tolerance of others beliefs, feelings, and convictions.</li> <li>• Deliberates public issues.</li> </ul>	<p>5.3 D2.His. 2,3,14,16,17 D3.3</p>	

<p>6. Creates a product that uses social studies content to support a thesis/argument and presents the product in an appropriate manner to a meaningful audience.</p> <ul style="list-style-type: none"> <li>• Takes a position on a public or historical issue in a paper or multimedia presentation.</li> <li>• Uses evidence to develop claims in response to compelling questions.</li> </ul>	<p>5.4 D2.His. 16-17 D3.4 W 7 SL 1</p>	
<p>7. Uses writing and speaking to:</p> <p>Construct arguments using claims and evidence from multiple sources.</p> <ul style="list-style-type: none"> <li>• Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>• Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</li> <li>• Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>• Establish and maintain a formal style.</li> <li>• Provide a concluding statement or section that follows from and supports the argument presented</li> </ul> <p>Write informative/explanatory texts, including the narration of historical events or technical processes.</p> <ul style="list-style-type: none"> <li>• Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>• Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>• Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>• Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>• Establish and maintain a formal style and objective tone.</li> <li>• Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul>	<p>D4.1-5 W 7 SL 1 WHST 1-2</p>	
<p>8. Presents a summary of arguments and explanations using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).</p> <ul style="list-style-type: none"> <li>• Critique arguments</li> <li>• Critique explanations</li> </ul>	<p>D4.3,4,5</p>	

# Sixth Grade

## World Geography & World History (Ancient Civilizations)

Students deepen their understanding of the Earth and its peoples through the study of history, geography, politics, culture, and economic systems. The 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.

## SIXTH

## 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.

STUDENT OUTCOMES	EALR C3	SLE
1. Understands forms of government of ancient civilizations (e.g. Sumerian Civilization {Mesopotamia}, Rome, Greece, Egypt, Indus Valley, Minoan, Chinese dynasties).	1.2.3 D2.Civ. 1,6,12	
2. Analyzes how societies have interacted with one another.	1.3.1 D2. Civ.12	
3. Compares and contrasts the rights and responsibilities of ancient peoples with people of today.	1.4.1 D2.Civ.2,7	

## SIXTH

## Economics

The student applies understanding of economic concepts and systems to analyze decision-making and the impact on individuals, groups, businesses, governments, and societies.

STUDENT OUTCOMES	EALR C3	SLE
1. Understands that people have to make choices between wants and needs and evaluate the outcomes of those choices (e.g. agricultural revolution, trade and access to resources).	2.1.1 D2.Eco. 1,2	
2. Recognizes that various institutions must function within a budget.	D2 Eco 2	
3. Understands the production, distribution, and consumption of goods, services, and resources in society. <ul style="list-style-type: none"><li>Examines the forces of supply and demand that have affected trade between ancient civilizations.</li></ul> <i>Examples:</i> <ul style="list-style-type: none"><li>~ Explains how demand for spices increased the trade along the Silk Road.</li><li>~ Explores agricultural technology including irrigation in ancient cultures.</li></ul>	2.2.1 2.2.2 3.3.1 D2.Eco. 6,8,13 D2.Geo. 11,12	
4. Understands the role of government in the world's economies through creation of money, taxation, and spending. <ul style="list-style-type: none"><li>Explains why people in ancient Greece established the use of coins as money to make trade easier.</li><li>Explores what ancient civilizations used as currency.</li></ul>	2.3.1  D2.Eco. 14-15	

<ul style="list-style-type: none"> <li>Explains how Sumerian priest kings' need for monetary record keeping advanced the development of cuneiform.</li> </ul>		
5. Understands the distribution of wealth and availability of resources.	2.4.1	
6. Explains how values and beliefs influence economic decisions and their impact on social justice.		

## SIXTH Geography

The student uses knowledge of political geography, spatial perspective and applies concepts of location, region, and movement to demonstrate knowledge of the interaction among people and their environment and culture.

STUDENT OUTCOMES	EALR C3	SLE
1. Understands and applies map skills. <ul style="list-style-type: none"> <li>Uses longitude and latitude to determine locations.</li> <li>Uses compass rose, map symbols, legend, and scale.</li> <li>Uses and understands vocabulary associated with specific maps.</li> </ul>	D2.Geo. 1,2	
2. Constructs and analyzes maps using scale, direction, symbols, legend, and projections.	3.1.1 D2.Geo. 1,2	
3. Locates specific places and regions in the world and describes their physical characteristics.	3.1.2 D2.Geo. 3,4,5	
4. Understands and analyzes how the environment has affected people and how people have affected the environment in the past or present.  <i>Example</i> ~ Examines how people in Mesopotamia shaped agriculture through the building of canals.	3.2.1  D2.Geo. 6	
5. Understands the characteristics of various ancient world cultures.	3.2.2	
6. Understands the geographic factors that influence the movement of groups of people (e.g. isolation of the Indus Valley with other civilizations).	3.2.3  D2.Geo.8	

## SIXTH History

The student understands and applies knowledge of the past, chronology, eras, turning points, major ideas, individuals, and themes in order to assess how history shaped the present and influences the future.

<b>STUDENT OUTCOMES</b>	<b>EALR C3</b>	<b>SLE</b>
1. Tracks historical chronology.	4.1 4.1.2 D2 His. 1,2,3	
2. Understands and analyzes how individuals and movements from ancient civilizations have shaped world history (e.g. Confucius, Socrates, Plato, Aristotle, Alexander the Great, Attila the Hun, Caesar, Cleopatra, Sargon of Akkad).	4.2.1	
3. Understands and analyzes how innovations of various cultural groups contributed to world history (e.g. Phoenician alphabet, irrigations of river societies, naval innovations, calendar, etc.).	4.2.2 4.2.3	
4. Applies multiple perspectives, interpretations, and causal factors when exploring historical events.	4.3 D2.His. 4,5,6	
5. Analyzes how an event in ancient history helps us to understand current issues.	4.4.1	
6. Uses Gospel values to examine, discuss, and evaluate events.		

## **SIXTH Skills**

The student engages in inquiry and applies reasoning skills to conduct research, deliberate, form and evaluate positions through the processes of reading, writing, and communicating.

The student will use a variety of technology and other tools to read, write, and communicate clearly and effectively.

<b>STUDENT OUTCOMES</b>	<b>EALR C3</b>	<b>SLE</b>
1. Reads closely to determine what the text says explicitly and makes logical inferences.  Draws evidence from informational texts to support analysis.	CC.WHST 9 R 1 D3.1,3	
2. Formulates questions for inquiry. <ul style="list-style-type: none"> <li>• Aware of a need for information</li> <li>• Able to clarify what information is needed</li> <li>• Aware of vocabulary that is relevant to the context or issue</li> <li>• Able to ask a range of relevant questions</li> <li>• Persist in the search for answers and revising questions when necessary</li> </ul>	D1	
3. Uses critical reasoning skills to analyze and evaluate. <ul style="list-style-type: none"> <li>• Organizes key ideas</li> <li>• Organizes information in using outlines, notes and summaries</li> <li>• Detects bias in data presented in various forms</li> </ul>	5.1.1	
4. Interprets primary sources and evidence.	D2.His. 9-13	

<ul style="list-style-type: none"> <li>Summarizes how different kinds of historical sources are used to explain events in the past</li> <li>Compares information provided by different historical sources (e.g. historical and contemporary documents, data from direct observation, graphics, economic statistics, maps, legislative actions, objects and court rulings)</li> <li>Infers the intended audience and purpose of a historical source from information within the source itself</li> <li>Generates questions about multiple historical sources and their relationships to particular historical events and developments</li> <li>Uses information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic</li> </ul>	5.4.1	
<p>5. Uses inquiry-based research.</p> <ul style="list-style-type: none"> <li>Gathers relevant information from multiple print and digital sources in response to compelling questions</li> <li>Uses background knowledge and prior experience</li> <li>Uses distinctions between fact and opinion to determine the credibility of multiple sources; assesses the credibility and accuracy of each source</li> <li>Takes notes on sources</li> <li>Quotes or paraphrases the data and conclusions of others while avoiding plagiarism and following a standard format for citation</li> <li>Develops a bibliography, including title, author, type of source, date published, and publisher for each source, and arrange the sources alphabetically (primary and secondary source on the same topic)</li> </ul>	5.2 5.1.2 CC. WHST 8 D2.His.9-12 D3.1-3	
<p>6. Prepares for and participates effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> <li>Gains knowledge by reading and studying required material</li> <li>Follows agreed-upon rules for discussions</li> <li>Poses and responds to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others</li> <li>Reviews the key ideas expressed and draws conclusions in light of information and knowledge gained from the discussions</li> <li>Respects and shows tolerance of others beliefs, feelings, and convictions.</li> <li>Deliberates public issues</li> </ul>	5.3 D2.His. 2,3,14,16,17 D3.3	
<p>7. Creates a product that uses social studies content to support a thesis/argument and presents the product in an appropriate manner to an audience.</p> <ul style="list-style-type: none"> <li>Takes a position on a public or historical issue in a paper or multimedia presentation</li> </ul>	5.4 D2.His. 16-17 D3.4 W 7 SL 1	



<ul style="list-style-type: none"> <li>• Uses evidence to develop claims in response to compelling questions</li> </ul>		
<p>8. Uses writing and speaking to:</p> <p>Construct arguments using claims and evidence from multiple sources.</p> <ul style="list-style-type: none"> <li>• Introduces claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically</li> <li>• Supports claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources</li> <li>• Uses words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence</li> <li>• Establishes and maintain a formal style</li> <li>• Provides a concluding statement or section that follows from and supports the argument presented</li> </ul> <p>Write informative/explanatory texts, including the narration of historical events.</p> <ul style="list-style-type: none"> <li>• Introduces a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension</li> <li>• Develops the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples</li> <li>• Uses appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts</li> <li>• Uses precise language and domain-specific vocabulary to inform about or explain the topic</li> <li>• Establishes and maintain a formal style and objective tone</li> <li>• Provides a concluding statement or section that follows from and supports the information or explanation presented</li> </ul>	<p>D4.1-5 W 7 SL 1 WHST 1-2</p>	
<p>9. Presents a summary of arguments and using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).</p> <ul style="list-style-type: none"> <li>• Critique arguments</li> <li>• Critique explanations</li> </ul>	<p>D4.3,4,5</p>	

# Seventh Grade

World History (600-1450) & Washington State History

Students become more proficient with the core concepts in social studies. 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.

**SEVENTH****Civics****World History**

The student understands and applies knowledge of government, law, and politics to make decisions about local, national, and international issues and to demonstrate thoughtful, participatory citizenship.

<b>STUDENT OUTCOMES</b>	<b>EALR C3</b>	<b>SLE</b>
1. Understands various forms of government and their effects on the lives of people in the past or present.	1.2.3 D2 Civ. 1,6,12	
2. Understands the effectiveness of different forms of civic involvement.	1.4.1 D2 Ci. 2,7	

**SEVENTH****Economics****World History**

The student applies understanding of economic concepts and systems to analyze decision-making and the impact on individuals, groups, businesses, governments, and societies.

<b>STUDENT OUTCOMES</b>	<b>EALR C3</b>	<b>SLE</b>
1. Analyzes the production, distribution, and consumption of goods, services, and resources in societies from the past or in the present.	2.2.1 D2 Eco. 6,8,13	
2. Understands the role of government in the world's economies through creation of money, taxation, and spending.	2.3.1 D2 Eco 14,15	
3. Understands the distribution of wealth and availability of resources.	2.4.1	

**SEVENTH****Geography****World History**

The student uses knowledge of political geography, spatial perspective and applies concepts of location, region, and movement to demonstrate knowledge of the interaction among people and their environment and culture.

<b>STUDENT OUTCOMES</b>	<b>EALR C3</b>	<b>SLE</b>
1. Understands and applies map skills. <ul style="list-style-type: none"> <li>• Uses longitude and latitude to determine locations.</li> <li>• Uses compass rose, map symbols, legend, and scale.</li> <li>• Uses and understands vocabulary associated with specific maps.</li> </ul>	D2.Geo. 1,2	
2. Constructs and analyzes maps using scale, direction, symbols, legend, and projections.	3.1.1 D2.Geo. 1,2	

3. Locates specific places and regions in the world and describes their physical characteristics.	3.1.2 D2.Geo. 3,4,5	
4. Understands how human settlement patterns have emerged from natural processes and human activities in the past or present. <ul style="list-style-type: none"> <li>• Compares the patterns of human settlement in Middle Eastern and European countries during the Crusades and explains the reasons for similarities and differences.</li> </ul>	3.1.2	
5. Understands examples of cultural diffusion.  <i>Examples:</i> ~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.	3.2.2	

## SEVENTH

## History

## World History

The student understands and applies knowledge of the past, chronology, eras, turning points, major ideas, individuals, and themes in order to assess how history shaped the present and influences the future.

STUDENT OUTCOMES	EALR C3	SLE
1. Analyzes a major historical event and how it is represented from different cultural perspectives.  <i>Example:</i> ~Examines how the Crusades are represented differently on Christian and Muslim timelines.	4.1.1 D2 His. 1-3	
2. Understands how themes and developments have defined eras in world history by explaining and comparing the development of major societies from 600 to 1450 in two or more regions of the world.  <i>Examples:</i> ~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.	4.1.2 D2 His. 1-3	

3. Understands and analyzes how individuals and historical movements have shaped world history.	4.2.1	
4. Understands and analyzes how cultures and cultural groups contributed to world history.	4.2.2	
5. Understands and analyzes how technology and ideas have impacted world history.	4.2.3	
6. Examines how the history of the Islamic Empire helps us understand issues in the Middle East today.	4.4.1	
7. Uses Gospel values to examine, discuss, and evaluate events.		

## SEVENTH

## Civics

## Washington State

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.

STUDENT OUTCOMES	EALR C3	SLE
1. Understands how key ideals set forth in fundamental documents, including the Washington State Constitution and tribal treaties, define the goals of our state. <ul style="list-style-type: none"> <li>Explains how liberty and justice are defined in the Washington State Constitution.</li> <li>Explains how sovereignty is defined in and limited by tribal treaties.</li> </ul>	1.1.1	
2. Analyzes the relationship between the actions of people in Washington State and the ideals outlined in the State Constitution. <p><i>Examples:</i></p> ~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.	1.1.2	
3. Understands and analyzes the structure, organization, and powers of government at the local, state, and tribal levels, including the concept of tribal sovereignty. <ul style="list-style-type: none"> <li>Explains the organization and powers of city and county government, three branches of Washington State government, and local tribal government.</li> <li>Explains the populist features of the Washington State Constitution, including initiative and referendum.</li> </ul>	1.2.1 D2 Civ. 1,6,12	

<p>4. Analyzes how international agreements have affected Washington State.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>~Examines how the World Trade Organization has affected environmental regulations and employment opportunities in Washington State.</li> <li>~Examines how treaties have affected fishing in Washington State.</li> <li>~Examines how Washington was impacted by the North American Free Trade Act (NAFTA).</li> </ul>	<p>1.3.1 D2 Civ. 12</p>	
<p>5. Understands the influence and responsibility of different forms of civic involvement.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>~Explains the influence of letters to the editor of the local paper on school funding and instructional resources.</li> <li>~Explains the influence of testimony at public hearings on laws regulating the use of private property (e.g. North South Corridor).</li> <li>~Explains how lobbying the legislature contributes to passage of a bill.</li> </ul>	<p>1.4.1 D2 Civ. 2,7</p>	

## SEVENTH Economics Washington State

The student applies understanding of economic concepts and systems to analyze decision-making and the impact on individuals, groups, businesses, governments, and societies.

STUDENT OUTCOMES	EALR C3	SLE
<p>1. Analyzes the importance of financial literacy in making economic choices related to spending, saving, and investing.</p>	<p>2.1.1 D2 Eco 1-2</p>	
<p>2. Analyzes the production, distribution, and consumption of goods, services, and resources in societies.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>~Examines the role women played in the Washington State economy before, during, and after World War II.</li> <li>~Examines the types of services offered in helping people meet their needs and wants.</li> </ul>	<p>2.2.1 D2 Eco 6,8,13</p>	
<p>3. Understands and analyzes how the forces of supply and demand have affected international trade in Washington State in the past or present.</p>	<p>2.2.2 D2 Eco. 6,8,13</p>	

<p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>~Examines how the demand for lumber in Japan and supply of lumber in Washington State has led to a trade relationship.</li> <li>~Examines how the impact of Japan’s demand for raw lumber affects Washington State’s lumber Industry.</li> <li>~Examines how the Pacific Salmon Treaty has affected the harvesting and exporting of salmon.</li> </ul>		
<p>4. 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><i>Examples:</i></p> <ul style="list-style-type: none"> <li>~Examines how the legislature levies taxes to create public schools, state parks, and sporting arenas.</li> <li>~Examines how tribal councils invest monies from enterprises, such as gaming, into their communities.</li> </ul>	<p>2.3.1 D2 Eco. 14-15</p>	
<p>5. Understands and analyzes the distribution of wealth and sustainability of resources in Washington State.</p> <ul style="list-style-type: none"> <li>• Examines the relationship between types of employment and standard of living.</li> </ul>	<p>2.4.1</p>	

## SEVENTH                      Geography                      Washington State

The student uses knowledge of political geography, spatial perspective and applies concepts of location, region, and movement to demonstrate knowledge of the interaction among people and their environment and culture.

<b>STUDENT OUTCOMES</b>	<b>EALR C3</b>	<b>SLE</b>
<p>1. Understands and applies map skills.</p> <ul style="list-style-type: none"> <li>• Uses longitude and latitude to determine locations.</li> <li>• Uses compass rose, map symbols, legend, and scale.</li> <li>• Uses and understands vocabulary associated with specific maps.</li> </ul>	<p>D2.Geo. 1,2</p>	
<p>2. Constructs and analyzes maps using scale, direction, symbols, legend, and projections.</p>	<p>3.1.1 D2.Geo. 1,2</p>	
<p>3. Locates specific places and regions in the state and describes their physical characteristics.</p>	<p>3.1.2 D2.Geo. 3,4,5</p>	
<p>4. Examines how the environment has affected people and how people have affected the environment in Washington State using maps and charts from a specific time period.</p>	<p>3.1.1 3.2.1 D2 Geo.6</p>	

<p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>~Examine the physical changes to the city of Spokane as a result of Expo 74.</li> <li>~Examines a map of the Northwest and interprets the rationale behind the placement of Japanese internment camps.</li> <li>~Examines how irrigation impacted Eastern Washington.</li> <li>~Examine how Manhattan Project’s use of Hanford impacts the environment of Eastern Washington.</li> <li>~Compares how Washington State’s suburban and rural communities have impacted the environment differently.</li> </ul> <ul style="list-style-type: none"> <li>• Examines the responsibility to care for God’s creation as stewards of the environment.</li> </ul>		
<p>5. Understands how human settlement patterns have emerged from natural processes and human activities in the past or present.</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> <li>~Explains how Spokane Falls impacted the settlement patterns of the city of Spokane (Northside, South Hill, Spokane Valley, etc.).</li> </ul>	<p>3.1.2 D2 Geo. 3-5</p>	
<p>6. Understands examples of cultural diffusion in the state.</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> <li>~Explains how the establishment of Indian boarding schools led to the loss of tradition and language within tribes in the Pacific Northwest.</li> </ul>	<p>3.2.2</p>	
<p>7. Understands the role of immigration in shaping societies in the past or present.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>~Draws conclusions about the role Asian immigrants had on urban development in coastal communities.</li> <li>~Understands the role of the Klondike Gold Rush on the development of Seattle.</li> </ul>	<p>3.2.3 D2 Geo. 8</p>	

## SEVENTH

## History

## Washington State

The student understands and applies knowledge of the past, chronology, eras, turning points, major ideas, individuals, and themes in order to assess how history shaped the present and influences the future.

<b>STUDENT OUTCOMES</b>	<b>EALR</b>	<b>SLE</b>
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	C3	
<p>1. Understands how themes and developments have helped to define eras in Washington State history from 1854 to the present:</p> <ul style="list-style-type: none"> <li>• <b>Territory and treaty-making (1854—1889)</b> <i>Example:</i> ~Understand the impact of treaties on Washington State (e.g. Medicine Creek Treaty, Point No Point Treaty, Treaty of Point Elliot, Treaty of Neah Bay, Treaty of Conference at Quinault River).</li> <li>• <b>Reform, railroads, immigration, and labor (1889—1930)</b> <i>Examples:</i> ~Describe the impact of the Northern Pacific and Great Northern railroad on Washington State. ~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.</li> <li>• <b>The Great Depression and World War II (1930—1945)</b> <i>Example:</i> ~Explains how the building of dams as part of the New Deal helps to define the 1930s and 1940s in Washington State.</li> <li>• <b>New technologies and industries (1945—1980)</b> <i>Examples:</i> ~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. ~Examine the growth of the timber industry throughout Washington State.</li> <li>• <b>Contemporary Washington State (1980—present)</b></li> </ul>	4.1.2 D2 His. 1-3	
<p>2. Analyzes and interprets historical materials/events from a variety of perspectives in Washington State.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>~Explains why the U.S. government incarcerated Japanese Americans, as well as the effects of the incarceration, using historical materials from Washington State.</li> <li>~Examines conflicting accounts of the effects of dams in the Pacific Northwest.</li> </ul>	4.3.1 4.4.1	
<p>3. Analyzes multiple causal factors that shape major events in Washington State.</p> <p><i>Example:</i></p>	4.3.2	

~Presents a position on the causes and outcomes of the Indian Wars in Washington Territory, demonstrating understanding of varying viewpoints of the conflict (e.g. Chief Gary, Chief Joseph).		
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**SEVENTH Skills World History & Washington State**

The student engages in inquiry and applies reasoning skills to conduct research, deliberate, and form and evaluate positions through the processes of reading, writing, and communicating.

The student will use a variety of technology and other tools to read, write, and communicate clearly and effectively.

<b>STUDENT OUTCOMES</b>	<b>EALR C3</b>	<b>SLE</b>
1. Reads closely to determine what the text says explicitly and makes logical inferences.  Draws evidence from informational texts to support analysis.	CC.WHST 9 R 1 D3.1,3	
2. Formulate questions for inquiry. <ul style="list-style-type: none"> <li>Aware of a need for information</li> <li>Able to clarify what information is needed</li> <li>Aware of vocabulary that is relevant to the context or issue</li> <li>Able to ask a range of relevant questions</li> <li>Persists in the search for answers and revising questions when necessary</li> </ul>	D1	
3. Uses critical reasoning skills to analyze and evaluate. <ul style="list-style-type: none"> <li>Organizes key ideas</li> <li>Organizes information using outlines, notes and summaries</li> <li>Detects bias in data presented in various forms</li> </ul>	5.1.1	
4. Uses inquiry-based research. <ul style="list-style-type: none"> <li>Gathers relevant information from multiple print and digital sources in response to compelling questions</li> <li>Uses background knowledge and prior experience</li> <li>Uses distinctions between fact and opinion to determine the credibility of multiple sources; assesses the credibility and accuracy of each source</li> <li>Takes notes on sources</li> <li>Quotes or paraphrases the data and conclusions of others while avoiding plagiarism and following a standard format for citation</li> <li>Develops a bibliography, including title, author, type of source, date published, and publisher for each source, and arrange the sources alphabetically (primary and secondary source on the same topic)</li> </ul>	5.2 5.1.2 CC. WHST 8 D2.His.9-12 D3.1-3	
5. Interprets primary sources and evidence.	D2.His.	

<ul style="list-style-type: none"> <li>Summarizes how different kinds of historical sources are used to explain events in the past</li> <li>Compares information provided by different historical sources (e.g. historical and contemporary documents, data from direct observation, graphics, economic statistics, maps, legislative actions, objects and court rulings)</li> <li>Infers the intended audience and purpose of a historical source from information within the source itself</li> <li>Generates questions about multiple historical sources and their relationships to particular historical events and developments</li> <li>Uses information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic</li> </ul>	<p>9-13 5.4.1</p>	
<p>6. Prepares for and participates effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> <li>Gains knowledge by reading and studying required material</li> <li>Follows agreed-upon rules for discussions</li> <li>Poses and responds to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others</li> <li>Reviews the key ideas expressed and draws conclusions in light of information and knowledge gained from the discussions</li> <li>Respects and shows tolerance of others beliefs, feelings, and convictions.</li> <li>Deliberates public issues</li> </ul>	<p>5.3 D2.His. 3,14,16,17 D3.3</p>	
<p>7. Creates a product that uses social studies content to support a thesis/argument and presents the product in an appropriate manner to an audience.</p> <ul style="list-style-type: none"> <li>Takes a position on a public or historical issue in a paper or multimedia presentation</li> <li>Uses evidence to develop claims in response to compelling questions</li> </ul>	<p>5.4 D2.His. 16-17 D3.4 W 7 SL 1</p>	
<p>8. Uses writing and speaking to:</p> <p>Construct arguments using claims and evidence from multiple sources.</p> <ul style="list-style-type: none"> <li>Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically</li> <li>Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources</li> </ul>	<p>D4.1-5 W 7 SL 1 WHST 1-2</p>	

<ul style="list-style-type: none"> <li>• Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence</li> <li>• Establish and maintain a formal style</li> <li>• Provide a concluding statement or section that follows from and supports the argument presented</li> </ul> <p>Write informative/explanatory texts, including the narration of historical events.</p> <ul style="list-style-type: none"> <li>• Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension</li> <li>• Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples</li> <li>• Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts</li> <li>• Use precise language and domain-specific vocabulary to inform about or explain the topic</li> <li>• Establish and maintain a formal style and objective tone</li> <li>• Provide a concluding statement or section that follows from and supports the information or explanation presented</li> </ul>		
<p>9. Presents a summary of arguments and explanations using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).</p> <ul style="list-style-type: none"> <li>• Critique arguments</li> <li>• Critique explanations</li> </ul>	D4.3,4,5	

# Eighth Grade

US History (primarily 19<sup>th</sup> Century)

Students develop a new, more abstract level of understanding of social studies concepts. The 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.

# EIGHTH

# 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.

STUDENT OUTCOMES	EALR C3	SLE
<p>1. 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, popular sovereignty, and the Bill of Rights, including due process and freedom of expression.</p> <ul style="list-style-type: none"> <li>• Explains how the Declaration of Independence establishes life, liberty, and the pursuit of happiness as goals for our nation.</li> <li>• Explains how the Constitution distinguishes popular sovereignty as a principle of our nation.</li> </ul>	1.1.1	
<p>2. Evaluates how the expansion of civil liberties throughout the history of the United States attempts to enhance key ideals but in reality causes can cause dissension among groups.</p> <ul style="list-style-type: none"> <li>• Explains how Amendments to the Constitution have sought to extend rights to new groups and limit freedoms.</li> <li>• Explains how key ideals and constitutional principles set forth in fundamental documents relate to public issues.</li> </ul> <p><i>Example:</i> ~ Judges how voting rights have been extended to minority groups and protected over time.</p>	1.1.2	
<p>3. Analyzes the structure and power of government at the national level.</p> <ul style="list-style-type: none"> <li>• Examines Article 1 of the U.S. Constitution and identifies the powers and responsibilities of the House of Representatives and Senate.</li> <li>• Examines Article 2 of the U.S. Constitution and identifies the powers and responsibilities of the President and his cabinet.</li> <li>• Examines Article 3 of the U.S. Constitution and identifies the responsibilities and powers of the Supreme Court.</li> <li>• Examines how the Supreme Court exercised powers outlined in Article 3 of the Constitution when ruling in Cherokee Nation v. Georgia (Trail of Tears).</li> </ul>	1.2.1 D2 Civ. 1,5	
<p>4. Evaluates the effectiveness of the system of checks and balances in the United States based on an event.</p>	1.2.2 1.3.1	

<p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>~Critiques the role of President as leader of foreign policy and the Senate as confirming and ratifying foreign treaties.</li> <li>~Critiques the effectiveness of checks and balances in the Supreme Court case of Marbury v. Madison.</li> <li>~Critiques the effectiveness of checks and balances when President Andrew Jackson ignored the Supreme Court’s ruling in Cherokee Nation v. Georgia.</li> <li>~Critiques the effectiveness of checks and balances when President Andrew Jackson used the Presidential veto to override Congress.</li> </ul>	D2 Civ. 1, 12-13	
<p>5. Explains how the U.S. government is both a democracy and a republic.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>~Explains how the U.S. government can be considered a “constitutional democracy” because the people are the ultimate source of authority.</li> <li>~Explains how the U.S. government can be considered a “constitutional republic” because its leaders and officials are elected as representatives of the people.</li> </ul>	1.2.3 D2 Civ. 1, 12-13	
<p>6. Analyzes how a position on an issue attempts to balance individual rights and the common good.</p>	1.4.1 D2 Civ. 2, 4,5,7, 13	
<p>7. Understands Catholic Social Teaching in relation to key documents of the United States.</p>		

## EIGHTH Economics

The student applies understanding of economic concepts and systems to analyze decision-making and the impact on individuals, groups, businesses, governments, and societies.

<b>STUDENT OUTCOMES</b>	<b>EALR C3</b>	<b>SLE</b>
<p>1. Analyzes examples of how groups and individuals have considered profit and personal values in making economic choices in the past or present.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>~Compares the Option of the Poor as stated in Catholic Social Teaching to the economic policy during the Industrial Revolution (e.g. Carnegie, Rockefeller, JP Morgan).</li> </ul>	2.1.1 D2 Eco 1-2	

<p>~Examines how the profit motive inspired the entrepreneurship of Levi Strauss, Henry Wells and William G. Fargo during the Gold Rush.</p> <p>~Examines how the profit motives inspired modern companies (Microsoft, Boeing, Starbucks, and Nordstrom).</p>		
2. 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.	2.2.1 D2 Eco 6,8,13	
3. Recognizes that various institutions must function within a budget.	D2 Eco 2	
4. Understands and analyzes the influence of the U.S. government's taxation, creation of currency, and tariffs in the past or present.		
<p><i>Examples:</i></p> <p>~Examines how President Andrew Jackson used the protective tariff to secure emerging industries in the nineteenth century.</p> <p>~Examines and critiques how government's laissez-faire approach to business regulation led to the establishment of Trusts.</p> <p>~Examines how the argument over of the National Bank affects the US economy and taxation.</p>	2.3.1 D2 Eco 8-9,12-13	
5. Understands and analyzes the distribution of wealth and sustainability of resources in the United States in the past or present.		
<p><i>Examples:</i></p> <p>~Compares the impact of Industrialization in the North on the standard of living of laborers and factory owners.</p> <p>~Analyzes how the growth of slavery throughout the South created an economic system dominated by large plantation owners.</p>	2.4.1	

## EIGHTH Geography

The student uses knowledge of political geography, spatial perspective and applies concepts of location, region, and movement to demonstrate knowledge of the interaction among people and their environment and culture.

STUDENT OUTCOMES	EALR C3	SLE
1. Constructs and analyzes maps using scale, direction, symbols, legends, and projections.	3.1.1 D2 Geo 1,2	
2. Examines the geographical characteristics of the North and South.	3.1.2	
3. Analyzes how the environment has affected people and how people have affected the environment in the United States in the past or present.	3.2.1	



<ul style="list-style-type: none"> <li>Examines our responsibility to care for God’s creation as stewards of the environment.</li> </ul>		
<p>4. Understands cultural diffusion in the United States from the past or in the present.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>~Examines how the discovery of gold in 1848 led to the gold rush of 1849.</li> <li>~Explores the impact of immigration in the late 17<sup>th</sup> century and how it increased population in both rural and urban areas.</li> <li>~Examines how electoral maps demonstrate cultural diffusion.</li> </ul>	3.2.2	
<p>5. Understands and analyzes migration as a catalyst for the growth of the United States in the past or present.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>~Examines the impact of the forced migration of slaves on the growth of the United States.</li> <li>~Explains the role of European immigrants in propelling Thomas Jefferson to the presidency.</li> </ul>	3.2.3 D2 Geo 6-9 11-12	
<p>6. Evaluates the study of US geography on global issue of diversity (e.g. melting pot).</p>	3.3.1	

## EIGHTH History

The student understands and applies knowledge of the past, chronology, eras, turning points, major ideas, individuals, and themes in order to assess how history shaped the present and influences the future.

STUDENT OUTCOMES	EALR C3	SLE
<p>1. 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"> <li><b>Fighting for independence and framing the Constitution (1776—1815)</b></li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>~Explains how the French and Indian War led to the Revolutionary War.</li> <li>~Explains how the Revolutionary War and the War of 1812 helped to define early U.S. history as a time of struggle for independence.</li> </ul> <ul style="list-style-type: none"> <li><b>Slavery, expansion, removal, and reform (1801—1850)</b></li> </ul> <p><i>Example:</i></p>	4.1.2	

<p>~Explains how the Monroe Doctrine helps to define U.S. history from 1801 to 1850 as a period of expansion.</p> <ul style="list-style-type: none"> <li>• <b>Civil War and Reconstruction (1850—1877)</b></li> </ul> <p><i>Example:</i></p> <p>~Explains how Reconstruction and the emergence of Jim Crow laws helped to define U.S. history following the Civil War.</p> <ul style="list-style-type: none"> <li>• <b>Development and struggles in the West, industrialization, immigration, and urbanization (1870—1900)</b></li> </ul> <p><i>Example:</i></p> <p>~Explains how the rise of prominent American Indian leaders in resistance movements against U.S. encroachment helped to define U.S. history at the end of the 19th century.</p>		
<p>2. Understands and analyzes how individuals and historical movements have shaped U.S. history (1776 —1900).</p> <p><i>Examples:</i></p> <p>~Examines the impact of Harriet Beecher Stowe’s novel “Uncle Tom’s Cabin” on the abolitionist movement and the start of the Civil War.</p> <p>~Explains the impact of the Seneca Falls Convention on the advancement of women’s rights.</p>	4.2.1 D2 His. 3	
<p>3. Evaluates the dignity of the work and the right of workers in relating the Rights and Responsibilities of the Catholic Social Teaching.</p>		
<p>4. Understands and analyzes how cultures and cultural groups have contributed to U.S. history (1776—1900).</p>	4.2.2	
<p>5. Understands and analyzes how technology and ideas have impacted U.S. history (1776—1900).</p> <p><i>Examples:</i></p> <p>~Examines the effect of the cotton gin on propagating the expansion of slavery in the Southern U.S.</p> <p>~Examines how Robert Fulton’s steamship accelerated trade and westward movement in the United States.</p> <p>~Examines the new technologies developed during the Industrial Revolution.</p>	4.2.3	
<p>6. Analyzes and interprets historical materials from a variety of perspectives in U.S. history (1776—1900).</p> <ul style="list-style-type: none"> <li>• Distinguishes between conflicting views of the reasons for Southern secession.</li> <li>• Explores the various perspective of the Underground Railroad.</li> </ul>	4.3.1 D2 His. 4-6	

<p>7. Analyzes multiple causal factors to create positions on major events in U.S. history (1776 – 1900).</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>~ Examines the causes and outcomes of the Civil War, demonstrating understanding of varying viewpoints of the conflict.</li> <li>~ Examines the causes and outcomes of the Revolutionary War, demonstrating understanding of varying viewpoints of the conflict.</li> </ul>	4.3.2	
<p>8. Analyzes how historical events in United States history help us to understand a current issue.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>~ Examines how past immigration patterns to the United States have shaped modern immigration policy and public opinion.</li> <li>~ Examines how the Sherman Anti-Trust Act helps us to understand corporate regulations today.</li> <li>~ Compares the leadership of George Washington to the current president.</li> <li>~ Compares the revolutionary actions and ideals to modern revolutions.</li> <li>~ Compares the Northern response to the Fugitive Slave Act to laws that are ignored today (e.g. online piracy).</li> <li>~ Compares sectional differences in North versus South to current sectional differences in the United States.</li> <li>~ Compares technological advances from the Industrial Revolution with modern age (e.g. computer age).</li> </ul>	4.4.1 D2 His. 14	

## EIGHTH Skills

The student engages in inquiry and applies reasoning skills to conduct research, deliberate, and form and evaluate positions through the processes of reading, writing, and communicating.

The student will use a variety of technology and other tools to read, write, and communicate clearly and effectively.

<b>STUDENT OUTCOMES</b>	<b>EALR C3</b>	<b>SLE</b>
<p>1. Reads closely to determine what the text says explicitly and makes logical inferences.</p> <p>Draws evidence from informational texts to support analysis.</p>	CC.WHST 9 R 1 D3.1,3	
<p>2. Formulates questions for inquiry.</p>	D1	

<ul style="list-style-type: none"> <li>• Aware of a need for information</li> <li>• Able to clarify what information is needed</li> <li>• Aware of vocabulary that is relevant to the context or issue</li> <li>• Able to ask a range of relevant questions</li> <li>• Persist in the search for answers and revising questions when necessary</li> </ul>		
<p>3. Uses critical reasoning skills to analyze and evaluate.</p> <ul style="list-style-type: none"> <li>• Organizes key ideas</li> <li>• Organizes information using outlines, notes and summaries</li> <li>• Detects bias in data presented in various forms</li> </ul>	5.1.1	
<p>4. Interprets primary sources and evidence.</p> <ul style="list-style-type: none"> <li>• Summarizes how different kinds of historical sources are used to explain events in the past</li> <li>• Compares information provided by different historical sources (e.g. historical and contemporary documents, data from direct observation, graphics, economic statistics, maps, legislative actions, objects and court rulings)</li> <li>• Infers the intended audience and purpose of a historical source from information within the source itself</li> <li>• Generates questions about multiple historical sources and their relationships to particular historical events and developments</li> <li>• Uses information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic</li> </ul>	D2.His.9-13 5.4.1	
<p>5. Uses inquiry-based research.</p> <ul style="list-style-type: none"> <li>• Gathers relevant information from multiple print and digital sources in response to compelling questions</li> <li>• Uses background knowledge and prior experience</li> <li>• Uses distinctions between fact and opinion to determine the credibility of multiple sources; assesses the credibility and accuracy of each source</li> <li>• Takes notes on sources</li> <li>• Quotes or paraphrases the data and conclusions of others while avoiding plagiarism and following a standard format for citation</li> <li>• Develop a bibliography, including title, author, type of source, date published, and publisher for each source, and arrange the sources alphabetically (Primary and secondary source on the same topic).</li> </ul>	5.2 5.1.2 CC. WHST 8 D2.His.9-12 D3.1-3	
<p>6. Prepares for and participates effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> <li>• Gains knowledge by reading and studying required material</li> <li>• Follows agreed-upon rules for discussions</li> </ul>	5.3 D2.His.3,14,16,17 D3.3	

<ul style="list-style-type: none"> <li>• Poses and responds to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others</li> <li>• Reviews the key ideas expressed and draws conclusions in light of information and knowledge gained from the discussions</li> <li>• Respects and shows tolerance of others beliefs, feelings, and convictions.</li> <li>• Deliberates public issues</li> </ul>		
<p>7. Creates a product that uses social studies content to support a thesis/argument and presents the product in an appropriate manner to an audience.</p> <ul style="list-style-type: none"> <li>• Takes a position on a public or historical issue in a paper or multimedia presentation</li> <li>• Uses evidence to develop claims in response to compelling questions</li> </ul>	<p>5.4 D2.His. 16-17 D3.4 W 7 SL 1</p>	
<p>8. Uses writing and speaking to:</p> <p>Construct arguments using claims and evidence from multiple sources.</p> <ul style="list-style-type: none"> <li>• Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically</li> <li>• Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources</li> <li>• Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence</li> <li>• Establish and maintain a formal style</li> <li>• Provide a concluding statement or section that follows from and supports the argument presented</li> </ul> <p>Write informative/explanatory texts, including the narration of historical events.</p> <ul style="list-style-type: none"> <li>• Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension</li> <li>• Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples</li> <li>• Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts</li> <li>• Use precise language and domain-specific vocabulary to inform about or explain the topic</li> <li>• Establish and maintain a formal style and objective tone</li> </ul>	<p>D4.1-5 W 7 SL 1 WHST 1-2</p>	

<ul style="list-style-type: none"> <li>• Provide a concluding statement or section that follows from and supports the information or explanation presented</li> </ul>		
<p>9. Presents a summary of arguments and explanations using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).</p> <ul style="list-style-type: none"> <li>• Critique arguments</li> <li>• Critique explanations</li> </ul>	D4.3,4,5	