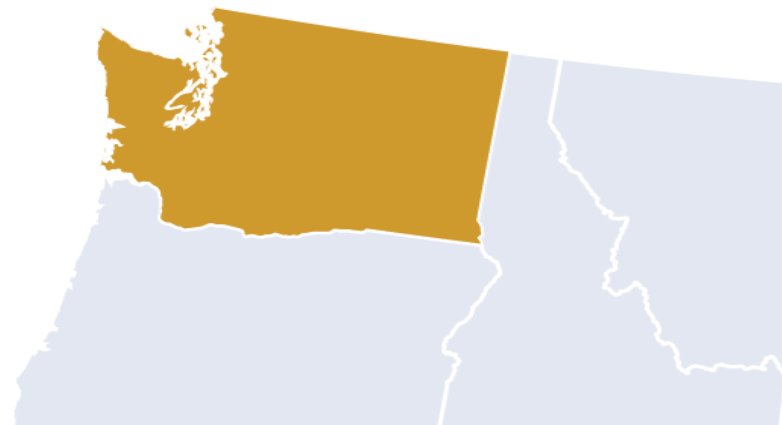


Washington State Standards¹ for Social Studies



Correlated to resources from The Catholic Textbook Project

This document uses content standards and numbers matched to chapters and/or page references in Catholic Textbook Project resources. All Social Studies Topics are reviewed, with the exception of Skills and Inquiry standards, as those are outside the scope of a text resource. For broad-topic standards, a chapter or range of chapters are indicated, generally with examples included. More specific standards are correlated to page number references. Utilizing the below schedule would equip a Washington Catholic school to provide its students with a robust formation in History, while remaining keyed-in to the OSPI social studies standards, and leave open the option to utilize the *Since Time Immemorial* curriculum.²

WA OSPI Social Studies Topic	<i>Since Time Immemorial</i> Curriculum	Grade	CTP Proposed Resource	Notes
U.S. History	3 Units for 5th Grade U.S. History, spanning pre-colonial to present day	5th	<i>From Sea to Shining Sea</i>	<i>From Sea to Shining Sea</i> covers eras and topics for the WA OSPI standards as well as <i>Since Time Immemorial</i> Units for 5th Grade U.S. History.
World History	[World History Resources to integrate]	6th	<i>All Ye Lands</i>	Ancient Civilization and World History Resources from <i>Since Time Immemorial</i> can be used in conjunction with <i>All Ye Lands</i> , particularly Ch 15.
WA History	3 Units on WA State History, from treaties to present-day	7th	<i>[Light to the Nations I or II]</i>	A Catholic school could opt to focus on WA State during 7th Grade, or combine U.S. History and WA History in 8th Grade, freeing 7th Grade for a Medieval or early Modern year.
U.S. History	4 Units on 8th Grade U.S. History, from the Constitution framing to the Dawes Act	8th	<i>The American Venture</i>	<i>The American Venture</i> covers the indicated topic well, and can be combined with the four <i>STI</i> Units indicated for U.S. History and/or the three <i>STI</i> units indicated for WA History.

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²Except where otherwise noted, "*Since Time Immemorial: Tribal Sovereignty in Washington State*" by Office of Superintendent of Public Instruction in partnership with the [Federally Recognized Tribes in Washington State](https://www.wa.gov/governance/federal-tribes) is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/).

K–5th Grade Social Studies – CIVICS

Selected for 5th Grade markers

By the end of 5th Grade, students will:

Examples from FSSS, Notes

<p>C1: Understands key ideals and principles of the United States, including those in the Declaration of Independence, Constitution, and other foundational documents.</p> <p><i>Enduring Understanding: Knows that different communities create rules to promote the common good and individual liberties.</i></p>	C1.5.1 Apply civic virtues and democratic principles in school.	<p>Teachers may facilitate student achievement of standards with FSSS text as support.</p> <p>Ex: Review Ch 5 on the diversity of English nationals who settled the colonies, and their various interactions, positive or negative, with native tribes.</p>
	C1.5.2 Identify core virtues and democratic principles found in foundational national documents that guide government, societies, and communities.	
	C1.5.3 Use deliberative processes when making decisions or reaching judgement as a group.	
	C1.5.4 Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.	
	C1.5.5 Describe and apply the key ideals of unity and diversity within the context of the United States.	
<p>C2: Understands the purposes, organization, and function of governments, laws, and political systems.</p> <p><i>Enduring Understanding: Recognizes that one has rights and responsibilities as a citizen in one's own community.</i></p>	C2.5.1 Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.	<p>A teacher may expand conversation about these Civics standards by using any of the chapters in FSSS to begin conversations about government involvement in historical affairs.</p> <p>Ex: Ch 10 209 ("What is Politics?" inset)</p>
	C2.5.2 Explain how a democracy relies on people's responsible participation, and draw implications for how individuals should participate.	
	C2.5.3 Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions.	
	C2.5.4 Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions.	
	C2.5.5 Describe the basic duties of the three branches of government (executive, legislative, judicial); explain why the framers of the U.S. Constitution felt it was important to establish a government with limited powers that are shared among different branches and different levels (e.g., local, state, federal).	

Selected for 5th Grade markers	By the end of 5th Grade, students will:	Examples from FSSS, Notes
<p>C3: Understands the purposes and organization of tribal and international relationships and U.S. foreign policy.</p> <p><i>Enduring Understanding: Knows that there are different communities nearby and that there may be different rules for different communities.</i></p>	C3.5.1 Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.	<p>Ch 9, "How We Got Our Constitution" can be used in the classroom as background for expanded conversations about government at the state and local level.</p>
	C3.5.2 Discuss how a democracy relies on people's responsible participation, and draw implications for how individuals should participate.	
	C3.5.3 Explain the origins and purposes of rules, laws, and key provisions of the United States Constitution around treaty building and global relationships.	
<p>C4: Understands civic involvement.</p> <p><i>Enduring Understanding: Understands that when one shows concern for the well-being of one's classroom, school, and community, one is being "civic minded."</i></p>	C4.5.1 Demonstrate how civic participation relates to rights and responsibilities.	<p>While this standard reaches beyond the scope of a history textbook, Ch 9, "How We Got Our Constitution" can be used in the classroom as background for expanded conversations about government at the state and local level.</p> <p>TRL for FSSS contain many civics-focused activities or additional reading.</p>
	C4.5.2 Compare procedures for making decisions in a variety of settings, including classroom, school, government, and society.	
	C4.5.3 Analyze and evaluate ways of influencing national governments and international organizations to establish or preserve individual rights and promote the common good.	
	C4.5.4 Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.	

K–5th Grade Social Studies – ECONOMICS

Selected for 5th Grade markers	By the end of 5th Grade, students will:	Examples from FSSS, Notes
<p>E1: Understands that people have to make choices between wants and needs and evaluate the outcomes of those choices.</p> <p><i>Enduring Understanding: Can make decisions about how to use resources to benefit oneself and others.</i></p>	E1.5.1 Analyze and explain the benefits of the decisions that colonists made to meet their wants and needs.	<p>Ch 5 – England settles North America for economic factors influencing colonization</p> <p>Ex: TRL Ch 5 – tobacco in colonial Virginia</p>
	E1.5.2 Explain how people have to make choices between wants and needs, and evaluate the outcomes or consequences of those choices.	
	E1.5.3 Evaluate the costs and benefits of individual choices.	
	E1.5.4 Evaluate positive and negative incentives to individuals and communities that influence the decisions people make.	
<p>E2: Understands the components of an economic system.</p> <p><i>Enduring Understanding: Understands the basic elements of a community's economic system, including producers, distributors, and consumers of goods and services.</i></p>	E2.5.1 Describe how colonial American economic systems worked.	<p>Ch 2–5 provide bridges to further classroom exploration of colonial economics</p> <p>Ex: Ch 2 36–43 (Spanish New World expeditions for gold and their results)</p> <p>Ex: Ch 4 79 (inset on Henry Hudson)</p> <p>Ex: Ch 5 99–102 (mentions of various British companies which funded settlements and expeditions)</p>
	E2.5.2 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.	
	E2.5.3 Explain why individuals and businesses specialize and trade.	
	E2.5.4 Explain the relationship between investment in human capital, productivity, and future incomes.	

Selected for 5th Grade markers	By the end of 5th Grade, students will:	Examples from FSSS, Notes
<p>E3: Understands the government's role in the economy.</p> <p><i>Enduring Understanding: Knows that the government has a role in the economy.</i></p>	E3.5.1 Describe the impact of the British government on the economy of the American colonies.	Ch 7 137–152 (British taxation policies and their effects on colonies, Stamp Act, Townshend Tax, Coercive Acts)
	E3.5.2 Explain ways the British used taxation policies to pay for goods and services they provided.	
	E3.5.3 Explain what interest rates are.	
<p>E4: Understands the economic issues and problems that all societies face.</p> <p><i>Enduring Understanding: Knows that when people specialize and trade, it leads to increased economic interdependence, which is a fundamental step in understanding how the world economy functions.</i></p>	E4.5.1 Explain how trade leads to increasing economic interdependence among nations.	<p>Example sections that could initiate a classroom expansion for these standards:</p> <p>Ch 12 252–254 (embargo disputes leading to the War of 1812)</p> <p>Ch 19 (Industrialism)</p>
	E4.5.2 Explain the effects of increasing economic interdependence on different groups within participating nations.	
	E4.5.3 Describe ways people can increase productivity by using improved capital goods and improving their human capital.	

K–5th Grade Social Studies – GEOGRAPHY

Selected for 5th Grade markers	By the end of 5th Grade, students will:	Examples from FSSS, Notes
<p>G1: Understands the physical characteristics, cultural characteristics, and location of places, regions, and spatial patterns on the Earth's surface</p> <p><i>Enduring Understanding: Knows that the use of tools (e.g., maps, globes, charts, graphs) is important to understanding the world around us. Different cultures may use different tools, and have different names and different perspectives, when looking at the world around us.</i></p>	G1.5.1 Construct and use maps to show and analyze information about European settlement in the United States.	Maps on 20, 33, 30, 41, 59, 73, 76, 84, 98, 123, 133
	G1.5.2 Describe the physical and cultural characteristics of the thirteen colonies.	Historical maps can factor into standard expansion (Ex: Ch 5 113) TRL Ch 1 (dead reckoning)
	G1.5.3 Construct maps and other graphic representations of both familiar and unfamiliar places.	Ch 2 (Aztec maps)
	G1.5.4 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.	Ch 4 (expandable map of New France) Ch 6 (Washington's surveying travels)
<p>G2: Understands human interaction with the environment.</p> <p><i>Enduring Understanding: Knows that the human-environment interactions are essential aspects of human life in all societies and that they occur at local-to-regional scale. Human actions modify the physical environment, and, in turn, the physical environment limits or promotes human activities.</i></p>	G2.5.1 Compare and analyze the impact of the European colonists' movement to the Americas on the land of Native American peoples.	
	G2.5.2 Explain how culture influences the way people modify and adapt to their environments.	
	G2.5.3 Explain how the cultural and environmental characteristics of places change over time.	Ch 4 73 (map of tribal territories) Ch 6 133
	G2.5.4 Describe how environmental and cultural characteristics influence population distribution in specific places or regions.	Teacher may expand on examples such as climate and agriculture in the context of tobacco growing (Ch 5 104–105, TRL Ch 5) or the settlement and struggles of Jamestown (Ch 5).
	G2.5.5 Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.	
	G2.5.6 Explain how human settlements and movements relate to the locations and use of various natural resources.	
G2.5.7 Analyze the effects of catastrophic environmental and technological events on human settlements and migration.		

Selected for 5th Grade markers	By the end of 5th Grade, students will:	Examples from FSSS, Notes
<p>G3: Understands the geographic context of global issues and events.</p> <p><i>Enduring Understanding: Knows that people, products, and ideas can move, connecting local and global communities to each other.</i></p>	G3.5.1 Describe the impact of European settlements on Native American tribes.	<p>Examples:</p> <p>Ch 13 277–285 (Indian Wars and settler impact) can be utilized to develop concept of impact on native tribes</p> <p>Ch 13 270 & 272 serve as launchpoints to expand on slavery and its impact</p> <p>Environmental characteristics appear throughout book (e.g. Ch 14 292–297 – geographical/climate description and illustration figures significantly in the narrative of Jedediah Smith)</p>
	G3.5.2 Determine the impact of trade on African peoples.	
	G3.5.3 Explain why environmental characteristics vary among different world regions.	
	G3.5.4 Describe how the spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places.	
	G3.5.5 Determine how natural and human-made catastrophic events in one place affect people living in other places.	

K–5th Grade Social Studies – HISTORY

Selected for 5th Grade markers	By the end of 5th Grade, students will:	Examples from FSSS, Notes
<p>H1: Understands historical chronology.</p> <p><i>Enduring Understanding: Knows that the study of chronology is necessary for understanding cultures, global connections, and historical events.</i></p>	<p>H1.5.1 Create timelines to demonstrate historical events caused by other important events.</p>	<p>Timeline development will align with Ch 1–11</p>
	<p>H1.5.2 Demonstrate how the following themes and developments help to define eras in U.S. History from time immemorial to 1791:</p> <ul style="list-style-type: none"> • Development of tribal nations in North America (time immemorial to 1791) • Encounter, colonization, and devastation (1492–1763) • Revolution and constitution (1763–1791) 	
<p>H2: Understands and analyzes causal factors that have shaped major events in history.</p> <p><i>Enduring Understanding: Knows that history is a series of connected events shaped by multiple cause-effect relationships, linking past to present.</i></p>	<p>H2.5.1 Analyze and explain how individuals have caused change in United States History.</p>	<p>Broad standard – dozens of recognizable individuals and groups are highlighted throughout text with their achievements</p> <p>Ex: Ch 11 232–236 (Mother Seton); Ch 13 281 (Sequoia); Ch 15 321 (Harriet Tubman); Ch 18 389–393 (Pierre De Smet), 402–403 (Cochise)</p>
	<p>H2.5.2 Analyze and explain how people from various cultural and ethnic groups have shaped United States History.</p>	
	<p>H2.5.3 Analyze and explain how technology and ideas have affected the way people live and change their values, beliefs, and attitudes in the United States.</p>	
<p>H3: Understands that there are multiple perspectives and interpretations of historical events.</p> <p><i>Enduring Understanding: Understands that historical events can be interpreted differently by different individuals, families, and communities.</i></p>	<p>H3.5.1 Explain why individuals and groups in the American colonies differed in their perspectives.</p>	<p>Ch 3–5 – the different motivations of groups and individuals in colonizing (religious, economic, cultural)</p> <p>Ex: Ch 4 79 (Henry Hudson); Ch 5 111–115 (Catholics in Maryland), 116 (Swedish settlers inset), 116–118 (Quakers in Pennsylvania)</p>
	<p>H3.5.2 Explain connections among historical context and people’s perspectives in the American colonies.</p>	
	<p>H3.5.3 Describe how people’s perspectives shaped the historical sources they created.</p>	

Selected for 5th Grade markers	By the end of 5th Grade, students will:	Examples from FSSS, Notes
<p>H4: Understands how historical events inform analysis of contemporary issues and events.</p> <p><i>Enduring Understanding: Can use the historical inquiry process that is based in materials, including primary source documents, to study and analyze the past and understand current issues and events.</i></p>	H4.5.1 Recognize and explain that significant historical events in the United States have implications for current decisions and influence the future.	<p>TRL communicates the significance of primary sources.</p> <p>Ex: TRL Ch 3 (Bartolome De las Casas' writings)</p> <p>Ex: TRL Ch 5 (letters between Queen Elizabeth and Francis Drake)</p> <p>Ex: TRL Ch 7 (eyewitness account of Boston Tea Party)</p>
	H4.5.2 Describe the purpose of documents and the concepts used in them.	
	H4.5.3 Summarize the central claim in a secondary work of history.	
	H4.5.4 Use evidence to develop a claim about colonial America.	
	H4.5.5 Infer the intended audience and purpose of a historical source from information within the source itself.	
	H4.5.6 Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose, to judge the extent to which the source is useful for studying a particular topic.	

Middle School Band Standards – CIVICS

Middle School markers

CTP Resource Examples

<p>C1: Understands key ideals and principles of the United States, including those in the Declaration of Independence, Constitution, and other foundational documents.</p> <p><i>Enduring Understanding:</i></p> <p><i>(World) Foundational documents of the United States were built upon the work of earlier civilizations.</i></p> <p><i>(WA) There are key ideals established in state and tribal constitutions that determine the functioning of government.</i></p> <p><i>(U.S.) Governing is a process that evolves over time, and the effort to build a “more perfect Union” is ongoing.</i></p>	<p>(World) By the end of 6th Grade, students will:</p> <p>C1.6-8.1 Explain how early works such as the Code of Justinian or the Magna Carta contributed to foundational documents of the United States.</p>	<p>Magna Carta: AYL Ch 8 192–194; AYL TRL Ch 8 (Magna Carta)</p> <p>Code of Justinian: AYL Ch 7 147–153; LTN1 Ch 6 139–146</p>
	<p>(WA) By the end of 7th Grade, students will:</p> <p>C1.6-8.2 Explain the structure of and key ideals set forth in fundamental documents, including the Washington state constitution and tribal treaties with the United States government.</p>	
	<p>(U.S.) By the end of 8th Grade, students will:</p> <p>C1.6-8.3 Explain key ideals and principles outlined in the Declaration of Independence, including life, liberty, and the pursuit of happiness; the U.S. Constitution, including the rule of law, separation of powers, representative government, and popular sovereignty; and, the Bill of Rights, including due process and freedom of expression.</p> <p>C1.6-8.4 Evaluate efforts to reduce discrepancies between key ideals and reality in the United States.</p>	<p>CTP Resources support study in democratic principles by reviewing the long development of political thought and the historical applications of civic ideas.</p> <p>Examples:</p> <p>FSSS Ch 9, “How We Got Our Constitution”; FSSS TRL Ch 9 (Compare and contrast this and previous example for how CTP resources address this topic at different learning levels.)</p> <p>Many historically significant persons are covered throughout both FSSS and TAV to support fulfilling this standard: TAV Ch 5 (notable federalists and anti-federalists); FSSS Ch 15 & 16 (the contributions of Abraham Lincoln)</p>

Middle School markers	CTP Resource Examples	
<p>C2: Understands the purposes, organization, and function of governments, laws, and political systems.</p> <p><i>Enduring Understanding:</i></p> <p><i>(World) Civilizations from the earliest times have some form of governmental organization that creates order in a society.</i></p> <p><i>(WA) Government in Washington state has multiple levels and branches, with limits and responsibilities that impact the operation of government.</i></p> <p><i>(U.S.) The three branches of government of the U.S. provide for a system of checks and balances that defines specific responsibilities and limits on the powers of those branches.</i></p>	<p>(World) By the end of 6th Grade, students will:</p> <p>C2.6-8.1 Explain a variety of forms of government from the past or present.</p>	<p>6th-graders using AYL will study many historical governmental systems, including ancient systems in Greece, Rome, China, Japan, India, and African civilizations. For a representative example, see AYL Ch 4 75–76.</p>
	<p>(WA) By the end of 7th Grade, students will:</p> <p>C2.6-8.2 Distinguish the structure, organization, powers, and limits of government at the local, state, and tribal levels.</p>	
	<p>(U.S.) By the end of 8th Grade, students will:</p> <p>C2.6-8.3 Analyze the structure and powers of government at the national level.</p> <p>C2.6-8.4 Use knowledge of the function of government to analyze and address a political issue.</p> <p>C2.6-8.5 Evaluate the effectiveness of the system of checks and balances in the United States based on an event.</p> <p>C2.6-8.6 Demonstrate that the U.S. government includes concepts of both a democracy and a republic.</p>	<p>Ex: TAV Ch 6, “A Walk Through the U.S. Constitution”; TAV TRL Ch 6</p>
<p>C3: Understands the purposes and organization of tribal and international relationships and U.S. foreign policy.</p> <p><i>Enduring Understanding:</i></p> <p><i>(World) Civilizations interact with each other in order to promote and protect their own interests.</i></p> <p><i>(WA) Washington State maintains important relationships among sovereign states (international and tribal) through both political and economic agreements.</i></p> <p><i>(U.S.) The United States maintains formal relationships with tribal and international governments through the treaty process.</i></p>	<p>(World) By the end of 6th Grade, students will:</p> <p>C3.6-8.1 Analyze how societies have interacted with one another.</p>	<p>Broad standard, many examples available throughout text.</p> <p>Ex: AYL Ch 4 54 (trade & the Phoenician alphabet)</p>
	<p>(WA) By the end of 7th Grade, students will:</p> <p>C3.6-8.2 Analyze how international agreements have affected Washington State.</p> <p>C3.6-8.3 Recognize that, according to the United States Constitution, treaties are “the supreme law of the land”; consequently, treaty rights supersede most state laws.</p> <p>C3.6-8.4 Explain elements of the agreements contained in one or more treaty agreements between Washington tribes and the United States.</p>	<p>Connection/bridge in text:</p> <p>TAV Ch 6 102, 110 (U.S. Constitution on treaties)</p>
	<p>(U.S.) By the end of 8th Grade, students will:</p> <p>C3.6-8.5 Identify early examples of foreign policy between the United States and other nations.</p> <p>C3.6-8.6 Analyze how the United States has interacted with other countries.</p>	<p>Broad standard.</p> <p>Ex: TAV Ch 8 137–139 (XYZ affair), 144–150 (War of 1812 & resolution)</p>

Middle School markers	CTP Resource Examples	
<p>C4: Understands civic involvement.</p> <p><i>Enduring Understanding:</i></p> <p><i>(World) The role of the citizen has evolved from ancient to modern times.</i></p> <p><i>(WA) Voting, civil discourse, education in and critical thinking and assessment of the issues, and understanding the function and purpose of government are important to be a good citizen.</i></p> <p><i>(WA/U.S.) Citizens can impact the political process through individual and collective action. Citizens need to be informed and have critical thinking skills in order to thoughtfully impact the political process.</i></p> <p><i>(U.S.) Governing requires active civic involvement by members of a society to maintain a balance of power in that society.</i></p>	<p>(World) By the end of 6th Grade, students will:</p> <p>C4.6-8.1 Describe the historical origins of civic involvement.</p>	<p>Broad standard. Students utilizing AYL learn about the development of Greek democracy (Ch 4) and republican Rome (Ch 5), both marking significant developments in the history of Western civic involvement.</p>
	<p>(WA) By the end of 7th Grade, students will:</p> <p>C4.6-8.2 Describe the relationship between the actions of people in Washington state and the ideals outlined in the Washington state constitution.</p> <p>C4.6-8.3 Employ strategies for civic involvement that address a state or local issue.</p>	
	<p>(U.S.) By the end of 8th Grade, students will:</p> <p>C4.6-8.4 Analyze how a claim on an issue attempts to balance individual rights and the common good.</p> <p>C4.6-8.5 Employ strategies for civic involvement that address a national issue.</p>	<p>For a discussion on the “common good” see TAV Ch 3 42–44, as well as the Constitution more broadly (Ch 6).</p>

Middle School Band Standards – ECONOMICS

Middle School markers

CTP Resource Examples

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

Enduring Understanding:

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

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

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

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

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

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

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

(U.S.) By the end of 8th Grade, students will:

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

While not strictly Economics textbooks, CTP resources provide historical background for understanding economic ideas and effects through history.

For (World) connections, see especially AYL and LTN1 for ancient and medieval overviews.

Ex: AYL Ch 8, broadly (transition from late antiquity to the medieval period)

Ex: LTN1 Ch 9 219–242 (medieval feudal system)

Ex: LTN1 Suppl Ch 649–652 (enclosure and its effects)

E2: Understands how economic systems function.

Enduring Understanding:

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

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

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

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

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

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

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

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

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

(U.S.) By the end of 8th Grade, students will:

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

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

For 6th Grade (World) connections, AYL provides reviews of the economic development of many ancient cultures.

Ex: AYL Ch 10 242–244 (Ancient China; Yuan dynasty and trade)

Ex: AYL Ch 4 79–80 (Greek trade and settlement)

Connection: LTN2 Ch 4 includes a wide-ranging description of the various elements, including supply and demand patterns, which contributed to the French Revolution.

Middle School markers

CTP Resource Examples

<p>E3: Understands the government's role in the economy.</p> <p><i>Enduring Understanding:</i></p> <p><i>(World) Governments have always been involved in the economic matters of their societies, but vary in the degree of regulation and control from ancient to modern times.</i></p> <p><i>(WA) The way that money is managed by the state, through taxation and spending, impacts the economy of the state.</i></p> <p><i>(WA/U.S.) Tribes, as sovereign nations, have independent economies with different government regulations separate from the United States and Washington State.</i></p> <p><i>(U.S.) The federal government has the power to impose taxes and tariffs, and regulate the printing of money.</i></p>	<p>(World) By the end of 6th Grade, students will:</p> <p>E3.6-8.1 Explain the role of government in the world's economies through the creation of money, taxation, and spending in the past or present.</p> <hr/> <p>(WA) By the end of 7th Grade, students will:</p> <p>E3.6-8.2 Analyze the role of government in the economy of Washington state through taxation, spending, and policy setting in the past or present.</p> <hr/> <p>(U.S.) By the end of 8th Grade, students will:</p> <p>E3.6-8.3 Analyze the influence of the U.S. government's taxation, creation of currency, and tariffs in the past or present.</p>	<p>Government involvement in economic matters is a broad topic, covered throughout CTP Resources on both U.S. and World History.</p> <p>Ex: TAV Ch 16 314–318 (capitalist systems, labor unions, government regulation)</p> <p>Ex: AYL Ch 10 248–250 (government involvement with the Opium Wars in China)</p> <p>Ex: LTN1 Ch 11 280–285 (discussion of King John's flagrant state spending; effects on the populace and the subsequent creation of the Magna Carta)</p>
<p>E4: Understands the economic issues and problems that all societies face.</p> <p><i>Enduring Understanding:</i></p> <p><i>(World) Societies and individuals who control trade historically have had an economic and political advantage over those who do not. Unequal distribution of wealth within a society creates distinct socio-economic classes. The managing of resources and barriers to trade creates challenges for maintaining societal lifestyles.</i></p> <p><i>(WA) Natural resources and climate impact economic and population development differently in distinct regions of Washington State.</i></p> <p><i>(U.S.) Groups and individuals who control elements of trade tend to have an economic and political advantage over those who do not. Unequal distribution of wealth within a society creates distinct socio-economic classes. The managing of resources creates challenges for maintaining their lifestyle, or facing the possibility of societal strife.</i></p>	<p>(World) By the end of 6th Grade, students will:</p> <p>E4.6-8.1 Explain the distribution of wealth and sustainability of resources in the world.</p> <p>E4.6-8.2 Explain barriers to trade and how those barriers influence trade among nations.</p> <hr/> <p>(WA) By the end of 7th Grade, students will:</p> <p>E4.6-8.3 Analyze the distribution of wealth and sustainability of resources in Washington State.</p> <p>E4.6-8.4 Explain the costs and benefits of trade policies to individuals, businesses, and society in Washington State.</p> <hr/> <p>(U.S.) By the end of 8th Grade, students will:</p> <p>E4.6-8.5 Analyze the distribution of wealth and sustainability of resources in the United States.</p> <p>E4.6-8.6 Explain the costs and benefits of trade policies to individuals, businesses, and society in the United States.</p>	<p>Historical descriptions of inequality within and among cultures provides a background for this standard.</p> <p>Ex: AYL Ch 12 282–283 (Indian caste system)</p> <p>Ex: AYL Ch 13 312–316 (Sudanic kingdoms, trade, and slavery)</p>

Middle School Band Standards – GEOGRAPHY

Middle School markers

CTP Resource Examples

<p>G1: Understands the physical characteristics, cultural characteristics, and location of places, regions, and spatial patterns on the Earth's surface.</p> <p><i>Enduring Understanding:</i></p> <p><i>(World) Mapping locations and settlement patterns in various ways helps students understand the physical and cultural characteristics of places and regions.</i></p> <p><i>(WA) There is a relationship between human populations and the physical world that is best understood by examining causes, patterns, and effects of human settlement and migration.</i></p> <p><i>(U.S.) The United States is a geographically diverse nation with distinct physical and cultural regions whose characteristics have impacted the nation.</i></p>	<p>(World) By the end of 6th Grade, students will:</p> <p>G1.6-8.1 Construct and analyze maps using scale, direction, symbols, legends, and projections to gather information.</p> <p>G1.6-8.2 Identify the location of places and regions in the world and understand their physical and cultural characteristics.</p>	<p>CTP Textbooks contain multiple full color maps for students to better understand historical events.</p> <p>The TRL have geography connections for most chapters of the texts. These include interactive maps, videos, and images which vivify the space in which historical events unfolded.</p> <p>Ex: AYL Ch 1, "Introduction to Geography" reviews basic geographical skills, including types of maps and methods of recording spaces and environments.</p> <p>Many of the TRL are geography-oriented, helping students connect narrative ideas to real locations.</p> <p>Ex: AYL TRL Ch 16 (interactive map of the continent of South America)</p>
	<p>(WA) By the end of 7th Grade, students will:</p> <p>G1.6-8.3 Analyze maps and charts from a specific time period to understand an issue or event.</p> <p>G1.6-8.4 Explain how human spatial patterns have emerged from natural processes and human activities.</p>	
	<p>(U.S.) By the end of 8th Grade, students will:</p> <p>G1.6-8.5 Explain and analyze physical and cultural characteristics of places and regions in the United States.</p> <p>G1.6-8.6 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.</p>	

Middle School markers

CTP Resource Examples

<p>G2: Understands human interaction with the environment.</p> <p><i>Enduring Understanding:</i></p> <p><i>(World) The interaction between people and the environment affects how and where people live, work, and play.</i></p> <p><i>(WA) Migration over time has impacted and been impacted by the natural environment and Native American peoples in Washington state.</i></p> <p><i>(U.S.) Growth and expansion of the United States changed how people used the land and how cultural groups interacted.</i></p>	<p>(World) By the end of 6th Grade, students will:</p> <p>G2.6-8.1 Explain and analyze how the environment has affected people and how people have affected the environment in World History.</p> <p>G2.6-8.2 Explain the geographic factors that influence the movement of groups of people in World History.</p> <p>(WA) By the end of 7th Grade, students will:</p> <p>G2.6-8.3 Explain and analyze how the environment has affected people and how human actions modify the physical environment, and in turn, how the physical environment limits or promotes human activities in Washington State in the past or present.</p> <p>G2.6-8.4 Explain the role of immigration in shaping societies in the past or present.</p> <p>G2.6-8.5 Explain examples of cultural diffusion in the world from the past or present.</p> <p>(U.S.) By the end of 8th Grade, students will:</p> <p>G2.6-8.6 Analyze how the environment has affected people and how people have affected the environment in the United States in the past or present.</p> <p>G2.6-8.7 Explain cultural diffusion in the United States from the past or in the present.</p> <p>G2.6-8.8 Explain and analyze migration as a catalyst for the growth of the United States in the past or present.</p>	<p><i>LTN2 Ch 19 563–565 (Ukrainian Holodomor of 1932–1933) – example of population changes according to both politics and environmental characteristics as they affected human populations and behaviors.</i></p> <p><i>TAV Ch 22 475–477 – example of urbanization as a population dynamic</i></p> <p><i>Ex: TAV TRL Ch 1 (map of gold deposits, with connections to discussions about initial exploration of North America for gold); TAV Ch 11 195–197 (the Gold Rush and its effects)</i></p>
<p>G3: Understands the geographic context of global issues and events.</p> <p><i>Enduring Understanding:</i></p> <p><i>(World, WA, U.S.) Geography impacts issues and events locally and globally throughout history.</i></p> <p><i>(World, WA, U.S.) Societies must learn how to manage and replenish their resources in order to maintain their way of life, to maintain mutually beneficial trade relationships, and to develop or adapt a diverse cultural landscape through migration and settlement patterns.</i></p>	<p>(World) By the end of 6th Grade, students will:</p> <p>G3.6-8.1 Explain how learning about the geography of the world helps us understand global issues such as diversity, sustainability, and trade.</p> <p>(WA) By the end of 7th Grade, students will:</p> <p>G3.6-8.2 Explain how learning about the geography of Washington State helps us understand global issues such as diversity, sustainability, and trade.</p> <p>(U.S.) By the end of 8th Grade, students will:</p> <p>G3.6-8.3 Explain how learning about the geography of the United States helps us understand global issues such as diversity, trade, and sustainability.</p>	<p><i>In AYL, each chapter begins with an overview of the environment which supports the culture presented. The TRL for each chapter generally contain geography-centered classroom connections, such as printable map activities or interactive geography websites.</i></p>

Middle School Band Standards – HISTORY

Middle School markers

CTP Resource Examples

<p>H1: Understands historical chronology.</p>	<p>(World) By the end of 6th Grade, students will:</p> <p>H1.6-8.1 Analyze different cultural measurements of time.</p> <p>H1.6-8.2 Explain how the rise of civilizations defines eras in World History in two or more regions of the world.</p> <p>H1.6-8.3 Explain how the rise of civilizations defines two or more eras, such as:</p> <ul style="list-style-type: none"> • 8,000 BCE to 500 BCE • 500 BCE to 500 CE • 500 CE to 1600 CE 	<p>AYL’s structure of chapters lends itself well to understanding eras within cultures or regions.</p> <p>AYL Ch 2 21 – discussion of eras and “prehistory”</p> <p>Ex: AYL Ch 10 232 (how Chinese “eras” are divided and named)</p>
<p><i>Enduring Understanding:</i></p> <p><i>(World) In the last 10,000 years ancient peoples from regions all around the globe shifted from a life of foraging to farming, developed civilizations, advanced technology, and connected all regions of the world.</i></p> <p><i>(WA) History is made up of a series of events that define a society, nation, or state.</i></p> <p><i>(U.S.) History is made up of a series of events that define a society, nation, or state.</i></p>	<p>(WA) By the end of 7th Grade, students will:</p> <p>H1.6-8.4 Analyze a major historical event and how it is represented on timelines from different cultural perspectives, including those of indigenous people.</p> <p>H1.6-8.5 Explain how themes and developments have defined eras in Washington State History from 1854 to the present:</p> <ul style="list-style-type: none"> • Territory and treaty-making (1854–1889) • Railroads, reform, immigration, and labor (1889–1930) • Turmoil and triumph (1930–1974) • New technologies and industries in contemporary Washington (1975–present) 	
	<p>(U.S.) By the end of 8th Grade, students will:</p> <p>H1.6-8.6 Explain how themes and developments help to define eras in United States History from 1763 to 1877, including:</p> <ul style="list-style-type: none"> • Fighting for independence (1763–1783) • Establishing the new nation (1781–1815) • Slavery, expansion, removal, and reform (1801–1850) • Civil War and Reconstruction (1850–1877) 	<p>Broad standard. Students working with TAV in the classroom will be provided with the ability to describe and define identifiable eras in U.S. History. Chapter structures and titles correspond to identifying eras (e.g. “Chapter 8: The Making of the United States,” which covers the first years of the newly-established nation).</p>

Middle School markers	CTP Resource Examples	
<p>H2: Understands and analyzes causal factors that have shaped major events in history.</p> <p><i>Enduring Understanding:</i></p> <p><i>(World) Periods in human history are marked by events and people who have changed the course of human and global development.</i></p> <p><i>(WA) Social movements, technological developments, and cultural and ethnic groups have shaped Washington State's history.</i></p> <p><i>(U.S.) Individual people, ethnic groups, cultural movements, and technological developments have all impacted how the United States has developed.</i></p>	<p>(World) By the end of 6th Grade, students will:</p> <p>H2.6-8.1 Explain and analyze how individuals, movements, cultural and ethnic groups, and technology from past civilizations have shaped World History.</p>	<p>Broad standard. Both the narrative text in <i>AYL</i> as well as the <i>TRL</i> support a student's ability to match this standard for World History.</p>
	<p>(WA) By the end of 7th Grade, students will:</p> <p>H2.6-8.2 Explain and analyze how individuals and movements have shaped Washington State History since statehood.</p> <p>H2.6-8.3 Explain and analyze how cultures and ethnic groups contributed to Washington State History since statehood.</p> <p>H2.6-8.4 Explain and analyze how technology and ideas have impacted Washington State History since statehood.</p>	
	<p>(U.S.) By the end of 8th Grade, students will:</p> <p>H2.6-8.5 Explain and analyze how individuals and movements have shaped United States History (1763–1877).</p> <p>H2.6-8.6 Explain and analyze how cultures and cultural and ethnic groups have contributed to United States History (1763–1877).</p> <p>H2.6-8.7 Explain and analyze how technology and ideas have impacted United States History (1763–1877).</p>	<p><i>TAV</i> covers this era 1763–1877 of U.S. History in Ch 3–16, comprising the bulk of the text.</p> <p>Ex: Ch 5 81–86 (individual/movement – Hamilton and ratification, effects of federalism)</p> <p>Ex: Ch 16 321–322 (individual/movement – populism and the Grange movement)</p> <p>Ex: Ch 9 171–172 (Cherokee nation, tribal contribution and effects)</p> <p>Ex: Ch 16 305–307 (early industrialist technology)</p>

Middle School markers	CTP Resource Examples	
<p>H3: Understands that there are multiple perspectives and interpretations of historical events.</p> <p><i>Enduring Understanding:</i></p> <p><i>(World) Indigenous people in all regions of the world have their own historical narrative that can differ from mainstream historical accounts of the same event.</i></p> <p><i>(WA) Social movements, technological developments, and cultural and ethnic groups have shaped Washington State's history.</i></p> <p><i>(U.S.) By analyzing and interpreting historical materials from a variety of perspectives, historians can identify multiple causal factors that shape major events in United States History.</i></p>	<p>(World) By the end of 6th Grade, students will:</p> <p>H3.6-8.1 Analyze and interpret historical materials from a variety of perspectives in World History.</p> <p>H3.6-8.2 Analyze multiple causal factors to create and support a claim about major events in World History.</p>	<p>AYL TRL can support this World History standard by expanding perspective coverage of a given topic.</p> <p>Ex: Ch 5 110 compared with TRL Ch 5 (Josephus' account of the sack of Jerusalem)</p>
	<p>(WA) By the end of 7th Grade, students will:</p> <p>H3.6-8.3 Explain, analyze, and develop an argument about how Washington State has been impacted by:</p> <ul style="list-style-type: none"> • Individuals and movements • Cultures and cultural groups • Technology and ideas 	
	<p>(U.S.) By the end of 8th Grade, students will:</p> <p>H3.6-8.4 Analyze and interpret historical materials from a variety of perspectives in United States History (1763–1877).</p> <p>H3.6-8.5 Analyze multiple causal factors to create positions on major events in United States History (1763–1877).</p>	<p>Ex: TAV Ch 10 on “Manifest Destiny” opens by quoting a sermon by Fray Magin Catala on the American West. The same chapter closes with another contemporary passage, an 1845 letter to the editor, and likely the first time the phrase “Manifest Destiny” appeared in print. These two primary-source contrasting perspectives train students in the practice of seeing multiple angles of a historical issue.</p>
<p>H4: Understands how historical events inform analysis of contemporary issues and events.</p> <p><i>Enduring Understanding:</i></p> <p><i>(World) When regional and global connections were made among early societies, the world changed in ways that still affect us today.</i></p> <p><i>(WA) By analyzing and interpreting historical materials, historians can identify multiple causal factors that shape major events in Washington State History.</i></p> <p><i>(U.S.) By analyzing and interpreting historical materials, historians can identify multiple causal factors that shape major events in United States History.</i></p>	<p>(World) By the end of 6th Grade, students will:</p> <p>H4.6-8.1 Analyze how a historical event in World History helps us to understand contemporary issues and events.</p>	
	<p>(WA) By the end of 7th Grade, students will:</p> <p>H4.6-8.2 Analyze how a historical event in Washington State History helps us to understand contemporary issues and events.</p>	<p>Standard reaches beyond scope of a textbook, but teachers can use both text and TRL to provide a firm historical foundation from which students can analyze contemporary events.</p>
	<p>(U.S.) By the end of 8th Grade, students will:</p> <p>H4.6-8.3 Analyze how a historical event in United States History helps us to understand contemporary issues and events.</p>	