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| **3-5th Grades Anchor Standard** | **Description** | **Sub-Anchor Standard** | **Enduring Understanding** | **Suggested Themes** |
| **Social Studies Skills Anchor Standard** | The student understands and applies reasoning skills to conduct research, deliberate, and form and evaluate positions through the processes of reading, writing, and communicating. | SSS1: Uses critical reasoning skills to analyze and evaluate positions. | I know that there are many sides to an argument, and I can share my side with evidence-based research. | *Example: Establish classroom norms surrounding how to have a discussion, how to listen. School and classroom rules* |
|  |  | SSS2: Uses inquiry-based research. | I know how to ask a variety of quality questions and find appropriate materials to find the answers to those questions. | Example: how to look beyond one-word answers and use of quality materials to find answers |
|  |  | SSS3: Deliberates public issues. | I know that there are many ideas, issues, and conflicts going on in the world around me, and I can listen to understand the different sides and use my voice to enact change. | Example: Respect of different opinions. Listening skills, Responsive Classroom Meetings. Establishment of Classroom norms. |
|  |  | SSS4: Creates a product that uses social studies content to support a claim and presents the product in an appropriate manner to a meaningful audience. | I know that there are many ways to share ideas, and I can evaluate evidence and determine the best tools to express my knowledge and understanding. | Example: Provide examples of pamphlets, posters, tecj nased ways to share researched topics. |
| **Civics Anchor Standard** | The student understands and applies knowledge of government, law, politics, and the nation’s fundamental documents to make decisions about local, national, and tribal/international issues and to demonstrate thoughtful, participatory citizenship. | CI: Understand key ideals and principles of the United States, including those in the Declaration of Independence, United States Constitution, treaties, and other foundational documents. | I know that different communities create rules to promote the common good and individual liberties. | Example: Venn diagram comparing different cultures and customs. |
|  |  | C2: Understands the purposes, organization, and function of governments, laws, and political systems. | I know that citizens, organizations, governments, and tribal nations/groups have specific functions and responsibilities. | Example: Make a list of jobs within the government/organization. Add a list of skills needed for each job/ |
|  |  | C3: Understands the purposes and organization of tribal and international relationships. | I know that there are different communities close to me and that there may be different rules for different communities. | Example: Write a letter to the Chamber of Commerce of communities near you and ask about their community. |
|  |  | C4: Understands civic involvement. | When I show concern for the well-being of my classroom, school, and community, I am being “civic minded.” | Example: As a class create rules of conduct. |
| **Economics Anchor Standard** | The student applies understanding of economic concepts and systems to analyze decision-making and the interaction between individuals, households, government, and societies. | E1: Understands that people have to make choices between wants and needs and evaluate the outcomes of those choices. | I can make decisions about how to use resources to benefit myself and others. | Example: Teach how to tackle a question using pro/con or other means of evaluation. |
|  |  | E2: Understands how economics systems function. | I understand the basic elements of a community’s economic system, including producers, distributors, and consumers of goods and services. | Example: research your community for their basic needs, economics. Who are the people that serve the community and where do the resources come from |
|  |  | E3: Understands the government’s role in the economy. | I know that the government has a role in the economy. | Example: research the history of the economy of the nation and how it has changed. |
|  |  | E4: Understands the economic issues and problems that all societies face. | I know that when people specialize and trade, it leads to increased economic interdependence, which is a fundamental step in understanding how the world economy functions. | Example: running of the student store. |
| **Geography Anchor Standard** | The student uses a spatial perspective to make reasoned decisions by applying the concepts of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environments. | G1: Understands the physical characteristics, cultural characteristics, and location of places, regions, and spatial patterns on the Earth’s surface. | I know that the use of tools (maps, globes, charts, graphs,) is important to understanding the world around us. Different cultures may use different tools, have different names, and different perspectives when looking at the world around us. | Example: Make a chart showing the different types of tools used throughout history, maps, charts, etc. And determine how that has changed over time. |
|  |  | G2: Understands human interaction with the environment. | I know that the human-environment interactions are a part of human life in all societies and that they occur from local-to-global scales. Human actions modify the physical environment and in turn, the physical environment limits and/or promotes human activities. | Example: Research how the geography of a region has changed over time. |
|  |  | G3: Understands the geographic context of global issues. | I know that the size, content, distribution, and movement of human populations have an important effect on our earth’s diverse cultures and environments. | Example: Create a data chart that shows the history of census information for a given time in history. |
| **History Anchor Standard** | The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes of local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future. | H1: Understands historical chronology. | I know that the study of chronology is necessary for understanding cultures, global connections, and historical events. | Example: Create timeline of events |
|  |  | H2: Understands and analyzes causal factors that have shaped major events in history. | I know that history is a series of connected events shaped by multiple cause-effect relationships, linking past to present. | Example: Look at the past history of a culture. Use a Venn Diagram for what is different between then and now. |
|  |  | H3: Understands that there are multiple perspectives and interpretations of historical events. | I understand that historical events can be interpreted differently by different individuals, families, and communities. | Example: Read two different resources on the same topic. Chart/Venn Diagram what was the same what was different in each. |
|  |  | H4: Understands how historical events inform analysis of contemporary issues and events. | I understand historical events can help me make sense of the present and plan for the future. |  |