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| **6-8 Middle School Anchor Standards** | **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: Social Studies skills include the ability to consider multiple viewpoints and weigh the validity of those viewpoints by applying an analysis of evidence. | Social Studies skills include the ability to consider multiple viewpoints and weigh the validity of those viewpoints by applying an analysis of evidence. | *Examples: Medieval history: analyzing daily life variance within societal and social class systems. Compare and contrast within societies and compare societies with one another. i.e., Medieval Japan v. Medieval Europe.* |
|  |  | SSS2: Uses inquiry-based research. | The ability to develop questions is the foundation of a rich Social Studies experience. Then the ability to answer those questions by planning how to find reliable and credible answers to the questions is the next step to initiate an inquiry. |  |
|  |  | SSS3: Deliberates public issues. | Social Studies skills include the ability to debate an issue using civil discourse backed with a range of credible sources. |  |
|  |  | SSS4: Creates a product that uses Social Studies content to support a thesis and presents the product in an appropriate manner to a meaningful audience. | Argumentation involves the ability to understand the source-to-evidence relationship and use evidence to justify a claim and counterclaim. |  |
| **Civics Anchor Standard** | The student understands and applies knowledge of government, law, politics, and the nation’s fundamental documents to make decisions about local, state, tribal, national, and/or international issues and to demonstrate thoughtful, participatory. | CI: Understand key ideals and principles of the United States, including those in the Declaration of Independence, Constitution, and other foundational documents. | (World) Foundational documents of the United States were built upon the work of earlier civilizations.  (WA) There are key ideals established in state and tribal constitutions that determine the functioning of government.  (US) Governing is a process that evolves over time, and the effort to build a “more perfect Union” is ongoing. | *Examples: US Constitution, Bill of Rights, colonial influences on the New World, establishing the rights of the people and what that means. Compare and contrast the Washington State Constitution to the US Constitution.* |
|  |  | C2: Understands the purposes, organization, and function of governments, laws, and political systems. | (World) Civilizations from the earliest times have some form of governmental organization that creates order in a society.  (WA) Government in Washington State has multiple levels and branches, with limits and responsibilities that impact the operation of government.  (US) The three branches of government of the US provide for a system of checks and balances that defines specific responsibilities and limits on the powers of those branches. | *Examples: 3 branches of government, checks and balances, alphabet soup of the Executive Branch, bicameral system of the Legislative Branch, the different court levels in the Judicial Branch.* |
|  |  | C3: Understands the purposes and organization of tribal/international relationships and U.S. foreign policy. | (World) Civilizations interact with each other to promote and protect their own interests.  (WA) Washington State maintains important relationships among sovereign states (international and tribal) through both political and economic agreements.  (US) The United States maintains formal relationships with tribal and international governments through the treaty process. | *Examples: territory and treaty making, the lead up to Native American reservations, upholding treaties with the Native Americans, international relations through treaties.* |
|  |  | C4: Understands civic involvement. | (World) The role of the citizen has evolved from ancient to modern times.  (WA) Voting, civil discourse, education in and critical thinking/assessment of the issues and understanding the function and purpose of government are important to be a good citizen.  (WA/US) Citizens can impact the political process through individual and collective action. Citizens need to be informed and have critical thinking skills to thoughtfully impact the political process.  (US) Governing requires active civic involvement by members of a society to maintain a balance of power in that society. | *Examples: citizens’ rights and responsibilities, the voice of the people: being an advocate, contacting your congressperson, voting, obeying the laws.* |
| **Economics Anchor Standard** | The student applies understanding of economic concepts and systems to analyze decision-making and the interactions between individuals, households, business, government, and societies. | E1: Understands that people must make choices between wants and needs and evaluates the outcomes of those choices. | (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.  (US) 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. | *Examples: supply and demand, buying local, tariffs, needs vs. wants, the major industries of Washington State.* |
|  |  | E2: Understands how economic systems function. | (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.  (US) 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. | *Examples: trade relationships, Washington State's produce and trade with other states/nations, what is a "free market?", supply and demand as it relates to the producer and consumer.* |
|  |  | E3: Understands the government’s role in the economy. | (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.  (WA) The way that money is managed by the state, through taxation and spending, impacts the economy of the state.  (WA/US) Tribes, as sovereign nations, have independent economies with different government regulations separate from the United States/Washington State.  (US) The federal government has the power to impose taxes and tariffs, and regulate the printing of money. | *Examples: different levels of taxation, how sovereign nations are affected by taxes, how federal state and local governments collect and use tax money.* |
|  |  | E4: Understands the economic issues and problems that all societies face. | (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.  (WA) Natural resources and climate impact economic and population development differently in distinct regions of Washington State.  (US) 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. | *Example: Make cross-curricular tie in with the CST and Social Justice. In US history, connect with reasons for the Revolutionary War and unjust societal settings and norms. Connect with the mid 1800s reform movements for equality and balance-- justice within societies. Connect w/ Civil War and reform needed within the way we treat other human beings (slavery).* |
| **Geography Anchor Standard** | The student uses a spatial perspective to make reasoned decisions by applying the concept of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environment. | G1: Understands the physical characteristics, cultural characteristics, and location of places, regions, and spatial patterns on the Earth’s surface. | (WORLD) Mapping locations and settlement patterns in various ways helps students understand the physical and cultural characteristics of places and regions.  (WA) There is a relationship between human populations and the physical world better understood by examining causes, patterns, and effects of human settlement and migration.  (US) The United States is a geographically diverse nation with distinct physical and cultural regions whose characteristics have impacted the nation. | *examine how and why people move to a region for its advantages such as resources and opportunity* |
|  |  | G2: Understands human interaction with the environment. | (WORLD) The interaction between people and the environment affects how and where people live, work, and play.  (WA) Migration over time has impacted and been impacted by the natural environment and Native American peoples in Washington State.  (US) Growth and expansion of the United States changed how people used the land and how cultural groups interacted. | *examine how and why people adapt to their environment and how they adapt their environment to fit their needs* |
|  |  | G3: Understands the geographic context of global issues and events. | (WORLD, WA, US)  Geography impacts issues and events locally and globally through history.  Societies must learn how to manage and replenish their resources to maintain their way of life, to maintain mutually beneficial trade relationships, and develop/adapt a diverse cultural landscape through migration and settlement patterns. | *examine how resources lead to cooperation and competition in global interactions* |
| **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 to evaluate how history shapes the present and future. | H1: Understands historical chronology. | (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.  (WA) History is made up of a series of events that define a society, nation, or state.  (US) History is made up of a series of events that define a society, nation, or state. | *examine both the cyclical and linear patterns in the human experience and how they build upon and borrow from the past* |
|  |  | H2: Understands and analyzes causal factors that have shaped major events in history. | (World) Periods in human history are marked by events and people who have changed the course of human and global development.  (WA) Social movements, technological developments, and cultural and ethnic groups have shaped Washington State’s history.  (US) Individual people, ethnic groups, cultural movements, and technological developments have all impacted how the United States has developed. | *examine the iconic people (both single and collective) and events of different eras to gain understanding of how we have developed* |
|  |  | H3: Understands that there are multiple perspectives and interpretations of historical events. | (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.  (WA) Social movements, technological developments, and cultural and ethnic groups have shaped Washington State’s history.  (US) 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. | *Example: Debate Antebellum N v. S. and social/ moral/ political issues leading to Civil War from specific perspectives. Research viewpoints. Cite sources.* |
|  |  | H4: Understands how historical events inform analysis of contemporary issues and events. | (World) When regional and global connections were made among early societies, the world changed in ways that still affect us today.  (WA) By analyzing and interpreting historical materials, historians can identify multiple causal factors that shape major events in Washington State history.  (US) By analyzing and interpreting historical materials, historians can identify multiple causal factors that shape major events in United States history. | *Example: examine how and why the feudal system developed both in Europe and Japan at the same time in the human experience.* |