

PENINSULA SCHOOL DISTRICT
World History and Washington State History
Seventh Grade

The following pages provide guidelines for teaching your students about world history from 600 to 1600. While each area of the world offers important lessons on how people formed societies, economic systems, governments, and culture, it would be nearly impossible to teach students about every society of the world in a way that promotes in-depth understanding. Consequently, you should choose which areas you want to explore deeply and which you will use as points of comparison. The goal is for students to have the opportunity to gain important **Enduring Understandings** that these societies teach us about ourselves and our world.

EALR Components:	Enduring Understandings/ Essential Questions Students will come to their own understanding of the following questions:	Instructional Strategies that Support Student Learning
<p>G1.2 Recognize spatial patterns on Earth’s surface and understand the processes that create these patterns</p> <p>G2.1 Describe the natural characteristics of places and regions and explain the causes of their characteristics</p> <p>G3.1 Identify and examine people’s interaction with and impact on the environment</p> <p>G3.2 Analyze how the environment and environmental changes affect people</p> <p>E2.1 Recognize that both buyers and sellers participate in voluntary trade because both expect to gain</p> <p>E 2.2 Explain how different economic systems produce, distribute, and exchange goods and services</p> <p>C2.3 Compare and contrast democracies with other forms of government</p> <p>H1.2 Understand events, trends, individuals, and movements shaping the US, World, and Washington State History</p> <p>H 2.1 Compare and contrast ideas in different places, time periods, and cultures, and examine the interrelationships between ideas, change, and conflict</p> <p>H2.2 Understand how ideas and technological developments influence people, culture, and environment</p>	<ol style="list-style-type: none"> 1. How does physical geography contribute to the political, economic, and cultural development of a particular civilization? 2. What stimulates the movement of goods, people, and ideas? 3. How and why does the rule of law develop in civilizations? 4. How do religion and government exercise authority over people? 5. What legacies have been left by ancient civilizations, in particular, on our society? 6. What significant contributions were made that advanced science, technology, and the arts? 7. How does the movement of ideas, goods, and people affect cultures? 8. How do different economic systems affect people’s daily lives? 9. How does trade affect culture? 	

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A. Islamic civilization (600-1600), <i>continued</i>				
EALR Benchmarks: WHAT →	Evidence of Learning: HOW → Students will be able to...	Assessments HOW WELL → CBA s	Enduring Understandings / Essential Questions WHY Students will come to their own understanding of the following questions:	Instructional Strategies that Support Student Learning
<p><u>Economics</u></p> <p>E2.1.2a Understand that when trade occurs, many people benefit and have a broader range of choices</p> <p>E2.2.2a Understand how differences in property rights, ownership, and non-economic values and beliefs result in different methods of production and distribution of goods and services</p>	<ul style="list-style-type: none"> • Explain the economic impact of trade on Islamic civilization • Describe the growth of cities on major trade routes 	<p>See <i>Needs & Wants CBA</i></p>	<ul style="list-style-type: none"> • How do different economic systems affect people's daily lives? • How does trade affect culture? 	

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A. Islamic civilization (600-1600), <i>continued</i>				
EALR Benchmarks: WHAT →	Evidence of Learning: HOW → Students will be able to...	Assessments HOW WELL → CBAs	Enduring Understandings / Essential Questions WHY Students will come to their own understanding of the following questions:	Instructional Strategies that Support Student Learning
<u>Civics</u> C2.3.2a Describe the purposes of government and how its powers are acquired, used, and justified C2.3.2b Describe a variety of forms of government C2.3.2c Explain how various forms of government have different effects on the lives of people	<ul style="list-style-type: none"> • Describe the system of government within the Islamic civilization and the effect of its power in the lives of the citizens • Explain the significance of the Qur'an and the Sunnah as the primary sources of Islamic beliefs, practice, and law, and their influence in Muslims' daily lives • Trace the origins of Islam and the life and teachings of Muhammad, including Islamic teachings on the connection with Judaism and Christianity 		<ul style="list-style-type: none"> • How and why does the rule of law develop in ancient civilizations? • How does religion and government exercise authority over people? 	
<u>History</u> H2.1.2 Explain the origin and historical context of major ideas and their impact on societies H2.2.2 Interpret how changing technologies have shaped ideas and attitudes, and analyze the impact of ideas and technological developments on society and culture WH1.2.2 Compare and contrast elements of culture (Islamic Civilization)	<ul style="list-style-type: none"> • Trace the expansion of the Islamic civilization and explain the reasons for its expansion • Describe the contributions of the Islamic civilization to science, mathematics, medicine, arts, literature, trade, and banking 	See <i>Analyzing Sources CBA</i>	<ul style="list-style-type: none"> • What legacies have been left by ancient civilizations, in particular, on our society? • What significant contributions were made that advanced science, technology, and the arts? 	

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B. Medieval and Renaissance Europe 600-1600				
EALR Benchmarks: WHAT →	Evidence of Learning: HOW → Students will be able to...	Assessments HOW WELL → CBAs	Enduring Understandings / Essential Questions WHY Students will come to their own understanding of the following questions:	Instructional Strategies that Support Student Learning
<u>Geography</u> G1.2.2b Analyze how human spatial patterns emerge from natural processes and human development (Place, Human/Environment Interaction, Movement) G3.2.2a Explain how the physical environment impacts how and where people live and work G3.2.2b Examine how technology can affect people's interaction with the environment	<ul style="list-style-type: none"> • Explain the role of physical geography in the eventual development of different nations within Europe • Describe the impact of the plague and the development of towns and cities • Analyze the development of maps and other navigational aids and their impact, both positive and negative, on exploration, trade, and cultural diffusion 	See <i>Analyzing Sources CBA</i>	<ul style="list-style-type: none"> • How does physical geography contribute to the political, economic, and cultural development of a particular civilization? • What stimulates the movement of goods, people, and ideas? • How does the movement of ideas, goods, and people affect cultures? 	
<u>Economics</u> E2.2.2a Explain how different economies use different methods to produce, distribute, and exchange goods and services	<ul style="list-style-type: none"> • Identify the components of the feudal system and describe how it affected the lives of each group within it • Explain the effects of reopening the ancient "Silk Road" between Europe and China, including Marco Polo's travels and the location of his routes • Explain the growth of independent trading cities (e.g., Venice), with emphasis on the cities' importance in the spread of Renaissance ideas 	See <i>Needs & Wants CBA</i>	<ul style="list-style-type: none"> • How do different economic systems affect people's daily lives? • How does trade affect culture? 	

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B. Medieval and Renaissance Europe 600-1600, continued				
EALR Benchmarks: WHAT →	Evidence of Learning: HOW → Students will be able to...	Assessments HOW WELL → CBA s	Enduring Understandings / Essential Questions WHY Students will come to their own understanding of the following questions:	Instructional Strategies that Support Student Learning
<u>Civics</u> C2.3.1b Describe a variety of forms of government C2.3.2c Explain how various forms of government have different effects on the lives of people	<ul style="list-style-type: none"> • Understand the conflict and cooperation between the Papacy and European monarchs (e.g., Charlemagne, Gregory VII, Emperor Henry IV) • Understand the decline of Muslim rule and the rise of Spanish and Portuguese kingdoms • Describe the political, economic, social, and educational power of the Catholic Church during the Medieval and Renaissance Periods 		<ul style="list-style-type: none"> • How and why does the rule of law develop in civilizations? • How does religion and government exercise authority over people? 	
<u>History</u> H2.1.2 Explain the origin and historical context of major ideas and their impact on societies H2.2.2 Interpret how changing technologies have shaped ideas and attitudes and analyze the impact of ideas and technological developments on society and culture WH1.2.2 Compare and contrast elements of culture (Medieval Europe/Renaissance 600-1600)	<ul style="list-style-type: none"> • Explain the causes and consequences of the Crusades • Identify what is meant by Humanism and explain how this philosophy affected society during the Renaissance • Detail the impact of advances made in the arts, science, mathematics, cartography, engineering, and the understanding of human anatomy and astronomy (e.g., Dante Alighieri, Leonardo da Vinci, Michelangelo di Buonarroti Simoni, Johann Gutenberg, William Shakespeare) • Compare the art of Medieval Europe with that of the Renaissance 	See <i>Analyzing Sources CBA</i>	<ul style="list-style-type: none"> • What legacies have been left by ancient civilizations, in particular, on our society? • What significant contributions were made that advances science, technology, and the arts? 	

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C. African Kingdoms, Meso America, Andean Civilization, Japan and China: Chart, compare and contrast at least two of these civilizations				
EALR Benchmarks: WHAT →	Evidence of Learning: HOW → Students will be able to...	Assessments HOW WELL → CBAs	Enduring Understandings / Essential Questions WHY Students will come to their own understanding of the following questions:	Instructional Strategies that Support Student Learning
<p><u>Geography</u></p> <p>G1.2.2a Locate physical and human features on maps</p> <p>G1.2.2b Analyze how human spatial patterns emerge from natural processes and human activities</p> <p>G2.1.2 Use observation, maps, and other tools to identify, compare and contrast the physical characteristics of places and regions</p> <p>G3.2.2a Explain how the physical environment impacts how and where people live and work (Place, Region, Human/Environment Interaction, Movement)</p> <p>G3.3.2c Identify how people develop their understandings of culture through the exchange of ideas and goods and services</p>	<ul style="list-style-type: none"> • Explain how physical geography affected the development of each civilization • Create a physical and political map of each civilization using the seven elements of a map • SPECIFIC: Describe the importance of written and oral traditions in the transmission of African history and culture 	<p>See <i>Analyzing Sources CBA</i></p>	<ul style="list-style-type: none"> • How does physical geography contribute to the political, economic, and cultural development of a particular civilization? • What stimulates the movement of goods, people, and ideas? • How does the movement of ideas, goods, and people affect cultures? 	

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C. African Kingdoms, Meso America, Andean Civilization, Japan and China: Chart, compare and contrast at least two of these civilizations, *continued*

EALR Benchmarks: WHAT →	Evidence of Learning: HOW → Students will be able to...	Assessments HOW WELL → CBAs	Enduring Understandings / Essential Questions WHY Students will come to their own understanding of the following questions:	Instructional Strategies that Support Student Learning
<u>Economics</u> E2.1.2c Understand that when trade occurs internationally, many people in each country benefit and have a broader range of choices	<ul style="list-style-type: none"> • Describe the types of trade that developed in each civilization and explain the effects of trade on each culture • Describe the ways in which people made a living in this civilization • SPECIFIC: Analyze the effects of the trans-Saharan trade routes on West African cities 		<ul style="list-style-type: none"> • How do different economic systems affect people's daily lives? • How does trade affect culture? 	

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C. African Kingdoms, Meso America, Andean Civilization, Japan and China: Chart, compare and contrast at least two of these civilizations, <i>continued</i>				
EALR Benchmarks: WHAT →	Evidence of Learning: HOW → Students will be able to...	Assessments HOW WELL → CBAs	Enduring Understandings / Essential Questions WHY Students will come to their own understanding of the following questions:	Instructional Strategies that Support Student Learning
<u>Civics</u> C2.3.1b Describe a variety of forms of government C2.3.2c Explain how various forms of government have different effects on the lives of people	<ul style="list-style-type: none"> • Describe the type of government that developed in this civilization and its effect on the lives of its citizens • SPECIFIC: Analyze the rise of a military society in Japan in the late twelfth century and the role of the samurai in that society 		<ul style="list-style-type: none"> • How and why does the rule of law develop in ancient civilizations? • How does religion and government exercise authority over people? 	
<u>History</u> H2.2.2 Interpret how changing technologies have shaped ideas and attitudes and analyze the impact of ideas and technological developments on society and culture WH1.2.2 Compare and contrast elements of culture in the following contexts: African Kingdoms, Meso-America, Japan	<ul style="list-style-type: none"> • Analyze the interaction between culture and beliefs found in this civilization • Examine the social systems of each civilization • Identify and describe the achievements of this civilization in science, arts, and technology • SPECIFIC: Describe the Meso-American achievements in astronomy and mathematics 	See <i>Analyzing Sources CBA</i>	<ul style="list-style-type: none"> • What legacies have been left by ancient civilizations, in particular, on our society? • What significant contributions were made that advanced science, technology, and the arts? • How does religion and government exercise authority over people? 	

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WASHINGTON STATE HISTORY AND GEOGRAPHY

The following pages provide guidelines for teaching your students about Washington State History. While each era of Washington State History offers important lessons on our society, economic system, government, and culture, it would be nearly impossible to teach students about every era in a way that promotes in-depth understanding. Peninsula School District has chosen the enduring understandings in 7th grade Washington State History. The goal is for students to have the opportunity to gain important **Enduring Understandings** that teach us about ourselves and our world. Note, however, any examination of any era in Washington State History should include examination of the state constitution and treaties and balanced study of the various cultural groups that make up the state's population. Note: Where indicated, it is possible to embed Washington State History into corresponding sections of United States History in Grade 8. Areas are indicated in the "Enduring/Understanding/Essential Questions" Section

EALR Components:	Enduring Understandings/ Essential Questions Students will come to their own understanding of the following questions:	Instructional Strategies that Support Student Learning
<p>G 3.2 Analyze how the environment and environmental changes affect people 3..3 Examine cultural characteristics, transmission, diffusion, and interaction</p> <p>E2.1 Recognize that both buyers and sellers participate in voluntary trade because both expect to gain</p> <p>E 2.2 Explain how different economic systems produce, distribute, and exchange goods and services</p> <p>C 1.2 Examine key ideals of United States democracy such as individual human dignity, liberty, justice, equality, and the rule of law</p> <p>C 2.1 Understand and explain the organization of government at the federal, state and local lever, including the executive, legislative, and judicial branches</p> <p>C4.1 Understand individual rights and their accompanying responsibilities including problem-solving and decision-making at the local, state, national, and international level</p> <p>H1.2 Understand events, trends, individuals, and movements shaping the US, world, and Washington State History</p> <p>H1.3 Examine the influence of culture on the United States, world, and Washington State History</p> <p>H2.1 Compare and contrast ideas in different places, time periods, and cultures, and examine the interrelationships between ideas, change, and conflict</p>	<ol style="list-style-type: none"> 1. How has physical geography affected the growth and development of the state? 2. What impact did the development of Washington State have on different cultural groups? 3. How did Washington emerge from a territory to achieve statehood? 4. What is unique about the government of Washington State and what priorities does it reflect? 5. What are the key industries of Washington State, past and present? 6. How did the people of Washington State respond to the political, economic, and social challenges of the Great Depression and World War II? What is the legacy of how those challenges were met? 7. What significant political, economic, and social challenges affected Washington State in the post-World War II era? How did these challenges impact individuals and groups of people? 8. What challenges face the people of Washington State today? 9. How can citizens work to address these challenges? 	

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A. Washington State History: Emergence of Washington State				
EALR Benchmarks: WHAT →	Evidence of Learning: HOW → Students will be able to...	Assessments HOW WELL → CBAs	Enduring Understandings / Essential Questions WHY Students will come to their own understanding of the following questions:	Instructional Strategies that Support Student Learning
<p><u>Geography</u></p> <p>G 2.1.2 Use observation, maps, and other tools to identify, compare, and contrast the physical characteristics of places and regions (e.g., wildlife, vegetation, climate, natural hazards, and waterways) (Location, Region, Place)</p> <p>G 3.2.2a Explain how the physical environment impacts how and where people live and work</p> <p>G 3.3.2a Identify the many groups and subcultures that exist within large societies and the ways they interact</p>	<ul style="list-style-type: none"> • Describe the relative location and important characteristics of the five regions of Washington State • Identify how Pacific Northwest and Plateau tribal peoples use the physical geography to meet their basic needs past and present 		<ul style="list-style-type: none"> • How has physical geography affected the growth and development of the state? 	
<p><u>Civics</u></p> <p>C2.1.2b Describe the structure of state and federal government including the legislative, executive, and judicial branches; federal, state, and local levels and political parties</p> <p>C 3.1.3b Evaluate how national interests are maintained through international agreements, treaties, and alliances</p>	<ul style="list-style-type: none"> • Describe the process by which Washington territory achieved statehood • Describe the structure of state government through its constitution • Define nation within a nation status of tribes • Describe the populist features of the Washington State constitution: initiative, referendum, recall, line-item veto • Describe the treaty negotiation process and its effects on tribal peoples as well as the development of Washington 		<ul style="list-style-type: none"> • What impact did the development of Washington State have on the different cultural groups? • How did Washington emerge from a territory to achieve statehood? • What is unique about the government of Washington State and what priorities does it reflect 	

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A. Washington State History: Emergence of Washington State, <i>continued</i>				
EALR Benchmarks: WHAT →	Evidence of Learning: HOW → Students will be able to...	Assessments HOW WELL → CBAs	Enduring Understandings / Essential Questions WHY Students will come to their own understanding of the following questions:	Instructional Strategies that Support Student Learning
<p><u>Economics</u></p> <p>E 1.2.2a Give examples of how factors of production (labor, capital, resources, and entrepreneurship) work together to produce goods and services</p> <p>E2.4.2b Describe ways that labor organizations negotiate with employers</p>	<ul style="list-style-type: none"> • Trace the development of major industries in Washington State and the environmental, political, and cultural factors that encouraged or discouraged their development • Describe the causes for the emergence of labor organizations in Washington and the results of their actions 		<ul style="list-style-type: none"> • What are the key industries of Washington State, past and present? 	
<p><u>History</u></p> <p>H 1.3.2 Examine the development of different cultures in Washington, U.S. and world history</p>	<ul style="list-style-type: none"> • Identify different immigrant groups in Washington State: why they came, challenges they encountered, and their contributions to our state • Identify different tribes and tribal regions, challenges they encountered, and their contributions to our state 		<ul style="list-style-type: none"> • What impact did the development of Washington State have on the different cultural groups? 	

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B. Washington State History: the Great Depression and World War II				
EALR Benchmarks:	Evidence of Learning:	Assessments	Enduring Understandings / Essential Questions	Instructional Strategies that Support Student Learning
WHAT →	HOW → Students will be able to...	HOW WELL → CBAs	WHY Students will come to their own understanding of the following questions:	
<p><u>Geography</u></p> <p>G 3.3.2a Identify the many groups and subcultures that exist within large societies and the ways they interact (Location, Place)</p> <p>G 3.3.2c Identify how people develop their understandings of culture through the exchange of ideas, art, music, natural resources, and goods and services</p> <p>G 3.3 Examine cultural characteristics, transmission, diffusion, and interaction</p> <p>G 3.3.2b Explain how some forms of cultural communication contribute to societal cohesion and/or division (Five Themes)</p>	<ul style="list-style-type: none"> • Use the most recent census data available, identify the different ethnic groups within a state or region and describe the opportunities and difficulties they encountered during the Great Depression and World War II • Compare the effects of the Great Depression and World War II on urban, rural, and migrant communities in Washington State • Analyze how cultural diffusion and transmission create patterns on the landscape • Analyze how Washington’s ethnic groups “borrow” certain cultural aspects from each other and how that practice leads to unify and/or divide 		<ul style="list-style-type: none"> • How did the people of Washington State respond to the political, economic, and social challenges of the Great Depression and World War II? • What is the legacy of how those challenges were met? • What stimulates the movement of goods, people, and ideas? 	

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B. Washington State History: The Great Depression and World War II, *continued*

EALR Benchmarks: WHAT →	Evidence of Learning: HOW → Students will be able to...	Assessments HOW WELL → CBAs	Enduring Understandings / Essential Questions WHY Students will come to their own understanding of the following questions:	Instructional Strategies that Support Student Learning
<u>Economics</u> E1.2.2a Give examples of how factors of production (labor, capital, resources, and entrepreneurship) work together to produce goods and services E 2.2.2a Understand how differences in property rights, ownership, and non-economic values and beliefs result in different methods of production and distribution of goods and services	<ul style="list-style-type: none"> Describe how Washington’s economy and industry changed as a result of the Great Depression and World War II Discuss the impact of migrant worker populations on the state’s economy and industry 	See <i>Needs & Wants CBA</i>	<ul style="list-style-type: none"> How did the people of Washington State respond to the political, economic, and social challenges of the Great Depression and World War II? What are the key industries of Washington State, past and present? 	
<u>Civics</u> C4.1.2a Explain how responsibility to the common good might conflict with the exercise of individual rights	<ul style="list-style-type: none"> Analyze the various responses of Washington residents to the internment of Japanese Americans 	See <i>Constitutional Issues CBA</i>	<ul style="list-style-type: none"> How can we balance the need for securing and freedom during war? 	

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B. Washington State History: The Great Depression and World War II, *continued*

EALR Benchmarks: WHAT →	Evidence of Learning: HOW → Students will be able to...	Assessments HOW WELL → CBAs	Enduring Understandings / Essential Questions WHY Students will come to their own understanding of the following questions:	Instructional Strategies that Support Student Learning
<p><u>History</u></p> <p>WA1.2.2 Identify and analyze the contributions of the following eras in the development of Washington State: The Great Depression and World War II (1930-1945)</p> <p>H1.1.2b Using evidence for support; identify, analyze and explain possible causal factors contributing to given historical events</p>	<ul style="list-style-type: none"> • Analyze the causes and effects of Japanese internment • Identify various ethnic and cultural groups' perspectives on World War II 	<p>See <i>Analyzing Sources CBAs & Conflict CBAs</i></p>	<ul style="list-style-type: none"> • How did the people of Washington State respond to the political, economic, and social challenges of the Great Depression and World War II? • What is the legacy of how those challenges were met? 	

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C. Washington State History: Post World War II – Domestic, Political, Social, and Economic Issues				
EALR Benchmarks: WHAT →	Evidence of Learning: HOW → Students will be able to...	Assessments HOW WELL → CBAs	Enduring Understandings / Essential Questions WHY Students will come to their own understanding of the following questions:	Instructional Strategies that Support Student Learning
<p><u>Geography</u></p> <p>G3.1.2a Analyze the different ways that people use the environment, identify the consequences of use, and consider possible alternatives (Human/Environment Interaction, Region)</p>	<ul style="list-style-type: none"> • Describe the causes and effects of the Boldt Decision and how it has served as a precedent for other legal/environmental dilemmas • Describe the growth of suburbs in Washington State and its impact on people’s lives and the environment 	<p>See <i>Humans & the Environment CBA</i></p>	<ul style="list-style-type: none"> • What significant social challenges affected Washington State in the post-World War II era? • How did these challenges impact individuals and groups of people? • How do different economic systems affect people’s daily cultures? 	
<p><u>Economics</u></p> <p>E1.1.2a Provide examples of how groups and individuals faced scarcity and made choices</p> <p>E2.2.2c Identify laws and values that limit or change what is produced</p>	<ul style="list-style-type: none"> • Analyze why the economy of Washington State has gone through various economic cycles of boom and bust • Identify the ways that treaty agreements and growing tribal sovereignty affect the economy 	<p>See <i>Needs & Wants CBA</i></p>	<ul style="list-style-type: none"> • What significant economic challenges affected Washington State in the post-World War II era? 	

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D. Washington State History: Contemporary Washington State, *continued*

EALR Benchmarks: WHAT →	Evidence of Learning: HOW → Students will be able to...	Assessments HOW WELL → CBA s	Enduring Understandings / Essential Questions WHY Students will come to their own understanding of the following questions:	Instructional Strategies that Support Student Learning
<u>Economics</u> E2.2.2a Understand how private ownership and property rights vary in different economies E2.2.2c Identify laws and values that limit or change what is produced	<ul style="list-style-type: none"> • Compare private, state, and tribal approaches to addressing the disparity between energy needs and environmental needs in contemporary Washington State • Analyze the effects that Boeing, Microsoft, and other large corporations have had on Washington State • Demonstrate the relationship between Washington State and other Pacific Rim countries with regard to location, trade, and culture 	See <i>Needs & Wants CBA</i>	<ul style="list-style-type: none"> • What challenges face the people of Washington State today? • How can citizens work to address these challenges? • How does the movement toward tribal sovereignty affect Washington's economy? 	

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D. Washington State History: Contemporary Washington State, <i>continued</i>				
EALR Benchmarks: WHAT →	Evidence of Learning: HOW → Students will be able to...	Assessments HOW WELL → CBAs	Enduring Understandings / Essential Questions WHY Students will come to their own understanding of the following questions:	Instructional Strategies that Support Student Learning
<u>Civics</u> C4.1.2a Explain how responsibility to the common good might conflict with the exercise of individual rights	<ul style="list-style-type: none"> • Examine how private citizens, state government, and tribal groups can work to address public and private interests in relation to resource use and conservation • Analyze the statewide impact that tribal sovereignty has on all citizens of Washington State • Evaluate the effects of the initiative process on individual rights and the common good 	See <i>Constitutional Issues CBA</i>	<ul style="list-style-type: none"> • What challenges fact the people of Washington State today? • How can citizens work to address these challenges? 	
<u>History</u> WA1.2.2 Identify and analyze the contributions of the following eras in the development of Washington State: Contemporary Washington (1980-present)	<ul style="list-style-type: none"> • Describe the relationship between Washington State and other Pacific Rim countries with regard to location, trade, and culture • Outline contemporary historical events and issues that continue to impact Washington State 		<ul style="list-style-type: none"> • What challenges fact the people of Washington State today? • How can citizens work to address these challenges? 	